



Transforming Education. Transforming Lives.

Practical Handbook

Practicum Placements and Alternative Field Experiences

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

Faculty of Education, Western University
1137 Western Road, London, ON N6G 1G7

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Table of Contents

	PAGE
Introduction to Teacher Education Program	3
Teacher Education Team	4
Expectations of Teacher Candidates	5
Introduction to Practicum	7
Practicum Processes	8
Associate Teacher Responsibilities	14
When a Teacher Candidate is in difficulty	17
The Practicum Team	20
Alternative Field Experiences (AFE)	21
Innovation in Education	23
Professional Practice Record	24
Transition to Professional Practice (T2P)	25
Faculty of Education Policies	26
Glossary	28
Appendix 1 – Teacher Candidate Practicum Agreement	30
Appendix 2 – Mentorship Agreement	31
Appendix 3 – Teacher Candidate Contact Information	33
Appendix 4 – Practicum and Academic Schedule at a glance	34
Appendix 5 – Attendance on Practicum	35
Appendix 6 – In Place How To Guides	36
Appendix 7 – Practicum Weekly Expectations	43
Appendix 8 – Sample of Practicum report	47
Appendix 9 – School Board Placement Locations	51
Appendix 10 – Golden Nuggets	53
Appendix 11 – Alphabet Soup for Teacher Candidates	55
Appendix 12 – Alphabet Soup for Associate Teachers	56

Teacher Education Program

Welcome to the Faculty of Education, Western University! This handbook has been developed to provide you with an overview of the practical components of our initial teacher education program and is shared with Teacher Candidates, Associate Teachers, School Administrators and AFE Supervisors.

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

Western's initial teacher education preparation program consists of **Instruction** and **Experiential** components. The instruction includes common courses, division level courses (Primary/Junior – PJ; Junior/Intermediate – JI; Intermediate/Senior – IS) and specialty courses and electives.

The instructional courses are scheduled over 4 terms. Term 1 and Term 2 are onsite, at the Faculty of Education. Term 3 and Term 4 will be held virtually.

The experiential components include:

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

Teacher Candidates must successfully complete **all** course and placement components to meet the requirements for the degree. In addition, they **must satisfy** the standards of the profession and the ethical standards of the profession set out by the Ontario College of Teachers – as well as **demonstrate professional suitability**, to be recommended to the OCT for a teaching license.

Teacher Education Team

Associate Dean	Dr. Anton Puvirajah	Responsible for the overall Initial Teacher Education program, with particular emphasis on Faculty and University Policies, Student Discipline, Ontario College of Teachers' Accreditation
Manager, Teacher Education		Oversees the full initial teacher education program and is responsible for the strategic direction of the program, overseeing office processes, human resources (TE Team and Limited duties hiring), admissions, program-wide planning, T2P, budgetary management, high-risk student support and working closely with the associate dean on matters related to discipline.
Practicum and Community Engagement Manager	Joanne Lombardi – jplombar@uwo.ca – 519 661 2111, ext. 81158	Oversees all practicum placement processes. Direct liaison between the 3 largest school boards that host our candidates and oversees the placement process with the remaining boards. Direct contact with school administrators at all placement sites. Supports the needs of teacher candidates and associate teachers regarding all placement matters (including InPlace issues). Responsible for overseeing the OCT processes for certification. Works closely with community partners and the AFE Coordinator to support other ways educational settings can support our program.
Practicum and Field Experience Coordinator	Wendy Bernier – wbernier@uwo.ca – 519 661 2111 ext. 87153	Works with affiliated school boards to request practicum placements. Communicates placement matters with Board staff and Associate Teachers. Maintains and updates affiliation agreements. Updates InPlace with all placement details including board and student pre-placement requirements, e.g. board training and VSS etc. Oversees the payment process for associate teachers, mentors, and consultants.
Program Coordinator, Alternative Field Experiences, MTM, T2P	Erin Sardido (ON LEAVE); Jeren Balayeva-Sawyer – jbalayev@uwo.ca – 519 661 2111, ext. 80518	Oversees all AFE relationships with agencies and supervisors. Supports the manager with timetabling, Course Tune, organization of the T2P program, supporting the MTM lead, and organizing orientation, career expo. Responsible for internal communication strategies to support the Teacher Education office, including supporting the tracking and documentation of university policies and procedures.
Program Assistant	Rebecca Cole – rcole22@uwo.ca - 519 661 2111 ext. 88558	First point of contact for inquiries from new/incoming students. Provides academic guidance and supports the admissions process, including course registration, course adjudication, the instructor evaluation process, ADD/DROP. Oversees data analysis of the admissions process and supports event coordination and recruitment.
Recruitment Officer	Song Do – song.do@uwo.ca – 519 661 2111 ext 88551	First contact for prospective candidates. Supports pre-admission counselling, tracking, and updating course equivalencies for admissions, research methods into recruiting international students, planning recruitment events, creating recruitment content, and providing recruitment presentations.
Program Assistant	Eliza Chan – echan445@uwo.ca	Administrative support for hiring, scheduling, OCT

If you require any assistance, please review roles carefully and contact only the individual who can provide you with the support you need.

Expectations of Teacher Candidates

- **Standards of the Profession:** How you engage with your colleagues, instructors, and teacher education office staff will reflect your entry into the teaching profession. Everything you say and do will communicate your professionalism to others.
- **This program has high expectations for the candidates.** Teaching is a profession characterized by the educational expertise and knowledge you will develop in the program; the ethical standards that guide the profession; a focus on service orientation and teachers' abilities to prioritize the well-being and learning of all students; the professional development that you will continuously be expected to participate in; and public trust and accountability that you will be entrusted with, holding you accountable for actions and decisions.
- **Ethical Requirements:** 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** professional suitability, including care, respect, trust, and integrity in all interactions with students, parents, other teachers, school personnel, and members of the public.
- Candidates are expected to uphold the standards and regulations outlined in [The Education Act](#) of the Province of Ontario, the [Ontario Human Rights Code](#), and Western University and the Faculty of Education policies and codes of conduct. Teacher candidates must demonstrate high levels of academic and professional integrity.
- Teacher candidates are associate members of the [Ontario Teachers' Federation](#) (OTF) and must be aware of their responsibilities listed in the [Teaching Profession Act](#).
- **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. They must possess the cognitive, communicative, sensory/motor, emotional/social/interactional abilities necessary for these complex activities.
- **Faculty of Education Attendance & Course Work Requirement:** The Initial Teacher Education Program has a [MANDATORY ATTENDANCE POLICY](#). Unexcused absences, non-participation in classes, and incomplete or unsatisfactory assignments or other course requirements, or instances of professional unsuitability, are grounds for denying a practicum placement. **This includes attendance in the Transition to the Profession (T2P) series and MTM sessions.**
- **Time Commitment:** The Initial Teacher Education program requires a **full-time commitment**. When you are on Practicum, you will be onsite for the full school day as per their hours. **When you are on Campus, the schedule is more demanding than an undergraduate program. Please note: We have a Mandatory Attendance Policy (included in this handbook). This is a full-time program, and classes can be scheduled any day – Monday to Friday.**
- **Stay Informed:** It is important that you understand and develop the professional responsibility of staying informed. You are responsible for reading and being aware of all Faculty of Education policies and expectations.

Read all syllabi, bulletins, emails, newsletters, etc. The Teacher Education Office shares updates and information in a variety of ways – email, newsletters, announcements InPlace.

- **Plan:** This is a professional program and as such, requires candidates to be committed to managing multiple demands of school, placement, and family. Travel needs, day care, and work commitments must be carefully managed by candidates to be successful in the program and on placement. The program requires a full-time commitment to classes and practicum.
- **Use of Social Media:** The Ontario College of Teachers has an advisory [Maintaining Professionalism: Use of Electronic Communication and Social Media](#). This is intended to help teachers at all levels/stages to understand their professional boundaries and responsibilities in the appropriate use of electronic communications and social media. It is your responsibility to know the information provided by the OCT in this advisory.
- **Professional Development Days:** If there is a professional development day scheduled during the practicum block, teacher candidates are expected to attend, participate, and follow the recommended schedule as determined by the associate teacher and/or school principal.
- **Supervision of students:** All duties carried out by the teacher candidate must be done while under the direct supervision of the Associate Teacher. Teacher candidates must not supervise any students on their own.
- **Accommodations:** The Teacher Education office works with the accessibility office at Western University. Candidates requiring accommodation must contact accessibility services well in advance of the start of the academic year. http://academicsupport.uwo.ca/accessible_education/academic_accomodation.html
- **Conflict of Interest:** To maintain integrity within the practicum experience, all conflicts of interest must be identified. See page 8 for more information.
- **Associate Teacher Absence/Supply Teaching:** If the associate teacher is absent during the practicum, the teacher candidate must still be under the direct supervision of a supply teacher (OCT certified). The teacher candidate is not permitted to be the supply teacher. If the Associate Teacher is going to be absent for 3 or more days, the teacher candidate must notify the practicum manager. The manager will reach out to the school administrator to review plans, to ensure that the practicum experience for the candidate is maintained in the absence of the associate teacher.
- **Professional Courtesy:** Teacher candidates enter this program with a vast amount of academic experience as a student, and some of our candidates are making career changes to enter this profession. It is important to develop a mindset that takes you from *being a student* – to *becoming a teacher* – and a *Lifelong Learner*. When attending all matters related to the program – lectures, seminars, T2P, Practicum, AFE – there is an expectation that as a member of this second level degree program, professional conduct and courtesy are evident at all times.
- **Professional Advisories:** Please become familiar the professional advisories published by the Ontario College of Teachers [Professional Advisories | Ontario College of Teachers \(oct.ca\)](#)
- **Professional Look-Fors:** Be a critical thinker, creative and curious; Know your “WHY” – why do you want to teach; Bring your passion and love of learning; Foster an attitude of service; Demonstrate responsibility, respect, resilience

Practicum

Western University's 16-month Initial Teacher Education program includes three Practicum courses that Teacher Candidates must complete successfully to graduate. Each practicum session includes opportunities for OBSERVATION and PRACTICE TEACHING.

- Practicum 1 (EDUC 5021)** 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. An introduction to the duties and responsibilities of classroom teachers, to the professional expectations of teachers and to the planning and teaching of lessons. *5 observation days; incremental teaching 25-35% of the Associate Teacher schedule by the end. (Elementary schools – 75 – 90 minutes; Secondary school – 1 line) 6 weeks, Fall/Winter, after Term 1 instructional courses*
- Practicum 2 (EDUC 5022)** Teacher Candidates continue to develop instructional strategies and other skills to demonstrate their potential for success as a teacher. Continued development of teaching skills and growth in independence with respect to lesson planning and teaching the curriculum. *2-3 observation days, incremental teaching 50 - 75% of the Associate Teacher schedule. (Elementary schools – 150 – 200 minutes; Secondary school – 2 lines) 6 weeks, Spring, after Term 2 instructional courses*
- Practicum 3 (EDUC 5023)** Teacher candidates are expected to consolidate their teaching skills, develop independence, plan, and teach a unit, evaluate students, teach full days during the final week. *1-2 observation days; incremental teaching up to 100% of the Associate Teacher schedule by the end of the placement. (Elementary – 100% of the associate teacher's schedule, Secondary- 3 lines) 6 weeks, Fall, after Term 3 instructional courses.*

At the end of each placement, the Teacher Education office and Teacher Candidates will receive a final Practicum Report to confirm successful completion of that Practicum course. (Pass or Fail i.e. Satisfactory or Unsatisfactory overall)

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

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

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

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

Intermediate/Senior candidates require one placement in intermediate, Grades 7-10, and one in senior, Grades 11-12, and in at least one of their teaching subjects.

Practicum Placement Processes

The Faculty of Education has Affiliation Agreements with over 40 school boards to host our candidates for practicum, and a variety of private schools. A current list can be found in the appendix. The placement process is complex. Many school boards work with multiple faculties of education and as such, we must abide by the processes outlined by the individual boards.

Candidates will select the **school board of choice** for practicum. Candidates cannot select specific schools, nor can they make their own arrangements for practicum. For some school districts, we can provide information about zones or regions. There are many factors that must be considered for all placement requests: availability of Associate Teachers; Grade/Divisional requirements; Subject requirements for JI and IS.

Most of the school boards we work with have board personnel responsible for securing placements for our candidates. The boards provide us with placements that meet our requests – which include OCT accreditation requirements.

Candidates must be prepared to accept any placement that is provided by the board. We have no control over these placements and if a candidate is unwilling to accept the placement as offered, they will need to defer the practicum until the end of the program.

For Thames Valley District School Board, London District Catholic District School Board and Waterloo Region District School Board, the Teacher Education office maintains a registry of associate teachers that have been nominated by their principals to host candidates. Our office manages all placements for these school boards.

All practicum placements must occur during the regularly scheduled practicum session as outlined in the calendar. See Appendix. Candidates who need to defer or make up missed up practicum placements must be available to do so at the request of the practicum office, based on the availability of the associate teacher and in coordination with the candidates' course schedule.

Practicum Processes to be completed by the Teacher Candidate: InPlace:

You will receive an activation/log in email from In Place to activate your account.

Spend some time getting familiar with the InPlace site: <https://uwo-ca.inplacesoftware.com>

Once you access InPlace, complete your personal profile. This includes Personal information, Practicum information and Emergency Contact Information.

Personal Information:

Personal demographic information has been imported/shared by Student Records at Western.

You are asked to complete **Pronouns, OCT number** (later in the program once more information is available) and **provide BRIEF descriptions** of your experience with young people, and why you want to teach.

Specialty Area: to be completed in the FALL, after you have been introduced to the specialties and selected one

Practicum Information:

Conflict of Interest: It is our practice to disclose conflicts of interest to our board partners. To ensure the integrity of the assessment and evaluation process and to provide candidates with fair and unencumbered experiences, a potential conflict of interest must be avoided. Select the correct response from the drop-down menu and if your answer is YES,

include a note in the space provided. Please disclose if you have an immediate family member or close personal relationship with anyone attending or working at a school in the board you have selected. Please name the school.

Student Address: Please enter the address where you will be residing while on placement. Only complete this if your address is different from the address listed in your profile.

Teachable One and Teachable Two

*Primary Junior candidates – YOU DO NOT HAVE TEACHING SUBJECTS – LEAVE BLANK

**Junior Intermediate candidates – You have only ONE teaching subject.

***Intermediate Senior candidates – You have TWO teaching subjects.

Select your top 3 School Boards – Use the Drop-Down Menu and select one school board for each choice. We will always use your first school board choice to request a placement. We will only use choice #2 or #3 if we can't get a placement in #1 school board. **NOTE:** you will be asked to update your school board preference again – prior to each practicum placement block. You can choose a different board preference for each practicum block.

French (Second Language) – only for candidates in a French program (Primary Junior French) OR with a French teaching subject in Junior Intermediate OR Intermediate Senior. Select options for practicum (Core, French Immersion, or both)

Student Practicum Preference Location: You can record cities or towns for your desired board – but keep in mind these are not binding; you must be prepared to accept a placement anywhere within the board region.

Travel Expectations: Explains the requirements for travel during practicum. Candidates are responsible for their own transportation to the placement. Placement priorities focus on meeting OCT placement requirements i.e., Division and/or Teaching Subject. The placement process does not consider personal or family needs, vehicle needs etc. The school board relies on their teachers to host our candidates, and matches are made strictly according to OCT practicum requirements – not personal needs. Be Advised: *You could receive a placement ANYWHERE within the board's geographic boundaries*, and it is your responsibility to make transportation arrangements.

Special Needs: This section must be completed by candidates who are registered with Western Accessible services (http://academicsupport.uwo.ca/accessible_education/academic_accomodation.html) or candidates who have documented medical needs. For candidates registered with Accessible Services - let them know that this program includes **practice teaching placements**. The accessibility advisor should reach out to the Practicum Manager to discuss appropriate practicum-related accommodations. Some accommodations may be specific only to the placement process, while others may relate specifically to the practicum experience in the school. For candidates with documented medical needs that could impact practicum processes or the practicum placement, documentation may be requested.

Emergency Contact Information:

Complete Emergency Contact, Alternative Emergency Contact and Allergies or Medical information Only include if appropriate and necessary information for the faculty of your site supervisor to be aware of. Personal medical details that do not potentially impact placement or participation should not be recorded here.

Faculty of Education Documentation Requirements:

Mentoring Agreement TC & AT: This document **must be** completed at the beginning of EACH practicum, in collaboration with your Associate Teacher. It can be found InPlace, under Shared Documents. This document is designed to help initiate conversation at the start of the practicum to explore placement requirements, feedback processes, sharing expectations, etc. Each Practicum you will upload a new, signed agreement to InPlace.

Teacher Candidate Practicum Agreement: Only to be completed prior to the start of Practicum 1 – Read, Sign, Upload

WSIB – workplace safety and insurance board document: WSIB document is found in Shared Documents, InPlace. Read and confirm, sign and upload here.

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

School boards require an **updated VSS every 6 months**. The date of the PRC/VSS must be 6 months prior to the END of the practicum (so that it fully includes the full placement block). For example, if a placement is scheduled to end Dec 20, the date of the PRC/VSS must be after JUNE 20th. Once you receive the PRC with VSS, you must upload a copy to InPlace. *Failure to submit your police check within two weeks of the start of placement may result in your practicum placement being delayed.*

Please note – If the OPP serves your home district, you need to request a letter from our office. Please email Wendy Bernier – wbernier@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 Wendy to request the TPS letter.

You are required to obtain the PRC/VSS from your local police jurisdiction – based on your Home/Permanent address, not your temporary address if you are only living in London temporarily.

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

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

Proof of Identity document upload:

Proof of Identity must be provided to the Teacher Education Office

1. your birth certificate (if born in Canada), or
2. your Canadian passport (if born in Canada), or
3. your Canadian citizenship/landed immigrant status documentation (if born outside of Canada), and/or
4. proof of name change, ex. Marriage certificate (if your current name differs from your proof of identity)

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

The placement request process requires a significant amount of time to reach out to the school boards and wait for placements to be confirmed and details shared.

The process begins well in advance of the scheduled practicum dates.
Please pay close attention to emails that request information from you,
and respond in a timely manner if required.

When the practicum office receives practicum details, they will be uploaded to InPlace.
Once the placement is set to 'confirmed' you will be able to see your placement in InPlace.
This is an ongoing process and will unfold during the weeks prior to the start of the practicum.

As a matter of LEGALITY. . .

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

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

Practicum Details:

Go to InPlace to review practicum details: Once logged in, the details of your placement can be found there. Details will include Name of School, Name of Associate Teacher, Associate Teacher Email, Grade or Subjects (if available – see comments section. School details, including School Address, Principal Name and Email, will also be available for your reference. (**Please check the address independently – and let us know if the InPlace Address is incorrect).

Practicum Responsibilities:

Once I have seen my placement InPlace – what do I do next?

- **Contact your Associate Teacher using your UWO Email.** In your introduction, include the **Teacher Candidate Profile**, found InPlace – **Shared Documents**. Your email should be brief. Show enthusiasm! Ask only a few questions – parking, time of arrival and where to meet, and anything else you want to know immediately to settle your nerves.
- **If possible**, you might be able to meet your Associate teacher prior to the start of the placement. (You can't miss any classes to do so).
- As a member of a professional program, it is important to review your online presence (e.g., social media accounts). Check that your profile has a professional look to it – name, posts, photos, and security settings. ([Review OCT Advisory](#)).
- Review the school's website. Does the school have a vision, mission, values statement? Are school policies posted online?
- If your School Board has any **PRE-PLACEMENT REQUIREMENTS** that are specific to that board only, a document will be found in your SHARED DOCUMENTS (INPLACE). Look for the document and begin working on those Pre-placement requirements NOW. Some boards require training; others require documentation to be submitted.
- Complete the [Teacher Candidate Emergency Information](#) – you must submit this to the school office and your associate.
- Are all your Faculty of Education pre-placement requirements InPlace: Proof of ID; Health and Safety Training; WSIB; Practicum Agreement; VSS?
- Begin to think about your goals – see the Mentorship agreement.

While on practicum:

- On the FIRST day – check into the school office upon arrival.
- Within the first FEW DAYS of practicum, complete the Mentoring Agreement (sample in the handbook and document is found InPlace, Shared Documents). This must be done in collaboration with your Associate. **This is a REQUIREMENT.** Upload a copy to InPlace.
- **REQUIRED:** Wear your Western Education Photo ID card always.
- Carry your Police Vulnerable Sector Screening report with you to each practicum location.
- Be EARLY to report to school each day. (At least 15 minutes prior to the bell, but earlier is better!) Be prepared to stay AFTER the end of classes to meet with your Associate Teacher to review and to plan.
- Use your time in school in meaningful, professional ways. (Think about your use of your cellphone).
- Inquire about technology login requirements and photocopying protocols – each board has their own processes for access to school board drives.
- 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 (PPR)**. 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+
- **OBSERVATION:** ~ Observation skills support the development of teaching skills! The cycle of: OBSERVATION, DOCUMENTING, REFLECTING, SHARING is an important one.
- Observation, in combination with reflection, is a powerful way to develop knowledge about teaching and learning. By observing Associate Teachers teach, and students in placement classrooms engage in learning activities, candidates can sharpen their ability to be curious, to make connections between teaching and learning, and to enhance their own teaching skills. By watching, wondering, reflecting, discussing, (and repeating the cycle!), teacher candidates can **learn from** and **learn with** their Associate Teacher, and the students. Sharing observations with your associate teacher can support co-creating meaningful lessons and learning opportunities for the students.
- There is an expectation that you will have observation time in EACH of the placement periods. For Practicum 1, you must develop and maintain an Active Observation Logbook. (Electronic formats are encouraged). For Practicum 2 and 3, you can use the recommended observation logbook in a condensed format.
- Develop and maintain an **Organizational Profile/Binder** – (electronic format is fine). This will hold a Daily Schedule (a Day book template); your Lesson plans (for the subjects you are directly teaching); Unit plans (if appropriate); Student Assessment Records; Observation notes; personal reflections; Associate Teacher feedback; copies of resources; Schedules and/or Timetables; School information.
- Review the Weekly Practicum Expectations – on your own and with your Associate Teacher.
- With the guidance of the Associate Teacher, candidates will be expected to (incrementally over the 3 different placements)
 - Create a safe welcoming learning environment for the students.

- Demonstrate respect and understanding for diversity within the class.
- Organize resources, materials, time, and space to meet student needs.
- Consult with the Associate Teacher to develop a set of goals for the practicum focused on student success.
- Create Lesson and/or Unit plans, based on the Ontario curriculum.
- Submit lesson plans, in advance, to the Associate Teacher, using a format agreed upon by the Associate Teacher.
- Provide evidence of differentiation in lesson planning.
- Include appropriate assessment and evaluation strategies under the guidance of the Associate Teacher to determine student success and achievement of learning goals.
- Incorporate principles of inclusion, equity, diversity, and social justice in your teaching and relationships.
- 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.
- **LESSON PLANS:** All teacher candidates are expected to develop and demonstrate the skill of preparing detailed lesson plans. These should be completed and shared with the associate teacher at least one day prior to the delivery of the lesson. Please follow the expectations of this timeline as requested by your associate teacher. It is not uncommon for the AT to want to see lesson plans 2 days in advance. The AT needs time to review them and provide feedback prior to your teaching.
 - Lesson plans are not completed during class time – i.e when you are observing the AT.
 - During Practicum 1 and 2 – lesson plans are required for each lesson the candidate will be teaching. The associate teacher may prefer a certain style of lesson plan; there are samples in the handbook.
 - During Practicum 3, the candidate must prepare full lesson plans at the beginning of the practicum to demonstrate their understanding of the essential components of teaching - planning, curriculum connections, universal design, differentiation, assessment of learning, etc. As practicum 3 progresses, and the candidate has successfully demonstrated effective lesson planning AND teaching, the candidate will only need to complete up to 3 full lesson plans per day i.e. 2-3 different subjects or teaching blocks. Remaining lessons, as the candidate assumes more teaching responsibilities (up to the full day), may be completed using a detailed daybook plan.
 - At any time – during any practicum block – teacher candidates may be asked to complete more plans per day, to support teaching success.
 - The Ontario Curriculum is the foundation of all lesson planning. Discuss use of other available resources, including artificial intelligence.
 - **Review Associate Teacher Responsibilities for lesson planning – page 14, 15.**
- **ABSENCES DURING PRACTICUM**
 - Regular attendance throughout the practicum is a requirement for successful completion of the practicum. Teacher candidates can only be absent during practicums due to Illness, Bereavement, Religious Observance, or Compassionate reasons as per the Attendance Policy (see appendix).
 - If you are going to be absent during the practicum due to illness, the following actions must be taken:
 - Report your absence as soon as possible to your Associate Teacher via the communication channel that you and your AT have agreed upon in advance.

- You **MUST** report your absence to our office by **logging into InPlace** and using the **absence notification tool**. A guidebook on how to do this is found InPlace – Shared Documents.
- If you have been assigned any teaching responsibilities for the day you will be absent **you are required** to send your Lesson Plan and supporting documentation to your AT.
- There is an expectation that teacher candidates who are absent from practicum make up missed time. Candidates are responsible for consulting with their associate teacher to determine suitable dates.
- Teacher candidates **CANNOT** miss any time in faculty courses to make up for absence during practicum.
- As an accredited program, our expectation is that candidates **complete all practicum days** according to our academic calendar, which exceeds the OCT minimum requirement. As noted, candidates may need to be available at the request of the practicum office to make up missed practicum, based on the availability of the associate teacher
- Please note that you **DO NOT** need to use InPlace to show daily attendance - **ONLY use InPlace to record Absences.**

After practicum:

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

Associate Teacher Responsibilities

Associate Teacher's Role

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

Why do you want to be an Associate Teacher?

This is an important question for you to reflect upon and be able to answer. It is critical to the success of the practicum experience that the Associate Teacher is welcoming candidates into their space for all the right reasons. We know that it takes a lot of courage to share your classroom and your students with our candidates. And it takes a lot of commitment to work with new teachers to support their skills and knowledge, giving them multiple opportunities to observe, learn, try, fail, succeed, ask questions, collaborate, assess, etc. Our candidates are coming into your classroom with a variety of lived experiences, work histories, and completion of initial teacher education courses. They want to watch you in action, they want to learn from you, and engage with you. They want to develop their skills and deepen their understanding of all learners – including themselves. With your mentorship, guidance, support, sharing of ideas, sharing resources, probing questioning, and an openness to creating opportunities, the candidates will Thrive!

How to become an Associate Teacher

Most of our partner boards use a central placement process. The Human Resources department of the board will select suitable Associate Teachers and make appropriate placements for our candidates. We receive that information about Associate Teacher and placement details and update our database accordingly so Teacher Candidates can access their placement information. In some school boards, we directly contact school administrators with requests for placements. We rely on the school administrators to encourage and invite their staff to become associate teachers, and if a school principal suggests that we don't add a teacher to our database, we will respect that request.

Teacher candidates SHOULD NOT try to arrange their own placements with teachers. If candidates reach out to you to inquire about a placement – please advise them that the process for placement does not support this practicum. Candidates should not attempt to make their own placement. Candidates can, however, find their own opportunities for Alternative Field Experiences. (AFE) There are specific criteria that make a classroom experience an appropriate AFE – see AFE section in this handbook.

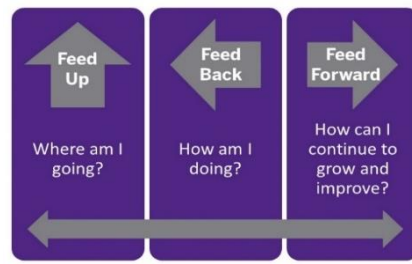
Associate Teacher Responsibilities ~ Prior to the start of placement

- ✓ You will receive an email notification from the Teacher Education office (Via InPlace) confirming the Name of your Candidate, the Dates of the Practicum, and Practicum details.
 - Each Associate Teacher will also receive an initial email from InPlace to activate an account, so that placement details can be viewed there. **Please check your SPAM mail folder if you are expecting information about a candidate.** We have heard that in some situations our InPlace emails land there. If this happens to you, let us know and we can give you some tips to whitelist the InPlace domain.
- ✓ **Please review this handbook carefully** – it will provide you with important information about practicum requirements.
- ✓ Each practicum is designed to provide the candidates with opportunities to expand their teaching experience. A **recommended progression for each practicum block** is found in this Handbook.
- ✓ Candidates and Associate Teachers receive notification at the same time. Once the candidate has the practicum details, they are instructed to REACH OUT TO THE ASSOCIATE TEACHER promptly – by email or phone, to introduce themselves. They have been asked to share with you a Personal Profile document so you can find out a little bit about them.

During practicum placement ~

- ✓ During the first few days, set aside some time to complete the Mentorship Agreement with your candidate. A sample is included in this handbook. **This is a practicum requirement.** This planning process gives the candidate and the Associate Teacher an opportunity to review practicum expectations.
- ✓ **OBSERVATION: All practicum placements must begin with opportunities for the Teacher Candidate to observe you teach.** This is 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. SEE the recommended weekly breakdown of the placement schedules found at the back of the handbook.
- ✓ 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. Set them up on school or board sites as required.
- ✓ **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.
- ✓ **Lesson Plans: Associate Teachers should expect to see detailed lesson plans.** Discuss your expectations when you complete the mentorship agreement. Candidates should know what you expect to see in a lesson plan - with an emphasis on student learning. Lesson plans should be available for the Associate Teacher to review in advance of the candidate teaching. We recommend for practicum 1 that lesson plans be submitted up to 2 days in advance – but the AT and TC can set a plan that works for them. This will give the Associate Teacher an opportunity to provide guidance and support before the teaching happens.
- ✓ Lesson plans must be carefully organized and crafted to help the candidate explain what the student learning goals are, how they will help them achieve those goals and what resources will support that. Associate Teachers may choose to write comments on lesson plans, giving immediate, written feedback.
- ✓ When writing a lesson plan, candidates must be able to demonstrate organization, clarity of the 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 the plans. As candidates progress through the different practicum blocks, Associate Teachers may vary their expectations of how a lesson plan should be crafted.
- ✓ Our program expects candidates to learn how to develop - and then execute - well written lesson plans. We know that between practicum 1 and practicum 3 the version of the lesson plan will change; P1 and P2 are experiences for candidates to develop the essential skill of writing lesson plans - to be reviewed by the AT in advance of teaching so the AT can provide ideas or suggestions, i.e. feedback before the candidate teaches the students.
- ✓ By practicum 3, if the candidate can show early on that they can craft a good lesson plan and execute effective teaching based on that, then the associate teachers and candidates can agree upon a modified format. Candidates are preparing to teach full days in the final placement, and a weekly plan or unit plan can also support the nature of the teaching goals at that point.
- ✓ **Review teacher candidate responsibilities for lesson planning – page 11.**
- ✓ **FEEDBACK:** Throughout the placement, the Associate Teacher is expected to provide focused, formative, and meaningful feedback for Teacher Candidate growth, based on the practicum expectations (see appendices).



Mid-way through the practicum ~

- ✓ Check the weekly expectations to ensure the candidate has increased responsibility accordingly.
- ✓ In addition to the daily feedback you are provide, Associate Teachers must provide the candidate with a written, formative assessment at the mid-point of the placement. The formative feedback is based on the final Practicum report and is to be submitted using the InPlace Survey (report) format.
- ✓ If a Teacher Candidate is having trouble, it is critical that you provide them with **explicit** feedback about what aspects of their teaching need to be improved and what they can do to make those improvements. Specific details about a Teacher Candidate with struggles can be found in this Handbook.
 - ✓ If improvements are not shown, promptly contact the Practicum Manager – jplombar@uwo.ca. In some cases, a Practicum consultant will be assigned to provide immediate intervention and support.
- ✓ Teacher Candidates must not get to the end of the placement and find out that they will receive an Unsatisfactory rating. Opportunities must be given during the practicum for improvement and development.

By the end of the practicum ~

- ✓ Information will be sent to Associate Teachers prior to the end of the placement period with details about completing the report electronically. The report will be completed using an InPlace Survey – you will be able to access the report directly by logging into InPlace. Alternatively, you will be sent a link to the report. Final reports should be submitted on or just prior to the final day of the placement.
- ✓
- ✓ **BEST PRACTICE RECOMMENDATION:** Schedule time to orally review the final report with the Teacher Candidate
- ✓ Assist the Teacher Candidate with their self-evaluation and with setting goals for the next practicum.

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

When a Teacher Candidate is in Difficulty

What if I have a concern during the placement?

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

Communication problems:

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

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

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

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

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

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

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

Preparing the final report – with concerns:

1. It is critical to communicate clearly and early on, both verbally and *in writing.*, when there are concerns. Be sure you articulate what needs to change, and specifically what a Teacher Candidate needs to do to improve.
2. Contact Joanne – jplombar@uwo.ca / 519 661 2111 ext. 81158 at any time during Practicum with your concerns.

3. Following that conversation, if an unsatisfactory rating is being considered, inform the Teacher Candidate verbally and in writing early enough to allow the TC to attempt to make changes. Be explicit about what is needed to turn this around.
 - a. Ask for a Practicum Consultant comes in to do an observation.
 - b. The final decision about whether a practicum is deemed unsatisfactory is made jointly between the Associate Teacher and the Faculty of Education.

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

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

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

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

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

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

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

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

Mental Health Awareness: The Faculty of Education is committed to creating culture, policies, processes, and programs that support the mental health needs of our students. 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

Candidates – if you are aware of your own heightened levels of distress, please contact the Practicum Manager, Joanne jplombar@uwo.ca (519 661 2111 ext. 81158);

If an associate teacher senses a candidate is distressed, please reach out to Joanne in confidence to discuss any concerns you may have about a teacher candidate’s well-being. jplombar@uwo.ca (519 661 2111, ext. 81158).

The Practicum Team

Master Teacher Mentor

All candidates are part of a small group (12 candidates, across divisions) that is supported by a Master Teacher Mentor. Mentors (MTM) are experienced educators who have a variety of experiences, knowledge, and skills to share with their students. Master Teacher Mentors will guide students to develop skills that are essential for teaching – reflection, collaboration, pedagogy, and instruction. Master Teacher Mentors provide support to candidates in the development of their Annual Learning Plan. These plans are directed toward a variety of experiential learning opportunities in Western’s initial 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.

The MTM course includes conversations and information about practicum. Candidates and mentors have noted that they have appreciated having candid and helpful conversations, to prepare for practicum, and to debrief and reflect on experiences, after practicum. The small mentor group is ideal for these kinds of preparations, reflections, celebrations and problem-solving. MTM sessions are usually held on FRIDAYS – some variations may apply to certain groups.

To enhance these dialogues, **the MTM schedule will include a session (Virtual) to be held during the Practicum block.** This gives candidates an ideal opportunity to connect with their mentor while on placement. This is a valuable opportunity for all candidates to be supported during the practicum. Some MTM sessions might be scheduled for the school day – please allow your candidate to attend the session (virtually, while at school, working in a quiet environment). Attendance at all MTM sessions – during practicum, during course work – is mandatory.

School Administration – Vice Principal and Principal

The Principal/Vice Principal are key members of the Practicum Team. It is essential that school administrators be involved in inviting/approving teachers to host our candidates. The practicum experience for our candidates is

strengthened and enhanced with school administrators taking an active role in overseeing the placements within their school.

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

Practicum Consultants

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

Alternative Field Experience (AFE)

The AFE program coordinator is Jeren Balayeva-Sawyer – jbalayev@uwo.ca

Western University’s 16-month Initial Teacher Education program includes the Alternative Field Experience (AFE) component that Teacher Candidates must successfully complete to graduate.

The AFE is an experiential learning opportunity that allows Teacher Candidates (TCs) to gain real-life practical experience in diverse educational settings (i.e., non-profit organizations, tutoring agencies, private schools, post-secondary institutions, summer camps, and beyond). The AFE opportunity is distinctly different than the practicum placement as it does not involve OCT classroom teaching. It complements the practicum component of the Teacher Education program by encouraging TCs to investigate education in its various forms and by enhancing soft skills, which sets TCs up for success in their future teaching career.

TCs have a unique opportunity to apply the concepts and theories they are studying in the BEd program to real world challenges, thus enriching their knowledge of the broader community and the diverse impact of their BEd degree. During their AFEs, TCs are encouraged to explore their teaching interests, establish connections in their respective communities, investigate alternate career paths, and develop transferrable skills to better support students in their future classrooms.

All TCs are expected to complete a total of 210 AFE hours, a rough equivalent of the required number of practicum days (80+) in the Teacher Education program.

TCs will have completed the following two courses upon successfully finishing two AFE opportunities (one 90-hour opportunity and one 120-hour opportunity, for a total of 210 hours):

1. EDUC 5025Q Alternative Field Experience I: A field placement or research or leadership project, in support of specialty courses (.25 credit).
2. EDUC 5026S Alternative Field Experience II: A field placement or research or leadership project, in support of specialty courses, or, with approval, another aspect of teacher development (.25 credit).

AFE Requirements -To qualify as an AFE, an experience should be:

- A valuable learning experience with substantive responsibility
- Related to teacher candidate’s professional goals
- Related to the field of education
- With a supervisor who will provide consistent guidance and supervision
- Paid or volunteer (volunteer placements require a placement agreement to be established **prior to the placement start date**)
- Either a 90-hour experience (on-site or virtual) or a 120-hour experience (on-site), for a total of 210 hours
- Not replacing an OCT; uncertified teaching (such as emergency supply) cannot qualify for AFE
- Domestic or international (please contact the Program Coordinator about international AFE opportunities)
- Managed and tracked through InPlace
- One AFE opportunity must be related to the Teacher Candidate's specialty (e.g., International Education, Urban Education, STEM, etc.)
- Completed during the designated AFE times/block
 - There is a designated block from June 25, 2025 – August 13, 2025, for Teacher Candidates to complete their AFE. There is no course work or classes during this time, so Teacher Candidates can work full time to complete their required AFE hours.
 - If Teacher Candidates want an AFE experience at one of the designated school boards, they may do so **part-time from January 13, 2025 – June 24, 2025** – but the AFE cannot happen during the practicum block. The candidate can accumulate AFE hours from January to the start of practicum, then again after practicum until the end of June.
 - Candidates who select an AFE within a school during this time block must be placed in a setting that does not replicate practicum. A school-based AFE cannot be the same as a practicum and involve direct classroom teaching. We encourage candidates to find school-based AFEs such as:
 - special education rooms or resource centres with learning support teachers
 - completely different divisions than they are enrolled in e.g. a PJ candidate goes to a secondary school
 - subject areas that we can’t offer as teaching subjects e.g. Business, Computer, Tech/Shop, Art, Drama, Cosmetology
 - coaching, school teams, school productions, volunteering for school food programs, etc.
 - Direct teaching – supply teaching or transitional teaching – DOES NOT qualify for an AFE.

*There is a list of preapproved school boards and organizations where students can volunteer on the Teacher Education website - <https://www.edu.uwo.ca/csw/bed/placements.html>. If you choose to complete your volunteer AFE at an organization/school not on the approved list, please keep in mind that **a legal affiliate agreement will need to be signed before you can proceed**. Please note that this process takes time and may impact the start time of your AFE. You cannot start your AFE until the legal affiliate agreement has been signed and approved.

Teacher Candidates are responsible for securing their own AFEs. We encourage Teacher Candidates to explore educational roles that they’re unfamiliar with, as AFE encourages TCs to engage with teaching and education beyond the

traditional classroom teacher. There are often opportunities posted to InPlace for Teacher Candidates to explore alongside seeking out their own experiences.

General AFE Process:

- 1. Find an AFE opportunity on your own or find one on InPlace and apply
- 2. If your AFE opportunity is new (not already on InPlace), communicate with the Program Coordinator (Jeren Balayeva-Sawyer) to get in touch with the AFE supervisor and get the opportunity posted to InPlace**
- 3. Once the opportunity is created for you, apply on InPlace so that your experience can be tracked and managed
- 4. You are responsible for tracking your hours in an Excel spreadsheet
- 5. After you complete your AFE, you will be required to submit a Self-Evaluation Report
- 6. Your report will be emailed to your supervisor, who will be prompted to complete a Supervisor Report
- 7. When both reports are reviewed by the Program Coordinator, your AFE will be successfully complete and marked as such on InPlace

****If Your AFE is New:**

1. Confirm with your potential supervisor that the agency will support AFE placements
2. Email the Program Coordinator with the following details:
 - a. Legal name of agency
 - b. Name of possible AFE supervisor
 - c. Email of possible AFE supervisor
 - d. Placement start date (pending approval)
 - e. Placement duration (pending approval; i.e., 90 or 120 hours)
 - f. Brief description of AFE placement opportunity (include whether Specialty or not)
3. The Program Coordinator will email your potential supervisor to confirm interest/details
 - a. A placement agreement is required for volunteer placements that are not on the preapproved list
 - b. The agreement must be signed before proceeding
4. The Program Coordinator will add the agency and supervisor to InPlace
5. You will help create a posting for yourself on InPlace
6. You will apply for the posting and an AFE opportunity will be generated for you to track your experience

All AFE hours must be accumulated and reported to the Teacher Education Office by the last day of the BEd program to be processed in time for graduation.

Innovation in Education

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

Our Teacher Education program has developed curriculum that intentionally focuses on: Anti-Racist Education; Critical Disabilities Approach; Reconciliation, Equity, Diversity, Inclusion and Decolonization (R-EDI-D); Gender Perspectives; Indigenization; Trauma and Violence Informed Education; Digital Integration.

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

Professional Practice Record (PPR)

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

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

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

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

Assessment as Scholarship: Teacher candidates learn how to critically review and evaluate each other within a professional learning community that they can then begin to use, build upon, and develop the creative acts of collaborative inquiry. The purpose serves the ongoing growth of the professional, in a culture where a continuum of experiences and dialogue leads to improved professionalism and practice.

- 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 Initial 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.

Transition to Professional Practice (T2P)

Western University’s 16-month Initial Teacher Education program includes one course that is delivered as an ongoing professional development series. Typically these sessions are scheduled on FRIDAYS – they are mandatory.

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, Ontario College of Education, and Federation presentations, career and job preparation activities, research, leadership, and other sessions on conflict resolution, effective professional communication and other essential topics. Teacher Candidates **must attend all T2P sessions** to successfully complete the program, including the professional development sessions held in the winter.

Transitional Certification: One of the important tasks the faculty undertakes to support transition to the profession is the certification process for Transitional Teaching as legislated. Information about Transitional teaching processes will be shared in a variety of ways – Zoom meetings, newsletters, and documents shared InPlace.

It is important for candidates to understand that the transitional certification process is not a part of the initial teacher education program that they are enrolled in. It is a parallel process that the faculty of education supports – however it can only be supported within the framework and parameters of the initial teacher education program.

Candidates are encouraged to carefully read the information provided to ensure they understand processes, requirements and obligations, risks and opportunities that are inherent within this process. The OCT has minimum requirements for transitional certification, but each faculty of education establishes their own procedures, in accordance with their accreditation.

Conference Days: In February, all new entry Teacher Candidates have 3 days of Professional Development. This 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. Instead, Teacher Candidates will choose from a variety of sessions to attend on-site or virtually at the Faculty of Education to create their own custom Conference Week schedule, meeting minimum attendance requirements.

Faculty of Education Policies

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

Attendance

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

1. Your Associate Teacher as early as possible.
2. The Teacher Education Office before 9:00 a.m., by logging into InPlace and reporting your absence there.
3. If you are scheduled to teach – it is your responsibility to provide your associate teacher with your lesson plans.

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

Inclement Weather

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

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

- the Associate Teacher - as early as possible; and,
- The Teacher Education Office before 9:00 a.m., by logging into InPlace and reporting your absence there.

- If you miss a placement day due to weather, you will be marked as absent. Working from home (prepping, marking) does not qualify for a placement day.

Accidents and Injuries

The Ontario Ministry of Education has arranged for all Teacher Candidates to be covered for accidents and/or injuries while on unpaid practicum placements. Teacher Candidates complete an accident form "**Work/Education Placement Agreement 63-1352** (rev. 02/00)" prior to starting a practicum and submit it to the Teacher Education Office where it will be held until needed. **In case of an accident**, a Teacher Candidate should immediately contact Wendy at wbernier@uwo.ca. The Teacher Education Office must, within 24 hours of the incident, complete an Accident Report Form on behalf of the Teacher Candidate.

Associate Teacher Absence

Teacher Candidates must not assume unsupervised responsibility for students or take the place of a supply teacher. For Associate Teacher absences, the Associate Teacher and the Candidate must notify jplombar@uwo.ca if an Associate Teacher's is expected to be absent for three days or more. A Teacher Candidate may continue under the supervision of a supply teacher for a limited time but if the AT is expected to be absent for an extended period, the program coordinator will need to discuss options with the School Principal first, then with the Teacher Candidate and Associate Teacher.

Education Act Regulations

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

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

- (a) to teach diligently and faithfully the classes or subjects assigned to the teacher by the principal.
- (b) to encourage the pupils in the pursuit of learning.
- (c) to inculcate by precept and example respect for religion and the principles of Judaeo-Christian morality and the highest regard for truth, justice, loyalty, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance, and all other virtues.
- (d) to assist in developing co-operation and co-ordination of effort among the members of the staff of the school.
- (e) to maintain, under the direction of the principal, proper order, and discipline in the teacher's classroom and while on duty in the school and on the school ground.
- (f) in instruction and in all communications with the pupils regarding discipline and the management of the school,
 - (i) to use the English language, except where it is impractical to do so by reason of the pupil not understanding English, and except in respect of instruction in a language other than English when such other language is being taught as one of the subjects in the course of study, or
 - (ii) to use the French language in schools or classes in which French is the language of instruction except where it is impractical to do so by reason of the pupil not understanding French, and except in respect of instruction in a language other than French when such other language is being taught as one of the subjects in the course of study.
- (g) to conduct the teacher's class in accordance with a timetable which shall be accessible to pupils and to the principal and supervisory officers.
- (h) to participate in professional activity days as designated by the board under the regulations.

(i) to notify such person as is designated by the board if the teacher is to be absent from school and the reason therefore.

(j) to deliver the register, the school key and other school property in the teacher's possession to the board on demand, or when the teacher's agreement with the board has expired, or when for any reason the teacher's employment has ceased; and

(k) to use and permit to be used as a textbook in a class that he or she teaches in an elementary or a secondary school,

(i) in a subject area for which textbooks are approved by the Minister, only textbooks that are approved by the Minister, and

(ii) in all subject areas, only textbooks that are approved by the board.

(l) to perform all duties assigned in accordance with this Act and the regulations. R.S.O. 1990, c. E.2, s. 264 (1); 2003, c. 2, s. 20 (1).

Workplace Harassment

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

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

Glossary

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

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

ALP – Annual Learning Plan

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

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

B Ed – Bachelor of Education

ESC – [Education Students' Council](#)

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

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

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

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

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

MTM – Master Teacher Mentor

NTIP – [New Teacher Induction Program](#)

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

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 the Initial Teacher 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 time in 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. See Absence policy and procedures.
- Arrive prepared, with materials and resources ready for the day.
- Dress appropriately for the school environment.
- 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.
- 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, based on a schedule of request by the AT. (i.e. 1 – 2 days in advance of your teaching). This will give you and your associate teacher an opportunity to review your lesson together and make anticipatory changes. Submitting a lesson plan the morning/day of teaching is UNACCEPTABLE.
- Reflect on associate teacher feedback and incorporate suggestions into your teaching.

After each practicum ~ you agree to:

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

Appendix 2

Teacher Candidate and Associate Teacher Mentor Agreement and Expectations

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

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

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

Associate Teachers and Teacher Candidates are **required** to read the Practicum Handbook prior to the start of the practicum. Expectations for each role and expectations for the practicum block are outlined in the handbook and should be used for planning purposes to create conditions for success. This document is meant to facilitate conversations that help to identify expectations, goals, and conditions for a successful practicum. The candidate must upload the completed document to InPlace.

Guiding Questions:

1. What are your GOALS as an Associate Teacher? What do you hope to gain and experience by hosting a candidate? Why do you like to host Teacher Candidates?
2. What are your practicum GOALS as the Teacher Candidate? What kinds of experiences do you want to have? What skills do you want to work on?
3. What goals does the Associate Teacher have for the Teacher Candidate? What are your expectations of the TC during the placement? (this is a good time to review together the expectations in the handbook and personalize them to suit your classroom).
4. Teacher Candidates – in all placements – need time to observe the Associate Teacher teaching. Candidates are expected to keep Observation notes for reflection and discussion. The observation log can be electronic or hard copy. What will observation opportunities look like? Plan to share and discuss the teacher candidate observations.

5. What are your expectations for lesson planning? What format do you want the candidate to use? What are you looking for in the lesson plan? How far in advance do you want to receive the lesson plan to review it? Candidates are expected to maintain an Organizational binder that includes all lesson plans, resources, etc. The Organizational binder can be electronically prepared or manually maintained.
6. How will you share feedback about the TC teaching? How will you communicate? When will you meet and what kind of written feedback will be given? What kinds of resources can the AT share? What kinds of resources does the AT expect the candidate to prepare (with guidance? independently?)
7. What do you want to see from the candidate re: other professional duties and growth opportunities (i.e. supervision, staff meetings, extracurricular.) There is an expectation that the candidate shadows the AT for all responsibilities.
8. Sometimes things must be done a certain way in a classroom; other times there might be more flexibility and the candidate can explore their own teaching style. Discuss.
9. What do you want to share or know about each other as teachers? As learners?
10. Anything else to discuss pertinent to planning practicum success?

OTHER QUESTIONS: AT and TC – what else do you want to ask, *to set up conditions for a successful practicum?*

Signatures: Teacher Candidate: _____

Associate Teacher: _____

This must be completed at the beginning of the practicum, signed by the AT and Teacher Candidate.

The candidate will upload a copy to InPlace.

Appendix 3

Teacher Candidate Emergency 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 – Practicum and Academic Schedule At-A-Glance 2024-2025

16-month cohort	Year One Teacher Candidates – 16-month cohort	Completing 2-year program	Year Two Teacher Candidates – completing year 2 of the 2-year program
September 3	Term 1 classes begin	Sept 9	Practicum 3 begins
Oct 14 – 18	Reading Week	Oct 18	Final day Practicum 3
Oct 21	Term 1 classes resume	Oct 21	Classes begin
Nov 8	Final day of Term 1	Nov 29	Final day of classes
Nov 11	Practicum 1 begins	Dec 2 – 20	Alternative Field Experience
Dec 20	Practicum 1 ends	Dec 23 – Jan 3	Christmas break
Jan 13	Classes Resume	Jan 6	Classes resume
Jan 13	AFE opportunities (school based) can begin	Feb 14	Final day of classes
Feb 17	Family Day	Feb 17	Family Day
Feb 18 – 21	Spring Reading Week	Feb 18	Practicum 4 begins
Feb 24	Classes Resume	Mar 10 – 14	March break
March 24 - 26	Education Students' Council Conference	Mar 17	Practicum resumes
March 27	Practicum 2 begins	March 28	Final day of Practicum 4
April 18, 21	Good Friday, Easter Monday	Mar 31 – April 25	Alternative Field Experience
May 9	Last day of Practicum 2		
May 12	Term 3 classes begin		
May 19	Victoria Day		
June 20	Final day of Term 3		
June 23 – Aug 15	Alternative Field Experience		
August 18 – 29	Summer Break		
Sept 1	Labour Day		
Sept 3	Practicum 3 begins		
Oct 10	Final day of Practicum 3		
Oct 13 – 17	Fall reading week		
Oct 20	Term 4 classes begin		
Nov 28	Final day Term 4		
Dec 1 – 19	Capstone Project Completion		

Appendix 5 – Attendance on Practicum

Attendance on Practicum

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

If you must be absent because of illness, bereavement, religious observance, or other compassionate circumstances, inform your Associate Teacher and report the absence InPlace.

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

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

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

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

All other absences are unexcused absences.

What are the consequences of unexcused absences?

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

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

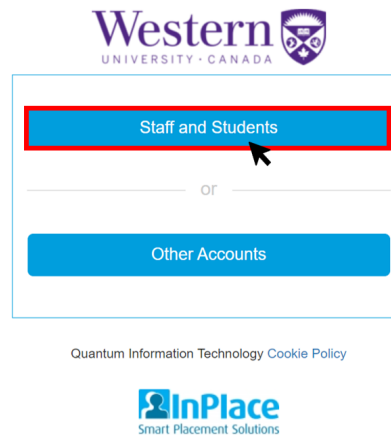
Terminating a practicum placement because of unexcused absences constitutes an unsatisfactory practicum. The Manager of Field Experiences will review the circumstances surrounding unexcused absences with the Teacher Candidate and Practicum Consultant, if any. Progression will be determined on a case-by-case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

School Closures

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

Appendix 6 – In Place How to Guides – Logging Into InPlace – Teacher Candidates

1. Begin by checking your UWO email inbox for an email from NoReply@InPlace that contains a link to sign-in for the first time. Check your spam folder if there is no email in your inbox from InPlace. If you did not receive an email from InPlace, contact the Teacher’s Education Office for assist (note: do not reply to the email from InPlace, as it will be sent to NoReply@InPlaceSoftware.com).
2. Open the email and carefully read the instructions provided. Note that your login credentials will consist of your UWO student email (excluding the @uwo.ca) and UWO password.
3. Click the link in the email to open the InPlace Sign-On page on your default web browser.
4. Locate the “Staff and Students” button on the InPlace Sign-On page and click on it to be taken to the Western WebLogin page.



5. On the Western WebLogin page, log in using your UWO credentials. Your User ID is your UWO email address (excluding the @uwo.ca). Your password is the same one you use to sign into OWL and UWO Student Center.

- Once you've entered your UWO login credentials, click on the "Log In" button to log in to InPlace. If your username and password are correct, you will be taken to your account dashboard.

Western WebLogin

Log In

User ID:

Password:

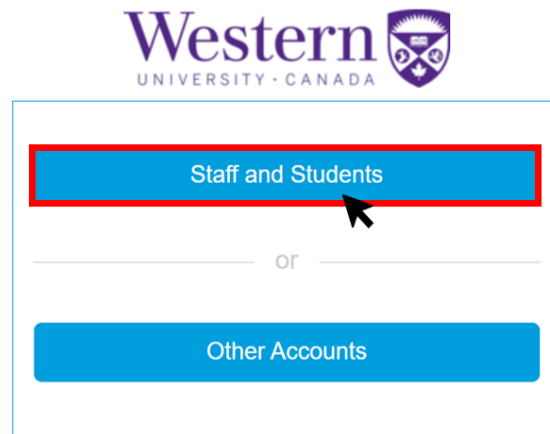
Log In

- Take some time to explore the InPlace website and familiarize yourself with its features and functionality.

How to Log Into InPlace

Link to InPlace Sign-On page: auth-ca.inplacesoftware.com

- Click the link above to open your web browser and go to the InPlace sign-on page.
- On the InPlace sign-on page, click the "Staff and Students" button to access the Western WebLogin to log into InPlace using your UWO credentials.



Quantum Information Technology Cookie Policy



- On the Western WebLogin page, log in using your UWO credentials. Your User ID is your UWO email address (excluding the @uwo.ca). Your password is the same one you use to sign into OWL and UWO Student Center.

Western WebLogin

Log In About WebLogin [↗](#) FAQ [↗](#)

User ID:


Password:

[Log In](#)

⚠ Warning!

- For security reasons, please log out and exit your web browser when you are done accessing services that require authentication!

© 1878 - 2018 Western University
 Western Technology Services [↗](#)
 1151 Western Road
 London, Ontario, Canada, N6A 3K7
 Help Desk [↗](#)
 Aug 10, 2020 - [shibprd2.vm.its.uwo.pr]

 Western

- Click on the “Log in” button to access your [InPlace](#) account.

Western WebLogin

Log In

User ID:

Password:

[Log In](#)

Viewing New Placements

Checking the Notifications

Upon logging into your InPlace account, you will be directed to the homepage. To check to see if you have any updates regarding your upcoming placement, check your notifications. The notifications are on the right-hand side of the home page, under the blue stripe. Once you have been assigned to a school for placement, a message will read, “You have been assigned to *school name*. Starting on: *date*.” If there are no notifications regarding your placement, please be patient while the Education Office secures your placement.

The screenshot shows the InPlace home page with the 'Confirmed' tab selected. The 'Notifications' section is highlighted with a red box, displaying the following message: "You have been assigned to Chippewa PS, Starting on: Sep 5, 2023." Other notifications include "Your application for Enter name of placement was unsuccessful." and "Your application for Name of Organization was unsuccessful."

Viewing the Placement Details

On the InPlace home page, select the “Confirmed” tab along the top dark blue stripe.

The screenshot shows the InPlace home page with the 'Confirmed' tab highlighted by a red box. The page displays the 'Confirmed' section with a 'View All Confirmed' button and the 'Available' section with a 'View Available' button.

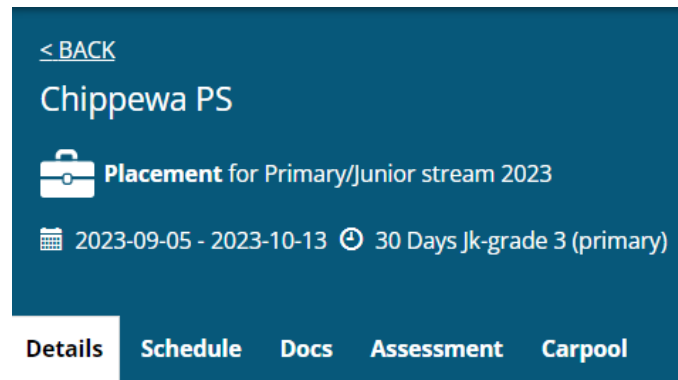
Once you have been assigned to a school for practicum, it will appear here. AFEs will also appear on the confirmed tab. To find the details regarding your upcoming placement, select the filter button to narrow down the results to future placements. Select the “Upcoming” filter.

The screenshot shows a dropdown menu titled "view by status" with the following options: All, Upcoming, Current, To be finalized, and Completed. The "Upcoming" option is highlighted with a red box.

Once you select “Upcoming,” all future AFEs and placements will be shown. From the list of opportunities, you can view the school you will be placed at, your associate teacher, and the time you will be on placement. To access more information regarding the placement, select the school name.

Name	Supervisor	Period	Duration	Status
Chippewa PS	reth Daye	2023-09-05 - 2023-10-13	30 Days JK-grade 3 (Primary)	Upcoming

A new page will appear, showing the details of the placement.



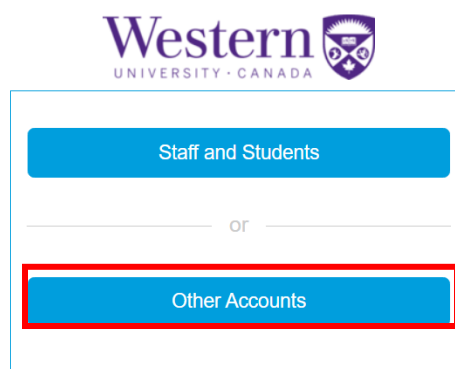
On the details page, you can view the school’s location, as well as your associate teacher and principal. Scrolling down on the page also shows the grades you are teaching.

Another useful tab is the schedule tab. The schedule tab has your daily schedule for the placement block. **The schedule tabs only need to be used when you are reporting absences.** For more information regarding submitting absences for placement, read the ‘Recording Absences During Practicum’ document located in the shared document tab on InPlace.

INPLACE GUIDE FOR ASSOCIATE TEACHERS – Logging Into InPlace

Link to InPlace Sign-On page: auth-ca.inplacesoftware.com

3. Click the link above to open your web browser and go to the InPlace sign-on page.
4. On the InPlace sign-on page, click the **“Other Accounts”** button to access the Western login to log into InPlace using your school board credentials.



Quantum Information Technology [Cookie Policy](#)



4. On the Western login page, log in using your schoolboard credentials. Your User ID is your schoolboard email address (including the *@schoolboard.ca*). You would have created a password the first time you logged in using a link in the registration email.



Log in with your InPlace Account

< Back
[Forgot your password?](#)

Quantum Information Technology Cookie Policy



5. Click on the “Log in” button to access your [InPlace](#) account.

Checking To See Placed Teacher Candidate

This step is how to check to see the placed teacher candidate in your classroom. For more information regarding applying to become an associate teacher, please read the Guide labelled *Accepting Student Placement Offers*.

Once the Education Office has placed all teacher candidates, they will send out an email to all associate teachers notifying them to check their InPlace account to view their teacher candidate. First navigate to the “Placements” tab along the top of the homepage.

Opportunities
Placement Requests
Placements
Shared Documents
My Responses

Attendance Summary

Placement Requests

All Education Students

80 DAY General

2024-01-08 - 2024-02-02

Jack Chambers PS

3 Offered

On the placement page, filter the placements by selecting the “Supervised by” box and selecting “Me (Agency)” to narrow down the placements to only show students who are placed with you. To further narrow down the results and only show for the current year, change the “Start Date” and “End Date” box to go from September to June of the current school year. Select “Apply Filter” once you have made the changes.

Placements

Once the changes have been made, a list of offered, upcoming, and current placements will appear.

Student ↑	Placement for	Discipline	Status	Start/End Date	Duration	Experience
Awaiting Allocation	All Education Students	Faculty of Education	Offered	2023-09-06 to 2023-10-13	80 Days	General
Awaiting Allocation	All Education Students	Faculty of Education	Offered	2023-09-06 to 2023-10-13	80 Days	General
Awaiting Allocation	All Education Students	Faculty of Education	Offered	2023-11-13 to 2023-12-08	80 Days	General

If a teacher candidate has been assigned to you for a placement, find the practicum block for the upcoming placement by looking at the start/end Date column. If a teacher candidate has been assigned, the status column will read “Upcoming.” The name of the associate teacher will appear under the student column.

If you do not have a teacher candidates name and the status has not changed to upcoming, the Education Office has not assigned you a student. Thank you for offering a position with us and we look forward to working with you in the future.

******** For communication purposes, the teacher education will email associate teachers directly (i.e. from Joanne) or we will use the InPlace bulk email feature.

We have heard that sometimes those bulk emails do not land directly in associate teacher mailboxes. Please check your Spam/Junk mail on a regular basis to ensure that you get our communications.

If email from InPlace is landing in your Spam/Junk, you will need to make sure @inplacesoftware.com is whitelisted. And if the school’s spam filter is particularly strict, you will need to whitelisted the InPlace sendgrid - IP 149.72.228.91.

Appendix 7 - Weekly Expectations

Practicum 1	FALL/WINTER – 6 WEEKS
Week 1	<p>Active Observation and Assistance – 4-5 days</p> <p>Collaborate with your AT to complete the Mentorship agreement. This is a template for your practicum – to establish a shared understanding of expectations.</p> <p>With your AT, identify topics from the Active Observation Log to focus on this week.</p> <p>Observe your AT during all aspects of the AT day. Notice how the AT interacts with students, colleagues, staff, and guests.</p> <p>Plan to introduce yourself to the students. Get to know students by name.</p> <p>Observe other teachers in other classes if that 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 ATs larger plan – eg. Introducing a topic, leading a discussion, giving directions, demonstrating a procedure.</p> <p>Make daily entries in your logbook.</p> <p>Make detailed observation notes.</p> <p>Establish and update your practicum organizational binder/portfolio.</p> <p>Abide by the Ontario College of Teachers Standards of Professional Practice.</p>
Week 2	<p>Continue active observation of your AT, students, classroom, school.</p> <p>Maintain detailed observation notes when you are not engaged in instruction.</p> <p>Maintain updates to your practicum binder.</p> <p>Focus on lessons using Active Observation templates from the logbook, with a focus on lesson prep and planning.</p> <p>Continue to assist your AT during lessons and all duties and responsibilities.</p> <p>With your AT, identify parts of lessons you will teach during week 3, up to one lesson a day.</p> <p>Prepare lesson plans for next week in advance – and review them with the AT for feedback.</p> <p>Discuss the format of the lesson plan to be used – what is the AT looking for? The expectation for Practicum 1 is that the candidate will provide daily formal lesson plans for the subjects they teach. Crafting a well-designed lesson plan is central to the experiences of the first placement.</p> <p>Seek feedback on a regular basis.</p> <p>Abide by the Ontario College of Teachers Standards of Professional Practice.</p>
Week 3	<p>Continue active observation of your AT, students, classroom, school.</p> <p>Maintain detailed observation notes when you are not engaged in instruction.</p> <p>Maintain updates to your practicum binder.</p> <p>Continue to assist your AT during lessons and all duties and responsibilities.</p> <p>Teach up to one lesson per day – lesson plans must be handed in and reviewed in advance of the teaching.</p> <p>Revise the following day's lessons based on feedback from the AT.</p> <p>Pay special attention to the diverse needs of learners.</p> <p>Continue to identify and plan lessons and topics you will teach for the remainder of the practicum (next week, up to two lessons per day).</p>
Week 4	<p>Continue active observation of your AT, students, classroom, school.</p> <p>Maintain detailed observation notes when you are not engaged in instruction.</p> <p>Maintain updates to your practicum binder.</p> <p>Develop an awareness of differentiating your instruction.</p> <p>Pay attention to appropriate classroom management strategies.</p> <p>Pay attention to assessment strategies to inform instruction.</p> <p>Continue to assist your AT during lessons and all duties and responsibilities.</p> <p>Continue to increase daily teaching time as appropriate.</p> <p>Revise the following day's lessons based on feedback from the AT.</p>

	Pay special attention to – assessing your own strengths; identifying areas to focus on for the remainder of the practicum.
Week 5, Week 6	<p>Continue active observation of your AT, students, classroom, school.</p> <p>Maintain detailed observation notes when you are not engaged in instruction.</p> <p>Maintain updates to your practicum binder.</p> <p>With your AT identify lessons you will teach – increase your teaching time, 25 to 35% of the teaching schedule. Secondary school placements ~ candidates should be fully responsible for teaching 1 out of 3 lines/courses by the end of this placement. Elementary candidates should be teaching 75 to 90 minutes of the day. The remainder of the day is for observation, providing support and assistance.</p> <p>Prepare and submit lesson plans in advance of your teaching to receive feedback.</p> <p>Your lesson plans should include appropriate curriculum expectations and learning goals; appropriate instructional strategies to support learning; appropriate assessment to support student learning.</p> <p>Each day, revise lesson plans based on feedback from your AT.</p>

Practicum 2	SPRING – 6 WEEKS
Week 1	<p>Active observation: 2 – 3 days</p> <p>Collaborate with your AT to complete the Mentorship agreement. This is a template for your practicum – to establish a shared understanding of expectations.</p> <p>Observe your AT during all aspects of the AT day. Notice how the AT interacts with students, colleagues, staff, and guests.</p> <p>Plan to introduce yourself to the students. Get to know students by name.</p> <p>Observe other teachers in other classes if that 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 by the end of the week. Begin slowly – up to 25% day based on your readiness and ability.</p> <p>Prepare and submit lesson plans in advance of your teaching to receive feedback.</p> <p>Your lesson plans should include appropriate curriculum expectations and learning goals; appropriate instructional strategies to support learning; appropriate assessment to support student learning.</p> <p>Each day, revise lesson plans based on feedback from your AT.</p> <p>Maintain observation notes and establish and update your practicum organizational binder/portfolio.</p> <p>Abide by the Ontario College of Teachers Standards of Professional Practice.</p>
Weeks 2, 3	<p>Continue active observation of AT, students, staff, school.</p> <p>Continue to assist your AT during lessons and all duties and supervision.</p> <p>With your AT, identify parts of lessons you will teach – Elementary: up to 50% day based on your readiness and ability. Secondary: 1 line, working to add a second line.</p> <p>Are there opportunities in this practicum for any unit planning or long-term planning?</p> <p>Prepare and submit lesson plans of your teaching to receive feedback. Submit in ADVANCE to the Associate teacher – when does the AT want them? (**not the morning of the teaching!)</p> <p>Your lesson plans should include appropriate curriculum expectations and learning goals; appropriate instructional strategies to support learning; appropriate assessment to support student learning.</p> <p>Each day, revise lesson plans based on feedback from your AT.</p> <p>Maintain observation notes and establish and update your practicum organizational binder/portfolio.</p> <p>Abide by the Ontario College of Teachers Standards of Professional Practice.</p>
Weeks 4,5,6	<p>Continue active observation of AT, students, staff, school.</p> <p>Continue to assist your AT during lessons and all duties and supervision.</p> <p>With your AT, identify parts of lessons you will teach – Elementary: 50 to 75% of the teaching schedule based on your readiness and ability. Secondary school placements ~ candidates should be fully responsible for teaching 2 out of 3 lines/courses by the end of this placement.</p> <p>Prepare and submit lesson plans of your teaching to receive feedback. Submit in ADVANCE to the Associate teacher – when does the AT want them? (**not the morning of the teaching!)</p> <p>Your lesson plans should include appropriate curriculum expectations and learning goals; appropriate instructional strategies to support learning; appropriate assessment to support student learning.</p> <p>Each day, revise lesson plans based on feedback from your AT.</p> <p>Maintain observation notes and establish and update your practicum organizational binder/portfolio.</p> <p>Abide by the Ontario College of Teachers Standards of Professional Practice</p>

<p>Practicum 3 Practicum 4</p>	<p>FALL – 6 WEEKS - For Candidates entering the program Sept 2024 WINTER – 5 WEEKS – FEB/MAR 2025 - For Candidates entering year 2 of the program Sept 2024</p>
<p>Week 1</p>	<p>Active observation: 1 – 2 days</p> <p>Collaborate with your AT to complete the Mentorship agreement. This is a template for your practicum – to establish a shared understanding of expectations.</p> <p>Observe your AT during all aspects of the AT day. Notice how the AT interacts with students, colleagues, staff, and guests.</p> <p>Plan to introduce yourself to the students. Get to know students by name.</p> <p>Assist your AT in out of classroom duties and supervision.</p> <p>With your AT, identify parts of lessons you will teach by the end of the week. Begin slowly – up to 50% of the day by the end of the first week, (**secondary, one class by the end of the week), based on your readiness and ability.</p> <p>Formal lesson plans are expected for the first week of the placement for all lessons that the candidate is responsible for teaching. This allows the candidate an opportunity to demonstrate their ability to prepare lessons that include appropriate curriculum expectations and learning goals; appropriate instructional strategies to support learning; appropriate assessment to support student learning.</p> <p>Each day, revise lesson plans based on feedback from your AT.</p> <p>Maintain observation notes and establish and update your practicum organizational binder/portfolio.</p> <p>Abide by the Ontario College of Teachers Standards of Professional Practice.</p>
<p>Weeks 2, 3, 4</p>	<p>Assist your AT in out of classroom duties and supervision.</p> <p>With your AT, identify goals for the remaining weeks of the practicum block. Discuss unit planning and how the candidate can continue to assume more teaching responsibility for the next 3 weeks. (Elementary – 60 to 75% of the schedule; Secondary – teaching 2 classes by the end of week 3)</p> <p>Together discuss what kinds of planning is appropriate – to record curriculum expectations and learning goals; appropriate instructional strategies to support learning; appropriate assessment to support student learning. IF evidence has been provided to the Associate teacher that the candidate can prepare lesson plans that appropriately include all necessary details for good teaching, the candidate and associate can agree upon a format for lesson planning that will be required for the remainder of the teaching block, as teaching responsibilities increase.</p> <p>Maintain observation notes and establish and update your practicum organizational binder/portfolio.</p> <p>Abide by the Ontario College of Teachers Standards of Professional Practice.</p>
<p>Weeks 5,6</p>	<p>Assist your AT in out of classroom duties and supervision. Continue to focus on daily and unit planning as discussed earlier in the practicum.</p> <p>By the end of the practicum, candidates are expected to be responsible for teaching a full day (100%). This will include all daily tasks on top of teaching i.e. attendance, duties, etc. We want candidates to demonstrate proficiency in all areas of having their own classroom. (Secondary school placements – candidates will be teaching 3/3 courses by the end of the placement.)</p> <p>What are the expectations for lesson planning for this final part of the practicum? How will the AT know what the candidate is going to teach and what the goals are student learning?</p> <p>Lesson plans – as agreed upon – should include appropriate curriculum expectations and learning goals; appropriate instructional strategies to support learning; appropriate assessment to support student learning.</p> <p>Each day, revise lesson plans based on feedback from your AT.</p> <p>Maintain observation notes and establish and update your practicum organizational binder/portfolio.</p> <p>Abide by the Ontario College of Teachers Standards of Professional Practice.</p>

Appendix 8 – Sample of the Practicum Report

This section is 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; check one box to indicate whether the practicum overall was satisfactory or not satisfactory.*

Placement Information

1.

Overall, this practicum placement was:

Satisfactory

Not Satisfactory

N/A - this is a Formative Submission

2.

Start Date

3.

End Date

4.

What practicum is this?

Practicum 1

Practicum 2

Practicum 3

5.

Grade(s) & Subject(s) & Course Code(s)

6.

How many days did the teacher candidate complete?

Please update the number of days if the teacher candidate recorded any absences

I confirm the completed days/hours

Key Definitions

1.

Level Expectations

Level 4 - Teacher Candidate exceeds expectations and demonstrates required skills and knowledge with a high level of effectiveness; Teacher Candidate excels in skills and knowledge, beyond what is expected for this stage of development and learning.

Level 3 - Teacher Candidate meets expectations, demonstrating required skills and knowledge consistently and successfully; Teacher Candidate is progressing as expected for this stage of learning and development and they are delivering on all responsibilities, meeting performance expectations.

Level 2 - Teacher Candidate partially meets expectations, demonstrating required skills and knowledge with some effectiveness; Teacher Candidate meets some of the job responsibilities and goals and has demonstrated that they are continuing to learn and develop teaching skills and knowledge.

Level 1 - Teacher Candidate has not met expectations; skills and knowledge demonstrate limited effectiveness and candidate requires support and remediation. Teacher Candidate is showing gaps in skills and knowledge; these have been identified and discussed.

Professionalism

	Level 1	Level 2	Level 3	Level 4
1. Demonstrates professionalism in attitude, appearance, and conduct:				
2. Has a strong work ethic (i.e., demonstrates initiative, enthusiasm, and an interest in improving professional practice):				
3. Demonstrates consistent and punctual attendance:				
4. Upholds OCT standards of respect, integrity, trust, and care:				
5. Is self-reflective, accepts constructive feedback, incorporates AT's suggestions into professional practice:				

Professionalism Comments

- Professionalism: Please enter relevant comments here.**

Lesson Planning

	Level 1	Level 2	Level 3	Level 4
1.				

	Level 1	Level 2	Level 3	Level 4
1.				
2.				
3.				
4.				

Consults with AT to identify topics and lessons to be taught

2.

Identifies outcomes and plans content to support provincial curriculum

3.

Prepares detailed and complete written lesson plans

4.

Makes lesson plans available for AT review in time for feedback & revision if necessary

Lesson Planning Comments

1.

Lesson Planning: Please enter relevant comments here.

Pedagogy

	Level 1	Level 2	Level 3	Level 4
1.				
2.				
3.				
4.				
5.				

1.

Uses a variety of appropriate instructional strategies to support student learning

2.

Engages and motivates students, and captures their interest

3.

Uses technology as appropriate to enhance instruction and student learning

4.

Uses a range of instructional approaches to suit different learning styles and needs

5.

Integrates appropriate assessment strategies into lessons

Pedagogy Comments

1.

Pedagogy: Please enter relevant comments here.

Classroom & School Environment

Level 1	Level 2	Level 3	Level 4
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1.

Helps to maintain a safe and respectful classroom environment through personal example and positive interaction with students

2.

Employs effective classroom management strategies

3.

Establishes supportive, respectful, and professional relationships with students

4.

Develops appropriate and positive professional relationships with all teachers, staff, and administration

Classroom Environment Comments

1.

Classroom Environment: Please enter relevant comments here.

Final Comments

1.

Additional Comments:

2.

I acknowledge I have reviewed this report with my teacher candidate

I Acknowledge

3.

Would you like a copy of this report to be sent to the Practicum Coordinator to be reviewed?

Yes

No

Appendix 9 – School Boards available for placement

We are pleased to offer practicum placements in the following boards:

Algoma DSB
 Algonquin & Lakeshore Catholic District SB
 Avon Maitland District School Board
 Bluewater District School Board
 Brant Haldimand-Norfolk Catholic District School Board
 Brue Grey Catholic District School Board
 Catholic District School Board of Eastern Ontario
 District School Board of Niagara
 Dufferin Peel Catholic District School Board
 Durham District School Board
 Grand Erie District School Board
 Greater Essex County District School Board
 Halton Catholic District School Board
 Halton District School Board
 Hamilton-Wentworth Catholic School Board
 Hamilton-Wenworth District School Board
 Hastings & Prince Edward District School Board
 Huron-Perth Catholic District School Board
 Huron-Superior Catholic District School Board
 Lambton Kent DSB
 Limestone District School Board
 London Catholic District School Board
 Niagara Catholic District School Board
 Northeastern Catholic District School Board
 Ottawa-Carlton DSB
 Ottawa Catholic School Board
 Peel DSB
 PVNCCDSB
 Simcoe County District School Board
 Simcoe Muskoka Catholic District School Board
 St. Clair Catholic District School Board
 Thames Valley District School Board
 Toronto Catholic District School Board
 Toronto District School Board
 Trillium Lakelands District School Board
 Upper Canada
 Upper Grand District School Board
 Waterloo Catholic School Board
 Waterloo Region District School Board
 Wellington Catholic School Board
 Windsor-Essex Catholic District School Board
 York Catholic District School Board
 York Region District School Board

We can offer some practicum placement experiences in private schools and other practicum locations:

Virtual Schools:

The Virtual Elementary School and The Virtual High School *(Bayfield)

Indigenous Schools:

Standing Stone School, Oneida - Southwold, ON

KO Board of Education – Sioux Lookout, ON

Antler River, Chippewa – Melbourne, ON

Six Nations Polytechnic / STEAM – Brantford, ON

Kettle and Stony Point First Nation – Kettle Point, ON

Private Schools:

Associated Hebrew Schools, Toronto

Bialek Hebrew Day School, Toronto

TanenbaumCHAT, Toronto

London Community Hebrew Day School, London

London International Academy

London Islamic School

Chatham Christian School, Chatham

London Christian Academy, London

Strathroy Community Christian School, Strathroy

Appendix 10 – GOLDEN NUGGETS

From Associate Teachers, Practicum Consultants and Teacher Candidates

Those teacher candidates who have experienced success are those who come into a school with a goal of learning as much as they can from not only their associates but from the other educators in the building. They intentionally become woven into the fabric of the school community. They attend events, help with sports, clubs, etc. We want them to be visible 😊 and we want them to feel comfortable enough to try things that excite them ~ not knowing whether they will fly or fail. Practicum is a safe space.

I often say that success of a practicum is just as much a mindset as it is a set of strategies and do's/don'ts.

Be professional - in your dress, in your level of language, etc. You are not a university student here; you are a teacher. And if you are young (or young-looking, that was my situation for a while after I began teaching!) it is more important to dress professionally so that you are visually separated from the students.

This is a rich opportunity to learn, so be a sponge! Search out feedback from your associate teacher. Ask a lot of questions. Watch their lessons and then ask them questions about why they did what they did. Set a goal for yourself in a lesson (for example, "I want to structure my lesson to ensure that students are working collaboratively with each other") and then ask for feedback from your associate specifically related to your goal.

Take any opportunities that you can to be part of the school community. That will help you to build relationships with students and staff outside the classroom. HOWEVER, your biggest job is to learn about teaching and improve your skills - so don't allow the extra things to get in the way of your primary job.

I encourage teacher candidates to visit other classes, take pictures of everything that piques their interest, talk to as many people as they can ~ including secretaries, custodians, guest educators (that's what we call our supply teachers) and students from all grades. Ask lots of questions. It's great for our staff to be placed in a position of having to articulate their practice.

I'd recommend thinking about the skill of accepting and integrating feedback, which takes practice, of course.

I frequently deal with situations where the lines of communication have not been established between ATs and teacher candidates. In some cases, the lines of communication are blurred or inconsistent. I always strongly recommend to my teacher candidates to establish a dialogue "time" with their AT. Having a set time for evaluation/ discussion about the candidate's progress is essential in creating a positive professional relationship. This can be daily or every few days and it can be verbal or written. The important part is to have this time set aside. It can be during prep/evaluation period or before/ after school or lunch. Mutually agreed time for discussion should keep the student on track in terms of their progress. (No surprises)

Tips for planning - you really do need to set aside time each evening for lesson planning and going through notes. You want to make a good impression, so spend the time doing an awesome job. Set a time limit, though. Lesson planning can be a lot of fun and there are a lot of ideas out there. It can consume a lot of time.

I created a Google Drive folder and added all lesson plans, pictures I took, etc. This made it easier to share my plans with my AT.

I would suggest emphasizing to candidates the importance of being aware of how their technology is used and visible while at school. Some students may have personal messages appearing on their MacBooks or laptops. It is crucial that during assessments, small group activities, or when the teacher candidate is taking notes, personal messages do not pop up as you cannot predict the nature of the messages received. This is especially important in classrooms where students can read and are most likely nearby.

Post teaching Reflection: Who did you teach well and who not so well? What did you teach well and what not so well? Where are the gaps, where are the strengths, what was achieved, and what has still been achieved?

Dear New teacher, you do not need a teacher TikTok, IG or Twitter. You do not need to open a TPT store. You do not need a specialized handshake for each student or a song and dance for each lesson. You need to learn your content. You need to learn how to differentiate, accommodate, and modify. You need to learn how to collaborate with colleagues and families.

I do want to highlight the importance of having TCs that are classroom ready in terms of being prepared for the level of work that is required of them as they take on a class (or three), and that they are prepared to use devices, such as computers (even if it's their own) and printers. A basic level of proficiency in programs such as Outlook, Office suite, Google Classroom (really a lot of the G-Suite) would also be helpful to having students who are ready to work in a school environment, and allow them to focus on their practice, rather than developing the skills necessary to use the tools of the industry at a basic level.

My tip for teacher candidates is actively get involved in various extracurricular activities. These experiences provide valuable insights into managing permission slips/liabilities, collaborating with other staff, and working with various age groups in a school. They will get to know students outside of their classroom placement which always helps when you are on recess supervision. Being a part of the school community is about making connections. I think that it is important to see how teaching extends beyond just what you do in your own classroom and how to be part of the school community.

Appendix 11 – Alphabet Soup for Teacher Candidates

A – Attendance and Absences – please be aware of the attendance policy noted in the handbook; and report all Absences from Practicum using the InPlace reporting tool.

L – Lesson plans are an expectation and must be completed for each practicum block – variations will be considered as teaching skill progresses.

T – Time commitment to the program and especially during the practicum blocks, is significant. There is an expectation that time outside of the regular daily schedule will be needed to prepare for teaching (while on practicum) and completing assignments (while in classes).

F – Flexibility and adaptability are key ingredients of a successful practicum. Teacher candidates should be open-minded to the idea of having a placement that might stretch outside of their preferred teachable area, grade, division and location. It is important for teacher candidates to understand that the many different opportunities that exist within a practicum provide unique growth and learning possibilities.

F- Fun – Remember to have fun. Be your authentic self. Students pick up super-fast on Teacher candidates who aren't being their authentic self.

N – Networking and Connections. Make it a point to go into the main office and make connections with the principal, vice-principal, custodians and administration staff. In fact, you should probably be talking to all the staff members. Try to visit other classrooms (including other grades, divisions, subjects), the library, special education, guidance, etc.

P – Professional Look-Fors – Critical thinking, Creativity, Curiosity; Know your WHY – why do you want to teach? Bring your Passion and Love of Learning; Foster an attitude of Service; Demonstrate Responsibility, Respect and Resilience.

P – Practice Teaching – This is the opportunity for you to gain experience in lesson planning, classroom management, and developing effective teaching strategies. It is a time to Practice... to improve, to develop – there is not an expectation that you have it 'all figured out'! Rely on your Associate Teacher to provide you with suggestions and supports.

R – Reflect on the feedback you receive from your Associate. On your own, reflect on your lessons and consider what is going well, what areas do you want to work on?

S – Solicit feedback from the Associate Teacher. Teacher Candidates should view their Practicum as a Culminating Task and should ask for critique on how they are meeting, or not, meeting the success criteria, i.e. goals of the practicum report. Set your own path to success by asking for feedback and incorporating it into your teaching.

Appendix 12 – Alphabet Soup for Associate Teachers

A – Attendance and Absences – Candidates must report their absence during practicum to you and send in any lesson plans if appropriate. They must report their absence to us, using InPlace.

If the Associate Teacher is going to miss 3 or more days of practicum – **please notify the manager**. It is important that the candidates have continuity of mentorship during the placement. We know things can happen and changes can be unexpected, and we will work to support your needs while ensuring the candidate’s experiences meet practicum requirements.

A – Assessment, Feedback, and Evaluation – Please provide your candidate with ongoing feedback – verbally and in writing. We’ve seen some unique ways of that happening i.e. shared Google Documents, dual entry journals, etc. Midway through the practicum, you will be required to complete a Formative assessment. It is based on the final assessment, so the candidate knows what they need to do to achieve a satisfactory final report. At the end of the placement, a final report is required. Please review the weekly practicum expectations for guidance. Candidates appreciate the detailed comments that you can provide. We also refer to the comments for awards (end of the program) and we know that prospective hiring teams review your reports as part of the application process.

L – Lesson plans are an expectation and must be completed for each practicum block – variations will be considered as teaching skill progresses.

I – InPlace – is our management system for all things related to practicum! We will still send you emails with information about the placement, but as we continue to work with the program, we encourage you to become more familiar with the features. Our practicum report will be accessible through InPlace (but you can also access it via a new link) and documents such as the handbook will also be available InPlace. We are still learning a lot about the many features of this program, but we see lots of amazing opportunities to support your experiences as an Associate Teacher.

M - Mentor – Effective mentoring skills are the key to the candidate's development. This looks like coaching, collaborating, consulting, listening, and facilitating.

P – Professionalism – The initial teacher education program is focused on helping candidates develop the essential attributes necessary to become a skilled and professional educator. This is embedded in our courses and conversations. Candidates are expected to demonstrate high levels of academic and professional integrity and behaviour. Associate teachers provide a model of excellence in teaching and professionalism as they support the candidate’s entry to the profession.