

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
Professionalism/Cause for Withdrawal	6
Observation and Practice Teaching Course Rationale	6
Practice Teaching Schedule	7
Observation Learning Log: Block One	8
Checklist for Practice Teaching Observation Log Book: Block One	15
Practice Teaching Report (February 16-19, 2010)	16
Observation Learning Log: Block Two	17
Concurrent Education Co-Planning Format	23
Checklist for Practice Teaching Observation Log Book: Block Two	25
Practice Teaching Report (May 3-7, 2010)	26
Descriptor Definitions: Block Two Practice Teaching Report	27

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. For the 2009-2010 academic year, Year 5 students will have the option of having 4 weeks in a Service Learning placement rather than in a regular classroom setting. This will become a requirement of the Concurrent Program in Year 5 for the 2010-2011 academic year.

- 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 then 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. Year 4 students will only receive practice teaching report from their associate teacher(s).
- Student teachers are required to complete 23 weeks of practice teaching (or 19 weeks of practice teaching and 4 weeks of service learning) 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 practicum or 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 their 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. At the end of each practice teaching block, the Practice Teaching Log Book must be submitted for marking.

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.

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 student teachers' 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 student teachers 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. Student teachers should apply for a current OESC Card each spring to ensure that practicum placements are not adversely affected by the lack of a valid card.

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 a 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 report form provided by the Faculty.

Mentoring, Supervision and Evaluation

The associate teacher must supervise as well as guide and mentor. The associate teacher 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

Monday to Thursday 9am-3pm, Thursday 9am-1pm

Phone: (705) 474-3461 ext 4224

Fax: (705) 495-1303

sandrami@nipissingu.ca

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 of Education'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.

Observation and Practice Teaching Course Rationale

One of the key components of the Concurrent Education Program is the practicum placements that student teachers undertake. The practicum, EDUC 1123 Primary/Junior, EDUC 1013 Junior/Intermediate, is a pass or fail course. It is the responsibility of the teacher candidate to complete the Concurrent Education Practicum Log Book and submit the log for evaluation. There is a checklist that is used for evaluation. The checklist is found on pages 15 and 25 of this handbook. In addition, the student teacher must receive a pass from their associate teacher in order to attain the credit.

As part of the practicum expectations, student teachers will attend two Observation and Practice teaching classes and maintain their practice teaching logbook. The logbook **MUST** be mailed in immediately after the May 3-7, 2010 placement block, in order for students to obtain credit for the course.

PRACTICE TEACHING SCHEDULE

In the first year, the student teacher's primary role during practicum is that of an observer, as well as providing assistance to the associate teacher. Prior to each block of practice teaching, the student teacher is required to attend a one-hour Observation & Practice Teaching class. This class is scheduled into the student's timetable.

Block One - February 16 to February 19, 2010

The student teacher spends one four-day week with an associate teacher. They are to observe the associate teacher's roles and make note of classroom organization, management routines and classroom resources. The student teacher is also encouraged to interact with and assist students where they see a need. The student teacher should demonstrate professional initiative in seeking ways to be a helpful person in the classroom. The associate teacher is to complete and return a report of the student teacher at the conclusion of the practicum.

Block Two - May 3 to May 7, 2010

The student teacher spends one week with the same associate teacher as block one. They are to continue their observations of the classroom, including management routines, teaching/learning strategies, forms of teacher assessment, accommodations for special needs learners and use of multimedia. The student teacher is also asked to observe and assist in the planning of lessons. It is at the discretion of the associate teacher, if they feel the student may assist with further lesson planning. The associate teacher is to complete and return a report of the student teacher on the final day of practicum.

Block Two

Mon. May 3	Tues. May 4	Wed. May 5	Thurs May 6	Fri. May 7
Observation	Observation	Observation	Observation Teach one co-planned lesson	Observation Teach one co-planned lesson

NOTE: Please return the May placement report by **May 21, 2010**, as final student marks are based on the receipt of this report. Reports may be sent by mail, fax or email. For an electronic version of the report, please visit the website www.nipissingu.ca/education/AssociateTeachers.asp or contact conedrpt@nipssingu.ca.

OBSERVATION LEARNING LOG

Block ONE

This learning log book is to be handed in to your Education & Schooling Professor by **February 26, 2010**.

Block One: February 16 to February 19, 2010

Day #1 – Teacher’s Role

Classroom teachers have many roles. Below are details of some of the roles and responsibilities that are a part of the teacher’s year.

On the chart on the following page, list the various teaching responsibilities that you observed. Make sure that you do this at the end of the day and not while you are assisting in the classroom. Ask your associate teacher about any additional responsibilities that you may not have had the opportunity to observe.

TEACHER’S ROLES CHART

Teaching Responsibilities	Supervision Responsibilities
<ul style="list-style-type: none"> • Lesson Planning • Teaching the Lesson • Providing for Differentiation • Marking • Keeping Students on Track • Preparing Resources • Doing Board Work <p>Using the above as a guide, give specific examples of what you saw the teacher doing with the students in order for learning to occur. (i.e., Teaching the Lesson: “during the lesson the teacher asked questions to get the students to participate in the learning”)</p>	<ul style="list-style-type: none"> • Yard Duty • Bus Duty • Lunch Duty • Hall Duty • Other <p>Using the above as a guide, list the types of supervision activities you saw the teacher doing and describe what the responsibilities were during the duty. (i.e., Yard Duty: Teacher picked up an incident clipboard, a whistle and a fluorescent vest to bring outside)</p>
Volunteer Activities After Class Time	Meeting Responsibilities
<ul style="list-style-type: none"> • Coaching activities • Club activities (choir, drama, etc.) • Fundraising • Charity work on behalf of the school (i.e., Jump Rope for Heart) • Other special school related projects <p>Using the above, give specific examples of what volunteer activities teachers were involved with in the school. <i>You can include other staff members as well.</i> Describe those responsibilities.</p>	<ul style="list-style-type: none"> • Staff Meetings • Division/Team Meetings • Professional Learning Teams • Student/Parent/Teacher Meetings • Curriculum School Based Meetings (literacy committees) • Board Committee Meetings • Federation Meetings <p>Using the above, give specific examples of what meeting responsibilities teachers are involved with in the school. (You might ask your teacher about this section). <i>You can include other staff members as well.</i> Describe those responsibilities.</p>

MY TEACHER'S ROLE

Teaching Responsibilities	Supervision/Duty Responsibilities
Volunteer Activities after Class Time	Meeting Responsibilities

Block One: February 16 to February 19, 2010

Day #2: Organization of the Teaching Day

Part A

Organization of the Whole Week/Day

Attach the teacher's timetable/schedule of the week/cycle.

Ask your AT for the reasons that subjects are scheduled the way they are (i.e., Why is math placed where it is?)

Are there any subjects that are combined /integrated (i.e., language arts/art/ science learning activities taught together or at the same time)? Why are they combined?

Which subjects, routines and activities occur every day? (e.g. opening exercises, D.E.A.R. (Drop Everything and Read))

Part B

Organization of the Physical Space in the Classroom

Attach a sketch or a photo of the organization of the physical space in the classroom.

Is the organization of the physical space ever changed? If so, explain why.

Part C

Organization of Students

When are there opportunities for the students to work independently, in pairs, in small and large groups?

Block One: February 16 to February 19, 2010

Day #3: Management Routines and Rules

Teachers have developed routines that are used daily in the classroom to manage student behaviour. Rules are clearly stated and explain to the students what is expected of them in the classroom. For example, “Students will treat each other with respect.” Routines include daily classroom procedures that need to be maintained consistently. For example: “procedures for leaving the class to go to the washroom”.

Complete the chart below listing what you observed during your classroom visit. Make sure that you do this at the end of the day and not while you are assisting in the classroom. Ask your associate teacher about any additional responsibilities that you may not have had the opportunity to observe.

Management Routines & Rules Chart: Use the column on the right to write in your responses	
List the classroom routines	
List the classroom rules	
What are the consequences for the students if they don't follow the classroom routines or rules?	
Are the routines and rules displayed in the classroom? If so, where? Are they in evidence anywhere else, (i.e., in the student's notebooks, agendas, student handbooks)? Are they sent home to the parents?	
Who created the routines /rules?	

Block One: February 16 to February 19, 2010

Day #4: School Rules and Procedures

Schools have a “Safe Schools Policy” or a staff manual that outlines certain procedures that apply to every student to ensure that they are safe in the event of any unexpected emergency.

1. What are the fire drill procedures for your class?

2. What are the “safe arrival” (knowing why a student did not come to school and is safe at home) procedures for your students? (teachers, parents and front office responsibilities)

3. What is the “lock down” procedure for students at your school?

4. Provide examples of how the school’s Code of Conduct is followed in the classroom, on the school yard, or on the bus. Include a copy of the manual if available.

5. Describe the lunch room routines or procedure for nutrition breaks or other food issues (who supervises, where etc.)

Checklist for Practice Teaching Observation Log Book, Block One

Name: _____

1. Observations are complete with details.	4	3	2	1	/4
2. Explanations are given when required.	4	3	2	1	/4
3. Student understands the role of teachers, rules and procedures.		3	2	1	/3
4. Examples are given to support observations and reflection.		3	2	1	/3
5. Final reflection links observations to future teaching practice.		3	2	1	/3
6. Language conventions are used accurately		3	2	1	/3
TOTAL					/20

Comments:



Nipissing University- North Bay Campus
 Concurrent BA/BEEd Program
 Year One – Block One Report
 February 16-19, 2010

SAMPLE ONLY

Student: _____

Associate: _____ School: _____

Grade: _____ Board: _____

Professional Commitment	Yes	NI*
Shows initiative (assigned tasks, seeks guidance)		
Displays enthusiasm		
Displays courtesy and respect for the learners		
Interacts positively with students		

Professional Commitment	Yes	NI*
Is accepting of constructive feedback		
Is punctual and dependable		
Is professional in appearance and deportment		
Communicates effectively (written, verbal, non-verbal)		

*Needs Improvement

Comments:

Attendance (Please report attendance below.)

Days Student was Absent: _____

Days Student was Late: _____

Associate Teacher's Signature: _____

OBSERVATION LEARNING LOG

Block TWO

Note: The information recorded in this section is to be mailed **immediately upon completion of the May 3-7, 2010 practice teaching block** in the self addressed stamped envelope included in the back of this handbook.

Block Two: May 3 to May 7, 2010

Day #1: Management Routines

Go back to your notes from Block One placement, February 17-20. Reread your notes.

Questions	Routines/Rules	Reflect on why you think this happened.
What classroom rules/routines have remained the same?		
What classroom routines have been eliminated?		
What classroom routines have been added?		
What classroom routines have been modified?		
Who enforces the routines?		

Block Two: May 3 to May 7, 2010

Day #2: Teaching Resources

Which teaching/learning resources have you seen used in the classroom?

When does the teacher prepare the resources (i.e., handouts, equipment)?

Where can teachers access additional resources besides those currently in the classroom?

How are lesson materials distributed to the students?

What are the technological resources that are available in the school for teacher use?

How is the technology being used by the teacher?

Block Two: May 3 to May 7, 2010

Day #5: Reflection on practice teaching sessions in February and in May

After reviewing my learning log from Blocks #1 and #2,

1. I have learned that teaching...

2. I still want to learn or know more about...

3. Three thoughtful questions that I will bring back to an education class in September are...

Co-Planning

During this block you will try co planning with your teacher one or two lessons or parts of a lesson. The following co planning template will help you organize ahead of time the teaching/learning strategies you will use during your teaching. This is a **SAMPLE ONLY**. A working copy will be given to you during your Observation and Practice Teaching class.



Concurrent Education
Co - Planning Format

SAMPLE

Subject:

Student Name:

Grade Level:

Date:

Topic:

Time:

1. Expectations

The Grade learners will:

a) Expectations:

a) Resources needed for today's lesson:

2. Content

a) What do the students need to know after this lesson

3. Strategies

a) What teaching/learning strategies will I use to teach them what they need to know

4. Strategies *(continued)*

a) After I have taught them the content what will the students do to practice the new learning?

5. Assessment

a) How will I know that the students have learned what I taught them?

6. Reflections (after the lesson has been taught)

a) Learning Expectations: Did I cover the expectations I picked out for this lesson?

b) Effectiveness: Was I successful in my teaching today?

c) Next Steps: What would I do in the next lesson?

d) What would I do differently if I was teaching this lesson again?

Checklist for Practice Teaching Observation Log Book, Block Two

Name: _____

1. Observations are complete with details.	4	3	2	1	/4
2. Explanations are given when required.	4	3	2	1	/4
3. Student understands the role of teachers, rules and procedures.		3	2	1	/3
4. Examples are given to support observations and reflection.		3	2	1	/3
5. Final reflection links observations to future teaching practice.		3	2	1	/3
6. Language conventions are used accurately		3	2	1	/3
TOTAL					/20

Comments:



Nipissing University- North Bay Campus
 Concurrent BA/BEEd Program
 Year One – Block Two Report
 May 3 to May 7, 2010

SAMPLE ONLY

Student: _____

Associate: _____ School: _____

Grade: _____ Board: _____

Professional Commitment	Pass	DNME
Is accepting of constructive feedback		
Is punctual and dependable		
Is professional in appearance and deportment		
Communicates effectively (written, verbal, non-verbal)		

Professional Commitment	Pass	DNME
Shows initiative (assigned tasks, seeking guidance)		
Displays enthusiasm		
Displays courtesy and respect for the learners		
Interacts positively with students		

Overall Teaching Assessment PASS _____ DNME _____

*Three or More DNME designations constitutes an overall DNME: Does Not Meet Expectations

Comments:

Attendance (Please check attendance below.)

Days Student was Absent: _____

Days Student was Late: _____

Associate Teacher's Signature: _____

*Descriptor Definitions: Block Two Practice Teaching Report

Professional Commitment

Key Elements	Pass	DNME
Shows initiative	Willingly seeks advice, completes tasks promptly and offers classroom assistance without prompting.	Is hesitant in seeking any advice or guidance, shows little initiative in assuming tasks.
Displays Enthusiasm	Demonstrates enthusiasm and interest in the classroom and related activities.	Is very hesitant, lacks enthusiasm.
Displays courtesy and respect for the learners	Demonstrates courtesy and respect of all members of the school community, displays patience and understanding of the individual learner.	Does not demonstrate a respect for all members of the school community and/or displays a lack of understanding and patience with individual learners.
Interacts positively with students	Values the individuality of learners and interacts in a positive, supportive, encouraging, and meaningful manner with all students.	Inconsistently values the individuality of learners. On more than one occasion did not interact in a positive, supportive, encouraging, and meaningful manner with all students.
Is accepting of constructive feedback	Is accepting of constructive feedback and makes attempts to apply suggestions to their practice.	Is defensive and does not accept feedback very willingly or fails to apply suggestions to their practice.
Is punctual and dependable	Always punctual and very dependable.	Is late for class or other duties on more than one occasion and/or lacks dependability.
Is professional in appearance and deportment	Dress and deportment are in keeping with the standards set by the school.	Dress and deportment are not in keeping with the standards set by the school.
Communicates effectively (written, verbal, non-verbal)	Speaks clearly and appropriately. Effective use of non verbal communication cues. Written communications is legible and appropriate for the intended audience.	Some communication lacks clarity and/or is inappropriate for the intended audience.