

# Schulich School of Education

EDUC 4858 – Community Leadership Experience

2020/2021



**NIPISSING**  
UNIVERSITY

## CONTENTS

### **EDUC 4858 Community Leadership Experience**

Course Description .....	1
Learning Expectations/Outputs .....	1
Course Requirements .....	1

<b>Community Leadership Experience Timeline</b> .....	2
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### **Role of the Teacher Candidate**

Finding a Placement .....	3
Placement Hours .....	3
International/Domestic Placements Organized by the Schulich School of Education .....	3
Community Placement Examples .....	4
Submission of Required Documentation .....	4
Professional Standards .....	4
Confidentiality .....	4
Police Vulnerable Sector Check .....	5
Workplace Safety and Insurance Board (WSIB) .....	5
Community Leadership Experience Log .....	5
Absence from Community Placement .....	5

### **Role of the Placement Supervisor**

Welcoming your Teacher Candidate .....	6
Supervision .....	6
Feedback .....	6
Evaluation .....	6
Teacher Candidate Absence .....	7
Placement Supervisor Absence .....	7
Steps to Take if the Teacher Candidate Experiences Difficulty .....	7

### **Teacher Candidates at Risk**

Does Not Meet Expectations .....	8
Removal from Community Placement .....	8

**Determination of Final Grade**

Determination of Final Grade ..... 9

Additional Community Placement ..... 9

**Community Leadership Experience Responsibilities** ..... 10

**Resources**

Community Leadership Experience Log ..... 11-12

Community Leadership Experience Report - Sample ..... 13-14

## EDUC 4858 COMMUNITY LEADERSHIP EXPERIENCE

The Community Leadership Experience Handbook is the course outline for EDUC 4858: Community Leadership Experience. It also serves as a reference for placement supervisors.

### Course Description

Teacher candidates apply pedagogical skills and theoretical knowledge in a self-selected, non-traditional community setting as a means to broaden practical experience and develop awareness of community-based programs that benefit from educational applications. Placement may include a Nipissing University supported teaching and leadership experience (e.g., Kenya, Costa Rica, Trois Pistoles).

### Learning Expectations/Outputs

Teacher candidates will:

- demonstrate professionalism in all aspects of the community experience according to the OCT Standards of Practice;
- apply course-based knowledge and skills in a non-traditional setting;
- engage in reflection as a means of improving teaching practice;
- interact appropriately with clients and co-workers;
- demonstrate commitment to professional growth through collaboration with site supervisor(s) and acceptance of varied responsibilities in a non-traditional environment.

### Course Requirements

- Teacher candidates are required to attend all scheduled sessions and successfully complete a minimum of 60 hours of community-based teaching experience during the academic year.
- Teacher candidates must submit a completed Community Leadership Experience Log at the end of the practicum.
- EDUC 4858 Community Leadership Experience is a pass (SAT) or fail (F) course and may be attempted only once.

Community Leadership Experience is a required course. Teacher candidates who do not obtain a pass (SAT) in Community Leadership Experience will not be permitted to continue and will be withdrawn from the Bachelor of Education degree (BEd) program. Full program requirements can be found in the Nipissing University Academic Calendar.

## COMMUNITY LEADERSHIP EXPERIENCE (CLE) TIMELINE

Date	Task(s)
April-November, 2020	Research organizations that are of interest to you and provide the <b>Community Partner Letter &amp; Fact Sheet for Placement Supervisors</b> to organization(s) that meet the CLE criteria.
September 25, 2020	Submit your Police Vulnerable Sector Check (PVSC) to the Practicum Office by this date. Failure to do so will result in a \$75 late fee. Keep a copy of your PVSC to take to your CLE placement.
November 27, 2020	Submit your <b>CLE Placement Confirmation Form</b> to the Practicum Office by this date. Failure to do so will result in a \$75 late fee.
December 2020/January 2021	<p>Sandra Minor will send important information and documents (e.g., Handbook, Report) to your placement supervisor via email.</p> <p>Attend Practicum Class to review placement expectations.</p> <p>Contact your placement supervisor on or before this date to make arrangements for your first day of placement.</p>
March 1- 19, 2021	<p>Report to your placement at the agreed upon time and day. Discuss your role and responsibilities with your placement supervisor and review the CLE Report that he/she will complete at the end of your placement. <b>May begin as early as January 2, 2021.</b></p> <p>Complete a minimum of 60 hours of placement. Ensure that you fill in your <b>CLE Log</b> each day and ask your placement supervisor (or alternate) to initial and sign where applicable.</p>
March 2021	<p>Your <b>CLE Report</b> is due on the last day of your placement. Your placement supervisor is required to submit your completed report to <a href="mailto:ptoffice@nipissingu.ca">ptoffice@nipissingu.ca</a> This report has been emailed to your placement supervisor and will not be available on WebAdvisor. The Practicum Office will provide you with a copy.</p> <p>*A final grade for CLE cannot be submitted until the Practicum Office receives your report.</p>
March 26, 2021	<p>Submit your completed <b>CLE Log</b> to <a href="mailto:ptoffice@nipissingu.ca">ptoffice@nipissingu.ca</a> on or before this date.</p> <p>*A final grade for CLE cannot be submitted until the Practicum Office receives your CLE log.</p>

**\*Documents and forms are posted to Blackboard**

## ROLE OF THE TEACHER CANDIDATE

### Finding a Placement

Teacher candidates are responsible for researching various organizations and securing their own community placement. The Practicum Office will assist teacher candidates who experience difficulty in finding an appropriate and safe placement upon request. Teacher candidates must keep the following criteria in mind when researching organizations of interest:

- The placement must consist of a minimum of 60 hours of service completed over the scheduled block in the winter term of the final year of the program (**March 1-19, 2021** - may begin as early as **January 2, 2021**)
- The placement must have a connection to human development and service to the community
- The placement must include a teaching/learning component where teaching skills can be applied
- The placement must be completed within Ontario, unless it is an international/domestic placement organized by the Schulich School of Education
- The placement must be completed within a healthy and safe environment
- The placement must not be completed at Nipissing University
- The placement must be unpaid
- The placement must not be completed within an organization where the teacher candidate has previously worked, volunteered, or completed a placement for another university program
- The placement supervisor must not be an immediate family member of the teacher candidate
- Placement hours must be arranged according to the needs of the organization and/or the placement supervisor
- The placement may not be completed in a publically funded school board

### Placement Hours

Placement hours may include activities such as:

- Program development and/or delivery
- Staff meetings/community meetings
- Supervision of lunch hour
- Supervision of clients
- Event organization

Placement hours may not include the following:

- Interviews, orientation or training
- Working from home
- Lunch hours or breaks

### International/Domestic Placements Organized by the Schulich School of Education

Teacher candidates must be in good academic standing (including EDUC 4855 Practicum II) to be eligible to participate in an international/domestic placement organized by the Schulich School of Education. If it becomes apparent that a teacher candidate is not in good standing after he/she has been selected for an international/domestic placement, the placement will be cancelled and the teacher candidate will not be eligible for a refund.



## Community Placement Examples

There are many organizations that would be suitable for a community placement. The following are examples of organizations that may be of interest to you:

- Autism Centres
- Arts Associations
- Big Brothers/Big Sisters
- Canadian Cancer Society
- Children's Aid Society
- Children's Mental Health Services
- Conservation Authorities
- Early Years Centre
- ESL Organizations
- Family Counselling Centres
- Family/Children's Services
- Health Units
- Heart and Stroke Association
- Hospitals – Pediatric/Geriatric Care
- Juvenile Diabetes Society
- Leadership Programs
- Learning Disabilities Association of Ontario
- Youth Centres
- Library Programs
- Literacy Organizations
- Ministry of Education
- Ministry of Training, Colleges and Universities
- Montessori Centres
- Museums
- Music Programs
- Indigenous Cultural Centres
- Outdoor Centres
- Outreach Programs
- Park and Recreation – Local Municipalities
- Private schools
- Specialty Schools (i.e School for the Deaf)
- Tutoring Services
- YMCA/YWCA

**\*Other organizations as approved by the Practicum Office.**

## Submission of Required Documentation

Failure to submit required documentation by applicable deadlines will result in a \$75 late fee (per document). The Practicum Office will then determine next steps, which could include the cancellation of the practicum, resulting in a delay of program completion/graduation and a \$425 fee.

## Professional Standards

Teacher candidates must follow the Ontario College of Teachers' Foundations of Professional Practice, the Ontario Teachers' Federation Code of Ethics. They must also adhere to Nipissing University's Code of Student Rights and Responsibilities and the professional standards of the BEd program which are similar to the professional responsibilities of a teacher, such as responding to emails and phone calls in a timely manner, meeting deadlines, maintaining collegial relationships with all members of the University and the broader community, attending classes, etc. 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.

## Confidentiality

Most organizations are governed by the Freedom of Information and Protection of Privacy Act (FIPPA). During the community placement, teacher candidates may be privy to private and confidential information. FIPPA demands that all employees (teacher candidates) respect the privacy of each individual, hence, it is prohibited for teacher candidates to share personal information acquired in the workplace (host organization).

## Police Vulnerable Sector Check

Teacher candidates must be prepared to provide, upon request, a copy of a current Police Vulnerable Sector Check (PVSC) to their placement supervisor. Failure to provide a current PVSC may result in the teacher candidate being removed from the placement. Some organizations may require an original PVSC, so it would be beneficial to request more than one original when applying for a PVSC.

## Workplace Safety and Insurance Board (WSIB)

The Ministry of Colleges and Universities (MCU) provides insurance coverage program through WSIB for teacher candidates completing unpaid work placements. Guidelines and FAQs related to WSIB can be found on the Ministry's public website at: [http://www.tcu.gov.on.ca/pepg/publications/UnpaidWork\\_PlacementsGuide.pdf](http://www.tcu.gov.on.ca/pepg/publications/UnpaidWork_PlacementsGuide.pdf)

## Community Leadership Experience Log

Teacher candidates must log their community leadership hours by completing the Community Leadership Log (p. 11-12).

When completing reflections at the end of placement, teacher candidates must answer the following questions:

- How did I apply course-based knowledge and prior classroom experience in my community placement?
- What aspect of my community leadership experience resonated with me the most and why?
- How has my community leadership experience informed my professional growth?
- How has my community leadership experience impacted me (e.g., personally, professionally)?

A teacher candidate who fails to submit a copy of his/her Community Leadership Experience Log by the deadline is at risk of receiving a final grade of F (fail) in EDUC 4858 Community Leadership Experience. See Determination of Final Grade (p. 8).

## Absence from Community Placement

Regular attendance throughout the community placement is an expectation for the successful completion of EDUC 4858. Teacher candidates must make every effort to schedule appointments outside of set placement hours and are required to contact their placement supervisor should they be unable to attend placement on a scheduled day. Teacher candidates are required to make up all hours as soon as possible and are responsible for negotiating the dates directly with the placement supervisor.

If a teacher candidate finds that, due to circumstances out of their control (illness, organization availability), they will not be able to complete the required hours by **March 19, 2021**, they must contact Sandra Minor by **March 12, 2021** in order to discuss next steps. Failure to do so may result in a delay of program completion/graduation or a final grade of F (fail) in EDUC 4858.



## ROLE OF THE PLACEMENT SUPERVISOR

Placement supervisors are asked to provide teacher candidates with opportunities to explore different ways of applying the pedagogical skills and theoretical knowledge they have gained in the Bachelor of Education program. They will guide teacher candidates in their role within the organization and will provide clear expectations and duties to be fulfilled by the teacher candidate. Site supervisors are required to evaluate their teacher candidate's success in the placement using the Schulich School of Education Community Leadership Report (p. 11-12).

### Welcoming your Teacher Candidate

Beginning a new placement is often an exciting yet stressful time for teacher candidates. Placement supervisors are encouraged to consider the following when welcoming teacher candidates into the organization:

- Make contact with your teacher candidate prior to his/her arrival and share information about current projects/initiatives that are happening within the organization;
- Provide your teacher candidate with a schedule (minimum of 60 hours) and a brief outline of his/her role and responsibilities within the organization;
- Provide your teacher candidate with helpful resources (e.g., organizational policies and procedures, appropriate dress, calendar of events, parking);
- Provide your teacher candidate with a tour of the organization and introduce them to colleagues;
- Clearly outline your expectations of the teacher candidate during the placement.

### Supervision

Placement supervisors will monitor and support the teacher candidate throughout the community placement to ensure that the teacher candidate's responsibilities within the organization are fulfilled in an effective way. Please refer to the chart on p. 10 for a summary of responsibilities of both the placement supervisor and teacher candidate.

### Feedback

Ongoing constructive feedback is critical for the professional growth of teacher candidates. Placement supervisors are encouraged to meet with their teacher candidate on a regular basis, preferably daily, to provide feedback. It is the responsibility of the teacher candidate to be available for these meetings.

### Evaluation

Placement supervisors will evaluate the teacher candidate's contribution to the organization. A fillable PDF version of the Community Leadership Report (p. 12-13) will be emailed to the placement supervisor prior to the placement. Placement supervisors are required to complete the report on the final day and submit it **no later than one week following the conclusion of the placement** to [ptoffice@nipissingu.ca](mailto:ptoffice@nipissingu.ca).

The placement supervisor is encouraged to discuss the report with the teacher candidate prior to submitting it to the Practicum Office.

### **Teacher Candidate Absence**

If the teacher candidate is absent from placement and does not notify the placement supervisor, the placement supervisor is asked to contact the Practicum Office as soon as possible at [ptoffice@nipissingu.ca](mailto:ptoffice@nipissingu.ca) or 705-474-3450 ext. 4555. Teacher candidates are required to make up for all missed time and are responsible for negotiating the dates directly with the placement supervisor.

### **Placement Supervisor Absence**

If the placement supervisor is absent during the placement, the teacher candidate may not assume unsupervised responsibilities. Another member of the organization must be present to assist and supervise the teacher candidate.

### **Steps to Take if the Teacher Candidate Experiences Difficulty**

Placement supervisors may use the following as a guideline if the teacher candidate experiences difficulty:

1. Placement supervisors are asked to notify the Practicum Office immediately ([ptoffice@nipissingu.ca](mailto:ptoffice@nipissingu.ca) or 705-474-3450 ext. 4555) if the teacher candidate begins to experience difficulty in the placement or is at risk of receiving an overall achievement level of Does Not Meet Expectations (D).
2. Using the Community Leadership Report as a basis for discussion, the placement supervisor should discuss concerns with the teacher candidate and offer suggestions and guidance where necessary.
3. The placement supervisor should set reasonable and realistic goals for improvement to be demonstrated by the teacher candidate according to an established timeline.
4. The placement supervisor is encouraged to keep appropriate documentation, particularly if the teacher candidate is not meeting the expectations in any area of the report.
5. The placement supervisor and Practicum Coordinator will monitor the subsequent performance of the teacher candidate to determine whether or not he/she may continue in the placement.

## TEACHER CANDIDATES AT RISK

Teacher candidates who experience difficulty in the community placement or have a question/concern should contact the Practicum Office for immediate support.

**Does Not Meet Expectations** Teacher candidates must follow the Ontario College of Teachers' Foundations of Professional Practice, the Ontario Teachers' Federation Code of Ethics. They must also adhere to Nipissing University's Code of Student Rights and Responsibilities and the professional standards of the BEd program which are similar to the professional responsibilities of a teacher, such as responding to emails and phone calls in a timely manner, meeting deadlines, maintaining collegial relationships with all members of the University and the broader community, attending classes, etc. 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.

A teacher candidate who receives an overall achievement level of Does Not Meet Expectations (D) on the Community Leadership Report will have his/her file reviewed by the Practicum Committee and is at risk of receiving a final grade of F (fail) in EDUC 4858.

### Removal from Community Placement

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

1. A charge by organization personnel and/or the Schulich School of Education of physical or sexual abuse;
2. A report by organization personnel and/or the Schulich School of Education of unprofessional conduct as regulated by the Ontario College of Teachers Foundations of Professional Practice, as well as the Ontario Teachers' Federation Code of Ethics.
3. An assessment by organization 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 others within the organization;
4. In the opinion of the Schulich School of Education and/or placement supervisor that there is evidence that continued placement could have a detrimental effect on the organization, the learners, or the staff.

If a teacher candidate is removed from a community placement for any reason, it is considered a failed placement (Does Not Meet Expectations). If a teacher candidate removes him/herself from a community placement without written consent from the Practicum Office, it is considered a failed placement (Does Not Meet Expectations). In either case, the teacher candidate will have his/her file reviewed by the Practicum Committee and is at risk of receiving a final grade of F (fail) in EDUC 4858.

The teacher candidate's right to continue in the program may be revoked, depending on the nature of the situation.

## DETERMINATION OF FINAL GRADE

Teacher candidates must be successful in the course entitled: EDUC 4858 Community Leadership Experience, 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 EDUC 4858 is based on a thorough review of the Community Leadership Experience Report, the Community Leadership Log, 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 (M) on his/her Community Leadership Report, who submits a satisfactory Community Leadership Experience Log, and who upholds the Professional Standards of the Schulich School of Education, will receive a final grade of SAT (pass) in EDUC 4858.

A teacher candidate who receives an overall achievement level of Does Not Meet Expectations (D) on his/her Community Leadership Experience Report, who fails to submit a satisfactory Community Leadership Experience Log, and who fails to uphold the Professional Standards of the Schulich School of Education, will have his/her file reviewed by the Practicum Committee and is at risk of receiving a final grade of F (fail) in EDUC 4858. These teacher candidates will be invited to submit to the Practicum Committee a written reflection regarding their difficulty in the community placement. 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:

	First Review	Review of Additional Community Placement <i>(if applicable)</i>
Possible Outcomes	F (fail)	F (fail)
	SAT (pass)	SAT (pass)
	Additional community placement	

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 Community Placement

In some cases, the Practicum Committee may require a teacher candidate to successfully complete an additional community placement in order to meet the course requirements of EDUC 4858. Teacher candidates who do not receive a minimum overall achievement level of Meets Expectations (M) in the additional placement will receive a final grade of F (fail) in EDUC 4858. Teacher candidates who refuse to complete the placement or who are removed/remove themselves from the placement will receive a final grade of F (fail) in EDUC 4858.

Additional community placement is subject to a \$425 administrative fee.

## COMMUNITY LEADERSHIP EXPERIENCE (CLE) RESPONSIBILITIES

Responsibilities	Placement Supervisor	Teacher Candidate
<b>General</b>	<ul style="list-style-type: none"> <li>• Guide and mentor the teacher candidate</li> <li>• Review your expectations with the teacher candidate</li> <li>• Provide feedback to the teacher candidate on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>• Provide placement supervisor with applicable forms and personal resumé to secure placement</li> <li>• Provide PVSC to placement supervisor (if applicable)</li> <li>• Provide health &amp; safety certificate to placement supervisor (if applicable)</li> <li>• Be professional</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• Create a schedule for the teacher candidate that meets the needs of the organization and the requirements of the CLE placement</li> <li>• Designate someone else within the organization to supervise the teacher candidate if you are absent</li> </ul>	<ul style="list-style-type: none"> <li>• Attend placement regularly according to the agreed upon schedule (minimum 60 hours)</li> <li>• Be punctual</li> <li>• Notify placement supervisor of absences</li> <li>• Negotiate make-up days with placement supervisor</li> </ul>
<b>Planning &amp; Preparation</b>	<ul style="list-style-type: none"> <li>• Prior to placement, make the teacher candidate aware of any required planning/preparation</li> <li>• During the placement, work with the teacher candidate to create an outline of the activities/tasks/projects that need to be accomplished</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and prepare for the placement in advance, as required by the placement supervisor</li> <li>• Be prepared for placement each day and complete activities/tasks/projects assigned by the placement supervisor, meeting applicable deadlines</li> </ul>
<b>Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>• Provide the teacher candidate with health and safety policies and procedures relevant to your organization</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with and adhere to health and safety policies and procedures relevant to the organization</li> </ul>
<b>Confidentiality</b>	<ul style="list-style-type: none"> <li>• Provide the teacher candidate with organizational policies regarding confidentiality</li> <li>• If applicable, ensure that the teacher candidate completes all required paperwork</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with and adhere to organizational policies regarding confidentiality</li> <li>• Become familiar with the Freedom of Information and Protection of Privacy Act (FIPPA)</li> </ul>
<b>CLE Log</b>	<ul style="list-style-type: none"> <li>• At the end of each day, initial the teacher candidate's CLE Log</li> <li>• Upon completion of the placement, sign and date the teacher candidate's CLE Log</li> </ul>	<ul style="list-style-type: none"> <li>• Enter each day you attend placement, including hours, and summary of responsibilities</li> <li>• At the end of each day, ask your placement supervisor to initial your log entries</li> <li>• Upon completion of the placement, ask your placement supervisor to sign and date your CLE Log</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Encourage the teacher candidate to set goals and reflect on his/her effectiveness in the placement</li> </ul>	<ul style="list-style-type: none"> <li>• Set personal/professional goals</li> <li>• Reflect on your effectiveness in the placement</li> <li>• At the end of your placement, record your overall reflections in the CLE Log</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Complete the CLE Report on the final day of placement</li> <li>• Discuss the report with the teacher candidate</li> <li>• Email the completed report to the Practicum Office no later than one week following the conclusion of the placement</li> <li>• Practicum Office will provide a copy to the teacher candidate</li> </ul>	<ul style="list-style-type: none"> <li>• Remind the placement supervisor that the CLE Report is to be completed on the final day of placement</li> <li>• Discuss report with placement supervisor</li> <li>• Accept feedback professionally</li> </ul>

## EDUC 4858: Community Leadership Experience Log

Please complete and return this form to the Practicum Office (F208) by 4:00 p.m. on Friday, March 26, 2021.

Teacher Candidate Name: <b>SAMPLE ONLY</b>	Student ID:
Organization:	Placement Supervisor Name:

Date	# Hours Completed	Summary of Responsibilities	Placement Supervisor Initials
<b>Sample 1:</b> February 28th	4.5 hours	<ul style="list-style-type: none"> <li>Delivered quadratic relations math unit to students</li> <li>Assisted with math assignment/homework</li> <li>Planned students' lessons</li> <li>Delivered mental health unit to students</li> </ul>	Placement supervisor must sign off each day.

## Reflections

**Please answer the following questions:**

- *How did I apply course-based knowledge and prior classroom experience in my community placement?*
- *What aspect of my community leadership experience resonated with me the most and why?*
- *How has my community leadership experience informed my professional growth?*
- *How has my community leadership experience impacted me (e.g., personally, professionally)?*

**Total # of Hours Completed:** \_\_\_\_\_ **/minimum 60 hrs.**

**Teacher Candidate Signature:** Sample Only

**Date:** \_\_\_\_\_

**Site Supervisor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## SCHULICH SCHOOL OF EDUCATION COMMUNITY LEADERSHIP EXPERIENCE REPORT - SAMPLE

<b>Teacher Candidate Name:</b>	<i>Sample Only</i>
<b>Organization Name:</b>	
<b>Placement Supervisor Name:</b>	
<b>Date of Report:</b>	

<b>OVERALL ACHIEVEMENT:</b> Please indicate an overall level of achievement for the placement	
	<b>MEETS EXPECTATIONS WITH EXCELLENCE (E)</b> The Teacher Candidate demonstrates the required skills/attitudes with a high degree of effectiveness.
	<b>MEETS EXPECTATIONS (M)</b> The Teacher Candidate demonstrates the required skills/attitudes effectively.
	<b>DOES NOT MEET EXPECTATIONS (D)</b> The Teacher Candidate demonstrates the required skills/attitudes with limited effectiveness.

<b>SKILLS AND ATTITUDES</b>	<b>D</b>	<b>M</b>	<b>E</b>
<b>1. Commitment to Service</b>			
Fulfills responsibilities and commitments within the environment			
Establishes priorities and manages time to complete tasks as assigned by the Site Supervisor			
Treats others equitably and with respect			
<b>2. Leadership and Community</b>			
Takes responsibility for and manages own behaviour (e.g, attendance, punctuality, demeanour, deportment)			
Accepts various responsibilities as assigned by the Site Supervisor			
Responds positively to the ideas, opinions, values, and traditions of others			
Collaborates with others to create a positive community			
Shares information, resources, and expertise			
<b>3. Professional Learning</b>			
Looks for and acts on new ideas and opportunities for learning and/or professional growth			
Demonstrates the capacity for innovation and a willingness to take risks			
Approaches new tasks with a positive attitude			
Assesses and reflects critically on own strengths, needs, and interests (including the Community Leadership Experience Log)			
Plans for the environment (e.g., resources, materials)			
<b>4. Engaging and Sustaining Relationships</b>			
Contributes positively to the goals of the organization			
Demonstrates enthusiasm			
Seeks clarification or assistance when needed and accepts constructive feedback			
Responds purposefully to challenges			
<b>5. Communication Practices</b>			
Engages in professional communication with others (e.g., Site Supervisor, colleagues, learners)			
Models appropriate communication strategies (i.e., written, verbal, non-verbal)			
Uses listening and questioning skills appropriate to the setting			

**Briefly describe the main roles and responsibilities of the Teacher Candidate within the organization:**

*Sample only*

**Overall comments:**

*Sample only*

I have discussed this report with the Teacher Candidate ☐

Placement Supervisor E-Signature: *Sample Only*

PLEASE EMAIL COMPLETED REPORT TO THE PRACTICUM OFFICE, [ptoffice@nipissingu.ca](mailto:ptoffice@nipissingu.ca)



**NIPISSING**  
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**Schulich**  
SCHOOL OF EDUCATION

ONE STUDENT AT A TIME

100 College Drive, Box 5002, North Bay, ON P1B 8L7

tel: (705) 474-3450, ext. 4555 • toll free (within Ontario): (800) 655-5154

fax: (705) 495-1303 • tty: (877) 688-5507

ptoffice@nipissingu.ca • www.nipissingu.ca •  www.facebook.com/NipissingU •  @NipissingU