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## **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 reports 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.

### Practice Teaching Binder

All written observations, instructional plans and reflections for the current practice teaching block must be kept in reverse chronological order in the Practice Teaching Binder. This completed binder is to be at school each day throughout the practice teaching block. Students are required to keep copies of lessons planned and are to make observations on the components of the classroom program as established by the associate teacher. Binder tabs should include:

- Classroom Observation
- Instructional Plans
- Professional Reflections

## **Observations**

Observation notes must be maintained as outlined during the OB and PT class 9 (sample template on page 19). It is important to observe the many components of the classroom 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.

## **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 teacher candidate with a forum to assess suggestions for continued growth made by their associate teacher.

## **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 teacher candidate 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 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 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**

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

Phone: (705) 474-3461 ext 4224      Fax: (705)-495-1303

[sandrami@nipissingu.ca](mailto: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 for two weeks during the academic year. The practicum, EDUC 2123 Primary/Junior, EDUC 2013 Junior/Intermediate, is a Pass or Fail course. It is the responsibility of the student teacher to complete the observation chart and submit the observation assignment after each practicum. There is a self evaluation that is used for evaluating the observation assignment #1. This rubric is found on page 20. After the second placement a reflection must be completed and mailed to the professor of the Observation and Practice Teaching class. In addition, the student teacher must receive a Pass from their associate teacher in order to attain credit.

As part of the practicum expectations, students will attend two Observation and Practice Teaching classes and they will maintain a practice teaching binder. Criteria for this binder will be explained in the Observation and Practice Teaching class with further descriptors found in this Student Teacher Handbook on page 3. The reflective assignment **MUST** be mailed immediately after the May 3-7, 2010 placement block, in order for student to obtain credit for the course.

## PRACTICE TEACHING SCHEDULE

The year two student teacher continues to observe their associate teacher and class but begin to independently plan and instruct lessons by Block Four. Prior to each block of practice teaching, the student teacher is required to attend a one-hour Observation and Practice Teaching class. This class is scheduled into the student's timetable.

### **Block Three -                   October 13 to October 16, 2009**

The student teacher spends one four day week with an associate teacher. They are required to teach co-planned lessons. The associate teacher is to complete and return a report of the student teacher at the conclusion of the practicum.

#### **Block Three**

<b>Mon. Oct 12</b>	<b>Tues. Oct 13</b>	<b>Wed. Oct 14</b>	<b>Thurs. Oct 15</b>	<b>Fri. Oct 16</b>
Thanksgiving	Observation	Observation	Observation Teach one co-planned lesson	Observation Teach one co- planned lesson (AT completes report)

### **Block Four -                   May 3 to May 7, 2010**

The student teacher spends one week with the same associate teacher as Block Three. They are to plan and implement lessons using the Nipissing lesson plan format. The associate teacher provides supervision, guidance and support for this process. The student teacher is equipped to plan and teach lessons with the support of the associate teacher. The associate teacher is to complete and return a report of the student teacher at the conclusion of the practicum.

#### **Block Four**

<b>Mon. May 3</b>	<b>Tues. May 4</b>	<b>Wed. May 5</b>	<b>Thurs. May 6</b>	<b>Fri. May 7</b>
Observation	Observation teach 1 co- planned lesson	Observation teach 1 co- planned lesson	Observation Teach 1 lesson	Observation Teach 1 or 2 lessons

**NOTE:** Please return the May placement report by **May 14, 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](http://www.nipissingu.ca/education/AssociateTeachers.asp) or contact [conedrpt@nipissingu.ca](mailto:conedrpt@nipissingu.ca).



<b>4. Content (The What)</b>	<b>Teaching/Learning Strategies (The How)</b>
<b>A. Introduction (motivational steps/hook/activation of students' prior knowledge)</b>	
<b>B. Content for New Learning</b>	<b>B. Teaching/Learning Strategies for New Learning</b>

**5. Consolidation/Recapitulation Questions (Check for understanding/scaffolded practice)**

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

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**7. Lesson Conclusion**

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

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**9. Student teacher's Reflections on the Lesson**

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

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

**B. (i) Evidence of the Effectiveness of the Student teacher**

**(ii) Next Steps Related to the Effectiveness of the Student teacher**

<b>1. Lesson Plan Information</b>	
<b>Subject/Course:</b> Social Studies	<b>Name:</b> Adapted from Mr. Singh
<b>Grade Level:</b> 5	<b>Date:</b> Thursday, September 24
<b>Topic:</b> Early Civilizations	<b>Time and Length of Period:</b> 1:00- 2:30 (90 minutes)

<b>2. Expectation(s) and Learning Skills</b>
The students will:
<ul style="list-style-type: none"> <li>Identify some scientific and technological advances made by two or more early civilizations ( e.g., written language, calendar, time-keeping methods, intervention of the wheel, medicine, sculpture, irrigation, building methods, architecture, embalming, aqua ducts, metal works) <b>5z10</b></li> <li>Learning Skill: Students will learn to share materials within groups.</li> </ul> <p><b>Today, students will</b> learn the three main methods used by ancient Egyptians to construct pyramids and to share materials for group tasks.</p>

<b>3. Pre-assessment</b>
<b>A. (i) Students</b>
<ul style="list-style-type: none"> <li>The students have been introduced to the unit early Egyptian civilization and are able to identify the physical landforms, vegetation and social structure of the Egyptian people</li> <li>Most of the students work well individually and in groups</li> </ul> <p><b>(ii) Differentiation of content, process, and/or product ( may be accommodations and /or modifications)</b></p> <ul style="list-style-type: none"> <li>S. and J. require extra help with writing notes; partner each one of them with G. and L.</li> <li>The educational assistant will help D. with note taking from the board</li> <li>J. speaks out during class discussion time. Make sure that you remind J. (one-on-one) to put his hand up when answering questions before class begins.</li> <li>Go to A, first thing during seat work time to make sure she has understood the instructions for the assigned task</li> <li>Provide scribing support (process) for D. during seatwork. Educational Assistant (E.A.) will label D's diagram as directed by the student.</li> </ul>
<b>B. Learning Environment</b>
<ul style="list-style-type: none"> <li>The students sit at tables of six.</li> <li>Set up data projector and screen.</li> <li>Students put Social Studies journals on desks at lesson start.</li> </ul>
<b>C. Resources/ Materials</b>
<ul style="list-style-type: none"> <li>Diagrams of pyramids <a href="http://interoz.com/egypt/construction/construc.htm">http://interoz.com/egypt/construction/construc.htm</a></li> <li>Data projector/Screen</li> <li>Power Point presentation</li> <li>Drawings of the types of Pyramid Construction</li> <li>Students' journals</li> </ul>

4. Content (The What)	Teaching/Learning Strategies (The How)
<b>A. Introduction (motivational steps/hook/activation of students' prior knowledge)</b>	
(10 min.)	
<ol style="list-style-type: none"> <li>1. Ask the students to get out their Social Studies Journals and leave them on their desks closed.</li> <li>2. Use the website to display the picture of the pyramid on the screen.</li> <li>3. Ask the students to think about this question on their own. "What questions do you have about the building of the pyramids in this picture?"</li> </ol>	
<p>Then ask the students, "If you had the opportunity to speak to an ancient Egyptian, what two questions would you ask him/her about the way in which the pyramids were built? Write at least 2 questions down in your Social Studies Journal".</p>	
<p>"Working with a partner at your table, ask your partner the questions you have written. See if you can answer them." (note: also put these instructions on the board)</p>	
<b>B. Content for New Learning</b>	<b>B. Teaching/Learning Strategies for New Learning</b>
(20 min.)	
<ol style="list-style-type: none"> <li>1. Pyramids were constructed in many ways.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask the students to share the questions they developed. Place them on the board as they are given. Summarize this discussion by indicating that they all might be right, since there are many theories of construction: few of them proven.</li> </ol>
<ol style="list-style-type: none"> <li>2. Method of Construction:             <ol style="list-style-type: none"> <li>a) Ramps                 <ul style="list-style-type: none"> <li>-Ramps were built on inclined planes of mud, brick, and rubble.</li> </ul> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>2. Ask the following questions:                 <ul style="list-style-type: none"> <li>"What kinds of materials do you think were used to build the pyramids?"</li> <li>"Looking at the picture. How large do you think the blocks were?"</li> <li>"How do you think they got the blocks on top of each other?"</li> </ul>                 Draw a diagram on the board and use a model to explain the use of ramps in pyramid construction.             </li> </ol>
<ul style="list-style-type: none"> <li>-Blocks were dragged on sledges</li> </ul>	<ul style="list-style-type: none"> <li>"How do you think the blocks were brought to the pyramids? Hint: How do I get my materials to class?"</li> </ul>
<ul style="list-style-type: none"> <li>-The ramp had to be extended in length and the base widened (to prevent the ramp from collapsing) as the pyramid grew</li> </ul>	<ul style="list-style-type: none"> <li>"What would they have to do to the ramp when the structure got higher?" Demonstrate with a diagram on the board and with a model.</li> </ul>
<ol style="list-style-type: none"> <li>b) Step Ramps</li> </ol>	<ol style="list-style-type: none"> <li>b.) Ask "How could the pyramid builders have solved the</li> </ol>

<p>-A step pyramid was built first, before the outer structure, and then the packing blocks were laid on top</p> <p>-Ramps would run from one step to another</p> <p>c) Using Structural Walls Within the Pyramid</p> <p>-Solid walls of stone ran from the centre and shorter cross walls formed chambers filled with stone, rubble, mud</p> <p>d) Outer casing is then added</p>	<p>problem of steep ramps?</p> <p>Hint: Steps help us to climb. How could the pyramid builders have used steps to help them move the blocks? Demonstrate with a diagram on the board and with a model.</p> <p>c) “These methods of construction took a long time, so shorter methods were used. How else could you construct a pyramid without using solid blocks?”</p> <p>Hint: “How many of you have seen a house being built? After the foundation what goes up next?” Demonstrate with a diagram on the board and with the model.</p> <p>d) Ask: “What would they have to do after the basic framework was constructed?”</p> <p>e) Discuss “sharing” phrases you would like students to practice during the group activity.</p>
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**5. Consolidation/Recapitulation Questions (Check for understanding / scaffolded practice)**

(18 min.)

- What are the three main techniques the ancient Egyptians used to build pyramids?
- Do we use any of these techniques today in construction?

Have students work in small groups to make a model pyramid from the lego blocks provided. Put sticker labels on each stage of the model to show how that stage would be constructed.

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

(40 min.)

In your Social Studies notebooks, draw the diagrams that are on the board. Label each one. Write a brief summary of the methods used. Answer this question: “Why would the pyramid construction work of the Ancient Egyptians be important in today’s world?”

**7. Lesson Conclusion**

(2 min.)

Ask: “What are the main things we learned about early Egyptian pyramid construction today?”

## **8. Assessment (collection of data) / Application (interpretation of data)**

Students will hand in their Social Studies notebook for assessment. The completed summaries in the Social Studies notebook will demonstrate the students' understanding of the scientific and architectural methods early Egyptians used to construct pyramids.

The recording device used is a checklist.

Record if students were able to:

- Identify three pyramid construction techniques
- Create and label diagrams that recorded the three pyramid construction techniques.
- Explain each construction technique in a brief paragraph

## **9. Student teacher's Reflections on the Lesson**

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

Students did understand the three methods of pyramid construction. More discussion will be needed to help students understand the connection of these structures and today's scientific and architectural theories.

Students were able to name, draw and label all three methods of pyramid construction. Lesson expectations were achieved by every student. D. had support for the written paragraph work but had no trouble explaining the ideas.

Materials were shared effectively and students were complimented for using polite comments to request items they needed.

### **(ii) Next Steps for Student Learning Related to Student Expectations**

Connect the technology and construction methods used to build pyramids to construction techniques used today.

Post a t-chart to show examples of phrases to use for sharing effectively.

### **B. (i) Evidence of the Effectiveness of the Student teacher**

I need to improve on my questioning techniques to ensure that I ask more open ended questions especially with understanding the connection of the contributions made by the Egyptians to science and architecture theories. I should ask people who don't have their hands up to participate. I need to find out more about pyramid construction to add more depth to the lesson. Some students knew more than I did! Management is an issue. There were lots of students who spoke out in class and didn't have their hands up. I think the introductory activity could have been a little more interesting. Perhaps having more pictures of pyramids would have helped, i.e., one for every pair of students.

Students learned what I set out to teach, so the lesson was very successful. Managing questioning and wait time more effectively should ensure that the learning is accomplished more efficiently.

### **(ii) Next Steps Related to the Effectiveness of the Student teacher**

I will discuss the effect of Egyptian technology on our construction today.

I will then move on to the culture of the Ancient Egyptians for the next lesson. I will remind students about putting their hands up at the beginning of each question and try to use wait time more often.

# **OBSERVATION LEARNING LOG**

## **Block THREE**

The reflective summary is to be brought to your Methods classes **immediately** following the October practicum placement.

**Observation Chart for Practice Teaching Block Three  
October 13 to 16, 2009**

**SAMPLE**

Good teaching requires teachers to incorporate suitable routines and strategies into their daily practice. This chart is a sample of the chart you will make and keep in your Practice Teaching Binder. On this chart list examples you have observed in your classroom for each of the categories listed. New additions are to be made each day of the four (4) day practicum. Completed observation notes are to be placed in your binder as outlined in your Observation and Practice Teaching class. A sample chart will be displayed during your Observation and Practice Teaching class.

*(Record Observations Daily)*

<b>Rules and Routines</b>	<b>Management Strategies</b>
<b>Teaching/Learning Strategies</b>	<b>Assessment/ Evaluation strategies</b>

# Class Observation Sheet:

Teacher: Mrs. O Ridler

Grade: 4

<b>Rules and Routines</b>	<b>Management Strategies</b>
<p>These are examples of different rules that a teacher has in place to encourage effective learning. Routines are a rehearsed set of movements, actions, or speeches including the usual sequence for a set of activities</p> <p>Types of routines</p> <p>1. Management-Related (opening exercises, entry/dismissal, fire drill, lunch/yard/bus duties, washroom, pencil sharpening)</p> <p>2. Curricular-Related ( taking up homework, circle time, spelling dictation, Show and Tell/Current Events, daily cursive writing/printing, bell work, Problem of the Day, story time/serial novel, U.S.S.R./ D.E.A.R. /D.E.A.W. etc.</p> <p>3. Other ( morning announcements, wash up before snack, washroom excused)</p>	<p>These are all the strategies a teacher uses to manage an individual student or a group of students when they are being disruptive or they are no longer focusing on learning</p>
<b>Teaching/Learning Strategies</b>	<b>Methods of Evaluation</b>
<p>These are all the strategies a teacher uses to help students learn &amp; practice content, or skills</p>	<p>Examples of all the different ways that a teacher collects information on what a student has learned or knows after the teaching has occurred</p>



## Self Evaluation

STUDENT \_\_\_\_\_

DIVISION \_\_\_\_\_

CATEGORY	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1	Marks
<b>A) KNOWLEDGE &amp; UNDERSTANDING (NOTES)</b>					
<b>1) Personal Responses included on observation chart and in log book reflection "Things I Did....."</b>	Detailed and in-depth notes for both task.	Detailed notes for both tasks.	Limited notes for one or two of the tasks.	Minimal notes.	
<b>MARKING</b>	(4.0)	(2.75)	(2.0)	(.75)	
<b>B) COMMUNICATION (NOTES &amp; SUMMARY)</b>					
<b>2) Organization Dates Subjects</b>	Competently and consistently organized.	Organized	Some evidence of organization	Little evidence of organization.	
<b>MARKING</b>	(1.0)	(.75)	(.50)	(.25)	
<b>3) Presentation (i.e., readability, cohesiveness, grammar, spelling)</b>	Professionally presented with errors.	Competently presented A few minor errors.	Some errors that affect readability and presentation.	Numerous errors that affect readability and presentation.	
<b>MARKING</b>	(1.0)	(.75)	(.50)	(.25)	
<b>C) THINKING &amp; APPLICATION (SUMMARY)</b>					
<b>4) Reflections</b>	Explains with insights the connections between observations and your future teaching practices.	Describes how observations and connections influence your thinking and beliefs.	Identifies connections between observed teacher's actions and students' actions.	States observations.	
<b>MARKING</b>	(3.0-4.0)	(2.5)	(1.5)	(.50)	
<b>Comments</b>					
<b>TOTAL</b>	What overall professional mark would you give yourself?				/10



Student Name: \_\_\_\_\_

**OVERALL COMMENTS:**

\_\_\_\_\_  
Dates student was absent

\_\_\_\_\_  
**SIGNATURE**

# **OBSERVATION LEARNING LOG**

## **Block FOUR**

**Note:** The reflective summary is to be mailed immediately upon completion of the May 3-7, 2010 practice teaching block in the accompanying self addressed stamped envelope.

**Observation Chart for Practice Teaching Week Two**  
**May 3-7, 2010**

**SAMPLE**

You will continue to record observations in your Practice Teaching Binder using charts as outlined below. **Add information to the charts you started in October**  
*(Record Observations Daily)*

<b>Rules and Routines</b>	<b>Management Strategies</b>
<b>Teaching/Learning Strategies</b>	<b>Assessment/ Evaluation strategies</b>

## **YEAR TWO REFLECTIONS ON PRACTICE TEACHING**

### **May Session 2010**

#### **EXPECTATIONS:**

The student teacher will:

1. Demonstrate how observations and connections will shape his/her future teaching practices.
2. Communicate observations in an organized and professional written format.

#### **PROCEDURE:**

1. Write up a two page report that includes:
  - Identifying some of the activities, support, and one on one assistance that you provided during this past week to help students with their learning.
  - Using your observations from the classroom, write a reflective summary describing what you have learned about teaching. Your summary should discuss how these observations will impact your future teaching practice.
2. Using the envelope provided, mail your report to your Practicum Professor by **Monday, May 10, 2010**

**VALUE:** This report + successful completion of 2 weeks of practice teaching results in a pass grade for EDUC 2123 or EDC 2013.



**NIPISSING UNIVERSITY FACULTY OF EDUCATION PRACTICE TEACHING REPORT**  
**North Bay Campus, Concurrent Education – Year 2 Block Four** **SAMPLE**

**Name** \_\_\_\_\_ **Date: from:** May 3, 2010 **to:** May 7, 2010

\_\_\_\_\_ **Board**                      \_\_\_\_\_ **School/Location**                      \_\_\_\_\_ **Associate Teacher**                      \_\_\_\_\_ **Grade**

Student teachers will use this report to assist them in the development of a growth plan for subsequent practicum settings.

**Please rate your student teacher:**    **PASS** \_\_\_\_\_                      **DNME (Does Not Meet Expectations)** \_\_\_\_\_

**OVERALL COMMENTS:**

	PASS	DNME	COMMENTS (Please elaborate on strengths/areas for growth)
<b>1. Commitment to Pupils and Pupil Learning</b>			<b>Strengths</b>
Shows care and commitment to pupils and to teaching			<b>Areas for Growth</b>
Treats pupils equitably and with respect			
<b>2. Leadership &amp; Community</b>			<b>Strengths</b>
Collaborates with others to create a learning community			<b>Areas for Growth</b>
Assumes professional responsibility (the planning binder, duties, meetings, punctuality, initiative...)			

\_\_\_\_\_ Dates student was absent

\_\_\_\_\_ ASSOCIATE TEACHER SIGNATURE

**Student Name:**

	PASS	DNME	COMMENTS (Please elaborate on strengths/areas for growth)
<b>3. Ongoing Professional Learning</b>			<b>Strengths</b>
Demonstrates commitment to professional growth			
Engages in reflection			
			<b>Areas for Growth</b>
<b>4. Professional Knowledge (planning, implementing and assessing)</b>			<b>Strengths</b>
<b>A) Planning:</b>			
Identifies lesson expectations			
Describes pre-assessment of learners including prior knowledge			
Plans for the learning environment and resources			
Familiar with curriculum content			
Plans teaching/learning strategies			
Plans a consolidation and application task(s)			
Matches assessment with expectations			
<b>B) Implementing and Assessing:</b>			<b>Strengths</b>
Engages the students			
Uses instructional strategies which facilitate learning			
Uses technologies and resources			
Provides a consolidation and application task			
Matches assessment strategy(s) to lesson			
Aware of pacing and timing and the need to be flexible			
			<b>Areas for Growth</b>
<b>5. Management and Communication Practices</b>			<b>Strengths</b>
Models communication practices (voice, spoken/written language, ...)			
Uses questioning techniques (wait time)			
Promotes a positive and collaborative learning environments			
Awareness of off-task behaviours			
Awareness of classroom rules and routines			
Reinforces positive behaviour			
			<b>Areas for Growth</b>

## Descriptor Definitions: Block Four Practice Teaching Report

Key Elements	Pass	DNME
<b>1. Commitment to Pupils and Pupil Learning:</b>		
Shows care and commitment to pupils and to teaching	Values the individuality of learners and 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 toward providing meaningful and relevant learning experiences in order to promote and enhance pupils' learning.
Treats pupils equitably and with respect	Shows 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.
<b>2. Leadership &amp; Community:</b>		
Collaborates with others to create a 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.	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 planned binder, duties, meetings, punctuality, initiative...)	Requires little 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.
<b>3. Ongoing Professional Learning:</b>		
Demonstrates commitment to professional growth	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.
Engages in reflection	Completes reflections with detail or analysis in all required areas.	Does not complete reflections in all required areas.

Key Elements	Pass	DNME
<b>4. Professional Knowledge (planning, implementing and assessing)</b>		
<b>A) Planning:</b>		
Identifies lesson expectations	Describes what the students will know and be able to do by selecting appropriate expectations and 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	Is able to assess learners' prior learning experiences and needs.	Does not assess learners' prior learning experiences and needs.
Plans for the learning environment and resources	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.
Familiar with curriculum content	Content shows 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.
Plans teaching/learning strategies	Includes an introduction; varied teaching/learning strategies with support for the development of the content.	No consideration given to an introduction; teaching/learning strategies fail to support the development of the content.
Plans a consolidation and application task(s)	Creates a consolidation with review of the content developed in the lesson; selects an application task which allows students to apply the content.	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 expectations(s).	No relationship between assessment and the expectation(s).

<b>Key Elements</b>	<b>Pass</b>	<b>DNME</b>
<b>B) Implement and Assessing:</b>		
Engages the students	Motivation of students through activities.	Does not motivate student through activities.
Uses instructional strategies which facilitate learning	Teaching/learning strategies stimulate involvement.	Teaching/learning strategies rarely stimulate student involvement.
Uses technologies and resources	Integration of technology and good use of resources.	No integration of technology and inappropriate use of resources.
Provides a consolidation and application task	Consolidation of learning clarifies student understanding of the content; students engage with understanding in application task with little difficulty.	Fails to use consolidation of learning to clarify student understanding of the content; student have difficulty engaging in application task.
Aware of pacing and timing and the need to be flexible	Paces and times the lesson to match learners' needs and is able to demonstrate flexibility.	Not aware of the need or necessity to pace and time the lesson to match learners' needs; Lacks demonstration of flexibility.
<b>5. Management and Communication Practices:</b>		
Models communication practices (voice, spoken/written language...)	Uses communication practices to enhance the delivery of the lesson.	Uses unsatisfactory communication practices.
Uses questioning techniques (wait time)	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 ranges of thinking levels.
Promotes a positive and collaborative learning environment	Promotes a risk free learning environment which encourages pupil participation and responsibility (student /teacher and student/student).	-Rarely promotes a risk free learning environment which encourages pupil participation and responsibility (student/teacher and student/student).
Awareness of off-task behaviors	Demonstrates understanding of classroom management strategies and applies these strategies and the school's expectations for student conduct to ensure on task behaviour.	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.
Awareness of classroom rules and routines		
Reinforces positive behaviour	Recognizes and reinforces appropriate behaviours.	Rarely recognizes and reinforces appropriate behaviours.