

Program Information Handbook

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

General Overview, Placement, and Alternative Field Experience

Contents

- Teacher Education Program3
- Your Teacher Education Team 4
- Expectations of Teacher Candidates.....5
- Practicum..... 6
- Practicum Expectations7
- Receiving a Practicum Placement.....7
- Teacher Candidate Responsibilities10
- Associate Teacher Responsibilities13
- The Practicum Team15
- Unique Practicum Opportunities.....16
- When a Teacher Candidate is in Difficulty18
- Alternative Field Experience (AFE)..... 20
- Transition to Professional Practice (T2P)..... 21
- Innovation in Education 22
- Master Teacher Mentors (MTM) 22
- Professional Practice Record (PPR)..... 23
- The Power of Observation 26
- Faculty of Education Policies 28
- Glossary 31
- Appendix 1 - Teacher Candidate Practicum Agreement..... 33
- Appendix 2 - Teacher Candidate and Teacher Mentor Agreement and Expectations..... 35
- Appendix 3 - Teacher Candidate Contact Information.....37
- Appendix 4 - Sample Lesson Plans 38
- Appendix 5 - Associate Teacher Reports 58
- Appendix 6 - Weekly Expectations 70

Teacher Education Program

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

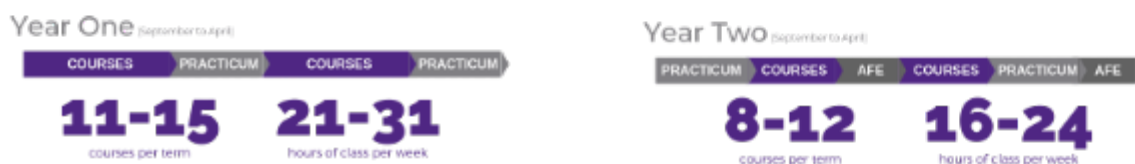
The **Courses** include common courses, division level courses (Primary/Junior – PJ; Junior/Intermediate – JI; Intermediate/Senior – IS) specialty courses and electives.

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

- **Practicum:** Candidates are assigned 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 40 school boards and the Teacher Ed office works collaboratively 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 80 and possible up to 100 days of practice teaching experience.
- **Alternative Field Experience:** The AFE is a self-directed learning placement, designed to expand options for Teacher Candidates to pursue professional learning goals in a variety of education settings. Candidates are responsible for proposing the AFE, finding a mentor/supervisor, and submitting a reflection about their learning. Typically, the Teacher Education Office can provide a list of possible AFE opportunities, though Teacher Candidates are not restricted to that list. Teacher Candidates are required to complete 210 AFE practical experience hours by the end of the program.
- **Transition to Professional Practice:** Presentations, workshops and professional development series are offered throughout the Teacher Education program. “Transition to Professional Practice” (T2P) is designed to supplement course work and provide candidates with additional knowledge and skills necessary to enter the teaching profession. Some components of T2P are COMPULSORY, some are optional.

Throughout the Teacher Education program, our Candidates will be encouraged to move from directed learning towards self-directed learning. The practical components of the program are designed to support the instructional work at the faculty by giving the Candidates opportunities to become more intentional in their learning, while at the same time, consolidating their experiences.

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. 85208 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 jplombar@uwo.ca
Erin Peterson	Program Coordinator <i>I can help with Alternative Field Experience, T2P, Web Communications</i>	519-661-2111 ext. 80518 epeter43@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
Cathy Cornett	Administrative Assistant <i>I can help with Document Submission, Police Checks, Bus Passes, Reporting Practicum absences</i>	519-661-2111 ext. 82093 ccornett@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
Mavis Wellington	IBEC Program Coordinator <i>I can help with International Baccalaureate Certificate</i>	519-661-2111 ext. 85208 mwellin2@uwo.ca

Communication and Resources:

The Teacher Education Office shares updates and information through several channels:

- **Teacher Candidate Newsletters:** *Our preferred way to send important and timely program information. Usually sent bi-weekly to your UWO email and archived in OWL.*
- **Email:** Teacher Candidates might receive additional program updates emailed directly to your UWO email from any member of our team.
- **OWL, Western’s Learning Management System:** In addition to course sites, Teacher Candidates also have a program site in OWL. Program-specific information and procedures will be stored here. 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.

Expectations of Teacher Candidates

- **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.
- **Completion of School Board Specific training modules:** Each school board has its own expectations for training. These requirements must be met PRIOR to the start of your practicum. Go to OWL to find specifics about the requirements of your school board. It is YOUR responsibility to be aware of all specific requirements for your practicum board, and to complete them in a timely manner. Practicum placements will not be verified or may be cancelled if you have not completed board specific tasks prior to the start of the placement.
- **Police Record Check Requirement:** A Police Record Check *which includes **Vulnerable Sector Screening*** is required before a Teacher Candidate can be placed in a school for practicum. Candidates request the PRC/VSS from the police department that serves their permanent/home address. The PRC/VSS should indicate Student Practicum or School placement, requested by Western University (not for volunteer or employment purposes). We require all candidates to provide a new VSS prior to the beginning of each term (2 x per year). Specific due dates will be shared in advance. VSS Police Checks for the fall semester should be dated June 1 or later; for the spring, PRC/VSS should be dated Dec 1 or later each term. Specific due dates will be shared in advance. Send an electronic copy of your PRC/VSS to eduwo@uwo.ca. Please keep the original with you and be prepared to take it with you while on placement. *** **Please note** – if your home jurisdiction is served by the OPP, you will require a letter from our office. Please email eduwo@uwo.ca to request that letter. ***If you are requesting a PRC/VSS from Toronto Police Services, we have an additional form for your submission – please email eduwo@uwo.ca to request the TPS letter.
- **Certification of completion of 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.
- **Teacher Candidate Agreement:** Candidates are required to read/review and submit the [Teacher Candidate Practicum Agreement](#) This link is also in OWL – School Board Reqts This must be completed no later than 1 week prior to the start of the first placement (August for Year 2 candidates; October for Year 1 candidates). A sample of the agreement is found in the appendix of this handbook.

- **Transportation:** Candidates are responsible for their own transportation to the placement. We cannot guarantee that candidates get a convenient placement location. In all cases, **be prepared to travel** (within the board boundaries). There are some incredible teaching opportunities outside of the large urban areas, and we have many host teachers in those regions ready to welcome our candidates. If candidates are comfortable, we encourage ridesharing to placements. It is possible you might have to travel up to 40 minutes to your assigned location. If you rely on public transit, please make a note in the portal NOTES when you select your school board of choice.
- **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.
- **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.
- **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 receive the requirements of the program.
- **Be Aware:** The Teacher Education Office works with over 40 school boards in the province. Our team will work on behalf of all teacher candidates to find appropriate practicum placements, according to the processes of each board. Teacher Candidates are asked to **NOT FIND** their own placements – this is the same process for all our partners. Our Teacher Education practicum staff will collaborate with school boards, principals, and teachers to arrange your practicum placement.
- **Be Thoughtful:** We are thankful that our host schools welcome us into their community and classrooms. As invited guests in the schools, we ask that you demonstrate professional respect and courtesy towards all members of that educational community.
- **Stay Informed:** Read this Handbook in full. Be informed of the policies and expectations. Throughout the year the Teacher Ed office will regularly post program updates to OWL, or you will receive emails directly to your UWO email. Even while on placement, be sure to check your email and other sites regularly for important updates.

Practicum

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

- **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. *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. *SPRING, 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. *FALL, Year 2, 5- 6 weeks .50 credit.*
- **EDUC 5024 - Practicum 4** Consolidate teaching skills, develop independence, plan, and teach a unit, evaluate students, teach some full days during weeks 5 and 6, or demonstrate potential to do so. *SPRING, Year 2, 5-6 weeks .50 credit.*

At the end of each placement, Teacher Candidates will receive a Practicum Report that will also be sent to the Teacher Education Office 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. (sample in the Appendix)

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.

Resources to support program and practicum success are found at end of this Handbook.

- Faculty of Education Policies
- Weekly Expectations
- Samples of the Associate Teacher Practicum Report

Receiving a Practicum Placement

Teacher Candidate Step-by-Step

Western is proud to work with over 42 school boards across the province of Ontario, providing Candidates with multiple, diverse opportunities to teach in a variety of school settings to help them develop the attitudes, skills, and knowledge necessary to be an effective teacher. Each board has its own Practicum eligibility requirements for placement students.

1. Review the list of Pre-Placement Requirements.

Review the list of pre-placement School Board Requirements, available to Teacher Candidates in your owl.uwo.ca program site, “BEd Class of 20##”.

Please note that we cannot place students in French First Language (FFL) school boards for practicum since our French program stream is French Second Language (FSL), as outlined in the Ontario College of Teachers regulations.

2. 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 not a requirement of Western University, nor the Faculty of Education, however it is an ESSENTIAL REQUIREMENT from all school boards.

We are requesting that all Candidates provide us with an **updated VSS every 6 months**. (In August, dated June 1 or later and in January, dated Dec 1 or later) This will ensure you can be placed on practicum for fall and spring blocks.

Once you receive the PRC with VSS, **submit a copy** of it to the Teacher Education Office at eduwo@uwo.ca and keep the original to provide to your practicum school.

3. Select the school board(s) that you wish to be assigned to for your Practicum placements.

Candidates can choose the same board for all 4 placements, or different boards. If your School Board requires additional information from you, for example your preferred ‘ward’ or ‘family of schools’, you can include that when submitting your preference. (see Board requirements in OWL). *You can select a board of choice – **you CAN NOT select a school or make your own arrangements with an associate teacher.*** Board selections are initially made in the summer before Year 1, but prior to each practicum block, Candidates are given a chance to review and revise their selections.

To select your preferred board for practicum:

- Wait for an email from the Teacher Education Office notifying you that the [Practicum Portal](#) is open.
- Log into the [Practicum Portal](#) using your UWO credentials
- Fill out the School Board preference selection; and if necessary, please add important notes:
 - » **Conflict of Interest:** A practicum placement in a school in which a family member is an employee or a student is considered a conflict of interest. When submitting your preferences online, in the Special Needs section of the form, please identify any school in your board which you believe would be conflict of interest.
 - » **Special Interests:** If you have special needs for your practicum, please note them here. If you rely on **public transportation**, please note it here.

If you experience any technical issues logging into the Practicum Portal, submit a ticket to edu.uwo.ca/support or email practicum@uwo.ca

4. Wait for your Practicum placement to be arranged.

The Teacher Education Office is working on arranging your practicum placement.

While you are waiting, please be aware: The Teacher Education Office works closely with school board representatives and/or school principals to secure practicum placements, based on Teacher Candidate divisional and subject requirements, and the availability of qualified Associate Teachers.

Once we receive your submitted board preference, we will contact our partner school board to arrange your upcoming practicum. We will find a practicum that fulfills the requirements of the program, and the requirements for certification by the Ontario College of Teachers. In Year 1, practicum 1, it is possible that your Associate Teacher might host you and another Teacher Candidate at the same time.

Provincial legislation requires that Candidates teach in each of the divisions for they are seeking certification – Primary/Junior; Junior/Intermediate; Intermediate/Senior. Although it is not required that candidates teach in each of their teachable areas, the Teacher Education office will do its best to find those practicum placements.

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.

While we begin the process early, it can take several weeks/months for our partner boards to finalize teaching assignments and confirm practicum placements. In some cases, we do not receive placement confirmation until right before the scheduled start of the practicum – your patience is appreciated. We will keep you updated along the way (be sure to read those newsletters!)

5. Receive notice that Practicum placement details are confirmed.

We will notify Candidates when practicum placement details are available for viewing in the [Practicum Portal](#).

We will do our best to notify Candidates of practicum details in a timely manner, but due to variations from board to board in the placement process, some practicum placements might not be finalized until just prior to the start of the practicum block.

If the Portal is open, but you do not see a practicum placement listed for you, please note that we will continue to update the Practicum Portal as we receive school board confirmations. Portal updates are ongoing – right up to the start of the practicum dates – and beyond if necessary. Check the Portal regularly once you have received notice that the Portal is open for viewing.

If your documentation (board required training or PRC) is incomplete in the Teacher Education office, you will not be able to access or view your placement until we have received the required reports at eduwo@uwo.ca

6. Contact your Associate Teacher to introduce yourself.

The practicum placement details in the [Practicum Portal](#) will include your Associate Teacher's details. Email them to introduce yourself professionally. Be prepared to send your Associate Teacher (AT) a copy of your [Teacher Candidate profile](#)

7. Complete any remaining Pre-Placement Requirements.

Review the list of pre-placement School Board Requirements, available to Teacher Candidates in your owl.uwo.ca program site, “BEd Class of 20##”.

Teacher Candidates are responsible for meeting all their pre-placement School Board Requirements.

Teacher Candidate Responsibilities

Prior to the start of practicum:

- Complete **Teacher Candidate Practicum Agreement: [Qualtrics Survey | Qualtrics Experience Management](#)**
- As a member of a Professional program, it is important that you review your own 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?
- Contact your host teacher promptly, by phone or email after you have received practicum placement details. You must use only your Western email in this professional capacity.
- Introduce yourself professionally. Be prepared to email your Associate Teacher a copy of your [Teacher Candidate profile](#). Let the associate get to know a little about you, your background, the courses you are taking, the specialty area you are in, and why you want to become a teacher.
- Complete the [Teacher Candidate Emergency Information](#) – ready to submit to the school office and your associate.

While on practicum:

- On the FIRST day – check into the school office upon arrival.
- During the first FEW DAYS of practicum, arrange to sit with your Associate Teacher to review and complete the [Mentoring Agreement](#) (sample found in the appendix of the handbook). A copy has been sent to the Associate Teacher. Teacher Candidate – please keep a signed copy in your practicum Portfolio.
- 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 all time in the 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+
 - » Meet with school or board liaison officers if possible
- 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.
- 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.
 - » For your teaching subjects. Create Lesson plans, based on the Ontario curriculum. (Samples are included in the appendix)
 - » Submit lesson plans, in advance, to the Associate Teacher; use a detailed lesson plan format agreed upon by the Associate Teacher.
 - » Be aware of student needs – structure lessons with respect to trauma triggers, diversity needs, accessibility for all

- » 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. (see Active Observation Log for ideas)

After practicum:

- If you have unfinished marking for the students you were teaching, it is imperative that you return all assessed work to the Associate Teacher as soon after the end of placement as possible. 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.
- We recommend that you send a thank you card or email 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

Never, under any circumstance, communicate with students through e-mail or by telephone

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 practicum is often considered the most exciting part of the teacher education program. Candidates are eager to take their faculty instruction and their desire to teach into the classroom and the Associate Teacher's guidance and classroom leadership are vital to their developing professional skills. Associate Teachers provide a mentored approach to experiential learning. This is a critical support for Teacher Candidates to grow and develop professionally through classroom practice.

Associate Teachers are recognized by their school administration as curriculum leaders and exemplary classroom practitioners. Associate teachers must demonstrate knowledge of current pedagogical practices and be able to provide exemplary mentoring. Classroom teachers who want to become Associate Teachers must receive the approval of their principal.

How to become an Associate Teacher:

School Boards place candidates: Many 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.

The Faculty of Education places candidates: For some boards, the Teacher Education office will assign Teacher Candidates to associate teachers. The Practicum Coordinator will send invitations to previous host teachers asking them to 'sign up' to be an associate for upcoming placements. Willing teachers can sign up online, indicating their grade, subject, school, etc. The request to be an Associate Teacher is received by the Teacher Education **and** a copy is sent to the School Principal and/or School Board Liaison Officer for approval. At any time, principals and/or classroom teachers can contact the Practicum Coordinator directly to discuss additions or deletions to the list of associate teachers. **NOTE:** Teacher candidates SHOULD NOT approach teachers asking them to be hosts. Successful applicants are added to our database for placement purposes. This allows the Teacher Education Office to make matches between Associate Teacher and Teacher Candidate, based on compatible grades, subject areas, location.

Associate Teacher Role and Responsibilities:

Prior to the start of placement ~

- You will receive an email 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 at the end of this Handbook.

- The Teacher Candidate will receive practicum details AFTER Associate Teachers have been notified. This gives the practicum office a chance to make any changes if necessary.
- 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, please set aside some time to review the [mentorship agreement](#) with your candidate. This gives each of you an opportunity to set goals, establish feedback methods, 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 is increasing responsibility accordingly.
- If a Teacher Candidate is having trouble, it is critical that you provide them with **explicit, written** 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 16 & 17 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 ~

- A link will be sent to Associate Teachers prior to the end of the placement period for you to complete the report electronically. Samples of each 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 written report with the Teacher Candidate
- Assist the Teacher Candidate with his/her 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! Payment is 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 payment should be directed to Cathy Cornett eduwo@uwo.ca

The Practicum Team

Other Members of the Practicum Team

The Faculty of Education Practicum team is strongly supported – both on and off campus. To connect with the Practicum team, contact practicum@uwo.ca

In the Teacher Education office, Joanne Lombardi, **Practicum & Community Engagement Coordinator**, jplombar@uwo.ca, the Faculty of Education's point of contact for Teacher Candidates, Associate Teachers, and principals. Joanne ensures that all Teacher Candidates are provided with:

- access to practicum guidelines and policies, including OCT Standards of Practice and Ethical Guidelines
- expectations for their work and performance during practicum
- appropriate placements for each practicum block
- assistance of practicum consultants, as needed, while on practicum.

Wendy Bernier, **Practicum & Field Experience Assistant**, wbernier@uwo.ca provides support with practicum placements and school board requirements, and Cathy Cornett eduwo@uwo.ca can help with questions related to document submission, police checks, reporting practicum absences, and honorarium payment.

The **Associate Teachers** who agree to serve in the mentoring role have been identified by their principals and school districts as exemplary teachers, willing to support the growth and development of the next generation of professionals.

In addition to the many talented Associate Teachers who invite our candidates into their classrooms, the program is supported by the leadership team of the schools. School administrators are key contributors to this

partnership, overseeing the placement process in their school, recommending excellent Associate Teachers, and providing a broad range of supports to our candidates.

Principal's Role

The principal:

- nominates teachers to be Associate Teachers who can model effective teaching and who are prepared to support and guide Teacher Candidates with patience and compassion.
- arranges an orientation of Teacher Candidates to the school, with introductions to staff and administration.
- organizes suitable introductory activities for Teacher Candidates such as,
 - » a review of school goals and philosophy, policies, and procedures
 - » an overview of programs, routines, timetables, supervision schedules
 - » special resources, extracurricular activities, parental/caregiver involvement, etc.
 - » informs students, parents, and caregivers about the practicum and the school's role in teacher education.

Practicum Consultants

Practicum consultants provide additional support

1. by completing one external observation of Candidates' teaching, and then preparing an observational report of that teaching session. This happens in Year 2 (*by appointment- however on hold until further notice*). The report is non-evaluative.
2. 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

In addition to the 40+ practicum partnerships we have with school boards across Ontario, we are pleased to let have forged meaningful relationships within a variety of our communities to provide enhanced and practical experience for our candidates.

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.

Community Agency Practicum Partnerships

We have partnered with community agencies to create unique, alternative practicum placements, designed to meet the many diverse and complicated needs of their community members. While these placements developed out of pandemic planning, the faculty is committed to continuing to work with community agencies to support their needs and provide our candidates with rich learning and teaching possibilities. In the past we have had practicum opportunities at Oxford County CAS, Huron Perth CAS, The Boys and Girls Club.

Alternative School Settings

The Teacher Education Office is pleased to work with community schools to develop unique practicum placements for our Teacher Candidates. All alternative practicum settings and teaching opportunities within those settings must follow the Ontario College of Teachers requirement for teaching the Ontario Curriculum under the supervision of a qualified OCT educator. Some locations are: The Oxford School; Strathroy Community Christian School; The Hebrew School; Six Nations Polytechnic (Brantford); Standing Stone, Oneida; Mary Campbell. If you are interested in a practicum placement in a private school or alternative setting, please contact the Practicum Office at practicum@uwo.ca

Virtual or Fully Remote Practicum Placements

The Faculty of Education supports practicum and alternative field experiences in virtual settings. These opportunities provide candidates with unique opportunities to develop teaching skills using a variety of technologies.

When using video conferencing and other communication tools to interact directly with students, Teacher Candidates are encouraged to follow the [Ontario College of Teachers' Video Conferencing Guidelines](#), as well as the OCT professional advisories on the [Use of Electronic Communication and Social Media](#), the [Duty to Report](#) and [Supporting Students' Mental Health](#).

We recommend that candidates complete the online, self-directed learning modules found at [The Online Teacher](#). These micro-credential courses provide comprehensive modules to improve teacher confidence, knowledge, and skill in a virtual teaching environment.

Western has developed a unique practicum partnership with the **Virtual Elementary School** [VES](#) and the **Virtual High School** [VHS](#). The Virtual High School and Virtual Elementary School are recognized as Ontario Ministry of Education private schools offering high quality online courses using the Ontario curriculum. A practicum placement with either VES or VHS is an asynchronous teaching experience for our candidates. Teacher Candidates, working closely with qualified OCT educators, have an opportunity to explore the Ontario Curriculum through an extremely focused approach to individualized learning. Candidates also become familiar with a variety of online learning tools and learn how to become proficient at guiding students to success in an online learning platform.

Please contact the practicum@uwo.ca to indicate if you require a virtual placement for personal needs or wish to experience this unique teaching opportunity. *It is possible that candidates could be assigned a virtual placement (even without requesting one) based on availability of appropriate Associate Teacher matches (grade, location, subject) within a candidate's desired board.*

When a Teacher Candidate is in Difficulty

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 make-up practicum will be scheduled, if possible, in the same academic year. 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. Such demonstration may require documentation.

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 demonstration may require medical or other documentation.

Process for addressing concerns:

1. It is critical when things are not going as expected, to communicate clearly and early on, both verbally and in writing. 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.

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.

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 work, volunteering, or independent study.

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, research project or leadership project, or a combination of these, that is:

- A valuable learning experience with substantive responsibility
- Related to Teacher Candidate's professional goals
- Related to field of education
- With a supervisor who will provide consistent guidance and supervision throughout OR if unsupervised, with supports for Teacher Candidate to be successful
- Related to a Teacher Candidate's BEd Specialty (to be confirmed)
- Not replacing an OCT; uncertified teaching (such as emergency supply) cannot qualify for AFE
- Paid or volunteer

AFEs are arranged by Teacher Candidates. The Teacher Education Office will provide a list of opportunities to Candidates to help them get started. There is no per diem for AFE Supervisors.

Timing & Format:

Teacher Candidates must complete **at least 210 AFE hours** during the program, divided across any number of AFE experiences - most Teacher Candidates complete 1-3 separate AFE experiences to accumulate their 210 hours.

While some blocks of time are typically reserved for AFE in the BEd academic calendar, Teacher Candidates can work on their AFE hours at their own pace. AFEs can be full-time or part-time, onsite, or remote, or any combination.

The earliest start- and end-dates for the AFE can vary year to year and will be communicated directly to Teacher Candidates.

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 TheTeacherCandidate.com/placements or contact Erin Peterson, Program Coordinator, at epeter43@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, and research, leadership, and other projects. *Half days weekly, years one and two of the B.Ed. program.*

Teacher Candidates must attend all Required 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 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 Peterson, Program Coordinator, at epeter43@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 (the pandemic, #MeToo, Black Lives Matter, to name only a few) 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).

As we strive to enhance our knowledge, make essential adaptations to our program, and work with all members of the educational community to create, collaborate, and share responsibility for our students AND THEIR FUTURE STUDENTS, the Teacher Education Office will continue to use our Curriculum Innovation Framework as the guiding principle to all our practical experiences.

Master Teacher Mentors (MTM)

Western University's two-year Bachelor of Education (BEd) includes one course that is delivered as an ongoing mentorship series. Teacher Candidates must attend and participate in mentor group meetings to pass the course.

EDUC 5013Q Research and Assessment to Improve Student Learning – Teacher Candidates learn how to gather information about their own students to serve in planning and assessment. They learn to use the iterative process of inquiry and data-based decision making to facilitate student learning and to use research in reflecting on their own practice. *.25 credit (Course delivery is via small groups led by Master Teacher Mentors; 2 hours bi-weekly years 1 and 2)*

Timing:

Master Mentor (MTM) group meetings are scheduled for Tuesday afternoons, alternating each week with Transition to Practice (T2P) sessions.

Master Teacher 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.

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)**.

All practical components in the Bachelor of Education provide an opportunity for Teacher Candidates to identify their strengths and weaknesses and develop strategies to improve their teaching. Master Teacher Mentors, Associate Teachers and AFE Supervisors can begin with a discussion of what the Teacher Candidate has learned and reflected upon from their courses and/or practical experiences thus far. 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 found in the New Teacher Induction Program [Teacher Performance Appraisal: Technical Requirements Manual \(ontario.ca\)](#)

- 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?”

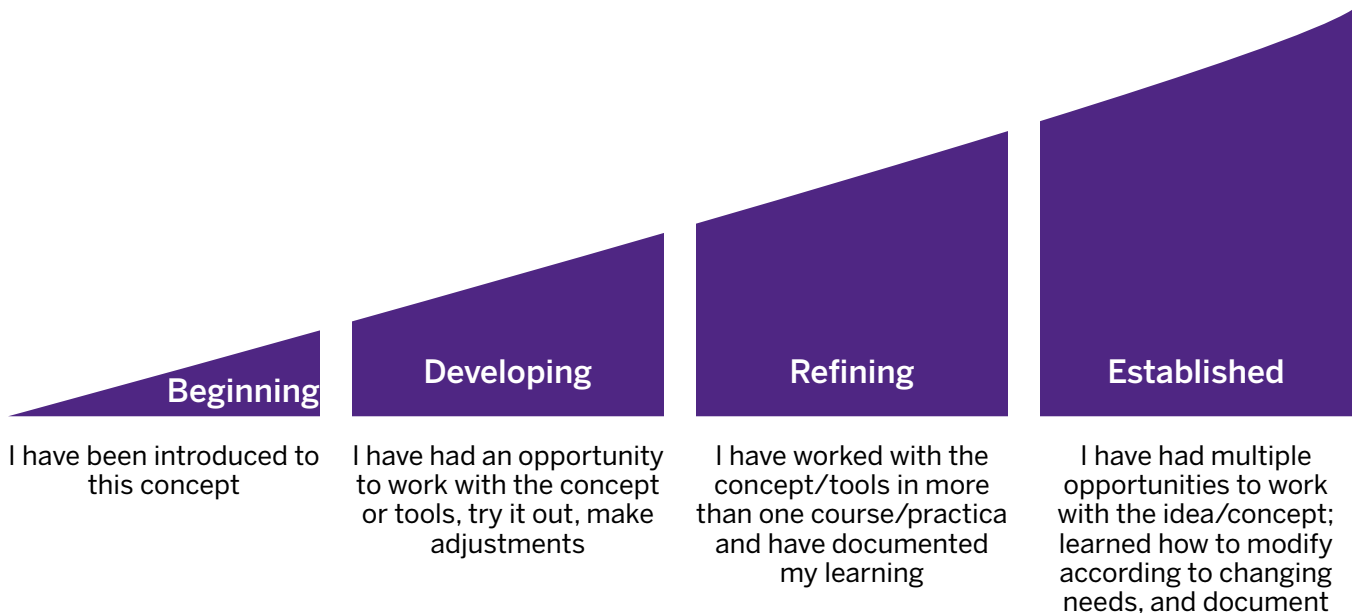
Transitioning to the Profession:

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.

Long Term Learning

This diagram may help you identify where you are in your learning, and facilitate communication with Mentors, Associate Teachers, AFE Supervisors and Instructors:



Adapted from Learning Outcomes Assessment: A practitioner’s handbook. HEQCO

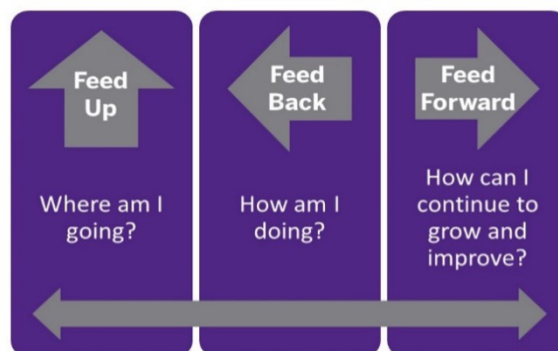
Becoming a Professional

Think about what you want to communicate about *yourself as a professional* as you connect with Instructors, Master Teacher Mentors, Associate Teachers and AFE Supervisors.

- 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?

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 repeat 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.

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.

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.

Faculty of Education Policies

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

Attendance

Arrive early. Find out when your classes start and arrive at least a half an hour prior to the start of class. Help your Associate Teacher in preparing for the day's activities, setting up labs, doing yard supervision. Stay after class. Debrief the day. Participate in the school culture and extra-curricular activities. Take all opportunities to get to know staff members, school routines, engage in professional development, parent/student meetings and so on.

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. The Teacher Education Office before 9:00 a.m. at 519.661.2093 or by e-mail: eduwo@uwo.ca
2. Your Associate Teacher or the school principal as early as possible.

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. If possible, contact your Associate Teacher for confirmation. Western University posts weather updates online here: uwo.ca/weather

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

- the Associate Teacher - as early as possible; and,
- the Teacher Education Office before 9:00 a.m. at 519.661-2093 or by e-mail: eduwo@uwo.ca

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 e-mail eduwo@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 ALL Associate Teacher absences, candidates must notify practicum@uwo.ca as soon as you have knowledge of your AT being away. If an Associate Teacher's is expected to be absent for three days or less, a Teacher Candidate may continue under the supervision of a supply teacher. If an Associate Teacher 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 ~ practicum@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.

OECTA – [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, OECTA, 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 - 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?

Teacher Candidate Name

Teacher Candidate Signature

Date

Appendix 2 - Teacher Candidate and Teacher Mentor Agreement and Expectations

Plan to meet with your AT during the first few observation days of the practicum to collaboratively complete this mentorship agreement. The goal is to review, discuss and agree upon expectations for the placement. Please use the Weekly Practicum Expectations document (insert link) as the starting point for your discussion. This collaborative planning session is to support each of you in understanding your role.

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
- 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)

Expectations of confidentiality	
---------------------------------	--

<p>Observation is an important part of this experience – and an expectation of the program. Candidates need many opportunities to observe the associate (focus on teaching); and the students (focus on learning)</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.</i></p>
<p>Feedback processes – what kind of feedback will be given? When will we have time to meet to discuss the TC’s teaching?</p>	
<p>Begin with the end in mind – look at the final report at the beginning of the placement; how will the TC meet those expectations? What kinds of evidence will the associate be looking for?</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 to teach.</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>	

Associate Teacher Signature

Teacher Candidate Signature

Appendix 3 - Teacher Candidate Contact 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 4 - Sample Lesson Plans

Lesson Plan Template - Table Format

Lesson:	
Date:	Time:
Subject:	Strand:
Overall Expectation(s):	Specific Expectation(s):

Lesson Overview

Learning Outcomes:
<ul style="list-style-type: none">•••

Assessment Plan
Diagnostic: <ul style="list-style-type: none">•••
Formative: <ul style="list-style-type: none">•••
Summative: <ul style="list-style-type: none">•••

Materials	Room Layout
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

Time	Lesson Outline (# Minutes)	Materials
# mins	Intro/Hook	
# mins	Content	
# mins	Application	
# mins	Consolidation	

Engagement Strategies

-
-
-

Learning Extension(s)

-
-
-

Contingency Plan (COVID/Weather)

-
-
-

Teacher Reflection

-
-
-

Lesson Plan Template - Open Format

Lesson:

Subject:

Strand:

Overall Expectation(s):

Specific Expectation(s):

Date:

Time:

Lesson Overview:

Materials:

Room Layout:

Learning Outcomes:

Assessment Plan:

Diagnostic:

Formative:

Summative:

Lesson Outline (# Minutes):

Intro/Hook:

Content:

Application:

Consolidation:

Engagement Strategies:

Learning Extension:

Contingency Plan (COVID/Weather):

Teacher Reflection:

Lesson Plan Annotations – Open Format

Lesson: Give each lesson a unique name for easy recognition and organization.

Subject: Indicate which subject this lesson is for so that you can stay organized when teaching multiple subjects to one grade (i.e., as an elementary homeroom teacher) or include the grade and class here as well as the subject in case you teach the same subject to multiple classes or grades (i.e., high school subject teacher).

Strand: Indicate which strand of the curriculum this lesson falls under so that you know which unit it belongs to and how it fits into your yearlong plan.

Overall Expectation(s): Always link each lesson back to at least one overall expectation from the respective curriculum to ensure the focus of the lesson aligns with the knowledge and skills expected for the grade.

Specific Expectation(s): Always link each lesson back to at least one specific expectation from the respective curriculum to ensure the learning outcomes, activities, and assessments align with the knowledge and skills expected for the grade.

TEACHER TIP: You do not need to write out every overall and specific expectation in full – just refer to the appropriate curriculum document when planning the lesson and mark down the numbers accordingly (i.e., 2.5 and 2.7).

Date: Include the date that you plan to facilitate this lesson to keep yourself organized; this is also helpful for a supply teacher that may need to sub in for you. If this lesson spans over multiple days, you can indicate a date range for when the lesson should start and end.

Time: Include the time or block for when you plan to facilitate this lesson to keep your day plan organized. Be realistic about how many learning activities can fit within this period.

Lesson Overview:

Include a brief lesson overview (max. 100 words) to identify the topic, focus, and goals of this lesson. Once you have developed many lesson plans, this section will act as a reminder for you about what the lesson is all about. It will also help you identify any gaps and overlaps in your unit or yearlong plans.

Materials:

Provide a list of materials required for this lesson so that you can prepare in advance. If there are printed materials required, indicate how many copies you will need. If there are digital resources required, include a link so that you can find them quickly.

TEACHER TIP: A materials list can also help you identify opportunities for classroom helpers (e.g., handing out markers).

Room Layout:

Describe how the desks, chairs, and any other furniture in your classroom should be organized for an efficient and effective learning environment. A community circle works well for group discussions, while small groups of desks pushed together may work better for collaboration. If outdoors, consider what students are sitting on or writing on.

TEACHER TIP: If you have more than one room layout throughout a lesson, make sure that you have a transition plan in place so that students can help move furniture around without losing engagement in the lesson.

Learning Outcomes:

Learning outcomes indicate what knowledge and/or skills students will have learned by engaging in this lesson. Provide 3-5 learning outcomes that are specific, detailed, measurable, and observable. Learning outcomes should align with the overall and specific expectations outlined earlier in the lesson plan.

TEACHER TIP: Print out this list of [Learning Outcome Verbs](#) from Western's Centre for Teaching and Learning and keep it in your teaching portfolio or near your desk so that you can refer to different verbs when crafting your learning outcomes.

Lesson Outline (# Minutes):

The lesson outline is a step-by-step facilitator guide for your learning activities. A lesson outline should be so detailed that you can hand it off to a supply teacher without them having any prior knowledge of the lesson content. The lesson outline is comprised of four sections that make up a lesson: Intro/Hook, Content, Application, Consolidation.

TEACHER TIP: In the brackets, it prompts you to indicate how many minutes you have allotted to teach this lesson. Always plan your lesson 10 minutes **shorter** than the time block. For example, if you have 60 minutes to teach a class, plan your lesson to be 50 minutes long. This helps to account for disruptions, transitions, or tech glitches during the lesson.

Intro/Hook:

The intro/hook is an activity or overview that introduces the topic that is the focus of the lesson (e.g., clouds). Use this section to describe your intro activity and provide detailed notes for how to facilitate this section of the lesson. Be sure to include how much of the allotted time is permitted for this section to keep yourself on track, and indicate what materials are needed for the activity. This section can last between 5 – 10 minutes depending on the activity and length of the overall lesson. It is meant to generate interest in the topic and make students excited and engaged to learn more.

Teacher does...

- Activate prior knowledge
- Present thought-provoking question or activity

Students do... or **Teacher** looks for...

Content:

The content section is when you present the knowledge or skill to be learned in the lesson (e.g., physical characteristics and types of clouds). In this section, you may provide the information that students need to know to meet the associated learning outcomes. Be sure to include how much of the allotted time is permitted for this section to keep yourself on track and write down what materials are needed for the activity. This section can last 10-15 minutes, depending on the activity and length of the overall lesson. This section cannot be too long, or students will begin to lose interest, and there will not be enough time to apply the learning in the next section.

Teacher presents...

- Content and details about the topic needed
- Strategies for students to understand the topic or skills

Students do... **Teacher** looks for...

TEACHER TIP: Teacher Talk Time (TTT) should be kept to 30% of the lesson or less, and for no more than 10 minutes at one time. The other 70% of the time should be given for students to engage in activities, exploration, group work, and presentations of their own. This means, for a 50-minute lesson, the teacher should only be talking/presenting for a maximum of about 15 minutes throughout the whole lesson with students interacting and talking for the other 35 minutes.

Application:

The application section is when students can apply the learning or skill that they have just learned about in the content section. This may take the form of a learning activity or a review of the knowledge content. Be sure to include how much of the allotted time is allowed for this section to keep yourself on track and write down what materials are needed for the activity. The application section may take up between 30-50% of the lesson.

Students do... **Teacher** looks for...

TEACHER TIP: Be present during the application section. This is the perfect time to move around the class to observe individual and/or group work and connect with your students to answer questions and explore their ideas. Bring a notebook with you to assess as you go!

Consolidation:

The consolidation is a reflection activity or review that directs students to summarize and synthesize the learning that occurred from the lesson. Consolidation activities are extremely important because they encourage student to process their learning and make connections when given the chance to debrief.

TEACHER TIP: Never skip the consolidation activity! When running low on time in a lesson, it can be tempting to let the application section run long and just skip the reflection altogether. Instead, make sure to set a timer for the last 10 minutes of class, stop wherever you are in the learning activity, and move directly into the reflection activity. This will help students process what they learned, and it will give you a better sense of where to pick up in your next lesson.

Engagement Strategies:

It is important to establish a routine in your classroom so that students know what to expect and how to respond during a lesson. Planning your routines and strategies in advance can help to prevent classroom disruptions and increase the level of student engagement. Consider what classroom management strategies you will use throughout the lesson to address disruptions and keep students on track. What strategies will you use to get their attention when the volume has gotten too high, or they have gone off track? What visual, aural, and kinesthetic strategies can you implement to engage different learning styles? What accommodations might you need to plan for based on the needs of your students?

TEACHER TIP: Healthy competition is a great tool for engaging students and providing incentives for learning. For example, if students meet your behaviour expectations during a lesson, they may collect reward points

that work towards a prize. Individual and group prizes both work well to incentivize positive behaviour and engagement.

TEACHER TIP: Music is another useful tool that can be used to indicate a transition or be played during working time. “If we can’t hear the music, the conversation is too loud.” Or once the music stops, they know to listen for the next instruction.

Assessment Plan:

The assessment plan outlines how you will assess and/or evaluate this lesson’s learning outcomes. Each lesson should include at least one diagnostic, formative, and summative assessment, aligning with the beginning, middle, and end of the lesson, respectively.

Diagnostic:

The diagnostic assessment is a tool to determine what students already know prior to beginning the lesson. This typically occurs in the Intro/Hook section of the lesson. The diagnostic assessment is an important part of the assessment plan because it activates students’ prior knowledge and allows the teacher to meet students where they are at with their learning journey. Examples include ice breakers, question of the day, and think-pair-share.

Formative:

The formative assessment is a tool for teachers to observe and understand what students know throughout the learning process. This typically occurs in the Application section of the lesson once students have learned something new and can process that learning through an activity. Examples of formative assessments include small group observation, questioning techniques, and independent learning activities.

Summative:

The summative assessment is a tool to determine what students have learned from the full lesson. This typically occurs in the Consolidation section of the lesson and should cover all the established learning outcomes. The summative assessment is a valuable tool for the teacher to understand what content stuck with students from the overall lesson and what content may need to be reviewed before an evaluation. Examples include exit tickets, group debrief discussions, and reflection activities.

TEACHER TIP: Refer to the learning activities that you plan to use in the Intro/Hook section, Application section, and Consolidation section. If there is a way for you to observe or track student responses to those activities, then they can double as your Diagnostic, Formative, and Summative assessments, respectively!

TEACHER TIP: Remember that assessment is **different** from evaluation. Assessments give the teacher an ongoing idea about a student’s learning journey, whereas evaluations give teachers in-the-moment snapshots on student knowledge about specific content.

Learning Extension:

Learning extensions provide students with an opportunity to further their own learning on a topic. A learning extension could be a homework activity that is assigned to all students to explore the topic and report back to class. A learning extension could also be an activity provided to gifted students or those that show particular interest in the lesson. When planning for a wide range of abilities, it can be useful to include these extended opportunities.

TEACHER TIP: A quick Google search of your topic may bring up some interesting community clubs or local experiences to share with students. Taking note of any library books and digital resources that are available on the topic can also provide effective ways to continue student engagement outside of your classroom. This will help prepare you for when students come to you after class asking, “How can I learn more about this?”

Contingency Plan (COVID/Weather):

In today's classroom environment, flexibility and adaptability are important skills for every teacher. Developing a Plan B for your lesson activities in advance can alleviate stress when you need to pivot in the future. For outdoor learning activities, always include a plan for indoor learning in case the weather does not allow for your outdoor activity. For in-person learning activities, always include a digital alternative – just in case students need to engage in a virtual learning environment.

Teacher Reflection:

How did it go? Take a moment at the end of each day to reflect on your lesson. Jot down the successes, challenges, and ideas for improvement. Include any positive feedback that you received from students or suggestions from your Associate Teacher. Personal reflection can be a useful tool in helping to develop yourself as a professional.

TEACHER TIP: This lesson plan outline is simply a guide. Take it, edit it, and modify it to suit your own needs and teaching style. It is meant as a starting point for you to personalize and customize however you like.

Lesson Plan Example (PJ) - Table Format

Lesson: Cloud Identification	
Subject: Grade 2 Science	Strand: Understanding Earth & Space Systems
Overall Expectation(s): 2	Specific Expectation(s): 2.5 and 2.6
Date: Tuesday, September 20, 2022	Time: 11:30am - 12:20pm

Lesson Overview

During this lesson, students will identify clouds on an outdoor nature walk based on physical characteristics discussed in class.

Materials	Room Layout
<ul style="list-style-type: none"> • Class set of markers • Sticky-notes • Science notebooks • Cloud worksheet • Timer 	<ul style="list-style-type: none"> • Desks and chairs in community circle formation

Learning Outcomes

- Observe the different shapes and sizes of clouds
- Identify cloud types based on their physical characteristics
- Record the physical characteristics and classifications of clouds in the sky

Time	Lesson Outline (# Minutes)	Materials
10 mins	<p>Intro/Hook</p> <p>Teacher asks students to Think-Pair-Share strategies that they already use to identify clouds.</p> <p>Students write their ideas on a sticky note and stick it up at the front of the room</p> <p>Teacher summarizes the ideas around the room</p> <ul style="list-style-type: none"> • Sometimes clouds have different shapes and sizes • Cloud colours can be different based on the weather too 	<p>Sticky notes</p> <p>Markers</p>

Time	Lesson Outline (# Minutes)	Materials
10 mins	<p>Content</p> <p>Teacher presents students with an image of three different types of clouds along with their names and physical characteristics.</p> <p>Students replicate the images in their notebooks and represent the characteristics through notes, drawings, or symbols.</p> <p>Teacher observes their understanding of the content through their drawing and engages with students throughout the process to ask probing questions or seek clarification on how they are representing the physical characteristics.</p>	<p>Cloud PPT</p> <p>Science Notebooks</p>
20 mins	<p>Application</p> <p>Teacher leads a nature walk to identify and classify clouds.</p> <ul style="list-style-type: none"> • Make teams of 3 students • Each group assigns one student to record a specific type of cloud • Group of 3 works together to identify and classify clouds during the walk and takes notes in their notebook <p>Teacher brings a timer to announce to students when walking time is over.</p>	<p>Cloud Worksheet</p> <p>Timer</p>
10 mins	<p>Consolidation</p> <p>Teacher asks students to discuss in their group of 3 Head, Heart, Hands, Feet...</p> <ul style="list-style-type: none"> • Head: What did you learn? • Heart: How do you feel? • Hands: What are you still grappling with? • Feet: What are your next steps? <p>Teacher asks student-staff to share their nature notes and reflections in a large group setting.</p>	<p>Cloud Worksheet</p> <p>Science Notebooks</p>

Engagement Strategies

- Call and response to gather attention
 - » Teacher: I've got sunshine...
 - » Students: On a cloudy day!
- Nature walk will get students up and moving
- Transition plan – check who is Line Leader this week and assign two door holders

Assessment Plan

Diagnostic:

- Think-Pair-Share to understand what strategies and characteristics students already know about identifying clouds

Formative:

- Collect cloud replicas to observe how students represent and recreate the content
- Observe individual and group work during Nature Walk to assess engagement

Summative:

- Head, Heart, Hands, Feet as self-reflection of learning

Learning Extension(s)

- Sit outside with someone after school and tell them what you learned about clouds
- Check out Book A, Book B, or Book C from the library to learn more about clouds
- [Cloud in a Bottle Experiment](#) – do it at home (with supervision)

Contingency Plan (COVID/Weather)

- Virtual – if online learning is required
 - » Think-Pair-Share activity can be done in breakout rooms or in the chat on Zoom
 - » PPT can be shown virtually with students taking notes in their science notebooks, or on a Google doc if they don't have their books; they can submit a photo or document of their work on Google Classroom
 - » Instead of a nature walk, students can look out their window to identify clouds, or I can play the Soarin' at EPCOT video (1:15 - 5:45) and have them identify these clouds – watch once for fun, then watch a second time stopping to discuss and identify clouds in each scene
 - » Head, Heart, Hands, Feet can be done in the chat or breakout rooms
- Indoor – in case of bad weather
 - » Instead of a nature walk, students can look out the classroom window to identify clouds, or I can play the [Soarin' at EPCOT](#) video (1:15 - 5:45) and have them identify these clouds – watch once for fun, then watch a second time stopping to discuss and identify clouds in each scene
 - » All other lesson activities occur inside

Teacher Reflection

- Students were very excited and engaged in the nature walk; loved being outside
- There was only one type of cloud that we could identify – weather is unpredictable and hard to plan for; next time, I would combine this activity with collecting sticks, leaves, and other items for an art project so that we don't waste time if there aren't any/enough clouds
- Had an idea when we were outside for a game involving cloud types that I could introduce next time to reinforce physical characteristics (like rock, paper, scissors)
- Lost time and engagement transitioning back to classroom – next time do HHHF outside in a circle or small groups and come back in once the lesson is over

Lesson Plan Example (IS) – Open Format

Lesson: Nucleic Acids (DNA)

Class: SBI4U – Grade 12 Biology

Strand: Biochemistry

Overall Expectation(s): A1, B2

Specific Expectation(s): A1.6, A1.8, B2.4

Date: November 13, 2022

Time: 10:55am – 12:05pm

Lesson Overview:

In this lesson, students will have the opportunity to explore the connections between genetic coding and physical characteristics. Students will perform a DNA extraction following an assigned lab procedure.

Materials:

For Instruction:

- Projector
- Laptop or computer
- Microsoft PowerPoint
- YouTube video (<https://www.youtube.com/watch?v=RHTw8BxU1fk>)
- Images of dragons from *Game of Thrones*
- Worksheet Questions (see Appendix)
- Procedure for DNA extraction (see Appendix)

For Guided Investigation:

- Heavy duty Ziploc bag
- Strawberries and bananas
- DNA extraction buffer (salt and soap solution)
- Cheesecloth
- Funnel
- Test tubes
- Glass rod and popsicle sticks
- Microscopes
- Glass slides & cover slips
- Ethanol (**IMPORTANT: keep cold**)
- Disposable gloves
- Face masks

Room Layout:

- Students set up at their assigned lab stations

Learning Outcomes:

By the end of this lesson, students will be able to:

- understand how the characteristics that organisms possess arise from and are due to their unique genetic coding (DNA)
- develop new knowledge and have a deeper understanding of what makes each person biologically unique
- understand the importance of research and how to appropriately conduct scientific techniques and investigations

Lesson Outline (70 Minutes):

Intro/Hook (15 minutes):

Dragon Activity (5 minutes):

Students will view a video clip (0:00-0:40) from the TV show, Game of Thrones, where one of the main characters is relaxing with her pet dragons. Afterwards, pictures of each dragon will be shown to students. Students will distinguish and record any similarities and differences they observed between each dragon.

Class Discussion (10 minutes)

Questions to be discussed:

- “What similarities and differences did you observe?”
 - » Differences may include different body type, eye colour, wingspan, and more.
 - » Similarities may include breathing fire, ability to fly, scales, and more.
- “Why do the dragons share similarities, but differ in others?”
 - » Student may state ancestry or parental background are possible reasons for similarities and differences.
 - » Conduct Socratic questioning to facilitate further discussion and justification.
- “What underlying biological component gives rise to each dragon’s characteristics?”
 - » Each dragon has different DNA (deoxyribose nucleic acid). DNA is the biological basis of what makes us unique.

Why I am doing this: To encourage communication, engagement, and critical thinking.

What I hope to accomplish: Students will begin to understand how the characteristics that organisms possess arise from and are due to their unique genetic coding (DNA).

Content (10 minutes):

Directed Instruction

Using a PowerPoint presentation, students will learn the following:

1. Definition & importance of DNA.
 - a. DNA contains our genetic code; discovered by Watson and Crick.
 - b. Responsible for many different cellular and biochemical functions.
 - c. Found in the food we eat.

2. Location of DNA in our cells.
 - a. Mainly in the nucleus, but can be found in the mitochondria.
3. Composition of DNA.
 - a. Define what nucleic acids are.
 - b. State which nucleic acids are found in DNA (adenine, guanine, cytosine, thymine).
 - c. Distinguish each pair of nucleic acids (purines and pyrimidines).
 - d. Describe base pair binding (A-T, C-G) and formation of double helix.
4. DNA extraction.
 - a. Research technique used by scientists to determine and analyze the size, structure, and function of DNA.
 - b. Can be used to study the genetic cause of diseases.

Why am I doing this: To provide an organized, sequenced instructional approach that introduces new terms, concepts, and principles. It also describes the purpose of the activities that will be accomplished later in this lesson.

What I hope to accomplish: Students will develop new knowledge and have a deeper understanding of what makes each person biologically unique.

Application (40 minutes):

Guided Investigation

Students will be given copies of the procedure for DNA extraction (see appendix).

Students will conduct an investigation about whether DNA is similar or different for two different fruits (strawberry and banana).

- Groups of 4 will be chosen by the students.
- Each student will create their own hypothesis and prediction of the results.
- Each group will split into 2 pairs and perform the extraction for each fruit simultaneously.
- Each pair will be reminded to read the procedure for DNA extraction carefully.
 - » Step #5 will be checked first before students proceed with next steps (see appendix).
- Each pair will view their extracted DNA using a microscope.
- Pairs will then swap microscopes and view the other pair's extracted DNA.
- Students will draw their experimental apparatus and individually record their scientific observations in a format of their choosing (e.g., table, diagrams, etc.)
- Students will determine whether their observations support or refute their initial hypotheses and predictions.
- Students will be given time to clean up their apparatuses.

Assessment: Students will be provided with a worksheet, which contains questions that they must answer relevant to the investigation conducted in class. This worksheet can also be submitted the following day if it is not completed in class (see appendix).

Why am I doing this: To assess learning skills and provide a hands-on demonstration of biochemical concepts and connect them to real-world applications.

What I hope to accomplish: Students will understand the importance of research and how to appropriately conduct scientific techniques and investigations.

Consolidation (5 minutes):

The last slide of the PowerPoint presentation will contain a review of the ideas and concepts covered in class. An oral True/False quiz will be conducted, as a whole class, to reflect on the lesson and for enduring understanding. Examples are given below:

Watson and Crick discovered the structure of DNA. (True)

The molecular structure of DNA is a triple helix. (False; double helix)

Two examples of pyrimidines are thymine and adenine. (False; thymine and cytosine)

DNA extraction is a technique that can be used to study genetic diseases. (True)

Engagement Strategies:

- Using the Game of Thrones video to garner interest from students
- Guided investigation provides students with hands-on experience and practice

Assessment Plan:

Diagnostic:

- Dragon Discussion – observe the characteristics and rationale that student provide during this conversation, can also assess engagement levels

Formative:

- DNA extraction – observe and record student understanding and collaboration throughout the lesson
- DNA worksheet – collect at end of activity or when complete to review responses

Summative:

- True/False activity – can assess overall understanding of the group

Learning Extension:

- Bio Club meets Tuesdays after school
- The library has Book 1, Book 2, and Book 3 on genetics available
- Homework: finish the worksheet if not done by end of class

Contingency Plan (COVID/Weather):

- No weather considerations since lesson is indoors
- Dragon Activity, Class Discussion, and Directed Instruction can be facilitated over Zoom using the share screen functions and unmute or chat features
- Create lab kits for students to pick up and work with at home
 - » If not feasible with amount of equipment and safety of supplies, perform experiment over Zoom for

students to observe, or show a recording

- Worksheet can be shared digitally and completed on a shared drive or worked on independently and submitted following class
- Consolidation activity can be facilitated over Zoom, or given as small group discussion activity in breakout rooms to encourage discussion and engagement

Teacher Reflection:

Successes:

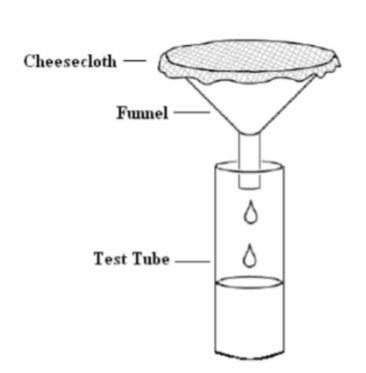
- Overall good flow and smooth transitions
- Preparation and organization of supplies for each group (worksheets, tape, inkpads, worksheets, etc.)
- Hook for the class sparked instant interest
- (Who stole the class hamster?)
- Slideshow presentation provided good visual representation of information and relation to biochemistry
- Class was very engaged in making fingerprints
- Appropriately Intervened when students were confused with instructions and helping them
- Consolidation was a good set-up for the next class (who is the culprit?)

Improvements/Changes:

- Purchase washable ink pads next time
- Remind students to read instructions on worksheet carefully
- Set aside a few minutes near the end of the period for students to clean up supplies

Overall, I think the activity went very well. The class was very receptive, and it seemed like everyone had fun. During the guided investigation portion, I added that I would remind students to read the instructions carefully before starting the activity. The DNA extraction procedure may be difficult to follow, considering there is an extensive list of materials that students may not have a lot of experience using (e.g., microscopes, ethanol). Also, I added that I would allocate time for students to clean up their materials and tidy the classroom. As important as it is to teach students biochemistry, it is equally important to teach students to respect their environment and to take responsibility for their actions.

Appendix:



Procedure for DNA extraction:

1. Place one strawberry or banana in a Ziploc bag.
STEP 1 WILL BE COMPLETED BY TEACHER BEFORE CLASS
2. Smash/grind up the strawberry/banana using your fist and fingers for 2 minutes. *Careful not to break the bag!!*
3. Add the provided 10mL of extraction buffer (salt and soap solution) to the bag.
4. Knead/mush fruit in the bag again for 1 minute.
5. Assemble your filtration apparatus as shown to the right.
6. Pour the fruit slurry into the filtration apparatus and let it drip directly into your test tube.
7. Slowly pour cold ethanol into the tube. Observe.
8. Dip the glass rod or popsicle stick into the tube, where the fruit extract and ethanol layers come into contact with each other. Observe.
9. Collect the DNA and place on a glass slide. Use cover slip to press the DNA sample down flat.
10. Place glass slide under microscope. Observe.

(Adapted from http://www.shsu.edu/~agr_www/documents/DNALAB.pdf)

Worksheet Questions:

It is important to understand every step of the extraction procedure and why each step was necessary. Match the following procedures with their function.

Procedure

Function

A. Filter fruit extract through cheesecloth.

To precipitate DNA from solution.

B. Mash fruit with extraction buffer.

Separate components of the cell.

C. Addition of ethanol to extract.

Break open the cells.

D. Initial smashing of fruit.

Break up proteins and dissolve cell membrane.

Worksheet Questions:

What did the DNA look like for each fruit? Was your hypothesis correct? Relate your answer to concepts learned in class today.

Explain what you observed when you added ethanol to your fruit extract (Hint: solubility).

Why is it important for scientists to be able to extract DNA from organisms?

List 3 possible sources of error when you conducted this investigation.

(Adapted from http://www.shsu.edu/~agr_www/documents/DNALAB.pdf)

Appendix 5 - 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"/>
Assists AT in out-of-classroom supervision	<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_0oXcDSmpgrXXW0I

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 6 - 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: 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: The Classroom Setting Learning About Students the Structure of a Lesson</p> <p>Around the School: The School as a Community School Improvement Plan</p> <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> <p>Lesson Preparation & Planning: Why?</p> <p>Lesson Preparation & Planning: Observing your AT</p> <p>Planning a Lesson: Guidelines Assessment & Evaluation</p> <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 Associate Teacher's Report for Practicum 1 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 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.</p> <p>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> <p>On your own time: Prepare written lesson plans with</p> <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> <p>On your own time: prepare written lesson plans with</p> <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>Make daily entries/updates in your Organizational Portfolio</p> <ul style="list-style-type: none"> • Not 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> <p>On your own time: prepare written lesson plans with</p> <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>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> <p>Each day, revise lesson plans based on feedback from your AT; review to make sure lessons are ready and approved.</p> <p>Make daily entries/updates in your Organizational Portfolio</p> <p>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.

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.

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	WEEK FOUR
<p>Active Observation, Assist, Teach</p>	<p>Active Observation Plan, Teach, Assess</p>	<p>Active Observation, Plan, Teach, Assess</p>
<p>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> <p>On your own time: Prepare written lesson plans with</p> <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>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> <p>On your own time: prepare written lesson plans with</p> <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>Make daily entries/updates in your Organizational Portfolio</p> <ul style="list-style-type: none"> Not during instructional time when you can be observing and assisting 	<p>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> <p>On your own time: prepare written lesson plans with</p> <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>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> <p>Each day, revise lesson plans based on feedback from your AT; review to make sure lessons are ready and approved.</p> <p>Make daily entries/updates in your Organizational Portfolio</p> <p>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.

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.

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 and THREE	WEEK FOUR
Active Observation, Assist, Teach	Active Observation Plan, Teach, Assess	Active Observation, Plan, Teach, Assess
<p>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>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>Make daily entries/updates in your Organizational Portfolio</p>	<p>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 Associate Teacher's Report for Practicum 4 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>Make daily entries/updates in your Organizational Portfolio</p> <p>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>

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.

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.