

Schulich School of Education

EDUC 4855 Practicum II – Handbook

2026/2027



NIPISSING
UNIVERSITY

EDUC 4855 PRACTICUM II

This Practicum Handbook is the course outline for EDUC 4855 Practicum II. It also serves as a reference for Associate Teachers, Principals, and Faculty Advisors.

Course Description

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

Learning Expectations/Outputs

Teacher Candidates 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.
- Engage in short- and long-term planning.
- Develop and implement a variety of assessment strategies.
- Engage in ongoing reflection as a means to improve teaching practice.
- Interact appropriately with learners in a variety of settings.
- Demonstrate commitment to professional growth through collaboration with Associate Teachers and other professionals.
- Accept responsibility for the day-to-day functions of a teacher.
- Become familiar with Ontario Ministry of Education policy documents.

Course Requirements

- Teacher Candidates are required to attend all scheduled classes, including external presentations, and successfully complete eleven weeks of practicum.
- EDUC 4855 Practicum II is a pass (SAT) or fail (F) course and may be attempted only once.

Practicum II is a required course. To qualify for the Bachelor of Education degree (BEd) Teacher Candidates must obtain a pass (SAT) in Practicum II. 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 deadline 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.

BEd Program Course Overview

Teacher Candidates have four prescribed semesters over the course of the two-year program. In year two, they self select two electives and have the option of in person or online instruction.

YEAR ONE

	Fall			Winter		
Common Courses to all Divisions	EDUC 4716 Legal and Social Foundations			EDUC 4746 Assessment, Evaluation and Communication of Student Learning		
	EDUC 4736 Introduction to Curriculum Design and Teaching			EDUC 4776 Special Needs of Students		
	EDUC 4762- Proactive and Inclusive Classroom Management					
Division Specific Courses	Primary/Junior	Junior/Intermediate	Intermediate/Senior	Primary/Junior	Junior/Intermediate	Intermediate/Senior
	EDUC 4717 L & L	EDUC 4897 L & L	Intermediate Teachable 1	EDUC 4787 Visual Arts	EDUC 4837 Music	EDUC 4877 L & L
	EDUC 4737 Health & PE	Intermediate Teachable 1	Intermediate Teachable 2	EDUC 4767 Science	EDUC 4857 Social Sciences	EDUC 4887 Math
				EDUC 4747 Math	EDUC 4817 Health & PE	EDUC 4712 Special Topics: The Intermediate Learner
Practicum (8 weeks total)	4 weeks in the Fall Term			4 weeks in the Winter Term		

YEAR TWO

	Fall			Winter		
Common Courses to all Divisions	EDUC 4756 Curriculum Design and Inquiry					
	EDUC 4726 Diversity & Inclusion					
Division Specific Courses	Primary/Junior	Junior/Intermediate	Intermediate/Senior	Primary/Junior	Junior/Intermediate	Intermediate/Senior
	EDUC 4757 Music	EDUC 4827 Math	Senior Teachable 1	Elective 1	Elective 1	Elective 2
	EDUC 4777 Social Studies	EDUC 4847 Science	Senior Teachable 2	Elective 2	Elective 2	Elective 3
	EDUC 4727 Early & Emergent Literacy	EDUC 4867 Visual Art	Elective 1			
Practicum (11 weeks total) Plus 60 hours	5 weeks in the Fall Term			6 weeks in the Winter Term (60 hours of Community Leadership Experience Placement)		

Intermediate Teachable Subjects

Business Studies General
Mathematics
English
Music - Instrumental
French as a Second Language

Social Sciences (IS only)
Geography
Science General
Health & Physical Education
Visual Arts

History
First Nations, Meti, & Inuit Studies
Indigenous Languages
Anishnaabemwin

Senior Teachable Subjects

Business Studies General
Music - Instrumental
English
Social Sciences
French as a Second Language
Science - Biology

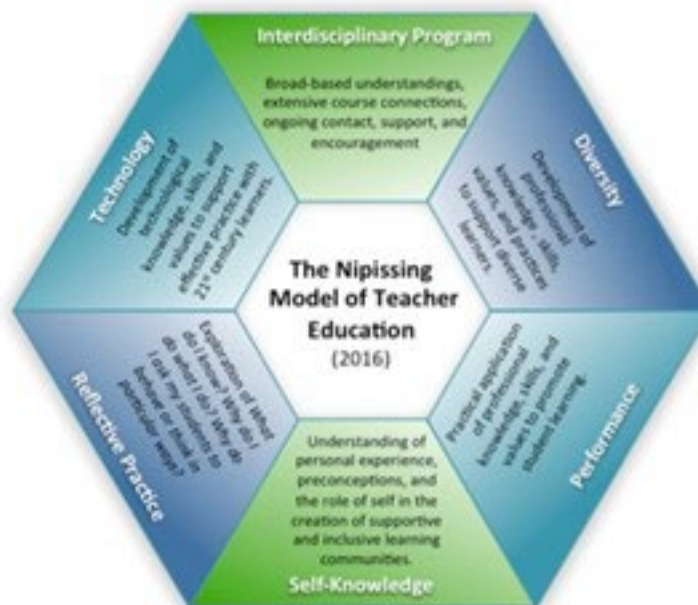
Geography
Science - Chemistry
Health & Physical Education
Science - Physics
History
Visual Arts

Mathematics
First Nations, Meti, & Inuit Studies

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.

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OVERALL EXPECTATIONS OF TEACHER CANDIDATES – FALL BLOCK

WEEK 1 October 5-9	Mon-Wed: Active Observation Thurs-Fri: 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 • Plan and implement 1-2 lessons on Thursday and on Friday • Consider the diverse needs of learners • Share responsibility for classroom management • Complete detailed written reflections for all lessons taught • Maintain a practicum binder as outlined in the Practicum Handbook • Demonstrate commitment to professional growth • Seek feedback from the Associate Teacher on a regular basis (daily/weekly)
WEEK 2 October 12-16 <i>(Thanksgiving Oct. 12)</i>	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 • Strengthen rapport with learners, teachers, and staff • Maintain detailed observation notes when not engaged in instruction • Take responsibility for classroom routines and duties • Plan and implement 50% of the Associate Teacher's teaching schedule • Support learners with existing IEPs using established strategies to meet their needs • Differentiate instructional strategies to meet the diverse needs of learners • Begin to develop and practice grade appropriate classroom management strategies • Begin to develop and practice grade appropriate assessment and evaluation strategies • Complete detailed written reflections for all lessons taught • Maintain practicum binder as outlined in the Practicum Handbook • Actively seek opportunities for professional growth • Seek feedback from the Associate Teacher on a regular basis (daily/weekly)
WEEKS 3 Oct. 19-23	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 the Associate Teacher's teaching schedule • Support learners with existing IEPs using established strategies to meet their needs • Differentiate instructional strategies to meet the diverse needs of learners • Develop and practice grade appropriate classroom management strategies • Develop and practice grade appropriate assessment and evaluation strategies • Complete detailed written reflections for all lessons taught • Maintain a practicum binder as outlined in the Practicum Handbook • Actively seek opportunities for professional growth • Seek feedback from the Associate Teacher on a regular basis (daily/weekly) **Fall interim report written by the Associate Teacher to be discussed with the Teacher Candidate and submitted to the Practicum Office by Friday, October 23, 2026**

WEEK 4 Oct. 26-30	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 the Associate Teacher's teaching schedule • Support learners with existing IEPs using established strategies to meet their needs • Differentiate instructional strategies to meet the diverse needs of learners • Develop and practice grade appropriate classroom management strategies • Develop and practice grade appropriate assessment and evaluation strategies • Complete detailed written reflections for all lessons taught • Maintain a practicum binder as outlined in the Practicum Handbook • Actively seek opportunities for professional growth • Seek feedback from the Associate Teacher on a regular basis (daily/weekly)
WEEK 5 November 2-6	Monday-Friday: 75% Instructional Responsibilities • Abide by Ontario College of Teachers Standards of Professional Practice • Use Ontario Ministry of Education policy documents to inform practice • Abide by school policies and procedures, and assist with school related responsibilities • Interact and engage with learners, teachers, and staff • Maintain detailed observation notes when not engaged in instruction • Take responsibility for classroom routines and duties • Plan and implement 75% of the Associate Teacher's teaching schedule (Teacher Candidate may consider transitioning to daybook planning this week, unless otherwise notified by the Practicum Office) • Support learners with existing IEPs using established strategies to meet their needs • Differentiate instructional strategies to meet the diverse needs of learners • Develop and practice grade appropriate classroom management strategies • Develop and practice grade appropriate assessment and evaluation strategies • Complete detailed written reflections for all lessons taught • Maintain a practicum binder as outlined in the Practicum Handbook • Actively seek opportunities for professional growth • Seek feedback from the Associate Teacher on a regular basis (daily/weekly) **Fall final report written by the Associate Teacher to be discussed with the Teacher Candidate and submitted to the Practicum Office by Friday, November 6, 2026**

OVERALL EXPECTATIONS OF TEACHER CANDIDATES – WINTER BLOCK

WEEK 1 February 15-19 (Family Day- Feb. 15)	Mon-Tues: Active Observation Wed-Fri: 50% instructional Responsibilities - Abide by Ontario College of Teachers Standards of Professional Practice - Use Ontario Ministry of Education policy documents to inform practice - Abide by school policies and procedures, and assist with school related responsibilities - Become familiar with classroom resources and organization - Build rapport with learners, teachers, and staff - Maintain detailed observation notes when not engaged in instruction - Take responsibility for classroom routines and duties - Plan and implement 50% of the Associate Teacher's teaching schedule from Wednesday-Friday - Practice unit planning to inform daily planning in one or more subject areas/grades - Support learners with existing IEPs using established strategies to meet their needs - Differentiate instructional strategies to meet the diverse needs of learners - Develop and practice grade appropriate classroom management strategies - Develop and practice grade appropriate assessment and evaluation strategies - Complete detailed written reflections for all lessons taught - Maintain a practicum binder as outlined in the Practicum Handbook - Actively seek opportunities for professional growth - Seek feedback from the Associate Teacher on a regular basis (daily/weekly)
WEEK 2 February 22-26	Monday-Friday: 50% Instructional Responsibilities - Abide by Ontario College of Teachers Standards of Professional Practice - Use Ontario Ministry of Education policy documents to inform practice - Abide by school policies and procedures, and assist with school related responsibilities - Interact and engage with learners, teachers, and staff - Maintain detailed observation notes when not engaged in instruction - Take responsibility for classroom routines and duties - Plan and implement 50% of Associate Teacher's teaching schedule - Practice unit planning to inform daily planning in one or more subject areas/grades - Support learners with existing IEPs using established strategies to meet their needs - Differentiate instructional strategies to meet the diverse needs of learners - Develop and practice grade appropriate classroom management strategies - Develop and practice grade appropriate assessment and evaluation strategies - Complete detailed written reflections for all lessons taught - Maintain a practicum binder as outlined in the Practicum Handbook - Actively seek opportunities for professional growth - Seek feedback from the Associate Teacher on a regular basis (daily/weekly)
WEEK 3 March 1-5	Monday-Friday: 75% Instructional Responsibilities - Abide by Ontario College of Teachers Standards of Professional Practice - Use Ontario Ministry of Education policy documents to inform practice - Abide by school policies and procedures, and assist with school related responsibilities - Interact and engage with learners, teachers, and staff - Maintain detailed observation notes when not engaged in instruction - Take full responsibility for classroom routines and duties - Plan and implement 75% of Associate Teacher's teaching schedule (Teacher Candidates may consider transitioning to daybook planning this week, unless otherwise notified by Practicum Office) - Practice unit planning to inform daily planning in one or more subject areas/grades

	• Support learners with existing IEPs using established and innovative strategies to meet their needs • Differentiate instructional strategies to meet the diverse needs of learners • Practice inclusive classroom management strategies • Practice grade appropriate “for, as, of” learning assessment strategies • Practice formative and summative evaluation of learning • Complete detailed written reflections for all lessons taught • Maintain a practicum binder as outlined in the Practicum Handbook • Actively seek opportunities for professional growth • Seek feedback from the Associate Teacher on a regular basis (daily/weekly) **Winter interim report written by the Associate Teacher to be discussed with the Teacher Candidate and submitted to the Practicum Office by Friday, March 5, 2027**
WEEKS 4, 5 & 6 March 8-April 2 (excluding March Break Good Friday-Mar. 26 Easter Monday- Mar 29)	Monday-Friday: 100% Instructional Responsibilities • Abide by Ontario College of Teachers Standards of Professional Practice • Use Ontario Ministry of Education policy documents to inform practice • Abide by school policies and procedures, and assist with school related responsibilities • Interact and engage with learners, teachers, and staff • Maintain detailed observation notes when not engaged in instruction • Take full responsibility for classroom routines and duties • Plan and implement 100% of Associate Teacher’s teaching schedule (Teacher Candidates use daybook planning this week, unless otherwise notified by Practicum Office) • Practice unit planning to inform daily planning in one or more subject areas/grades • Support learners with existing IEPs using established and innovative strategies to meet their needs • Differentiate instructional strategies to meet the diverse needs of learners • Practice inclusive classroom management strategies • Practice grade appropriate “for, as, of” learning assessment strategies • Practice formative and summative evaluation of learning and become familiar with strategies to report learning • Complete detailed written reflections for all lessons taught • Maintain a practicum binder as outlined in the Practicum Handbook • Actively seek opportunities for professional growth • Seek feedback from the Associate Teacher on a regular basis (daily/weekly) **Winter final report written by the Associate Teacher to be discussed with the Teacher Candidate and submitted to the Practicum Office by Friday, April 2, 2027**

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 observe 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 take on the role of a supply teacher.

Self-Identification and Student Support

It is the Teacher Candidate's responsibility to contact Student Accessibility 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 possible to facilitate planning for the provision of services when classes begin. Appropriate documentation about 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.

For more information or to reach out for support, contact 705-474-3450 Ext: 4362 or email sas@nipissingu.ca.

Professional Standards

Teacher Candidates must follow the [Ontario College of Teachers' Professional Standards](#), and the Ontario Teachers' Federation Code of Ethics as outlined in [We the Teachers of Ontario](#). They must also adhere to [Nipissing University's Code of Student Rights and Responsibilities](#) and the professional standards of the BEd program which are similar to the professional responsibilities of a teacher, such as responding to emails and phone calls in a timely manner, meeting deadlines, maintaining collegial relationships with all members of the University and the broader community, attending classes, etc. A breach of any part of these may be reason enough to prevent an individual from continuing in the academic program, from continuing in the practicum, or from being deemed successful in the BEd program.

Contacting the Associate Teacher

Teacher Candidates are expected to contact their Associate Teacher **immediately upon receipt of their placement details from the Practicum Office**. Teacher Candidates should introduce themselves to their Associate Teacher and confirm placement details. Including the following items in an initial email to their Associate Teacher will help the Teacher Candidate better prepare for their practicum and facilitate the development of a positive professional relationship.

- Confirm placement details- school, grade, subject(s)
- Provide your background in education
- Share your personal interests and/or skills outside of education
- Share your professional goals for practicum experience
- Share any specific educational interests (e.g. STEAM, STEM, Arts, Special Education, Outdoor Education etc.)

IMPORTANT: If a Teacher Candidate learns that their Associate Teacher's email is different or their grade/subject assignment does not match what is provided on WebAdvisor, are asked to contact the Practicum Office (ptoffice@nipissingu.ca) immediately with the correct placement details.

Arrival/Departure

Teacher Candidates are expected to report to the school office at least **30 minutes** before the 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

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. 18).

On or before the day of **any 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, varsity sports) must notify their Associate Teacher, Faculty Advisor and the practicum office in advance.

Teacher Candidates must ensure they follow the following parameters when addressing practicum absences:

- Must provide appropriate lessons and resources for any instructional time they were responsible for to the Associate Teacher and must plan for coverage of other school-related responsibilities.
- Must make up **all missed time** during the fall practicum using the Practicum Buffer Week (November 9-13, 2026). This includes a delay to the start of the practicum due to late confirmation of practicum details.
- Must schedule missed days during the winter practicum block immediately following the practicum block. **(April 2, 2027)**
- May not miss course related obligations (including attendance, presentations and assignments) to make up for absence during practicum.
- Must confirm with the Practicum Office when they schedule make up days with their Associate Teacher.
- Must notify the Practicum Office immediately if there is any reason why make-up days cannot be scheduled with their Associate Teacher.

Extended Absence from Practicum (three days or more)

Teacher Candidates who miss three or more consecutive days must contact the Practicum Office **prior to arranging** with their Associate Teacher(s) to make up the time. Depending on the nature and length of absence, a practicum deferral may be necessary, with the deferred practicum rescheduled at the discretion of the Practicum Office.

Unexcused Absences

Teacher Candidates must consider the practicum to be a full-time job. Avoidable absences, such as part-time 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, resulting in a failed practicum (Does Not Meet Expectations) and will be considered at risk (p.16-18).

Snow Days during Practicum

Teacher Candidates are expected to make every reasonable effort to attend practicum when school 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 school buses are cancelled are considered absent and are required to make up the time missed. In cases where the school is closed due to inclement weather, 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. Teacher Candidates who are not able to participate in remote learning must make up the time missed.

Reporting Injuries/Accidents while on Practicum

Teacher Candidates have WSIB or private insurance coverage, via the MCURES (Ministry of Colleges, Universities, Research Excellence and Security), while on an approved unpaid work practicum. As such, all injuries sustained while participating in an unpaid work practicum must be immediately reported as follows:

1. Immediately contact the Practicum Office to report your injury/accident by calling 705-474-3450 ext. 4555/4224
2. Complete the [Injury & Incident Reporting e-form](#) located under the Human Resources Department, Risk Management, Health and Safety
3. Depending on the nature of the injury, the Teacher Candidate may also be required to participate in the filling out of a MCURES Postsecondary Student Unpaid Work Practicum Workplace Insurance Claim. Teacher Candidates will receive assistance in completing these forms from the Practicum Officer and the Health and Safety Officer.
4. Teacher Candidates may contact Health and Safety Officer, Matthieu Thibeault (matthieut@nipissingu.ca) with any questions pertaining to practicum-related injuries/accidents.

Prior to the commencement of practicum, Teacher Candidates will sign and return a student declaration of understanding form regarding WSIB to the Practicum Office.

Practicum Deferral

Practicum is a key component of the BEd program and is time sensitive. As such, requests for practicum 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 immediately. 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 is subject to a \$425 administrative fee. Practicum will not be scheduled during exam weeks for any reason. If the 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.

If, for unforeseen medical circumstances, a Teacher Candidate is unable to continue a practicum block already in progress, they must contact the Practicum Office immediately so that a deferral of practicum may be facilitated. Regardless of the number of practicum days completed by the Teacher Candidate at the time of the request, they must complete the entire practicum block for which the practicum deferral is being requested.

Practicum Binder

Teacher Candidates are required to maintain an electronic practicum binder using MS OneNote and must share with their Associate Teacher and Faculty Advisor in an editable format at the start of the fall and winter practicum. This will allow the Associate Teacher and Faculty Advisor to access the Teacher Candidate's lesson plans, observation notes and be able to provide written feedback on an ongoing basis.

The practicum binder content must always be kept up to date and organized. All observations, instructional plans, and reflections for the practicum must be kept in the binder where both the Associate Teacher and Faculty Advisor are able to review and add feedback and comments. Teacher Candidates will continue to adhere to the following guidelines to develop practicum binder content. Teacher Candidates should include copies of lesson plans from year one of the BEd program and are also encouraged to store such documents as their PVSC, MOL Health & Safety Training certificate, WSIB form and Goal Setting form for easy reference.

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 for teaching. 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. 3-6), 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 the next steps for themselves and the learners for the following day.

Tab 5 – Other/Practicum Handbook

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. Teacher Candidates keep their Practicum Handbook in this section. Regularly referring to the Practicum Handbook will assist Teacher Candidates to clearly understand practicum expectations and policies.

Daily Schedule

Teacher Candidates must 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

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

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.

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 extracurricular activities, Professional Development Days, and staff meetings where appropriate. They are also expected to assist in the duty schedule established at the school. Teacher Candidates who are invited to participate in overnight class trips must first contact the Practicum Office for approval. Teacher Candidates are encouraged 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. 21-25) Samples can be found on the [Practicum Website](#). When Teacher Candidates reach 50% instructional responsibility, they must complete a maximum of three full lesson plans per day (i.e., three different subjects or periods, depending on the individual's schedule). Any remaining lessons required to reach 50% instructional responsibilities may be completed using a detailed Daybook Plan. If the practicum is such that a Teacher Candidate is teaching the same subject to multiple classes, a separate lesson plan is required for each class taught, as accommodations, reflections, etc. will differ for each class. 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 year two, Teacher Candidates should be able to plan the required lessons independently, with guidance from the Associate Teacher as Outlined in the Overall Expectations of Teacher Candidates (p. 4-7).

Lesson Plan Implementation

Teacher Candidates are expected to implement lessons according to the Overall Expectations of Teacher Candidates (p. 4-7) 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 first practicum block. In the second practicum block, Teacher Candidates should be able to independently plan an entire unit work or a series of related lessons with a common theme.

ROLE OF THE ASSOCIATE TEACHER

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

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).

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. 4-7).

By year two, Teacher Candidates should be able to plan the required lessons independently, with guidance from their Associate Teacher.

It is important that Associate Teachers examine lesson plans prior to implementation, review the electronic 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 during the absence of the Associate Teacher. Teacher Candidates may not assume unsupervised responsibility, nor may they take on the role of supply teacher.

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 applicable practicum reports (p. 28-44) 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) and/or informal (verbal) depending on its nature and should specifically address both strengths and next steps for development. Some Teacher Candidates may wish to receive feedback in both written and verbal for them to better understand and address their Associate Teacher's feedback.

To assist with written feedback, it is suggested that the Associate Teacher and Teacher Candidate utilize the Teacher Candidate's electronic practicum binder. The Teacher Candidate must share their practicum binder with their Associate Teacher at the start of the fall practicum, giving editing permissions. Here, the Associate Teacher will be able to access the Teacher Candidate's lesson plans, observation notes and other important information, and be able to provide written feedback on an ongoing basis.

Evaluation

Associate Teachers are expected to observe and evaluate their Teacher Candidate's progress during the practicum using the applicable practicum report (p. 30-46). 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 in 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* when completing their reports. Promptly completed practicum reports provide timely support for the professional growth of Teacher Candidates.

Block 1: October 5-November 6, 2026	Interim report due October 23, 2026, and Final report due November 6, 2026
Block 2: February 15-April 2, 2027	Interim report due March 5, 2027, and Final report due April 2, 2027

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, the Teacher Candidate is encouraged to contact the Practicum Office for direction and next steps.

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 II:

- Meet virtually with Teacher Candidates prior to the practicum to outline expectations and build rapport.
- Communicate regularly with Teacher Candidates throughout the practicum to provide guidance and to resolve issues related to the practicum.
- Communicate regularly with Associate Teachers throughout the practicum to provide guidance and to resolve issues related to the practicum.
- Visit and observe each Teacher Candidate teaching in the classroom at least once during the fall practicum block and provide a formal written report of the Teacher Candidate's achievement.
- When required the Faculty Advisor will support a Teacher Candidate at risk by developing, in consultation with the Teacher Candidate and Associate Teacher, a Teacher Candidate Practicum Action Plan. (p. 26-27)
- Examine the Teacher Candidate's electronic practicum binder, including lesson plans, observation notes, reflections, and provide feedback.
- Visit and observe Teacher Candidates at risk (p. 16-18) in the winter block and provide a second formal written report of the Teacher Candidate's achievement at the direction of the Practicum Manager.
- Liaise with the Practicum Manager to resolve issues related to the practicum.

Faculty Advisors will make individual arrangements when planning visits to Teacher Candidates in the practicum. Although notification will normally be provided prior to these visits, Faculty Advisors may visit a Teacher Candidate without prior notice.

Faculty Advisors can be contacted via email by Teacher Candidates and Associate Teachers for support at any time during the practicum.

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 II.

Progressing with Difficulty

A Teacher Candidate who receives Progressing with Difficulty on a practicum report from their Associate Teacher will be encouraged by the Practicum Officer to meet with the Associate Dean of Education to receive additional support. Teacher

Candidates are also encouraged to contact their Faculty Advisor for further support during the remainder of the practicum. In some cases, the Faculty Advisor with the approval of the Practicum Officer, may schedule an additional classroom visit to further assist both the Teacher Candidate and Associate Teacher in developing a plan toward success.

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 practicum. 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 II (p. 18). If they are granted another practicum opportunity to demonstrate success, the Teacher Candidate will meet with the Practicum Mentor to complete a Teacher Candidate Growth Plan (p. 28) prior to their next practicum block.

Steps to be Taken by a Teacher Candidate Experiencing Difficulty

Teacher Candidates should follow these steps if they begin to experience difficulty during the practicum:

1. The Teacher Candidate should contact their Faculty Advisor immediately for additional guidance and support. This may result in a practicum visit by the Faculty Advisor after discussion with the Practicum Manager.
2. In collaboration with the Associate Teacher and Practicum Manager, the Faculty Advisor may set reasonable and realistic goals for improvement that are to be demonstrated by the Teacher Candidate according to an established timeline. This may include the development of a Teacher Candidate Practicum Action Plan (p. 26-27) in consultation with the Teacher Candidate and Associate Teacher.
3. The Teacher Candidate should make every effort to ensure that they meet the goals for improvement within the established timeline. This improvement will be monitored by the Faculty Advisor, Associate Teacher and Practicum Manager. At this point, it may be determined whether the Teacher Candidate will be permitted to continue in the practicum.
4. If a Teacher Candidate receives a Progressing with Difficulty on an interim report, they will receive an email from the Practicum Manager outlining the next steps. This could include meeting with their Faculty Advisor to develop a Teacher Candidate Practicum Action Plan (p. 26-27) to be followed during the remainder of the practicum block.
5. If the Teacher Candidate is removed from their practicum, the Principal, in collaboration with the Associate Teacher, will complete the Teacher Candidate Removal from Practicum form (p. 29) and submit it to the Practicum Office. A removal from the practicum constitutes a failure (**Does Not Meet Expectations**) in the practicum block.
6. If the Teacher Candidate receives an overall achievement of Does Not Meet Expectations on a practicum report or is removed from the practicum for any reason, they will receive an email from the Practicum Manager outlining the next steps. This will include the Teacher Candidate's file being reviewed by the Practicum Committee.
7. A Teacher Candidate whose file is reviewed by the Practicum Committee will be invited to submit a letter of reflection to the committee for consideration.
8. A Teacher Candidate who is granted approval by the Practicum Committee to repeat a practicum block or complete additional practicum will meet with the Practicum Mentor to complete a Teacher Candidate Growth Plan (p. 26) prior to the next practicum block. The growth plan will be shared with both the Faculty Advisor and the assigned Associate Teacher.

Removal from Practicum

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. 8), 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 practicum 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. 29) 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 themselves** 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 and is at risk of receiving a grade of F (fail) in Practicum II. 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 Practicum Mentor to complete a Teacher Candidate Growth Plan (p. 28) prior to their next placement.

DETERMINATION OF FINAL GRADE

Teacher Candidates must be successful in the course entitled EDUC 4855 Practicum II, in addition to meeting all other academic requirements, 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 II is based on a thorough review of all practicum reports and related documentation by the Practicum Committee. The Practicum Committee, chaired by the Associate Dean 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. 8), will receive a final grade of SAT (pass) in Practicum II.

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. 8), is at risk of receiving a final grade of F (fail) in EDUC 4855 Practicum II and will have their file reviewed by the Practicum Committee. In this case, the 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.

Letter of Reflection

A Teacher Candidate who receives a Does Not Meet Expectations on a practicum report from their Associate Teacher(s) and/or Faculty Advisor, is invited to submit a Letter of Reflection for review by the Practicum Committee. The Letter of Reflection should speak to the Teacher Candidate's experience—what went well, and what they acknowledge as representing areas for growth/improvement. The Teacher Candidate should refer to their reports

and/or Removal Form within their Letter of Reflection. The Practicum Manager will support the Teacher Candidate to navigate the process but cannot write the Letter of Reflection for the Teacher Candidate, nor participate in the Practicum Committee process on the Teacher Candidate's behalf.

A Teacher Candidate will be notified, in writing, of the Practicum Committee's decision within **10 business days** of the review. Possible outcomes include:

Fall Practicum Review	Winter Practicum Review	Additional Practicum Review
F (fail)	F (fail)	F (fail)
SAT (pass)	SAT (pass)	SAT (pass)
Proceed to Winter Practicum with Growth Plan	Additional practicum with or without a Growth Plan	
Repeat Fall 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

Additional practicum assigned to a Teacher Candidate will be arranged at the discretion of the Practicum Office and will be subject to a \$425 administrative fee. Practicum will not be scheduled during exam weeks for any reason. If the 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.

A Teacher Candidate who receives an overall achievement of Does Not Meet Expectations, who is removed from the placement for any reason, who fails to uphold the professional standards of the Schulich School of Education (p. 8), or who chooses not to complete the assigned additional practicum, will receive a final grade of F (fail) in Practicum II.

Appeals

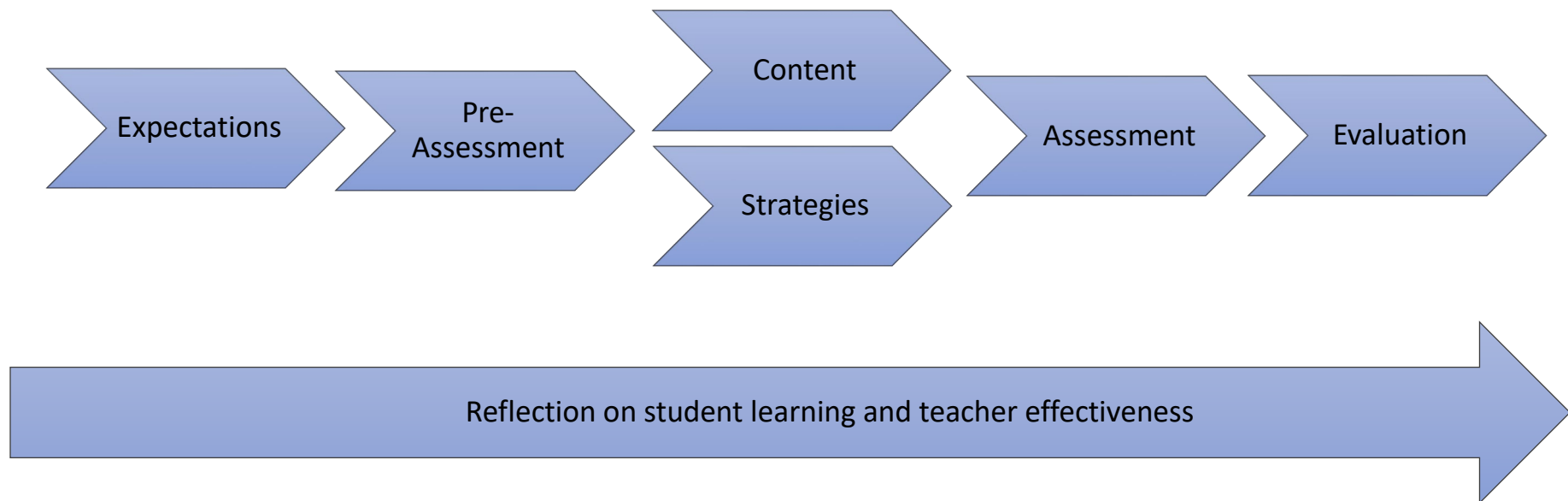
A Teacher Candidate who receives a final grade of F (fail) in EDUC 4855-Practicum II have the right to appeal. Appeals procedures for a Practicum Course within the Schulich School of Education are outlined in the [Nipissing University Academic Calendar](#).

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): <i>What do I want the learners to know and/or be able to do (i.e., backwards design)?</i> <i>What knowledge/skills do I intend the learners to acquire?</i> Success Criteria (if appropriate): <i>How will I develop a common understanding of the learning goal and associated success criteria?</i>	
ASSESSMENT/EVALUATION <i>How will I/they know what they have learned?</i> <i>What quality of learning will be evidenced?</i> <i>What pedagogical documentation is being collected (e.g., photos, videos, narratives, tests, observation) for reflection in learning and of learning?</i> <i>Have I considered the purpose of assessment (i.e., for, as, and of)?</i> 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 <i>How will I differentiate the instruction (content, product, process, environment)?</i> <i>How will I accommodate and/or modify according to learners' need?</i>	
LEARNING ENVIRONMENT (Physical Space) <i>How is the classroom set up?</i> <i>How will I adjust the space?</i> <i>How is the room connected to the teaching/learning strategies I will use?</i>	

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 <i>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).</i>	
BIG IDEA(S) <i>What big idea(s) might this provocation lead the learners to think and wonder about?</i>	
EDUCATOR INTENTION(S) <i>Why this provocation now? Where does this provocation fit with current learning and inquiries in the learning environment, including indoors/outdoors?</i>	
LEARNING PLAN <i>How will I introduce the anchor book, experience, and/or the concrete item or material (e.g., read aloud, interactive display, Q & A)?</i> <i>What learning opportunities might extend from this provocation?</i> <i>How will I plan for multiple entry points?</i> <i>Describe whole group (WG) or small group (SG) ideas.</i>	
OBSERVATIONS: NOTICING AND NAMING <i>What did I notice the learners doing, saying, and representing?</i> <i>How will I document this learning?</i>	
EXPECTATIONS <i>What is the most significant learning demonstrated?</i> <i>What overall expectations are being addressed? How?</i>	
REFLECTION <i>What did I learn from my observations of the learners' words and actions?</i> <i>What are the next steps for learning?</i> <i>What are my next steps?</i> <i>What am I wondering about professionally?</i>	

Inquiry Plan Components & Guiding Questions - Kindergarten

*Page 1, Overview

Name:	
INQUIRY QUESTION <i>What is the question and/or big idea driving this inquiry? (e.g., Why does snow melt?)</i>	
DESCRIPTION <i>Describe the inquiry that is developing or in progress.</i>	LEARNING OPPORTUNITIES <i>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.</i>
ANCHOR TEXTS <i>Brainstorm a list of possible texts to support this inquiry. Include both fictional and non-fictional texts.</i>	

Date(s)/Day(s) # of Inquiry:	
LEARNING OPPORTUNITY <i>What is the learning opportunity I plan to implement from the above web/list (following a discussion with my Associate Teacher)?</i> <i>Who is involved?</i>	MATERIALS AND SPACE NEEDED <i>What space and materials do I need? What considerations will I make to accommodate for learner diversity and inclusivity (e.g., multiple entry points)?</i>
	OBSERVATIONS <i>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)?</i>
	EXPECTATIONS/FRAMES <i>What overall expectations are being addressed? What key frames are involved?</i>
	NEXT STEPS <i>How will I respond to, extend, challenge, and support learning? Remember to keep your observations in mind as you determine appropriate next steps.</i>
	REFLECTION <i>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?</i>

TEACHER CANDIDATE PRACTICUM ACTION PLAN

☐ Fall placement ☐ Winter placement

Teacher candidate:	Placement dates:
School Name:	Grade/Subject(s):
Associate Teacher:	Faculty advisor:

Areas requiring improvement

Including, but not limited to:

Planning and Preparation ☐ preparation and organization of plans and materials (including binder) ☐ knowledge of subject matter and curriculum ☐ use of a variety of teaching/learning strategies ☐ logical development and sequence of lessons ☐ other Please outline:	Implementation ☐ clear articulation of lesson expectations ☐ effective questioning ☐ effective pacing ☐ effective use of resources and technologies ☐ other Please outline:
Classroom Management ☐ development/maintenance of a positive learning environment ☐ use of a variety of classroom management strategies ☐ development of rapport and trust ☐ other Please outline:	Professionalism ☐ professional dress and deportment ☐ punctual, reliable ☐ demonstrates initiative ☐ effective communication with students, staff, parents ☐ positive attitude ☐ other Please outline:
Assessment and Evaluation ☐ meaningful observations of students ☐ awareness of link between assessment, evaluation and planning ☐ tracks and monitors student progress ☐ other Please outline:	

Steps and Actions for Improvement

(e.g. use a variety of teaching strategies, including manipulative materials to demonstrate math concepts, prepare detailed plans at least 1 day prior to teaching a lesson)

Resources

(Including human, print and non-print)

Indicators of Success

(e.g. material covered in a logical sequence)

The practicum action plan will be reviewed on (date): _____

Signature of Teacher Candidate: _____

Date: _____

Signature of Associate Teacher: _____

Date: _____

Signature of Faculty Advisor: _____

Date: _____

TEACHER CANDIDATE GROWTH PLAN

Name of Teacher Candidate:
Program & Division:
Recommendations for Growth:
I have discussed and agree with this Growth Plan and understand the expectations and possible outcome outlined within. Practicum Mentor 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.

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 ptoffice@nipissingu.ca upon removal.	

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

SCHULICH SCHOOL OF EDUCATION INTERIM REPORT BLOCK 1 - SAMPLE

Teacher Candidate Name & Program: Sample only
Practicum Dates:
School Board:
School Name:
Associate Teacher Name:
Grade/Subject(s):

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

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

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

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

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

I have discussed this report with the Teacher Candidate ☐

Associate Teacher E-Signature: _____

SCHULICH SCHOOL OF EDUCATION PRACTICUM REPORT BLOCK 1 - SAMPLE

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

	1	2	3	4	Strengths/Next Steps for Improvement
2. Commitment to Learners					
Interacts and engages with all learners to build rapport					SAMPLE ONLY
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					SAMPLE ONLY
Links curriculum expectation(s) to lesson content and its underlying concepts, facts, and skills					
Describes pre-assessment of all learners (i.e., prior knowledge, modifications, accommodations, alternative expectations)					
Makes adjustments to meet the diverse needs of all learners					
Plans for the learning environment and resources					
Plans a consolidation and/or application task					
Engages learners’ interest					
Uses a variety of teaching/learning strategies to facilitate learning					
Uses innovative technologies and resources to facilitate learning					
Uses questioning and inquiry to facilitate learning					
Provides all learners with opportunities to apply their learning					
Provides all learners with opportunities to investigate, discover, and communicate their learning					
Checks for learners’ understanding					
Aware of pacing and timing and the need for a contingency plan					
Uses grade appropriate assessment strategies that match expectations					

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

OVERALL COMMENTS

SAMPLE ONLY

I have discussed this report with the Teacher Candidate
 ☐

Associate Teacher E-Signature: *Sample only*

PRACTICUM REPORT GROWTH DESCRIPTORS – BLOCK 1

Growth descriptors have been provided as an aid to completing the practicum report. These descriptors detail the level of competence representative of each of the 4 levels of achievement. They are meant to be used as observable behaviour guidelines so that anyone involved in the mentoring, supervisory or evaluation process has specific reference points that may be used to assist Teacher Candidates in their growth and development. The Associate Teacher may use the descriptors as a framework to provide feedback to the Teacher Candidate during practicum. This would allow both parties to have a common ground upon which to base their perceptions relative to specific areas of professional growth. They may use it as a basis for ongoing formative assessment over the course of the practicum, and as guiding principles for summative evaluation at the end of the practicum block. Evaluators are encouraged to use the evidence gathered through this rubric and their professional judgment to determine the Teacher Candidate's overall level of achievement.

	Level 1	Level 2	Level 3	Level 4
1. Professional Responsibility				
Initiates communication and collaboration with others to create a positive learning community	Has difficulty initiating or engaging in professional communications to learn with and from his or her Associate Teacher, colleagues, learners, and others in the learning community	Initiates and engages with assistance in professional communications to learn with and from his or her Associate Teacher, colleagues, learners, and others in the learning community	Initiates and engages in professional communications to learn with and from his or her Associate Teacher, colleagues, learners, and others in the learning community	Initiates and engages with 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
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 the 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

Responds purposefully to challenges	Has difficulty recognizing, accepting, and responding purposefully to challenges	With assistance is able to recognize, accept, and respond purposefully to challenges	Recognizes, accepts, and responds purposefully to challenges	Consistently recognizes, accepts, and responds purposefully to challenges
2. Commitment to Learners				
Interacts and engages with all learners to build rapport	With limited understanding of diversity and equity, has difficulty interacting and engaging with all learners to build rapport	With some understanding of diversity and equity, interacts and engages with all learners to build rapport	With considerable understanding of diversity and equity, interacts and engages with all learners to build rapport	With thorough understanding of diversity and equity, interacts and engages with all 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 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 a variety of teaching/learning strategies to facilitate learning	Teaching/learning strategies are not varied and rarely stimulate learner involvement	Teaching/learning strategies are somewhat varied and sporadically stimulate learner involvement	Teaching/learning strategies are varied and stimulate learner involvement	Teaching/learning strategies are diverse and stimulate a high degree of learner involvement
Uses innovative 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
Responds proactively to off-task behaviours	Seldom responds to off-task behaviours resulting in significant disruption to the learning environment	Occasionally responds to off-task behaviours resulting in some disruption to the learning environment	Often responds to off-task behaviours resulting in limited disruption to the learning environment	Responds consistently and appropriately to off-task behaviours resulting in minimal disruption to the learning environment

Practices inclusive management strategies	Has difficulty applying classroom management strategies that uphold the school's expectations for learner conduct	With some consistency and success applies existing classroom management strategies that uphold the school's expectations for learner conduct	With considerable consistency and success applies existing classroom management strategies that uphold the school's expectations for learner conduct	Consistently and successfully applies existing and novel classroom management strategies that uphold the school's expectations for learner conduct
Encourages the development of learning skills and work habits	Rarely links learning skills and work habits to lesson content and process	Occasionally links learning skills and work habits to lesson content and process	Often encourages learners to use and demonstrate lesson-appropriate learning skills and work habits	Consistently encourages learners to use and demonstrate lesson-appropriate learning skills and work habits
Identifies available supports within and beyond the classroom to facilitate learning (e.g., education assistant, resource teacher)	Has difficulty identifying and accessing available supports within and beyond the classroom to facilitate learning	Occasionally identifies and accesses available supports within and beyond the classroom to facilitate learning	Usually identifies and accesses available supports within and beyond the classroom to facilitate learning	Readily identifies and accesses available supports within and beyond the classroom to facilitate learning

SCHULICH SCHOOL OF EDUCATION INTERIM REPORT BLOCK 2 - SAMPLE

Teacher Candidate Name & Program:	Sample only
Practicum Dates:	
School Board:	
School Name:	
Associate Teacher Name:	
Grade/Subject(s):	

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

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

ASSOCIATE TEACHER COMMENTS

The Teacher Candidate has demonstrated strengths in the following areas:

SAMPLE ONLY

Next steps for development include:

SAMPLE ONLY

The Teacher Candidate is: PROGRESSING WELL ☐

PROGRESSING WITH DIFFICULTY ☐

I have discussed this report with the Teacher Candidate ☐

Associate Teacher E-Signature: *Sample only*

SCHULICH SCHOOL OF EDUCATION PRACTICUM REPORT BLOCK 2 - SAMPLE

Teacher Candidate Name and Program: Sample only	Practicum Dates:
School Board:	School Name:
Associate Teacher Name:	Grade(s)/Subject(s):

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

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

	1	2	3	4	Strengths/Next Steps for Improvement
2. Commitment to Learners					
Interacts and engages with all learners to build rapport					SAMPLE ONLY
Creates opportunities for problem-solving, decision making, and critical thinking					
Demonstrates enthusiasm for learning					
Upholds the ethical standards of care, trust, integrity, and respect for all learners					
3. Instructional Process (over a series of lesson plans)					
A) Series of Lesson Plans (i.e., Unit Planning)					
Sequences specific expectations					SAMPLE ONLY
Considers pacing and timing when unit planning					
Plans for and supports the improvement of learning skills					
Makes adjustments to meet the diverse needs of all learners					
Uses varied assessment strategies (i.e., pre-assessment, formative, summative, alternative)					
Matches assessments with achievement chart categories					
B) Individual Lesson Plan and Delivery					
Plans for individual lesson delivery					SAMPLE ONLY
Implements lessons using a variety of teaching/learning strategies					
Provides all learners with opportunities to investigate, discover, communicate, and apply their learning					
Uses pacing and timing to enhance learning					
Uses assessment to inform instruction and feedback					

4. Management and Communication					
Uses appropriate communication (i.e., verbal, written, non-verbal)					SAMPLE ONLY
Practises inclusive management strategies					
Encourages the development of learning skills and work habits					
Uses available supports within and beyond the classroom to facilitate learning (e.g., educational assistant, resource teacher)					

OVERALL COMMENTS

SAMPLE ONLY

I have discussed this report with the Teacher Candidate ☐

Associate Teacher E-Signature: *Sample only*

PRACTICUM REPORT GROWTH DESCRIPTORS – BLOCK 2

Growth descriptors have been provided as an aid to completing the practicum report. These descriptors detail the level of competence representative of each of the 4 levels of achievement. They are meant to be used as observable behaviour guidelines so that anyone involved in the mentoring, supervisory or evaluation process has specific reference points that may be used to assist Teacher Candidates in their growth and development. The Associate Teacher may use the descriptors as a framework to provide feedback to the Teacher Candidate during practicum. This would allow both parties to have a common ground upon which to base their perceptions relative to specific areas of professional growth. They may use it as a basis for ongoing formative assessment over the course of the practicum, and as guiding principles for summative evaluation at the end of the practicum block. Evaluators are encouraged to use the evidence gathered through this rubric and their professional judgment to determine the Teacher Candidate's overall level of achievement.

	Level 1	Level 2	Level 3	Level 4
1. Professional Responsibility				
Sustains communication and collaboration with others to create a positive learning community	Has difficulty cultivating professional communications to learn with and from his or her Associate Teacher, colleagues, learners, and others in the learning community	Cultivates with assistance professional relationships to learn with and from his or her Associate Teacher, colleagues, learners, and others in the learning community	Cultivates professional relationships to learn with and from his or her Associate Teacher, colleagues, learners, and others in the learning community	Readily cultivates professional relationships 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
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 the 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 feedback and rarely implements suggestions	Occasionally accepts constructive feedback and implements suggestions with some success	Often accepts constructive feedback and implements suggestions with considerable success	Readily accepts constructive feedback and successfully 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

Responds purposefully to challenges	Has difficulty recognizing, accepting, and responding purposefully to challenges	With assistance is able to recognize, accept, and respond purposefully to challenges	Recognizes, accepts, and responds purposefully to challenges	Consistently recognizes, accepts, and responds purposefully to challenges
2. Commitment to Learners				
Interacts and engages with all learners to build rapport	With limited understanding of diversity and equity, has difficulty interacting and engaging with all learners to build rapport	With some understanding of diversity and equity, interacts and engages with all learners to build rapport	With considerable understanding of diversity and equity, interacts and engages with all learners to build rapport	With thorough understanding of diversity and equity, interacts and engages with all 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. A) Instructional Process – Series of Lesson Plans (i.e., Unit Planning)				
Sequences specific expectations	Has difficulty selecting, sequencing, and refining appropriate expectations over a series of related lessons	Sometimes selects and sequences appropriate expectations, refining where necessary, over a series of related lessons	Typically selects and sequences appropriate expectations, refining where necessary, over a series of related lessons	Consistently selects and sequences appropriate expectations, refining where necessary, over a series of related lessons
Considers pacing and timing when unit planning	Minimal evidence of consideration given to pacing and timing when planning	Uses pacing and timing with some accuracy and consistency when planning	Uses pacing and timing with considerable accuracy and consistency when planning	Uses pacing and timing accurately and consistently when planning
Plans for and supports the improvement of learning skills	Has difficulty building learning skills into lesson and unit planning	Occasionally builds learning skills into lesson and unit planning and sometimes supports learners in developing such skills	Frequently builds learning skills into lesson and unit planning and usually supports learners in developing such skills	Consistently and seamlessly builds learning skills into lesson and unit planning and continually supports learners in developing such skills
Makes adjustments to meet the diverse needs of all 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
Uses varied assessment strategies (i.e., pre-assessment, formative, summative, alternative	Rarely uses assessment strategies	Uses assessment strategies to inform learning with some effectiveness	Uses varied assessment strategies to inform learning with considerable effectiveness	Uses a wide variety of assessment strategies to inform learning with a high degree of effectiveness

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

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