Schulich School of Education

EDUC 4714 Practicum I – Handbook

2021/2022

NIPISSING
UNIVERSITY

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EDUC 4714 PRACTICUM I

This Practicum Handbook is the course outline for EDUC 4714 Practicum I. It also serves as a reference for associate teachers, principals, and faculty advisors.

Course Description

In Practicum I teacher candidates engage in school-based field experiences as an introduction to the profession. Teacher candidates examine and demonstrate the functions, responsibilities, and scope of practice of teachers through observation, teaching lessons, and reflecting upon their experiences as a means to inform their personal and professional development. Teacher candidates begin to connect theory to practice.

Learning Expectations/Outputs

Teacher candidates will:

- demonstrate professionalism in all aspects of the field experience according to Ontario College of Teachers' Standards of Practice;
- apply course-based knowledge and skills in a classroom setting, including planning and implementation of lessons;
- engage in reflection as a means to improve teaching practice;
- interact appropriately with leaners in a variety of settings;
- demonstrate commitment to professional growth through collaboration with other professionals and accepting varied responsibilities in an educational environment;
- become familiar with Ontario Ministry of Education policy documents.

Course Requirements

- Teacher candidates are required to attend all scheduled classes and successfully complete eight weeks of practicum.
- EDUC 4714 Practicum I is a pass (SAT) or fail (F) course and may be attempted only once.

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 Teacher candidates who do not obtain a pass (SAT) in Practicum I will not be permitted to continue and will be withdrawn from the Bachelor of Education degree (BEd) program.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

Failure to Submit Required Documentation

Failure by a teacher candidate to submit their required documentation by the applicable deadlines will result in an automatic $75 late fee (per document) and 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. An additional administrative fee may apply. Practicum will not be scheduled during exam week for any reason. If practicum cannot be completed by the beginning of June, it will be deferred to the following academic year causing a delay in program completion/graduation.

Conceptual Framework

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 – FALL BLOCK

WEEK 1 October 11-15 *(Thanksgiving, Oct. 11)*	**Tuesday-Friday:** Active Observation • 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 • Assist with classroom routines and duties • Become familiar with the diverse needs of learners • Establish *practicum binder* as outlined in Practicum Handbook • Demonstrate commitment to professional growth • Seek feedback from the associate teacher on a regular basis (daily/weekly)
WEEK 2 October 18-22	**Monday-Wednesday:** Active Observation **Thursday-Friday:** 1-2 lessons each day • 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 • Share the responsibility for planning and implementing 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 Practicum Handbook • Demonstrate commitment to professional growth • Seek feedback from the associate teacher on a regular basis (daily/weekly)
WEEKS 3 & 4 Oct. 25-Nov. 5	**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 • Develop awareness of existing strategies to support learners with IEPs • Develop awareness of differentiated instructional strategies that meet the diverse needs of learners • Begin to develop a repertoire of grade appropriate classroom management strategies • Begin to develop and practice grade appropriate assessment strategies to inform instruction • Complete detailed written reflections for all lessons taught • Maintain *practicum binder* as outlined in Practicum Handbook • Demonstrate commitment to professional growth • Seek feedback from the associate teacher on a regular basis (daily/weekly) *****Interim report written by the associate teacher to be discussed with teacher candidate and submitted to the Practicum Office by Friday, November 5, 2021*****

OVERALL EXPECTATIONS OF TEACHER CANDIDATES – WINTER BLOCK

<table>
<tr><td rowspan="2">WEEK 5

February 14-18</td><td>Monday-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
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 1-2 lessons on Thursday and on Friday
Begin to support learners with existing IEPs using established strategies to meet their needs
Begin to differentiate instructional strategies to meet the diverse needs of learners
Develop a repertoire of grade appropriate classroom management strategies
Develop and practice grade appropriate assessment strategies to inform instruction
Complete detailed written reflections for all lessons taught
Maintain practicum binder as outlined in Practicum Handbook
Demonstrate commitment to professional growth
Seek feedback from the associate teacher on a regular basis (daily/weekly)

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<tr><td rowspan="2">WEEKS 6, 7 & 8

Feb. 21-March 11
(Family Day, Feb. 21)</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 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 a repertoire of grade appropriate classroom management strategies
Begin to use short-term planning (i.e., a series of lessons) to support grade appropriate “for, as, of” learning assessment strategies
Complete detailed written reflections for all lessons taught
Maintain practicum binder as outlined in Practicum Handbook
Demonstrate commitment to professional growth
Seek feedback from the associate teacher on a regular basis (daily/weekly)

Final report written by the associate teacher to be discussed with teacher candidate and submitted to the Practicum Office by Friday, March 11, 2022
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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 the learners 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 either by filling out the Self-Identification form available upon registration or by making an appointment with an Accessibility Consultant. Teacher candidates are strongly encouraged to identify themselves as early as possibly to facilitate planning for the provision of services when classes begin. Appropriate documentation of disability may be 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.

Student Support

Your success and well-being are important. If you find yourself struggling and it is having a negative impact on your academic progress, success, or mental health, please be aware there are many supports available to help through Student Development and Services (SDS).

SDS works closely with faculty and staff to support the success of teacher candidates. One of the ways this is done is through Student Retention Alert. Student Retention Alert is an early alert referral system that allows faculty and staff to identify a concern regarding academic progress or well-being and connect teacher candidates with resources or support services on campus. Teacher candidates are under no obligation to follow through with a referral unless they want to (or there is a breach of the Code of Student Rights and Responsibilities). Student Retention Alert does not affect academic standing, transcript, or overall academic record and information is kept private and confidential. Information is only accessible to authorized University personnel who will reach out to you to determine how they can help.

For more information or to reach out for support, contact sds@nipissingu.ca or nusuccess@nipissingu.ca.

Professional Standards

Teacher candidates must follow the Ontario College of Teachers' Foundations of Professional Practice and 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 align with the professional responsibilities of a teacher, such as dress/deportment, responding to emails and phone calls in a timely manner, meeting deadlines, maintaining collegial relationships with all members of the University and 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.

Photo Identification

Teacher candidates are required to request a student ID card and have it with them when reporting to their placement school each day. School boards may also require teacher candidates to wear school-issued identification. Teacher candidates who do not comply 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 upon receipt of their placement details from the Practicum Office. Teacher candidates must provide their associate teacher with a completed *Teacher Candidate Profile* (p. 23) on or before the first day of placement 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 at least 30 minutes at the end of the school day. Teacher candidates should also check with their associate teachers about expectations for appropriate arrival/departure times should additional time be required for consultation and/or participation in extra-curricular activities.

Absence from Practicum (less than three days)

Regular attendance throughout the practicum is an expectation for successful completion of Practicum I. 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 may result in the teacher candidate's removal from placement (p. 15)

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

1. Their associate teacher(s) and/or school office – On the first day of placement, teacher candidates should ask their associate teacher how best to notify them of an absence.
2. The Practicum Office – Send an email to ptoffice@nipissingu.ca.
3. Their faculty advisor – Send an email to your faculty advisor.

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

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

Teacher candidates who are absent from practicum must make up all missed time as soon as possible and are responsible for negotiating the dates directly with their associate teachers. Teacher candidates may not miss time in courses to make up for absence during practicum. If a teacher candidate is unable to make up missed time prior to the end of the academic year, they must notify the Practicum Office immediately.

Extended Absence from Practicum (three days or more)

An extended absence of three or more days in a practicum block, due to illness, requires medical documentation to be submitted to the Practicum Office. Other absences of three or more days (e.g., bereavement) also require acceptable documentation to be submitted. Teacher candidates who miss three or more days must contact the Practicum Office prior to arranging with their associate teachers to make up the time. Failure to do so may result in the individual being removed from the placement. Depending on the nature and length of absence, a practicum deferral may be recommended. In some cases, the Practicum Committee may determine that the teacher candidate must successfully complete additional practicum to meet the requirements of Practicum I (p. 16).

Unexcused Absences

Teacher candidates must consider the practicum to be a full-time job. Avoidable absences, such as other work commitments, leisure travel, etc. will not be excused. Teacher candidates who are found to be absent from practicum for such reasons will be removed from their placement and will be considered at risk (p. 15).

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, they should monitor the conditions and attempt as soon as the roads are clear. 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 may be expected to participate in the practicum remotely on snow days. In cases where this is possible, and the teacher candidate can significantly contribute to the learning environment, make up time is not required.

Practicum Deferral

The practicum is a key component of the BEd program and is time sensitive. As such, requests for deferral should be made before the practicum block begins and will only be considered for medical reasons. Teacher candidates needing to request a deferral should contact the Practicum Office. Appropriate documentation may be required.

If a practicum deferral is granted, it will be rescheduled in its entirety at the discretion of the Practicum Office and may be subject to an administrative fee. Practicum will not be scheduled during exam week for any reason. If practicum cannot be completed by the beginning of June, it will be deferred to the following academic year causing a delay in program completion/graduation.

Practicum Binder

Teacher candidates who are completing an in-class placement are required to purchase an appropriate binder and are required to bring their binder to placement each day. Contents must always be kept up to date and organized. Teacher candidates completing a remote placement are required to keep similar records but may choose to do so in a virtual format that can be easily shared with their associate teacher or faculty advisor upon request. All written observations, instructional plans, and reflections for the practicum must be kept in reverse chronological order in the binder. 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 subjects, titles, and times. Teacher candidates will highlight or outline the classes for which they are responsible to teach. If such a timetable does not exist, the teacher candidate will create one.

Tab 2 – Observation Notes

Teacher candidates are required to maintain written observation notes for each setting observed, as outlined in the Overall Expectations of Teacher Candidates (p. 3-4), using the following categories:

1. Management Strategies
2. Instructional Strategies
3. Program Organization
4. Learner Organization
5. Instructional Materials
6. Methods of Assessment and Evaluation
7. Responsibilities of the Teacher Outside of the Classroom (including health & safety)
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 the 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 them into two categories:

1. Management-Related – opening exercises, entry/dismissal, fire drill, lockdown drill, nutrition breaks, lunch/yard/bus duties, washroom, classroom routines, transitions from one activity to another, one teacher to another, etc.
2. Curricular-Related – taking up homework, teaching a new song/fingerplay in circle time, spelling dictation, show and tell/current events. Daily Physical Activity (DPA), problem of the day, story time/serial novel, math inquiry question, independent reading, 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 quizzes, slides, etc. used for the lesson. The handouts will follow right after the lesson plan. Teacher candidates must complete the reflection portion of the lesson plan on the day of implementation once they've thought about how the lesson progressed and what could be improved. They must list next steps for themselves and the learners for the following day.

Tab 5 – Other

In this section, teacher candidates could include additional teaching ideas, strategies, photographs or bulletin boards, classroom layouts, handouts, links to online learning platforms, etc. Photographs/recordings 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/recordings in the school. Blanket permission forms signed by parents in September may 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 day.

Teacher Candidates Placed in Pairs

In some instances, teacher candidates will be placed in pairs within the same classroom during a practicum block. This provides teacher candidates a unique opportunity to explore collaborative teaching and planning, and to learn from their classroom peers.

In such instances, associate teachers may, in collaboration with their teacher candidates, determine how best to modify the teacher candidate schedule to ensure that each teacher candidate is given ample opportunity to teach over the course of the placement. To this end, and at the discretion of the associate teacher, teacher candidates may be permitted to:

- Teach a portion of the recommended instructional responsibility on any given day; or
- Teach to the full expectation on alternate days; or
- Collaborate (team-teach), as appropriate, for the classroom setting.

Should an associate teacher have questions about best practice with respect to working with pairs of teacher candidates, they may contact the faculty advisor or Practicum Office for further guidance.

Active Observation

It is important for teacher candidates to 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 must engage in the learning environment, assist the associate teacher in classroom routines and duties, provide individual help to learners, familiarize themselves with classroom resources and organization, and assist with other school related responsibilities.

Teacher candidates are required to maintain written observation notes for each setting observed and to file their notes in the appropriate section of their practicum binder. Professors may also assign observation activities as a requirement in 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 learner behaviour in the classroom, halls, lunchroom, on school property, knowledge of behaviour safety plans
- Routines – particularly transitions
- Procedures for attendance, opening exercises, washroom, dismissal
- Use of positive reinforcement
- Methods of dealing with unacceptable behaviour (e.g., safe school documentation)
- Quiet signal and other signals
- Effective intervention techniques
- Learner directed management strategies

2. Instructional Strategies

- Methods of curriculum delivery
- Learning centres, collaborative learning, discussion, direct instruction, games, research, inquiry-based learning, online discussions, gradual release of responsibility, programmed learning, etc.

3. Program Organization

- School schedules and classroom daily timetable, program routines, subject integration, timetabling, routines, and teaching responsibilities for special classes
- Team-teaching, role of teacher assistants and classroom volunteers

4. Student Organization

- Class lists, seating charts
- 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, accessing online platforms like D2L or GAFE
- Location of and access to supplies and resources

6. Methods of Assessment and Evaluation

- Tracking of learner achievement (recording devices: anecdotal records, rubrics, rating scale, checklists, online recordings, success criteria)
- Assessment and evaluation strategies (learner work folders, assignments, tests, portfolios, essays, conferences, reflections, etc.)
- Modifications and accommodations for IEP'd learners

7. Responsibilities of the Teacher Outside the Classroom

- Duties (yard, lunch, bus, etc.)
- Extra-curricular activities
- Curriculum and staff meetings
- Communication with parents, etc.
- Health and safety issues (e.g., learners with allergies, anaphylaxis policies governing administration of medication, inclement weather procedures, bomb threats, lockdowns, first-aid emergencies)
- Behaviour management plans
- Mental health strategies

8. Differentiation

- Differentiation of content, product, or process, to meet learner needs
- Accommodation of learning
- Modifications for those 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 routines, but the routines, including the purpose, must 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/PLTs 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 prior approval. Teacher candidates will be available to observe/assist in parent-teacher interviews if approved by the principal and associate teacher.

Lesson Planning Requirements

Teacher candidates must demonstrate evidence of thorough planning prior to each lesson, using the applicable Nipissing University Lesson Plan Template (p. 18-22/samples are available on the website). When teacher candidates reach 50% instructional responsibility, they must complete at least three full lesson plans per day (i.e., three different subjects or periods, depending on the individual's schedule). Any remaining lessons may be completed using a detailed daybook plan. The associate teacher may wish to provide direction to the teacher candidate regarding lessons that must be completed in full and those that may be completed in daybook format, depending on the teacher candidate's strengths and the needs of the classroom. Teacher candidates who would benefit from completing more than three full lesson plans per day may be asked to do so by their associate teacher, faculty advisor or the Practicum Office.

Lesson plans must be completed outside of regular classroom hours and shared with the associate teacher in advance, so that the associate teacher has ample time to review them and make suggestions prior to lesson implementation. 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 hardcopy, according to the expectations of their associate teacher.

In the first block (October 12-November 5, 2021) teacher candidates and associate teachers should share the responsibility for lesson planning.

In the second block (February 14-March 11, 2022) teacher candidates should begin to plan for lessons independently, with guidance from the associate teacher.

Implementation

Teacher candidates are expected to implement lessons according to the Overall Expectations of Teacher Candidates (p. 3-4) and should seek feedback from their associate teacher on a regular basis (daily/weekly). Shared responsibility for the planning of a theme or unit work may occur in the second practicum block.

Practicum Goal Setting

Faculty advisors will meet virtually with their teacher candidates at least once during the first practicum block. The faculty advisor and teacher candidate will discuss what is happening in the placement, what challenges the teacher candidate is facing, what the teacher candidate is learning, etc. Together, based on the discussion, the faculty advisor and teacher candidate will generate a *Practicum Goal Setting* form (p. 24). The teacher candidate must reflect upon their practicum experience, identifying two specific goals, and outlining how each goal will be met and measured. Each goal should relate to one of the categories outlined in the *Interim Report* (p. 27-28) and/or *Final Report* (p. 29-31). The faculty advisor will also provide recommendations based on their observations. Teacher candidates must email a copy of their completed form to the Practicum Office by the end of the practicum block.

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 to provide feedback using the practicum reports (p. 27-31) 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 their teacher candidate into the school and classroom:

- If possible, contact your teacher candidate via email prior to their arrival and share information about current learning in the classroom.
- Share information about the teacher candidate with your class prior to their arrival.
- Send a note home informing parents/guardians/caregivers that you will have a teacher candidate working with you in the classroom.
- Provide a comfortable workspace for your teacher candidate, preferably an adult-sized desk and chair.
- Provide your teacher candidate with helpful classroom related resources and information (e.g., seating charts including learner names, rules, routines, daily schedules, course outlines).
- Provide your teacher candidate with a tour of the school (office, staffroom, washrooms, etc.) and introduce them to other teachers and staff.
- Keeping in mind the expectations of the university (p. 3-4), clearly outline your expectations of the teacher candidate.

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 their 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).

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 (2011), consulting, collaborating, and coaching are different roles that the mentor may play depending on the needs of the mentee (the 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 because…"

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

- "How 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 the 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 actively observe and participate in the classroom and school routines, and to take responsibility for instruction, as outlined in the *Overall Expectations of Teacher Candidates* (p. 3-4).

In the first block (October 12-November 5, 2021) teacher candidates and associate teachers should share the responsibility for lesson planning.

In the second block (February 14-March 11, 2022) teacher candidates should begin to plan for lessons independently, with guidance from the associate teacher.

It is important that associate teachers examine lesson plans prior to implementation, review the practicum binder on a regular basis, and provide ongoing feedback on all aspects of the practicum.

Supervision

Teacher candidates are not qualified teachers. Associate teachers are expected to always supervise their teacher candidate in the classroom. **Teacher candidates must not be left on their own with the learners at any time. 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, to provide encouragement and suggestions for growth. Associate teachers should use the practicum reports (p. 27-31) as a basis for these discussions. It is the responsibility of the teacher candidate to be available to meet with their associate teacher upon request.

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

Stop/Start/Continue

- Identify one or two things that the teacher candidate is currently doing that is not working (stop).
- Identify one or two things that the teacher candidate could begin doing that would be beneficial (start).
- Identify 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 on which the teacher candidate needs to focus and provide suggestions for growth (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. 27-31). 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 encouraged to discuss the practicum report with their teacher candidate at the end of each practicum block. Teacher candidates should not be surprised by their practicum report.

Detailed instructions for completing practicum reports will be sent to the associate teacher's school board email. Associate teachers may refer to the *Practicum Growth Descriptors* (p. 32-34) when completing their reports. Promptly completed practicum reports provide timely support for the professional growth of teacher candidates.

In the first block (October 12-November 5, 2021) – Interim report due Friday, November 5, 2021.

In the second block (February 14-March 11, 2022) – Final report due Friday, March 11, 2022.

Teacher Candidate Absence from Practicum

Associate teachers are asked to track the absences of the teacher candidate and record them when completing the practicum report. Teacher candidates must make up all missed time and are responsible for negotiating the dates directly with their associate teacher.

If a teacher candidate is absent from 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 notify the Practicum Office (ptoffice@nipissingu.ca or 705-474-3450 ext. 4555) as soon as possible.

Associate Teacher Absence during Practicum

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

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

Steps to Take if the Teacher Candidate Experiences Difficulty

Associate teachers should follow these steps if their teacher candidate begins to experience difficulty during the practicum:

1. The associate teacher should notify the Practicum Office immediately when a teacher candidate begins to experience difficulty and is encouraged to keep appropriate documentation, particularly if the teacher candidate demonstrates a rating of Does Not Meet Expectations or Level 1 in any area of the practicum report.
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 their concerns and areas requiring development with the teacher candidate while offering constructive suggestions, guidance and assistance where needed.
4. The associate teacher, in collaboration with the faculty advisor/Practicum Officer, should set reasonable and realistic goals for improvement to be demonstrated by the teacher candidate according to an established timeline.
5. The associate teacher and faculty advisor/Practicum Officer will monitor the subsequent performance of the teacher candidate to determine if they have met the goals for improvement within the established timeline. At this point, they will determine whether the teacher candidate will be permitted to continue in the placement.
6. If the teacher candidate is removed from the placement for any reason, the principal, in collaboration with the associate teacher, must complete the *Teacher Candidate Removal from Placement* form (p. 26) and submit it to the Practicum Office.
7. Teacher candidates who receive an overall achievement of Does Not Meet Expectations on a practicum report will meet with the Director of Education to complete a *Teacher Candidate Growth Plan* (p. 25) prior to the next practicum block (if applicable).

ROLE OF THE FACULTY ADVISOR

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

- Meet virtually with teacher candidates (as a group or individually) prior to each practicum block to outline expectations and build rapport.
- Meet virtually with each teacher candidate at least once during each practicum block to provide feedback and support. Summarize this meeting in an email and share it with both the teacher candidate and associate teacher to ensure all are aware of the goals moving forward.
- Meet virtually with associate teachers as needed, particularly when a teacher candidate is at risk (p. 15).
- Communicate regularly with teacher candidates and associate teachers throughout the practicum to provide guidance and resolve issues.
- Examine elements of the teacher candidate's practicum binder, such as lesson plans, observation notes, reflections and provide feedback.
- Liaise with the Practicum Officer to resolve issues related to the practicum.

Teacher candidates and associate teachers may contact faculty advisors via email at any time during the practicum.

TEACHER CANDIDATES AT RISK

Teacher candidates who have questions/concerns, or begin to experience difficulty in the practicum, are responsible for contacting their faculty advisor or the Practicum Office for immediate support. Failure to do so, could prevent them from receiving a successful practicum report/satisfactory grade in Practicum I.

Progressing with Difficulty

A teacher candidate who receives Progressing with Difficulty on a practicum report from their associate teacher will have their file reviewed by the Practicum Committee to determine next steps. Time permitting, these candidates will meet with the Director of Education for additional support and resources prior to their next placement.

Does Not Meet Expectations

If a teacher candidate receives an overall achievement of Does Not Meet Expectations on a practicum report from their associate teacher or faculty advisor, it is considered a failed placement. These teacher candidates will have their file reviewed by the Practicum Committee and are at risk of receiving a final grade of F (fail) in Practicum I (p. 16). Time permitting, these candidates will meet with the Director of Education to complete a *Teacher Candidate Growth Plan* (p. 25) prior to their next placement (if applicable).

Removal from Placement

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

1. A charge by school staff and/or the Schulich School of Education of physical or sexual abuse.
2. A report by school staff and/or the Schulich School of Education of unprofessional conduct as regulated by Nipissing University (p. 5), The Education Act, The Teaching Profession Act, or the Ontario College of Teachers Act.
3. An assessment by school staff 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, or the principal/vice-principal, there is evidence that continued placement could have a detrimental effect on the school's program, learners, or staff.

If a teacher candidate **is removed** from a placement for any reason, it is considered a failed placement (Does Not Meet Expectations). In these cases, the associate teacher, in collaboration with the principal/vice-principal, will complete and submit the Teacher Candidate Removal from Placement form (p. 26) to the Practicum Office. The Practicum Office will provide the teacher candidate with a copy of the form as soon as possible after removal.

If a teacher candidate **removes themself** from a placement for any reason without written consent from the Practicum Office, it is considered a failed placement (Does Not Meet Expectations).

In either scenario, the teacher candidate will have their file reviewed by the Practicum Committee (p. 16) and is at risk of receiving a grade of F (fail) in Practicum I. The teacher candidate's right to continue in the BEd program may be revoked, depending on the nature of the situation. If the teacher candidate is permitted to continue, they will meet with the Director of Education to complete a *Teacher Candidate Growth Plan* (p. 25) prior to their next placement.

DETERMINATION OF FINAL GRADE

Teacher candidates must be successful in the course entitled EDUC 4714 Practicum I, in addition to meeting all other academic requirements, to be eligible to continue in the Bachelor of Education degree program. Full program requirements are outlined in the Nipissing University Academic Calendar.

Final standing in Practicum I is based on a thorough review of all practicum reports and related documentation by the Practicum Committee. The Practicum Committee, chaired by the Director 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 of Meets Expectations on all practicum reports from their associate teacher(s) and faculty advisor(s), and who has upheld the professional standards of the Schulich School of Education (p. 5), will receive a final grade of SAT (pass) in Practicum I.

A teacher candidate who receives an overall achievement of Does Not Meet Expectations on a practicum report from their associate teacher(s) or faculty advisor(s), or who has failed to uphold the professional standards of the Schulich School of Education (p. 5), is at risk of receiving a final grade of F (fail) in Practicum I and will have their file reviewed by the Practicum Committee. These teacher candidates will be invited to submit a written letter of reflection regarding their difficulty in the practicum. This documentation will become part of any future review of the teacher candidate's file.

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

Fall Review	Spring Review	Additional Practicum Review
Continue with Growth Plan	F (fail)	F (fail)
	SAT (pass)	SAT (pass)
	Additional practicum with 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 practicum and in the Bachelor of Education degree program.

Additional Practicum

Occasionally, the Practicum Committee will require an at-risk teacher candidate to successfully complete additional practicum to meet Practicum I course requirements.

Additional practicum will be arranged at the discretion of the Practicum Office and may be subject to an administrative fee. Practicum will not be scheduled during exam week for any reason. If practicum cannot be completed by the beginning of June, it will be deferred to the following academic year causing a delay in program completion/graduation.

Teacher candidates who receive an overall achievement of Does Not Meet Expectations, who are removed from the placement for any reason, who fail to uphold the professional standards of the Schulich School of Education (p. 5), or who choose not to complete the assigned practicum, will receive a final grade of F (fail) in Practicum I.

Appeals

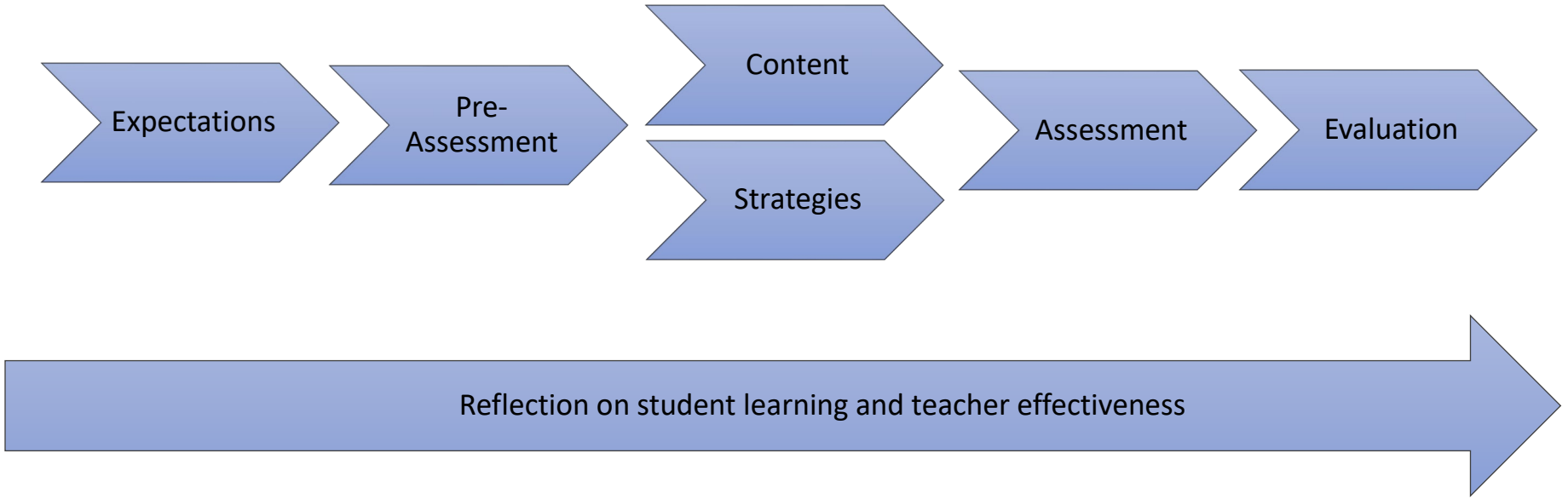
Teacher candidates who receive a final grade of F (fail) in Practicum I have the right to appeal. Appeals procedures for a Practicum Course within the Schulich School of Education are outlined in the Nipissing University Academic Calendar.

PLANNING – BACKWARDS DESIGN/DESIGN DOWN/UNDERSTANDING BY DESIGN

Three Stages of Backwards Design (McTighe, 2012)

1. Identify desired results (What should the learners know/be able to do?) – Expectation, refined expectation, design the application
2. Determine assessment evidence (How will we know if the learners have achieved the desired results?) – How will we assess what the learners do in the application?
3. Plan learning experiences and instruction – What do we have to teach (content) so that the learners can meet the refined expectation during the application? How (strategy) shall we teach it?

TEACHING – GENERAL MODE OF INSTRUCTION (GMI)



Lesson Plan Components & Guiding Questions - Grades 1-12

Subject/Course:	Name:
Grade Level:	Date(s) & Time(s):
Topic:	Length of Lesson:

EXPECTATION(S)

Specific Expectation(s):

Learning Goal(s)/Refined Expectations(s):

What do I want the learners to know and/or be able to do (i.e., backwards design)?
What knowledge/skills do I intend the learners to acquire?

Success Criteria (if appropriate):

How will I develop a common understanding of the learning goal and associated success criteria?

ASSESSMENT/EVALUATION

How will I/they know what they have learned?
What quality of learning will be evidenced?
What pedagogical documentation is being collected (e.g., photos, videos, narratives, tests, observation) for reflection in learning and of learning?
Have I considered the purpose of assessment (i.e., for, as, and of)?

Curriculum

Strategy: *e.g., writing piece, performance, quiz, learning log, etc.*
Recording Device: *i.e., checklist, rubric, anecdotal notes, rating scale, marking scheme*

Learning Skills

Skill(s): *i.e., responsibility, organization, independent work, initiative, collaboration, self-regulation*
Recording Device: *i.e., checklist, rubric, anecdotal notes, rating scale, marking scheme*

DIVERSITY AND INCLUSIVITY

How will I differentiate the instruction (content, product, process, environment)?
How will I accommodate and/or modify according to learners' need?

LEARNING ENVIRONMENT (Physical Space)

How is the classroom set up?
How will I adjust the space?
How is the room connected to the teaching/learning strategies I will use?

RESOURCES AND MATERIALS

What materials do I need to gather?
How many of each do I need?

TEACHING/LEARNING SEQUENCE

Beginning*/Activation*:

How will I activate prior experiences, knowledge, and skills?
How will I engage/hook the learners and facilitate learner inquiry?
How will I help learners make connections?
What educative questions will I ask? How will I vary the complexity?

Middle*/Action/Application/Exploration*:

Teaching

Which instructional strategies will I use?
How does the learning develop (e.g., gradual release of responsibility)?
How will we co-construct learning and build on natural inquiry and promote curiosity? What will I be doing?
How will I check for understanding?
What questions will I ask? How will I vary the complexity?
What is my contingency plan (e.g., if the lesson does not go as planned, learners do not acquire knowledge/skills as planned, learners finish early)?

Application

What will the learners be doing?
What opportunities are there for learners to investigate, discover, research, and play with concepts, processes, and ideas in purposeful and meaningful ways?

End*/Consolidation/Communication*:

How will I conclude the lesson?
How will I facilitate the learners' transition to the next class/subject?

REFLECTION

What were the strengths of the lesson?
What would I do differently next time?
Where are my areas for professional growth?
Were my accommodations/modifications successful?
What are my next steps?

Lesson Plan Components & Guiding Questions - Kindergarten

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 learners 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?*	
REFLECTION *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?*	

Inquiry Plan Components & Guiding Questions - Kindergarten

*Page 1, Overview

Name:	
INQUIRY QUESTION *What is the question and/or big idea driving this inquiry? (e.g., Why does snow melt?)*	
DESCRIPTION *Describe the inquiry that is developing or in progress.*	**LEARNING OPPORTUNITIES** *Create a web/list of possible learning opportunities for this inquiry, beginning with a question at the center. 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.*
ANCHOR TEXTS *Brainstorm a list of possible texts to support this inquiry. Include both fictional and non-fictional texts.*	

*Page 2, Learning Opportunity Plan - Repeat this page as needed.

<table>
<tr><td colspan="2">Date(s)/Day(s) # of Inquiry:</td></tr>
<tr><td rowspan="5">LEARNING OPPORTUNITY

What is the learning opportunity I plan to implement from the above web/list (following a discussion with my associate teacher)?

Who is involved?</td><td>MATERIALS AND SPACE NEEDED

What space and materials do I need? What considerations will I make to accommodate for learner diversity and inclusivity (e.g., multiple entry points)?</td></tr>
<tr><td>OBSERVATIONS

What did I notice the learners doing, saying, and representing? Include examples (process and product).
How will I document the learning (e.g., anecdotal observations, audio/visual recordings, photographs, including learner self-documentation)?</td></tr>
<tr><td>EXPECTATIONS/FRAMES

What overall expectations are being addressed?
What key frames are involved?</td></tr>
<tr><td>NEXT STEPS

How will I respond to, extend, challenge, and support learning? Remember to keep your observations in mind as you determine appropriate next steps.</td></tr>
<tr><td>REFLECTION

What is the most significant learning demonstrated?
What am I learning from my observations of the learners' words and actions?
What am I wondering about professionally?</td></tr>
</table>

TEACHER CANDIDATE PROFILE

The purpose of this profile is to provide your associate teacher, in advance, information about you as an individual 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:**	

PRACTICUM GOAL SETTING – 2021/2022

Teacher Candidate: Faculty Advisor:

Date of Discussion: Grade/Subject:

Please provide a brief description of what your placement is like (e.g., virtual, remote, in-class, other):

Please discuss with your faculty advisor what your strengths and areas for growth are in this placement. Together, identify two specific goals and outline how you will achieve and measure these goals. Each goal should relate to one of the following categories: Professional Skills, Attitudes and Responsibilities, Commitment to Learners, Instructional Process, Management and Communication.

Describe the first goal.
What steps will you take to achieve this goal?
How will you measure your goal?

Describe the second goal.
What steps will you take to achieve this goal?
How will you measure your goal?

Faculty Advisor Comments:

Teacher Candidate E-Signature:

Faculty Advisor E-Signature:

The Teacher Candidate must submit a copy of this document to the Practicum Office at ptoffice@nipissingu.ca as soon as it is completed.

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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 Director of Education):

I have discussed and agree with this Growth Plan and understand the expectations and possible outcome outlined within.

Director of Education Signature: Date:

Teacher Candidate Signature: Date:

*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, using the practicum report(s) as a basis for comments.

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

Associate Teacher Signature: Date:

Principal Signature: Date:

Please fax or scan & email this form to the Practicum Office (ptoffice@nipissingu.ca or 705-474-3264) 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 – SAMPLE ONLY

Teacher Candidate Name & Program:	Sample only
Practicum Dates:	
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	
Communicates and collaborates 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)	
Completes assigned tasks according to agreed upon timelines	
Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment)	
Takes responsibility for personal organization, including observation notes and 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	
Perseveres and makes an effort when responding 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 (e.g., prior knowledge, modifications, accommodations, alternative expectations)	
Considers the diverse needs of learners	
Plans for the learning environment and resources	
Plans and implements teaching/learning strategies	
Plans a consolidation and/or application task	
Engages learners' interests	
Uses some teaching/learning strategies to facilitate learning	
Uses some technologies and resources to facilitate learning	
Uses questioning and inquiry to facilitate learning	
Provides learners with opportunities to apply their learning	
Provides 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 to inform instruction	

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)	
Demonstrates awareness of and responds proactively to off-task behaviours	
Reinforces existing rules and routines, and attempts new strategies	
Reinforces positive behaviour	

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 – SAMPLE ONLY

Teacher Candidate Name and Program: *Sample only*	**Practicum Dates:**
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 Development**
1. Professional Responsibility					
Communicates and collaborates 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)					
Completes assigned tasks according to agreed upon timelines					
Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment)					
Takes responsibility for personal organization, including observation notes and 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					
Perseveres and makes an effort when responding to challenges					

	1	2	3	4	Strengths/Next Steps for Development
2. Commitment to Learners					
Interacts and engages with 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 learners (i.e., prior knowledge, modifications, accommodations, alternative expectations)					
Makes adjustments to meet the diverse needs of learners					
Plans for the learning environment and resources					
Plans and implements teaching/learning strategies to facilitate learning					
Plans a consolidation and/or application task					
Engages learners' interests					
Uses some technologies and resources to facilitate learning					
Uses questioning and inquiry to facilitate learning					
Provides learners with opportunities to apply their learning					
Provides 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 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)					
Demonstrates awareness of and responds proactively to off-task behaviours					
Reinforces existing rules and routines and attempts new strategies					
Reinforces positive behaviour					

OVERALL COMMENTS

I have discussed this report with the Teacher Candidate ☐

Associate Teacher E-Signature: *Sample only*

PRACTICUM REPORT GROWTH DESCRIPTORS – PRACTICUM I

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 1	Level 2	Level 3	Level 4
1. Professional Responsibility				
Communicates and collaborates with others to create a positive learning community	Has difficulty engaging in professional communications to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community	Engages with assistance in professional communications to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community	Engages in professional communications to learn with and from his or her associate teacher, colleagues, learners, and others in the learning community	Engages with ease 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)	Has difficulty fulfilling 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	Fulfills responsibilities and commitments within the learning environment and engages in duties related to the teaching profession	Reliably fulfills responsibilities and commitments within the learning environment and actively engages in duties related to the teaching profession
Completes assigned tasks according to agreed upon timelines	Infrequently meets deadlines for assigned tasks	Sometimes meets deadlines for assigned tasks	Usually meets deadlines for assigned tasks	Consistently meets deadlines for assigned tasks
Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment)	Has difficulty assuming professional responsibility for and managing own behaviour	With some guidance assumes professional responsibility for and manages own behaviour	Assumes professional responsibility for and manages own behaviour	Confidently assumes professional responsibility for and manages own behaviour
Takes responsibility for personal organization, including observation notes and Practicum Binder	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	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	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	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
Accepts constructive feedback and implements suggestions	Has difficulty accepting constructive and rarely implements suggestions	Occasionally accepts constructive feedback and sometimes implements suggestions	Accepts constructive feedback and often implements suggestions	Readily accepts constructive feedback and consistently implements suggestions
Seeks opportunities for learning and professional growth and demonstrates a willingness to take risks	Rarely 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	Usually takes the initiative to familiarize himself or herself with current programs, technologies, and instructional practices in order to enhance student learning	Consistently 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	Rarely completes reflections	Completes reflections with some detail or analysis, occasionally informing practice	Completes reflections capably and with considerable analysis in most required areas as a means to inform practice	Completes reflections with thorough and thoughtful analysis in all required areas as a means to inform practice
Perseveres and makes an effort when responding to challenges	Rarely perseveres and makes an effort when responding to challenges	Occasionally perseveres and makes an effort when responding to challenges	Usually perseveres and makes an effort when responding to challenges	Consistently perseveres and makes an effort when responding to challenges

2. Commitment to Learners				
Interacts and engages with learners to build rapport	With limited understanding of diversity and equity, has difficulty interacting and engaging with learners to build rapport	With some understanding of diversity and equity, interacts and engages with learners to build rapport	With considerable understanding of diversity and equity, interacts and engages with learners to build rapport	With thorough understanding of diversity and equity, interacts and engages with learners to build rapport
Creates opportunities for problem-solving, decision making, and critical thinking	Rarely provides challenges and conceptual frameworks that encourage learners to engage in divergent thinking	Provides some challenges and conceptual frameworks that sporadically encourage learners to engage in divergent thinking	Provides challenges and conceptual frameworks that satisfactorily encourage learners to engage in divergent thinking	Provides sophisticated challenges and conceptual frameworks that successfully encourage learners to engage in divergent thinking
Demonstrates enthusiasm for learning	Rarely demonstrates enthusiasm for learning	Sometimes demonstrates enthusiasm for learning	Usually demonstrates enthusiasm for learning	Consistently demonstrates enthusiasm for learning
Upholds the ethical standards of care, trust, integrity, and respect for all learners	Infrequently upholds the ethical standards for all learners	Sometimes upholds the ethical standards for all learners	Frequently upholds the ethical standards for all learners	Always upholds the ethical standards for all learners
3. Instructional Process				
Identifies lesson expectations (i.e., curriculum and learning skills) and refines where necessary	Rarely identifies and refines lesson expectations that guide learning	Sometimes identifies and refines lesson expectations that guide learning	Usually identifies and refines lesson expectations that guide learning	Consistently identifies and refines lesson expectations that guide learning
Links curriculum expectation(s) to lesson content and its underlying concepts, facts, and skills	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	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 detailed and concepts, facts, and skills are sequenced and linked to the curriculum expectation(s)	Content is extensively detailed and concepts, facts, and skills are logically sequenced and clearly linked to the curriculum expectation(s)
Describes pre-assessment of learners (i.e., prior knowledge, modifications, accommodations, alternative expectations)	Even with assistance, has difficulty assessing learners' prior learning experiences and needs	With some assistance assesses learners' prior learning experiences and needs	With minimal assistance assesses learners' prior learning experiences and needs	Independently assesses learners' prior learning experiences and needs
Makes adjustments to meet the diverse needs of learners	Even with assistance, rarely 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	With minimal assistance provides modifications, accommodations, and alternative experiences based on learner strengths and needs	Independently provides modifications, accommodations, and alternative experiences based on learner strengths and needs
Plans for the learning environment and resources	Little consideration given to the set-up of the classroom environment and the selection of resources	Some consideration given to the set- up of the classroom environment and the selection of resources	Sets up the classroom environment and selects appropriate resources	Expertly sets up the classroom environment and selects appropriate resources
Plans and implements teaching/learning strategies to facilitate learning	Teaching/learning strategies fail to support the development of content; implementation unsuccessful	Teaching/learning strategies occasionally support the development of content; adequate implementation	Teaching/learning strategies support the development of content; effective implementation	Teaching/learning strategies clearly support the development of content; highly effective implementation
Plans a consolidation and/or application task	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	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 that reviews the content developed in the lesson; provides an application task that allows learners to apply the content	Creates a succinct consolidation that reviews the content developed in the lesson; provides an application task that allows learners to purposefully apply the content
Engages learners' interests	Has difficulty motivating learners through an introductory activity	Motivates some learners through an introductory activity	Motivates most learners through an introductory activity	Motivates all learners through an introductory activity

Uses some technologies and resources to facilitate learning	Poor integration of technology; inappropriate use of resources	Minimal integration of technology; needs assistance with use of resources	Where appropriate integrates technology; effective use of resources	Where appropriate integrates technology seamlessly; strategic use of resources
Uses questioning and inquiry to facilitate learning	Does not effectively use questioning techniques	Uses questioning techniques that encourage a limited range of levels of thinking; engages some learners	Uses questioning techniques that encourage a range of levels of thinking; engages most learners	Uses questioning techniques that encourage a wide range of levels of thinking; engages all learners
Provides learners with opportunities to apply their learning	Learners engage with difficulty and/or little understanding in an application task	Learners engage with some ease and/or understanding in an application task	Learners engage with moderate ease and/or understanding in an application task	Learners engage with considerable ease and/or understanding in an application task
Provides learners with opportunities to investigate, discover, and communicate their learning	Rarely 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	Usually promotes a risk-free learning environment which encourages learner participation, curiosity, and responsibility	Consistently promotes a risk-free learning environment which encourages a high level of learner participation, curiosity, and responsibility
Checks for learners' understanding	Rarely checks for learners' understanding	Sometimes checks for learners' understanding	Often checks for learners' understanding at one or two points during each lesson	Regularly checks for learners' understanding at several points during each lesson
Aware of pacing and timing and 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	Occasionally paces and times the lesson to match learners' needs; has some understanding of the need for a contingency plan	Typically paces and times the lesson to match learners' needs; uses a contingency plan when appropriate	Consistently paces and times the lesson to match learners' needs; effectively uses a contingency plan when appropriate
Uses grade appropriate assessment strategies that match expectations	Even with assistance, has difficulty relating assessment directly to the expectation(s)	Relates assessment directly to the expectation(s) with some assistance	Relates assessment directly to the expectation(s) with minimal assistance	Relates assessment directly to the expectation(s) with ease
4. Management and Communication				
Models appropriate verbal communication (i.e., language, tone, volume, inflection)	Lacks effective verbal communication practices	Uses satisfactory verbal communication practices	Uses effective verbal communication practices	Uses superior verbal communication practices
Models appropriate written communication (i.e., spelling, grammar, vocabulary)	Lacks effective written communication practices	Uses satisfactory written communication practices	Uses effective written communication practices	Uses superior written communication practices
Models appropriate non-verbal communication (i.e., listening, body language, spatial awareness)	Lacks effective non-verbal communication practices	Uses satisfactory non-verbal communication practices	Uses effective non-verbal communication practices	Uses superior non-verbal communication practices
Demonstrates awareness of and responds proactively to off-task behaviours Reinforces existing rules and routines and attempts new strategies	Lacks an understanding of classroom management strategies and has difficulty applying these strategies and the school's expectations for learner conduct to ensure on-task behaviour in school-related settings	Demonstrates some understanding of classroom management strategies and sometimes applies these strategies and the school's expectations for learner conduct to ensure on-task behaviour in school-related settings	Demonstrates an understanding of classroom management strategies and usually applies these strategies and the school's expectations for learner conduct to ensure on-task behaviour in school-related settings	Demonstrates an excellent understanding of classroom management strategies and consistently applies these strategies and the school's expectations for learner conduct to ensure on-task behaviour in school-related settings

Practicum Guidelines for Teacher Candidates Completing a Virtual or Remote Practicum

The purpose of these guidelines is to assist teacher candidates and associate teachers in navigating through a virtual or remote practicum experience. They must be used in conjunction with all applicable Practicum Handbook content.

Types of Practicum

In-class Practicum – refers to practicum that takes place with an associate teacher, in a school, in a "traditional" classroom.

Virtual Practicum – refers to practicum that takes place with an associate teacher, in a school, in a classroom, while the learners all tune in virtually from their homes.

Remote Practicum – refers to practicum that takes place from the teacher candidate's home, using the teacher candidate's computer, with the associate teacher supervising the teacher candidate virtually, while the learners tune in virtually from their homes or from a classroom.

Hybrid Practicum – refers to practicum that takes place with an associate teacher, in a school, in a classroom, while some of the instruction is provided face-to-face and some of the instruction is provided virtually.

Overall Expectations of Teacher Candidates

Refer to the Overall Expectations of Teacher Candidates outlined in the Practicum Handbook. If you have difficulty determining what the appropriate amount of instruction is in a virtual or remote practicum, use the following table as a guide.

Teacher candidates in Year 1 will generally require more guidance and support in lesson planning than those in Year 2. Because online learning is new to everyone, modules should be co-designed with your associate teacher until they are confident in your abilities.

Virtual or Remote Practicum (fully online) If your associate teacher is responsible for online instruction, follow these guidelines (in conjunction with the overall expectations outlined in the Practicum Handbook).	
50% instructional responsibilities	• If your associate teacher is creating modules/units to be completed asynchronously by the learners, you are expected to develop 50% of the modules. • If your associate teacher is teaching synchronously, you are expected to plan and implement 50% of the synchronous sessions. • If modules have already been created by your associate teacher, you are expected to perform the role of the associate teacher such as moderating discussions, assisting the learners, marking assignments, etc.
75% instructional responsibilities	• If your associate teacher is creating modules/units to be completed asynchronously by the learners, you are expected to develop 75% of the modules.

	• If your associate teacher is teaching synchronously, you are expected to plan and implement 75% of the synchronous sessions. • If modules have already been created by your associate teacher, you are expected to perform the role of the associate teacher such as moderating discussions, assisting the learners, marking assignments, etc.
100% instructional responsibilities	• If your associate teacher is creating modules/units to be completed asynchronously by the learners, you are expected to develop 100% of the modules. • If your associate teacher is teaching synchronously, you are expected to plan and implement 100% of the synchronous sessions. • If modules have already been created by your associate teacher, you are expected to perform the role of the associate teacher such as moderating discussions, assisting the learners, marking assignments, etc.

Hybrid Practicum (online and face-to-face)	
If your associate teacher is responsible for online and face-to-face instruction, follow these guidelines (in conjunction with the overall expectations outlined in the Practicum Handbook).	
50% instructional responsibilities	• Develop and implement 50% of the online modules/unit/lesson. • Plan and implement lessons for 50% of face-to-face instruction. • Participating in both will provide you with experience in the classroom and online.
75% instructional responsibilities	• Develop and implement 75% of the online modules/unit/lesson. • Plan and implement lessons for 75% of face-to-face instruction. • Participating in both will provide you with experience in the classroom and online.
100% instructional responsibilities	• Develop and implement 100% of the online modules/unit/lesson. • Plan and implement lessons for 100% of face-to-face instruction. • Participating in both will provide you with experience in the classroom and online.

In either scenario, to the best of your ability, you must perform the same duties as a classroom teacher. For example,

- Spend much of your practicum teaching the full class. One-on-one work with the learners (e.g., with learners with exceptionalities or ELL learners), while valuable, should comprise only a small portion of your teaching.
- Discuss with your associate teacher the workload expectations related to an online practicum. It is important to know as much as possible about online teaching. What does it look like? What does it sound like?
- Refrain from contacting individual learners outside of school hours. If it is necessary for you to contact an individual learner regarding coursework, draft your email and ask your associate teacher to forward it to the student using their board-approved email/LMS system.
- Whether online or in person, you must not be left unsupervised with the learners, nor may you act as a supply teacher.

School Arrival/Departure

Teacher candidates completing a virtual/remote placement are expected to be available for 30 minutes prior to the start of the school day, and for 30 minutes at the end of the school day. Additional time may be required for feedback/consultation with the associate teacher. Teacher candidates wishing to visit the school must first speak with their associate teacher about school and/or board policies for entry and departure of board properties during COVID.

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. This is also expected of teacher candidates placed in, or who transition to, online teaching

situations. Classroom teachers must coordinate and develop teaching strategies and environments for online learners, and teacher candidates are expected to actively observe the structure and delivery of online learning environments.

Teacher candidates are not passive observers. Whether in-person or virtually, they are expected to engage in the learning environment, assist with 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.

Teacher Candidate Checklist for Success

- Check your internet connection. Do you have a plan should you encounter connectivity issues? Determine a way to contact your associate teacher should you lose internet connectivity.
- As soon as you have your placement, determine what online educational platform your school board uses and request access. Review available tutorials and/or research the platform using Google.
- Obtain a copy of your school's online teaching guidelines. Your associate teacher should be able to provide this information to you as they are required to follow the same guidelines. Also, refer to the Ontario College of Teachers' guidelines for video conferencing: https://www.oct.ca/resources/advisories/video-conferencing-guidelines.
- Be flexible and forgiving. When pivoting to an online format, everyone will be under stress and may be unable to provide you with immediate answers and guidance. Further, try to be as independent as possible.
- Recognize that the learners working online may also be sharing space with, and getting support from, their parents, caregivers, and/or siblings.
- Ensure you have access to any e-books that your associate teacher and the learners are using (e.g., textbooks, novels).
- Online learning is very different from face-to-face learning as it tends to favour tasks that require a high level of self-direction. Design learning experiences that have clear instructions with easily accessible resources.
- If learning is asynchronous, determine if your associate teacher has check-in points, or meeting days, with the learners. You are expected to be present for those types of meetings.
- It is better to record any direct teaching sessions rather than live streaming them but keep the videos short.

Professional Online Communication

When communicating online, always use appropriate language that reflects the professional standards of the teaching profession and consider the following:

- Refrain from contacting individual learners outside of school hours. If it is necessary to contact an individual learner regarding coursework, draft an email and ask your associate teacher to forward it to the student using their board-approved email/LMS system.
- Remember your virtual class/meeting may be recorded. Be aware of your language and refrain from slang and/or making inappropriate comments which could become public.
- Be careful with humour. Building a rapport with the learners is important, but this becomes trickier in an online setting, as it can be more difficult to ascertain when humour is perceived as appropriate or offensive.
- Save a record of all communication/online interactions.
- Use your Nipissing email address for all communication related to your practicum.
- Be aware of your virtual "background." Keep your background as neutral and professional as possible. Remove any offensive or inappropriate items that could be observed by the learners.
- Immediately report all instances of cyberbullying to your associate teacher. Do not attempt to resolve the issue on your own.
- Don't share personal information that you would not want to be made public.
- Practice and model good "netiquette" (online education best practices)**.** Below is a set of expectations that describes appropriate behaviours when interacting online:
    - Appreciate the diversity and different communication styles of your audience.

- Present ideas appropriately. Don't use offensive language.
- Be cautious in using Internet language. For example, avoid capitalizing all letters as this suggests shouting. Also, avoid "flaming," or attacking someone online, such as with insults and name-calling.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Share tips with the learners.
- Ask for feedback from your associate teacher, faculty advisor, and the learners.
- Refer to academic literature as a foundation for your commentaries.
- Dress professionally. Avoid being online in your PJs and with bed hair.
- Respect the privacy of your audience. Find out if your school/school board permits the use of use of computer cameras.
- Make certain that your work area is free from distractions (e.g., TV is turned off, dog isn't barking, phones are turned off).

References & Other Helpful Resources

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. *MERLOT Journal of Online Learning and Teaching, 6*(1), 264-267.

Netiquette: A Lesson Plan for Students (with Discussion Topics and Activities). Website Builders.com. https://websitebuilders.com/how-to/lesson-plans/netiquette/

Online Education Best Practices from The University of Texas at Tyler. http://www.uttyler.edu/online/files/netiquette.pdf

Video Conferencing Guidelines (2020) https://www.oct.ca/resources/advisories/video-conferencing-guidelines

Maintaining Professionalism: Use of Electronic Communication and Social Media (Updated 2017) https://www.oct.ca/resources/advisories/use-of-electronic-communication-and-social-media

Safety in Learning Environments: A Shared Responsibility (2013) https://www.oct.ca/resources/advisories/safety

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