Schulich School of Education

Associate Teacher Guidebook

2026/2027

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General Information

1. Teacher Candidate Evaluation Deadlines

All Practicum Reports are to be submitted through Web Advisor and due to the Practicum Office by the following dates:

Year One – FALL BLOCK – Interim Report due by **Friday October 30, 2026**

Year One – WINTER BLOCK – Final Report due by **Friday March 5, 2027**

Year Two – FALL BLOCK – Interim Report due **by Friday October 23, 2026**

Year Two – FALL BLOCK – Final Report due **by Friday November 6, 2026**

Year Two – WINTER BLOCK – Interim Report due by **Friday March 5, 2027**

Year Two – WINTER BLOCK – Final Report due by **Friday April 2, 2027**

2. Associate Teacher Honorarium – Steps to Complete

The Associate Teacher Registration form **must be completed** before you will be able to access your Teacher Candidate's Practicum Reports. Please follow the Online Instructions for completing the AT Registration form. This form also helps register you for AT Honorarium payment ($7/day). This form must be completed even if you hosted a teacher candidate in the previous academic year.

For quicker and more efficient payment, you are encouraged to register for Nipissing University's Direct Deposit.

If you require a password reset at any time during the academic year, please email the Practicum Office at ptoffice@nipissingu.ca.

3. Login Instructions

Once your AT Registration form is complete, please continue with logging into Web Advisor in order to access the Banking Information for Direct Deposit, and the Practicum Reports for your Teacher Candidate. Online Instructions.

The Role of the Associate Teacher

Associate Teachers have a vital role within the Schulich School of Education BEd Program. Not only do they mentor and train aspiring educators, but they also provide Teacher Candidates with a model of excellence and professionalism in teaching. They effectively guide Teacher Candidates in the planning and implementation process and provide feedback using the Practicum Reports as a basis for discussion.

1. Welcoming Your Teacher Candidate

Beginning a new placement is often an exciting yet stressful time for Teacher Candidates. Associate Teachers are encouraged to consider the following when welcoming their Teacher Candidate into the school and classroom:

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

2. Mentoring Your Teacher Candidate

The use of effective mentoring skills will contribute to a successful Associate Teacher/Teacher Candidate relationship and thus, a rich practicum experience. Associate Teachers are encouraged to consider the following steps to effectively mentor their Teacher Candidate:

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

One excellent monograph entitled "Roles & Stances of an Effective Mentor" (October 2012), highlights the 3C framework for working with beginning teachers. Based on the work of Lipton and Wellman (2011), consulting, collaborating, and coaching are different roles that the mentor may play depending on the needs of the mentee (the Teacher Candidate). Some suggestions for starting the conversation with the Teacher Candidate may take the form of the following:

Consulting (advice and information)

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

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

- "How shall we construct the first lesson?"
- "How might we consider the needs of learners with an IEP?"

- “Let’s think about how we can make use of the existing resources.”

Coaching (supporting independence)

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

Associate Teachers should provide opportunities for Teacher Candidates to actively observe and participate in the classroom and school routines, and to take responsibility for instruction, as outlined in the *Overall Expectations of Teacher Candidates*.

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

3. Providing Feedback

Ongoing constructive feedback is critical for the professional growth of Teacher Candidates. Associate Teachers are encouraged to meet with their Teacher Candidate on a regular basis, preferably daily, to provide encouragement and suggestions for growth. Associate Teachers should use the practicum reports (p. 22-26 and p.30-34 and p.39-43) 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.

4. Supervising Your Teacher Candidate

Teacher Candidates must not be left on their own with the learners during the absence of the Associate Teacher. Teacher Candidates may not assume unsupervised responsibility, nor may they act as supply teachers.

During the year two winter practicum (February 15-April 2, 2027), Teacher Candidates who hold a Transitional Certificate with OCT are permitted to accept OT. They must first receive approval from the Practicum Office to utilize their Transitional Certificate during their practicum. **A maximum of 12 OT days may be accepted and counted toward their practicum during the six-week practicum.**

5. 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 during the practicum, they or the principal must contact the Practicum Office (ptoffice@nipissingu.ca or 705-474-3450 ext. 4555) to discuss possible alternate arrangements for the remainder of the practicum block.

YEAR ONE: OVERALL EXPECTATIONS OF TEACHER CANDIDATES – FALL BLOCK

WEEK 1 October 5-9	**Monday-Friday:** Active Observation • Abide by Ontario College of Teachers Standards of Professional Practice • Use Ontario Ministry of Education policy documents to inform practice • Abide by school policies and procedures and assist with school related responsibilities • Become familiar with classroom resources and organization • Build rapport with learners, teachers, and staff • Maintain detailed observation notes • Assist with classroom routines and duties • Become familiar with the diverse needs of learners • Establish practicum binder as outlined in Practicum Handbook • Demonstrate commitment to professional growth • Seek feedback from the Associate Teacher on a regular basis (daily/weekly)
WEEK 2 October 12-16 *(Thanksgiving, Oct. 12)*	**Tuesday-Wednesday:** Active Observation **Thursday-Friday:** 1-2 lessons each day • Abide by Ontario College of Teachers Standards of Professional Practice • Use Ontario Ministry of Education policy documents to inform practice • Abide by school policies and procedures and assist with school related responsibilities • Strengthen rapport with learners, teachers, and staff • Maintain detailed observation notes when not engaged in instruction • Accept assigned responsibility for classroom routines and duties • Share the responsibility for planning and implementing 1-2 lessons on Thursday and on Friday • Consider the diverse needs of learners • Share responsibility for classroom management • Complete detailed written reflections for all lessons taught • Maintain practicum binder as outlined in Practicum Handbook • Demonstrate commitment to professional growth • Seek feedback from the Associate Teacher on a regular basis (daily/weekly)
WEEKS 3 & 4 Oct. 19-30	**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 Associate Teacher's teaching schedule • Develop awareness of existing strategies to support learners with IEPs • Develop awareness of differentiated instructional strategies that meet the diverse needs of learners • Begin to develop a repertoire of grade appropriate classroom management strategies • Begin to develop and practice grade appropriate assessment strategies to inform instruction • Complete detailed written reflections for all lessons taught • Maintain practicum binder as outlined in Practicum Handbook • Demonstrate commitment to professional growth • Seek feedback from the Associate Teacher on a regular basis (daily/weekly) *****Interim report written by the Associate Teacher to be discussed with Teacher Candidate and submitted to the Practicum Office by Friday, October 30, 2026*****

YEAR ONE: OVERALL EXPECTATIONS OF TEACHER CANDIDATES – WINTER BLOCK

WEEK 5 February 8-12	**Monday-Wednesday:** Active Observation **Thursday-Friday:** 1-2 lessons each day • Abide by Ontario College of Teachers Standards of Professional Practice • Use Ontario Ministry of Education policy documents to inform practice • Abide by school policies and procedures and assist with school related responsibilities • Interact and engage with learners, teachers, and staff • Maintain detailed observation notes when not engaged in instruction • Take responsibility for classroom routines and duties • Plan and implement 1-2 lessons on Thursday and on Friday • Begin to support learners with existing IEPs using established strategies to meet their needs • Begin to differentiate instructional strategies to meet the diverse needs of learners • Develop a repertoire of grade appropriate classroom management strategies • Develop and practice grade appropriate assessment strategies to inform instruction • Complete detailed written reflections for all lessons taught • Maintain practicum binder as outlined in Practicum Handbook • Demonstrate commitment to professional growth • Seek feedback from the Associate Teacher on a regular basis (daily/weekly)
WEEKS 6, 7 & 8 Feb. 15-March 5 *(Family Day, Feb. 15)*	**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 • Support learners with existing IEPs using established strategies to meet their needs • Differentiate instructional strategies to meet the diverse needs of learners • Develop a repertoire of grade appropriate classroom management strategies • Begin to use short-term planning (i.e., a series of lessons) to support grade appropriate "for, as, of" learning assessment strategies • Complete detailed written reflections for all lessons taught • Maintain practicum binder as outlined in Practicum Handbook • Demonstrate commitment to professional growth • Seek feedback from the Associate Teacher on a regular basis (daily/weekly) *****Final report written by the Associate Teacher to be discussed with Teacher Candidate and submitted to the Practicum Office by Friday, March 5, 2027*****

YEAR TWO: 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 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 *(Thanksgiving Oct. 12)*	**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 *practicum binder a*s 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. ***

WEEKS 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 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 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. **** ******

YEAR TWO: 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 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 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 practicum binder as outlined in the Practicum Handbook • Actively seek opportunities for professional growth • Seek feedback from the Associate Teacher on a regular basis (daily/weekly) ****Winter interim report written by the Associate Teacher to be discussed with the Teacher Candidate and submitted to the Practicum Office by Friday, April 10, 2026****
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 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. ****

Expectations for Teacher Candidates

To assist Associate Teachers in the mentoring and guidance of their Teacher Candidate, it is important that they understand the role of their Teacher Candidate. Below is a list of essential expectations for all Teacher Candidates to follow and abide by while on placement.

1. Practicum Binder

Teacher Candidates are required to maintain an electronic Practicum Binder using OneNote, and are to share with their Associate Teacher, giving them rights to edit. Binder content must always be kept up to date and organized. All observations, instructional plans, and reflections for the practicum must be kept in reverse chronological order in the binder. Written feedback from the Associate Teacher should also be stored in the Practicum Binder. Please review the Practicum I or Practicum II Handbook for a detailed description of the Practicum Binder and Teacher Candidate requirements.

2. 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.

3. 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 include all observations under the appropriate tab of their OneNote Practicum binder.

4. Practicum Arrival and 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** after the bell 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.

5. Practicum Goal Setting: Year One

The Faculty Advisor assigned to your year one Teacher Candidate will connect and support them during the fall practicum block and schedule once visit to observe them in the classroom during the winter practicum block. After the observation, the Faculty Advisor will meet to debrief with your Teacher Candidate and will work with the Teacher Candidate to complete their Practicum Goal Setting Form (p. 20). The Teacher Candidate must reflect upon their practicum experience, identifying two specific goals and outlining how each goal will be achieved and measured. Each goal should relate to one of the categories outlined in the Interim Report and/or Final Report. The Faculty Advisor will also provide recommendations based on their observations. Teacher Candidates must include their Goal Setting Form in their Practicum Binder so that they may refer to their goals in second year of the BEd program.

The Associate Teacher is to discuss the Goal Setting form with their Teacher Candidate during the fall practicum block so they may establish a draft of their Goal Setting Form in preparation for their winter block and Faculty Advisor visit. It is through professional conversations with your Teacher Candidate, that they will be able to arrive at specific and professionally related goals. Associate Teacher feedback in crucial in the development of a Teacher Candidate's professional goals.

6. Absence from Practicum

Regular attendance throughout the practicum is an expectation for successful completion of both Practicum I and Practicum II. If your Teacher Candidate must be absent from the practicum, they are required to contact the following individuals for every day of absence:

1. The 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. The Faculty Advisor – Send an email to their Faculty Advisor.

PLEASE NOTE:

- Your Teacher Candidate must provide you with appropriate lessons and resources for any instructional time they were responsible for and must plan for coverage of other school-related responsibilities.
- Teacher Candidates are not permitted to be absent from practicum for reasons such as work and leisure travel, unless they have written approval from the Associate Dean. Teacher Candidates who are absent from practicum for such reasons without Associate Dean approval will be **removed from their placement and will be considered at risk**.
- If a Teacher Candidate is absent from practicum and does not notify the Associate Teacher and/or school office prior to the start of the school day, the Associate Teacher is asked to notify the Practicum Office (ptoffice@nipissingu.ca or 705-474-3450 ext. 4555) as soon as possible.
- If you have any concerns related to continued absence, please contact your Teacher Candidate's Faculty Advisor for direction and support.

7. Scheduling Missed Practicum

Teacher Candidates who are absent from practicum must make up all missed days as soon as possible and are responsible for negotiating the dates directly with their Associate Teacher.

- **Year One:** Teacher Candidates are to utilize the buffer week scheduled after both practicum blocks (November 2-6, 2026, and March 8-12, 2027) to reschedule missed practicum days.
- **Year Two:** Teacher Candidates are to utilize the buffer week scheduled in the fall practicum block (November 9-13,2026). Teacher Candidates must make up practicum days missed during the winter practicum immediately following the practicum.
- It is the responsibility of the Teacher Candidate to confirm with the Practicum Office when they have scheduled make up days with their Associate Teacher.
- Teacher Candidates who miss three or more days must contact the Practicum Office **prior to arranging** with their Associate Teachers to make up the time. Depending on the nature and length of absence, a practicum deferral may be recommended.

8. 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 placement. If your Teacher Candidate sustains an injury while on practicum, please remind them that their injury/accident **must be immediately reported by the Teacher Candidate to the Placement Employer and Practicum Officer in the Schulich School of Education**. Depending on the nature of the injury, the Teacher Candidate may also be required to participate in completing the MCURES Postsecondary Student Unpaid Work Placement Workplace Insurance Claim.

9. Lesson Planning

Teacher Candidates must demonstrate evidence of thorough planning, prior to each lesson, using the applicable Nipissing University Lesson Plan Template (p.15-19). 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 be different 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.

Year One Teacher Candidates

Block 1 (October 5-30, 2026): The Teacher Candidate and Associate Teacher should share the responsibility for lesson planning. Please review Overall Expectations for the Fall Block (p. 6)

Block 2 (February 8-March 5, 2027): The Teacher Candidate should begin to plan for lessons independently, with guidance from the Associate Teacher. Please review Overall Expectations for the Winter Block (p. 7)

Teacher Candidates are expected to implement lessons according to the Overall Expectations of Teacher Candidates (p. 6-8) and should seek feedback from their Associate Teacher on a regular basis (daily/weekly). Shared responsibility for the planning of a theme or unit work may occur in the second practicum block.

Year Two Teacher Candidates

Teacher Candidates in the second year of the BEd program 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.8-11). Teacher Candidates should seek feedback from their Associate Teacher on a regular basis (daily/weekly). Shared responsibility for the planning of a theme or unit work may occur in the first practicum block. In the second practicum block, Teacher Candidates should be able to independently plan an entire unit of work or a series of related lessons with a common theme.

Evaluating your Teacher Candidate

Associate Teachers are expected to observe and evaluate their Teacher Candidate's progress during the practicum using the applicable practicum report. When evaluating their Teacher Candidate, the Associate Teacher should:

- Consider the Teacher Candidate's stage of preparation in the program
- Refer to the Practicum Growth Descriptors: Year One (p. 27-29), Year Two (p. 35-38 and p. 44-46)
  To help you with the evaluation of your Teacher Candidate, please review sample evaluations on the Associate Teacher website:
  - Hosting A Teacher Candidate Completing Practicum I
  - Hosting A Teacher Candidate Completing Practicum II
- Provide detailed comments regarding the Teacher Candidate's strengths and next steps for development in the areas provided in the report
- Discuss the practicum report with the Teacher Candidate at the end of each practicum block, clearly identifying any areas of concern. The report should not be a surprise to the Teacher Candidate.
- Contact the Faculty Advisor or practicum office (ptoffice@nipissingu.ca) if having trouble accessing the online evaluation
- Complete the online evaluation (CLICK HERE to follow detailed instructions). Associate Teachers having difficulty should contact ptoffice@nipissingu.ca for assistance.

Steps to Take if the Teacher Candidate Experiences Difficulty

Associate Teachers should follow these steps if their Teacher Candidate begins to experience difficulty during the practicum:

1. The Associate Teacher should notify the Practicum Office immediately when a Teacher Candidate begins to experience difficulty (a rating of Does Not Meet Expectations or Level 1 in any area of the practicum report) and is encouraged to keep appropriate documentation.

2. The Associate Teacher should contact the Teacher Candidate's Faculty Advisor for additional guidance and support.

3. Using the practicum reports as a basis for discussion, the Associate Teacher should discuss their concerns and areas requiring development with the Teacher Candidate while offering constructive suggestions, guidance and assistance where needed.

4. The Associate Teacher, in collaboration with the Faculty Advisor/Practicum Manager, should set reasonable and realistic goals for improvement to be demonstrated by the Teacher Candidate according to an established timeline. This will be supported by the completion of a Practicum Action plan (p. 21-22) by the FA, AT and TC.

5. The Associate Teacher and Faculty Advisor/Practicum Manager will monitor the subsequent performance of the Teacher Candidate to determine if they have met the goals for improvement within the established timeline. At this point, they will determine whether the Teacher Candidate will be successful in practicum and/or permitted to continue in the placement.

6. If the Teacher Candidate is removed from the placement for any reason, the principal, in collaboration with the Associate Teacher, must complete the Teacher Candidate Removal from Placement form (p.23) and submit it to the Practicum Office.

7. Teacher Candidates who receive an overall achievement of Does Not Meet Expectations on a practicum report will have their file reviewed by the Practicum Committee and if an additional placement is approved, meet with the Practicum Mentor to complete a Teacher Candidate Growth Plan prior to the next practicum block (if applicable).

Interim Report: Progressing with Difficulty

If an Associate Teacher determines their Teacher Candidate is progressing with difficulty, they are to discuss this with their Teacher Candidate and provide clear feedback as to how they may improve in their practice. The Associate Teacher is also requested to contact the Faculty Advisor in advance of this decision so they may provide support to both the Associate Teacher and Teacher Candidate.

A year one Teacher Candidate who receives Progressing with Difficulty on their fall practicum report from their Associate Teacher will meet with their Faculty Advisor to develop a Practicum Action Plan (p. 21-22). If a Teacher Candidate is removed from their fall practicum, another practicum may be granted, and the Teacher Candidate will meet with the Practicum Mentor for additional support and resources and to develop a Teacher Candidate Growth Plan, prior to the winter practicum block.

A year two Teacher Candidate will be encouraged to connect with the Practicum Mentor to seek out additional support. Additionally, the Teacher Candidate will be required to discuss with their Faculty Advisor so they may receive additional support through a Practicum Action Plan (p. 21-22). Another visit from the Faculty Advisor may be required.

Final Report: Does Not Meet Expectations

We recognize that Associate Teachers take on a very crucial role when mentoring aspiring educators, that may include making some difficult choices. While the faculty does their utmost to prepare Teacher Candidates to be successful on practicum, only the Associate Teacher and Faculty Advisor can assess whether the Teacher Candidate has masterfully demonstrated the knowledge and skills required of the teaching profession.

Evaluating a Teacher Candidate can be very stressful, particularly when the Teacher Candidate is not meeting the expectations as outlined. To ease Associate Teacher stress, it should be recognized that giving a Teacher Candidate a Does Not Meet Expectations does not mean they will automatically be withdrawn from the program. In most cases, the Practicum Committee will provide the Teacher Candidate with additional supports and an additional placement. In these circumstances, the Teacher Candidate will meet with the Practicum Mentor to complete a Teacher Candidate Growth Plan prior to their next practicum block. It is only when a Teacher Candidate consistently fails to demonstrate improvement, mastery of teaching/pedagogy, and/or violates the standards and ethics of the profession that they are removed from the BEd program.

Removing Your Teacher Candidate from Placement

In some cases, the Associate Teacher may determine that they are no longer able to continue to host/mentor their Teacher Candidate. As a result, they may request that their Teacher Candidate be removed from their classroom. Removal from practicum is considered a failed practicum (Does Not Meet Expectations). The removal of a Teacher Candidate may be facilitated as follows:

1. Contact the Faculty Advisor to discuss the Teacher Candidate's removal from practicum
2. Depending on the circumstances of the removal from placement, the Faculty Advisor will visit the school to meet with the Associate Teacher and Teacher Candidate to help facilitate the removal process.
3. The Associate Teacher may request that the Faculty Advisor or Practicum Manager share the removal from practicum with the Teacher Candidate, and thus, not be involved in this step of the process.
4. Complete the Removal from Practicum form (p. 23) and submit to the Practicum Office (ptoffice@nipissingu.ca). This should be completed in collaboration with the principal/vice-principal. The Practicum Office will provide the Teacher Candidate with a copy of the form after the removal.
5. 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 I or Practicum II. The Teacher Candidate's right to continue in the BEd program may be revoked, depending on the nature of the removal. If the Teacher Candidate is permitted to continue, they will meet with the Practicum Mentor to complete a Teacher Candidate Growth Plan prior to their next placement.

APPENDIX ONE

NIPISSING UNIVERSITY | Schulich SCHOOL OF EDUCATION

Lesson Plan Components & Guiding Questions - Grades 1-12

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

EXPECTATION(S)

Specific Expectation(s):

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

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

Success Criteria (if appropriate):

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

ASSESSMENT/EVALUATION

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

Curriculum

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

Learning Skills

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

DIVERSITY AND INCLUSIVITY

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

LEARNING ENVIRONMENT (Physical Space)

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

RESOURCES AND MATERIALS

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

TEACHING/LEARNING SEQUENCE

Beginning*/Activation*:

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

Middle*/Action/Application/Exploration*:

Teaching

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

Application

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

End*/Consolidation/Communication*:

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

REFLECTION

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

NIPISSING UNIVERSITY | Schulich SCHOOL OF EDUCATION

Lesson Plan Components & Guiding Questions - Kindergarten

Name:	
Date:	Timing/Time-Frame:

PROVOCATION

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

BIG IDEA(S)

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

EDUCATOR INTENTION(S)

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

LEARNING PLAN

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

OBSERVATIONS: NOTICING AND NAMING

What did I notice the learners doing, saying, and representing?
How will I document this learning?

EXPECTATIONS

What is the most significant learning demonstrated?
What overall expectations are being addressed? How?

REFLECTION

What did I learn from my observations of the learners' words and actions?
What are the next steps for learning?
What are my next steps?
What am I wondering about professionally?

Inquiry Plan Components & Guiding Questions - Kindergarten

*Page 1, Overview

<table>
<tr><td colspan="2">Name:</td></tr>
<tr><td colspan="2">INQUIRY QUESTION

What is the question and/or big idea driving this inquiry? (e.g., Why does snow melt?)</td></tr>
<tr><td>DESCRIPTION

Describe the inquiry that is developing or in progress.</td><td rowspan="2">LEARNING OPPORTUNITIES

Create a web/list of possible learning opportunities for this inquiry, beginning with a question at the center. This web/list is intended to be fluid with ideas added/revised throughout the inquiry and in consultation with the Associate Teacher. Indicate WG for whole group ideas and SG for small group ideas.</td></tr>
<tr><td>ANCHOR TEXTS

Brainstorm a list of possible texts to support this inquiry. Include both fictional and non-fictional texts.</td></tr>
</table>

Date(s)/Day(s) # of Inquiry:	
LEARNING OPPORTUNITY What is the learning opportunity I plan to implement from the above web/list (following a discussion with my Associate Teacher)? Who is involved?	**MATERIALS AND SPACE NEEDED** *What space and materials do I need? What considerations will I make to accommodate for learner diversity and inclusivity (e.g., multiple entry points)?*
	OBSERVATIONS *What did I notice the learners doing, saying, and representing? Include examples (process and product).* *How will I document the learning (e.g., anecdotal observations, audio/visual recordings, photographs, including learner self-documentation)?*
	EXPECTATIONS/FRAMES *What overall expectations are being addressed?* *What key frames are involved?*
	NEXT STEPS *How will I respond to, extend, challenge, and support learning? Remember to keep your observations in mind as you determine appropriate next steps.*
	REFLECTION *What is the most significant learning demonstrated?* *What am I learning from my observations of the learners' words and actions?* *What am I wondering about professionally?*

APPENDIX TWO

NIPISSING UNIVERSITY | Schulich SCHOOL OF EDUCATION

PRACTICUM GOAL SETTING – 2025/26

Teacher Candidate: Faculty Advisor:

Date of Discussion: Grade/Subject:

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

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

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

Faculty Advisor Comments:

Teacher Candidate E-Signature:

Faculty Advisor E-Signature:

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

APPENDIX THREE

NIPISSING UNIVERSITY | Schulich SCHOOL OF EDUCATION

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 growth plan will be reviewed on (date): _____

Signature of Teacher Candidate:_____ Date: _____

Signature of Associate Teacher: _____ Date: _____

Signature of Faculty Advisor: _____ Date: _____

APPENDIX FOUR

NIPISSING UNIVERSITY | Schulich SCHOOL OF EDUCATION

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 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.

APPENDIX FIVE

SCHULICH SCHOOL OF EDUCATION YEAR ONE INTERIM REPORT – SAMPLE ONLY

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

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

KNOWLEDGE AND SKILLS	**LEVEL**
1. Professional Responsibility	
Communicates and collaborates with others to create a positive learning community	
Fulfills responsibilities and commitments within the learning environment and teaching profession (e.g., record keeping, staff meetings, supervision)	
Completes assigned tasks according to agreed upon timelines	
Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment)	
Takes responsibility for personal organization, including observation notes and practicum binder	
Accepts constructive feedback and implements suggestions	
Seeks opportunities for learning and professional growth, and demonstrates a willingness to take risks	
Assesses and reflects critically on own strengths/weaknesses as a means to inform practice	
Perseveres and makes an effort when responding to challenges	
2. Commitment to Learners	
Interacts and engages with all learners to build rapport	
Creates opportunities for problem-solving, decision making, and critical thinking	
Demonstrates enthusiasm for learning	
Upholds the ethical standards of care, trust, integrity, and respect for all learners	
3. Instructional Process	
Identifies lesson expectations (i.e., curriculum and learning skills) and refines where necessary	
Links curriculum expectation(s) to lesson content and its underlying concepts, facts, and skills	
Describes pre-assessment of all learners (e.g., prior knowledge, modifications, accommodations, alternative expectations)	
Considers the diverse needs of learners	
Plans for the learning environment and resources	
Plans and implements teaching/learning strategies	
Plans a consolidation and/or application task	
Engages learners' interests	
Uses some teaching/learning strategies to facilitate learning	
Uses some technologies and resources to facilitate learning	
Uses questioning and inquiry to facilitate learning	
Provides learners with opportunities to apply their learning	
Provides learners with opportunities to investigate, discover, and communicate their learning	
Checks for learners' understanding	

Aware of pacing and timing, and the need for a contingency plan	
Uses grade appropriate assessment strategies to inform instruction	

4. Management and Communication	
Models appropriate verbal communication (i.e., language, tone, volume, inflection)	
Models appropriate written communication (i.e., spelling, grammar, vocabulary)	
Models appropriate non-verbal communication (i.e., listening, body language, spatial awareness)	
Demonstrates awareness of and responds proactively to off-task behaviours	
Reinforces existing rules and routines, and attempts new strategies	
Reinforces positive behaviour	

ASSOCIATE TEACHER COMMENTS
The Teacher Candidate has demonstrated strengths in the following areas: **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 YEAR ONE PRACTICUM REPORT – SAMPLE ONLY

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

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

KNOWLEDGE AND SKILLS					
	1	**2**	**3**	**4**	**Strengths/Next Steps for Development**
1. Professional Responsibility					
Communicates and collaborates with others to create a positive learning community					**SAMPLE ONLY**
Fulfills responsibilities and commitments within the learning environment and teaching profession (e.g., record keeping, staff meetings, supervision)					
Completes assigned tasks according to agreed upon timelines					
Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment)					
Takes responsibility for personal organization, including observation notes and Practicum Binder					
Accepts constructive feedback and implements suggestions					
Seeks opportunities for learning and professional growth and demonstrates a willingness to take risks					
Assesses and reflects critically on own strengths/weaknesses as a means to inform practice					
Perseveres and makes an effort when responding to challenges					

	1	2	3	4	Strengths/Next Steps for Development
2. Commitment to Learners					
Interacts and engages with learners to build rapport					**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 learners (i.e., prior knowledge, modifications, accommodations, alternative expectations)					
Makes adjustments to meet the diverse needs of learners					
Plans for the learning environment and resources					
Plans and implements teaching/learning strategies to facilitate learning					
Plans a consolidation and/or application task					
Engages learners' interests					
Uses some technologies and resources to facilitate learning					
Uses questioning and inquiry to facilitate learning					
Provides learners with opportunities to apply their learning					
Provides learners with opportunities to investigate, discover, and communicate their learning					
Checks for learners' understanding					
Aware of pacing and timing and the need for a contingency plan					
Uses grade appropriate assessment strategies that match expectations					

	1	2	3	4	Strengths/Next Steps for Development
4. Management and Communication					
Models appropriate verbal communication (i.e., language, tone, volume, inflection)					**SAMPLE ONLY**
Models appropriate written communication (i.e., spelling, grammar, vocabulary)					
Models appropriate non-verbal communication (i.e., listening, body language, spatial awareness)					
Demonstrates awareness of and responds proactively to off-task behaviours					
Reinforces existing rules and routines and attempts new strategies					
Reinforces positive behaviour					

OVERALL COMMENTS
SAMPLE ONLY

I have discussed this report with the Teacher Candidate ☐

Associate Teacher E-Signature: *Sample only*

APPENDIX SIX

PRACTICUM REPORT GROWTH DESCRIPTORS – PRACTICUM I

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

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

Perseveres and makes an effort when responding to challenges	Rarely perseveres and makes an effort when responding to challenges	Occasionally perseveres and makes an effort when responding to challenges	Usually perseveres and makes an effort when responding to challenges	Consistently perseveres and makes an effort when responding to challenges
2. Commitment to Learners				
Interacts and engages with learners to build rapport	With limited understanding of diversity and equity, has difficulty interacting and engaging with learners to build rapport	With some understanding of diversity and equity, interacts and engages with learners to build rapport	With considerable understanding of diversity and equity, interacts and engages with learners to build rapport	With thorough understanding of diversity and equity, interacts and engages with learners to build rapport
Creates opportunities for problem-solving, decision making, and critical thinking	Rarely provides challenges and conceptual frameworks that encourage learners to engage in divergent thinking	Provides some challenges and conceptual frameworks that sporadically encourage learners to engage in divergent thinking	Provides challenges and conceptual frameworks that satisfactorily encourage learners to engage in divergent thinking	Provides sophisticated challenges and conceptual frameworks that successfully encourage learners to engage in divergent thinking
Demonstrates enthusiasm for learning	Rarely demonstrates enthusiasm for learning	Sometimes demonstrates enthusiasm for learning	Usually demonstrates enthusiasm for learning	Consistently demonstrates enthusiasm for learning
Upholds the ethical standards of care, trust, integrity, and respect for all learners	Infrequently upholds the ethical standards for all learners	Sometimes upholds the ethical standards for all learners	Frequently upholds the ethical standards for all learners	Always upholds the ethical standards for all learners
3. Instructional Process				
Identifies lesson expectations (i.e., curriculum and learning skills) and refines where necessary	Rarely identifies and refines lesson expectations that guide learning	Sometimes identifies and refines lesson expectations that guide learning	Usually identifies and refines lesson expectations that guide learning	Consistently identifies and refines lesson expectations that guide learning
Links curriculum expectation(s) to lesson content and its underlying concepts, facts, and skills	Content is sparse and as a result no consideration is given to the sequencing of concepts, facts, and skills; links to the curriculum expectation(s) are missing	Content lacks detail with little consideration given to the sequencing of concepts, facts, and skills; link(s) to the curriculum expectation(s) are unclear	Content is detailed and concepts, facts, and skills are sequenced and linked to the curriculum expectation(s)	Content is extensively detailed and concepts, facts, and skills are logically sequenced and clearly linked to the curriculum expectation(s)
Describes pre-assessment of learners (i.e., prior knowledge, modifications, accommodations)	Even with assistance, has difficulty assessing learners' prior learning experiences and needs	With some assistance assesses learners' prior learning experiences and needs	With minimal assistance assesses learners' prior learning experiences and needs	Independently assesses learners' prior learning experiences and needs
Makes adjustments to meet the diverse needs of learners	Even with assistance, rarely provides modifications, accommodations, and alternative experiences based on learner strengths and needs	With some assistance provides modifications, accommodations, and alternative experiences based on learner strengths and needs	With minimal assistance provides modifications, accommodations, and alternative experiences based on learner strengths and needs	Independently provides modifications, accommodations, and alternative experiences based on learner strengths and needs
Plans for the learning environment and resources	Little consideration given to the set-up of the classroom environment and the selection of resources	Some consideration given to the set- up of the classroom environment and the selection of resources	Sets up the classroom environment and selects appropriate resources	Expertly sets up the classroom environment and selects appropriate resources
Plans and implements teaching/learning strategies to facilitate learning	Teaching/learning strategies fail to support the development of content; implementation unsuccessful	Teaching/learning strategies occasionally support the development of content; adequate implementation	Teaching/learning strategies support the development of content; effective implementation	Teaching/learning strategies clearly support the development of content; highly effective implementation
Plans a consolidation and/or application task	Creates a consolidation with little or no review of the content developed in the lesson; application task is not provided or does not allow the learners to apply the content	Creates a consolidation with some review of the content developed in the lesson; provides an application task that allows learners to apply the content with some difficulty	Creates a consolidation that reviews the content developed in the lesson; provides an application task that allows learners to apply the content	Creates a succinct consolidation that reviews the content developed in the lesson; provides an application task that allows learners to purposefully apply the content
Engages learners' interests	Has difficulty motivating learners through an introductory activity	Motivates some learners through an introductory activity	Motivates most learners through an introductory activity	Motivates all learners through an introductory activity
Uses some technologies and resources to facilitate learning	Poor integration of technology; inappropriate use of resources	Minimal integration of technology; needs assistance with use of resources	Where appropriate integrates technology; effective use of resources	Where appropriate integrates technology seamlessly; strategic use of resources

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

APPENDIX SEVEN

SCHULICH SCHOOL OF EDUCATION YEAR TWO 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 YEAR TWO 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*

APPENDIX EIGHT

YEAR TWO 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

	Level 1	Level 2	Level 3	Level 4
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

	Level 1	Level 2	Level 3	Level 4
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

	Level 1	Level 2	Level 3	Level 4
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

APPENDIX NINE

SCHULICH SCHOOL OF EDUCATION YEAR TWO 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 YEAR TWO 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*

APPENDIX TEN

YEAR TWO 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

	Level 1	Level 2	Level 3	Level 4
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

	Level 1	Level 2	Level 3	Level 4
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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