

# NIPISSING

U N I V E R S I T Y

## Schulich School of Education

2019/2020

EDUC 4714 Practicum I – Handbook

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# EDUC 4714 PRACTICUM I

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

## Course Description

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

## Learning Expectations/Outputs

Teacher candidates:

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

## Course Requirements

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

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 Teacher candidates who do not obtain a pass (SAT) in Practicum I will not be permitted to continue and will be withdrawn from the Bachelor of Education degree (BEd) program.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

## Failure to Submit Required Documentation

Failure by a teacher candidate to submit his/her required documentation by the applicable deadlines (e.g., Practicum Registration, Police Vulnerable Sector Check, Health & Safety) will result in an automatic \$75 late fee (per document) and the cancellation of the practicum. Cancelled practicum must be made up in its entirety and will be rescheduled at the discretion of the Practicum Office. A \$425 fee will apply. Practicum will not be scheduled during exam week for any reason. If practicum cannot be arranged and completed by the beginning of June, it will be deferred to the following academic year, causing a delay in completion of the program/graduation.

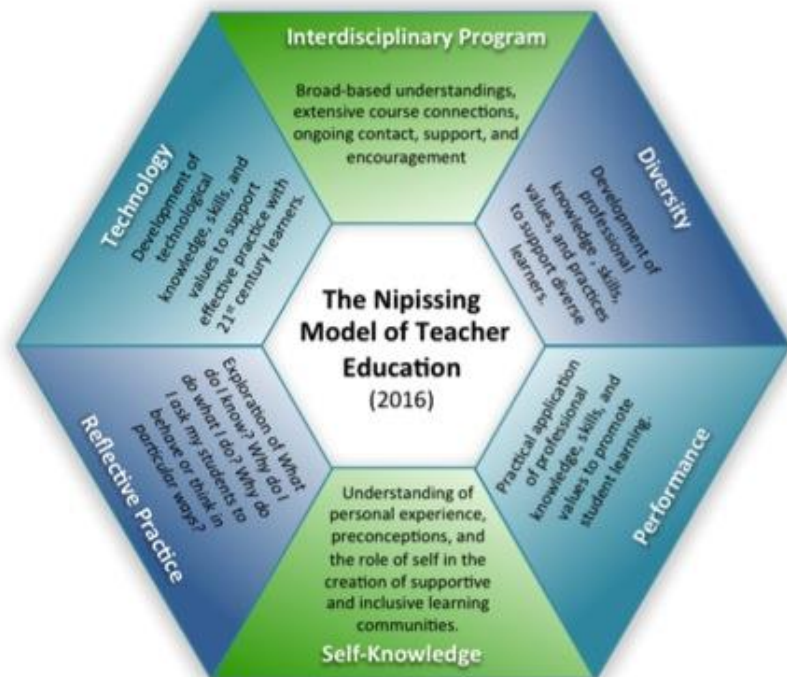
Failure to submit required documentation by the applicable deadline could also result in the individual's withdrawal from the BEd program.



# In the Schulich School of Education...

**We believe** that teaching is more than acquiring professional and practical knowledge, skill, and values. It is art, science, intuition, interaction, moral and ethical craft, community property, performance, design, innovation, and ultimately transformation. It involves intense exploration of personal experience and self-knowledge within many different contexts: professional, practical, curricular, theoretical, cultural, and political.

**We guide** you on a journey as you become the very best you can be. Becoming a teacher occurs in different ways and at different rates; it requires opportunities to ask questions, collaborate, engage in research and inquiry, and diverse learning experiences. Our conceptual framework is characterized by multiple pathways that facilitate critical understandings of what it means to be a teacher in today's global community.



**We model** and invite you to engage as we explore the Ontario College of Teachers' *Foundations of Professional Practice*. We are committed to you and your learning. We are current in our professional knowledge and apply it throughout the program. We demonstrate leadership and engage in ongoing professional learning.

And most importantly, just as you will with your students,  
we care and respect you as individuals,  
and we seek to foster relationships that are  
grounded in trust and integrity.

# OVERALL EXPECTATIONS OF TEACHER CANDIDATES - PRACTICUM I

## Fall Practicum Block

<p><b>WEEK 1</b></p> <p>September 2-6 (Labour Day, Sep. 2)</p>	<p><b>Tuesday-Friday: Active Observation</b></p> <ul style="list-style-type: none"> <li>• Abide by Ontario College of Teachers Standards of Professional Practice</li> <li>• Use Ontario Ministry of Education policy documents to inform practice</li> <li>• Abide by school policies and procedures and assist with school related responsibilities</li> <li>• Become familiar with classroom resources and organization</li> <li>• Build rapport with learners, teachers and staff</li> <li>• Maintain detailed observation notes</li> <li>• Assist with classroom routines and duties</li> <li>• Become familiar with the diverse needs of learners</li> <li>• Establish <i>practicum binder</i> as outlined in Practicum Handbook</li> <li>• Demonstrate commitment to professional growth</li> <li>• Seek feedback from the associate teacher on a regular basis (daily/weekly)</li> </ul>
<p><b>WEEK 2</b></p> <p>October 14-18 (Thanksgiving, Oct. 14)</p>	<p><b>Tuesday-Wednesday: Active Observation Thursday-Friday: 1-2 lessons each day</b></p> <ul style="list-style-type: none"> <li>• Abide by Ontario College of Teachers Standards of Professional Practice</li> <li>• Use Ontario Ministry of Education policy documents to inform practice</li> <li>• Abide by school policies and procedures and assist with school related responsibilities</li> <li>• Strengthen rapport with learners, teachers and staff</li> <li>• Maintain detailed observation notes when not engaged in instruction</li> <li>• Accept assigned responsibility for classroom routines and duties</li> <li>• Share the responsibility for planning and implementing 1-2 lessons on Thursday and on Friday</li> <li>• Consider the diverse needs of learners</li> <li>• Share responsibility for classroom management</li> <li>• Complete detailed written reflections for all lessons taught</li> <li>• Maintain <i>practicum binder</i> as outlined in Practicum Handbook</li> <li>• Demonstrate commitment to professional growth</li> <li>• Seek feedback from the associate teacher on a regular basis (daily/weekly)</li> </ul>
<p><b>WEEKS 3 &amp; 4</b></p> <p>October 21-Nov. 1</p>	<p><b>Monday-Friday: 50% Instructional Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Abide by Ontario College of Teachers Standards of Professional Practice</li> <li>• Use Ontario Ministry of Education policy documents to inform practice</li> <li>• Abide by school policies and procedures and assist with school related responsibilities</li> <li>• Interact and engage with learners, teachers and staff</li> <li>• Maintain detailed observation notes when not engaged in instruction</li> <li>• Take responsibility for classroom routines and duties</li> <li>• Plan and implement 50% of associate teacher's teaching schedule</li> <li>• Develop awareness of existing strategies to support learners with IEPs</li> <li>• Develop awareness of differentiated instructional strategies that meet the diverse needs of learners</li> <li>• Begin to develop a repertoire of grade appropriate classroom management strategies</li> <li>• Begin to develop and practice grade appropriate assessment strategies to inform instruction</li> <li>• Complete detailed written reflections for all lessons taught</li> <li>• Maintain <i>practicum binder</i> as outlined in Practicum Handbook</li> <li>• Demonstrate commitment to professional growth</li> <li>• Seek feedback from the associate teacher on a regular basis (daily/weekly)</li> </ul> <p><b>**Interim report written by the associate teacher to be discussed with teacher candidate and submitted to the Practicum Office by Friday, November 1, 2019**</b></p>

## Winter Practicum Block

<p><b>WEEK 5</b></p> <p>February 10-14</p>	<p><b>Monday-Wednesday: Active Observation Thursday-Friday: 1-2 lessons each day</b></p> <ul style="list-style-type: none"> <li>• Abide by Ontario College of Teachers Standards of Professional Practice</li> <li>• Use Ontario Ministry of Education policy documents to inform practice</li> <li>• Abide by school policies and procedures and assist with school related responsibilities</li> <li>• Interact and engage with learners, teachers and staff</li> <li>• Maintain detailed observation notes when not engaged in instruction</li> <li>• Take responsibility for classroom routines and duties</li> <li>• Plan and implement 1-2 lessons on Thursday and on Friday</li> <li>• Begin to support learners with existing IEPs using established strategies to meet their needs</li> <li>• Begin to differentiate instructional strategies to meet the diverse needs of learners</li> <li>• Develop a repertoire of grade appropriate classroom management strategies</li> <li>• Develop and practice grade appropriate assessment strategies to inform instruction</li> <li>• Complete detailed written reflections for all lessons taught</li> <li>• Maintain <i>practicum binder</i> as outlined in Practicum Handbook</li> <li>• Demonstrate commitment to professional growth</li> <li>• Seek feedback from the associate teacher on a regular basis (daily/weekly)</li> </ul>
<p><b>WEEKS 6, 7 &amp; 8</b></p> <p>Feb. 17-March 6 (Family Day, Feb. 18)</p>	<p><b>Monday-Friday: 50% Instructional Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Abide by Ontario College of Teachers Standards of Professional Practice</li> <li>• Use Ontario Ministry of Education policy documents to inform practice</li> <li>• Abide by school policies and procedures and assist with school related responsibilities</li> <li>• Interact and engage with learners, teachers and staff</li> <li>• Maintain detailed observation notes when not engaged in instruction</li> <li>• Take responsibility for classroom routines and duties</li> <li>• Plan and implement 50% of associate teacher's teaching schedule</li> <li>• Support learners with existing IEPs using established strategies to meet their needs</li> <li>• Differentiate instructional strategies to meet the diverse needs of learners</li> <li>• Develop a repertoire of grade appropriate classroom management strategies</li> <li>• Begin to use short-term planning (i.e., a series of lessons) as a means to support grade appropriate "for, as, of" learning assessment strategies</li> <li>• Complete detailed written reflections for all lessons taught</li> <li>• Maintain <i>practicum binder</i> as outlined in Practicum Handbook</li> <li>• Demonstrate commitment to professional growth</li> <li>• Seek feedback from the associate teacher on a regular basis (daily/weekly)</li> </ul> <p><b>**Final report written by the associate teacher to be discussed with teacher candidate and submitted to the Practicum Office by Friday, March 6, 2020**</b></p>

## ROLE OF THE TEACHER CANDIDATE

Teacher candidates enter the Schulich School of Education as associate members of the Ontario College of Teachers and must therefore accept the responsibilities assigned by the school principal and the associate teacher. During the practicum, teacher candidates are observing learners, studying the role of the teacher, practicing teaching skills and reflecting on their experience. Teacher candidates must work closely with associate teachers within the learning environment.

**Teacher candidates must not be left on their own with students during the absence of the associate teacher. Teacher candidates may not assume unsupervised responsibility, nor may they act as supply teachers.**

### Self-Identification

It is the teacher candidate's responsibility to contact the Office of Student Development and Services to identify individual disability-related educational needs. This can be done either by filling out the Self-Identification Form available at registration or by making an appointment with an Accessibility Consultant. Teacher candidates are encouraged to identify themselves as early as possible to facilitate planning for the provision of services when classes begin.

It is important to note that appropriate documentation of a disability is required before services can be provided. Any information shared will be held in confidence and will only be released with the teacher candidate's written consent.

### Professional Standards

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

### Practicum Course Pack

As a requirement of Practicum I, teacher candidates must purchase a Schulich School of Education Practicum Course Pack, available onsite during the first week of classes. The Practicum Course Pack includes: practicum binder, Practicum Handbook, Schulich School of Education lanyard, and photo identification card.

### Photo Identification

Teacher candidates are required to wear their Schulich School of Education lanyard with photo identification card to their placement school each day. Teacher candidates who do not have their photo identification may be asked to leave the school and may be required to make up missed time.



## Contacting the Associate Teacher

Teacher candidates are expected to contact their associate teacher via email or telephone upon receipt of their placement details from the Practicum Office. Teacher candidates must provide their associate teacher with a completed *Teacher Candidate Profile* (p. 25) on or before the first day of the placement in an effort to facilitate the development of a positive professional relationship.

## Arrival/Departure

Teacher candidates are expected to report to the school office at least 30 minutes before official school opening on the first day of each practicum block. On subsequent days, they are expected to report to their assigned classroom at least 30 minutes before the bell rings and to remain at the school for at least 30 minutes at the end of the school day. Teacher candidates should also check with their associate teacher(s) about expectations for appropriate arrival and departure times should additional time be required for consultations and/or participation in extra-curricular activities.

## Absence from Practicum

Regular attendance throughout the practicum is an expectation for successful completion of Practicum I. Teacher candidates must make every effort to schedule appointments outside of regular school hours. Teacher candidates who must be absent from practicum are required to follow the procedures outlined below. Failure to report absences as outlined below may result in the teacher candidate being removed from the placement:

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

1. The associate teacher(s) and/or school office
2. The Practicum Office – a message can be left on the voicemail system at 705-474-3450 ext. 4555
3. The faculty advisor – an email can be sent to notify the faculty advisor

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

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

**Teacher candidates who are absent from practicum are required to make up all missed time as soon as possible and are responsible for negotiating the dates directly with their associate teacher(s).** Teacher candidates may not miss time on campus in order to make up for absences during practicum. If a teacher candidate is unable to make up missed time prior to the end of the academic year, he/she must notify the Practicum Office immediately.

### **Extended Absence from Practicum (3 days or more)**

An extended absence of three or more days in a practicum block due to illness requires a medical certificate, submitted to the Practicum Office upon return to campus. Other absences of three or more days (e.g., funeral) will also require acceptable documentation to be submitted to the Practicum Office upon return to campus. **Teacher candidates who miss three or more days must contact the Practicum Officer prior to making arrangements with their associate teacher(s) to make up the time.** Failure to do so may result in the individual being removed from the placement. Depending on the length and nature of the absence, a practicum deferral may be recommended and/or the Practicum

Committee may determine that the teacher candidate must successfully complete an additional practicum in order to meet the course requirements of Practicum I. Additional practicum is subject to a \$425 fee and will be scheduled at the discretion of the Practicum Office. Additional practicum will not be scheduled during exam week for any reason. If the practicum cannot be arranged and completed by the beginning of June, it will automatically be deferred to the following academic year, causing a delay in program completion/graduation.

### **Snow Days during Practicum**

Teacher candidates are expected to make every reasonable effort to attend practicum when buses are cancelled. If it is unsafe for a teacher candidate to get to the school first thing in the morning, he/she should monitor the conditions and attempt as soon as the roads have been cleared. Teacher candidates who do not attend practicum when the buses are cancelled are considered absent and **are required to make up the time missed**. Teacher candidates are not expected to attend practicum when schools are closed due to inclement weather.

### **Practicum Deferral**

As the practicum is a key component of the BEd program and is time-sensitive, requests for deferral should be made before the practicum block begins, and will only be considered in the most extreme cases. Teacher candidates needing to request a practicum deferral must meet with the Associate Dean of Education. Appropriate documentation will be required.

In the rare instance that practicum is deferred, it will be rescheduled in its entirety at the discretion of the Practicum Office and will be subject to a \$425 fee. Practicum will not be scheduled during exam week for any reason. If practicum cannot be arranged and completed by the beginning of June, it will be deferred to the following academic year, causing a delay in program completion/graduation. Refusal by a teacher candidate to complete the deferred practicum as assigned will result in a failed practicum block (Does Not Meet Expectations). A teacher candidate who receives an overall achievement of Does Not Meet Expectations is at risk of receiving a final grade of F (fail) in Practicum I.

### **Practicum Binder**

Teacher candidates are required to bring their practicum binder to placement each day and to keep its contents up to date and organized at all times. All written observations, instructional plans, and reflections for the practicum must be kept in reverse chronological order in the binder. Teacher candidates will make their practicum binder available to their associate teacher(s) and faculty advisor. The following guidelines should be used to develop binder content:

#### **Tab #1 – Teaching Timetable**

The teaching timetable is a weekly schedule of when classes occur including subject, titles, and times. Teacher candidates will highlight or outline the classes for which they will be responsible for teaching. If such a timetable does not exist, teacher candidates will create one.

#### **Tab #2 – Observation Notes**

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

1. Management Strategies

2. Instructional Strategies
3. Program Organization
4. Student Organization
5. Instructional Materials
6. Methods of Assessment and Evaluation
7. Responsibilities of the Teacher Outside of the Classroom (including health and safety issues)
8. Provisions Made for Exceptional Learners and/or Differentiation

Teacher candidates will create their own observation sheets by putting each category on a separate page and logging the dates of observation. For example:

#### **Management Strategies**

October 27 – Teacher gave positive reinforcement to learners who listened well and completed task  
 October 28 – Teacher uses hand in the air to get learners’ attention, learners follow suit, are quiet... etc.

#### **Tab #3 – Routines**

Teacher candidates will make a record of the various routines and categorize the routines into two categories:

1. Management-Related – opening exercises, entry/dismissal, fire drill, lockdown drill, nutrition breaks, lunch/yard/bus duties, washroom, classroom routines, transitions from one activity to another, one teacher to another, etc.
2. Curricular-Related – taking up homework, teaching a new song/fingerplay in circle time, spelling dictation, show and tell/current events, Daily Physical Activity, problem of the day, story time/serial novel, math inquiry question, independent reading, etc.

Under each category, teacher candidates will include the purpose of the routine and the procedure for the routine that they will conduct.

Lesson plans are NOT required for routines.

#### **Tab #4 – Lesson Plans**

Lesson plans include a daily schedule that will be located immediately before the lessons for a particular day. Teacher candidates will put the most recent day at the front of the tab and will include all handouts, answers to a quiz, overheads, etc. used for the lesson. The handouts will follow right after the lesson plan. Teacher candidates are to complete the reflection portion of the lesson plan on the day of implementation when they have had an opportunity to think about how the lesson progressed, what could be improved, and next steps for the following day for themselves and their learners.

#### **Tab #5 – Other**

In this section, teacher candidates could include additional teaching ideas, strategies, photographs of bulletin boards, classroom layouts, handouts, links to online learning platforms, etc. Photographs of the learners should not be taken

without specific written permission of parents. **Teacher candidates must check with the associate teacher prior to taking any photographs/videos in the school.** Blanket permission forms signed by the parents in September might be on file in the main office.

## Daily Schedule

Teacher candidates should create a daily schedule of activities, clearly indicating where their lessons fit in. This schedule should be filed in the practicum binder immediately before the lessons for the particular day.

## Active Observation

It is important for teacher candidates to actively observe the many components of the program as established by their associate teacher, particularly in a classroom where there is extensive individual programming, the use of learning centres and/or co-operative learning. Teacher candidates are not passive observers. They are expected to engage in the learning environment, assist the associate teacher in classroom routines and duties, provide individual help to learners, become familiar with classroom resources and organization and assist with other school related responsibilities.

**Teacher candidates are required to maintain observation notes for each setting observed and to file their notes in the appropriate section of the practicum binder.** Professors may also assign observation activities as a requirement for some courses. The following guidelines should be used to organize observation notes:

### 1. Management Strategies

- establishment and maintenance of a positive classroom climate
- expectations for student behaviour in the classroom, halls, lunchroom, on school property, knowledge of behaviour safety plans
- routines - particularly transitions
- procedures for attendance, opening exercises, washroom, dismissal
- use of positive reinforcement
- methods of dealing with unacceptable behavior (e.g., safe school documentation)
- quiet signal and other signals
- effective intervention techniques
- student directed management strategies

### 2. Instructional Strategies

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

### 3. Program Organization

- school schedules and classroom daily timetable, programme routines, subject integration, timetabling, routines and teaching responsibilities for special classes
- team teaching; role of teacher assistants and classroom volunteers

### 4. Student Organization

- class list, seating chart
- grouping procedures: whole class, small groups, independent study, peer learning, etc.

### 5. Instructional Materials

- use of chalkboard, interactive white boards, bulletin boards, audio visual equipment, computers, books, kits, concrete materials, accessing online platforms like D2L or GAPE
- location of and access to supplies and resources

### 6. Methods of Assessment and Evaluation

- tracking of student achievement (recording devices: anecdotal records, rubrics, rating scale, checklists, online recordings, success criteria)

- assessment and evaluation strategies (student work folders, assignments, tests, portfolios, essays, conferences, reflections, etc.)
- modifications and accommodations for IEP's learners

administration of medication, procedures during inclement weather, bomb threats, lockdowns, first aid emergencies)

- behaviour management plans
- mental health strategies

#### **7. Responsibilities of the Teacher Outside of the Classroom**

- duty (yard, lunch, bus, etc.)
- extra-curricular activities,
- curriculum and staff meetings,
- communication with parents, etc.
- health and safety issues (e.g., students with allergies, anaphylaxis policies governing

#### **8. Differentiation**

- differentiation of content, product or process, to meet student needs
- accommodation of student learning
- modifications for students with learning exception

### **Conducting Classroom Routines**

Conducting classroom routines such as opening exercises, dismissal, circle or sharing time and the correction of homework provides teacher candidates with opportunities to establish rapport with the learners, as well as to develop and refine instructional skills. Lesson plans are not required for these routines, but the routines, including the purpose, should be recorded in the teacher candidate's observation notes.

### **Other School Related Responsibilities**

Teacher candidates are expected to participate in extra-curricular activities, Professional Development Days and staff meetings/PLT's where appropriate. As well, they are expected to assist in the duty schedule established at the school. Teacher candidates who are invited to participate in overnight class trips must contact the Practicum Office for approval. Teacher candidates will be available to observe/assist in parent-teacher interviews if approved by the associate teacher.

### **Lesson Planning Requirements**

Teacher candidates must demonstrate evidence of thorough planning prior to each lesson using the applicable Nipissing University Lesson Plan Template (p. 20-24). Once teacher candidates are assuming up to 50% of instructional responsibilities, they must complete at least three full lesson plans per day using the Nipissing University Lesson Plan Template (i.e., three different subjects or periods, depending on the individual's schedule), unless otherwise specified in the overall expectations outlined on p. 3-4. All remaining lessons may be completed using a detailed daybook plan. The associate teacher may wish to provide direction to the teacher candidate regarding lessons that must be completed in full and those that may be completed in daybook format, depending on the teacher candidate's strengths and the needs of the classroom. Teacher candidates who would benefit from completing more than three full lesson plans per day may be asked to do so by the associate teacher, faculty advisor or Practicum Office.

**Lesson plans are to be completed outside of regular classroom hours and shared with the associate teacher in advance** so that the associate teacher can review the lesson plan and make suggestions prior to the lesson being implemented. 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 hard copy, according to the expectations of the associate teacher.

**In block 1 (Sep. 3-6 & Oct. 14-Nov. 1, 2019)** teacher candidates and associate teachers should share the responsibility for planning the required lessons as outlined in the *Overall Expectations of Teacher Candidates* (p. 3-4).

**In block 2 (February 10-March 6, 2020)** teacher candidates should begin to plan the required lessons independently, with guidance from the associate teacher as outlined in the *Overall Expectations of Teacher Candidates* (p. 3-4).

## Implementation

Teacher candidates are expected to implement lessons according to the *Overall Expectations of Teacher Candidates* (p. 3-4). 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 of work may occur in the second practicum block (February 10-March 6, 2020).

## Practicum Goal Setting

Faculty advisors will visit and observe each teacher candidate in the classroom at least once during the fall or winter practicum block. At the conclusion of the observation, the faculty advisor will meet to debrief with the teacher candidate and will work with the teacher candidate to complete a *Practicum Goal Setting* form (p. 26). The teacher candidate must reflect upon his/her 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* (p. 29-30) and/or *Final Report* (p. 31-33). The faculty advisor will also provide recommendations based on his/her observations. Teacher candidates must provide a copy of their completed form to the Practicum Office upon their return to campus.

## ROLE OF THE ASSOCIATE TEACHER

Associate teachers provide teacher candidates with a model of excellence in teaching and professionalism. They are asked to guide teacher candidates in the planning and implementation process and provide feedback using the practicum reports (p. 29-33) as a basis for discussion. Associate teachers are required to evaluate their teacher candidate's success using the applicable Schulich School of Education practicum report.

### Welcoming your Teacher Candidate

Beginning a new placement is often an exciting yet stressful time for teacher candidates. Associate teachers are encouraged to consider the following when welcoming teacher candidates into the school and classroom:

- If possible, make contact with your teacher candidate via email prior to his/her arrival and share information about current learning in the classroom
- Share information about the teacher candidate with your class prior to his/her arrival
- Send a note home informing parents and guardians that you will have a teacher candidate working with you in the classroom
- Provide a comfortable work space for your teacher candidate, preferably an adult-sized desk and chair
- Provide your teacher candidate with helpful school-related resources and information (e.g., school policies and procedures, expectations regarding arrival/departure times, appropriate dress, duty schedules, calendar of school activities/events, parking)
- Provide your teacher candidate with helpful classroom-related resources and information (e.g., seating charts including student names, rules, routines, daily schedules, course outlines)
- Provide your teacher candidate with a tour of the school (office, staff room, washrooms, etc.) and introduce them to other teachers and staff
- Keeping in mind the expectations of the university (p. 3-4), clearly outline your expectations of the teacher candidate during the practicum.

### Mentoring

The use of effective mentoring skills will contribute to a successful associate teacher-teacher candidate relationship and thus, a rich practicum experience. Associate teachers are encouraged to consider the following steps to effectively mentor the 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 (2001), consulting, collaborating, and coaching are different roles that the mentor may play depending on the needs of the mentee (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...”

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

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

**In block 1 (Sep. 3-6 & Oct. 14-Nov. 1, 2019)** teacher candidates and associate teachers should share the responsibility for planning the required lessons as outlined in the *Overall Expectations of Teacher Candidates* (p. 3-4).

**In block 2 (February 10-March 6, 2020)** teacher candidates should begin to plan the required lessons independently, with guidance from the associate teacher as outlined in the *Overall Expectations of Teacher Candidates* (p. 3-4).

Throughout all practicum blocks it is important for associate teachers to examine lesson plans prior to implementation, to review the practicum binder on a regular basis, and to provide ongoing feedback on all aspects of the practicum experience.

## Supervision

Teacher candidates are not qualified teachers. Associate teachers are expected to supervise their teacher candidate in the classroom at all times. **The teacher candidate must not be left on his/her own with students during the absence of the associate teacher. Teacher candidates may not assume unsupervised responsibility, nor may they act as supply teachers.**

## Providing Feedback

Ongoing constructive feedback is critical for the professional growth of teacher candidates. Associate teachers are encouraged to meet with their teacher candidate on a regular basis, preferably daily, in order to provide encouragement and suggestions for improvement. Associate teachers should use the practicum reports (p. 29-33) as a basis for these discussions. It is the responsibility of the teacher candidate to be available to meet with his/her associate teacher upon request.

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

### Stop/Start/Continue

- List one or two things that the teacher candidate is currently doing that is not working (stop)
- List one or two things that the teacher candidate could begin doing that would be beneficial (start)
- List 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 in which you think the teacher candidate needs to focus and provide suggestions for development (one wish)

Feedback can be formal (written) or informal (verbal) depending on its nature and should specifically address both strengths and next steps for development.

## Evaluation

Associate teachers are expected to observe and evaluate their teacher candidate's progress during the practicum using the applicable practicum report (p. 29-33). Considering the teacher candidate's stage of preparation in the program, associate teachers should provide detailed comments regarding their teacher candidate's strengths and next steps for development in the areas provided on the report. Associate teachers are **strongly encouraged** to discuss the practicum report with their teacher candidate during the practicum block.

Practicum Block	Practicum Report Due
September 3-6 & October 14-Nov. 1, 2019	Interim report due – Friday, November 1, 2019
February 10-March 6, 2020	Final report due – Friday, March 6, 2020

Detailed instructions for completing the practicum reports will be emailed to associate teachers. Associate teachers may refer to the practicum report growth descriptors (p. 34-37) when completing the report. **Promptly completed practicum reports provide timely support for the professional growth of teacher candidates.**

### Teacher Candidate Absence during Practicum

Associate teachers are asked to track the absences of the teacher candidate during the practicum and record those absences on the practicum report. Teacher candidates are required to make up all missed time and are responsible for negotiating the dates directly with the associate teacher.

If a teacher candidate is absent from the 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 contact the Practicum Office as soon as possible at [ptoffice@nipissingu.ca](mailto:ptoffice@nipissingu.ca) or 705-474-3450 ext. 4555.

### Associate Teacher Absence during Practicum

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

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

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

Associate teachers may follow these steps if their teacher candidate experiences difficulty in the practicum:

1. Associate teachers are asked to notify the Practicum Office IMMEDIATELY (705-474-3450 ext. 4555 or ptoffice@nipissingu.ca) if their teacher candidate begins to experience difficulty in the practicum or is at risk of receiving an overall level of achievement of Does Not Meet Expectations.
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 concerns and areas requiring development with the teacher candidate by offering constructive suggestions, guidance and assistance where necessary.
4. The associate teacher, in conjunction with the faculty advisor, should set reasonable and realistic goals for improvement to be demonstrated by the teacher candidate according to an established timeline.
5. The associate teacher is encouraged to keep appropriate documentation, particularly if the teacher candidate is not meeting the expectations in any area of the practicum report.
6. The associate teacher, faculty advisor and Practicum Officer will monitor the subsequent performance of the teacher candidate to determine whether or not he/she may continue in the placement.
7. If the teacher candidate is removed from the placement for any reason, the principal, in conjunction with the associate teacher(s), must complete the *Teacher Candidate Removal from Placement* form (p. 28) and submit it to the Practicum Office upon removal.
8. Teacher candidates who receive an overall achievement of Does Not Meet Expectations on a practicum report will meet with the Associate Dean to complete a *Teacher Candidate Growth Plan* (p. 27) prior to the next practicum block (if applicable).



## ROLE OF THE FACULTY ADVISOR

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

- Meet with teacher candidates on campus in the fall to outline expectations and build rapport;
- Communicate regularly with teacher candidates throughout the practicum to provide guidance and to resolve issues related to the practicum;
- Communicate regularly with associate teachers throughout the practicum to provide guidance and to resolve issues related to the practicum;
- Visit and observe each teacher candidate in the classroom once during the fall or winter practicum block and generate a *Practicum Goal Setting* form (p. 26) with the teacher candidate to help inform future practice;
- Examine the teacher candidate's practicum binder, including lesson plans, observation notes, reflections, etc. (normally prior to observing the lesson) and provide feedback;
- Visit and observe teacher candidates at risk (p. 17) to generate a second *Practicum Goal Setting* form (p. 26) at the direction of the Practicum Officer;
- Liaise with the Practicum Officer to resolve issues related to the practicum.

Faculty advisors will make individual arrangements when planning visits to teacher candidates in the practicum. Although notification will normally be provided prior to these visits, faculty advisors may visit a teacher candidate without prior notice.

Faculty advisors can be contacted via email by teacher candidates and associate teachers for support at any time during the practicum. Associate teachers who wish to connect with a teacher candidate's faculty advisor but do not have contact information for the faculty advisor are asked to contact the Practicum Office (705-474-3450 ext. 4555 or [ptoffice@nipissingu.ca](mailto:ptoffice@nipissingu.ca)).

## TEACHER CANDIDATES AT RISK

Teacher candidates who experience difficulty in the practicum or who have a question/concern related to practicum are responsible for contacting their faculty advisor or the Practicum Office for **immediate support**.

### Progressing With Difficulty

A teacher candidate who is noted as progressing with difficulty on an interim practicum report from an associate teacher may have his/her file reviewed by the Practicum Committee and is considered to be at risk. These candidates may be required to meet with the Associate Dean for additional support.

### Does Not Meet Expectations

A teacher candidate who receives an overall achievement level of Does Not Meet Expectations on a practicum report from an associate teacher or faculty advisor will have his/her file reviewed by the Practicum Committee and is at risk of receiving a final grade of F (fail) in Practicum I. If time permits, these candidates may be required to meet with the Associate Dean to complete a *Teacher Candidate Growth Plan* (p. 27).

### Removal from a Placement

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

1. A charge by school personnel and/or the Schulich School of Education of physical or sexual abuse;
2. A report by school personnel and/or the Schulich School of Education of unprofessional conduct as regulated by the Education Act, The Teaching Profession Act, and the Ontario College of Teachers Act;
3. An assessment by school 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 the learners;
4. In the opinion of the Schulich School of Education, the associate teacher and/or school principal, that there is evidence that continued placement could have a detrimental effect on the school's program, the learners or the staff.

If a teacher candidate is removed from a placement for any reason, it is considered a failed placement (Does Not Meet Expectations). In these cases, the associate teacher, in conjunction with the principal, is asked to complete the *Teacher Candidate Removal from Placement* form (p. 28) and submit it to the Practicum Office upon removal. The Practicum Office will provide the teacher candidate with a copy of the form once it has been received.

If a teacher candidate removes him/herself from a placement without written consent from the Practicum Office, it is considered a failed practicum block (Does Not Meet Expectations).

A teacher candidate who is removed from or removes him/herself from a placement will have his/her file reviewed by the Practicum Committee and is at risk of receiving a final grade of F (fail) in Practicum I. In either case, the teacher candidate's right to continue in the practicum and/or BEd program may be revoked, depending on the nature of the situation. If the teacher candidate is allowed to continue in the practicum, he/she may be required to meet with the Associate Dean to complete a *Teacher Candidate Growth Plan* (p. 27).

## DETERMINATION OF FINAL GRADE

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

Final standing in Practicum I is based on a thorough review of all practicum reports and 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 on all practicum reports from his/her associate teacher(s) and faculty advisor(s) and who has upheld the professional standards of the Schulich School of Education (p. 5) will receive a final grade of SAT (pass) in Practicum I.

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

	Fall Review	Spring Review	Review of Additional Practicum <i>(if applicable)</i>
Possible Outcomes	Continue with GP*	F (fail)	F (fail)
		SAT (pass)	SAT (pass)
		Additional practicum with GP*	

\*GP=Growth Plan

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

### Additional Practicum

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

In cases where additional practicum is required it is arranged by the Practicum Office and is subject to a \$425 fee. Where possible, additional practicum will be scheduled as soon as possible at the end of the academic year. Practicum will not be scheduled during exam week for any reason. If the practicum cannot be arranged and completed by the beginning of June, it will be deferred to the following academic year, causing a delay of program completion/graduation.

## PLANNING - BACKWARDS DESIGN / DESIGN DOWN / UNDERSTANDING BY DESIGN

### Three Stages of Backwards Design *(McTighe, 2012)*

**1. Identify desired results (What should the students know / be able to do?)**

Expectation, refined expectation, design the application

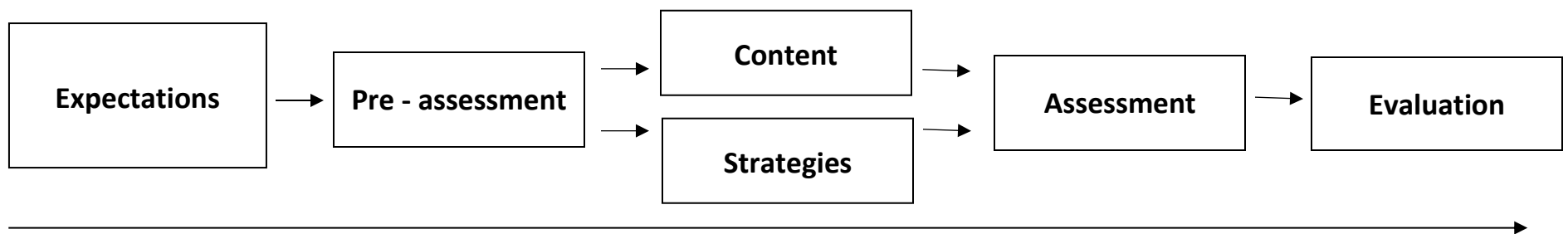
**2. Determine assessment evidence (How will we know if students have achieved the desired results?)**

How will we assess what the students do in the application?

**3. Plan learning experiences and instruction**

What do we have to teach (content) so that the students can meet the refined expectation during the application? How (strategy) shall we teach it?

## TEACHING - GENERAL MODE OF INSTRUCTION (GMI)



### Reflection

- Reflection on student learning
- Reflection on teacher effectiveness

## Lesson Plan Components & Guiding Questions - Grades 1-12

<b>Subject/Course:</b>	<b>Name:</b>
<b>Grade Level:</b>	<b>Date(s) &amp; Time(s):</b>
<b>Topic:</b>	<b>Length of Lesson:</b>

### EXPECTATION(S)

#### Specific Expectation(s):

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

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

*What knowledge/skills do I intend the learners to acquire?*

#### Success Criteria (if appropriate):

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

### ASSESSMENT/EVALUATION

*How will I/they know what they have learned?*

*What quality of learning will be evidenced?*

*What pedagogical documentation is being collected (e.g., photos, videos, narratives, tests, observation) for reflection in learning and of learning?*

*Have I considered the purpose of assessment (i.e., for, as, and of)?*

#### Curriculum

*Strategy: e.g., writing piece, performance, quiz, learning log, etc.*

*Recording Device: i.e., checklist, rubric, anecdotal notes, rating scale, marking scheme*

#### Learning Skills

*Skill(s): i.e., responsibility, organization, independent work, initiative, collaboration, self-regulation*

*Recording Device: i.e., checklist, rubric, anecdotal notes, rating scale, marking scheme*

### DIVERSITY AND INCLUSIVITY

*How will I differentiate the instruction (content, product, process, environment)?*

*How will I accommodate and/or modify according to learners' need?*

### LEARNING ENVIRONMENT (Physical Space)

*How is the classroom set up?*

*How will I adjust the space?*



*How is the room connected to the teaching/learning strategies I will use?*

## **RESOURCES AND MATERIALS**

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

## **TEACHING/LEARNING SEQUENCE**

### **Beginning/Activation:**

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

### **Middle/Action/Application/Exploration:**

#### Teaching

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

#### Application

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

### **End/Consolidation/Communication:**

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

## **REFLECTION**

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

## Lesson Plan Components & Guiding Questions - Kindergarten

<b>Name:</b>	
<b>Date:</b>	<b>Timing/Time-Frame:</b>

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

## Inquiry Plan Components & Guiding Questions - Kindergarten

\*Page 1, Overview

<b>Name:</b>	
<b>INQUIRY QUESTION</b>  <i>What is the question and/or big idea driving this inquiry? (e.g., Why does snow melt?)</i>	
<b>DESCRIPTION</b>  <i>Describe the inquiry that is developing or in progress.</i>	<b>LEARNING OPPORTUNITIES</b>  <i>Create a web/list of possible learning opportunities for this inquiry, beginning with a question at the center. This web/list is intended to be fluid with ideas added/revised throughout the inquiry and in consultation with the associate teacher. Indicate WG for whole group ideas and SG for small group ideas.</i>
<b>ANCHOR TEXTS</b>  <i>Brainstorm a list of possible texts to support this inquiry. Include both fictional and non-fictional texts.</i>	

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

## TEACHER CANDIDATE PROFILE

The purpose of this profile is to provide your associate teacher, in advance, information about you as a person and about you as a teacher candidate. It is intended to facilitate the development of a positive mentoring relationship as you begin your practicum experience. **Please complete each of the following sections thoughtfully and email the completed profile to your associate teacher prior to the first day of placement.**

<b>Name of Teacher Candidate:</b>	<b>Division:</b>
<b>1. My background in education:</b>	
<b>2. My personal interests and/or skills outside of education:</b>	
<b>3. My professional goals for this practicum experience:</b>	



## PRACTICUM GOAL SETTING

Teacher Candidate: \_\_\_\_\_ Faculty Advisor: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

The teacher candidate must identify two specific goals and outline how he/she will achieve and measure those goals. Each goal should relate to one of the following categories: Professional Skills, Attitudes and Responsibilities, Commitment to Learners, Instructional Process, Management and Communication.

### Goal #1

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

### Goal #2

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

### Faculty Advisor Recommendations:

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Teacher Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*The teacher candidate must submit a copy of this document to the Practicum Office upon return to campus.*

## TEACHER CANDIDATE GROWTH PLAN

<b>Name of Teacher Candidate:</b>
<b>Program &amp; Division:</b>
<b>Areas of Focus (as indicated in the Practicum Reports):</b>
<b>Practicum Reports Referenced:</b>
<b>Recommendations for Growth (as indicated by Associate Dean):</b>
<p>I have discussed and agree with this Growth Plan and understand the expectations and possible outcome outlined within.</p> <p>Associate Dean Signature: _____ Date: _____</p> <p>Teacher Candidate Signature: _____ Date: _____</p>

*The information contained in this document will be shared with the faculty advisor and associate teacher(s) and will be kept on file in the Practicum Office.*

## Name of Teacher Candidate:

Name of Associate Teacher(s):

**Grade/Subject:**

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

Associate Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*The information contained in this document will be shared with the teacher candidate and kept on file in the Practicum Office.*

## SCHULICH SCHOOL OF EDUCATION INTERIM REPORT - SAMPLE

<b>Teacher Candidate Name &amp; Program:</b>	<i>Sample only</i>
<b>Practicum Dates:</b>	September 3-6 and October 14-November 1, 2019
<b>School Board:</b>	
<b>School Name:</b>	
<b>Associate Teacher Name:</b>	
<b>Grade/Subject(s):</b>	

ACHIEVEMENT LEVELS	
<b>Level 4</b>	The Teacher Candidate demonstrates the required skills/attitudes with a high degree of effectiveness.
<b>Level 3</b>	The Teacher Candidate demonstrates the required skills/attitudes effectively.
<b>Level 2</b>	The Teacher Candidate demonstrates the required skills/attitudes with some effectiveness.
<b>Level 1</b>	The Teacher Candidate demonstrates the required skills/attitudes with limited effectiveness. Remediation is required.

KNOWLEDGE AND SKILLS	LEVEL
<b>1. Professional Responsibility</b>	
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,	
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	
<b>2. Commitment to Learners</b>	
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	
<b>3. Instructional Process</b>	
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
<p>The Teacher Candidate has demonstrated strengths in the following areas:</p> <p><i>Associate teacher comments here.</i></p>
<p>Next steps for development include:</p> <p><i>Associate teacher comments here.</i></p>

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

I have discussed this report with the Teacher Candidate    ☐

Associate Teacher E-Signature: *Sample only*

## SCHULICH SCHOOL OF EDUCATION PRACTICUM REPORT - SAMPLE

<b>Teacher Candidate Name and Program:</b> <i>Sample only</i>	<b>Practicum Dates:</b> Sep. 3-6, Oct. 14-Nov. 1 & Feb. 10-Mar. 6
<b>School Board:</b>	<b>School Name:</b>
<b>Associate Teacher Name:</b>	<b>Grade(s)/Subject(s):</b>

OVERALL ACHIEVEMENT	
<b>MEETS EXPECTATIONS WITH EXCELLENCE</b>	The Teacher Candidate demonstrates the required knowledge and skills with a high degree of effectiveness.
<b>MEETS EXPECTATIONS</b>	The Teacher Candidate demonstrates the required knowledge and skills effectively.
<b>DOES NOT MEET EXPECTATIONS</b>	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
<b>1. Professional Responsibility</b>					
Communicates and collaborates with others to create a positive learning community					<i>Associate teacher comments here.</i>
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					Associate teacher comments here.
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					Associate teacher comments here.
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
<b>4. Management and Communication</b>					
Models appropriate verbal communication (i.e., language, tone, volume, inflection)					Associate teacher comments here.
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					

<p><b>OVERALL COMMENTS</b></p> <p>Associate teacher comments here.</p>
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I have discussed this report with the Teacher Candidate ☐

Associate Teacher E-Signature: *Sample only*

## PRACTICUM REPORT GROWTH DESCRIPTORS - PRACTICUM I

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

	Level 4	Level 3	Level 2	Level 1
<b>1. Professional Responsibility</b>				
Communicates and collaborates with others to create a positive 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	Engages 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	Has difficulty engaging 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)	Reliably fulfills responsibilities and commitments within the learning environment and actively 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	With prompting fulfills responsibilities and commitments within the learning environment and engages in duties related to the teaching profession	Has difficulty fulfilling responsibilities and commitments within the learning environment and engages in duties related to the teaching profession
Completes assigned tasks according to agreed upon timelines	Consistently meets deadlines for assigned tasks	Usually meets deadlines for assigned tasks	Sometimes meets deadlines for assigned tasks	Infrequently meets deadlines for assigned tasks
Takes responsibility for and manages own behaviour (e.g., attendance, punctuality, demeanour, deportment)	Confidently assumes professional responsibility for and manages own behaviour	Assumes professional responsibility for and manages own behaviour	With some guidance assumes professional responsibility for and manages own behaviour	Has difficulty assuming professional responsibility for and managing own behaviour
Takes responsibility for personal organization, including observation notes and practicum binder	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	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	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	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
Accepts constructive feedback and implements suggestions	Readily accepts constructive feedback and consistently implements suggestions	Accepts constructive feedback and often implements suggestions	Occasionally accepts constructive feedback and sometimes implements suggestions	Has difficulty accepting constructive and rarely implements suggestions
Seeks opportunities for learning and professional growth and demonstrates a willingness to take risks	Consistently 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	Sometimes takes the initiative to familiarize himself or herself with current programs, technologies, and instructional practices in order to enhance student learning	Rarely 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	Completes reflections with thorough and thoughtful analysis in all required areas as a means to inform practice	Completes reflections capably and with considerable analysis in most required areas as a means to inform practice	Completes reflections with some detail or analysis, occasionally informing practice	Rarely completes reflections
Perseveres and makes an effort when responding to challenges	Consistently perseveres and makes an effort when responding to challenges	Usually perseveres and makes an effort when responding to challenges	Occasionally perseveres and makes an effort when responding to challenges	Rarely perseveres and makes an effort when responding to challenges
<b>2. Commitment to Learners</b>				
Interacts and engages with learners to build rapport	With thorough 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 some understanding of diversity and equity, 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
Creates opportunities for problem-solving, decision making, and critical thinking	Provides sophisticated challenges and conceptual frameworks that successfully encourage learners to engage in divergent thinking	Provides challenges and conceptual frameworks that satisfactorily encourage learners to engage in divergent thinking	Provides some challenges and conceptual frameworks that sporadically encourage learners to engage in divergent thinking	Rarely provides challenges and conceptual frameworks that encourage learners to engage in divergent thinking
Demonstrates enthusiasm for learning	Consistently demonstrates enthusiasm for learning	Usually demonstrates enthusiasm for learning	Sometimes demonstrates enthusiasm for learning	Rarely demonstrates enthusiasm for learning
Upholds the ethical standards of care, trust, integrity, and respect for all learners	Always upholds the ethical standards for all learners	Frequently upholds the ethical standards for all learners	Sometimes upholds the ethical standards for all learners	Infrequently upholds the ethical standards for all learners
<b>3. Instructional Process</b>				
Identifies lesson expectations (i.e., curriculum and learning skills) and refines where necessary	Consistently identifies and refines lesson expectations that guide learning	Usually identifies and refines lesson expectations that guide learning	Sometimes identifies and refines lesson expectations that guide learning	Rarely identifies and refines lesson expectations that guide learning
Links curriculum expectation(s) to lesson content and its underlying concepts, facts, and skills	Content is extensively detailed and concepts, facts, and skills are logically sequenced and clearly linked to the curriculum expectation(s)	Content is detailed and concepts, facts, and skills are sequenced and linked to the curriculum expectation(s)	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 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
Describes pre-assessment of learners (i.e., prior knowledge, modifications, accommodations, alternative expectations)	Independently assesses learners' prior learning experiences and needs	With minimal assistance assesses learners' prior learning experiences and needs	With some assistance assesses learners' prior learning experiences and needs	Even with assistance, has difficulty assessing learners' prior learning experiences and needs
Makes adjustments to meet the diverse needs of learners	Independently 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	With some assistance provides modifications, accommodations, and alternative experiences based on learner strengths and needs	Even with assistance, rarely provides modifications, accommodations, and alternative experiences based on learner strengths and needs
Plans for the learning environment and resources	Expertly sets up the classroom environment and selects appropriate resources	Sets up the classroom environment and selects appropriate resources	Some consideration given to the set-up of the classroom environment and the selection of resources	Little consideration given to the set-up of the classroom environment and the selection of resources

Plans and implements teaching/learning strategies to facilitate learning	Teaching/learning strategies clearly support the development of content; highly effective implementation	Teaching/learning strategies support the development of content; effective implementation	Teaching/learning strategies occasionally support the development of content; adequate implementation	Teaching/learning strategies fail to support the development of content; implementation unsuccessful
Plans a consolidation and/or application task	Creates a succinct consolidation that reviews the content developed in the lesson; provides an application task that allows learners to purposefully apply the content	Creates a consolidation that reviews the content developed in the lesson; provides an application task that allows 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 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
Engages learners' interests	Motivates all learners through an introductory activity	Motivates most learners through an introductory activity	Motivates some learners through an introductory activity	Has difficulty motivating learners through an introductory activity
Uses some technologies and resources to facilitate learning	Where appropriate integrates technology seamlessly; strategic use of resources	Where appropriate integrates technology; effective use of resources	Minimal integration of technology; needs assistance with use of resources	Poor integration of technology; inappropriate use of resources
Uses questioning and inquiry to facilitate learning	Uses questioning techniques that encourage a wide range of levels of thinking; engages all learners	Uses questioning techniques that encourage a range of levels of thinking; engages most learners	Uses questioning techniques that encourage a limited range of levels of thinking; engages some learners	Does not effectively use questioning techniques
Provides learners with opportunities to apply their learning	Learners engage with considerable ease and/or understanding in an application task	Learners engage with moderate ease and/or understanding in an application task	Learners engage with some ease and/or understanding in an application task	Learners engage with difficulty and/or little understanding in an application task
Provides learners with opportunities to investigate, discover, and communicate their learning	Consistently promotes a risk-free learning environment which encourages a high level of learner participation, curiosity, and responsibility	Usually 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	Rarely promotes a risk-free learning environment which encourages learner participation, curiosity, and responsibility
Checks for learners' understanding	Regularly checks for learners' understanding at several points during each lesson	Often checks for learners' understanding at one or two points during each lesson	Sometimes checks for learners' understanding	Rarely checks for learners' understanding
Aware of pacing and timing and the need for a contingency plan	Consistently paces and times the lesson to match learners' needs; effectively uses a contingency plan when appropriate	Typically paces and times the lesson to match learners' needs; uses a contingency plan when appropriate	Occasionally paces and times the lesson to match learners' needs; has some understanding of 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
Uses grade appropriate assessment strategies that match expectations	Relates assessment directly to the expectation(s) with ease	Relates assessment directly to the expectation(s) with minimal assistance	Relates assessment directly to the expectation(s) with some assistance	Even with assistance, has difficulty relating assessment directly to the expectation(s)
<b>4. Management and Communication</b>				
Models appropriate verbal communication (i.e., language, tone, volume, inflection)	Uses superior verbal communication practices	Uses effective verbal communication practices	Uses satisfactory verbal communication practices	Lacks effective verbal communication practices

Models appropriate written communication (i.e., spelling, grammar, vocabulary)	Uses superior written communication practices	Uses effective written communication practices	Uses satisfactory written communication practices	Lacks effective written communication practices
Models appropriate non-verbal communication (i.e., listening, body language, spatial awareness)	Uses superior non-verbal communication practices	Uses effective non-verbal communication practices	Uses satisfactory non-verbal communication practices	Lacks effective non-verbal communication practices
Demonstrates awareness of and responds proactively to off-task behaviours	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	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 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	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
Reinforces existing rules and routines and attempts new strategies				
Reinforces positive behaviour	Persistently recognizes and reinforces positive behaviour	Frequently recognizes and reinforces positive behaviour	Occasionally recognizes and reinforces positive behaviour	Rarely recognizes and reinforces positive behaviour

## NOTES



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