

Schulich School of Education

EDUC 4858 – Community Leadership Experience

2025/2026



NIPISSING
UNIVERSITY



ONE STUDENT AT A TIME

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CONTENTS

EDUC 4858 Community Leadership Experience

Course Description	1
Learning Expectations/Outputs	1
Course Requirements	1
Failure to Submit Required Documentation.....	1

Community Leadership Experience Timeline	2
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Role of the Teacher Candidate

Finding a Placement	3
Placement Hours	3
Self-identification	4
Student Support	4
Professional Standards	5
Confidentiality	4
Police Vulnerable Sector Check	5
Workplace Safety and Insurance Board (WSIB)	5
Community Leadership Experience Log	5
Absence from Community Placement	6

Role of the Placement Supervisor

Welcoming your Teacher Candidate	7
Supervision	7
Feedback	7
Evaluation	7
Teacher Candidate Absence	7
Placement Supervisor Absence	7
Steps to Take if the Teacher Candidate Experiences Difficulty	7

Teacher Candidates at Risk

Does Not Meet Expectations	9
Removal from Community Placement	9

Determination of Final Grade

Determination of Final Grade 10

Additional Community Placement 10

Appeals 10

Community Leadership Experience Responsibilities 11

Resources

Community Leadership Experience Log- Sample 12-13

Community Leadership Experience Report - Sample 14-15

EDUC 4858 COMMUNITY LEADERSHIP EXPERIENCE

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

Course Description

Teacher candidates apply pedagogical skills and theoretical knowledge in a self-selected, non-traditional community setting to broaden practical experience and develop awareness of community-based programs that benefit from educational applications.

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 placement 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.
- Teacher candidates must submit a completed Community Leadership Experience Log at the end of the practicum.
- EDUC 4858 Community Leadership Experience is a pass (SAT) or fail (F) course and may be attempted only once.

Community Leadership Experience is a required course. Teacher candidates who do not obtain a pass (SAT) in Community Leadership Experience 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 their required documentation by the applicable deadline will result in an automatic \$75 late fee (per document). The Practicum Office will then determine the next steps, which could include the cancellation of the practicum., resulting in a delay of program completion/graduation. An additional administrative may apply.

COMMUNITY LEADERSHIP EXPERIENCE (CLE) TIMELINE

Date	Task(s)
April-December 12, 2025	Research organizations that are of interest to you and provide the Community Partner Letter & Fact Sheet for Placement Supervisors to organization(s) that meet the CLE criteria.
September 8, 2025	Submit your Police Vulnerable Sector Check (PVSC) to the Practicum Office by this date. Failure to do so will result in a \$75 late fee. Keep a copy of your PVSC to take to your CLE placement. You may be required to obtain a new PVSC for your CLE placement.
December 12, 2025	Submit your CLE Placement Confirmation Form to the Practicum Office (ptoffice@nipissingu.ca) by this date. Failure to do so will result in a \$75 late fee.
December 2025-February 23, 2026	<p>The Practicum Coordinators will send important information and documents (e.g., Handbook, Report) to your placement supervisor via email.</p> <p>Contact your placement supervisor to ensure they have received an email from the Practicum Office and to plan for your first day of placement.</p>
February 23-March 20, 2026	<p>Report to your placement at the agreed upon time and day. Discuss your role and responsibilities with your placement supervisor and review the CLE Report that he/she will complete at the end of your placement. May begin as early as January 5, 2026.</p> <p>Complete a minimum of 60 hours of placement. Ensure that you fill in your CLE Log each day and ask your placement supervisor (or alternate) to sign where applicable.</p>
March 2026	<p>Your CLE Report is due on the last day of your placement. Your placement supervisor is required to submit your completed report to ptoffice@nipissingu.ca. This report is emailed to your placement supervisor and will not be available on WebAdvisor. The Practicum Office will provide you with a copy.</p> <p>*A final grade for CLE cannot be submitted until the Practicum Office receives your report.</p>
March 27, 2026	<p>Submit your completed CLE Log to ptoffice@nipissingu.ca on or before this date.</p> <p>*A final grade for CLE cannot be submitted until the Practicum Office receives your CLE log.</p>

****Documents and forms are posted to Blackboard ONLY****

ROLE OF THE TEACHER CANDIDATE

Finding a Placement

Teacher candidates are responsible for researching organizations and securing their own community placement. The Practicum Office will assist teacher candidates who have trouble finding an appropriate and safe placement, upon request. 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 completed over the scheduled block in the winter term of the final year of the program. **(February 23-March 13, 2026- may begin as early as January 5, 2026)**
- The placement must include a teaching and/or learning component where teaching skills can be applied.
- The placement must have a connection to human development and service to the community.
- The placement must be completed within Ontario.
- The placement must be completed within a healthy and safe environment.
- The placement must be unpaid.
- The placement may not be completed within an organization where the teacher candidate has previously worked, volunteered, or previously completed school related practicum.
- The placement supervisor must not be an immediate or close family member of the teacher candidate.
- Placement hours must be arranged according to the needs of the organization and/or the placement supervisor.
- The placement may not be completed in a publicly funded school board.
- The placement may be completed remotely, upon approval from the Practicum Office.

Placement Hours

Placement hours may include activities such as:

- Program development and/or delivery
- Program research
- Staff meetings/community meetings
- Supervision of lunch hour
- Supervision of clients
- Event organization

Placement hours may not include the following:

- Interviews, orientation, or training
- Lunch hours or breaks.

Teacher candidates must adhere to the following expectations while completing their community placement, whether in person or remote:

1. Follow the schedule provided by your placement supervisor. Hours will be scheduled based on the needs of the organization, not your personal needs (e.g., employment, trips, non-medical appointments).
2. Schedule regular meetings with your placement supervisor to ensure completion of tasks/duties.
3. Schedule regular meetings with your placement supervisor to provide updates on progress and review ongoing expectations.

Self-Identification

It is the teacher candidate's responsibility to contact the Office of Student Development and Services to identify individual disability-related educational needs. This can be done either by filling out the Self-Identification form available upon registration or by making an appointment with an Accessibility Consultant. Teacher candidates are strongly encouraged to identify themselves as early as possible to facilitate planning for the provision of services when classes begin. Appropriate documentation of disability may be required before services can be provided. Any information shared will be held in confidence and will only be released with the teacher candidate's written consent.

Student Support

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

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

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

Professional Standards

Teacher candidates must follow the Ontario College of Teachers' Foundations of Professional Practice, 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.

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 everyone, 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 placement supervisor. Please check with your placement supervisor to confirm whether the PVSC you have for regular practicum will be acceptable. Some organizations may require an updated PVSC. In such cases, failure to provide an updated PVSC may result in a removal from placement.

Workplace Safety and Insurance Board (WSIB)

The Ministry of Colleges and Universities (MCU) provides 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: <https://www.ontario.ca/page/workplace-insurance-college-and-university-students-unpaid-work-placements>

Community Leadership Experience Log

Teacher candidates must log their community leadership hours by completing the Community Leadership Log (p. 11-12).

1. Use the CLE Log form provided by the Practicum Office.
2. Make a new entry each day, on a separate line, listing specific tasks performed on that day. Listing more than one date per line with a very general description of tasks is not acceptable.
3. Log forms must be typewritten. Handwritten logs will not be accepted.
4. The teacher candidate and placement supervisor must sign the log form at the completion of the placement. Log forms submitted without appropriate signatures will not be accepted.

When completing reflections at the end of placement, teacher candidates must answer 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)?

A teacher candidate who fails to submit a copy of their 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. 9).

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 and are required to contact their placement supervisor should they be unable to attend placement on a scheduled day. Teacher candidates are required to make up all hours and are responsible for negotiating the dates directly with the placement supervisor.

If a teacher candidate finds that, due to circumstances out of their control (illness, organization availability), they will not be able to complete the required 60 hours by **March 13, 2026**, they must contact the Practicum Office by **March 6, 2026**, to discuss next steps. Outstanding hours not completed by March 13, 2026, must be scheduled to take place after May 1, 2026, upon completion of the winter practicum. Failure to contact the Practicum Office regarding outstanding placement hours will result in a delay of program completion/graduation or a final grade of F (fail) in EDUC 4858.

ROLE OF THE PLACEMENT SUPERVISOR

Placement 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 Bachelor of 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. 13-14).

Welcoming your Teacher Candidate

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

- Contact your teacher candidate prior to their 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 their 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

Placement 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. 10 for a summary of responsibilities of both the placement supervisor and teacher candidate.

Feedback

Ongoing constructive feedback is critical for the professional growth of teacher candidates. Placement 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

Placement supervisors will evaluate the teacher candidate's contribution to the organization. A fillable PDF version of the Community Leadership Experience Report (p. 13-14) will be emailed to the placement supervisor prior to the placement. Placement 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 ptoffice@nipissingu.ca. Please contact the Practicum Office if you do not receive a copy of the report.

The placement supervisor is encouraged to discuss the report with the teacher candidate prior to submitting it to the Practicum Office.

Teacher Candidate Absence

If the teacher candidate is absent from placement and does not notify the placement supervisor, the placement supervisor is asked to contact the Practicum Office as soon as possible at ptoffice@nipissingu.ca or 705-474-3450 ext. 4555. Teacher candidates are required to make up for all missed time and are responsible for negotiating the dates directly with the placement supervisor. **Outstanding hours not completed by March 13, 2026, must be scheduled after May 1, 2026, when the teacher candidate has completed their final practicum.**

Placement Supervisor Absence

If the placement 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

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

1. Placement supervisors are asked to notify the Practicum Office immediately (ptoffice@nipissingu.ca or 705-474-3450 ext. 4555) 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 placement supervisor should discuss concerns with the teacher candidate and offer suggestions and guidance where necessary.
3. The placement supervisor should set reasonable and realistic goals for improvement to be demonstrated by the teacher candidate according to an established timeline.
4. The placement 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 placement supervisor and practicum coordinator will monitor the subsequent performance of the teacher candidate to determine whether they may continue in the placement.

TEACHER CANDIDATES AT RISK

Teacher candidates who experience difficulty in the community placement or have a question/concern should contact the Practicum Office for immediate support.

Does Not Meet Expectations

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.

A teacher candidate who receives an overall achievement level of Does Not Meet Expectations (D) on the Community Leadership Report will have their 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 placement supervisor, 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 themselves 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 their 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, to be eligible to continue in the Bachelor of Education degree program. Full program requirements are outlined in the Nipissing University Academic Calendar.

The final standing in EDUC 4858 is based on a thorough review of all practicum reports and related documentation by the Practicum Committee. The Practicum Committee, chaired by the Director of Education, is made up of five elected full-time faculty members and meets a minimum of four times per year.

A teacher candidate who receives a minimum overall achievement level of Meets Expectations (M) on their Community Leadership Report, who submits a satisfactory Community Leadership Experience Log, and who upheld the Professional Standards of the Schulich School of Education (p.5), 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 their Community Leadership Experience Report, who fails to submit a satisfactory Community Leadership Experience Log, and who fails to uphold the Professional Standards of the Schulich School of Education, is at risk of receiving a final grade of F (fail) in EDUC 4858 and will have their file reviewed by the Practicum Committee. These teacher candidates will be invited to submit to the Practicum Committee a written reflection regarding their difficulty in the community leadership experience 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:

	First Review	Review of Additional Community Placement <i>(if applicable)</i>
Possible Outcomes	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

Occasionally, the Practicum Committee will require an at-risk teacher candidate to successfully complete an additional community leadership experience practicum to meet Community Leadership Experience course requirements.

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

Teacher candidates who receive an overall achievement of Does Not Meet Expectations, who are removed from the placement for any reason, who fail to uphold the professional standards of the Schulich School of Education (p. 5), or who choose not to complete the assigned practicum, will receive a final grade of F (fail) in Community Leadership Experience EDUC 4858.

Appeals

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

COMMUNITY LEADERSHIP EXPERIENCE (CLE) RESPONSIBILITIES

Responsibilities	Placement Supervisor	Teacher Candidate
General	<ul style="list-style-type: none"> • Guide and mentor, the teacher candidate • Review your expectations with the teacher candidate. • Provide feedback to the teacher candidate on a regular basis. 	<ul style="list-style-type: none"> • Provide placement supervisor with applicable forms and personal resumé to secure placement. • Provide PVSC to placement supervisor (if applicable) • Provide health & safety certificate to placement supervisor (if applicable) • Be professional
Attendance	<ul style="list-style-type: none"> • Create a schedule for the teacher candidate that meets the needs of the organization and the requirements of the CLE placement. • Designate someone else within the organization to supervise the teacher candidate if you are absent 	<ul style="list-style-type: none"> • Attend placement regularly according to the agreed upon schedule (minimum 60 hours) • Be punctual. • Notify placement supervisor of absences. • Negotiate make-up days with placement supervisor
Planning & Preparation	<ul style="list-style-type: none"> • Prior to placement, make the teacher candidate aware of any required planning/preparation. • During the placement, work with the teacher candidate to create an outline of the activities/tasks/projects that need to be accomplished 	<ul style="list-style-type: none"> • Plan and prepare for the placement in advance, as required by the placement supervisor. • Be prepared for placement each day and complete activities/tasks/projects assigned by the placement supervisor, meeting applicable deadlines
Health & Safety	<ul style="list-style-type: none"> • Provide the teacher candidate with health and safety policies and procedures relevant to your organization 	<ul style="list-style-type: none"> • Become familiar with and adhere to health and safety policies and procedures relevant to the organization
Confidentiality	<ul style="list-style-type: none"> • Provide the teacher candidate with organizational policies regarding confidentiality. • If applicable, ensure that the teacher candidate completes all required paperwork. 	<ul style="list-style-type: none"> • Become familiar with and adhere to organizational policies regarding confidentiality. • Become familiar with the Freedom of Information and Protection of Privacy Act (FIPPA)
CLE Log	<ul style="list-style-type: none"> • Upon completion of the placement, sign, and date the teacher candidate's CLE Log 	<ul style="list-style-type: none"> • Enter each day you attend placement, including hours, and summary of responsibilities. • Upon completion of the placement, ask your placement supervisor to sign and date your CLE Log
Reflection	<ul style="list-style-type: none"> • Encourage the teacher candidate to set goals and reflect on his/her effectiveness in the placement. 	<ul style="list-style-type: none"> • Set personal/professional goals. • Reflect on your effectiveness in the placement. • At the end of your placement, record your overall reflections in the CLE Log
Evaluation	<ul style="list-style-type: none"> • Complete the CLE Report on the final day of placement. • Discuss the report with the teacher candidate. • Email the completed report to the Practicum Office no later than one week following the conclusion of the placement. • Practicum Office will provide a copy to the teacher candidate 	<ul style="list-style-type: none"> • Remind the placement supervisor that the CLE Report is to be completed on the final day of placement. • Discuss report with placement supervisor. • Accept feedback professionally.

EDUC 4858: Community Leadership Experience Log

Please complete and email a typed copy of your log form to ptoffice@nipissingu.ca by 4:00 p.m. on Friday, March 27, 2026.

Teacher Candidate Name: **SAMPLE ONLY**	Student ID:
Organization:	Placement Supervisor Name:

Date	# Hours Completed	Summary of Responsibilities
<i>Sample 1: February 24th</i>	<i>4.5 hours</i>	Provide a summary of tasks/projects/duties you were responsible for today.
		<i>**Sample Only: teacher candidates may find the log form on EDUC 4858 Blackboard or contact ptoffice@nipissingu.ca **</i>

Reflections

Please answer 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)?*

**** Sample only: Teacher candidates may find the log form on EDUC 4858 Blackboard or contact ptoffice@nipissingu.ca. ****

Total # of Hours Completed: _____ /minimum 60 hrs.

Teacher Candidate Signature: ****Sample Only**** _____

Date: _____

Site Supervisor Signature: _____

Date: _____

SCHULICH SCHOOL OF EDUCATION COMMUNITY LEADERSHIP EXPERIENCE REPORT

Teacher Candidate Name: <i>**Sample Only. A copy of this report is emailed to the placement supervisor. Please contact ptoffice@nipissingu.ca if you require another copy of the report. **</i>
Organization Name:
Placement Supervisor Name:
Date of Report:

OVERALL ACHIEVEMENT: Please select an overall level of achievement for the placement	
	MEETS EXPECTATIONS WITH EXCELLENCE (E) The Teacher Candidate demonstrates the required skills/attitudes with a high degree of effectiveness.
	MEETS EXPECTATIONS (M) The Teacher Candidate demonstrates the required skills/attitudes effectively.
	DOES NOT MEET EXPECTATIONS (D) The Teacher Candidate demonstrates the required skills/attitudes with limited effectiveness.

SKILLS AND ATTITUDES: Please select an achievement level for each skill/attitude	D	M	E
1. Commitment to Service			
Fulfills 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			
2. Leadership and Community			
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			
3. Professional Learning			
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)			
4. Engaging and Sustaining Relationships			
Contributes positively to the goals of the organization			
Demonstrates enthusiasm			
Seeks clarification or assistance when needed and accepts constructive feedback			
Responds purposefully to challenges			
5. Communication Practices			
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: A copy of this report is emailed to the placement supervisor. Please contact ptoffice@nipissingu.ca if you require another copy of the report. *****

Overall comments:

***** Sample only: A copy of this report is emailed to the placement supervisor. Please contact ptoffice@nipissingu.ca if you require another copy of the report. *****

I have discussed this report with the Teacher Candidate ☐

Placement Supervisor Signature: _____

PLEASE EMAIL COMPLETED REPORT TO THE PRACTICUM OFFICE, ptoffice@nipissingu.ca