NIPISSING UNIVERSITY

Schulich School of Education

2018/2019

EDUC 4855 Practicum II – Handbook

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EDUC 4855 PRACTICUM II

This Practicum Handbook is the course outline for EDUC 4855 Practicum II. It also serves as a reference for associate teachers, principals, and faculty advisors.

Course Description

In Practicum II teacher candidates further develop their professional practice through school- based field experiences. Teacher candidates refine their identities and development as educators through observation, planning and implementing short- and long-term plans, assessing student progress, and reflecting on their experiences. Teacher candidates use theory as a means to inform practice.

Learning Expectations/Outputs

Teacher candidates:

- demonstrate professionalism in all aspects of the field experience according to Ontario College of Teachers Standards of Practice
- apply advanced course-based knowledge and skills in a classroom setting
- engage in short- and long-term planning
- develop and implement a variety of assessment strategies
- engage in ongoing reflection as a means to improve teaching practice
- interact appropriately with learners in a variety of settings
- demonstrate an ongoing commitment to professional growth through collaboration with associate teachers and other professionals
- accept responsibility for the day-to-day functions of a teacher
- become familiar with Ontario Ministry of Education policy documents

Course Requirements

- Teacher candidates are required to attend all scheduled classes and successfully complete eleven weeks of practicum during the academic year.
- EDUC 4855 Practicum II is a pass (SAT) or fail (F) course and may be attempted only once.

Practicum II is a required course. To qualify for the BEd degree teacher candidates must obtain a pass (SAT) in Practicum II. Full program requirements can be found in the Nipissing University Academic Calendar.

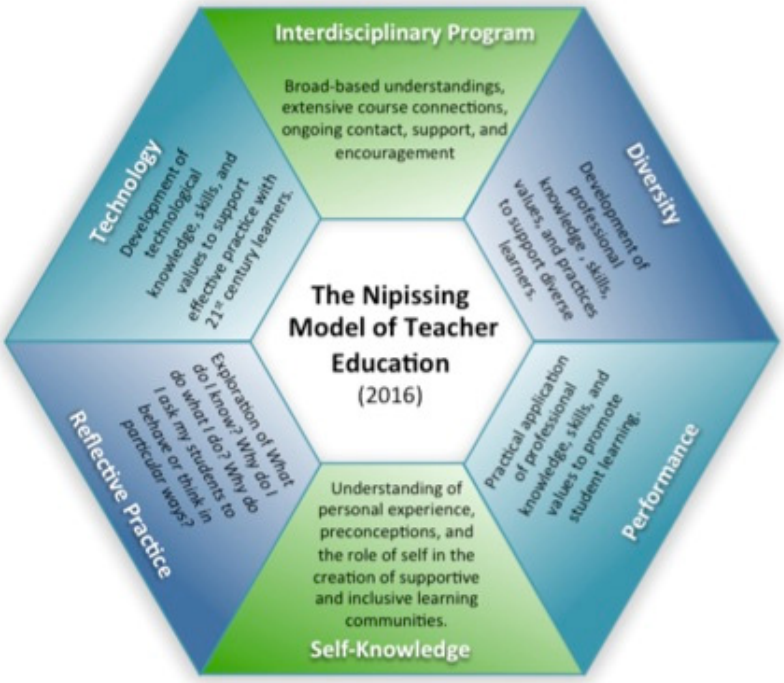
Practicum Cancellation

Failure by a teacher candidate to submit his/her required documentation by the applicable deadlines (e.g., Police Vulnerable Sector Check, Health & Safety) will result in the cancellation of the practicum. Cancelled practicum must be made up in its entirety and will be rescheduled at the discretion of the Practicum Office. A $425 fee will apply. Practicum will not be scheduled during exam week for any reason. If practicum cannot be arranged and completed by the beginning of June, it will be deferred to the following academic year, causing a delay in completion of the program.

In the Schulich School of Education…

We believe that teaching is more than acquiring professional and practical knowledge, skill, and values. It is art, science, intuition, interaction, moral and ethical craft, community property, performance, design, innovation, and ultimately transformation. It involves intense exploration of personal experience and self-knowledge within many different contexts: professional, practical, curricular, theoretical, cultural, and political.

We guide you on a journey as you become the very best you can be. Becoming a teacher occurs in different ways and at different rates; it requires opportunities to ask questions, collaborate, engage in research and inquiry, and diverse learning experiences. Our conceptual framework is characterized by multiple pathways that facilitate critical understandings of what it means to be a teacher in today's global community.



We model and invite you to engage as we explore the Ontario College of Teachers' *Foundations of Professional Practice*. We are committed to you and your learning. We are current in our professional knowledge and apply it throughout the program. We demonstrate leadership and engage in ongoing professional learning.

And most importantly, just as you will with your students,
we care and respect you as individuals,
and we seek to foster relationships that are
grounded in trust and integrity.

NIPISSING UNIVERSITY | Schulich SCHOOL OF EDUCATION

OVERALL EXPECTATIONS OF TEACHER CANDIDATES – PRACTICUM II

Fall Practicum Block

<table>
<tr><td rowspan="2">WEEK 1

October 8-12
(Thanksgiving, Oct. 8)</td><td>Tuesday-Wednesday: Active Observation Thursday-Friday: 1-2 lessons each day</td></tr>
<tr><td>• Abide by Ontario College of Teachers Standards of Professional Practice
• Use Ontario Ministry of Education policy documents to inform practice
• Abide by school policies and procedures, and assist with school related responsibilities
• Strengthen rapport with learners, teachers, and staff
• Maintain detailed observation notes when not engaged in instruction
• Accept assigned responsibility for classroom routines and duties
• Plan and implement 1-2 lessons on Thursday and on Friday
• Consider the diverse needs of learners
• Share responsibility for classroom management
• Complete detailed written reflections for all lessons taught
• Maintain practicum binder as outlined in the Practicum Handbook
• Demonstrate commitment to professional growth
• Seek feedback from the associate teacher on a regular basis (daily/weekly)</td></tr>
<tr><td rowspan="2">WEEK 2

October 15-19</td><td>Monday-Friday: Up to 50% Instructional Responsibilities</td></tr>
<tr><td>• Abide by Ontario College of Teachers Standards of Professional Practice
• Use Ontario Ministry of Education policy documents to inform practice
• Abide by school policies and procedures, and assist with school related responsibilities
• Strengthen rapport with learners, teachers, and staff
• Maintain detailed observation notes when not engaged in instruction
• Take responsibility for classroom routines and duties
• Plan and implement up to 50% of the associate teacher’s teaching schedule
• Support learners with existing IEPs using established strategies to meet their needs
• Differentiate instructional strategies to meet the diverse needs of learners
• Begin to develop and practice grade appropriate classroom management strategies
• Begin to develop and practice grade appropriate assessment and evaluation strategies
• Complete detailed written reflections for all lessons taught
• Maintain practicum binder as outlined in the Practicum Handbook
• Actively seek opportunities for professional growth
• Seek feedback from the associate teacher on a regular basis (daily/weekly)

Fall interim report written by the associate teacher to be discussed with the teacher candidate and submitted to the Practicum Office by Friday, October 19, 2018</td></tr>
<tr><td rowspan="2">WEEKS 3 & 4

Oct. 22-Nov. 2</td><td>Monday-Friday: 50% Instructional Responsibilities</td></tr>
<tr><td>• Abide by Ontario College of Teachers Standards of Professional Practice
• Use Ontario Ministry of Education policy documents to inform practice
• Abide by school policies and procedures, and assist with school related responsibilities
• Interact and engage with learners, teachers, and staff
• Maintain detailed observation notes when not engaged in instruction
• Take responsibility for classroom routines and duties
• Plan and implement 50% of the associate teacher’s teaching schedule
• Support learners with existing IEPs using established strategies to meet their needs
• Differentiate instructional strategies to meet the diverse needs of learners
• Develop and practice grade appropriate classroom management strategies
• Develop and practice grade appropriate assessment and evaluation strategies
• Complete detailed written reflections for all lessons taught
• Maintain practicum binder as outlined in the Practicum Handbook
• Actively seek opportunities for professional growth
• Seek feedback from the associate teacher on a regular basis (daily/weekly)</td></tr>
</table>

WEEK 5 **November 5-9**	**Monday-Friday:** Up to 75% Instructional Responsibilities • Abide by Ontario College of Teachers Standards of Professional Practice • Use Ontario Ministry of Education policy documents to inform practice • Abide by school policies and procedures, and assist with school related responsibilities • Interact and engage with learners, teachers, and staff • Maintain detailed observation notes when not engaged in instruction • Take responsibility for classroom routines and duties • Plan and implement up to 75% of the associate teacher's teaching schedule (teacher candidate may consider transitioning to daybook planning this week, unless otherwise notified by the Practicum Office) • Support learners with existing IEPs using established strategies to meet their needs • Differentiate instructional strategies to meet the diverse needs of learners • Develop and practice grade appropriate classroom management strategies • Develop and practice grade appropriate assessment and evaluation strategies • Complete detailed written reflections for all lessons taught • Maintain *practicum binder* as outlined in the Practicum Handbook • Actively seek opportunities for professional growth • Seek feedback from the associate teacher on a regular basis (daily/weekly) ***Fall final report written by the associate teacher to be discussed with the teacher candidate and submitted to the Practicum Office by Friday, November 9, 2018***

Winter Practicum Block

WEEK 1 **March 18-22**	**Mon-Tues:** Active Observation **Wed-Fri:** Up to 50% instructional Responsibilities • Abide by Ontario College of Teachers Standards of Professional Practice • Use Ontario Ministry of Education policy documents to inform practice • Abide by school policies and procedures, and assist with school related responsibilities • Become familiar with classroom resources and organization • Build rapport with learners, teachers, and staff • Maintain detailed observation notes when not engaged in instruction • Take responsibility for classroom routines and duties • Plan and implement up to 50% of the associate teacher's teaching schedule from Wednesday-Friday • Practice unit planning to inform daily planning in one or more subject areas/grades • Support learners with existing IEPs using established strategies to meet their needs • Differentiate instructional strategies to meet the diverse needs of learners • Develop and practice grade appropriate classroom management strategies • Develop and practice grade appropriate assessment and evaluation strategies • Complete detailed written reflections for all lessons taught • Maintain *practicum binder* as outlined in the Practicum Handbook • Actively seek opportunities for professional growth • Seek feedback from the associate teacher on a regular basis (daily/weekly)
WEEK 2 **March 25-29**	**Monday-Friday:** 50% Instructional Responsibilities • Abide by Ontario College of Teachers Standards of Professional Practice • Use Ontario Ministry of Education policy documents to inform practice • Abide by school policies and procedures, and assist with school related responsibilities • Interact and engage with learners, teachers, and staff • Maintain detailed observation notes when not engaged in instruction • Take responsibility for classroom routines and duties • Plan and implement 50% of associate teacher's teaching schedule • Practice unit planning to inform daily planning in one or more subject areas/grades • Support learners with existing IEPs using established strategies to meet their needs • Differentiate instructional strategies to meet the diverse needs of learners • Develop and practice grade appropriate classroom management strategies

	• Develop and practice grade appropriate assessment and evaluation strategies • Complete detailed written reflections for all lessons taught • Maintain *practicum binder* as outlined in the Practicum Handbook • Actively seek opportunities for professional growth • Seek feedback from the associate teacher on a regular basis (daily/weekly)
WEEK 3 **April 1-5**	**Monday-Friday:** 75% Instructional Responsibilities • Abide by Ontario College of Teachers Standards of Professional Practice • Use Ontario Ministry of Education policy documents to inform practice • Abide by school policies and procedures, and assist with school related responsibilities • Interact and engage with learners, teachers, and staff • Maintain detailed observation notes when not engaged in instruction • Take full responsibility for classroom routines and duties • Plan and implement 75% of associate teacher's teaching schedule (teacher candidates may consider transitioning to daybook planning this week, unless otherwise notified by Practicum Office) • Practice unit planning to inform daily planning in one or more subject areas/grades • Support learners with existing IEPs using established and innovative strategies to meet their needs • Differentiate instructional strategies to meet the diverse needs of learners • Practice inclusive classroom management strategies • Practice grade appropriate "for, as, of" learning assessment strategies • Practice formative and summative evaluation of learning • Complete detailed written reflections for all lessons taught • Maintain *practicum binder* as outlined in the Practicum Handbook • Actively seek opportunities for professional growth • Seek feedback from the associate teacher on a regular basis (daily/weekly) ***Winter interim report written by the associate teacher to be discussed with the teacher candidate and submitted to the Practicum Office by Friday, April 5, 2019***
WEEKS 4, 5 & 6 **April 8-26** *(Good Friday, Apr. 19 & Easter Monday - Apr. 22)*	**Monday-Friday:** Up to 100% Instructional Responsibilities • Abide by Ontario College of Teachers Standards of Professional Practice • Use Ontario Ministry of Education policy documents to inform practice • Abide by school policies and procedures, and assist with school related responsibilities • Interact and engage with learners, teachers, and staff • Maintain detailed observation notes when not engaged in instruction • Take full responsibility for classroom routines and duties • Plan and implement up to 100% of associate teacher's teaching schedule (teacher candidates use daybook planning this week, unless otherwise notified by Practicum Office) • Practice unit planning to inform daily planning in one or more subject areas/grades • Support learners with existing IEPs using established and innovative strategies to meet their needs • Differentiate instructional strategies to meet the diverse needs of learners • Practice inclusive classroom management strategies • Practice grade appropriate "for, as, of" learning assessment strategies • Practice formative and summative evaluation of learning and become familiar with strategies to report learning • Complete detailed written reflections for all lessons taught • Maintain *practicum binder* as outlined in the Practicum Handbook • Actively seek opportunities for professional growth • Seek feedback from the associate teacher on a regular basis (daily/weekly) ***Winter final report written by the associate teacher to be discussed with the teacher candidate and submitted to the Practicum Office by Friday, April 26, 2019***

ROLE OF THE TEACHER CANDIDATE

Teacher candidates enter the Schulich School of Education as associate members of the Ontario College of Teachers and must therefore accept the responsibilities assigned by the school principal and the associate teacher. During the practicum, teacher candidates are observing learners, studying the role of the teacher, practicing teaching skills and reflecting on their experience. Teacher candidates must work closely with associate teachers within the learning environment.

Teacher candidates must not be left on their own with students during the absence of the associate teacher. Teacher candidates may not assume unsupervised responsibility, nor may they act as supply teachers.

Self-Identification

It is the teacher candidate's responsibility to contact the Office of Student Development and Services to identify individual disability-related educational needs. This can be done by making an appointment with an Accessibility Consultant. Teacher candidates are encouraged to identify themselves as early as possible to facilitate planning for the provision of services when classes begin.

It is important to note that appropriate documentation of a disability is required before services can be provided. Any information shared will be held in confidence and will only be released with the teacher candidate's written consent.

Professionalism

Teacher candidates must follow the *Ontario College of Teachers' Foundations of Professional Practice*, as well as the *Ontario Teachers' Federation Code of Ethics*. A breach of any part of these may be reason enough to prevent an individual from continuing in the academic program, from continuing in the practicum, or from being deemed successful in the BEd program.

Photo Identification

Teacher candidates are required to wear their Schulich School of Education lanyard with photo identification card to their placement school each day. Teacher candidates who have misplaced their photo identification from year one will be required to purchase a new one for practicum. Teacher candidates who do not have their photo identification may be asked to leave the school and will be required to make up missed time.

Contacting the Associate Teacher

Teacher candidates are expected to contact their associate teacher via email or telephone upon receipt of their placement details from the Practicum Office. Teacher candidates must provide their associate teacher with a completed *Teacher Candidate Profile* (p. 26) on or before the first day of the placement in an effort to facilitate the development of a positive professional relationship.

Arrival/Departure

Teacher candidates are expected to report to the school office at least 30 minutes before official school opening on the first day of each practicum block. On subsequent days, they are expected to report to their assigned classroom at least 30 minutes before the bell rings and to remain at the school for at least 30 minutes at the end of the school day.

Teacher candidates should also check with their associate teacher(s) about expectations for appropriate arrival and departure times should additional time be required for consultations and/or participation in extra-curricular activities.

Absence from Practicum

Regular attendance throughout the practicum is an expectation for successful completion of Practicum II. Teacher candidates must make every effort to schedule appointments outside of regular school hours. Teacher candidates who must be absent from practicum are required to follow the procedures outlined below. Failure to report absences as outlined below may result in the teacher candidate being removed from the placement:

On or before the day of absence and before school begins for the day, the teacher candidate must contact:

1. The associate teacher(s) and/or school office
2. The Practicum Office – a message can be left on the voicemail system at 705-474-3450 ext. 4555
3. The faculty advisor – an email can be sent to notify the faculty advisor

Teacher candidates who are aware that they will be absent from practicum (e.g., medical appointment, religious observance) must notify the Practicum Office and their associate teacher(s) in advance.

In the event of an absence, teacher candidates must provide appropriate lessons and resources for any instructional time for which they are responsible and make arrangements for coverage of other school related responsibilities.

Teacher candidates who are absent from practicum are required to make up all missed time as soon as possible and are responsible for negotiating the dates directly with their associate teacher(s). Teacher candidates may not miss class time on campus in order to make up for absences during practicum. If a teacher candidate is unable to make up missed time prior to the end of the academic year, he/she must notify the Practicum Office immediately.

Extended Absence from Practicum (3 days or more)

An extended absence of three or more days in a practicum block due to illness requires a medical certificate, submitted to the Practicum Office upon return to campus. Other absences of three or more days (e.g., funeral) will also require acceptable documentation to be submitted to the Practicum Office upon return to campus. **Teacher candidates who miss three or more days must contact the Practicum Officer prior to making arrangements with their associate teacher(s) to make up the time.** Depending on the length and nature of the absence, a practicum deferral may be recommended and/or the Practicum Committee may determine that the teacher candidate must successfully complete an additional practicum in order to meet the course requirements of Practicum II. Additional practicum is subject to a $425 fee and will be scheduled at the discretion of the Practicum Office. Additional practicum will not be scheduled during exam week for any reason. If the practicum cannot be arranged and completed by the beginning of June, it will automatically be deferred to the following academic year, causing a delay in program completion.

Snow Days during Practicum

Teacher candidates are expected to make every reasonable effort to attend practicum when buses are cancelled. If it is unsafe for a teacher candidate to get to the school first thing in the morning, he/she should monitor the conditions and attempt as soon as the roads have been cleared. Teacher candidates who do not attend practicum when the buses are cancelled are considered absent and are **required to make up the time missed**. Teacher candidates are not expected to attend practicum when schools are closed due to inclement weather.

Practicum Deferral

As the practicum is a key component of the BEd program and is time-sensitive, requests for deferral should be made before the practicum block begins, and will only be considered in the most extreme cases. Teacher candidates requesting a deferral must complete a *Teacher Candidate Request for Deferral* form and submit it to the Associate Dean of Education. Appropriate documentation will be required.

In the rare instance that practicum is deferred, it will be rescheduled at the discretion of the Practicum Office and will be subject to a $425 fee. Practicum will not be scheduled during exam week for any reason. If practicum cannot be arranged and completed by the beginning of June, it will be deferred to the following academic year, causing a delay in program completion. Refusal by a teacher candidate to complete the deferred practicum as assigned will result in a failed practicum block (Does Not Meet Expectations). A teacher candidate who receives an overall achievement level of Does Not Meet Expectations is at risk of receiving a final grade of F (fail) in Practicum II.

Practicum Binder

Teacher candidates are required to bring their practicum binder to placement each day and to keep its contents up to date and organized at all times. All written observations, instructional plans, and reflections for the practicum must be kept in reverse chronological order in the binder. Teacher candidates will make their practicum binder available to their associate teacher(s) and faculty advisor. The following guidelines should be used to develop binder content:

Tab #1 – Teaching Timetable

The teaching timetable is a weekly schedule of when classes occur including subject, titles, and times. Teacher candidates will highlight or outline the classes for which they will be responsible for teaching. If such a timetable does not exist, teacher candidates will create one.

Tab #2 – Observation Notes

Teacher candidates are required to maintain observation notes for each setting observed as outlined in the *Overall Expectations of Teacher Candidates* (p. 3-5) using the following categories:

1. Management Strategies
2. Instructional Strategies
3. Program Organization
4. Student Organization
5. Instructional Materials
6. Methods of Assessment and Evaluation
7. Responsibilities of the Teacher Outside of the Classroom (including health and safety issues)
8. Provisions Made for Exceptional Learners and/or Differentiation

Teacher candidates will create their own observation sheets by putting each category on a separate page and logging the dates of observation. For example:

Management Strategies

October 27 – Teacher gave positive reinforcement to learners who listened well and completed task
October 28 – Teacher uses hand in the air to get learners' attention, learners follow suit, are quiet… etc.

Tab #3 – Routines

Teacher candidates will make a record of the various routines and categorize the routines into two categories:

1. Management-Related – opening exercises, entry/dismissal, fire drill, lockdown drill, nutrition breaks, lunch/yard/bus duties, washroom, pencil sharpening, etc.

2. Curricular-Related – taking up homework, teaching a new song/fingerplay in circle time, spelling dictation, show and tell/Current Events, daily cursive writing/printing, bellwork, problem of the day, story time/serial novel, U.S.S.R./D.E.A.R./D.E.A.W., etc.

Under each category, teacher candidates will include the purpose of the routine and the procedure for the routine that they will conduct.

Lesson plans are NOT required for routines.

Tab #4 – Lesson Plans

Lesson plans include a daily schedule that will be located immediately before the lessons for a particular day. Teacher candidates will put the most recent day at the front of the tab and will include all handouts, answers to a quiz, overheads, etc. used for the lesson. The handouts will follow right after the lesson plan. Teacher candidates are to complete the reflection portion of the lesson plan on the day of implementation when they have had an opportunity to think about how the lesson progressed and what could be improved.

Tab #5 – Other

In this section, teacher candidates could include additional teaching ideas, strategies, photographs of bulletin boards, classroom layouts, handouts, etc. Photographs of the learners should not be taken without specific written permission of parents. **Teacher candidates must check with the associate teacher prior to taking any photographs/videos in the school.** Blanket permission forms signed by the parents in September might be on file in the main office.

Daily Schedule

Teacher candidates should create a daily schedule of activities, clearly indicating where their lessons fit in. This schedule should be filed in the practicum binder immediately before the lessons for the particular day.

Active Observation

It is important for teacher candidates to actively observe the many components of the program as established by their associate teacher, particularly in a classroom where there is extensive individual programming, the use of learning centres and/or co-operative learning. Teacher candidates are not passive observers. They are expected to engage in the learning environment, assist the associate teacher in classroom routines and duties, provide individual help to learners, become familiar with classroom resources and organization and assist with other school related responsibilities.

Teacher candidates are required to maintain observation notes for each setting observed and to file their notes in the appropriate section of the practicum binder. Professors may also assign observation activities as a requirement for some courses. The following guidelines should be used to organize observation notes:

1. **Management Strategies**
   - establishment and maintenance of a positive classroom climate
   - expectations for student behaviour in the classroom, halls, lunchroom, on school property
   - routines - particularly transitions
   - procedures for attendance, opening exercises, washroom, dismissal
   - use of positive reinforcement
   - methods of dealing with unacceptable behaviour
   - quiet signal and other signals
   - effective intervention techniques
   - student directed management strategies

2. **Instructional Strategies**
   - methods of curriculum delivery
   - learning centres, collaborative learning, discussion, direct instruction, games, research, programmed learning, etc.

3. **Program Organization**
   - school schedules and classroom daily timetable, programme routines, subject integration, timetabling, routines and teaching responsibilities for special classes
   - team teaching; role of teacher assistants and classroom volunteers

4. **Student Organization**
   - class list, seating chart
   - grouping procedures: whole class, small groups, independent study, peer learning, etc.

5. **Instructional Materials**
   - use of chalkboard, interactive white boards, bulletin boards, audio visual equipment, computers, books, kits, concrete materials
   - location of and access to supplies and resources

6. **Methods of Assessment and Evaluation**
   - tracking of student achievement (recording devices: anecdotal records, rubrics, rating scale, checklists)
   - assessment and evaluation strategies (student work folders, assignments, tests, portfolios, essays, conferences, etc.)

7. **Responsibilities of the Teacher Outside of the Classroom**
   - duty (yard, lunch, bus, etc.)
   - extra-curricular activities,
   - curriculum and staff meetings,
   - communication with parents, etc.
   - health and safety issues (e.g., students with allergies, anaphylaxis policies governing administration of medication, procedures during inclement weather, bomb threats, lockdowns, first aid emergencies)

8. **Differentiation**
   - differentiation of content, product or process, to meet student needs
   - accommodation of student learning
   - modifications for students with learning exceptions

Conducting Classroom Routines

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

Other School Related Responsibilities

Teacher candidates are expected to participate in extra-curricular activities, Professional Development Days and staff meetings/PLT's where appropriate. As well, they are expected to assist in the duty schedule established at the school. Teacher candidates who are invited to participate in overnight class trips must contact the Practicum Office for approval. Teacher candidates will be available to observe/assist in parent-teacher interviews if approved by the associate teacher.

Lesson Planning

Teacher candidates must demonstrate evidence of thorough planning prior to each lesson, using the applicable Nipissing University Lesson Plan Template (p. 20-25). Lesson plans are to be completed outside of regular classroom hours and shared with the associate teacher in advance so that the associate teacher can review the lesson plan and make suggestions prior to the lesson being implemented. **Teacher candidates and associate teachers should discuss the timeline for submission of lesson plans.** It is recommended that teacher candidates submit lesson plans at least 24 hours prior to the lesson, either electronically or in hard copy, according to the expectations of the associate teacher.

In year two, teacher candidates should be able to plan the required lessons independently, with guidance from the associate teacher as outlined in the *Overall Expectations of Teacher Candidates (*p. 3-5).

Implementation

Teacher candidates are expected to implement lessons according to the *Overall Expectations of Teacher Candidates* (p. 3-5). Teacher candidates should seek feedback from their associate teacher on a regular basis (daily/weekly). Shared responsibility for the planning of a theme or unit of work may occur in the first practicum block (October 9-November 9, 2018). In the second practicum block (March 18-April 26, 2019), teacher candidates should be able to independently plan an entire unit of work or series of related lessons around a common theme.

ROLE OF THE ASSOCIATE TEACHER

Associate teachers provide teacher candidates with a model of excellence in teaching and professionalism. They are asked to guide teacher candidates in the planning and implementation process and provide feedback using the practicum reports as a basis for discussion. Associate teachers are required to evaluate their teacher candidate's success using the applicable Schulich School of Education practicum report.

Welcoming your Teacher Candidate

Beginning a new placement is often an exciting yet stressful time for teacher candidates. Associate teachers are encouraged to consider the following when welcoming teacher candidates into the school and classroom:

- If possible, make contact with your teacher candidate via email prior to his/her arrival and share information about current learning in the classroom
- Share information about the teacher candidate with your class prior to his/her arrival
- Send a note home informing parents and guardians that you will have a teacher candidate working with you in the classroom
- Provide a comfortable work space for your teacher candidate, preferably an adult-sized desk and chair
- Provide your teacher candidate with helpful school-related resources and information (e.g., school policies and procedures, expectations regarding arrival/departure times, appropriate dress, duty schedules, calendar of school activities/events, parking)
- Provide your teacher candidate with helpful classroom-related resources and information (e.g., seating charts including student names, rules, routines, daily schedules, course outlines)
- Provide your teacher candidate with a tour of the school (office, staff room, washrooms, etc.) and introduce them to other teachers and staff
- Keeping in mind the expectations of the university (p. 3-5), clearly outline your expectations of the teacher candidate during the practicum.

Mentoring

The use of effective mentoring skills will contribute to a successful associate teacher-teacher candidate relationship and thus, a rich practicum experience. Associate teachers are encouraged to consider the following steps to effectively mentor the teacher candidate:

- Understand their own strengths and needs prior to and during the practicum
- Introduce the teacher candidate to the school community
- Understand the role of mentor (e.g. consulting, collaborating, coaching)
- Clarify the goals of the practicum with the teacher candidate
- Use effective listening skills (e.g. ears, eyes, full attention, empathy)
- Facilitate learning-focused conversations (paraphrasing, explore options, questioning, plan next steps, evaluation)

Please refer to: http://mentoringmoments.ning.com/group/mentoring-mentors/page/mmarchive for extensive information about mentoring.

One excellent monograph, entitled "Roles & Stances of an Effective Mentor" (October 2012), highlights the 3C framework for working with beginning teachers. Based on the work of Lipton and Wellman (2001), consulting,

collaborating, and coaching are different roles that the mentor may play depending on the needs of the mentee (teacher candidate). Some suggestions for starting the conversation with the teacher candidate may take the form of the following:

Consulting (advice and information)

- "I feel that circulating throughout the classroom more frequently would…"
- "A key factor for maintaining the attention of the learners is…"
- "It is essential to outline the learning goals prior to the lesson…"

Collaborating (working together to develop effective teaching/learning strategies)

- "Shall we construct the first lesson...?"
- "How might we consider the needs of learners with an IEP...?"
- "Let's think about how we can make use of existing resources…"

Coaching (supporting independence)

- "What alternatives are you considering for peer evaluation…?"
- "Based on your experience, how might you approach this situation…?"
- "What solutions would you propose for this problem…?"

Associate teachers should provide opportunities for teacher candidates to observe and actively participate in classroom and school routines and to take responsibility for instruction as outlined in the *Overall Expectations of Teacher Candidates* (p. 3-5).

By year two, teacher candidates should be able to plan the required lessons independently, with guidance from the associate teacher as outlined in the *Overall Expectations of Teacher Candidates (*p. 3-5).

Throughout all practicum blocks it is important for associate teachers to examine lesson plans prior to implementation, to review the practicum binder on a regular basis, and to provide ongoing feedback on all aspects of the practicum experience.

Supervision

Teacher candidates are not qualified teachers. Associate teachers are expected to supervise their teacher candidate in the classroom at all times. **The teacher candidate must not be left on his/her own with students during the absence of the associate teacher. Teacher candidates may not assume unsupervised responsibility, nor may they act as supply teachers.**

Providing Feedback

Ongoing constructive feedback is critical for the professional growth of teacher candidates. Associate teachers are encouraged to meet with their teacher candidate on a regular basis, preferably daily, in order to provide encouragement and suggestions for improvement. Associate teachers should use the practicum reports as a basis for these discussions. It is the responsibility of the teacher candidate to be available to meet with his/her associate teacher upon request.

Associate teachers may consider using one of the following models when providing feedback to their teacher candidate:

Stop/Start/Continue

- List one or two things that the teacher candidate is currently doing that is not working (stop)
- List one or two things that the teacher candidate could begin doing that would be beneficial (start)
- List one or two things that the teacher candidate has been doing well (continue)

Two Stars and a Wish

- Identify two areas in which the teacher candidate is doing well (two stars)
- Identify one area in which you think the teacher candidate needs to focus and provide suggestions for development (one wish)

Feedback can be formal (written) or informal (verbal) depending on its nature and should specifically address both strengths and next steps for development.

Evaluation

Associate teachers are expected to observe and evaluate their teacher candidate's progress during the practicum using the applicable practicum report (p. 29-33 & 41-45). Considering the teacher candidate's stage of preparation in the program, associate teachers should provide detailed comments regarding their teacher candidate's strengths and next steps for development in the areas provided on the report. Associate teachers are **strongly encouraged** to discuss the practicum report with their teacher candidate during the practicum block.

Practicum Block	**Practicum Report Due**
Oct. 9-Nov. 9, 2018	Interim report due – Friday, October 19, 2018 Final report due – Friday, November 9, 2018
March 18-April 26, 2019	Interim report due – Friday, April 5, 2019 Final report due – Friday, April 26, 2019

Detailed instructions for completing the practicum reports are included in the Associate Teacher Package provided by the teacher candidate on the first day of placement. Associate teachers may refer to the achievement level descriptors (p. 37-40 & 46-48) when completing the report. **Promptly completed practicum reports provide timely support for the professional growth of teacher candidates.**

Teacher Candidate Absence during Practicum

Associate teachers are asked to track the absences of the teacher candidate during the practicum and record those absences on the practicum report. Teacher candidates are required to make up all missed time and are responsible for negotiating the dates directly with the associate teacher.

If a teacher candidate is absent from the practicum and does not notify the associate teacher and/or school office prior to the start of the school day, the associate teacher is asked to contact the Practicum Office as soon as possible at ptoffice@nipissingu.ca or 705-474-3450 ext. 4555.

Associate Teacher Absence during Practicum

If an associate teacher is absent during the practicum, the teacher candidate may not assume unsupervised responsibility for the class and cannot act as a supply teacher. A qualified teacher must be present in the classroom with the teacher candidate at all times.

If an associate teacher is absent for more than three days or anticipates being absent for an extended period of time during the practicum, the principal is asked to contact the Practicum Office as soon as possible to make alternate arrangements (ptoffice@nipissingu.ca or 705-474-3450 ext. 4555).

Steps to Take if the Teacher Candidate Experiences Difficulty

Associate teachers may follow these steps if their teacher candidate experiences difficulty in the practicum:

1. Associate teachers are asked to notify the Practicum Office IMMEDIATELY (705-474-3450 ext. 4555 or ptoffice@nipissingu.ca) if their teacher candidate begins to experience difficulty in the practicum or is at risk of receiving an overall level of achievement of Does Not Meet Expectations.

2. The associate teacher should contact the teacher candidate's faculty advisor for additional guidance and support.

3. Using the practicum reports as a basis for discussion, the associate teacher should discuss concerns and areas requiring development with the teacher candidate by offering constructive suggestions, guidance and assistance where necessary.

4. The associate teacher, in conjunction with the faculty advisor, should set reasonable and realistic goals for improvement to be demonstrated by the teacher candidate according to an established timeline.

5. The associate teacher is encouraged to keep appropriate documentation, particularly if the teacher candidate is not meeting the expectations in any area of the practicum report.

6. The associate teacher, faculty advisor and Practicum Officer will monitor the subsequent performance of the teacher candidate to determine whether or not he/she may continue in the placement.

7. If the teacher candidate is removed from the placement for any reason, the principal, in conjunction with the associate teacher(s), must complete the *Teacher Candidate Removal from Placement* form (p. 28) and submit it to the Practicum Office upon removal.

8. Teacher candidates who receive an overall achievement of Does Not Meet Expectations on a practicum report will meet with the Associate Dean to complete a *Teacher Candidate Growth Plan* (p. 27) prior to the next practicum block (if applicable).

ROLE OF THE FACULTY ADVISOR

Faculty advisors consult with and provide ongoing and timely support to teacher candidates and associate teachers throughout the practicum experience. Below are some of the responsibilities of the faculty advisor in Practicum II:

- Meet with teacher candidates on campus in the fall to outline expectations and build rapport;
- Communicate regularly with teacher candidates throughout the practicum to provide guidance and to resolve issues related to the practicum;
- Communicate regularly with associate teachers throughout the practicum to provide guidance and to resolve issues related to the practicum;
- Visit and observe each teacher candidate teaching in the classroom at least once during the fall practicum block and provide a formal written report of the teacher candidate's achievement (p. 34-36);
- Examine the teacher candidate's practicum binder, including lesson plans, observation notes, reflections, etc. (normally prior to observing the lesson) and provide feedback;
- Visit and observe teacher candidates at risk (p. 17) in the winter block and provide a second formal written report of the teacher candidate's achievement at the direction of the Practicum Officer;
- Liaise with the Practicum Officer to resolve issues related to the practicum.

Faculty advisors will make individual arrangements when planning visits to teacher candidates in the practicum. Although notification will normally be provided prior to these visits, faculty advisors may visit a teacher candidate without prior notice.

Faculty advisors can be contacted via email by teacher candidates and associate teachers for support at any time during the practicum. Associate teachers who wish to connect with a teacher candidate's faculty advisor but do not have contact information for the faculty advisor are asked to contact the Practicum Office (705-474-3450 ext. 4555 or ptoffice@nipissingu.ca).

TEACHER CANDIDATES AT RISK

Teacher candidates who experience difficulty in the practicum or who have a question/concern related to practicum are responsible for contacting their faculty advisor or the Practicum Office for **immediate support**.

Progressing With Difficulty

A teacher candidate who is noted as progressing with difficulty on an interim practicum report for an associate teacher may have his/her file reviewed by the Practicum Committee and is considered to be at risk. These candidates may be required to meet with the Associate Dean for additional support.

Does Not Meet Expectations

A teacher candidate who receives an overall achievement level of Does Not Meet Expectations on a practicum report from an associate teacher or faculty advisor will have his/her file reviewed by the Practicum Committee and is at risk of receiving a final grade of F (fail) in Practicum II. If time permits, these candidates may be required to meet with the Associate Dean to complete a *Teacher Candidate Growth Plan* (p. 27).

Removal from a Placement

Any of the following may be considered cause for the immediate removal of a teacher candidate from a placement:

1. A charge by school personnel and/or the Schulich School of Education of physical or sexual abuse;

2. A report by school personnel and/or the Schulich School of Education of unprofessional conduct as regulated by the Education Act, The Teaching Profession Act, and the Ontario College of Teachers Act;

3. An assessment by school personnel and/or the Schulich School of Education that the teacher candidate's behaviour seriously or chronically affects the intellectual, emotional or physical well-being of the learners;

4. In the opinion of the Schulich School of Education, the associate teacher and/or school principal, that there is evidence that continued placement could have a detrimental effect on the school's program, the learners or the staff.

If a teacher candidate is removed from a placement for any reason, it is considered a failed practicum block (Does Not Meet Expectations). In these cases, the associate teacher, in conjunction with the principal, is asked to complete the *Teacher Candidate Removal from Placement* form (p. 28) and submit it to the Practicum Office upon removal. The Practicum Office will provide the teacher candidate with a copy of the form once it has been received.

If a teacher candidate removes him/herself from a placement without written consent from the Practicum Office, it is considered a failed practicum block (Does Not Meet Expectations).

A teacher candidate who is removed from or removes him/herself from a placement will have his/her file reviewed by the Practicum Committee and is at risk of receiving a final grade of F (fail) in Practicum II. In either case, the teacher candidate's right to continue in the practicum and/or BEd program may be revoked, depending on the nature of the situation. If the teacher candidate is allowed to continue in the practicum, he/she may be required to meet with the Associate Dean to complete a *Teacher Candidate Growth Plan* (p. 27).

DETERMINATION OF FINAL GRADE

Teacher candidates must be successful in the course entitled: EDUC 4855 Practicum II, in addition to meeting all other academic requirements in order to obtain their Bachelor of Education degree. Full program requirements are outlined in the Nipissing University Academic Calendar.

Final standing in Practicum II is based on a thorough review of all practicum reports and other relevant documentation by the Practicum Committee. The Practicum Committee, chaired by the Associate Dean of the Schulich School of Education, is made up of five elected full-time faculty members and meets a minimum of four times per year.

A teacher candidate who receives a minimum overall achievement level of Meets Expectations on all practicum reports from his/her associate teacher(s) and faculty advisor(s) will receive a final grade of SAT (pass) in Practicum II.

A teacher candidate who receives an overall achievement level of Does Not Meet Expectations on a practicum report from an associate teacher or faculty advisor will have his/her file reviewed by the Practicum Committee and is at risk of receiving a final grade of F (fail) in Practicum II. These teacher candidates will be invited to submit to the Practicum Committee a written reflection regarding their difficulty in the practicum. This documentation will become part of any future review of the teacher candidate's file by the Practicum Committee.

Teacher candidates will be notified in writing of the Practicum Committee's decision within 14 business days of the review. Possible outcomes are outlined below:

	Fall Review	**Spring Review**	**Review of Additional Practicum** *(if applicable)*
Possible Outcomes	F (fail)	F (fail)	F (fail)
	Continue with GP*	SAT (pass)	SAT (pass)
		Additional practicum with GP*	

*GP=Growth Plan

The Schulich School of Education reserves the right to exercise its collective professional judgement about a teacher candidate's final standing in the BEd program.

Additional Practicum

In some cases, the Practicum Committee may require a teacher candidate to successfully complete additional practicum in order to meet the course requirements of Practicum II. Teacher candidates who do not receive a minimum overall achievement level of Meets Expectations in the additional practicum will receive a final grade of F (fail) in Practicum II. Teacher candidates who refuse to complete the additional practicum as assigned or who are removed/remove themselves from the practicum will receive a final grade of F (fail) in Practicum II.

In cases where additional practicum is required it is arranged by the Practicum Office and is subject to a $425 fee. Additional practicum will be scheduled as soon as possible at the end of the academic year. Practicum will not be scheduled during exam week for any reason. If the practicum cannot be arranged and completed by the beginning of June, it will be deferred to the following academic year, causing a delay in program completion.

Teacher candidates who are required to complete additional practicum are encouraged to contact the Office of the Registrar to discuss the impact it will have on their eligibility for graduation and convocation.

PLANNING – BACKWARDS DESIGN / DESIGN DOWN / UNDERSTANDING BY DESIGN

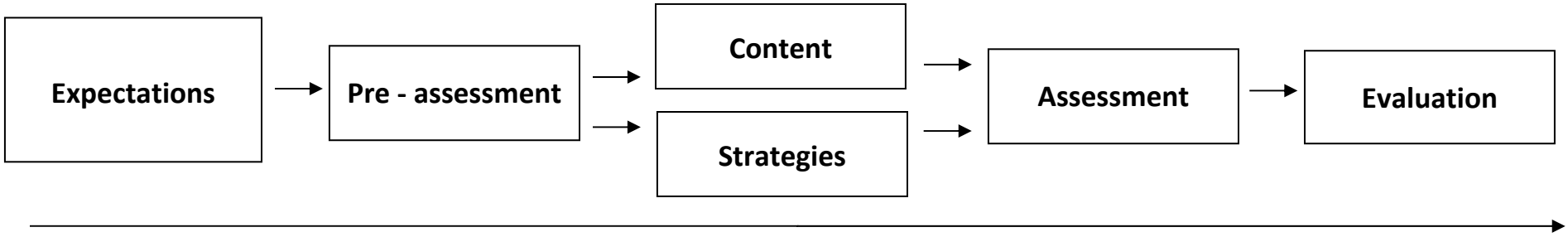
Three Stages of Backwards Design *(McTighe, 2012)*

1. **Identify desired results (What should the students know / be able to do?)**
   Expectation, refined expectation, design the application

2. **Determine assessment evidence (How will we know if students have achieved the desired results?)**
   How will we assess what the students do in the application?

3. **Plan learning experiences and instruction**
   What do we have to teach (content) sot that the students can meet the refined expectation during the application? How (strategy) shall we teach it?

TEACHING – GENERAL MODE OF INSTRUCTION (GMI)



Reflection

- Reflection on student learning
- Reflection on teacher effectiveness

NIPISSING UNIVERSITY | Schulich SCHOOL OF EDUCATION

Lesson Plan Template - GRADES 1-12

1. Lesson Plan Information	
Subject/Course:	**Name:**
Grade Level:	**Date:** **Time:**
Topic:	**Length of Period:**

2. Expectation(s)

Expectation(s) ***(Directly from the Ontario Curriculum):***

Learning Skills ***(Where applicable):***

3. Content

What do I want the learners to know and/or be able to do?

Today learners will:

4. Assessment / Evaluation
(Recording Devices: anecdotal record, checklist, rating scale, rubric, success criteria)

Based on the application, how will I know that the learners have learned what I intended?

5. Learning Context

A. The Learners
(i) ***What prior experiences, knowledge, and skills do the learners bring with them to this learning experience?***

(ii) ***How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners?*** **(Must include where applicable accommodations and/or modification for learners identified as exceptional.)**

B. Learning Environment

C. Resources/Materials

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners? **(e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)**

MIDDLE

Teaching: *How does the lesson develop?* How we teach new concepts and processes (e.g., gradual release of responsibility – modeled, shared, and guided instruction, content and strategies).

Consolidation and/or Recapitulation Process: *How will I check for understanding?*

Application: *What will learners do to demonstrate their learning?* (moving from guided, scaffolded practice, and gradual release of responsibility.)

CONCLUSION

How will I conclude the lesson?

7. My Reflection on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

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Lesson Plan Template - KINDERGARTEN

Lesson Plan Information		
Name:	**Date:**	**Timing/Time-Frame:**

Provocation

Select an anchor book, song, item, experience and/or material that will invite learners to think, wonder, explore, and create (e.g., Who has Seen the Wind? poem; experimenting with a light fabric on a windy day).

Big Idea(s)

What big idea(s) might this provocation lead the learners to think and wonder about?

Educator Intention(s)

Why this provocation now? Where does this provocation fit with current learning and inquiries in the learning environment, including indoors/outdoors?

Learning Plan

How will I introduce the anchor book, experience, and/or the concrete item or material (e.g., read aloud, interactive display, Q & A)? What learning opportunities might extend from this provocation? How will I plan for multiple entry points? Describe whole group (WG) or small group (SG) ideas.

Observations: Noticing and Naming
What did I notice the children doing, saying, and representing? How will I document this learning?
Expectations
What is the most significant learning demonstrated? What overall expectations are being addressed? How?
Reflections
What did I learn from my observations of the learners' words and actions? What are the next steps for learning? What are my next steps? What am I wondering about professionally?

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Inquiry Plan Template - KINDERGARTEN

<table>
<tr><td colspan="2">Name:</td></tr>
<tr><td colspan="2">Inquiry Question</td></tr>
<tr><td colspan="2">What is the question and/or big idea driving this inquiry? (e.g., Why does snow melt?)</td></tr>
<tr><td>Description</td><td rowspan="4">Create a web/list of possible learning opportunities for this inquiry. This web/list is intended to be fluid with ideas added/revised throughout the inquiry and in consultation with the associate teacher. Indicate WG for whole group ideas and SG for small group ideas.</td></tr>
<tr><td>Describe the inquiry that is developing or in progress.</td></tr>
<tr><td>Who is involved?</td></tr>
<tr><td></td></tr>
<tr><td colspan="2">*Repeat this page of the inquiry plan as needed based on each new idea you develop from the web/list above.</td></tr>
</table>

Date(s)/Day(s) # of Inquiry:	
Learning Opportunity	**Materials and Space Needed**
What is the learning opportunity I plan to implement from the above web/list (following a discussion with my associate teacher)?	
	Observations
	What did I notice the learners doing, saying, and representing? Include examples (process and product). How will I document the learning?
	Expectations
	What is the most significant learning demonstrated? What overall expectations are being addressed?
	Next Steps
	How will I respond to, extend, challenge, and support learning?
	Reflections
	What am I learning from my observations of the learners' words and actions? What are the next steps for learning? What are my next steps? What am I wondering about professionally?

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TEACHER CANDIDATE PROFILE

The purpose of this profile is to provide your associate teacher, in advance, information about you as a person and about you as a teacher candidate. It is intended to facilitate the development of a positive mentoring relationship as you begin your practicum experience. **Please complete each of the following sections thoughtfully and email the completed profile to your associate teacher prior to the first day of placement.**

Name of Teacher Candidate:	**Division:**

1. My background in education:

2. My personal interests and/or skills outside of education:

3. My professional goals for this practicum experience:

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TEACHER CANDIDATE GROWTH PLAN

Name of Teacher Candidate:
Program & Division:
Areas of Focus (as indicated in the Practicum Reports):
Practicum Reports Referenced:
Recommendations for Growth (as indicated by Associate Dean):
I have discussed and agree with this Growth Plan and understand the expectations and possible outcome outlined within. Associate Dean Signature: _____ Date: _____ Teacher Candidate Signature: _____ Date: _____

The information contained in this document will be shared with the faculty advisor and associate teacher(s) and will be kept on file in the Practicum Office.

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TEACHER CANDIDATE REMOVAL FROM PLACEMENT

Name of Teacher Candidate:	
Name of Associate Teacher(s):	**Grade/Subject:**

Please include as much detail as possible.

The Teacher Candidate named above was removed from placement on _____, for the following reasons:
(Date)

Associate Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Please fax or scan & email this form to the Practicum Office (ptoffice@nipissingu.ca or 705-495-1303) upon removal.

The information contained in this document will be shared with the teacher candidate and kept on file in the Practicum Office.

SCHULICH SCHOOL OF EDUCATION INTERIM REPORT BLOCK 1 - SAMPLE

Teacher Candidate Name & Program:	Sample Only
Practicum Dates:	October 9-19, 2018
School Board:	
School Name:	
Associate Teacher Name:	
Grade/Subject(s):	

ACHIEVEMENT LEVELS	
Level 4	The Teacher Candidate demonstrates the required knowledge and skills with a high degree of effectiveness.
Level 3	The Teacher Candidate demonstrates the required knowledge and skills effectively.
Level 2	The Teacher Candidate demonstrates the required knowledge and skills with some effectiveness.
Level 1	The Teacher Candidate demonstrates the required knowledge and skills with limited effectiveness. Remediation is required.

KNOWLEDGE AND SKILLS	**LEVEL**
1. Professional Responsibility	
Initiates communication and collaboration with others to create a positive learning community	
Fulfills responsibilities and commitments within the learning environment and teaching profession (e.g., record keeping, staff meetings, supervision)	
Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment)	
Takes responsibility for personal organization, including the practicum binder	
Accepts constructive feedback and implements suggestions	
Seeks opportunities for learning and professional growth and demonstrates a willingness to take risks	
Assesses and reflects critically on own strengths/weaknesses as a means to inform practice	
Responds purposefully to challenges	
2. Commitment to Learners	
Interacts and engages with all learners to build rapport	
Creates opportunities for problem-solving, decision making, and critical thinking	
Demonstrates enthusiasm for learning	
Upholds the ethical standards of care, trust, integrity, and respect for all learners	
3. Instructional Process	
Identifies lesson expectations (i.e., curriculum and learning skills) and refines where necessary	
Links curriculum expectation(s) to lesson content and its underlying concepts, facts, and skills	
Describes pre-assessment of all learners (i.e., prior knowledge, modifications, accommodations, alternative expectations)	
Makes adjustments to meet the diverse needs of all learners	
Plans for the learning environment and resources	
Plans a consolidation and/or application task	
Engages learners' interest	
Uses a variety of teaching/learning strategies to facilitate learning	
Uses innovative technologies and resources to facilitate learning	
Uses questioning and inquiry to facilitate learning	
Provides all learners with opportunities to apply their learning	
Provides all learners with opportunities to investigate, discover, and communicate their learning	
Checks for learners' understanding	
Aware of pacing and timing and the need for a contingency plan	
Uses grade appropriate assessment strategies that match expectations	

4. Management and Communication	
Models appropriate verbal communication (i.e., language, tone, volume, inflection)	
Models appropriate written communication (i.e., spelling, grammar, vocabulary)	
Models appropriate non-verbal communication (i.e., listening, body language, spatial awareness)	
Responds proactively to off-task behaviours	
Practises inclusive management strategies	
Encourages the development of learning skills and work habits	
Identifies available supports within and beyond the classroom to facilitate learning (e.g., educational assistant, resource teacher)	

ASSOCIATE TEACHER COMMENTS
The Teacher Candidate has demonstrated strengths in the following areas:
Next steps for development include:

The Teacher Candidate is: PROGRESSING WELL ☐ PROGRESSING WITH DIFFICULTY ☐

I have discussed this report with the Teacher Candidate ☐

Associate Teacher E-Signature: *sample only*

SCHULICH SCHOOL OF EDUCATION PRACTICUM REPORT BLOCK 1 - SAMPLE

Teacher Candidate Name and Program: Sample only	**Practicum Dates:** October 9-November 9, 2018
School Board:	**School Name:**
Associate Teacher Name:	**Grade(s)/Subject(s):**

OVERALL ACHIEVEMENT	
	MEETS EXPECTATIONS WITH EXCELLENCE The Teacher Candidate demonstrates the required knowledge and skills with a high degree of effectiveness.
	MEETS EXPECTATIONS The Teacher Candidate demonstrates the required knowledge and skills effectively.
	DOES NOT MEET EXPECTATIONS The Teacher Candidate demonstrates the required knowledge and skills with limited effectiveness. Remediation is required.

KNOWLEDGE AND SKILLS					
	1	**2**	**3**	**4**	**Strengths/Next Steps for Improvement**
1. Professional Responsibility					
Initiates communication and collaboration with others to create a positive learning community					*Associate teacher comments here.*
Fulfills responsibilities and commitments within the learning environment and teaching profession (e.g., record keeping, staff meetings, supervision)					
Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment)					
Takes responsibility for personal organization, including the practicum binder					
Accepts constructive feedback and implements suggestions					
Seeks opportunities for learning and professional growth and demonstrates a willingness to take risks					
Assesses and reflects critically on own strengths/weaknesses as a means to inform practice					
Responds purposefully to challenges					

	1	2	3	4	Strengths/Next Steps for Improvement
2. Commitment to Learners					
Interacts and engages with all learners to build rapport					*Associate teacher comments here.*
Creates opportunities for problem-solving, decision making, and critical thinking					
Demonstrates enthusiasm for learning					
Upholds the ethical standards of care, trust, integrity, and respect for all learners					
3. Instructional Process					
Identifies lesson expectations (i.e., curriculum and learning skills) and refines where necessary					*Associate teacher comments here.*
Links curriculum expectation(s) to lesson content and its underlying concepts, facts, and skills					
Describes pre-assessment of all learners (i.e., prior knowledge, modifications, accommodations, alternative expectations)					
Makes adjustments to meet the diverse needs of all learners					
Plans for the learning environment and resources					
Plans a consolidation and/or application task					
Engages learners' interest					
Uses a variety of teaching/learning strategies to facilitate learning					
Uses innovative technologies and resources to facilitate learning					
Uses questioning and inquiry to facilitate learning					
Provides all learners with opportunities to apply their learning					
Provides all learners with opportunities to investigate, discover, and communicate their learning					
Checks for learners' understanding					
Aware of pacing and timing and the need for a contingency plan					
Uses grade appropriate assessment strategies that match expectations					

	1	2	3	4	Strengths/Next Steps for Improvement
4. Management and Communication					
Models appropriate verbal communication (i.e., language, tone, volume, inflection)					*Associate teacher comments here.*
Models appropriate written communication (i.e., spelling, grammar, vocabulary)					
Models appropriate non-verbal communication (i.e., listening, body language, spatial awareness)					
Responds proactively to off-task behaviours					
Practises inclusive management strategies					
Encourages the development of learning skills and work habits					
Identifies available supports within and beyond the classroom to facilitate learning (e.g., educational assistant, resource teacher)					

OVERALL COMMENTS
Associate teacher comments here.

I have discussed this report with the Teacher Candidate ☐

Associate Teacher E-Signature: *sample only*

SCHULICH SCHOOL OF EDUCATION FACULTY ADVISOR REPORT - SAMPLE

Teacher Candidate Name and Program: *Sample only*	**Faculty Advisor:**
Date of Site Visit: October 22, 2018	**Duration of Site Visit:** 90 minutes
School Board:	**School Name:**
Associate Teacher:	**Grade(s)/Subject(s):**

OVERALL ACHIEVEMENT	
	MEETS EXPECTATIONS WITH EXCELLENCE The Teacher Candidate demonstrates the required knowledge and skills with a high degree of effectiveness.
	MEETS EXPECTATIONS The Teacher Candidate demonstrates the required knowledge and skills effectively.
	DOES NOT MEET EXPECTATIONS The Teacher Candidate demonstrates the required knowledge and skills with limited effectiveness. Remediation is required.

KNOWLEDGE AND SKILLS						
	NA	**1**	**2**	**3**	**4**	**Strengths/Next Steps for Development**
1. Professional Responsibility						
Initiates communication and collaboration with others to create a positive learning community						
Fulfills responsibilities and commitments within the learning environment and teaching profession (e.g., record keeping, staff meetings, supervision)						
Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment)						
Takes responsibility for personal organization, including the Practicum Binder						
Accepts constructive feedback and implements suggestions						
Seeks opportunities for learning and professional growth and demonstrates a willingness to take risks						
Assesses and reflects critically on own strengths/weaknesses as a means to inform practice						
Responds purposefully to challenges						

	NA	1	2	3	4	Strengths/Next Steps for Development
2. Commitment to Learners						
Interacts and engages with all learners to build rapport						
Creates opportunities for problem-solving, decision making, and critical thinking						
Demonstrates enthusiasm for learning						
Upholds the ethical standards of care, trust, integrity, and respect for all learners						
3. Instructional Process						
Identifies lesson expectations (i.e., curriculum and learning skills) and refines where necessary						
Links curriculum expectation(s) to lesson content and its underlying concepts, facts, and skills						
Describes pre-assessment of all learners (i.e., prior knowledge, modifications, accommodations, alternative expectations)						
Makes adjustments to meet the diverse needs of all learners						
Plans for the learning environment and resources						
Plans a consolidation and/or application task						
Engages learners' interest						
Uses a variety of teaching/learning strategies to facilitate learning						
Uses innovative technologies and resources to facilitate learning						
Uses questioning and inquiry to facilitate learning						
Provides all learners with opportunities to apply their learning						
Provides all learners with opportunities to investigate, discover, and communicate their learning						
Checks for learners' understanding						
Aware of pacing and timing and the need for a contingency plan						
Uses grade appropriate assessment strategies that match expectations						

	NA	1	2	3	4	Strengths/Next Steps for Development
4. Management and Communication						
Models appropriate verbal communication (i.e., language, tone, volume, inflection)						
Models appropriate written communication (i.e., spelling, grammar, vocabulary)						
Models appropriate non-verbal communication (i.e., listening, body language, spatial awareness)						
Responds proactively to off-task behaviours						
Practises inclusive management strategies						
Encourages the development of learning skills and work habits						
Identifies available supports within and beyond the classroom to facilitate learning (e.g., educational assistant, resource teacher)						

OVERALL COMMENTS

I have discussed this report with the Teacher Candidate ☐

Faculty Advisor E-Signature: *sample only*

PRACTICUM REPORT GROWTH DESCRIPTORS – BLOCK 1

Growth descriptors have been provided as an aid to completing the practicum report. These descriptors detail the level of competence representative of each of the 4 levels of achievement. 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 teacher candidates in their growth and development. The associate teacher may use the descriptors as a framework to provide feedback to the teacher candidate during practicum. 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 use it as a basis for ongoing formative assessment over the course of the practicum, and as guiding principles for summative evaluation at the end of the practicum block. Evaluators are encouraged to use the evidence gathered through this rubric and their professional judgment to determine the teacher candidate's overall level of achievement.

	Level 4	Level 3	Level 2	Level 1
1. Professional Responsibility				
Initiates communication and collaboration with others to create a positive learning community	Initiates and engages with ease in professional communications to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community	Initiates and engages in professional communications to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community	Initiates and engages with assistance in professional communications to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community	Has difficulty initiating or engaging in professional communications to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community
Fulfills responsibilities and commitments within the learning environment and teaching profession (e.g., record keeping, staff meetings, supervision)	Reliably fulfills responsibilities and commitments within the learning environment and actively engages in duties related to the teaching profession	Fulfills responsibilities and commitments within the learning environment and engages in duties related to the teaching profession	With prompting fulfills responsibilities and commitments within the learning environment and engages in duties related to the teaching profession	Has difficulty fulfilling responsibilities and commitments within the learning environment and engages in duties related to the teaching profession
Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment)	Confidently assumes professional responsibility for and manages own behaviour	Assumes professional responsibility for and manages own behaviour	With some guidance assumes professional responsibility for and manages own behaviour	Has difficulty assuming professional responsibility for and managing own behaviour
Takes responsibility for personal organization, including the practicum binder	Diligently assumes his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom	Competently assumes his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom	Requires some direction to assume his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom	Has difficulty assuming his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom
Accepts constructive feedback and implements suggestions	Readily accepts constructive feedback and consistently implements suggestions	Accepts constructive feedback and often implements suggestions	Occasionally accepts constructive feedback and sometimes implements suggestions	Has difficulty accepting constructive and rarely implements suggestions
Seeks opportunities for learning and professional growth and demonstrates a willingness to take risks	Consistently takes the initiative to familiarize himself or herself with current programs, technologies, and instructional practices in order to enhance student learning	Usually takes the initiative to familiarize himself or herself with current programs, technologies, and instructional practices in order to enhance student learning	Sometimes 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
Assesses and reflects critically on own strengths/weaknesses as a means to inform practice	Completes reflections with thorough and thoughtful analysis in all required areas as a means to inform practice	Completes reflections capably and with considerable analysis in most required areas as a means to inform practice	Completes reflections with some detail or analysis, occasionally informing practice	Rarely completes reflections

Responds purposefully to challenges	Consistently recognizes, accepts, and responds purposefully to challenges	Recognizes, accepts, and responds purposefully to challenges	With assistance is able to recognize, accept, and respond purposefully to challenges	Has difficulty recognizing, accepting, and responding purposefully to challenges
2. Commitment to Learners				
Interacts and engages with all learners to build rapport	With thorough understanding of diversity and equity, interacts and engages with all learners to build rapport	With considerable understanding of diversity and equity, interacts and engages with all learners to build rapport	With some understanding of diversity and equity, interacts and engages with all learners to build rapport	With limited understanding of diversity and equity, has difficulty interacting and engaging with all learners to build rapport
Creates opportunities for problem-solving, decision making, and critical thinking	Provides sophisticated challenges and conceptual frameworks that successfully encourage learners to engage in divergent thinking	Provides challenges and conceptual frameworks that satisfactorily encourage learners to engage in divergent thinking	Provides some challenges and conceptual frameworks that sporadically encourage learners to engage in divergent thinking	Rarely provides challenges and conceptual frameworks that encourage learners to engage in divergent thinking
Demonstrates enthusiasm for learning	Consistently demonstrates enthusiasm for learning	Usually demonstrates enthusiasm for learning	Sometimes demonstrates enthusiasm for learning	Rarely demonstrates enthusiasm for learning
Upholds the ethical standards of care, trust, integrity, and respect for all learners	Always upholds the ethical standards for all learners	Frequently upholds the ethical standards for all learners	Sometimes upholds the ethical standards for all learners	Infrequently upholds the ethical standards for all learners
3. Instructional Process				
Identifies lesson expectations (i.e., curriculum and learning skills) and refines where necessary	Consistently identifies and refines lesson expectations that guide learning	Usually identifies and refines lesson expectations that guide learning	Sometimes identifies and refines lesson expectations that guide learning	Rarely identifies and refines lesson expectations that guide learning
Links curriculum expectation(s) to lesson content and its underlying concepts, facts, and skills	Content is extensively detailed and concepts, facts, and skills are logically sequenced and clearly linked to the curriculum expectation(s)	Content is detailed and concepts, facts, and skills are sequenced and linked to the curriculum expectation(s)	Content lacks detail with little consideration given to the sequencing of concepts, facts, and skills; link(s) to the curriculum expectation(s) are unclear	Content is sparse and as a result no consideration is given to the sequencing of concepts, facts, and skills; links to the curriculum expectation(s) are missing
Describes pre-assessment of learners (i.e., prior knowledge, modifications, accommodations, alternative expectations)	Independently assesses learners' prior learning experiences and needs	With minimal assistance assesses learners' prior learning experiences and needs	With some assistance assesses learners' prior learning experiences and needs	Even with assistance, has difficulty assessing learners' prior learning experiences and needs
Makes adjustments to meet the diverse needs of learners	Independently provides modifications, accommodations, and alternative experiences based on learner strengths and needs	With minimal assistance provides modifications, accommodations, and alternative experiences based on learner strengths and needs	With some assistance provides modifications, accommodations, and alternative experiences based on learner strengths and needs	Even with assistance, rarely provides modifications, accommodations, and alternative experiences based on learner strengths and needs
Plans for the learning environment and resources	Expertly sets up the classroom environment and selects appropriate resources	Sets up the classroom environment and selects appropriate resources	Some consideration given to the set- up of the classroom environment and the selection of resources	Little consideration given to the set-up of the classroom environment and the selection of resources

Plans a consolidation and/or application task	Creates a succinct consolidation that reviews the content developed in the lesson; provides an application task that allows learners to purposefully apply the content	Creates a consolidation that reviews the content developed in the lesson; provides an application task that allows learners to apply the content	Creates a consolidation with some review of the content developed in the lesson; provides an application task that allows learners to apply the content with some difficulty	Creates a consolidation with little or no review of the content developed in the lesson; application task is not provided or does not allow the learners to apply the content
Engages learners' interests	Motivates all learners through an introductory activity	Motivates most learners through an introductory activity	Motivates some learners through an introductory activity	Has difficulty motivating learners through an introductory activity
Uses a variety of teaching/learning strategies to facilitate learning	Teaching/learning strategies are diverse and stimulate a high degree of learner involvement	Teaching/learning strategies are varied and stimulate learner involvement	Teaching/learning strategies are somewhat varied and sporadically stimulate learner involvement	Teaching/learning strategies are not varied and rarely stimulate learner involvement
Uses innovative technologies and resources to facilitate learning	Where appropriate integrates technology seamlessly; strategic use of resources	Where appropriate integrates technology; effective use of resources	Minimal integration of technology; needs assistance with use of resources	Poor integration of technology; inappropriate use of resources
Uses questioning and inquiry to facilitate learning	Uses questioning techniques that encourage a wide range of levels of thinking; engages all learners	Uses questioning techniques that encourage a range of levels of thinking; engages most learners	Uses questioning techniques that encourage a limited range of levels of thinking; engages some learners	Does not effectively use questioning techniques
Provides learners with opportunities to apply their learning	Learners engage with considerable ease and/or understanding in an application task	Learners engage with moderate ease and/or understanding in an application task	Learners engage with some ease and/or understanding in an application task	Learners engage with difficulty and/or little understanding in an application task
Provides learners with opportunities to investigate, discover, and communicate their learning	Consistently promotes a risk-free learning environment which encourages a high level of learner participation, curiosity, and responsibility	Usually promotes a risk-free learning environment which encourages learner participation, curiosity, and responsibility	Sometimes promotes a risk-free learning environment which encourages learner participation, curiosity, and responsibility	Rarely promotes a risk-free learning environment which encourages learner participation, curiosity, and responsibility
Checks for learners' understanding	Regularly checks for learners' understanding at several points during each lesson	Often checks for learners' understanding at one or two points during each lesson	Sometimes checks for learners' understanding	Rarely checks for learners' understanding
Aware of pacing and timing and the need for a contingency plan	Consistently paces and times the lesson to match learners' needs; effectively uses a contingency plan when appropriate	Typically paces and times the lesson to match learners' needs; uses a contingency plan when appropriate	Occasionally paces and times the lesson to match learners' needs; has some understanding of the need for a contingency plan	Has difficulty pacing and timing the lesson to match learners' needs; limited understanding of the need for a contingency plan
Uses grade appropriate assessment strategies that match expectations	Relates assessment directly to the expectation(s) with ease	Relates assessment directly to the expectation(s) with minimal assistance	Relates assessment directly to the expectation(s) with some assistance	Even with assistance, has difficulty relating assessment directly to the expectation(s)
4. Management and Communication				
Models appropriate verbal communication (i.e., language, tone, volume, inflection)	Uses superior verbal communication practices	Uses effective verbal communication practices	Uses satisfactory verbal communication practices	Lacks effective verbal communication practices
Models appropriate written communication (i.e., spelling, grammar, vocabulary)	Uses superior written communication practices	Uses effective written communication practices	Uses satisfactory written communication practices	Lacks effective written communication practices

Models appropriate non-verbal communication (i.e., listening, body language, spatial awareness)	Uses superior non-verbal communication practices	Uses effective non-verbal communication practices	Uses satisfactory non-verbal communication practices	Lacks effective non-verbal communication practices
Responds proactively to off-task behaviours	Responds consistently and appropriately to off-task behaviours resulting in minimal disruption to the learning environment	Often responds to off-task behaviours resulting in limited disruption to the learning environment	Occasionally responds to off-task behaviours resulting in some disruption to the learning environment	Seldom responds to off-task behaviours resulting in significant disruption to the learning environment
Practices inclusive management strategies	Consistently and successfully applies existing and novel classroom management strategies that uphold the school's expectations for learner conduct	With considerable consistency and success applies existing classroom management strategies that uphold the school's expectations for learner conduct	With some consistency and success applies existing classroom management strategies that uphold the school's expectations for learner conduct	Has difficulty applying classroom management strategies that uphold the school's expectations for learner conduct
Encourages the development of learning skills and work habits	Consistently encourages learners to use and demonstrate lesson-appropriate learning skills and work habits	Often encourages learners to use and demonstrate lesson-appropriate learning skills and work habits	Occasionally links learning skills and work habits to lesson content and process	Rarely links learning skills and work habits to lesson content and process
Identifies available supports within and beyond the classroom to facilitate learning (e.g., education assistant, resource teacher)	Readily identifies and accesses available supports within and beyond the classroom to facilitate learning	Usually identifies and accesses available supports within and beyond the classroom to facilitate learning	Occasionally identifies and accesses available supports within and beyond the classroom to facilitate learning	Has difficulty identifying and accessing available supports within and beyond the classroom to facilitate learning

SCHULICH SCHOOL OF EDUCATION INTERIM REPORT BLOCK 2 - SAMPLE

Teacher Candidate Name & Program:	Sample only
Practicum Dates:	March 18-April 5, 2019
School Board:	
School Name:	
Associate Teacher Name:	
Grade/Subject(s):	

ACHIEVEMENT LEVELS	
Level 4	The Teacher Candidate demonstrates the required knowledge and skills with a high degree of effectiveness.
Level 3	The Teacher Candidate demonstrates the required knowledge and skills effectively.
Level 2	The Teacher Candidate demonstrates the required knowledge and skills with some effectiveness.
Level 1	The Teacher Candidate demonstrates the required knowledge and skills with limited effectiveness. Remediation is required.

KNOWLEDGE AND SKILLS	**LEVEL**
1. Professional Responsibility	
Sustains communication and collaboration with others to create a positive learning community	
Fulfills responsibilities and commitments within the learning environment and teaching profession (e.g., record keeping, staff meetings)	
Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment)	
Takes responsibility for personal organization, including the practicum binder	
Accepts constructive feedback and implements suggestions	
Seeks opportunities for learning and professional growth and demonstrates a willingness to take risks	
Assesses and reflects critically on own strengths/weaknesses as a means to inform practice	
Responds purposefully to challenges	
2. Commitment to Learners	
Interacts and engages with all learners to build rapport	
Creates opportunities for problem-solving, decision making, and critical thinking	
Demonstrates enthusiasm for learning	
Upholds the ethical standards of care, trust, integrity, and respect for all learners	
3. A) Instructional Process - Series of Lesson Plans (i.e., Unit Planning)	
Sequences specific expectations	
Considers pacing and timing when planning	
Plans for and supports the improvement of learning skills	
Makes adjustments to meet the diverse needs of all learners	
Uses varied assessment strategies (i.e., pre-assessment, formative, summative, alternative)	
Matches assessments with achievement chart categories	
B) Instructional Process - Individual Lesson Plan and Delivery	
Plans for individual lesson delivery	
Implements lessons using a variety of teaching/learning strategies	
Provides all learners with opportunities to investigate, discover, communicate, and apply their learning	
Uses pacing and timing to enhance learning	
Uses assessment to inform instruction and feedback	
4. Management and Communication	
Uses appropriate communication (i.e., verbal, written, non-verbal)	
Responds proactively to off-task behaviours	
Encourages the development of learning skills and work habits	
Uses available supports within and beyond the classroom to facilitate learning (e.g., educational assistant, resource teacher)	

ASSOCIATE TEACHER COMMENTS
The Teacher Candidate has demonstrated strengths in the following areas:
Next steps for development include:

The Teacher Candidate is: PROGRESSING WELL ☐ PROGRESSING WITH DIFFICULTY ☐

I have discussed this report with the Teacher Candidate ☐

Associate Teacher E-Signature: *sample only*

SCHULICH SCHOOL OF EDUCATION PRACTICUM REPORT BLOCK 2 - SAMPLE

Teacher Candidate Name and Program: Sample only	**Practicum Dates:** March 18-April 26, 2019
School Board:	**School Name:**
Associate Teacher Name:	**Grade(s)/Subject(s):**

OVERALL ACHIEVEMENT	
	MEETS EXPECTATIONS WITH EXCELLENCE The Teacher Candidate demonstrates the required knowledge and skills with a high degree of effectiveness.
	MEETS EXPECTATIONS The Teacher Candidate demonstrates the required knowledge and skills effectively.
	DOES NOT MEET EXPECTATIONS The Teacher Candidate demonstrates the required knowledge and skills with limited effectiveness.

KNOWLEDGE AND SKILLS					
	1	**2**	**3**	**4**	**Strengths/Next Steps for Improvement**
1. Professional Responsibility					
Sustains communication and collaboration with others to create a positive learning community					*Associate teacher comments here.*
Fulfills responsibilities and commitments within the learning environment and teaching profession (e.g., record keeping, staff meetings, supervision)					
Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment)					
Takes responsibility for personal organization, including the practicum binder					
Accepts constructive feedback and implements suggestions					
Seeks opportunities for learning and professional growth and demonstrates a willingness to take risks					
Assesses and reflects critically on own strengths/weaknesses as a means to inform practice					
Responds purposefully to challenges					

	1	2	3	4	Strengths/Next Steps for Improvement
2. Commitment to Learners					
Interacts and engages with all learners to build rapport					*Associate teacher comments here.*
Creates opportunities for problem-solving, decision making, and critical thinking					
Demonstrates enthusiasm for learning					
Upholds the ethical standards of care, trust, integrity, and respect for all learners					
3. Instructional Process (over a series of lesson plans) **A) Series of Lesson Plans (i.e., Unit Planning)**					
Sequences specific expectations					*Associate teacher comments here.*
Considers pacing and timing when unit planning					
Plans for and supports the improvement of learning skills					
Makes adjustments to meet the diverse needs of all learners					
Uses varied assessment strategies (i.e., pre-assessment, formative, summative, alternative)					
Matches assessments with achievement chart categories					
B) Individual Lesson Plan and Delivery					
Plans for individual lesson delivery					*Associate teacher comments here.*
Implements lessons using a variety of teaching/learning strategies					
Provides all learners with opportunities to investigate, discover, communicate, and apply their learning					
Uses pacing and timing to enhance learning					
Uses assessment to inform instruction and feedback					
4. Management and Communication					
Uses appropriate communication (i.e., verbal, written, non-verbal)					*Associate teacher comments here.*
Practises inclusive management strategies					
Encourages the development of learning skills and work habits					
Uses available supports within and beyond the classroom to facilitate learning (e.g., educational assistant, resource teacher)					

OVERALL COMMENTS
Associate teacher comments here.

I have discussed this report with the Teacher Candidate ☐

Associate Teacher E-Signature: Sample only

PRACTICUM REPORT GROWTH DESCRIPTORS – BLOCK 2

Growth descriptors have been provided as an aid to completing the practicum report. These descriptors detail the level of competence representative of each of the 4 levels of achievement. 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 teacher candidates in their growth and development. The associate teacher may use the descriptors as a framework to provide feedback to the teacher candidate during practicum. 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 use it as a basis for ongoing formative assessment over the course of the practicum, and as guiding principles for summative evaluation at the end of the practicum block. Evaluators are encouraged to use the evidence gathered through this rubric and their professional judgment to determine the teacher candidate's overall level of achievement.

	Level 4	Level 3	Level 2	Level 1
1. Professional Responsibility				
Sustains communication and collaboration with others to create a positive learning community	Readily cultivates professional relationships to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community	Cultivates professional relationships to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community	Cultivates with assistance professional relationships to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community	Has difficulty cultivating professional communications to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community
Fulfills responsibilities and commitments within the learning environment and teaching profession (e.g., record keeping, staff meetings, supervision)	Reliably fulfills responsibilities and commitments within the learning environment and actively engages in duties related to the teaching profession	Fulfills responsibilities and commitments within the learning environment and engages in duties related to the teaching profession	With prompting fulfills responsibilities and commitments within the learning environment and engages in duties related to the teaching profession	Has difficulty fulfilling responsibilities and commitments within the learning environment and engages in duties related to the teaching profession
Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment)	Confidently assumes professional responsibility for and manages own behaviour	Assumes professional responsibility for and manages own behaviour	With some guidance assumes professional responsibility for and manages own behaviour	Has difficulty assuming professional responsibility for and managing own behaviour
Takes responsibility for personal organization, including the practicum binder	Diligently assumes his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom	Competently assumes his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom	Requires some direction to assume his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom	Has difficulty assuming his or her professional role and duties as defined by the Schulich School of Education, the school, and the associate teacher's classroom
Accepts constructive feedback and implements suggestions	Readily accepts constructive feedback and successfully implements suggestions	Often accepts constructive feedback and implements suggestions with considerable success	Occasionally accepts constructive feedback and implements suggestions with some success	Has difficulty accepting constructive feedback and rarely implements suggestions
Seeks opportunities for learning and professional growth and demonstrates a willingness to take risks	Consistently takes the initiative to familiarize himself or herself with current programs, technologies, and instructional practices in order to enhance student learning	Usually takes the initiative to familiarize himself or herself with current programs, technologies, and instructional practices in order to enhance student learning	Sometimes 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
Assesses and reflects critically on own strengths/weaknesses as a means to inform practice	Completes reflections with thorough and thoughtful analysis in all required areas as a means to inform practice	Completes reflections capably and with considerable analysis in most required areas as a means to inform practice	Completes reflections with some detail or analysis, occasionally informing practice	Rarely completes reflections

Responds purposefully to challenges	Consistently recognizes, accepts, and responds purposefully to challenges	Recognizes, accepts, and responds purposefully to challenges	With assistance is able to recognize, accept, and respond purposefully to challenges	Has difficulty recognizing, accepting, and responding purposefully to challenges
2. Commitment to Learners				
Interacts and engages with all learners to build rapport	With thorough understanding of diversity and equity, interacts and engages with all learners to build rapport	With considerable understanding of diversity and equity, interacts and engages with all learners to build rapport	With some understanding of diversity and equity, interacts and engages with all learners to build rapport	With limited understanding of diversity and equity, has difficulty interacting and engaging with all learners to build rapport
Creates opportunities for problem-solving, decision making, and critical thinking	Provides sophisticated challenges and conceptual frameworks that successfully encourage learners to engage in divergent thinking	Provides challenges and conceptual frameworks that satisfactorily encourage learners to engage in divergent thinking	Provides some challenges and conceptual frameworks that sporadically encourage learners to engage in divergent thinking	Rarely provides challenges and conceptual frameworks that encourage learners to engage in divergent thinking
Demonstrates enthusiasm for learning	Consistently demonstrates enthusiasm for learning	Usually demonstrates enthusiasm for learning	Sometimes demonstrates enthusiasm for learning	Rarely demonstrates enthusiasm for learning
Upholds the ethical standards of care, trust, integrity, and respect for all learners	Always upholds the ethical standards for all learners	Frequently upholds the ethical standards for all learners	Sometimes upholds the ethical standards for all learners	Infrequently upholds the ethical standards for all learners
3. A) Instructional Process – Series of Lesson Plans (i.e., Unit Planning)				
Sequences specific expectations	Consistently selects and sequences appropriate expectations, refining where necessary, over a series of related lessons	Typically selects and sequences appropriate expectations, refining where necessary, over a series of related lessons	Sometimes selects and sequences appropriate expectations, refining where necessary, over a series of related lessons	Has difficulty selecting, sequencing, and refining appropriate expectations over a series of related lessons
Considers pacing and timing when unit planning	Uses pacing and timing accurately and consistently when planning	Uses pacing and timing with considerable accuracy and consistency when planning	Uses pacing and timing with some accuracy and consistency when planning	Minimal evidence of consideration given to pacing and timing when planning
Plans for and supports the improvement of learning skills	Consistently and seamlessly builds learning skills into lesson and unit planning and continually supports learners in developing such skills	Frequently builds learning skills into lesson and unit planning and usually supports learners in developing such skills	Occasionally builds learning skills into lesson and unit planning and sometimes supports learners in developing such skills	Has difficulty building learning skills into lesson and unit planning
Makes adjustments to meet the diverse needs of all learners	Independently provides modifications, accommodations, and alternative experiences based on learner strengths and needs	With minimal assistance provides modifications, accommodations, and alternative experiences based on learner strengths and needs	With some assistance provides modifications, accommodations, and alternative experiences based on learner strengths and needs	Even with assistance, rarely provides modifications, accommodations, and alternative experiences based on learner strengths and needs
Uses varied assessment strategies (i.e., pre-assessment, formative, summative, alternative	Uses a wide variety of assessment strategies to inform learning with a high degree of effectiveness	Uses varied assessment strategies to inform learning with considerable effectiveness	Uses assessment strategies to inform learning with some effectiveness	Rarely uses assessment strategies

Matches assessments with achievement chart categories	Always relates assessment(s) directly to the achievement chart categories	Usually relates assessment(s) directly to the achievement chart categories	Sometimes relates assessment(s) directly to the achievement chart categories	Has difficulty relating assessment(s) directly to the achievement chart categories
3. B) Instructional Process – Individual Lesson Plan and Delivery				
Plans for individual lesson delivery	Plans for individual lesson delivery with thorough understanding	Plans for individual lesson delivery with considerable understanding	Plans for individual lesson delivery with some understanding	Plans for individual lesson delivery with limited understanding
Implements lessons using a variety of teaching/learning strategies to facilitate learning	Teaching/learning strategies are diverse and stimulate a high degree of learner involvement	Teaching/learning strategies are varied and stimulate learner involvement	Teaching/learning strategies are somewhat varied and sporadically stimulate learner involvement	Teaching/learning strategies are not varied and rarely stimulate learner involvement
Provides all learners with opportunities to investigate, discover, and communicate their learning	Consistently promotes a risk-free learning environment which encourages a high level of learner participation, curiosity, and responsibility	Usually promotes a risk-free learning environment which encourages learner participation, curiosity, and responsibility	Sometimes promotes a risk-free learning environment which encourages learner participation, curiosity, and responsibility	Rarely promotes a risk-free learning environment which encourages learner participation, curiosity, and responsibility
Uses pacing and timing to enhance learning	Adjusts the pace of the lesson to enhance learning with a high degree of success	Adjusts the pace of the lesson to enhance learning with considerable success	Adjusts the pace of the lesson to enhance learning with some success	Has difficulty adjusting the pace of the lesson to enhance learning
Uses assessment to inform instruction and feedback	Uses assessment to inform instruction and feedback independently	Uses assessment to inform instruction and feedback with minimal assistance	Uses assessment to inform instruction and feedback with some assistance	Even with assistance, has difficulty using assessment to inform instruction and feedback
4. Management and Communication				
Uses appropriate communication (i.e., verbal, written, non-verbal)	Uses superior communication practices	Uses effective communication practices	Uses satisfactory communication practices	Lacks effective communication practices
Practices inclusive management strategies	Consistently applies inclusive management strategies and the school's expectations for learner conduct to ensure on-task behaviour in school-related settings	Frequently applies inclusive management strategies and the school's expectations for learner conduct to ensure on-task behaviour in school-related settings	Sometimes applies inclusive management strategies and the school's expectations for learner conduct to ensure on-task behaviour in school-related settings	Has difficulty applying inclusive management strategies and the school's expectations for learner conduct to ensure on-task behaviour in school-related settings
Encourages the development of learning skills and work habits	Consistently encourages learners to use and demonstrate lesson-appropriate learning skills and work habits	Often encourages learners to use and demonstrate lesson-appropriate learning skills and work habits	Occasionally links learning skills and work habits to lesson content and process	Rarely links learning skills and work habits to lesson content and process
Identifies available supports within and beyond the classroom to facilitate learning (e.g., education assistant, resource teacher)	Readily identifies and accesses available supports within and beyond the classroom to facilitate learning	Usually identifies and accesses available supports within and beyond the classroom to facilitate learning	Occasionally identifies and accesses available supports within and beyond the classroom to facilitate learning	Has difficulty identifying and accessing available supports within and beyond the classroom to facilitate learning

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NIPISSING UNIVERSITY | Schulich SCHOOL OF EDUCATION

ONE STUDENT AT A TIME

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