

TABLE OF CONTENTS

Mission Statement	1
General Information	2
Practice Teaching in Catholic School Boards	3
Role of the Student Teacher	3
Role of the Associate Teacher	5
Role of Faculty Advisor	6
Professionalism / Cause for Withdrawal	7
Condensed Lesson Plan Sample	8
Daybook Samples/Templates	11
Practice Teaching Schedule	18
Practice Teaching Report (Sample)	23
Descriptor Definitions	25

MISSION STATEMENT

The mission of the Faculty of Education is to promote the professional growth of teachers through pre-service, in-service and graduate programs, as well as provide educational leadership and support through consultation and research.

The goal of the PRACTICUM within in the Concurrent BA/BEEd program is to provide student teachers with opportunities for growth as a professional teacher.

Practice teaching provides opportunities:

- for involvement in classroom settings in which student teachers can relate the professional theory acquired at the Faculty to the practical aspects of teaching in the classroom
- for student teachers to become familiar with the school environment and programs
- to observe the activities of learners and competent teachers who will provide models of excellence in teaching and professionalism
- to interact with students in a variety of contexts
- for student teachers to examine their own teaching critically
- for student teachers to practice the skills of planning and implementation, communication, and management
- for student teachers to complete tasks assigned by the Faculty
- for associate teachers and the faculty to provide constructive feedback and evaluate the student teacher's professional growth

The associate teachers and the faculty are partners with student teachers in the practicum experience.

GENERAL INFORMATION

The Faculty of Education, in conjunction with the Faculty of Arts and Science, offers a Concurrent program leading to a Bachelor of Arts (Honours) degree in History, Psychology, English, Geography, Math or Computer Science and a Bachelor of Education degree, **or** a Bachelor of Science (Honours) degree in Math and a Bachelor of Education degree. The program is offered in the primary/junior and junior/intermediate divisions.

The Concurrent program is a five year program. Each year student teachers study Education courses and Arts and Science courses. By their fifth year student teachers will have accumulated 23 weeks of practice teaching. Starting in the 2010-2011 academic year, four weeks of the Year 5 practicum will mandate a Service Learning.

- Student teachers may not make their own arrangements for practicum placements. All placements are made through the PRACTICE TEACHING OFFICE and take into account the agreements made between the Faculty, the particular school board and the requirements of the practicum.
- School boards require students placed in Ontario schools to complete a satisfactory Police Record Check screening prior to having direct contact with students. Students will be issued a wallet sized Identification Card through Ontario Education Services Corporation, which they must sign and make available to school officials with valid photo identification. **Students who do not have a complete Police Record Check through OESC prior to placement, will not be permitted to attend their placement and must appeal to the Practice Teaching Committee to have their placement rescheduled.**
- Faculty members will supervise student teachers starting in third year of the Concurrent program.
- Student teachers are required to complete 23 weeks of practice teaching during the five year program.

Student teachers may not be left on their own during the absence of the associate teacher. They may not assume unsupervised responsibility, nor may they act as supply teachers.

PRACTICE TEACHING IN CATHOLIC SCHOOL BOARDS

Candidates intending to teach in Catholic school boards should be aware that preference in hiring may be given to candidates with a pre-service Religious Education course and candidates having completed their practicum placements in a Catholic school board.

Students interested in practice teaching and/or becoming employed with a Catholic school board, should verify with the board whether or not they need to complete the pre-service Religious Education option course – EDUC 1526: Religious Education in the Roman Catholic Schools. Some school boards require this course in order to accept student teachers for eventual employment.

Further information regarding registration for this option course and other option courses will be provided to Concurrent Education students when entering year three of the Concurrent Education program. All option courses, including EDUC 1526- Religious Education in the Roman Catholic Schools, are open to Concurrent Education students in year three and year four of the program.

ROLE OF THE STUDENT TEACHER

The student teacher enters the school as an associate member of the teaching profession and should accept the responsibilities assigned by the school principal and the associate teacher. During the practicum experience, the student teacher is observing children, studying the role of the teacher, practicing teaching skills and reflecting on this experience.

Attendance

The student teacher is expected to report to the school office at least **30 minutes** before official school opening on the first day of each practice teaching block. On subsequent days of practice teaching, they are expected to report to their assigned classroom at least **30 minutes** before the bell rings. The student teacher must remain in the school at least **15 minutes** at the end of the day.

Absence During Practice Teaching

If a student teacher is absent for any reason during the practice teaching block, they are required to notify their associate teacher and the school office before school begins for the day. The student teacher is also required to notify the Practice Teaching Office of their absences on the day that they are away from the school. A message is to be left on the voice mail system (705) 474-3461 ext 4224. Missed time (illness or other) may be required to be made up at the discretion of the Dean. If a student teacher misses three days or more due to illness, a medical certificate is to be submitted to the Practice Teaching Office upon return to the Faculty.

Observations

Observation notes must be maintained as outlined in the Observation Learning Log in order to assist with the planning process. It is important to observe the many components of the program, as established by the associate teacher, particularly in a classroom where there is extensive individual programming, the use of learning centers and/or co-operative learning. Observation notes might include specific details about instructional strategies, program and student organization, differentiation, resources, classroom management, evaluation and responsibilities of the teacher. Observation may also be used as a part of the assessment process.

Reflections

Reflections on the practice teaching experiences should provide the student teacher with opportunities on a daily basis to evaluate, in writing, the students' learning, the student teacher's own effectiveness, and the next steps in the learning process.

Reflecting on the student teacher's own effectiveness should assist them in their professional growth because it allows them to identify their strengths and areas for improvement. As well, it provides the student teacher with a forum to assess suggestions for continued growth made by their associate teacher. Practice teaching binders must be available at all times for associate teachers and faculty advisors to view and assess.

Conducting Classroom Routines

Conducting established classroom routines such as opening exercises, dismissal, circle or sharing time and the correction of homework provides the student teacher with opportunities to establish a rapport with the students as well as develop and refine instructional skills. Lesson plans are not required for these routines, but the routines, including the purpose, should be recorded in the student teacher's observation notes.

Non-Instructional Activities

The student teacher is expected to assume the role of a teacher. Therefore, non-instructional time should be spent observing the work of the associate teacher and the activities of the learners, assisting the associate teacher in routine duties and providing individual help for students. As well, the student teacher should become familiar with the classroom resources and organization.

The student teacher is expected to participate in Professional Development Days where appropriate. As well, the student teacher is expected to assist in the duty schedule established in the school.

Practice Teaching Placement Dates

Practice Teaching dates cannot be changed. As part of the Observation & Practice Teaching course, these dates are carefully determined in consultation with:

- the Registrar's Office. Practicum cannot be scheduled until after the Arts and Science exam period;
- the Faculty of Arts and Science class schedule and Faculty of Education class schedule;
- the Consecutive students' practicum dates.

These designated dates for both our Concurrent and Consecutive programs have been provided to all school boards when requesting associate teachers. If one student teacher requests a change in placement dates due to employment or other reasons, exceptions for that student must be offered to all other students interested in changing their dates. This would be impossible to administer.

Changing placement dates not only affects the Practice Teaching Office but the following as well:

- relationships with schools and school boards throughout Ontario;
- faculty advisors who are scheduled to supervise Concurrent candidates during the May practicum;
- potential scheduling conflicts with the Registrar's Office and/or the Faculty of Arts & Science;
- all Concurrent student teachers.

Please keep in mind that school boards themselves are dealing with several Universities offering Concurrent and Consecutive Education programs, whose placement dates are scattered throughout the year. It is necessary for the school boards to be able to keep track of student teachers within their schools and to do this the practicum dates must be consistent for all teacher candidates from individual universities. In order to ensure that placements run smoothly, that our good standing with schools and school boards is not jeopardized, candidates are asked to respect the scheduling of practicum.

Criminal Reference Check

Student teachers in the Concurrent Education program are required to have a valid criminal reference card from Ontario Education Services Corporation (OESC), before attending placement. Only criminal references through the Ontario Education Services Corporation are recognized by school boards in Ontario.

The Ontario Education Services Corporation application forms are provided to all students. **Students who do not have a valid OESC card will not be permitted to attend their scheduled placement.** Student teachers must appeal to the Practice Teaching Committee to request that placement be rescheduled. Rescheduling is not guaranteed.

ROLE OF THE ASSOCIATE TEACHER

Associate teachers should provide student teachers with a model of excellence in teaching and professionalism. The associate teacher will guide student teachers and provide feedback. The associate teacher will evaluate the student teacher's success during the practicum using the evaluation form provided by the Faculty.

Mentoring, Supervision and Evaluation

Associate teachers must supervise as well as guide and mentor. Associate teachers will evaluate their student teacher's professional growth by observing their interaction within the classroom.

The associate teacher will discuss the student teacher's work in the classroom on a daily basis in order to provide feedback and suggestions for improvement. They will also assist their student teacher in developing criteria for self-evaluation. Daily feedback on classroom management, professional growth and other aspects of teaching should be part of the formative evaluation for the student (where applicable). At the end of the practice teaching block the associate teacher is required to complete the practice teaching report, outlining strengths and areas for growth.

The associate teacher or student teacher is encouraged to notify the practice teaching office any time during the practicum placement if a student is experiencing difficulty:

Sandra Minor, Practice Teaching Placement Coordinator

Phone: (705) 474-3461 ext 4224

Fax: (705) 495-1303

sandrami@nipissingu.ca

ROLE OF THE FACULTY IN PRACTICE TEACHING

Faculty advisors play a role in the Concurrent Education programming beginning in the **third year** of the program. The role of the faculty advisors is to supervise student teachers and to provide support for associate teachers. This is accomplished by:

1. contacting student teachers before their teaching blocks;
2. consulting with associate teachers;
3. examining plans, observation notes and reflections normally prior to the lesson;
4. observing teaching and providing feedback;
5. completing evaluation reports during the school year for student teachers;
6. providing additional debriefing following the practice teaching session.

Faculty will make individual arrangements when they will be visiting student teachers. Although notification will normally be provided prior to these visits, faculty members have the right to visit student teachers at any time.

PROFESSIONALISM

All student teachers are expected to follow the Ontario College of Teachers' Foundations of Professional Practice as well as the OTF Code of Ethics. A breach of any part of these standards may be reason enough to prevent an individual from continuing in the academic program, from continuing in the practice teaching component or from being deemed successful overall in the Concurrent Education Program.

CAUSE FOR WITHDRAWAL FROM THE PROGRAM

Any of the following may be considered cause for immediate withdrawal of a student teacher from any practice teaching assignment:

1. A charge by school personnel and/or the Dean of Education's office of physical, or sexual abuse;
2. An assessment by school personnel and/or the Dean's office that the student teacher's behaviour seriously or chronically affects the intellectual, emotional or psychological well being of students;
3. In the opinion of the Dean of Education's office, the associate teacher and/or school principal, evidence that continuation of the placement could have a detrimental effect on the school's program, the students or the staff.

Make-up teaching assignments may be refused, and the student teacher's right to continue in the Concurrent program may be revoked, depending on the seriousness of the concern.



1. Lesson Plan Information	
Subject/Course: Language	Name: Adapted from M. Parr
Grade Level: ½ (Level J)	Date: February 20
Topic: Guided Reading: Group 1: The Snowy Day by Ezra Jack Keats	Time and Length of Period: 9:30-10:15 (45 minutes)

2. Expectation(s) and Learning Skills
<p>The students will:</p> <ul style="list-style-type: none"> • Use self-correction strategies such as re-reading, asking questions • Use their knowledge of word endings with “ing” and “ed” to recognize the same word in different forms • Use a variety of reading strategies to understand a piece of writing (e.g., reread, predict content, ask questions) <p>Today, students will: remove target endings of simple words (“ing” and “ed”) to create new words and add target endings to change the tense of action words with simple, complete sentences</p>

3. Pre-assessment
<p>A. (i) Students</p> <ul style="list-style-type: none"> • have good command of the English language and can use ‘ed’ and ‘ing’ endings appropriately in oral language situations • speak in simple and complete sentences • understand that a period means a full stop (i.e., we take a big breath) and a comma means a pause (i.e., we take a little breath) • have already learned the song “Ten Little Snowmen” and understand that by the end of a song, all must be sitting, quiet and ready to learn <p>(ii) Differentiation of content, process, and/or product (may be accommodations and/or modifications)</p> <ul style="list-style-type: none"> • All students within the reading group are fluent at the current reading level
<p>B. Learning Environment</p> <ul style="list-style-type: none"> • 4 groups are working at learning centres • 5th group with teacher for guided reading lesson at the carpet for target expectations of lesson
<p>C. Resources/Materials</p> <ul style="list-style-type: none"> • Guided reading book: <i>The Snowy Day</i> by Ezra Jack Keats for each student • Simple words with “ed” and “ing” endings on word cards

4. Content (The What)	Teaching/Learning Strategies (The How)
<p>A. Introduction (motivational steps/hook/activation of students' prior knowledge) (5 minutes)</p> <p>Before Reading <i>Dramatic walk in the snow</i> Sing: Ten Little Snowmen Invite students to take an imaginary walk in the snow. Activate prior knowledge and make connections to their personal experiences.</p>	
<p>B. Content for New Learning</p> <p>BEFORE READING:</p> <p>1. Predictions using the cover illustrations.</p> <p>3. Book Introduction:</p> <ul style="list-style-type: none"> - Making connections - Activating prior knowledge - Word Endings: 'ed' 'ing' <p>3. During Reading: Reading</p> <p>4. After Reading:</p> <ul style="list-style-type: none"> - Comprehension Check - Exploring Words (descriptive action words) 	<p>B. Teaching/Learning Strategies for New Learning (18 minutes)</p> <p>1. Ask students to predict what the story might be about by observing the cover illustrations.</p> <p>2. (Think Aloud) Walk through the book, talking about the story found in the pictures and looking for ways to connect students' prior knowledge with the story. Scaffold important or new language/structures found in the story by drawing students' attention to clues found in the pictures and activating prior knowledge.</p> <p>Explain the use of endings 'ed' and 'ing'</p> <p>3. Students read orally at their own pace. The teacher guides and observes the students as they read, keeping track of (and at times discussing) strategy use.</p> <p>4. Ask questions to confirm predictions and check comprehension: Sorting word cards with 'ed' and 'ing' words by their endings. Developing and acting out sentences with a partner.</p>
<p>5. Consolidation/Recapitulation Questions (Check for understanding / scaffolded practice)</p>	
<p>(4 minutes)</p> <p>AFTER READING: Comprehension Check</p> <ul style="list-style-type: none"> • Responding: Review of initial predictions <p>This is what we thought the story would be about. Were we right? What was in the story that we hadn't considered?</p> <p>Ask key questions to check comprehension:</p> <ul style="list-style-type: none"> • Retell: What did Peter see when he looked out his window? What were some of the things Peter did outside in the snow? What sounds did the snow make? • Relate: Tell about a time when you walked in the snow like Peter. • Reflect: How do you think Peter would have felt if the snow had really melted away? 	

6. Application (Moving from guided, scaffolded practice to increasingly independent practice and understanding / gradual release of responsibility)

(5 minutes)

Students will sort word cards with 'ed' and 'ing' words by their endings. They will orally recall and/or develop simple and complete sentences with selected words. One student will recite the sentence while another acts it out. Demonstrate (with simple words) how 'ed' and 'ing' can be "cut off" to create the root word and then, how 'ed' and 'ing' can be "added" to change the tense of action words.

7. Lesson Conclusion

(2 minutes)

Ask: What did we learn about the endings of certain action words or verbs when the story takes place in the past as it did in our story today? What other ending did we notice on some of our words today?

Homework: When you do your reading work at home tonight with your take home book, try to look for words that end in "ed" and "ing".

8. Assessment (collection of data) / Evaluation (interpretation of data)

- Observe and record on checklist for oral reading strategies and comprehension.
- Complete running records for one or two students.
- Check students' understanding of "ing" and "ed" endings in reading and writing.

9. Student Teacher's Reflections on the Lesson

A. (i) Evidence of Student Learning Related to the Lesson Expectation(s)

The group does require more practice in using a wider variety of reading strategies to understand a piece of writing – many seem to depend on one strategy e.g., text structure.

(ii) Next Steps for Student Learning Related to Lesson Expectation(s)

M and J appear to be ready to move to the next level (K) due to their fluency and comprehension. K, S and T will remain at Level J for further strengthening. I will make a chart on "Different Ways to Understand a Story". Add a tape recorder to the reading centre.

B. (i) Evidence of the Effectiveness of the Student Teacher

Students were able to follow successfully the directions for using "ed" and "ing" endings and transfer the modelling effectively to working with word cards both during the guided reading group time and at the reading centres. Students were engaged during the guided reading session and there was a smooth transition from group to independent work. One student needed a visual cue to refocus and attend to his task.

(ii) Next Steps Related to the Effectiveness of the Student Teacher

Make a chart of the various strategies we can use will help them remember that they can use a variety of strategies for this purpose. In addition, we will review the routines for working at centres and also post a list with pictograms as to what to do when finished at a centre.

DAYBOOK PLAN – Sample 17 (ELEMENTARY)

Time	Topic	Learning Expectation	Differentiation	Strategies/Activities/Materials	Consolidation	Application	Assessment	Reflections
9:00 9:10	Opening Exercises							
9:10 9:45	Mathematics	Group A: Identify six uses of perimeter. Group B: Research on internet (8 students)	Provide peer support for T while he works in Group B on self-directed activity.	Group A: Student reaction to pictures on board. Directed questions. Group B: Self-directed.	Students play “Match Mine” to check each other’s list of uses of perimeter; one group leads the class to create an anchor chart naming the six uses.	Group A: Two assignments-textbook pages 69 questions 1,2, 4 and 9; illustrate six uses or perimeter on one blank sheet of paper (provided) Group B: Continue with research.	Correct responses as a large group. Observation	
9:45 10:00	Language Arts	Group A: Spell words accurately. Group B: Use list words as a base to spell new words.	Provide basic list words for M and P as they are new to Canada and ELL learners	Group A: For pre-test, students work in pairs dictating words to each other. Group B: Work in groups of three to develop derivatives of list words.	Create a letter set for the group of words on their list and examine the different sounds of the vowels “e” in various list words.	Group A: self-directed. Group B: Share lists of words in groups of six.	Group A: Observation Group B: Facilitate sharing of responses among groups.	
10:00 10:30	Language Arts	Write introductory sentences that arouse reader’s interest.	Provide movie buddies to M and P to support their observation and writing. Allow them to practice sharing on tape before presenting their best sentence.	Begin with 60 second video clip of start of a mystery movie (provided by the educational department of Arts and Entertainment). Ask students to share memorable opening lines of a movie, TV show, book, play. Question: How do people arouse interest? (question and responses on experience chart paper)	Teacher makes a chart of students’ responses to the question, “What characteristics of an opening line make it memorable/famous?”	Each student to write three intro sentences. Each student then finds a partner who must prioritize the three sentences as good, better and best. Students will then share “best” sentence with entire class (time permitting).	Collect best sentences and record in notebook (criteria must match those that students identified in the consolidation)	
10:30 10:45	Recess							

10:45 11:30	Science	1. Identify bird migration flyways 2. Write two reasons explaining how birds know where to go when they migrate.	Provide J with a key role in the guessing game to capture and maintain focus. Provide M and P with scribes to complete worksheets with them (writing buddies).	Introduce with “chicken bones in a shoe-box” guessing game. Provide students with advance organizer on bird migration video (National Geographic). Show video. Elicit responses to work sheet. Discussion on how birds know where to go when they migrate.	Examine video and scanned pages of information from reputable Science sources that shows research methods to help us understand bird migration. Discuss why it is valuable for us to understand these migratory behaviours.	1. Draw flyways on provided map. 2. Write reasons why birds know where to go.	Video display of birds that fly various flight paths next class.	
11:30 11:55	French							
11:55 12:55	Lunch							
12:55 1:10	Language Arts	Listen attentively to novel. Predict what will happen next.	Provide a summary buddy for M and P so they understand what has happened in the story.	Introduce with “scary music”. Read pages 110-116. Stop and encourage students to predict... Continue reading pages 117-121 but read no further until tomorrow.	Make predictions about what may happen in the next reading and discuss evidence to support ideas and opinions.			

1:10 1:55	Physical Education	1. Demonstrate body control. 2. Demonstrate creativity in a "routine".	Provide arm strengthening exercises for L who has a broken ankle and cannot do the movement and roll activities.	Introduction: Movement activities involving different levels, speeds and directions. Do ice cube activity. Skill: Large group demonstration of three types of formal rolls. Move into squads to practice and create a routine.	Create anchor chart to identify criteria for what would constitute a good routine. Note: Change arm strengthening exercise for L as other students work on Consolidation and Application of rolls.	Each group takes a turn to share routines with other groups.	Observation checklist (against criteria as defined on the anchor chart.)	
1:55 2:30	Special presentation by local police on bicycle safety							
2:30 2:45	Recess							
2:45 3:30	Social Studies	1. State how people have exploited the Arctic.	Provide pictorial descriptions of Arctic exploitation for M and P, dual captioned in simple English and in Chinese.	Introduce with used car oil and water activity. Discussion of slides that focus on mining, chemical pollution, oil disasters, and whaling. Provide students with summary of the Antarctic Treaty, 1991 (six key concepts) taken from <u>Arctic and Antarctic: The Changing World</u> , ISBN 1-57145-122-6 and discuss role of the treaty.	Examine and discuss interpretation of some slides. Why are some sensationalized?	1. Create a <u>list</u> of how people have exploited the Arctic in the past. 2. Explain the purpose of international use treaties. 3. With a peer group, discuss why preservation of arctic regions is vital.	Individual supervision with written comments in anecdotal record book	

DAYBOOK PLAN – SAMPLE 18 (Secondary)

Period	Class	Topic	Learning Expectations	Differentiation	Strategies/ Activities/ Materials	Consolidation	Application	Assessment	Reflections
1. 9:00 to 10:12	Grade 10 History (Applied) (CHC2P) “Canadian History in the Twentieth Century”	The causes of WWI- part of the unit on Canada’s participation in war, peace and security.	<ul style="list-style-type: none"> • Create a graphic organizer to show the relationships among the causes of World War I. • Supportively assess the work of others. • Experience the impact of various points of view. 	<p>Provide an area of the classroom where students can re-examine the video clip if necessary.</p> <p>Provide a pre-started graphic organizer with one example for M, K, T and R.</p>	Show three-minute video clip of assassination of Archduke Ferdinand in Serbia. Use follow up discussion to unpack the six causes of World War I. Present a variety of graphic organizers. Challenge students to develop a graphic organizer depicting the relationships among the causes.	Brief recap with key, educative questions on definitions and consequences of major terms such as imperialism, arms race, & Bismarckian Alliances to check for understanding	Place the causes of the war in the circles. Show the relationship among the causes by drawing and labelling arrows among the circles	Post work on bulletin board. Students comment on the effectiveness of the graphic organizers based on criteria of content and communication effectiveness (use 3 stars and wish strategy).	
2. 10:20 to 11:32	Grade 10 History (Applied) (CHC2P) “Canadian History in the Twentieth Century”	See period 1 class.	See period 1 class.	Provide a pre-started graphic organizer with one example for L, M, and P.	See period 1 class.	See period 1 class.	See period 1 class.	See period 1 class.	
Lunch 11:32 to 12:40	Reminder of the brief department meeting to discuss curriculum concerns – Room A234								
3. 12:40 to	Preparation Period. Mark assignments from yesterday. Book video on Canada’s Contribution (Ypres, Somme, Vimy Ridge) for Friday’s class.								

1:52									
4. 2:00 to 3:12	Grade 10 History (Academic) (CHC2D) “Canadian History in the Twentieth Century”	Part of the unit on Canada’s participation in war, peace and security- How Canada became involved in WWI.	<ul style="list-style-type: none"> • Prioritize the six causes of World War I. • Apply the skills involved in an inquiry process 	Include T, R and L in a single group and work with them to get them started on the task. Review the stages of effective inquiry with them before posing the task. Ask T to record for this group.	Show three-minute video clip (see period 1). Use list of causes listed in article by A.J.P. Taylor. Individuals choose one cause as most important. Then, in groups, they share their choices, their reasons and try to reach agreement on the most important cause. Groups present their results to one another. Discussion follows.	Use bubble map to paraphrase discussion points	In their notebooks students prioritize the six reasons for World War I and defend their choices in writing.	Collect notebooks. One mark will be given for each on analysis, interpretation and drawing of conclusions.	

YEAR FIVE CONCURRENT EDUCATION TEACHING SCHEDULE

A unique aspect of the Nipissing University Concurrent Program is the intensive Year 5 Practice Teaching placement of 13 weeks, which are divided into four placement blocks. During the 2009-2010 academic year, Year 5 students will have the option to use the first four weeks of this block in a Service Learning placement. In the 2010-2011 academic year, the Service Learning component will be mandatory. Please consult the program web site for the Service Learning Handbook. The longer teaching block provides an opportunity for student teachers to become fully immersed in the culture of a school. Some students may use part of this time to engage in alternative placements such as International Education, Outdoor Education, Native Education, or Special Education.

During the nine or thirteen weeks of placement, student teachers will receive one formal written evaluation from Faculty Advisors while Associate Teachers will be asked to complete a report after weeks four, seven, ten and thirteen.

Students may choose to be supported by Blackboard (an interactive discussion board used to support distance education courses) contact among themselves and with a Faculty contact during this placement time. As well, students may be in contact with Faculty Advisors during this time via email at their discretion.

Year 5 students will be offered two one hour classes to review lesson planning and to be introduced to the formats for Condensed Lesson Planning and Daybook Planning . Year 5 students may use Daybook planning formats in week three for those having 9 weeks of placement or in week five for students participating in 13 weeks of placement.

However, if either the Associate Teacher or the Faculty Advisor have concerns about the quality of the student teacher's planning or delivery of lessons during the teaching block, they may request full lesson plans at their discretion.

There are two Practice Teaching Schedules. The first outlines the schedule for students completing the full 13 weeks in a classroom setting. The second is for those students who have chosen to spend the first 4 weeks in a Service Learning Placement.

STUDENT TEACHER'S SCHEDULE: THIRTEEN WEEK PRACTICUM

Block 9: January 11 to February 5, 2010

	Monday	Tuesday	Wednesday	Thursday	Friday
January	11 Observation	12 1 to 2 lessons	13 1 to 2 lessons	14 Up to 50%	15 Up to 50%
	Classroom Orientation: - Student is assigned to an associate teacher and assists when requested with regular classroom duties. - No written practice teaching report by the associate teacher for this week				
	18	19 50% Observation	20 50% Instructional Responsibilities	21	22
	- Full lesson planning and implementation				
	25	26 50% Observation	27 50% Instructional Responsibilities	28	29
	- Full lesson planning and implementation.				
February	1	2 50% Observation	3 50% Instructional Responsibilities	4	5
	- Full lesson planning and implementation. Rated practice teaching report written by the associate teacher for period of Jan. 11 to Feb. 5 to be submitted February 8 by email or fax.				

Block 10-February 8 to February 26, 2010

February	8	9 Up to 100% Instructional Responsibilities	10	11	12
	- Condensed and/or Daybook planning and implementation				
	15 Family Day	16	17 Up to 100% Instructional Responsibilities	18	19
	- Condensed and/or Daybook planning and implementation				
	22	23 Up to 100% Instructional Responsibilities	24	25	26
- Condensed and/or Daybook planning and implementation					
Rated practice teaching report written by the associate teacher for period February 8-26 to be submitted March 1 by email or fax.					

Block 11-March 1 to March 26, 2010

	Monday	Tuesday	Wednesday	Thursday	Friday
March	1 Observation	2	3	4	5
	Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation				
	8	9	10	11	12
	Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation				
	15	16	17	18	19
STUDY WEEK – NO CLASSES					
	22	23	24	25	26
Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation Rated practice teaching report written by the associate teacher for period March 1-12 and March 22-26 to be submitted March 30 by email or fax.					

Block 12-March 29 to April 16, 2010

April	29	30	31	1	2
	Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation				
	5 EASTER MONDAY	6	7	8	9
	Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation				
	12	13	14	15	16
Up to 100% Instructional Responsibilities - Condensed and/or Daybook planning and implementation Rated practice teaching report written by the associate teacher for period March 29 to April 16 to be submitted April 19 by email or fax.					

STUDENT TEACHER'S SCHEDULE: SERVICE LEARNING

Block 10: February 8 to February 26, 2010

	Monday	Tuesday	Wednesday	Thursday	Friday
	8	9	10	11	12
	Observation	1 to 2 lessons	1 to 2 lessons	Up to 50%	Up to 50%
Classroom Orientation: - Student is assigned to an associate teacher and assists when requested with regular classroom duties. - No written practice teaching report by the associate teacher for this week	15	16	17	18	19
	FAMILY DAY	Full lesson planning and implementation			
	22	23	24	25	26
	50% Observation 50% Instructional Responsibilities				
	- Condensed and/or Daybook planning and implementation				
	- Rated practice teaching report written by the associate teacher for period of Feb. 8 to Feb. 26 to be submitted by March 1 by email or fax.				

Block 11-March 1 to March 26, 2010

	Monday	Tuesday	Wednesday	Thursday	Friday
March	1	2	3	4	5
	Observation	Up to 100% Instructional Responsibilities			
		- Condensed and/or Daybook planning and implementation			
	8	9	10	11	12
	Up to 100% Instructional Responsibilities				
	- Condensed and/or Daybook planning and implementation				
	15	16	17	18	19
STUDY WEEK – NO CLASSES					
	22	23	24	25	26
	Up to 100% Instructional Responsibilities				
	- Condensed and/or Daybook planning and implementation				
	Rated practice teaching report written by the associate teacher for period March 1-12 and March 22-26 to be submitted March 29 by email or fax.				

Block 12- March 29 to April 16

April	29	30	31	1	2
	Up to 100% Instructional Responsibilities				GOOD FRIDAY
	- Condensed and/or Daybook planning and implementation				
EASTER MONDAY	5	6	7	8	9
Up to 100% Instructional Responsibilities					
- Condensed and/or Daybook planning and implementation					
12	13	14	15	16	
Up to 100% Instructional Responsibilities					
- Condensed and/or Daybook planning and implementation					
Rated practice teaching report written by the associate teacher for period March 29 to April 16 to be submitted April 19 by email or fax.					



North Bay Campus, Concurrent Education- Year 5

SAMPLE

Name _____ Date: from: _____ to: _____

Board	School/Location	Associate Teacher	Grade			
OVERALL RATING: Level of Development		Weeks	2 3 4			
EXEMPLARY Displays exceptional teaching skills in applying the most appropriate content and methodology to meet learners' needs. Actively seeks feedback. Uses a reflective approach to independently modify teaching practice. Consistently explores and extends understanding of professional growth and responsibility, including respecting confidential information about students.		provide a rating (x) for each week				
		<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> </tr> </table>				EXEMPLARY
PROFICIENT Displays sound teaching skills in applying appropriate content and methodology to meet learners' needs. Requires minimal assistance in responding to suggestions for improvement. Demonstrates ability to apply reflective thought successfully in a variety of teaching situations. Displays solid understanding of professional growth and responsibility, including respecting confidential information about students.		<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> </tr> </table>				PROFICIENT
ADEQUATE Displays adequate understanding of teaching skills. Content and methodology selected are generally appropriate and/or adequate to meet learners' needs. Requires some assistance in responding to suggestions for improvement. Limited modifications in teaching practice are implemented as a result of reflection. Displays basic understanding of professional growth and responsibility, including respecting confidential information about students.		<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> </tr> </table>				ADEQUATE
DOES NOT MEET EXPECTATIONS Displays unsatisfactory understanding of teaching skills. Content and methodology are generally inappropriate and/or inadequate to meet the learners' needs. There may be some response to suggestions for improvement but has difficulty in reflecting on practice and implementing modifications. Although there may be some understanding of the need for professional growth and professional responsibility, there is minimal evidence in practice, including respecting confidential information about students.		<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> </tr> </table>				DOES NOT MEET

OVERALL COMMENTS:

	E	P	A	D	N/A	COMMENTS (Please elaborate on strengths/areas for growth)
1. Commitment to Pupils and Pupil Learning						
Shows care and commitment to pupils and to teaching						
Treats pupils equitably and with respect						
Creates opportunities for problem-solving, decision making and critical thinking						
Makes adjustments to meet student needs (Identified, ELD, ESL, ...)						
2. Leadership & Community						
Collaborates with others to create a learning community						
Assumes professional responsibility (the planning binder, duties, meetings, punctuality, initiative...)						

_____ Dates student was absent	ASSOCIATE TEACHER	FACULTY	_____ SIGNATURE
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Student Name:

E	P	A	D	N/A
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COMMENTS (Please elaborate on strengths/areas for growth)

3. Ongoing Professional Learning

Demonstrates commitment to professional growth					
Engages in reflection					

4. Professional Knowledge (planning, implementing and assessing)

A) Planning:

Identifies lesson expectations					
Describes pre-assessment of learners including prior knowledge, modifications, accommodations and alternative expectations					
Plans for the learning environment and resources					
Outlines and understands curriculum content and its underlying concepts, facts and skills					
Plans and develops teaching/learning strategies					
Plans a consolidation and application task(s)					
Matches assessment with expectations					

B) Implementing and Assessing:

Engages the students through an introductory activity					
Uses instructional strategies which facilitate learning					
Uses technologies and resources					
Consolidates and provides an application that solidifies the learning					
Uses assessment strategies/recording devices					
Aware of pacing and timing and the need to be flexible					

5. Management and Communication Practices

Models communication practices (voice, spoken/written language, ...)					
Uses questioning techniques (Bloom's, probes, prompts, wait time...)					
Promotes a positive and collaborative learning environment					
Uses management strategies (rules/routines, awareness of off-task behaviours, proximity, proactive strategies, ...)					
Reinforces positive behaviour					

DESCRIPTOR DEFINITIONS

PRACTICE TEACHING GROWTH DESCRIPTORS

Growth descriptors have been provided for the practice teaching evaluation form. These descriptors detail the expected level of competence that would be representative of adequate, proficient, and exemplary teaching for each separate category. They are meant to be used as observable behaviour guidelines so that anyone involved in the mentoring, supervisory or evaluation process has specific reference points that may be used to assist student teachers in their growth and development.

The associate teacher may use the descriptors as a framework to provide feedback to the student teacher during practice teaching. This would allow both parties to have a common ground upon which to base their perceptions relative to specific areas of professional growth. They may be used as a basis for on-going formative evaluation over the course of the practicum, as guiding principles for summative evaluation at the end of each week, or as a guiding framework for the final practice teaching evaluation mark.

Key Elements	Exemplary	Proficient	Adequate	Does Not Meet Expectations
1. Commitment to Pupils and Pupil Learning				
Shows care and commitment to pupils and to teaching	– Consistently values the individuality of learners and always works towards providing meaningful and relevant learning experiences in order to promote and enhance students’ learning.	– Usually values the individuality of learners and frequently works towards providing meaningful and relevant learning experiences in order to promote and enhance pupils’ learning.	– Occasionally values the individuality of learners and sometimes works towards providing meaningful and relevant learning experiences in order to promote and enhance pupils’ learning.	– Rarely values the individuality of learners and does not work towards providing meaningful and relevant learning experiences in order to promote and enhance pupils’ learning.
Treats pupils equitably and with respect	– Extensive understanding and appreciation of diversity and equity as it relates to student-teacher interactions and student-student interactions.	– Considerable understanding and appreciation of diversity and equity as it relates to student-teacher interactions and student-student interactions.	– Some understanding and appreciation of diversity and equity as it relates to student-teacher interactions and student-student interactions.	– Limited understanding and appreciation of diversity and equity as it relates to student-teacher interactions and student-student interactions.
Creates opportunities for problem-solving, decision-making, and critical thinking	Provides sophisticated challenges and conceptual frameworks that successfully encourage students to engage in divergent thinking.	– Provides challenges and conceptual frameworks that often encourage students to engage in divergent thinking.	– Provides some challenges and conceptual frameworks that sporadically encourage students to engage in divergent thinking.	– Rarely provides challenges and conceptual frameworks that encourage students to engage in divergent thinking.
Key Elements	Exemplary	Proficient	Adequate	Does Not Meet Expectations

Makes adjustments to meet student needs (Identified, ELD, ESL, ...)	Independently provides modifications, accommodations and alternative expectations based on student strengths and needs.	– With minimal guidance provides modifications, accommodations and alternative expectations based on student strengths and needs.	– With some assistance provides modifications, accommodations and alternative expectations based on student strengths and needs.	– Even with assistance rarely provides modifications, accommodations and alternative expectations based on student strengths and needs.
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2. Leadership and Community

Collaborates with others to create a learning community	– Engages with ease in professional conversations to learn with and from his or her associate teacher, colleagues, students and others in the school learning community.	– Engages in professional conversations to learn with and from his or her associate teacher, colleagues, students and others in the school learning community.	– Engages with assistance in professional conversations to learn with and from his or her associate teacher, colleagues, students and others in the school learning community.	– Does not engage in professional conversations to learn with and from his or her associate teacher, colleagues, students and others in the school learning community.
Assumes professional responsibility (the planning binder, duties, meetings, punctuality, initiative...)	– Diligently assumes his or her professional role and duties as defined by the Faculty of Education, the school and the Associate teacher.	– Competently assumes his or her professional role and duties as defined by the Faculty of Education, the school and the associate teacher.	– Requires some direction to assume his or her professional role and duties as defined by the Faculty of Education, the school and the Associate teacher.	– Has difficulty assuming his or her professional role and duties as defined by the Faculty of Education, the school and the associate teacher.

3. Ongoing Professional Learning

Demonstrates commitment to professional growth	– Consistently takes the initiative to familiarize himself or herself with current programs, technologies and instructional practices in order to enhance student learning.	– Frequently takes the initiative to familiarize himself or herself with current programs, technologies and instructional practices in order to enhance student learning.	Occasionally takes the initiative to familiarize himself or herself with current programs, technologies and instructional practices in order to enhance student learning. –	– Rarely takes the initiative to familiarize himself or herself with current programs, technologies and instructional practices in order to enhance student learning.
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Key Elements	Exemplary	Proficient	Adequate	Does Not Meet Expectations
Engages in reflection	Completes reflections with thorough and thoughtful analysis	Completes reflections capably and with some	Completes reflections with little detail or analysis in	Does not complete reflections in all required areas.

	in all required areas.	analysis in all required areas.	all required areas.	
4. Professional Knowledge (Planning, Implementing and Assessing)				
A) Planning:				
Identifies lesson expectations	– Describes what the students will know and be able to do by selecting appropriate expectations and refining them where necessary.	– Describes what the students will know and be able to do by selecting appropriate expectations and making some refinements where necessary.	– Describes what the students will know and be able to do by selecting appropriate expectations but seldom makes necessary refinements.	– Does not describe what the students will know and be able to do because selected expectations are not appropriate to the lesson.
Describes pre-assessment of learners including prior knowledge, modifications, accommodations and alternative expectations	– Assesses independently and in-depth learners’ prior learning experiences and needs.	– Assesses learners’ prior learning experiences and needs.	– Needs assistance to assess learners’ prior learning experiences and needs.	– Does not assess learners’ prior learning experiences and needs.
Plans for the learning environment and resources	– Expertly sets up classroom environment and selects appropriate resources.	– Sets up classroom environment and selects appropriate resources.	– Limited consideration given to the set up of the classroom environment and the selection of resources.	– No consideration of the set up of the classroom environment and the selection of resources.
Outlines and understands curriculum content and its underlying concepts facts and skills	– Content is extensively detailed and concepts, facts and skills are logically sequenced.	– Content is detailed and concepts, facts and skills logically sequenced.	– Content lacks detail with little consideration given to the sequencing of concepts, facts and skills.	– Content is sparse and as a result no consideration is given to the sequencing of concepts, facts and skills.

Key Elements	Exemplary	Proficient	Adequate	Does Not Meet Expectations
Plans and develops teaching/learning strategies	– Includes an introduction that highly motivates learners; teaching/learning strategies are varied and clearly support the development of the	– Includes an introduction that motivates learners; teaching/learning strategies are varied	– Includes an introduction; limited variation in teaching/learning strategies with little	– No consideration given to an introduction; teaching/learning strategies fail to support the development of the content.

	content.	and support the development of the content.	support for the development of the content.	
Plans a consolidation and application task(s)	– Creates a succinct consolidation that reviews the content developed in the lesson; selects an application task which allows students to apply the content with ease.	– Creates a consolidation that reviews the content developed in the lesson; selects an application task which allows students to apply the content.	– Creates a consolidation with limited review of the content developed in the lesson; selects an application task which allows students to apply the content in a limited manner.	– No evidence of consideration of a consolidation that reviews the content developed in the lesson; selects an application task which is irrelevant to the content.
Matches assessment with expectations	– Relates assessment directly back to the expectation(s) with mastery.	– Relates assessment directly back to the expectation(s).	– With assistance relates assessment directly back to the expectation(s).	– No relationship between assessment and the expectation(s).
B) Implementing and Assessing:				
Engages the students through an introductory activity	– Highly motivates students through an introductory activity.	– Motivates students through an introductory activity.	– Some motivation of students through an introductory activity.	– Does not motivate students through an introductory activity.
Uses instructional strategies which facilitate learning	– Teaching/learning strategies stimulate a high degree of active student involvement.	– Teaching/learning strategies stimulate student involvement.	– Teaching/learning strategies sporadically stimulate involvement.	– Teaching/learning strategies rarely stimulate student involvement.
Uses technologies and resources	– Where appropriate integrates technology seamlessly, strategic use of resources.	– Where appropriate integrates technology, effective use of resources.	– Minimal integration of technology, and needs assistance with use of resources.	– No integration of technology, and inappropriate use of resources.

Key Elements	Exemplary	Proficient	Adequate	Does Not Meet Expectations
Consolidates and provides an application that solidifies the learning	– Where appropriate consolidation of learning insightfully clarifies student understanding of the content; students engage with understanding in	– Where appropriate consolidation of learning clarifies student understanding of the content; students engage with understanding in	– Where appropriate consolidation of learning clarifies student understanding of the content in a limited manner; students engage with understanding in	– Fails to use consolidation of learning to clarify student understanding of the content; students have difficulty engaging in application task.

	application task with ease.	application task.	application task with some difficulty.	
Uses assessment strategies/recording devices	– Effectively employs a variety of assessment strategies to improve student learning; Confidently uses appropriate recording devices to monitor and track student learning.	– Employs a variety of assessment strategies to improve student learning; Uses appropriate recording devices to monitor and track student learning.	– Employs a limited number of assessment strategies to improve student learning; Hesitantly uses recording devices to monitor and track student learning.	– Assessment strategies rarely used to improve student learning; Does not use a recording devices to monitor and track student learning.
Aware of pacing and timing and the need to be flexible	– Confidently paces and times the lesson to match learners’ needs; Keep consistency.	– Paces and times the lesson to match learners’ needs; Demonstrates flexibility.	– Sometimes paces and times the lesson to match learners’ needs; Occasionally demonstrates flexibility.	– Not aware of the need or necessity to pace and time the lesson to match learners’ needs; Lacks demonstration of flexibility.
5. Management and Communication Practices				
Models communication practices (voice, spoken/written language, ...)	– Uses superior communication practices to enhance the delivery of the lesson.	– Uses communication practices to enhance the delivery of the lesson.	– Uses satisfactory communication practices to enhance the delivery of the lesson.	– Uses unsatisfactory communication practices.

Key Elements	Exemplary	Proficient	Adequate	Does Not Meet Expectations
Uses questioning techniques (Bloom’s, probes, prompts, wait time, ...)	– Expertly engages students through the use of a variety of questioning techniques to encourage a range of thinking levels.	– Engages students through the use of questioning techniques to encourage a range of thinking.	– Sometimes engages students through the use of a variety of questioning techniques to encourage a range of thinking levels.	– Rarely engages students through the use of questioning to encourage a range of thinking levels.
Promotes a positive and collaborative learning environment	– Consistently promotes a risk-free	– Promotes a risk-free learning environment	– Sometimes promotes a risk-free learning	– Rarely promotes a risk-free learning environment which

	learning environment which encourages a high level of pupil participation and responsibility (student/teacher and student/student).	which encourages pupil participation and responsibility (student /teacher and student/student).	environment which encourages pupil participation and responsibility (student /teacher and student/student).	encourages pupil participation and responsibility (student /teacher and student/student).
Uses management strategies (rules/ routines, awareness of off-task behaviours, proximity pro-active strategies, ...)	– Demonstrates an excellent understanding of classroom management strategies and consistently applies these strategies and the school’s expectations for student conduct to ensure on task behaviour in school-related settings.	– Demonstrates an understanding of classroom management strategies and applies these strategies and the school’s expectations for student conduct to ensure on task behaviour in school-related settings.	– Demonstrates some understanding of classroom management strategies and irregularly applies these strategies and the school’s expectations for student conduct to ensure on task behaviour in school-related settings.	– Does not demonstrate an understanding of classroom management strategies and does not apply these strategies and the school’s expectations for student conduct to ensure on task behaviour in school-related settings.
Reinforces positive behaviour	– Persistently recognizes and reinforces appropriate behaviours.	– Frequently recognizes and reinforces appropriate behaviours.	– Occasionally recognizes and reinforces appropriate behaviours.	– Rarely recognizes and reinforces appropriate behaviours.