



# **COMMUNITY LEADERSHIP EXPERIENCE (CLE)**

**EDUC 4858**

**CLE Handbook  
Students and Site Supervisors**



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# **EDUC 4858 COMMUNITY LEADERSHIP EXPERIENCE**

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

## **Course Description**

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

## **Learning Expectations/ Outputs**

Teacher candidates will:

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

## **Course Requirements**

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

Please refer to the Nipissing University Academic Calendar for complete program requirements.

## **ROLE OF THE TEACHER CANDIDATE**

### **Finding a Placement**

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

- The placement must consist of a minimum of 60 hours of service.
- The placement must have a connection to human development and service to the community.
- The placement must include a teaching/learning component where teaching skills can be applied.
- The placement must be completed within Ontario, unless it is an international or other leadership experience supported by Nipissing University.
- The placement must be completed within a healthy and safe environment.
- The placement must be unpaid.
- The placement must not be completed within an organization where the teacher candidate has previously worked or volunteered.
- The site supervisor cannot be an immediate family member of the teacher candidate.

- Placement hours must be arranged according to the needs of the organization and/or the site supervisor.
- The placement may be completed in an outdoor education centre or in a care and treatment facility that is run by a publicly funded school board in Ontario.

## **Foundations of Professional Practice**

Teacher candidates must adhere to the Ontario College of Teachers Foundations of Professional Practice, as well as the Ontario Teachers' Federation Code of Ethics. A breach of any part of these may be reason enough to prevent the teacher candidate from continuing in the Aboriginal Teacher Certification Program (ATCP) or the Teacher of Anishnaabemwin as a Second Language Program (TASL) or continuing in the practicum, or from being deemed successful in these programs.

## **Confidentiality**

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

## **Police Vulnerable Sector Check**

Teacher candidates must be prepared to provide, upon request, a copy of a current Police Vulnerable Sector Check (PVSC) to their site supervisor. Failure to provide a current PVSC may result in the teacher candidate being removed from the placement. Some organizations may require an original PVSC.

## **Workplace Safety and Insurance Board (WSIB)**

The Ministry of Training, Colleges, and Universities (MTCU) provides an insurance coverage program through WSIB for teacher candidates completing unpaid work placements. Guidelines and FAQs related to WSIB can be found on the Ministry's public website at:

[http://www.tcu.gov.on.ca/pepg/publications/UnpaidWork\\_PlacementsGuide.pdf](http://www.tcu.gov.on.ca/pepg/publications/UnpaidWork_PlacementsGuide.pdf)

## **Community Leadership Experience Log**

Teacher candidates must log their community leadership hours by completing the Community Leadership Log (p. 8-9).

When completing reflections at the end of placement, teacher candidates should ask themselves:

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

A teacher candidate who fails to submit a copy of his/her Community Leadership Experience Log by the deadline is at risk of receiving a final grade of "F" (fail) in EDUC 4858 Community Leadership Experience. See Determination of Final Grade (p. 7).

## **Absence from Community Placement**

Regular attendance throughout the community placement is an expectation for the successful completion of EDUC 4858. Teacher candidates must make every effort to schedule appointments outside of set placement hours. Teacher

candidates who must be absent are required to make up all hours as soon as possible and are responsible for negotiating the dates directly with the site supervisor. Absences must be recorded in the Community Leadership Log (p. 8-9)

## ROLE OF THE SITE SUPERVISOR

Site supervisors are asked to provide teacher candidates with opportunities to explore different ways of applying the pedagogical skills and theoretical knowledge they have gained in the teacher education program. They will guide teacher candidates in their role within the organization and will provide clear expectations and duties to be fulfilled by the teacher candidate. Site supervisors are required to evaluate their teacher candidate's success in the placement using the Schulich School of Education Community Leadership Report (p. 10-11).

### Welcoming your Teacher Candidate

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

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

### Supervision

Site supervisors will monitor and support the teacher candidate throughout the community placement to ensure that the teacher candidate's responsibilities within the organization are fulfilled in an effective way. Please refer to the chart on p. 5 for a summary of responsibilities of both the site supervisor and teacher candidate.

### Feedback

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

### Evaluation

Site supervisors will evaluate the teacher candidate's contribution to the organization. A fillable version of the Community Leadership Report (p. 10-11) will be emailed to the site supervisor prior to the placement. Site supervisors are required to complete the report on the final day and submit it **no later than one week following the conclusion of the placement** to:

- The Principal, Aboriginal Programs and
- The teacher candidate (teacher candidate will provide email address).

The site supervisor is encouraged to discuss the report with the teacher candidate prior to submitting it to the Principal, Aboriginal Programs.

## **Teacher Candidate Absence**

If the teacher candidate is absent from placement and does not notify the site supervisor, the site supervisor is asked to contact the Principal, Aboriginal Programs as soon as possible at 705-474-3450 ext. 4368. Teacher candidates are required to make up for all missed time and are responsible for negotiating the dates directly with the site supervisor.

## **Site Supervisor Absence**

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

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

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

1. Site supervisors are asked to notify the Principal, Aboriginal Programs immediately (705-474-3450 ext. 4368) if the teacher candidate begins to experience difficulty in the placement or is at risk of receiving an overall achievement level of Does Not Meet Expectations (D).
2. Using the Community Leadership Report as a basis for discussion, the site supervisor should discuss concerns with the teacher candidate and offer suggestions and guidance where necessary.
3. The site supervisor should set reasonable and realistic goals for improvement to be demonstrated by the teacher candidate according to an established timeline.
4. The site supervisor is encouraged to keep appropriate documentation, particularly if the teacher candidate is not meeting the expectations in any area of the report.
5. The site supervisor and Practicum Coordinator will monitor the subsequent performance of the teacher candidate to determine whether or not he/she may continue in the placement.

## COMMUNITY LEADERSHIP EXPERIENCE (CLE) RESPONSIBILITIES

Responsibilities	Site Supervisor	Teacher Candidate
<b>General</b>	<ul style="list-style-type: none"> <li>• Guide and mentor the teacher candidate</li> <li>• Review your expectations with the teacher candidate</li> <li>• Provide feedback to the teacher candidate on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>• Provide site supervisor with applicable forms and personal resumé to secure placement</li> <li>• Provide PVSC to site supervisor (if applicable)</li> <li>• Provide health &amp; safety certificate to supervisor (if applicable)</li> <li>• Be professional</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• Create a schedule for the teacher candidate that meets the needs of the organization and the requirements of the CLE placement</li> <li>• Designate someone else within the organization to supervise the teacher candidate if you are absent</li> </ul>	<ul style="list-style-type: none"> <li>• Attend placement regularly according to the agreed upon schedule</li> <li>• Be punctual</li> <li>• Notify site supervisor of absences</li> <li>• Record absences in your CLE Log</li> </ul>
<b>Planning &amp; Preparation</b>	<ul style="list-style-type: none"> <li>• Prior to placement, make the teacher candidate aware of any required planning/preparation</li> <li>• During the placement, work with the teacher candidate to create an outline of the activities/tasks/projects that need to be accomplished</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and prepare for the placement in advance, as required by the site supervisor</li> <li>• Be prepared for placement each day and complete activities/tasks/projects assigned by the site supervisor, meeting applicable deadlines</li> </ul>
<b>Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>• Provide the teacher candidate with relevant organizational health and safety policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with and adhere to organizational health and safety policies and procedures</li> </ul>
<b>Confidentiality</b>	<ul style="list-style-type: none"> <li>• Provide the teacher candidate with organizational policies regarding confidentiality</li> <li>• If applicable, ensure that the teacher candidate completes all required paperwork</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with and adhere to organizational policies regarding confidentiality</li> <li>• Become familiar with the Freedom of Information and Protection of Privacy Act (FIPPA)</li> </ul>
<b>CLE Log</b>	<ul style="list-style-type: none"> <li>• At the end of each day, initial the teacher candidate's CLE Log</li> <li>• Upon completion of the placement, sign and date the teacher candidate's CLE Log</li> </ul>	<ul style="list-style-type: none"> <li>• Complete your CLE Log on a regular basis</li> <li>• At the end of each day, ask your site supervisor to initial your log entries</li> <li>• Upon completion of the placement, ask your site supervisor to sign and date your CLE Log</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Encourage the teacher candidate to set goals and reflect on his/her effectiveness in the placement</li> </ul>	<ul style="list-style-type: none"> <li>• Set personal/professional goals</li> <li>• Reflect on your effectiveness in the placement</li> <li>• At the end of your placement, record your overall reflection in the CLE Log</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Complete the CLE Report on the final day of placement</li> <li>• Discuss the report with the teacher candidate</li> <li>• Email the completed report to the Practicum Office <b>and</b> the teacher candidate no later than one week following the conclusion of the placement</li> </ul>	<ul style="list-style-type: none"> <li>• Remind the site supervisor that the CLE Report is to be completed on the final day of placement</li> <li>• Accept feedback professionally</li> <li>• Provide the site supervisor with your Nipissing University email address</li> </ul>
<b>Questions/Concerns?</b>	Contact the Principal, Aboriginal Programs <b>T:</b> 705-474-3450 ext. 4368 <b>E:</b> chrisha@nipissingu.ca	

## **TEACHER CANDIDATES AT RISK**

Teacher candidates who experience difficulty in the community placement or have a question/concern, should contact the Principal, Aboriginal Programs for immediate support.

### **Does Not Meet Expectations**

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

### **Removal from Community Placement**

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

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

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

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

## **DETERMINATION OF FINAL GRADE**

Teacher candidates must be successful in the course entitled: EDUC 4858 Community Leadership Experience, in addition to meeting all other academic requirements in order to obtain their Bachelor of Education degree and/or Diploma in Education. Full program requirements are outlined in the Nipissing University Academic Calendar.

Final standing in EDUC 4858 is based on a thorough review of the Community Leadership Experience Report and other relevant documentation by the Practicum Committee. The Practicum Committee, chaired by the Associate Dean of the Schulich School of Education, is made up of five elected full-time faculty members and meets a minimum of four times per year.

A teacher candidate who receives a minimum overall achievement level of Meets Expectations (M) on their Community Leadership Report and who submits a satisfactory Community Leadership Experience Log will receive a final grade of SAT (pass) in EDUC 4858.

A teacher candidate who receives an overall achievement level of Does Not Meet Expectations (D) on his/her Community Leadership Experience Report and/or who fails to submit a satisfactory Community Leadership Experience Log will have his/her file reviewed by the Practicum Committee and is at risk of receiving a final grade of F (fail) in EDUC 4858. These teacher candidates will be invited to submit to the Practicum Committee a written reflection regarding their difficulty in the community placement. This documentation will become part of any future review of the teacher candidate's file by the Practicum Committee.

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

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

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

### **Additional Community Placement**

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

Additional community placement is subject to a \$400 administrative fee.



## EDUC 4858: Community Leadership Experience Log

*Please complete and return this form to the Principal, Aboriginal Programs at [chrisha@nipissingu.ca](mailto:chrisha@nipissingu.ca)*

Teacher Candidate Name:	Student ID:
Organization:	Site Supervisor Name:

Date	# Hours Completed	Summary of Responsibilities	Site Supervisor Initials
<i>Sample 1: February 28th</i> <i>Sample 2: February 29th</i>	4.5 hours 0 hours	Provide a summary of tasks/projects/duties you were responsible for today. Absent due to illness	<i>Site supervisor must sign off each day.</i>

## Reflections

**When completing your reflections, ask yourself the following questions:**

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

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

**Teacher Candidate Signature:** \_\_\_\_\_

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

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

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

# SCHULICH SCHOOL OF EDUCATION COMMUNITY LEADERSHIP EXPERIENCE REPORT - SAMPLE

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

OVERALL ACHIEVEMENT	
	<b>MEETS EXPECTATIONS WITH EXCELLENCE (E)</b> The Teacher Candidate demonstrates the required skills/attitudes with a high degree of effectiveness.
	<b>MEETS EXPECTATIONS (M)</b> The Teacher Candidate demonstrates the required skills/attitudes effectively.
	<b>DOES NOT MEET EXPECTATIONS (D)</b> The Teacher Candidate demonstrates the required skills/attitudes with limited effectiveness.

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

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

*Sample only.*

**Overall comments:**

*Sample only.*

I have discussed this report with the Teacher Candidate

Site Supervisor E-Signature: *Sample Only*

**PLEASE EMAIL COMPLETED REPORT TO:**

- The Principal, Aboriginal Programs at [chrisha@nipissingu.ca](mailto:chrisha@nipissingu.ca)
- The Teacher Candidate