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Program Information Handbook

General Overview, Placement, and Alternative Field Experience

A Guide for Teacher Candidates,
Associate Teachers, School Administrators,
Alternative Field Experience Supervisors

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Teacher Education Program

Western's two-year Bachelor of Education teacher preparation program consists of **Courses** and **Placement** components.

The **Courses** include common courses, division level courses (Primary/Junior – PJ; Junior/Intermediate – JI; Intermediate/Senior – IS) specialty courses and electives.

The **Placements** consist of three practical components:

- **Practicum:** The Teacher Education office will assign candidates four *practice teaching* blocks in assigned schools, one block in each of the four program terms (two placements in each year of the program). At the end of each practicum, the Associate Teacher prepares a written evaluation. The Teacher Education office is responsible for the placement of candidates in a practicum setting. The faculty has partnerships with over forty school boards and the Teacher Ed office collaborates with our school board partners – *according to their placement processes*. Candidates select their school board of choice but are NOT to find their own practicum placements. Over the four practicum blocks, candidates will acquire a minimum of eighty days of practice teaching experience. Practicum experiences must meet the Ontario College of Teachers' requirements for practicum.
- **Alternative Field Experiences:** These are intended as opportunities for Teacher Candidates to enrich their knowledge of the broader community through educational field placements. AFEs do not have to be completed in a traditional classroom setting; TCs are encouraged to consider working with unfamiliar grades/subjects (Ontario K-12 or other curriculum), with school resource personnel or specialist teachers, or in non-profit/community organizations. Experiencing other aspects of the education- and youth support-system will allow TCs to better support their future students.
- **Transition to Professional Practice:** Mandatory presentations, workshops and professional development series included in the Teacher Education program. The "Transition to Professional Practice" (T2P) component of the program is designed to supplement course work and provide candidates with additional knowledge and skills necessary to enter the teaching profession.

The Teacher Education Program is designed to help candidates move from directed learning towards self-directed learning. The practical components of the program will support the instructional work at the faculty, helping candidates to become more intentional in their learning, while at the same time, consolidating their experiences.

Student to Teacher  **Teacher to Learner**

To qualify for the B.Ed. and be recommended to the Ontario College of Teachers, Teacher Candidates must successfully complete **all** course and placement components.

This Practical Handbook will outline details about Practicum, AFE and T2P.

Your Teacher Education Team

Team Member	Role	Contact
Dr. Kathryn Hibbert	Associate Dean <i>I can help with Policies and Program decisions from the University, Ministry, and the OCT</i>	519-661-2111 ext. 88557 khibbert@uwo.ca
Clare Tattersall	Manager, Teacher Education <i>I can help with all program aspects, including OCT, Timetables, Special Needs</i>	519-661-2111 ext. 86572 clare.tattersall@uwo.ca
Joanne Lombardi	Practicum & Community Engagement Coordinator <i>I can help with Practicum Support, Associate Teacher Supports, Community partnerships</i>	519-661-2111 ext. 81158 jlombar@uwo.ca
Erin Sardido	Program Coordinator <i>I can help with Alternative Field Experience, T2P, Web Communications</i>	519-661-2111 ext. 80518 erin.sardido@uwo.ca
Wendy Bernier	Practicum & Field Experience Coordinator <i>I can help with Practicum requirements, Board requirements, T2P</i>	519-661-2111 ext. 87153 wbernier@uwo.ca
Eliza Chan	Administrative Support <i>I can help with Document Submission, Police Checks, Bus Passes, Reporting Practicum absences</i>	519-661-2111 ext. 85208 echan445@uwo.ca
Rebecca Cole	Program Assistant <i>I can help with Admissions requirements, transitioning to current student program, timetables, general program inquiries</i>	519-661-2111 ext. 88558 rcole22@uwo.ca
Song Do	Recruitment Officer – Teacher Education	518-661-2111 ext. 88551 song.do@uwo.ca
Courtney Klein	IBEC Program Coordinator <i>I can help with International Baccalaureate Certificate</i>	519-661-2111 cklein26@uwo.ca

Communication and Resources:

The Teacher Education Office shares updates and information in a variety of ways:

- **Teacher Candidate Newsletters:** Usually sent bi-weekly to your UWO email and archived in OWL.
- **Email:** Teacher Candidates can receive email at their UWO email from any member of our team.
- **OWL, Western's Learning Management System:** Teacher Candidates have access to course and program information in OWL. To find your OWL program site, log into owl.uwo.ca and visit the “BEd Class of 20## (12#9)” project site. BEd Instructors and Mentors will also have access to role-specific OWL sites.
- **InPlace:** This is the system used to support all placement details (Practicum and AFE), including pre-placement requirements, documentation submission, and placement supervisory reports.

Expectations of Teacher Candidates

PROFESSIONALISM:

- **Ethical Requirement:** Teacher Candidates in Ontario Faculties of Education are Associate Members of the Ontario Teachers Federation and are thereby subject to [Ethical Standards](#) for the Teaching Profession of the [Ontario College of Teachers](#). Teacher Candidates must demonstrate care, respect, trust, and integrity in all interactions with students, parents, other teachers, school personnel, and members of the public.
- **Essential Skills and Abilities Requirement:** Teacher Candidates must be able to demonstrate responsibility for the physical safety, psychological health, and educational well-being of students in schools. Teacher Candidates must possess the cognitive, communicative, sensory/motor, emotional/social/interactional abilities necessary for these complex activities.
- **Time Commitment:** The practicum requires a full-time commitment – you must be onsite during the full school day as per their hours. You must plan to be in the classroom at least 15 minutes prior to the start of class and be prepared to stay after school to meet with the associate. In the evenings, you will need time to make notes, write reflections about your experiences, and develop lesson plans. THIS IS A BIG part of the professional commitment to practicum. *Teaching, even on practicum, is a full-time job.* Do not expect to leave school early or be given a reduced teaching load to accommodate a part-time job.
- **Be Flexible:** Arranging practicum placements is a complex process. We work in partnership with school boards, principals, and host teachers and each board has its own processes and systems. We can make no guarantees beyond ensuring that candidates' practicum experiences meet OCT practicum requirements.
- **Be Thoughtful:** We are thankful that our host schools invited our candidates into their community! As invited guests in the schools, we ask that you demonstrate professional respect and courtesy towards all members of that community.
- **Stay Informed:** Read this Handbook in full and be aware of all Faculty of Education policies and expectations. To develop your knowledge and understanding of the complexities and expectations of this profession, it is YOUR RESPONSIBILITY to read all bulletins, emails, newsletters etc.

Becoming a Professional

Think about what you want to communicate about *yourself as a professional*:

- Do you have a passion for teaching?
- How do you demonstrate your dedication, enthusiasm, and inherent desire to be a good teacher?
- Are you willing to learn, to take risks, make mistakes?
- Do you show initiative?
- Are you receptive to feedback?
- Are you able self-reflect?
- How do you show your interest in students and staff?
- Do you genuinely convey patience, empathy, understanding?
- What do you want to learn?
- What do you want to improve upon?
- What is needed for your future role in teaching?

Practicum

Western University's two-year Bachelor of Education (BEd) includes four Practicum courses that Teacher Candidates must complete successfully to graduate. Each practicum session includes opportunities for OBSERVATION and PRACTICE TEACHING.

- **EDUC 5021Q - Practicum 1** Active observation within local schools. Teacher Candidates acquire a “big picture” understanding of schools, communities, students, and teachers as they observe in classrooms, participate in school life, and plan and teach their first lessons. *5 observation days; incremental teaching up to 25% of the Associate Teacher schedule by the end. FALL, Year 1, 4 weeks .25 credit.*
- **EDUC 5022S - Practicum 2** An introduction to the duties and responsibilities of classroom teachers, to the professional expectations of teachers and to the planning and teaching of lessons. Teacher Candidates develop instructional strategies and other skills and demonstrate their potential for success as a teacher. *3-4 observation days; incremental teaching up to 50% of the Associate Teacher Schedule. WINTER, Year 1, 4 weeks, .25 credit.*
- **EDUC 5023 - Practicum 3** Active observation and assistance in schools and classrooms during the first two weeks of September. Continued development of teaching skills and growth in independence with respect to lesson planning and teaching the curriculum. *2-3 observation days, incremental teaching up to 75% of the Associate Teacher schedule. FALL, Year 2, 6 weeks .50 credit.*
- **EDUC 5024 - Practicum 4** Consolidate teaching skills, develop independence, plan, and teach a unit, evaluate students, teach full days during the final week. *1-2 observation days; incremental teaching up to 100% of the Associate Teacher schedule by the end of the placement. SPRING, Year 2, 5 weeks .50 credit.*

At the end of each placement, the Teacher Education office and Teacher Candidates will receive a final Practicum Report to note your successful completion of that Practicum course.

Practicum Expectations

Professional dialogue between Associate Teachers and Teacher Candidates early on will facilitate the development of an appropriate practicum plan that aligns with the emerging knowledge, skills, and abilities of the Candidate, and their experience to date. With the support of the Associate Teacher, clear communication of expectations, and a gradual scaffolding of responsibility, the Candidate will build confidence and build on success in a supported environment. Candidates and Associate Teachers are asked to complete a mentorship agreement at the beginning of the placement period to co-create a practicum success plan.

observe, assist, plan, teach some lessons, self-assess progress, reflect, plan for improvement

The goal of the practicum is to share a learning journey and provide a learning environment that focuses on modeling practice, and scaffolding expectations through feedback focused on growth toward future performance.

Provincial legislation requires that Candidates teach in each of the divisions they are being certified for:

Primary/Junior candidates need one placement in primary, JK-Grade 3 and one in junior, Grades 4-6.

Junior/Intermediate candidates need one placement in junior, Grades 4-6 and one in intermediate, Grades 7-8.

Intermediate/Senior candidates require one placement in intermediate, Grades 7-10, and one in senior, Grades 11-12.

Receiving a Practicum Placement

Practicum Processes:

Western is proud to work with over forty school boards across the province of Ontario, and a variety of private schools too.

Pre-Placement Tasks:

Select your school board of choice for practicum. Login to InPlace to make your board choices. You can choose three School Boards for your placement locations. We will contact you directly if your board of choice requires more information about regions or zones.

Request a Police Record Check (PRC) with Vulnerable Sector Screening (VSS).

Request a PRC with VSS from the police department that services your home address. This is an ESSENTIAL REQUIREMENT of all school boards. You must obtain and submit an **updated VSS every 6 months**. **The Practicum office will notify you of necessary dates of submission for verification.** Once you receive the PRC with VSS, upload a copy to InPlace. Carry the original with you to your practicum school.

Please note – If the OPP serves your home district, you need to request a letter from our office. Please email echan445@uwo.ca request that letter. If you are requesting a PRC/VSS from Toronto Police Services, we have an additional form for your submission – please email echan445@uwo.ca to request the TPS letter.

Complete School Board specific training. Each school board has its own expectations for training. These requirements must be completed PRIOR to the start of your practicum. It is YOUR responsibility to be aware of all specific requirements for your practicum board, and to complete them in a timely manner. Details are available in OWL and InPlace. Practicum placements may be cancelled if you have not completed board specific tasks prior to the start of the placement.

Complete the Ministry of Labour Worker Health and Safety Awareness eLearning module: All Teacher Candidates are required to have the same occupational health and safety training as would an employee of the organization where they are placed (Bill 18, *Stronger Workplaces for a Stronger Economy Act, 2014*). Teacher Candidates must complete the [basic training](#) offered on-line by the Ministry of Labour.

Faculty of Education Attendance & Course Work Requirement: Teacher Candidates must maintain a satisfactory record of attendance and satisfactory standing in all course work. Unexcused absences, non-participation in classes, and incomplete or unsatisfactory assignments or other course requirements are grounds for denying a practicum placement. This includes attendance in professional development series and alternative practicum placements.

Plan Ahead: Plan now for any special arrangements you may need during practicum concerning living accommodations, childcare, part-time job schedules, transportation, library access, etc. This is a professional program and requires candidates to be committed to managing multiple demands of school, placement, and family.

Transportation: Candidates are responsible for their own transportation to the placement. Placement priorities focus on meeting OCT placement requirements i.e., Division and/or Teaching Subject. We cannot guarantee that candidates get a convenient placement location. In all cases, **be prepared to travel** (within the board boundaries) for up to 1 hour. It is your responsibility to make transportation arrangements.

Review the **FAQ in the Appendix** for additional information about the placement process.

Teacher Candidate Responsibilities

Prior to the start of practicum:

- Contact your Associate Teacher using your UWO Email. In your introduction, include the [Teacher Candidate profile](#).
- As a member of a professional program, it is important to review your online presence (e.g., social media accounts). Check that your profile has a professional look to it – name, posts, photos, and security settings.
- Review the school’s website. Look for information related to the Code of Conduct and Dress Code to ensure you are aware of expectations in advance. Bell times, parking protocols, school allergy policies, special events – this information is often found on the school website – if not, be sure to ask your Associate Teacher about these important school details prior to your first day. Is there a Staff Handbook you can become familiar with?
- Does the school have a vision, mission, values statement? Are school policies posted online?
- Complete the [Teacher Candidate Emergency Information](#) – to submit to the school office and your associate.

While on practicum:

- On the FIRST day – check into the school office upon arrival.
- Within the first FEW DAYS of practicum, complete the [Mentoring Agreement](#) in collaboration with your Associate Teacher (sample found in the appendix of the handbook). This is a REQUIREMENT.
- Wear your Western Education Photo ID card always.
- Carry your Police Vulnerable Sector Screening report with you.
- Be EARLY to report to school each day. Be prepared to stay AFTER the end of classes to meet with your Associate Teacher to review and to plan.
- Use your time in school in meaningful, professional ways. (Think about your use of your cellphone).
- Inquire about technology login requirements and photocopying protocols.
- Know, understand, and use only approved methods of communication with students. Always rely on Associate Teacher guidance and oversight.
- Build and maintain your Professional Practice Record. You are expected to track and document your progress toward the expected teacher competencies and outcomes.
- Maintain strict confidentiality about all information you may acquire about students, teachers, families, or others with connections to the school.
- Demonstrate your commitment to professional learning by acting on Associate Teacher feedback.
- Show that you have the desire to learn and work hard, and that you are eager to support student achievement.
- Find out about the school and board initiatives that support diverse students – Indigenous education strategies, LGBTQ+
- Develop and maintain an [Active Observation Logbook](#). (Electronic formats are encouraged)
- Observation time at the beginning of each practicum (especially during Practicum) is an expectation of the practicum experience. The cycle of: OBSERVATION, DOCUMENTING, REFLECTING, SHARING is an important one – for new and experienced educators.
- Develop and maintain an Organizational Profile/Binder – (electronic format is fine). This will hold a Daily Schedule (a Day book template); your Lesson plans (for the subjects you are directly teaching); Unit plans (if appropriate); Student Assessment Records; Observation notes; personal reflections, Associate Teacher feedback; copies of resources; Schedules and/or Timetables; School information.
- Review the Weekly Practicum Expectations – on your own, and with your Associate Teacher.
- With the guidance of the Associate Teacher, candidates will be expected to (incrementally over the 4 different placements)
 - Create a safe welcoming learning environment for the students.
 - Demonstrate respect and understanding for diversity within the class.

- Organize resources, materials, time, and space to meet student needs.
 - Consult with the Associate Teacher to develop a set of goals for the practicum focused on student success.
 - Create Lesson and/or Unit plans, based on the Ontario curriculum.
 - Submit lesson plans, in advance, to the Associate Teacher, using a format agreed upon by the Associate Teacher.
 - Provide evidence of differentiation in lesson planning.
 - Include appropriate assessment and evaluation strategies under the guidance of the Associate Teacher to determine student success and achievement of learning goals.
 - Incorporate principles of inclusion, equity, diversity, and social justice in your teaching and relationships with all students.
 - Maintain a reflection log that is available for the Associate Teacher to review. This should include observations and reflections on student engagement, lesson pacing, insights into student development, questions, concerns, classroom management strategies.
- **ABSENCES DURING PRACTICUM**
 - If you are going to be absent during the practicum due to illness, the following actions must be taken:
 - Report your absence as soon as possible to your Associate Teacher via the communication channel that you and your AT have agreed upon in advance.
 - Report your absence to our office by logging into **InPlace** and using the absence notification tool.
 - If you have been assigned any teaching responsibilities for the day you will be absent, it is important that you send your Lesson Plan and supporting documentation to your AT.
 - If you miss 1-2 days during the placement due to illness, you do not have to make those days up. If you miss 3 or more days during the placement, the practicum office will discuss adding more days to the final placement block.
 - Be prepared to extend the final placement block to make up for missed days of practicum. The decision on how candidates will complete the required number of days will be made by the practicum coordinator.
 - Absences during practicum other than illness, bereavement, religious observance, or compassionate circumstances are considered unexcused absences. Please read the full statement on Attendance on Practicum.

After practicum:

- It is imperative that you have all placement activities completed by the end of the practicum (e.g., assessment of student work). When placement is over, it should be over.
- Carefully review and reflect on the comments from the Associate Teacher as noted in your report. Develop a plan to incorporate recommendations in your future placements.
- Send a thank you to the Associate Teacher, and others on staff (e.g., the principal), who supported you during your placement.

As a matter of LEGALITY. . .

Teacher Candidates are associate members of the Ontario Teachers' Federation (Section 4 (2)) and are therefore subject to the regulations of the Teaching Profession Act.

- Arrive early enough to be in class for the legally specified amount of time before school
- Use only school-approved methods of communicating with students e.g., school email
- Never collect or disseminate personal e-mail addresses or telephone numbers
- Maintain strict confidentiality about all information you may acquire about students, teachers, families, or others with connections to the school.

Associate Teacher Responsibilities

Associate Teacher's Role

The Associate Teacher's guidance and classroom leadership are vital to the development of the candidate's professional skills, providing a mentored approach to experiential learning. Associate Teachers are recognized as curriculum leaders and exemplary classroom practitioners. Associate teachers must demonstrate knowledge of current pedagogical practices and be able to provide effective coaching, modeling, and mentorship.

How to become an Associate Teacher

Most of our partner boards use a central placement process. The Human Resources department of the board will select suitable Associate Teachers and make appropriate placements for our candidates. We receive that information about Associate Teacher and placement details and update our database accordingly so Teacher Candidates can access their placement information.

In some school boards, we directly contact school administrators with requests for placements. We rely on the school administrators to encourage and invite their staff to become associate teachers, and if a school principal suggests that we don't add a teacher to our database, we will respect that request.

All boards have the same requirement: Teacher candidates SHOULD NOT try to arrange their own placements with teachers. If classroom teachers are interested in hosting a specific candidate, *the teacher can email the Practicum coordinator directly with that request.* (Joanne Lombardi – jplombar@uwo.ca)

Associate Teacher Responsibilities

Prior to the start of placement

- ✓ You will receive notification from the Practicum coordinator confirming the Name of your Candidate, the Dates of the Practicum, and Practicum details (e.g., Practicum #1).
- ✓ You will receive information about the expectations of the practicum with recommended guidelines for progression in teaching opportunities. Details about the final report will be sent to you at the start of the placement, since it is important to begin with the end in mind. This will help facilitate effective planning for the duration of the placement.
- ✓ Each practicum is designed to provide the candidates with opportunities to expand their teaching experience. A **recommended progression for each practicum block** is found in this Handbook.
- ✓ Using our InPlace management system, the Teacher Candidate and the Associate Teacher will receive a notification of practicum details at the same time. If you are expecting an email – check SPAM/Junk in case it got routed there.
- ✓ Once the candidate has the practicum details, they are instructed to REACH OUT TO THE ASSOCIATE TEACHER promptly – by email or phone, to introduce themselves. They have been asked to share with you a Personal Profile document so you can find out a little bit about them.

During practicum placement ~

- ✓ During the first few days, set aside some time to review the [mentorship agreement](#) with your candidate. **This is a practicum requirement.** This planning process gives the candidate and the Associate an opportunity to review practicum expectations.
- ✓ All practicum placements must begin with opportunities for the Teacher Candidate to observe you teach. This is especially important to the success of the placement. As candidates progress through the placements, less observation should be

necessary, but always give your candidate sufficient opportunity to observe you teaching before taking on any responsibilities with individuals, small groups, or the class.

- ✓ Provide opportunities for the Teacher Candidate to observe all aspects of your work.
- ✓ Ask the candidate about their emerging *Professional Practice Record* to find out what they have identified as areas of strength and areas they are focused on growing.
- ✓ Facilitate the Teacher Candidate's access to information about the school and classroom, providing schedules, timetables, seating plans, student lists, duty rosters, etc., as available.
- ✓ Model your best classroom teaching strategies and discuss them with the Teacher Candidate; share your expertise – your knowledge of learners, schools, teaching strategies, classroom management.
- ✓ Invite the Teacher Candidate to participate in extra-curricular activities and PD in the school. Encourage them to have observation time in other classrooms.
- ✓ Identify with the Teacher Candidate the subject(s) and topics he or she will teach.
- ✓ **Expect written lesson plans**, provide guidance, observe the Teacher Candidate while he or she teaches, and provide oral and written feedback daily. Establish your expectations for lesson planning during the early meeting to review the mentorship agreement.

Mid-way through the practicum ~

- ✓ Check the weekly expectations to ensure the candidate has increased responsibility accordingly.
- ✓ In addition to the daily feedback you are provide, we encourage a written, formative assessment at the mid-point of the placement. You can use our online report ~ just be sure to select **FORMATIVE**.
- ✓ If a Teacher Candidate is having trouble, it is critical that you provide them with **explicit** feedback about what aspects of their teaching need to be improved and what they can do to make those improvements. Specific details about a Teacher Candidate with struggles can be found on pages 12 & 13 of this Handbook.
- ✓ If improvements are not shown, promptly contact the Practicum Coordinator, Joanne Lombardi – jplombar@uwo.ca – In some cases, a Practicum consultant will be assigned to provide immediate intervention and support.
- ✓ Teacher Candidates must not get to the end of the placement and find out that they will receive an Unsatisfactory rating. Opportunities must be given during the practicum for improvement and development.

By the end of the practicum ~

- ✓ Information will be sent to Associate Teachers prior to the end of the placement period with details about completing the report electronically. Samples of the final reports are found at the end of this Handbook. Final reports should be submitted on or just prior to the final day of the placement.
- ✓ **BEST PRACTICE RECOMMENDATION:** Schedule time to orally review the final report with the Teacher Candidate
- ✓ Assist the Teacher Candidate with their self-evaluation and with setting goals for the next practicum.

The support of experienced educators who choose to mentor our candidates is immeasurable, and the honorarium paid (currently \$8 per day) does not represent the true value of your role! Payments are processed according to our agreement with each individual board. Some boards of education process the payment for us, and payment will be included in the Associate Teacher's pay in May or June. In some cases, we will pay the Associate Teacher directly by cheque. Questions about payments should be directed to Wendy Bernier, wbernier@uwo.ca

When a Teacher Candidate is in Difficulty

What if I have a concern during the placement?

This is a question that both Associate Teacher and Teacher Candidates might ask. To determine the appropriate pathway, consider and reflect carefully on the specific nature of the concerns:

Communication problems:

Candidates might be wondering: Am I teaching too much? Too little? Am I getting enough feedback? Specific feedback? These are only examples... but consider if your concerns can be addressed with a direct, professional, and collegial conversation with your associate teacher. You are encouraged to develop friendly, professional, and appropriate discussion techniques with your AT about your concerns. Review your Mentorship agreement and Practicum handbook; these tools provide immediate information and present an opening for the conversation: What are the outlined expectations and what does that look like here? What did you discuss and plan at the beginning of the practicum?

Candidates should connect with their Master Teacher Mentor for guidance and support and be prepared to engage in a professional dialogue with their AT.

Associate Teachers might be wondering: Why is my candidate not showing up on time? Why are they not submitting lesson plans in a timely manner? I'm concerned about their engagement with my students. These are only examples of communication-based concerns. As suggested above, we recommend you return to the Handbook and Mentorship agreement to use in your conversation with the candidate.

Difficulties with teaching: *Candidates and Associate Teachers might identify some of the following as areas of concern:* Difficulty with lesson planning. Pacing. Questioning strategies. Classroom management strategies.

TC: If you recognize that you need support with the 'mechanics' of teaching begin by talking with your AT. Be specific about the kinds of support you are looking for. You can also reach out to your MTM.

AT: Begin by reviewing practicum expectations and then discussing your concerns with the candidate. If the candidate is not able to demonstrate change and/or incorporate suggestions into subsequent lessons, the Associate Teacher should reach out to the Practicum Coordinator: Joanne Lombardi jplombar@uwo.ca. A practicum consultant will be assigned. The consultant will connect with the TC and AT and work closely providing a range of support, including an observational visit to the classroom.

Professional relations issues: Concerns of this nature will require a sensitive and confidential approach. These matters might be covered by legislation such as the Ontario Human Rights codes, Ontario College of Teachers Act, university, federation, and school board policies. Matters of this nature should be brought to the attention of the practicum coordinator and they will be handled in a timely manner with respect for all involved. Contact the Practicum Coordinator: Joanne Lombardi jplombar@uwo.ca

Preparing the final report – with concerns:

1. It is critical to communicate clearly and early on, both verbally and *in writing*., when there are concerns. Be sure you articulate what needs to change, and specifically what a Teacher Candidate needs to do to improve.
2. Contact Joanne – jplombar@uwo.ca / 519 661 2111 ext. 81158 at any time during Practicum with your concerns.
3. Following that conversation, if an unsatisfactory rating is being considered, inform the Teacher Candidate verbally and in writing early enough to allow the TC to attempt to make changes. Be explicit about what is needed to turn this around.
 - a. Ensure that a Practicum Consultant comes in to do an observation.
 - b. The final decision about whether a practicum is deemed unsatisfactory is made jointly between the Associate Teacher and the Faculty of Education.

Unsatisfactory Practicum A practicum may be judged unsatisfactory and terminated early for any number of reasons, including but not limited to:

- lack of care, respect, trust, or integrity
- unprofessional attitude or poor work ethic (e.g., unexcused absences, repeated late arrivals)
- lack of preparation (e.g., lesson plans not prepared in time for Associate Teacher review)
- lack of progress in skill development (e.g., inability to respond to constructive advice & guidance)
- lack of progress in developing independence in teaching or preparing for teaching
- lack of rapport with students or others in the school
- insufficient cognitive, communicative, sensory/motor, or emotional/social/interactional abilities to ensure the physical safety, psychological health, or educational well-being of students.

Progression: A Teacher Candidate who receives an unsatisfactory evaluation from their Associate Teacher or practicum consultant will meet with the Practicum Coordinator and the Associate Dean or designate. The Teacher Candidate's status in the program becomes **conditional** upon satisfactory progress in the program and successful completion of a make-up practicum. A second unsatisfactory practicum report constitutes failure of the B.Ed. program. The candidate will be assigned a Practicum consultant to work with prior to, and during the repeated placement.

The make-up practicum will be scheduled according to availability of an appropriate placement, as determined by the Practicum office, in collaboration with board partners. **Candidates may be required to have the re-scheduled practicum in schools in the London region, not their school board of choice.** A Teacher Candidate may, however, first be required to demonstrate to the satisfaction of the Associate Dean that he or she no longer poses a risk to students, can act ethically and with care, respect, trust, and integrity, and has the essential skills and abilities needed to be responsible for the physical safety, psychological health, and educational well-being of students. This may require documentation submitted by the candidate, which could include a Personal Reflection paper.

Incomplete Practicum: If a Teacher Candidate is unable to complete a practicum because of illness or other circumstances requiring compassionate consideration, the practicum is considered incomplete.

Progression: After an incomplete practicum, a make-up practicum will be scheduled, if possible, in May of the same academic year. The Teacher Candidate must first satisfy the Associate Dean that he or she is sufficiently well to enter a new practicum placement. Such a demonstration may require medical or other documentation.

Voluntary Withdrawal from a Practicum: Candidates are expected to work collegially with Associate Teachers and with a Practicum Consultant, if necessary, to resolve issues that may arise. Voluntary withdrawal from a practicum placement without the advice of or against the recommendation of a Practicum Consultant, the Practicum Coordinator, or the Teacher Education Office constitutes an **unsatisfactory** practicum.

Progression: Voluntary withdrawal from a practicum may constitute grounds for withdrawal from the program. The Practicum Coordinator will review with the Teacher Candidate and Practicum Consultant (if any) the circumstances surrounding the withdrawal and recommend progression, on a case-by-case basis, to the Associate Dean.

Mental Health Awareness: The Faculty of Education is committed to creating culture, policies, processes, and programs that support the mental health needs of our students. We recognize – and this is supported in Canadian research studies – that there has been a decline in mental health since the pandemic began. Educators know that the practicum placement is demanding. We have advised our candidates to plan appropriately so they can best meet the rigors of the practicum experience. However, it is possible that during practicum or field experiences, a teacher candidate might become overwhelmed or anxious. Candidates and Associate Teachers are encouraged to recognize signs of distress:

- Physical conditions – headaches, sore neck, fatigue, stomach pain, sweaty palms, racing heart, irregular sleep
- Appearing fatigued or unkempt, irritable
- Overall demeanour – sad looking, loss of interest, crying, forgetful, disengaged
- Expressing feelings of loneliness, hopelessness, being overwhelmed or fearful
- Excessive, or change in baseline, substance use
- Agitation, confusion, abruptness, impulsivity
- Increased or unexplained absences

Teacher Candidates: While on placement, if you are aware of your own heightened levels of distress, please contact the Program Coordinator, Joanne jplombar@uwo.ca (519 661 2111 ext. 81158) or Program Manager, Clare, clare.tattersall@uwo.ca, (ext. 85208).

Associate Teacher & School Administrators: If you sense a Teacher Candidate is distressed, we know that you will be sensitive and supportive; however, there are limitations to what we expect you to offer in your role as a mentor teacher.

Please reach out to Joanne in confidence to discuss any concerns you may have about a teacher candidate's well-being. jplombar@uwo.ca 519 661 2111, ext. 81158.

The Practicum Team

Master Teacher Mentor

All candidates are part of a small group (12 candidates, across divisions) that is supported by a Master Teacher Mentor. Mentors (MTM) are experienced educators who have a variety of experiences, knowledge, and skills to share with their students. Master Teacher Mentors will guide students to develop skills that are essential for teaching – reflection, collaboration, pedagogy, and instruction. Master Teacher Mentors provide support to candidates in the development of their Annual Learning Plan at the end of Year one and Year two. These plans are directed toward a variety of experiential learning opportunities in Western's teacher education program and may include goals for learning while on practicum. Candidates may share plans with other mentors, such as Associate Teachers or AFE supervisors, for specific input or feedback.

**** New for 2023-2024:** The MTM course has always included conversations and information about practicum. Candidates and mentors have noted that they have appreciated having candid and helpful conversations, to prepare for practicum, and to debrief and reflect on experiences, after practicum. The small mentor group is ideal for these kinds of preparations, reflections, celebrations and problem-solving. **To enhance these dialogues, the MTM schedule will include a session (Virtual) to be held during the Practicum block.** This gives candidates an ideal opportunity to connect with their mentor, and their colleagues while on placement. This is a valuable opportunity for all candidates to be supported during the practicum.

School Administration – Vice Principal and Principal

The Principal/Vice Principal are key members of the Practicum Team. It is essential that school administrators be involved in inviting/approving teachers to host our candidates. The practicum experience for our candidates is strengthened and enhanced with school administrators taking an active role in overseeing the placements within their school.

Principals are asked to nominate teachers who can model effective teaching and who are prepared to support and guide Teacher Candidates with patience and compassion. School leaders can set a warm and welcoming environment for our candidates by arranging for our Teacher Candidates to have an orientation to the school, with introductions to staff and administration, and the school community. Many of our candidates are eager to seek principal support, participate in extracurriculars, and become a member of the community for the time that they are on placement. The school administrative team is important to the overall success of our placement process. School administrators will be included in all correspondence about the candidates on placement.

Practicum Consultants

Practicum consultants provide additional support, by being available **"on call"** to support candidates (as needed). If either Teacher Candidates or Associate Teachers have concerns or difficulties during the practicum, practicum consultants undertake on-site observation and consultation, providing a variety of supports – teaching or classroom management strategies, lesson planning, professional guidance. Associate teachers with concerns should reach out to Joanne by email jplombar@uwo.ca or by phone **519 661 2111 ext. 81158**.

Unique Practicum Opportunities

Western Practicum Partnership

Western's Practicum Partnership (WPP) will partner BEd students with specific schools and allow Teacher Candidates to return to the same school for two or more practicum blocks. Working closely with the school administrators, candidates are assigned to one school for **all placements** within one year of the program. The school principal has identified different classroom and/or subject settings for the candidate to experience under the mentorship of two or more exceptional teachers. The Western Practicum Partnership will create a rich learning and teaching environment for the Teacher Candidates, host teachers, and students, using a school-based placement approach.

Other Community Practicum Placements

The Teacher Education Office is pleased to work with schools across Ontario, that can offer unique practicum placements for our Teacher Candidates. All community practicum placements must meet the Ontario College of Teachers requirement for teaching the Ontario Curriculum under the supervision of a qualified OCT educator.

Currently we have affiliate agreements with the following schools:

- Associated Hebrew Schools, Toronto
- London Community Hebrew Day School
- Standing Stone School,
- Antler River Elementary School
- Westboro Academy, Ottawa
- St. Andrew's College, Aurora
- London Islamic School
- Vincent Massey Academy, Etobicoke
- Hillfield Strathallan College, Hamilton
- Chatham Christian School
- St. Thomas of Villanova College, King City
- London Christian Academy
- Scholar's Hall, Kitchener
- St. Thomas Community Christian School
- TannebaumCHAT, Toronto (pending)
- Virtual Elementary School [VES](#) and the Virtual High School [VHS](#)

Alternative Field Experience (AFE)

Western University's two-year Bachelor of Education (BEd) includes two Alternative Field Experience (AFE) courses that Teacher Candidates must successfully complete to graduate:

EDUC 5025Q Alternative Field Experience A: A field placement or research or leadership project, in support of specialty courses. *equivalent of 3 weeks, .25 credit.*

EDUC 5026S Alternative Field Experience B: A field placement or research or leadership project, in support of specialty courses, or, with approval, another aspect of teacher development. *equivalent of 4 weeks, .25 credit.*

These are intended as opportunities for Teacher Candidates to enrich their knowledge of the broader community through educational field placements.

AFEs do not have to be completed in a traditional classroom setting; TCs are encouraged to consider working with unfamiliar grades/subjects (Ontario K-12 or other curriculum), with school resource personnel or specialist teachers, or in non-profit/community organizations. Experiencing other aspects of the education- and youth support-system will allow TCs to better support their future students.

AFE Requirements:

To qualify as an AFE, an experience should be a field placement that is:

- A valuable learning experience with substantive responsibility
- Related to Teacher Candidate's professional goals
- Related to the field of education
- With a supervisor who will provide consistent guidance and supervision throughout
- Related to a Teacher Candidate's BEd Specialty
- Not replacing an OCT; uncertified teaching (such as emergency supply) cannot qualify for AFE
- Paid or volunteer (Volunteer placements require a placement agreement to be established **prior to the placement start date**)
- On-site (at a physical office or site location)
- 90 hours (5025Q) or 120 hours (5026S) in length

The Teacher Education Office will provide a list of opportunities for TC's to apply for. TCs can request AFEs at sites outside of this list by contacting the Teacher Education Office. There is no per diem for AFE Supervisors.

Timing & Format:

Teacher Candidates must complete **at least 210 AFE hours** during the program, divided into one 90-hour AFE and one 120-hour AFE. While some blocks of time are typically reserved for AFE in Year 2 of the BEd academic calendar, Teacher Candidates may complete one or both AFEs during the summer months between Year 1 and Year 2 of the program. Part-time AFEs that fall outside of these designated time blocks may be permitted with approval from the Teacher Education Office.

Upon AFE approval, TCs are eligible to accumulate hours starting after the last day of Term 1 classes in Year 1 of the program, typically mid-November. All AFE hours must be accumulated and reported to the Teacher Education Office by the last day of the B. Ed. program to be processed in time for graduation.

Learn more:

Teacher Candidates can learn more by logging into owl.uwo.ca and visiting their "BEd Class of ####" project site.

Educators and community members interested in hosting an AFE can visit edu.uwo.ca or contact Erin Sardido, Program Coordinator at erin.sardido@uwo.ca

Transition to Professional Practice (T2P)

Western University’s two-year Bachelor of Education (BEd) includes one course that is delivered as an ongoing professional development series:

EDUC 5008Q - Transition to Professional Practice (T2P) Presentations, workshops, seminars, symposia, and other events to support field experiences, practica, and specialty areas of study. These include Ministry, College, and Federation presentations, career and job preparation activities, research, leadership, and other projects. *Half days weekly, years one and two of the B.Ed. program.*

Teacher Candidates must attend all T2P sessions to successfully complete the program, including Conference Week (February of Year 1):

Conference Week: In February, all Year 1 Teacher Candidates have one week of class replaced with one week of Professional Development. This “Conference Week” is organized by the Education Students’ Council and is considered a required part of Transition to Professional Practice (T2P) programming. Regular classes will not be scheduled that week. Instead, Teacher Candidates will choose from a variety of sessions to attend on-site at the Faculty of Education to create their own custom Conference Week schedule, meeting minimum attendance requirements.

Learn more: Teacher Candidates can learn more by logging into owl.uwo.ca and visiting their “BEd Class of 20##” project site.

Instructors, Mentors, Associate Teachers, AFE Supervisors and other community members interested in learning more about T2P can contact Erin Sardido, Program Coordinator, at erin.sardido@uwo.ca

Innovation in Education

The Bachelor of Education program has responded to the changing educational landscape by undergoing a **Curriculum Innovation** review process that engaged faculty, staff, and Teacher Candidates in a comprehensive review of our course content. So many recent global changes have challenged educators to think differently about course design, course assessment practices, and all matters related to the development of skilled teacher graduates with an urgency that demands action.

Our Teacher Education program has developed curriculum that intentionally focuses on:

- Anti-Racist Education
- Critical Disabilities Approach
- Reconciliation, Equity, Diversity, Inclusion and Decolonization (R-EDI-D)
- Gender Perspectives
- Indigenization
- Trauma and Violence Informed Education
- Digital Integration

These components of our instructional program must also be reflected in the practical experiences of our Teacher Candidates – whether on practicum placement, in an Alternative Field Experience, or in our professional learning program, Transition to Professional Practice (T2P).

Professional Practice Record (PPR)

During the teacher preparation program, Teacher Candidates will be expected to track and document their progress toward the expected competencies outlined in the Ontario College of Teachers, Standards of Practice for the Teaching Profession. This documentation is referred to as the **Professional Practice Record (PPR)**.

Practical experiences and mentorship can go a long way toward building the knowledge, skills, and attitudes appropriate to be a licensed teacher in Ontario; documenting and reflecting on this process is a valuable part of the journey to becoming a teacher.

Format:

The Professional Practice Record is much more than a written document – it is about developing the **habit of mind** to become a self-reflective practitioner to improve understanding and enhance skills of the teaching profession. Creating a Professional Practice Record at this early stage of becoming a teacher is intended to help Candidates develop life-long habits of reflection, inquiry, discovery, and adaptation. Teacher Candidates can use any format or record keeping system that works best for them to track their reflections, questions, evidence of learning and goals. The content collected by the Candidate in the PPR is designed to help new teachers work towards a deep understanding of the professional standards and ethics of teaching, in day-to-day practice.

Professional Competencies:

Conversations between experienced educators (Mentors, Associate Teachers, AFE Supervisors, etc.) and Teacher Candidates are fundamental to helping the beginning teacher develop reflective habits of mind. By the very nature of the teaching profession, mentorship conversations will focus on the 16 [competencies](#) outlined in the Ontario College of Teachers, Standards of Practice for the Teaching Profession.

- How does the candidate demonstrate **commitment to students and student learning**?
- What is the candidate's beginning **professional knowledge**? How does the candidate demonstrate understanding of student development, learning theory, pedagogy, curriculum, educational research?
- What evidence does the candidate give of applying professional knowledge to their **professional practice**? How does the candidate use appropriate pedagogy, assessment, evaluation, resources, and technology to plan for and respond to student needs?
- In what ways does the candidate demonstrate leadership in contributing to and creating safe, supportive, collaborative **learning communities** to support student success?
- Is there evidence that the candidate is committed to **ongoing professional learning**?

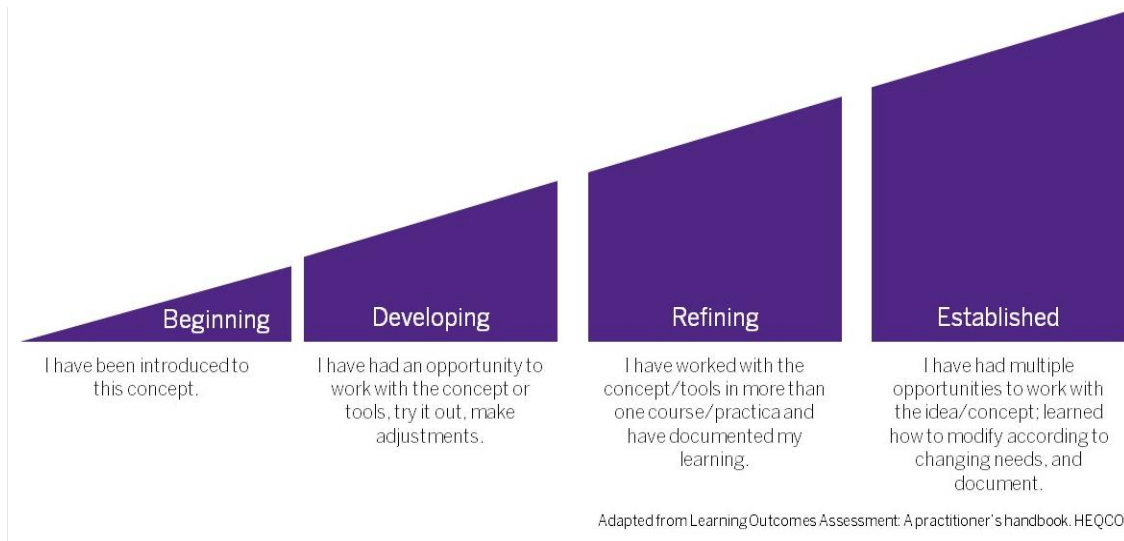
Candidates are encouraged to ask themselves – what do the competencies mean and how can I demonstrate that? With the support of the Mentor, Associate Teacher or AFE Supervisor, Candidates will be challenged to shift from focusing on “how well am I (the candidate) doing”, to “how is this (knowledge/skill/attitude) going to help me in my future work with students?”

Transitioning to the Profession:

The PPR supports the development of the **Annual Learning Plan (ALP)** that each Candidate is required to prepare at the end of Year 1 and Year 2. The Annual Learning Plans are directed toward a variety of experiential learning opportunities in Western's Teacher Education program and may include goals for learning in practicum or other practical experiences.

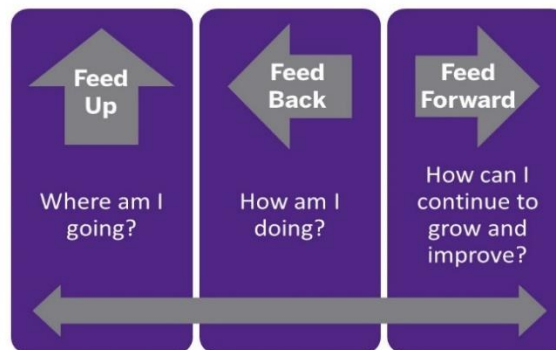
The processes of self-reflection and self-assessment are part of ongoing professional practice that is expected of all teachers in Ontario. When hired, new teachers will become familiar with the **New Teacher Induction Program (NTIP)** and **Annual Learning Plan (ALP)** that are part of the certification process in Ontario. Our initial teacher preparation program will help developing teachers build on the confidence, efficacy, instructional practice, and commitment to continuous learning that is an expectation of the profession.

Learning and Growth



Planning for Feedback

In *Visible Learning Feedback*, John Hattie and Shirley Clarke have noted that there is a distinction between what teachers think about when they give feedback, and what learners are expecting. From this insight, they distilled a model that helps both the educator and the learner reach a shared understanding of goals, compare those goals with the expected standard, and then engage in dialogue, remediation and action which can close any gaps that exist between where they are, and where they need to be (aligned with their level of experience and progression in the program).



How will you manage feedback in your practicum? Work with your Associate Teacher to:

- Consider a **double entry journal**: the TC can note what they are focusing on in a particular lesson; and while the TC is teaching, the AT can write comments back so a dialogue begins and can be debriefed later together.
- Consider video-diaries: the AT can video record your teaching, and you can review together and see what you notice. What is causing you to notice these things? How might you develop your skills for the next time? What went right? What did not go as well as you hoped? What did you learn from the experience? (Video segments can be entered into your PPR as a record of progress and to set goals for improvement.)
- Consider **prioritizing** things to work on together. What should I improve on first? What is most critical and most important?
- Compare AT assessment and Teacher Candidate self-assessment. Do you see things the same, or differently?
- Pose questions and discuss possible answers. It's natural to wonder ~ *What is expected of me? Are the teaching goals on track? What can I do to improve? What supports do I need?*

Throughout four different practicum placements, Teacher Candidates will be asked to observe their Associate Teacher and students, explore a variety of teaching methods, undertake a deep dive into curriculum and planning strategies, engage with students and the school community, and develop skills of critical inquiry and reflection. The program will progress from theory to practice to reflection.

To support this transition to the profession, the Faculty of Education provides Associate Teachers and Teacher Candidates with recommended teaching expectations for each of the four practicum blocks. (*The teaching expectations for each of the four practicum blocks are found at the end of this Handbook*). Each placement is intended to provide candidates with progressive opportunities to increase their teaching time; develop, refine, and improve their practice; and deepen their understanding of effective instructional and classroom management methods. Throughout the placement, the Associate Teacher is expected to provide focused, formative, and meaningful feedback for Teacher Candidate growth, based on the practicum expectations.

The Power of Observation ~ Observation skills support the development of teaching skills!

Observation, in combination with reflection, is a powerful way to develop knowledge about teaching and learning. By observing Associate Teachers teach, and students in placement classrooms engage in learning activities, candidates can sharpen their ability to be curious, to make connections between teaching and learning, and to enhance their own teaching skills. By watching, wondering, reflecting, discussing, (and repeating the cycle!), teacher candidates can **learn from** and **learn with** their Associate Teacher, and the students. Sharing observations with your associate teacher can support co-creating meaningful lessons and learning opportunities for the students.

During the first few days of each placement, candidates must be given opportunities for observation – followed up with reflection and discussion opportunities with the associate. During practicum 1, the candidates should keep an extensive observation log (see p.10), and in subsequent practicum placements, we encourage candidates to maintain ACTIVE observation records in a format that is suitable for sharing with the associate teacher but can also be valuable in the development of their PPR. Daily observation, record keeping, and reflection will help to develop a growth mindset and will support your teaching and learning development.

Lesson Plans

Research¹ suggests that student ability to develop effective, responsive lesson plans moves along a continuum of experiences:



Teacher Candidates will be introduced to lesson planning in one or more classes in the program. You can find numerous lesson plan exemplars in the resources in your course syllabi and should receive instruction on the differentiation required in various subject areas. Samples are included at the back of the handbook.

Associate Teachers will expect to see detailed lesson plans. They might share examples of what they expect to see in a lesson plan with an emphasis on student learning. Associate Teachers are committed to their students' success and will not want you to begin teaching until they are clear on what you are going to do and how you are going to teach. Your lesson plan will provide them with that information. Lesson plans should be available for the Associate Teacher to review in advance of your teaching time. This will give the Associate Teacher an opportunity to provide guidance and support before your lesson. Be prepared to provide the associate with your lesson plan one or two days in advance of the class.

¹ Lim, W., Son, J.W. & Kim, D.J. (2018). Understanding preservice teacher skills to construct lesson plans. *International Journal of Science and Mathematics Education*, 16(3), 519-538.

Lesson plans are carefully organized and crafted to help you think about what the student learning goals are, how you are going to help them achieve those goals and what resources will support that. Associate Teachers may choose to write comments on your lesson plan, giving you immediate, written feedback.

When writing a lesson plan – think about... organization, clarity of your lesson, pacing, learning goals and success criteria, student engagement, teaching methods and procedures, questions, assessment. Good teachers ask good questions – these need to be thought out in advance and included in your plans. As candidates progress through the different practicum blocks, Associate Teachers may vary their expectations of how a lesson plan should be crafted. In each of the four placements, candidates must be prepared to provide their associate with a detailed lesson plan that clearly shows thoughtful planning and purpose to the teaching. Sample lesson plans are included in this handbook.

Faculty of Education Policies

This is a selection of relevant policies from the Faculty of Education. All policies can be found [online](#).

Attendance

During the practicum, Teacher Candidates are governed by the Faculty of Education policies as outlined on [our website](#). If you are absent (due to illness, bereavement, religious observance or approved compassionate leave), **you must notify:**

1. Your Associate Teacher or the school principal as early as possible.
2. Report your absence InPlace.
3. If you are scheduled to teach – it is your responsibility to provide your associate teacher with your lesson plans.

Progression: Terminating a practicum placement because of unexcused absences constitutes an **unsatisfactory** practicum. The Practicum Coordinator will review the circumstances surrounding unexcused absences with the Teacher Candidate, Program Manager and/or the Associate Dean to determine progression in the program.

Inclement Weather

Plan ahead. If you know the weather forecast is going to be bad and your placement is in another region/city from where you live, investigate options of where you might stay closer to your placement. Think about your practicum as if you were an employee at the school. Never drive in unsafe conditions. Be aware of your school and school board policies relating to inclement weather. Listen to a local radio station and check school board websites in the morning to get information about possible school closings.

A Teacher Candidate who cannot attend school because of inclement weather must inform:

- the Associate Teacher - as early as possible; and,
- Report your absence InPlace
- If you miss a placement day due to weather, you will be marked as absent. Working from home (prepping, marking) does not qualify for a placement day.

Accidents and Injuries

The Ontario Ministry of Education has arranged for all Teacher Candidates to be covered for accidents and/or injuries while on unpaid practicum placements. Teacher Candidates complete an accident form "**Work/Education Placement Agreement 63-1352** (rev. 02/00)" prior to starting a practicum and submit it to the Teacher Education Office where it will be held until needed.

In case of an accident, a Teacher Candidate should immediately contact the Teacher Education Office with details at 519 661-2093 or email Wendy at wbernier@uwo.ca. The Teacher Education Office must, within 24 hours of the incident, complete an Accident Report Form on behalf of the Teacher Candidate.

Associate Teacher Absence

Teacher Candidates must not assume unsupervised responsibility for students or take the place of a supply teacher.

For Associate Teacher absences, candidates must notify jplombar@uwo.ca if an Associate Teacher's is expected to be absent for three days or more. A Teacher Candidate may continue under the supervision of a supply teacher for a limited but if the AT is expected to be absent for an extended period, the program coordinator will need to discuss options with the School Principal first, then with the Teacher Candidate and Associate Teacher.

Education Act Regulations

Duties of a Teacher Education Act R.S.O. 1990, CHAPTER E.2

264. (1) It is the duty of a teacher and a temporary teacher,

- (a) to teach diligently and faithfully the classes or subjects assigned to the teacher by the principal.
- (b) to encourage the pupils in the pursuit of learning.
- (c) to inculcate by precept and example respect for religion and the principles of Judaeo-Christian morality and the highest regard for truth, justice, loyalty, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance, and all other virtues.
- (d) to assist in developing co-operation and co-ordination of effort among the members of the staff of the school.
- (e) to maintain, under the direction of the principal, proper order, and discipline in the teacher's classroom and while on duty in the school and on the school ground.
- (f) in instruction and in all communications with the pupils regarding discipline and the management of the school,
 - (i) to use the English language, except where it is impractical to do so by reason of the pupil not understanding English, and except in respect of instruction in a language other than English when such other language is being taught as one of the subjects in the course of study, or
 - (ii) to use the French language in schools or classes in which French is the language of instruction except where it is impractical to do so by reason of the pupil not understanding French, and except in respect of instruction in a language other than French when such other language is being taught as one of the subjects in the course of study.
- (g) to conduct the teacher's class in accordance with a timetable which shall be accessible to pupils and to the principal and supervisory officers.
- (h) to participate in professional activity days as designated by the board under the regulations.
- (i) to notify such person as is designated by the board if the teacher is to be absent from school and the reason therefore.
- (j) to deliver the register, the school key and other school property in the teacher's possession to the board on demand, or when the teacher's agreement with the board has expired, or when for any reason the teacher's employment has ceased; and
- (k) to use and permit to be used as a textbook in a class that he or she teaches in an elementary or a secondary school,
 - (i) in a subject area for which textbooks are approved by the Minister, only textbooks that are approved by the Minister, and
 - (ii) in all subject areas, only textbooks that are approved by the board.
- (l) to perform all duties assigned in accordance with this Act and the regulations. R.S.O. 1990, c. E.2, s. 264 (1); 2003, c. 2, s. 20 (1).

Workplace Harassment

If you believe you are the subject of harassment, the following process is recommended:

- Contact the Practicum Coordinator ~ jplombar@uwo.ca
- If a conversation with the individual(s) cannot resolve the issue, you may choose a more formal route.
- Notify the school principal, who would then follow their Board's Harassment Policy. You will be obliged to provide the Associate Teacher with a written statement of the complaint registered with the principal within three days.

Glossary

AEFO – [Association des enseignantes et des enseignants franco-ontariens](#)

AFE – Alternative Field Experience. While completing your teacher education, you will have opportunities to explore different aspects and settings of education. Examples of an AFE include but are not limited to volunteering with a community organization, working with unfamiliar grades/subjects, researching a topic that interests you, and completing professional development courses.

ALP – Annual Learning Plan

AQ: [Additional Qualification](#) After completing your teacher education, you are eligible to take AQ courses to expand your qualifications (i.e. be qualified to teach a different subject or grade level).

AT – Associate Teacher. The host teacher in your placement school, whom you will work with, shadow, and be mentored by during your practicum.

B Ed – Bachelor of Education

ESC – [Education Students' Council](#)

ETFO – [Elementary Teachers' Federation of Ontario](#).

J/I – Junior and Intermediate Divisions: (Grades 4 – 10)

I/S – Intermediate and Senior Divisions: (Grades 7 – 12)

IEP – [Individual Education Plan](#) An IEP is a written plan developed for an exceptional student that describes the accommodations, modifications, and alternative expectations to be provided.

LTO – Long Term Occasional. A temporary teaching position where you cover for a teacher who is away for an extended absence (i.e. maternity leave).

MTM – Master Teacher Mentor

NTIP – [New Teacher Induction Program](#)

OCT – [Ontario College of Teachers](#) The professional body that licenses, governs and regulates all teachers working in Ontario publicly funded schools.

OECA – [Ontario English Catholic Teachers' Association](#).

OSSTF – [Ontario Secondary School Teachers' Federation](#).

OTCCC – Ontario Teacher Candidates Council. The OTCC advocates for the needs and interests of Teacher Candidates across the province. Each year there are opportunities for you to join the OTCC and represent Western's TCs.

OT – Occasional Teacher. This is a temporary teaching position where you cover for a teacher who is away for a short period of time. (i.e. sick for the day).

OTF – [Ontario Teachers' Federation](#) The OTF represents and advocates for all teachers in Ontario's publicly funded schools. The four following acronyms (ETFO, OECA, OSSTF, AEFO) are the unions that represent a specific cohort of Ontario public teachers. The unions lobby and advocate for its teachers and are also responsible for the collective bargaining of its teachers.

P/J – Primary and Junior Divisions; (Kindergarten to Grade 6)

Practicum – the placement in public or private school settings where Teacher Candidates gain practical teaching experience, working with an experienced classroom teacher.

PRC with VSS – Police Record Check with Vulnerable Sector Screening

Professional Practice Record (PPR) – A ‘record’ that reflects the new teacher’s habits and mindset for ongoing reflection about their growth and development within the profession. The format of this record will vary, including evidence of teaching practice, success, planning, and reflection.

SB – School Board. You’ll hear and see many acronyms that end in SB. Expect to become accustomed to using your local school board’s acronym (i.e. TVDSB is Thames Valley District School Board)

STEM – Science, Technology, Engineering, Math

T2P – Transition to Professional Practice is the course title for EDUC 5008Q. The course includes a series of professional development opportunities that explore important topics in education. Every TC is enrolled in this course

TC – Teacher Candidate; students enrolled in a Bachelor of Education program

TELC – Teacher Education Liaison Committee. This committee is the primary liaison between the OTF and Western’s Faculty of Education. Faculty and students make up the committee and can communicate our needs and interests to the OTF.

Appendix 1 – Practicum Frequently Asked Questions

Q: How do I select a school board for my placements?

A: Candidates can select their top 3 School Board choices on their candidate profile page in InPlace.

Q: Once I have selected a school board can I change my board?

A: No. Once we have set a deadline for changes, we cannot make any changes. You will need to stay in the school board area you have chosen, or the practicum office can defer your practicum until the next block of time on the Academic calendar.

Q: How will I find out the placement details? (School/ Grade/Subject/Associate Teacher)

A: When the placement process is underway, we will receive placement details from boards on a regular basis. Details will be released as they become available, so some candidates will find out details prior to others. We will continuously update the system. If a friend has a placement, and you don't, that is not unusual. Please be patient.

Some boards can give us details well in advance; but some boards only notify us close to the practicum start date.

Confirmation details will likely include School, Grade/Subject, Associate Teacher name and email. On occasion, some of those details might be missing, but we want you to get as much information in a timely manner as possible, so you can connect with your Associate Teacher.

Q: I'm excited to get the placement details – what do I do now?

A: See the handbook for more details, but to keep it simple, it is your responsibility to reach out to the Associate Teacher by email. A brief, professional email telling a little about yourself should be sent as soon as possible. Please include the **Teacher Candidate Practicum Profile**, available in InPlace and OWL.

Q: Can you assure me that I will get a placement with my chosen school board?

A: We make every effort, in partnership with the boards, to find you a placement with your chosen school board. But please be aware that some school boards have limitations, and they will notify us if they can't find a suitable placement. In that case, we will use the candidate's stated second and third choice of **school board**.

Q: What if I am not happy with my placement – i.e., the grade, location, school?

A: The practicum office won't be able to make any changes based on candidate's likes or preferences. We will make changes only as necessary if the grade and/or subject don't meet program requirements.

Q: My placement details are missing grades or course codes - what should I do?

A: Sometimes our boards don't give us all the details we require – but we don't want to delay getting information posted. Once you meet your AT, you can share any additional information about the placement e.g. grade, course codes, directly with Wendy wbernier@uwo.ca so that we can ensure our records are complete. *This is important*; we need to track proper divisional requirements with grades and subjects and have accurate information about Associate Teachers.

Q: What are the practicum requirements?

A: You need a minimum of one placement in each division, and in one of your teaching subjects. For I/S candidates with two teaching subjects, we strive to get you a placement in each of your teaching subjects, but that is dependent on availability of suitable matches within your school board. You need a minimum of 80 practice teaching days, supervised

by an associate teacher. All placements must be confirmed as Satisfactory in the final report, written by the Associate Teacher. An unsatisfactory practicum will result in the candidate being put on conditional status and they are given an opportunity to repeat the placement.

Q: If I have a concern that my placement is not easy to get to, do I have any options?

A: Candidates should expect to be placed anywhere within the geographic boundaries of their school board of choice. Candidates are responsible for making the necessary arrangements for housing and travel. A long commute should be expected, especially in large school board regions. Changes to a placement cannot be made for transportation (i.e., access to a vehicle, driver's license, or public transportation limitations). All placements are determined by suitability of GRADE and/or DIVISION and/or SUBJECT and OCT requirements. In many cases, you can specify regions or zones, but as noted, the priority for placement is based on practicum requirements listed above AND the availability of an Associate Teacher.

The Education Students' Council will sometime work to organize ride sharing as a possible solution for transportation matters. We won't be able to cancel the placement to request another one, since we know the board has considered all the variables and found the BEST placement for you, based on practicum requirements (Grades, Divisions, Teaching Subjects, AND availability of associate teachers).

Q: Can we make specific requests based on transportation, childcare needs, work schedules?

A: Our board partners have made it very clear: they look for **placements based** on GRADE or DIVISION or SUBJECT and they can't guarantee a convenient location, transportation limitations, or personal or family matters, unless explicitly approved by the practicum coordinator. We can share that information with our partners, but trust that they will find the best placement for you, based on their own limitations.

Q: Can I arrange my own placement or request a specific placement?

A: No; the practicum office is responsible for arranging all placements, working with each board, and following their processes and policies. ALL our partner boards have made the SAME rule: Candidates should not undertake any action to find their own placement within a board.

Q: As a J/I candidate, will I get a placement in Grade 9 or 10?

A: As noted, the boards are looking for placements based on divisional needs, so some J/I candidates might get a placement in Grade 9 or 10. If that happens, it will be only for your subject area. J/I candidates placed in an elementary school, grade 4 – 8, can be expected to teach all subjects, not just your teaching subject.

Q: I'm in the I/S stream. Will I get all my placements in a secondary school?

A: Candidates in I/S can expect to have at least one placement in grade 7 – 12. If you are placed in an elementary school, you will be expected to teach all subjects in Grade 7 or 8, not just your teaching subjects. When you are placed in a secondary school, at least one of your teaching subjects will be part of your practicum assignment.

In secondary settings, it is possible that you will have a class assignment outside of your teaching subject (in combination with a teaching subject class). E.g, you're a history student, and are assigned to an associate teacher who has two History classes, one Civics class. It is acceptable to have a variation in courses, provided at least one of the courses is in your subject area.

Q: What pre-placement requirements am I responsible for?

A: Teacher Candidates must complete the Faculty of Education and all school board pre-placement requirements before starting any placement in the board (AFE or Practicum). To be eligible for placement, Teacher Candidates must:

- (1) complete the Worker Health and Safety Awareness in 4 Steps eLearning Module
- (2) present a valid Police Criminal Record Vulnerable Sector Screening (VSS) dated according to the requirements posted by the Teacher Education office.
- (3) Complete the Teacher Candidate Practicum Agreement
https://uwo.eu.qualtrics.com/jfe/form/SV_0CjlsIGG6OaAcWG
- (4) Complete the pre-placement processes as required by individual school boards. These vary from board to board, and it is the responsibility of the teacher candidates to know what their school board requires.

Q: Can you please give me more information about the requirement for a police record check?

All school boards require candidates to have a PRC/VSS for all practicum placements. You are required to obtain the PRC/VSS from your local police jurisdiction – based on your Home/Permanent address. OPP and Toronto Police Services require a specific form from the Faculty of Education. If you require such a form to obtain the PRC, please contact Eliza Chan echan445@uwo.ca or Wendy Bernier wbernier@uwo.ca

The PRC/VSS should indicate Western University as the requesting agency, and the purpose of the PRC/VSS is Student Practicum or Student Placement.

Please note: We cannot accept police checks obtained from THIRD PARTIES. They must be obtained directly from your local police services department.

Candidates are recommended to order their PRC/VSS in plenty of time so not to delay the start of practicum.

For Practicum 1 and Practicum 2 placements, beginning November, candidates should request a PRC/VSS after AUGUST 1st. This will be valid until the end of Practicum 2. It should be uploaded to InPlace no later than October 20.

For Practicum 3 placements, beginning September 2024, candidates should request a new PRC/VSS AFTER June 1, 2024, and upload it no later than August 19.

Candidates are to keep the original VSS/PRC and have it available with them during Practicum. In some situations, you will be asked to provide a copy to the Board – See Pre-practicum requirements for your school board for more details.

Q: What other responsibilities do I have prior to placement?

A: Read the Practicum Handbook for a comprehensive list of your responsibilities before, during and after the practicum. There is an extensive list of the many things to be aware of and some important tasks to complete. It is important that you are familiar with the content of this important resource.

Q: What if I have a concern when I am on placement?

A: Consider and reflect carefully on what kind of concerns you have:

- (i) **Communication problems.** Examples might be: Are you teaching too much? Too little? Do you get enough feedback? Specific feedback? These are only examples... but consider if your concerns can be addressed

with a direct, professional, and collegial conversation with your associate teacher. You are encouraged to develop friendly, professional, and appropriate discussion techniques with your AT.

- (ii) **Difficulties in your teaching.** Are you having difficulty with lesson planning? Pacing? Questioning? Classroom management? These kinds of challenges might be identified by the candidate or by the associate teacher who will contact the practicum coordinator. In many cases the practicum office will assign a practicum consultant to work with candidates in a supporting way. Contact the Practicum Coordinator: Joanne Lombardi jplombar@uwo.ca
- (iii) **Professional relations issues.** Matters in this category would require a sensitive and confidential approach since the areas of concern might be covered by legislation such as the Ontario Human Rights codes, Ontario College of Teachers Act, university, federation, and school board policies. Matters of this nature should be brought to the attention of the practicum coordinator and they will be handled in a timely manner with respect for all involved. Contact the Practicum Coordinator: Joanne Lombardi jplombar@uwo.ca

Appendix 2

Teacher Candidate Practicum Agreement

*Prior to your **first placement**, you must complete and sign this Teacher Candidate Agreement form. This agreement is binding for the duration of your placements in Years 1 and 2 of our Teacher Education program.*

As a Teacher Candidate you agree to the following:

Prior to the start of each practicum ~ you will:

- ✓ **Read and become familiar with the Practical Handbook** – which outlines practicum and program expectations.
- ✓ Contact your Associate Teacher using your UWO email, and include a copy of your Teacher Candidate Profile, and Emergency contact information.
- ✓ Discuss with your AT that you will bring a Mentor Agreement with you, so together you can review and plan practicum expectations.

During each practicum ~ you agree to:

- Arrive at school at least 15 minutes before classes start – earlier is even better.
- Notify the Education office if you are going to be absent from practicum.
- Arrive prepared, with materials and resources ready for the day.
- Dress professionally and appropriately
- Complete the mentor agreement with your Associate Teacher at the beginning of each placement.
- Plan to establish an **Active Observation Log**. Observation time at the beginning of each practicum (especially during Practicum 1 – see weekly expectations in the appendix of the handbook) is an expectation of the practicum experience. The cycle of: OBSERVATION, DOCUMENTING, REFLECTING, SHARING is an important one – for new and experienced educators.
- Maintain an **organizational binder** – this will hold a Daily Schedule (a Day book template); your Lesson plans (for the subjects you are directly teaching); Unit plans (if appropriate); Student Assessment Records; Observation notes; personal reflections, Associate Teacher feedback; copies of resources; Schedules and/or Timetables; School information.
 - This can be logged electronically or in paper format – but it must be developed and maintained throughout the entire practicum.
- Treat your placement as a full-time job / daily interview – it is imperative that you understand the rigors of practicum and you are encouraged to plan accordingly so that you can balance personal and family obligations too.
- Complete Lesson plans for your associate teacher – using an agreed upon template/format. As you progress through the different placement periods, the expectations for the format used may vary – but you are required to always have a written lesson plan for the lessons you are responsible for.
- Submit lesson plans to your associate IN ADVANCE of your teaching – we recommend 2 days prior to your actual planned lesson – this will give you and your associate teacher an opportunity to review your lesson together and make anticipatory changes. Submitting a lesson plan the morning/day of teaching is UNACCEPTABLE.
- Reflect on associate teacher feedback and incorporate suggestions into your teaching.

After each practicum ~ you agree to:

- ✓ Send a thank you note to the Associate Teacher (and School Administrator and other mentors you worked with, as appropriate)
- ✓ Reflect on the final report, identifying areas of strength, and areas of recommended growth.
 - How can your report inform your Annual Learning Plan? Your next placement? Your personal and professional goals?

Appendix 3

Teacher Candidate and Teacher Mentor Agreement and Expectations

As **Teacher Mentor**, I understand the need to be sensitized and committed to:

- ✓ Respect for people from diverse backgrounds including: racialized and ethnic minorities; people with disabilities; lesbian, bisexual, gay, transgender and non-binary people; people living in low-income or poverty; and so on, including intersecting identities of any of the above;
- ✓ Welcoming and supporting Teacher Candidates in accordance with human rights as specified protected grounds against discrimination or maltreatment in the Ontario Human Rights Code (OHRC);
- ✓ Encouraging and supporting full participation from Teacher Candidates without limitation based on barriers due to ableism, racism, transphobia, homophobia, cisgenderism, classism, colonialism, and so on, as well as barriers due to compounding and intersecting oppressions such as racialized homophobia, transmisogyny, and so on.

Western Education is committed to upholding human rights (as outlined by the OHRC) and preparing Teacher Candidates to perform at professional standards (as outlined by the Ontario College of Teachers). We value our Teacher Mentors and trust our teacher candidates enter professional, safe, inclusive teaching and learning contexts where they are valued as associate members of the profession.

It is expected that this document be used as a planning template, completed in collaboration prior to practicum or during the first few observation days.

As **Teacher Mentor** I understand that I am asked to share key information about

- ✓ The school – culture, logistics
- ✓ The students – learning needs, styles, strengths, interests
- ✓ Curriculum, Teaching and Assessment practices

I understand that I can act as a model for

- ✓ Use of voice, pacing
- ✓ Classroom management strategies
- ✓ Developing lessons and pedagogical knowledge

I recognize that

- ✓ I should provide feedback to the teacher candidate in a variety of ways
- ✓ Mentoring relationships are reciprocal, and by offering flexibility of stance and role, I can support the candidate and learn and grow in the experience

My role as coach is to be

- ✓ Collaborative – creating lessons together, sharing resources, creating challenge, and encouraging growth
- ✓ Inquiry-based – asking the candidate about successes, concerns, issues, encouraging thinking and reflection

As **Teacher Candidate**, I understand that I am asked to

- ✓ Come prepared each day – arrival time, resources ready
- ✓ Invite feedback from the associate teacher and reflect upon that feedback, incorporating it into next steps
- ✓ Show curiosity, initiative, professionalism at all times
- ✓ Collaboratively develop a shared understanding of what the practicum feedback process will be like
- ✓ Work with the associate to set practicum goals – based on the weekly expectations, but adapted to meet the needs of the students, your own professional goals and the classroom practices currently in place

Topics to discuss and agree upon: (add notes)

<p>Expectations of confidentiality</p>	
<p>Observation is an important part of this experience – and an expectation of the program. What opportunities will the candidate have to observe the associate (focus on teaching); and the students (focus on learning).</p> <p>Incremental change in teaching responsibilities</p>	<p><i>The observation cycle of Observing/Documenting/Reflecting/Sharing should be part of each practicum placement – with more time in the first practicum and naturally less time in P2, P3, P4. Describe the opportunities the candidate will have for observation.</i></p> <p><i>Describe how the candidate will increase teaching responsibilities in a reasonable way over the course of the practicum – candidate doing more teaching, associate doing less teaching. Keep in the mind the overall expectations – how much teaching should the candidate be doing <u>by the end of the placement</u>?</i></p>
<p>Feedback processes – what kind of feedback will be given? When will we meet to discuss the TC’s teaching? Begin with the end in mind – look at the final report at the beginning of the placement. What evidence of success will be required?</p>	

<p>Planning processes – when will we meet to plan? What kind of advance planning does the Teacher Mentor expect from the candidate? Lesson plan format? How far in advance should lesson plans be submitted for review?</p>	<p><i>Teacher candidates are required to maintain an organizational binder and to complete lesson plans for all lessons that they are responsible for teaching.</i></p>
<p>Resources – what kinds of resources can the TM share? What kinds of resources are the TC's expected to provide?</p>	
<p>Scheduling – review the expectations for supervision duties, nutrition break etc.</p>	
<p>Areas of concern – what if the TM or TC have areas of concern during the practicum? How will we address these?</p>	<p><i>See the practicum handbook for explicit examples of areas of concerns and the processes in place to support TC and At.</i></p>
<p>Other important matters of choice</p>	

Signatures: Teacher Candidate: _____

Associate Teacher: _____

Appendix 4

Teacher Candidate Information

To be given to the (i) School Principal (ii) Associate Teacher upon arrival for Practicum.

The private nature of this information is shared confidentially, in the event of an emergency.

1. Teacher Candidate Name _____

2. Teacher Candidate Contact Information

Cell _____

Home _____

3. In the event of an emergency, please contact:

Name _____

Relationship _____

Contact Number _____

Alternative Emergency Contact Information

Name _____

Relationship _____

Contact Number _____

4. Allergies or medical information – that could be helpful in the event of an emergency.

If a Teacher Candidate on a practicum placement has an emergency while at your school, please notify their emergency contact listed above and immediately notify the practicum office.

Main Teacher Education office: 519 661 2093
Practicum coordinator: Joanne Lombardi 519 661 2111 EXT 81158

Appendix 5 – Practicum and Academic Schedule At-A-Glance 2023-2024

Date(s)	Year One Teacher Candidates	Year Two Teacher Candidates
September 5	Orientation	Pre-practicum session (virtually or on site at the faculty)
Sept 6 to Oct 6	Candidates are in class at the FoE	First Day of Practicum
Oct 9	Thanksgiving – no classes	Thanksgiving – no practicum
Oct 10 to Oct 13	Fall Reading Week	FINAL week of Practicum
Oct 16	Candidates resume at the FoE	Candidates begin classes at the FoE
Nov 10	Final day of classes at the FoE	
Nov 13	Practicum 1 begins	
Nov 24		Final day of classes at the FoE
Nov 27		AFE block begins
Dec 8	Final day of Practicum 1	
Dec 11	Christmas Break Begins	
Dec 15		Final day of AFE block
Dec 18		Christmas Break begins
Jan 8	Practicum 2 begins	Classes resume at the FoE
Feb 2	Final day of Practicum 2	
Feb 5	Classes resume at the FoE	
Feb 19	Family Day – no classes	Family Day – no classes
Feb 20	Conference Week	Practicum 4 begins
Feb 26	Classes resume at the FoE	
March 11 – 15	March Break	March Break
March 18	Classes Resume	Practicum resumes
March 28		Final day of Practicum
March 29	Good Friday	Good Friday
April 1		AFE block begins

Appendix 6 – Attendance on Practicum

Western Education

Attendance on Practicum

During the practicum, you are expected to be at your assigned school for the full school day on all scheduled practicum days.

If you must be absent because of illness, bereavement or other compassionate circumstances, inform your Associate Teacher and the Teacher Education Office (eduwo@uwo.ca) immediately.

Can I get permission to miss a day (or two days, or a few days) of practicum (for a really good reason such as my sister's wedding, an important game, out-of-town visitors, a family reunion in Texas) if I volunteer to make up those days at the end?

If you are willing to accept full responsibility for your decision, you might choose to be absent for a reason other than illness, bereavement or other compassionate circumstances, or religious observance. Perhaps your Associate Teacher will even say he or she doesn't mind if you miss a day.

No one, however—no one in the Teacher Education Office, or the Associate Dean—will give you permission to be absent for any reason other than illness, bereavement or other compassionate circumstances, or religious observance.

When you are employed as a teacher these are the only reasons that will justify absence from school.

All other absences are unexcused absences.

What are the consequences of unexcused absences?

The Faculty and Associate Teachers tend to draw conclusions about your integrity and commitment to teaching by your attitude towards attendance.

Absences for reasons other than illness, bereavement or other compassionate circumstances, or religious observance, are akin to voluntary withdrawal from the practicum and could be grounds for terminating the practicum.

Terminating a practicum placement because of unexcused absences constitutes an unsatisfactory practicum. The Manager of Field Experiences will review the circumstances surrounding unexcused absences with the Teacher Candidate and Practicum Consultant, if any. Progression will be determined on a case by case basis.

School Closures

If a school closes during the practicum (e.g., because of inclement weather), Teacher Candidates must follow the same guidelines about attendance as do other teachers at the school. Teacher Candidates are not considered absent from practicum if schools are closed.

Appendix 7 - Associate Teacher Reports

AT Report – Practicum 1

This copy is for reference only! To fill out and submit the “AT Report – Practicum 1” visit:

https://uwo.eu.qualtrics.com/jfe/form/SV_2hPfo64CoYwNwHj

To be completed by the Associate Teacher (AT)

A copy will be sent to the Teacher Candidate and the Teacher Education Office

Please provide ongoing feedback to your TC. This form may also be used as a Formative Assessment tool. Towards the end of the final week of the practicum, please assess your Teacher Candidate’s progress by marking the continua below; as well, check one box to indicate whether the practicum overall was satisfactory or not satisfactory.

Associate Teacher: _____ **Teacher Candidate:** _____

NOTE: This report has been prepared when all academic settings (elementary, secondary, and post-secondary) were adapting to the challenges of the Covid-19 pandemic. It is not expected that each required component of teacher development and practical experience have been equally addressed. We appreciate your support - and the understanding of those who will read this report for future purposes.

Overall, this practicum placement was:

- Satisfactory
- Not Satisfactory
- NA - this is a Formative Submission

Professionalism	Needs Improvement	Making Progress	Very Good	Outstanding
Demonstrates professionalism in attitude, appearance, conduct:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a strong work ethic (i.e., demonstrates initiative, enthusiasm, interest in improving professional practice):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates consistent and punctual attendance:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upholds OCT standards of respect, integrity, trust and care:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is self-reflective, accepts constructive feedback, incorporates AT’s suggestions into professional practice:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

Active Observation	Needs Improvement	Making Progress	Very Good	Outstanding
About the School: takes initiative to learn about the school (e.g., uses Active Observation templates from Logbook)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the Classroom: takes initiative to learn about classroom, students, lesson planning (e.g., uses Active Observation templates from Logbook)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assists AT in planning classroom activities for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observes and supports individual and small groups during AT's lessons and other classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assists AT in out-of-classroom supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

Planning for Instruction	Needs Improvement	Making Progress	Very Good	Outstanding
Consults with AT to identify topics and lessons to be taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares detailed, written lesson plans that have appropriate curriculum expectations and learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares detailed, written lesson plans that include appropriate instructional strategies to support learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares detailed lesson plans that are available for Associate Teacher to review at least 2 days prior to the day the lesson will be taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

Classroom & School Environment	Needs Improvement	Making Progress	Very Good	Outstanding
Helps to maintain a safe and respectful classroom environment through personal example and positive interaction with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows awareness of and begins to develop effective classroom management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

Additional Comments: _____

AT Signature: _____

AT Report – Practicum 2

This copy is for reference only! To fill out and submit the “AT Report – Practicum 2” visit:
https://uwo.eu.qualtrics.com/jfe/form/SV_0oXcDSmpgrXXW0l

To be completed by the Associate Teacher (AT)
 A copy will be sent to the Teacher Candidate and the Teacher Education Office

Please provide ongoing feedback to your TC. This form may also be used as a Formative Assessment tool. Towards the end of the final week of the practicum, please assess your Teacher Candidate’s progress by marking the continua below; as well, check one box to indicate whether the practicum overall was satisfactory or not satisfactory.

Associate Teacher: _____ Teacher Candidate: _____

NOTE: This report has been prepared when all academic settings (elementary, secondary, and post-secondary) were adapting to the challenges of the Covid-19 pandemic. It is not expected that each required component of teacher development and practical experience have been equally addressed. We appreciate your support - and the understanding of those who will read this report for future purposes.

Overall, this practicum placement was:

- Satisfactory
- Not Satisfactory
- NA - this is a Formative Submission

Professionalism	Needs Improvement	Making Progress	Very Good	Outstanding
Demonstrates professionalism in attitude, appearance and conduct:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a strong work ethic (i.e., demonstrates initiative, enthusiasm, and an interest in improving professional practice):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates consistent and punctual attendance:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upholds OCT standards of respect, integrity, trust and care:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is self-reflective, accepts constructive feedback, incorporates AT's suggestions into professional practice:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

Lesson Planning	Needs Improvement	Making Progress	Very Good	Outstanding
Consults with Associate Teacher to identify topics and lessons to be taught:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies outcomes and plans content to support provincial curriculum:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares detailed and complete written lesson plans:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes lesson plans available for AT review in time for feedback and revision if necessary:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments: _____				

Pedagogy	Needs Improvement	Making Progress	Very Good	Outstanding
Uses a variety of appropriate instructional strategies to support student learning:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages and motivates students, and captures their interest:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses technology as appropriate to enhance instruction and student learning:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a range of instructional approaches to suit different learning styles and needs:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates appropriate assessment strategies into lessons:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments: _____				

Classroom & School Environment	Needs Improvement	Making Progress	Very Good	Outstanding
Maintains a safe and respectful classroom environment through personal example and positive interactions with students:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employs effective classroom management strategies:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes supportive, respectful and professional relationships with students:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops appropriate and positive professional relationships with all teachers, staff and administration:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

Additional Comments: _____

AT Signature: _____

AT Report – Practicum 3

This copy is for reference only! To fill out and submit the “AT Report – Practicum 3” visit:

https://uwo.eu.qualtrics.com/jfe/form/SV_9HV8YxYvQvaHP9A

To be completed by the Associate Teacher (AT)

A copy will be sent to the Teacher Candidate and the Teacher Education Office

Please provide ongoing feedback to your TC. This form may also be used as a Formative Assessment tool. Towards the end of the final week of the practicum, please assess your Teacher Candidate’s progress by marking the continua below; as well, check one box to indicate whether the practicum overall was satisfactory or not satisfactory.

Associate Teacher: _____ **Teacher Candidate:** _____

NOTE: This report has been prepared when all academic settings (elementary, secondary, and post-secondary) were adapting to the challenges of the Covid-19 pandemic. It is not expected that each required component of teacher development and practical experience have been equally addressed. We appreciate your support - and the understanding of those who will read this report for future purposes.

Overall, this practicum placement was:

- Satisfactory
- Not Satisfactory
- NA - this is a Formative Submission

Professionalism	Needs Improvement	Making Progress	Very Good	Outstanding
Demonstrates professionalism in attitude, appearance and conduct:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a strong work ethic (i.e., demonstrates initiative, enthusiasm, and an interest in improving professional practice):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates consistent and punctual attendance:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upholds OCT standards of respect, integrity, trust and care:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is self-reflective, accepts constructive feedback, incorporates AT's suggestions into professional practice:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

Lesson Planning	Needs Improvement	Making Progress	Very Good	Outstanding
Consults with Associate Teacher to identify topics and lessons to be taught:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies outcomes and plans content to support provincial curriculum:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares detailed and complete written lesson plans:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes lesson plans available for AT review in time for feedback and revision if necessary:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments: _____				

Pedagogy	Needs Improvement	Making Progress	Very Good	Outstanding
Uses a variety of appropriate instructional strategies to support student learning:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages and motivates students, and captures their interest:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses technology as appropriate to enhance instruction and student learning:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a range of instructional approaches to suit different learning styles and needs:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates appropriate assessment strategies into lessons:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments: _____				

Classroom & School Environment	Needs Improvement	Making Progress	Very Good	Outstanding
Maintains a safe and respectful classroom environment through personal example and positive interactions with students:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employs effective classroom management strategies:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes supportive, respectful and professional relationships with students:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops appropriate and positive professional relationships with all teachers, staff and administration:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

Additional Comments: _____

AT Signature: _____

AT Report – Practicum 4

This copy is for reference only! To fill out and submit the “AT Report – Practicum 4” visit:

https://uwo.eu.qualtrics.com/jfe/form/SV_3JzRoc3WOhWn9Q2

To be completed by the Associate Teacher (AT)

A copy will be sent to the Teacher Candidate and the Teacher Education Office

Please provide ongoing feedback to your TC. This form may also be used as a Formative Assessment tool. Towards the end of the final week of the practicum, please assess your Teacher Candidate’s progress by marking the continua below; as well, check one box to indicate whether the practicum overall was satisfactory or not satisfactory.

Associate Teacher: _____ **Teacher Candidate:** _____

NOTE: This report has been prepared when all academic settings (elementary, secondary, and post-secondary) were adapting to the challenges of the Covid-19 pandemic. It is not expected that each required component of teacher development and practical experience have been equally addressed. We appreciate your support - and the understanding of those who will read this report for future purposes.

Overall, this practicum placement was:

- Satisfactory
- Not Satisfactory
- NA - this is a Formative Submission

Professionalism	Needs Improvement	Making Progress	Very Good	Outstanding
Demonstrates professionalism in attitude, appearance and conduct:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a strong work ethic (i.e., demonstrates initiative, enthusiasm, and an interest in improving professional practice):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates consistent and punctual attendance:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upholds OCT standards of respect, integrity, trust and care:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is self-reflective, accepts constructive feedback, incorporates AT's suggestions into professional practice:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

Lesson Planning	Needs Improvement	Making Progress	Very Good	Outstanding
Consults with Associate Teacher to identify topics and lessons to be taught:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies outcomes and plans content to support provincial curriculum:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares detailed and complete written lesson plans:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes lesson plans available for AT review in time for feedback and revision if necessary:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments: _____				

Pedagogy	Needs Improvement	Making Progress	Very Good	Outstanding
Uses a variety of appropriate instructional strategies to support student learning:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages and motivates students, and captures their interest:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses technology as appropriate to enhance instruction and student learning:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a range of instructional approaches to suit different learning styles and needs:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates appropriate assessment strategies into lessons:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments: _____				

Classroom & School Environment	Needs Improvement	Making Progress	Very Good	Outstanding
Maintains a safe and respectful classroom environment through personal example and positive interactions with students:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employs effective classroom management strategies:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes supportive, respectful and professional relationships with students:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops appropriate and positive professional relationships with all teachers, staff and administration:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

Additional Comments: _____

AT Signature: _____

Appendix 8 – Weekly Expectations Practicum 1 Expectations

To the Associate Teacher: No two schools, classrooms, Associate Teachers, or Teacher Candidates are alike. Some Teacher Candidates in some classrooms progress very quickly; others, in other classrooms, require more time to develop skills and confidence. **Weekly expectations are guidelines--not absolute requirements.**

WEEK ONE	WEEK TWO	WEEK THREE	WEEK FOUR
Observe and Assist	Observe, Assist, and Plan	Observe, Teach, and Plan	Observe, Teach, and Assess
<p>With your AT:</p> <p>Share your Profile.</p> <p>Select Active Observation Topics from Logbook to focus on this week (the following are recommended):</p> <p>In the Classroom:</p> <ul style="list-style-type: none"> The Classroom Setting Learning About Students the Structure of a Lesson <p>Around the School:</p> <ul style="list-style-type: none"> The School as a Community School Improvement Plan <p>Observe your AT during all aspects of the AT's day; notice how and why your AT interacts with students, other teachers, others in the school.</p> <p>Observe other teachers and other classes as can be arranged.</p> <p>Assist individual students and small groups during classroom activities.</p> <p>Assist your AT in planning some classroom activities for students.</p> <p>Assist your AT in out-of-classroom duties and supervision.</p> <p>With your AT: Identify parts of lessons you will teach next week within your AT's larger plan—e.g., introducing a topic, leading a discussion, giving directions, demonstrating a procedure.</p> <p>Make daily entries in your log book. Update your Organizational Portfolio.</p>	<p>Continue Active Observation of your AT, students, classroom, school.</p> <p>Focus on Lessons using Active Observation templates from Logbook (the following are recommended):</p> <ul style="list-style-type: none"> Lesson Preparation & Planning: Why? Lesson Preparation & Planning: Observing your AT Planning a Lesson: Guidelines Assessment & Evaluation <p>Continue:</p> <ul style="list-style-type: none"> to observe other classes and teachers as can be arranged. to assist your AT during lessons and out-of-classroom supervision. <p>Assist your AT by teaching parts of lessons as planned in week one.</p> <p>With your AT: Identify lessons and topics you will teach during week three—up to one lesson/day.</p> <p>With your AT: Review your lesson plans to make sure Monday's lessons are ready and approved.</p> <p>Make daily entries in your log book. Update your Organizational Portfolio.</p>	<p>Continue to observe your AT, assist during lessons, teach parts of lessons, assist with supervision.</p> <p>Continue to observe in other areas of the school, and observe other teachers.</p> <p>Teach up to one lesson per day.</p> <p>Each day, revise the next day's lesson plans based on feedback from your AT.</p> <p>With your AT: Identify lessons and topics you will teach during week four—up to two lessons/day.</p> <p>With your AT: Review your lesson plans to make sure Monday's lessons are ready and approved.</p> <p>Make daily entries in your log book. Update your Organizational Portfolio.</p>	<p>Continue to observe your AT, assist during lessons, teach parts of lessons, and assist with supervision.</p> <p>Continue to observe other classes and other teachers as can be arranged.</p> <p>Teach up to 1/4 of the day--25%.</p> <p>Each day, revise the next day's lesson plans based on feedback from your AT.</p> <p>With your AT: Pay special attention this week to</p> <ul style="list-style-type: none"> assessing your own strengths; identifying areas to focus on during the next practicum. <p>*On your own time: Prepare a written Self-Evaluation. Use the <i>Associate Teacher's Report for Practicum 1</i> to evaluate your own performance on this practicum.</p> <p>With your AT: Discuss your self-evaluation. Set goals for the next practicum.</p> <p>Make daily entries in your log book. Update your Organizational Portfolio. Conclude with your self-evaluation.</p>
<p>The Importance of LESSON PLANS</p> <p>Your Associate Teacher is strongly advised not to permit you to step in front of the class if you have not shown him or her a detailed written lesson plan. Your Associate Teacher is responsible for everything that happens in his or her classroom and needs to know that what you intend to do is acceptable, safe, and educative. When you are more experienced, as is your AT, you will not need to prepare such detailed lesson plans, but they are an expectation for practicum placements You are expected to prepare lesson plans on your own time—during scheduled prep periods, after school, or at home—not during instructional time when you can be observing & assisting your AT. You can find sample lesson plan templates in the Practicum Handbook. Your lesson plans must include appropriate curriculum expectations and learning goals; ♦ appropriate instructional strategies to support learning; ♦ appropriate assessments to support student learning.</p>			

Practicum 2 Expectations

To the Associate Teacher: No two schools, classrooms, Associate Teachers, or Teacher Candidates are alike. Some Teacher Candidates in some classrooms progress very quickly; others, in other classrooms, require more time to develop skill and confidence. **Weekly expectations are guidelines—not absolute requirements.** Individual differences in ATs and TCs must be respected. ATs and TCs should plan together the responsibilities the TC will assume during the practicum, and how quickly. Plan for *gradual* assumption of responsibility. Start with the TC's areas of greatest *strength* and *comfort*. Insist on detailed *written plans* before the TC steps in front of the class. Please provide regular feedback. TCs want and need your constructive comments.

WEEK ONE	WEEKS TWO and THREE	WEEK FOUR
Active Observation, Assist, Teach	Active Observation Plan, Teach, Assess	Active Observation, Plan, Teach, Assess
<p>Teaching Workload: Up to 1/3 of the day</p> <ul style="list-style-type: none"> • Share your Profile with your AT • Observe your AT during all parts of the AT's day (Continue to use the templates in the Active Observation Logbook) • Make getting to know the students and their names a priority • Observe other teachers and other classes as can be arranged • Assist your AT in all out-of-classroom duties and supervision <p>With your AT: Identify lessons and topics you will teach. Begin slowly—up to 1/3 of the day by the end of the week.</p> <ul style="list-style-type: none"> ◆ On your own time: Prepare written lesson plans with <ul style="list-style-type: none"> • appropriate curriculum expectations and learning goals; • appropriate instructional strategies to support learning; • appropriate assessments to support student learning. <p>Establish and maintain your Practicum TWO Organizational Portfolio. Include at least the following:</p> <ul style="list-style-type: none"> • timetable, seating plan, class list, supervision schedules (hall, yard, etc.) • your daily schedule with notes • all your lesson plans • AT's feedback (if not provided in writing, make notes about it) • your reflective comments on what you are observing and learning resources 	<p>Teaching Workload: Up to 1/3 or 1/2 of the day</p> <ul style="list-style-type: none"> • Continue Active Observation of your AT, students, classroom, school • Continue to observe other classes and teachers as can be arranged • Continue to assist your AT during lessons and all out-of-classroom supervision <p>With your AT: Identify lessons and topics you will teach – up to 1/3 to 1/2 of the day based on your readiness and ability.</p> <ul style="list-style-type: none"> ◆ On your own time: prepare written lesson plans with <ul style="list-style-type: none"> • appropriate curriculum expectations and learning goals; • appropriate instructional strategies to support learning; • appropriate assessments to support student learning. <p>Each day, revise lessons plans based on feedback from your AT; review daily to make sure lessons are ready and approved.</p> <p style="text-align: center;"><i>Make daily entries/updates in your Organizational Portfolio</i></p> <ul style="list-style-type: none"> ◆ <i>Not</i> during instructional time when you can be observing and assisting 	<p>Teaching Workload: Up to 50% of the day</p> <ul style="list-style-type: none"> • Continue Active Observation of your AT, students, classroom, school • Continue to observe other classes and teachers as can be arranged • Continue to assist your AT during lessons and all out-of-classroom supervision <p>With your AT: Identify lessons and topics you will teach—up to 50% of the day.</p> <ul style="list-style-type: none"> ◆ On your own time: prepare written lesson plans with <ul style="list-style-type: none"> • appropriate curriculum expectations and learning goals; • appropriate instructional strategies to support learning; • appropriate assessments to support student learning. ◆ On your own time: Prepare a written Self-Evaluation. Use the <i>Associate Teacher's Report for Practicum 2</i> to evaluate your own performance on this practicum. <p>Each day, revise lesson plans based on feedback from your AT; review to make sure lessons are ready and approved.</p> <p style="text-align: center;"><i>Make daily entries/updates in your Organizational Portfolio</i></p> <p style="text-align: center;">END-OF-PRACTICUM EVALUATION</p> <p>On your own time: Reflect on the practicum block and on what you have learned. Make notes to share with your AT.</p> <p>With your AT: Discuss your self-evaluation. Set goals for the next practicum.</p>

The Importance of LESSON PLANS - Your Associate Teacher is strongly advised not to permit you to step in front of the class if you have not shown him or her a detailed written lesson plan. When you are more experienced, as is your AT, you will not need to prepare such detailed lesson plans, but they are an expectation for practicum placements. **You are expected to prepare lesson plans on your own time—during scheduled prep periods, after school, or at home—not** during instructional time when you can be observing & assisting your AT. You can find sample **lesson plan templates** in the Practicum Handbook. Your lesson plans must be shared with the Associate Teacher in advance of your scheduled teaching and include appropriate curriculum *expectations and learning goals* ◆ appropriate *instructional strategies* to support learning ◆ appropriate *assessments* to support student learning.

Practicum 3 Expectations

To the Associate Teacher: No two schools, classrooms, Associate Teachers, or Teacher Candidates are alike. Some Teacher Candidates in some classrooms progress very quickly; others, in other classrooms, require more time to develop skill and confidence. **These weekly expectations, therefore, are guidelines, not absolute requirements.** Individual differences in ATs and TCs—in all teachers and learners—must be respected. ATs and TCs should plan together the responsibilities the TC will assume during the practicum, and how quickly. *Gradual* assumption of responsibility gets better results than the *sink or swim* approach. Start with the TC's areas of greatest *strength and comfort*. Insist on detailed *written plans* before the TC steps in front of the class and provide regular feedback—TCs want and need your constructive comments.

WEEK ONE	WEEKS TWO AND THREE	WEEKS FOUR to SIX
Active Observation, Assist, Teach	Active Observation Plan, Teach, Assess	Active Observation, Plan, Teach, Assess
<p style="text-align: center;">Teaching Workload: Up to 25% of the day</p> <ul style="list-style-type: none"> • Share your Profile with your AT • Observe your AT during all parts of the AT's day. Continue to use Active Observation templates. • Priority: get to know students' names. • Observe other teachers as can be arranged. • Assist your AT in all out-of-classroom duties. <p>With your AT: Identify lessons and topics you will teach. Begin slowly—up to 25% day based on your readiness and ability.</p> <ul style="list-style-type: none"> ◆ On your own time: Prepare written lesson plans with <ul style="list-style-type: none"> • appropriate curriculum expectations and learning goals; • appropriate instructional strategies to support learning; • appropriate assessments to support student learning. <p>Establish and maintain your Practicum THREE Organizational Portfolio. Include at least the following:</p> <ul style="list-style-type: none"> • timetable, seating plan, class list, supervision schedules (hall, yard, etc.); • your daily schedule with notes; • all your lesson plans; • AT's feedback (if not provided in writing, make notes about it); • your reflective comments on what you are observing; • learning resources and good ideas. 	<p style="text-align: center;">Teaching Workload: Up to 50% of the day</p> <ul style="list-style-type: none"> • Continue Active Observation of your AT, students, classroom, school, other teachers. • Continue to assist your AT during lessons and all out-of-classroom supervision <p>With your AT: Identify lessons and topics you will teach – up to 50% day based on your readiness and ability.</p> <ul style="list-style-type: none"> ◆ On your own time: prepare written lesson plans with <ul style="list-style-type: none"> • appropriate curriculum expectations and learning goals; • appropriate instructional strategies to support learning; • appropriate assessments to support student learning. <p>Each day, revise lessons plans based on feedback from your AT; review daily to make sure lessons are ready and approved.</p> <p style="text-align: center;"><i>Make daily entries/updates in your Organizational Portfolio</i></p> <ul style="list-style-type: none"> ◆ <i>Not</i> during instructional time when you can be observing and assisting 	<p style="text-align: center;">Teaching Workload: Up to 75% of the day</p> <ul style="list-style-type: none"> • Continue Active Observation of your AT, students, classroom, school, other teachers. • Continue to assist your AT during lessons and all out-of-classroom supervision <p>With your AT: Identify lessons and topics you will teach—up to 75% day based on your readiness and ability.</p> <ul style="list-style-type: none"> ◆ On your own time: prepare written lesson plans with <ul style="list-style-type: none"> • appropriate curriculum expectations and learning goals; • appropriate instructional strategies to support learning; • appropriate assessments to support student learning. ◆ On your own time: Prepare a written Self-Evaluation. Use the <i>Associate Teacher's Report for Practicum 3</i> to evaluate your own performance on this practicum. <p>Each day, revise lesson plans based on feedback from your AT; review to make sure lessons are ready and approved.</p> <p style="text-align: center;"><i>Make daily entries/updates in your Organizational Portfolio</i></p> <p style="text-align: center;">END-OF-PRACTICUM EVALUATION</p> <p>On your own time: Reflect on the practicum block and on what you have learned. Make notes to share with your AT.</p> <p>With your AT: Discuss your self-evaluation. Set goals for the next practicum.</p>

The Importance of LESSON PLANS - Your Associate Teacher is strongly advised not to permit you to step in front of the class if you have not shown him or her a detailed written lesson plan. When you are more experienced, as is your AT, you will not need to prepare such detailed lesson plans, but they are an expectation for practicum placements. **You are expected to prepare lesson plans on your own time—during scheduled prep periods, after school, or at home—not** during instructional time when you can be observing & assisting your AT. You can find sample **lesson plan templates** in the Practicum Handbook. Your lesson plans must be shared with the Associate Teacher in advance of your scheduled teaching and include appropriate curriculum *expectations and learning goals* ◆ appropriate *instructional strategies* to support learning ◆ appropriate *assessments* to support student learning.

Practicum 4 Expectations

To the Associate Teacher: No two schools, classrooms, Associate Teachers, or Teacher Candidates are alike. Some Teacher Candidates in some classrooms progress very quickly; others, in other classrooms, require more time to develop skill and confidence. **These weekly expectations, therefore, are guidelines, not absolute requirements.** Individual differences in ATs and TCs—in all teachers and learners—must be respected. ATs and TCs should plan together the responsibilities the TC will assume during the practicum, and how quickly. *Gradual* assumption of responsibility gets better results than the *sink or swim* approach. Start with the TC’s areas of greatest *strength* and *comfort*. **Insist on detailed written plans before the TC steps in front of the class** and provide regular feedback—TCs want and need your constructive comments.

WEEK ONE	WEEKS TWO, THREE and FOUR	WEEKS FIVE - SIX
Active Observation, Plan, Teach, Assess	Active Observation, Plan, Teach, Assess	Active Observation, Plan, Teach, Assess
<p style="text-align: center;">Teaching Workload: Up to 1/2 of the day</p> <ul style="list-style-type: none"> • Share your Profile with your AT • Observe your AT during all parts of the AT’s day. Continue to use Active Observation templates. • Priority: get to know students’ names. • Observe other teachers as can be arranged. • Assist your AT in all out-of-classroom duties <p>With your AT: Identify lessons and topics you will teach - up to 1/2 day based on your readiness and ability.</p> <p>Establish and maintain your Practicum FOUR Organizational Portfolio. Include at least the following:</p> <ul style="list-style-type: none"> • timetable, seating plan, class list, supervision schedules (hall, yard, etc.); • your daily schedule with notes; • all your lesson plans; • AT’s feedback (if not provided in writing, make notes about it); • your reflective comments on what you are observing; • learning resources and good ideas. 	<p style="text-align: center;">Teaching Workload: Up to a full day</p> <ul style="list-style-type: none"> • Continue Active Observation of your AT, students, classroom, school, and other teachers. • Continue to assist your AT during lessons and all out-of-classroom supervision <p>With your AT: Identify lessons and topics you will teach – up to the full day based on your readiness and ability.</p> <p>Each day, revise lessons plans based on feedback from your AT; review daily to make sure lessons are ready and approved.</p> <p style="text-align: center;"><i>Make daily entries/updates in your Organizational Portfolio</i></p>	<p style="text-align: center;">Teaching Workload: Up to a full day</p> <ul style="list-style-type: none"> • Continue Active Observation of your AT, students, classroom, school, and other teachers. • Continue to assist your AT during lessons and all out-of-classroom supervision <p>With your AT: Identify lessons and topics you will teach—up to a full day based on your readiness and ability.</p> <p>◆ On your own time: Prepare a written Self-Evaluation. Use the <i>Associate Teacher’s Report for Practicum 4</i> to evaluate your own performance on this practicum.</p> <p>Each day, revise lesson plans based on feedback from your AT; review to make sure lessons are ready and approved.</p> <p style="text-align: center;"><i>Make daily entries/updates in your Organizational Portfolio</i></p> <p style="text-align: center;">END-OF-PRACTICUM EVALUATION</p> <p>On your own time: Reflect on the practicum block and on what you have learned. Make notes to share with your AT.</p> <p>With your AT: Discuss your self-evaluation</p>
<p>The Importance of LESSON PLANS - Your Associate Teacher is strongly advised not to permit you to step in front of the class if you have not shown him or her a detailed written lesson plan. When you are more experienced, as is your AT, you will not need to prepare such detailed lesson plans, but they are an expectation for practicum placements. You are expected to prepare lesson plans on your own time—during scheduled prep periods, after school, or at home—not during instructional time when you can be observing & assisting your AT. You can find sample lesson plan templates in the Practicum Handbook. Your lesson plans must be shared with the Associate Teacher in advance of your scheduled teaching and include appropriate curriculum <i>expectations and learning goals</i> ◆ appropriate <i>instructional strategies</i> to support learning ◆ appropriate <i>assessments</i> to support student learning</p>		

