CSL and Practicum Guide

Teacher Education - B.Ed. 2017 - 2018
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## Calendars

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Practicum Experiences: Community Service Learning and Practicum

Introduction and Overview

Welcome to the Teacher Education program at the University of Ottawa. This guidebook is designed to provide teacher candidates, associate teachers, faculty representatives and school partners an overview of the practicum experience in our new extended program. We recognize that our program continues to be a work in progress and we welcome your insights and suggestions as we work through this year. We are committed to creating a teacher education program that reflects the best in teaching and learning and we certainly could not do this without your commitment, expertise and understanding in mentoring our teacher candidates. The strength of this partnership is reflected in the video about the value of Associate Teachers on our faculty web-site. ¹

We see the practicum experience as a developmental and collaborative process between the Teacher Candidate, the Associate Teacher, the Faculty Representative and the host school partners. Our practicum experiences reflect a clear and consistent link between theory and practice, consisting of two parts: Community Service Learning and Practicum.

For 2017-2018: YEAR 1 Teacher Candidates

- **Community service learning** will consist of one day a week (Wednesdays) in schools from September 20 to November 29, 2017.
- **Evaluated Practicum** will consist of a three-week block from December 4 to 22, 2017, followed by one day a week (Wednesdays) from January to March, 2018 and a six-week block from March 19 to April 26, 2018.

For the 2017-2018: YEAR 2 Teacher Candidates

- **Evaluated Practicum** will consist of an one-week block from September 5 to 8, 2016 followed by one day a week (Wednesdays) in September to November, a five-week block from November 27 to December 22, 2017 and a three-week block from January 8 to 26, 2018.
- **Voluntary community service learning** will consist of one-day a week (Wednesdays) from January 31 to April 4, 2018. A mandatory three-week CSL placement in a school or community setting will be completed from April 9 to 26, 2018.

¹ http://education.uottawa.ca/en/programs/undergraduate-studies/teacher-education/practicum-
**For liability purposes, when completing duties the Teacher Candidate must be supervised at all times by a member of the Ontario College of Teachers.**

The Teacher Education program is committed to the development of critically reflective professionals who develop a stance of inquiry as they:

- Create, promote, and participate in communities of inquiry
- Show commitment to student learning, engagement, and success
- Continuously develop and enhance their professional knowledge along with knowledge of self as an educator
- Continuously develop and enhance their professional practice through cycles of inquiry
- Show commitment to ongoing professional learning and provide leadership in the community

**Collaborative Teaching and Learning Inquiry Model: Value of the Practicum Experience**

The teacher education program is an opportunity for beginning teachers to engage in a dynamic and collaborative cycle of inquiry within a variety of communities, including the school setting. It is within these various communities that our Teacher Candidates are exposed to ideas of teaching and learning, engage in discussions about these ideas, and are provided with opportunities to develop their professional knowledge and practice. This inquiry is supported by two courses: PED 3150 “Becoming a Teacher Through Inquiry into Teaching” in Year 1 and PED 3151 “Enacting Collaborative Inquiry in Professional Practice” in Year 2.

The community service learning and the practicum are based on a collaborative teaching and learning inquiry model that:

- Allows Teacher Candidates to learn and grow as teachers through observing and participating and engaging in the day-to-day realities of teaching and learning;
- Provides Teacher Candidates with periods of observation, co-planning and collaborative classroom interaction in multiple school settings whether in Primary/Junior, Junior/Intermediate and Intermediate/Senior Divisions;
- Allows the Teacher Candidates to appreciate and gain insights regarding school culture and the professional community in which they work;
- Provides a context within which Teacher Candidates are able to question, reflect, and entertain uncertainty as they examine and articulate their own understandings of teaching and learning and their development of self as a teacher;
Provides opportunities for Teacher Candidates to grow as adaptive experts who start with student engagement and individual needs at the core of their teaching practices. This “inquiry habit of mind” requires educators to unpack their assumptions of schooling, learning, and teaching, as part of a cycle of inquiry to better address the diverse needs of the learners in their classrooms.

**Adaptive experts**: “... they are able to flexibly retrieve, organise and apply knowledge to new problems and are not restricted to executing established routines of practice. Adaptive experts know what to do when known routines do not work, and when they need to expand the depth and breadth of current expertise by integrating knowledge from various domains to solve new problems that cannot be solved by what they did previously” (Timperley, 2010, p. 6).
Collaborative Teaching and Learning Inquiry Model

Developing Adaptive Expertise: unfolding cycles of personal and professional growth

This model of teacher education recognises that the cycle of learning is continuous and is enhanced with experience. Teacher Candidates will continue to develop their knowledge and skills in a similar way in both years of the program. The components of CSL and practicum are similar to the approaches and gradual release used in balanced literacy programs, where the Teacher Candidate is expected to develop more independence and competency over the course of the practicum.

Understanding the job market and context in which our Teacher Candidates find themselves once they graduate, the emphasis in CSL and practicum is on the quality of teaching versus the quantity of teaching.
Collaborative Teaching Process: Roles & Responsibilities

Teacher Candidate:
- Co-planning and co-teaching with associate teacher
- Gradual increase of responsibility and independence in teaching role
- Building positive relationships with students and school, community, staff
- School community involvement
- Developing skills of self-awareness as a teacher through reflection, self-assessment and goal setting

Associate teacher:
- Appropriate modeling of best teaching practices
- Providing constructive, ongoing feedback
- Gradual release of teaching responsibilities
- Professional mentorship
- Supporting Teacher Candidates in navigating curriculum, OME initiatives, and school context

Faculty representative:
- Liaison between Faculty of Education, Teacher Candidate, and associate teacher
Supporting the associate teacher and the Teacher Candidate in CSL and practicum experiences

- Providing feedback to Teacher Candidate through school visits and observations
- Providing professional and ethical foundations for teaching practice
- Introducing and encouraging reflective practice

School partners:
- Building connections between Teacher Candidates and various stakeholders in the school community
- Supporting Teacher Candidates in inquiry based learning through mentorship and modeling of professional learning

Placement Process

The Practicum team makes Community Service and Practicum placements according to protocols of the individual school boards.

- The Practicum team works to establish partnerships between Associate Schools and the University of Ottawa. This team includes the Coordinator, Practicum Assistant, and Faculty Representatives from the University of Ottawa, and Associate School Principals who approve all Teacher Candidate placements.
- Teacher Candidates will not be placed at a school at which a family member is on staff or any school where they have children who attend and they must inform the Practicum Office if they are placed in a school where they have relatives.
- To provide flexibility to schools and model collaborative practices practicum placements may be divided between two or more Associate Teachers. At the request of the Associate Teacher, two Teacher Candidates may be assigned to one Associate Teacher.
- Associate Teachers may arrange opportunities for Teacher Candidates to observe and perhaps teach classes of other colleagues. While these colleagues may provide some input into the evaluation process, the responsibility for determining the formal evaluation of the Teacher Candidate(s) rests with the Associate Teacher(s) to whom the Teacher Candidates have been assigned.
- Faculty Representatives will observe the Teacher Candidate and provide feedback to both the Associate Teacher and the Teacher Candidate.
- For any questions or concerns, please contact the Practicum Office: practica@uottawa.ca.
Changes in school enrolment, staffing, administration, and grade assignment may occur before or during the school year. As a result, Community Service Learning and Practicum placements may change. For this reason, the Faculty of Education asks all those involved to be patient and demonstrate professional etiquette regarding this placement process.

A Teacher Candidate’s eligibility to undertake Community Service Learning and Practicum requires the approval of the Director of Teacher Education. Approval will be based upon the following:

- The Director, the Assistant Director of Teacher Education and the Practicum Coordinator will meet prior to each placement block to determine each Teacher Candidate’s eligibility to undertake the Practicum experience.

- Teacher Candidates identified as having incomplete coursework or being in repeated breach of the Faculty of Education attendance requirements will meet with the Director or Assistant Director of Teacher Education in order to address issues and concerns.

- Based on the relevant information, the Director of Teacher Education will make a decision regarding the Teacher Candidate’s eligibility to proceed to a Practicum placement, or be deferred until all requirements are met.

- In the event of a deferral, when the Director of Teacher Education is satisfied that the Teacher Candidate has met the requirements, steps will be taken to arrange a future Practicum placement, which may involve an additional administrative fee to be paid by the Teacher Candidate.

Note: Two successfully completed evaluated practica are required for the completion of the Teacher Education Program. If a Candidate receives two Practicum failures the Teacher Education Program will be terminated for that Candidate, as per Faculty Regulations².

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² http://www.education.uottawa.ca/en/undergrad/teachered/faculty-regulations
Roles and Responsibilities:

Associate Teachers
As models of excellence in classroom teaching, professionalism, and collaboration, Associate Teachers are critical to preparing Teacher Candidates in becoming teachers. They also provide the essential feedback and mentoring to the Teacher Candidate as they develop their professional practice.

During Community Service Learning and Practicum, the role of the Associate Teacher is three-fold:

• To mentor and guide the Teacher Candidate in his/her development as a teacher by providing ongoing feedback (oral and written) on professionalism, planning, communication, instruction, student engagement, classroom management, and assessment.

• During the practicum to assess and evaluate the performance of the Teacher Candidate in the five teaching competencies using the Practicum Evaluation Rubric and the Interim and Final Reports.

• To inform the Faculty Representative that there are concerns with the Teacher Candidate’s progress by following the Steps to Take if a Candidate is Experiencing Difficulty

Mentoring and Collaboration
The following are suggestions to facilitate the mentoring process:

• Welcome and introduce the Teacher Candidate to the school and the classroom community.

• Encourage the Teacher Candidate to become involved in the life of the school, with school administration and Lead Associate teacher providing a range of school experiences during community service learning.

• Discuss expectations and set goals collaboratively with the Teacher Candidate.

• Plan for observation, co-planning, modelling, guided practice, and co-teaching time throughout the placement, and provide a collaboratively determined and well-paced increase in responsibilities and independence.

• Provide opportunities for the Teacher Candidate to assume responsibility for general school and classroom responsibilities and routines.
• Co-plan activities so that the Teacher Candidate can learn and practice engaging strategies in order to develop knowledge of the classroom context and student needs.

• Set aside time each day to engage in conversations with the Teacher Candidate to discuss strengths and areas for improvement. Feedback sessions should be arranged at your convenience, such as before or after school or during planning and evaluation time. A feedback sheet is provided that you may find helpful to use.

• Guide the Teacher Candidate in the development of effective lesson and unit planning. Teacher Candidates benefit from co-planning, modelling, and specific suggestions for planning and implementing lessons. As Teacher Candidates develop their confidence and competence they move into planning lessons and units of study more independently.

• Review all lesson plans prepared by the Teacher Candidate and provide feedback on planning and assessment with adequate time for the Candidate to make necessary changes, preferably the day before.

• If the Teacher Candidate fails to provide an adequate written lesson plan, they should not teach the class and the Faculty Representative should be informed. As the Associate Teacher, please feel free to use your professional judgement and intervene when necessary, as you are responsible for the learning and management in your classroom.

• Review, observe, and provide written comments about lesson/unit plans and their implementation by giving alternative strategies, suggestions, and recommendations for better engagement and connection with students.

Honorarium

• The University of Ottawa will provide Associate Teachers an honorarium of $320 per Teacher Candidate per session. If a Candidate is shared by two Associate Teachers share a Candidate, the honorarium is shared between the two. This honorarium is paid directly to the teacher. A cheque, made out to the Associate Teacher, will be sent to the school address. Please allow 6 – 8 weeks for processing after the completion of practicum.

Teacher Candidates

The Faculty of Education requires that Teacher Candidates carry out their professional duties in accordance with the expectations of members of the profession as outlined in the Standards of Practice for the Teaching Profession and Ethical Standards of the Ontario College of Teachers.
The Teacher Candidate is considered an associate member of the Ontario Teachers’ Federation and must therefore act in accordance with the Duties of Teachers contained in the Regulation made under the Teaching Profession Act (June 1, 2006)

Failure to comply with any of the standards may result in the immediate withdrawal from the Community Service Learning and/or Practicum placement and possibly from the Bachelor of Education program. This is in accordance with the Faculty of Education’s ethics policy.

Inquiry, Learning, and Collaboration Expectations

• Become familiar with, understand, and follow school, board, and the University of Ottawa policies, as well as school-specific procedures.

• Demonstrate initiative, a positive engaging professional attitude, and a willingness to learn in all interactions in the school community.

• Observe and record the Associate Teacher’s instructional techniques, strategies, and methods of establishing an effective and a positive learning environment, including ways to engage and build rapport with students.

• Clarify and problem-solve with the Associate Teacher as to how to engage individual students.

• Maintain a CSL/Practicum placement daybook. This is an essential tool for Teacher Candidates as it reflects their professional presence in the classroom and school. It should reflect daily planning and professional responsibilities throughout Community Service Learning and Practicum.

• Complete administrative tasks normally completed by the Associate Teacher (e.g., attendance, distribution or collection of forms) as part of daily routines of the classroom.

• Participate in any out-of-class regularly scheduled duties with the Associate Teacher (e.g., lunch duty, bus duty, yard duty, hall duty - for the full duration of the duty), Professional Development (PD) days, Professional Learning Communities (PLCs) and meetings with staff and parents (as appropriate).

• Plan and prepare lessons using the appropriate lesson plan templates. Submit lesson plans to the Associate Teacher at least 24 hours prior to implementation to receive feedback where required. Upload lesson and unit plans on Blackboard Learn for PED 3150/3151 professor.

• Ensure that any materials needed for the lesson are prepared well ahead of time.

• With the support of the Associate Teacher plan and instruct lessons/units to both small and large groups of students and assess their progress. As you develop your skills and
confidence in the classroom; planning, implementing and assessing student learning will be done more independently.

- Reflect daily on the expectations of the lesson, the actual experience of teaching the lesson, and on what was learned through this process. Reflections should identify strengths, areas for growth, and one or two SMART Goals for improving the effectiveness of student learning.

- Make arrangements with the Associate Teacher to obtain regular feedback to identify areas for improvement. Regular feedback should occur – before school, after school or during planning time - at the Associate Teacher’s discretion.

- Display openness to new ideas, and a responsive attitude to the Associate Teacher’s suggestions, alternative strategies, and recommendations.

- Maintain a written record of comments and suggestions made by the Associate Teacher. These comments should become and reflect on how these strategies can help their professional growth.

- Incorporate the Associate Teacher’s suggestions and guidance into professional practice through an inquiry model of adaptive practice.

- Complete and submit goal-setting and self-evaluations for Community Service Learning and Practicum.

**Absences**

- Teacher Candidates are reminded to keep their students health and safety in mind in the case of an illness.

- In the event of an absence notify the school and the Associate Teacher well in advance of the beginning of the school day. Any lesson plans and materials for the day must be e-mailed to the Associate Teacher.

- Notify the Practicum office at practica@uottawa.ca and the Faculty Representative of all absences.

- A medical certificate must be provided to the Practicum Office in the event of absences totalling 3 days or more. Teacher Candidates may be expected to make up absences to complete the requirements of the Practicum.

- **A Teacher Candidate who leaves a practicum for any reason other than illness, without permission of the Director of Teacher Education, will be considered to have failed the placement.** Following an interview and possible remediation, a make-up round may be arranged. The fee for a failed practicum will be applied.
Police Record Check Reports

- All public and private school boards require a police record check, including a Vulnerable Sector Screening. Teacher Candidates must submit this report from a local or regional police service for each year of the program before the practicum (The Safe School Act 2000).  
- Teacher Candidates will not be permitted to commence the practicum until this report is received. The University of Ottawa will not be held responsible if the practicum cannot be held as a result of the police record check.  
- Teacher Candidates should carry their original police record check to their practicum school.

Workplace Training

- Teacher Candidates are expected to complete on-line workplace training appropriate to the Board of Education to which they are assigned. The certificate from the training should be included in their CSL/practicum daybook.

Workplace Safety and Insurance Board Form

- Completion of the Student Declaration of Understanding form is mandatory prior to participation in Community Service Learning and Practicum. It provides Workplace Safety and Insurance coverage for Teacher Candidates and will be distributed to Teacher Candidates through PED 3150/3151. If the Teacher Candidate is involved in an accident while at school, this must be reported in writing and/or by phone to the Practicum Office as soon as possible.

Co-curricular Activities

- Teacher Candidates are encouraged to engage in the school community and make a contribution to co-curricular activities. Teacher Candidates must conduct any co-curricular activities under the supervision of a member of the Ontario College of Teachers.  
- Under no circumstances should a school activity interfere with Practicum classroom responsibilities or University course work.

Arrival and Departure Times

- Teacher Candidates are expected to arrive at their assigned classroom at least 30 minutes prior to the official school start time and stay at the school at least 30 minutes at the end of the day or as determined by the Associate Teacher.  
- Schools require non-staff members to sign in at the main office and adhere to the visitor policy of the individual school.

3 http://www.edu.gov.on.ca/safeschl/eng/ssa.html
Unqualified Supply Teaching

• Our TELC (Teacher Education Liaison Committee), which represents the teacher federations in Ontario, have asked us to remind teacher candidates of the potential risks of unqualified supply teaching in Ontario or in other jurisdictions. Although Teacher Candidates are an associate member of OTF and are expected to act according to the Standards of Practice, they do not have the same protection provided to full members if an allegation, an incident, or significant issue arises. As Teacher Candidates are pursuing teaching as a career, any incident or investigation of an allegation may impact upon their ability to complete the Teacher Education program or be certified by the Ontario College of Teachers. We want all partners to be well aware of the risks.

Principals and Lead Associate Teachers:

• Consult and encourage teachers to become Associate Teachers.

• Collaborate with Lead Associate Teacher and school staff to determine school-based community service learning priorities.

• Welcome the Teacher Candidates to the school and provide information the Teacher Candidate may require regarding school or board policies.

• Provide modelling, leadership, and support for Teacher Candidates and Associate Teachers.

• Help facilitate opportunities for Teacher Candidates to experience all facets of the school community [e.g., invite Teacher Candidates to staff meetings, assist with extra-curricular activities, and attend student/parent interviews (as appropriate)].

• Ensure that whenever Teacher Candidates are with students, they are under the supervision of a member of the Ontario College of Teachers.

• Collaborate with Associate Teachers to complete summative and formative evaluations of the Teacher Candidate if necessary and participate in the process if a Teacher Candidate experiences difficulty.

• Report, as required for other staff members, any accident involving the Teacher Candidate while on school/board property.

Faculty Representative: PED 3150/3151 Professor

• Facilitate the PED 3150 “Becoming a Teacher Through Inquiry into Teaching” and/or PED 3151 “Enacting Collaborative Inquiry in Professional Practice” classes.

• Oversee preparation of the Teacher Candidate for Community Service Learning and Practicum, including: goal setting, letters of introduction, and clarification of expectations.
• During Community Service Learning and Practicum, maintain regular contact with Teacher Candidates and Associate Teachers through telephone or electronic communication to provide support and to clarify information and/or expectations as needed.

• Visit Teacher Candidates in their community service learning and practicum setting at least once during the academic year. Return Practicum Feedback Form to the Practicum Office electronically to practica@uottawa.ca or in person shortly after completion.

• Provide guidance to Teacher Candidates based on professional collaboration and discussion between all partners.

• Advise the Practicum Office, Director of Teacher Education and the Assistant Director of Teacher Education of any Teacher Candidates in difficulty. Follow procedures for Teacher Candidates experiencing difficulty to ensure they are supported. A final determination will be made as to his/her performance after this time.

• Assess the Teacher Candidates’ placement daybook, reflections, goals, and self-assessment, and advise on areas for improvement. Approve the Teacher Candidate's record of CSL hours on Community Navigator.
Expectations for Community Service Learning

The ultimate purpose of CSL is to provide Teacher Candidates with opportunities to become familiar with school communities, to participate in and contribute to the wide range of educational experiences in school, and to learn and gain insights regarding school culture and the professional community. It is an essential component of the practicum experience.

An example of the type of school-based collaboration is demonstrated in this story from Adrienne Clarkson Elementary School, OCDSB.: http://education.uottawa.ca/en/news/teacher-candidates-adrienne-clarkson

What does CSL entail?

- Teacher Candidates will complete 90 - 150 hours of CSL over the course of the year.
- For Year 1 teacher candidate’s community service learning will consist of one day a week (Wednesdays) September to November 2017. These school-based placements are linked to their practicum placements.
- For Year 2 teacher candidates CSL consists of a three-week block from April 9 – 26, 2017 in a school, community or alternate setting. A variety of educational opportunities are arranged in partnership with the Faculty.
- Approved and verified CSL activities will be recorded on Teacher Candidates’ co-curricular Record (CCR), a university document that recognizes service to the community, and helps trace the development of leadership, compassion, ethics, and self-confidence.
- With the adaptive expert model, the development of each Teacher Candidate may be different and there is flexibility in the process. The Faculty has expectations for high levels of professionalism, initiative and engagement demonstrated by Teacher Candidates in their CSL placements.

What to expect at the beginning of CSL for Year 1?

- Become familiar with school culture and environment, including expectations for teachers, students, and volunteers in the building.
- Get to know school routines including procedures for signing in, parking, class schedules, duty times, and access to photocopier and other technology in the school.
- First introductions in the classroom and begin to build rapport between Associate Teacher, Teacher Candidate, other staff, and students in the classroom.
- Meet with Lead Associate Teacher and Principal to discuss possible school based CSL projects
What are the expectations for Lead Associate Teachers and Principals in Year 1?

- Welcome the Teacher Candidates to the school and provide information the Teacher Candidate may require regarding school or board policies.
- Provide modeling, leadership, and support for Teacher Candidates and Associate Teachers.
- Help facilitate opportunities for Teacher Candidates to experience all facets of the school community.
- Ensure that whenever Teacher Candidates are with students, they are under the supervision of a member of the Ontario College of Teachers.

What are the expectations for Teacher Candidates for Year 1?

- Become familiar with, understand, and follow: school, board, and the University of Ottawa policies, as well as school-specific procedures for student safety.
- Demonstrate initiative, a positive engaging professional attitude, and a willingness to learn in all interactions in the school community.
- Observe and record the Associate Teacher’s instructional techniques, strategies, and methods of establishing effective class management and a positive environment, including ways to engage and build rapport with students.
- Use their observations to engage in a professional dialogue with their Associate Teachers. The questions they ask should help in their understanding of the strategies and approaches used in planning and implementing of the school-based and/or class activities and in understanding the ways students are learning.
- Complete and submit weekly written reflections and self-evaluations for PED 3150.
- Over the course of the CSL placement Teacher Candidates collaborate with teachers to support student learning in school-based and classroom-based programs, and should begin to co-plan and co-teach classroom learning activities.
- Demonstrate growth in professionalism, initiative, comfort and confidence in the classroom and school settings.

What are the expectations for Associate Teachers?

- To mentor and guide the Teacher Candidate in his/her development as a teacher by providing ongoing feedback (oral and/or written) on professionalism, collaboration, planning, communication, instruction, classroom management, and assessment.
- During CSL provide feedback regarding the performance of the Teacher Candidate in the three of the five teaching competencies (professionalism, communication, engagement in community) using the CSL Feedback sheet.

What are some possible examples of CSL Projects?

- Support in AT’s classroom- small group, one-to-one, teaching once a week stand-alone
subject
• Support in Resource Setting
• Tutoring at lunch or after school
• Literacy programs (reading with students)
• Numeracy support programs
• Social skills/mentoring projects
• Peer mediation support
• Technology training - assistive technology, maker space
• Assistance in breakfast and lunch programs
• Support for clubs or lunch hour extra-curricular activities

Expectations for Year 2 Community Service Learning
The goal of the three-week community service placement is to provide Teacher Candidates experiences in alternate educational and community settings. The expectations and structure of the placement are dependent on the collaboration between the Teacher Candidate, the Faculty Representative, and the school or community partner. In the CSL placement the site placement supervisor and the PED 3151 professor supervise the Teacher Candidate. Teacher Candidates are expected record their hours and to submit a written reflection at the end of their placement.
Expectations for Practicum

Learning to teach is a complicated process so there will be individual variations in a Teacher Candidate’s development. By the end of the eight-week evaluated practicum, the Teacher Candidate should show competence in teaching at the division assigned. This means that they should meet most of the expectations in the five competency areas (professional competency, communication, knowledge, commitment to students, and planning and implementation). The practicum evaluation rubric is available for clarification. Examples of the timeframe for Year 1 and Year 2 are provided as a guide.

Over the eight-week practicum the tasks for each person are:

- **Teacher Candidate:**
  - Gradual increase of responsibility and independence in teaching role
  - Demonstrate competence (meets most expectations) in teaching at the assigned division (planning, implementing, managing and assessing student learning) by the end of practicum

- **Associate teacher:**
  - Constructive, ongoing feedback
  - Gradual release of teaching responsibilities and independence in planning, implementing, managing, and assessing student learning by the end of practicum
  - Professional mentorship

- **Faculty representative:**
  - Liaison between Faculty of Education, Teacher Candidate, and Associate Teacher
  - Support associate teacher and Teacher Candidate in practicum experiences, especially if candidate experiences difficulty

- **School partners:**
  - Support Associate Teacher and Teacher Candidates in evaluated practicum experience

Year 1 Practicum Timeframe

**What to expect for the three-week block in December? Transition from CSL**

- The three-week placement in December provides the teacher candidate with an opportunity to observe, teach and participate in the routines and course schedule/classes of the Associate Teacher over the course of three weeks.
• Teacher candidates should continue to support individual, small group and/or large group learning. In some classes this might be an opportunity to co-plan and co-teach a unit of study, to conduct an inquiry, or to co-develop learning centers.
• Teacher candidates could continue to participate in or implement the school-based project that was developed with the school staff assistance.
• If the teacher candidate has not already done so, within the first week they should plan and deliver with assistance at least two large group instruction activities.
• Teacher candidates should assist in co-planning and co-evaluating an assessment piece or pieces. This brings the teacher candidate learning from their curriculum course into action.
• Receive feedback regarding their progress to date in their practicum placement.
• Provide an extra support in classrooms and schools at a very busy time of year when schedules are not always consistent.

What to expect during nine Wednesdays in January to March?

• Co-Planning, Co-Teaching
• Assuming more independence and responsibility for daily routines
• Individual lesson planning
• Co-planning unit plan
• Assuming more responsibility and independence in teaching

Interim Evaluation: March 29, 2018

• Demonstrates developing towards expectations in all competency areas

Week 4-9

• Implementing unit plan
• Increased independence in planning, implementing, assessing and managing learning activities

Final Evaluation:

• April 26, 2018 Demonstrates competence by meeting most expectations in the competency areas.
Year 2 Practicum Timeline

Week 1

- Observation
- Co-Planning, Co-Teaching
- Getting to know routines and students

Wednesdays for 9 Weeks

- Assuming more independence and responsibility for routines, small group teaching, independent lessons

Week 2-4

- Individual Lesson Planning with feedback
- Co-planning unit plan
- Assuming more responsibility and independence in teaching

Interim Evaluation: December 15, 2017

- Demonstrates developing towards expectations in all competency areas

Week 5-8

- Implementing unit plan
- Increased independence in planning, implementing, assessing and managing learning activities

Final Evaluation: January 26, 2018

- Demonstrates competence by meeting most expectations in competency areas.

Assessment and Evaluation

- The Teacher Candidate’s performance in Community Service Learning and Practicum should be assessed as a developing teacher rather than compared to the performance of an experienced teacher. A rubric is available for reference.
• Teacher Candidates continue to develop their skills through observation, guided practice, independent practice, and the constructive feedback and mentoring of Associate Teachers. Co-teaching and co-planning are essential to this development.

• If a Teacher Candidate experiences difficulty during the Community Service Learning and/or Practicum placement, the Associate Teacher should refer to the ‘Steps to take if the Teacher Candidate is experiencing difficulty’. Please note that a Letter of Concern may be completed at any point during the practicum experience when expectations are not being met.
## Assessment & Evaluation Checklist

The following chart provides guidelines for the assessment and evaluation of Teacher Candidates:

<table>
<thead>
<tr>
<th>Details</th>
<th>Given By</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily feedback</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide <strong>oral feedback daily</strong> on five competencies: professional commitment, communication, knowledge, classroom management, and planning and implementation.</td>
<td>ASSOCIATE TEACHER</td>
<td>Daily</td>
</tr>
<tr>
<td>• Maintain a written record of suggestions provided by Associate Teacher.</td>
<td>TEACHER CANDIDATE</td>
<td></td>
</tr>
<tr>
<td>• Reflect of lessons learned and incorporate into daily practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Weekly feedback</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• During Practicum provide <strong>written feedback weekly</strong> on the full range of competencies, as listed above. The Practicum Feedback Form for Associate Teachers can be used as reference.</td>
<td>ASSOCIATE TEACHER</td>
<td>Weekly</td>
</tr>
<tr>
<td>• Please note that if the Teacher Candidate experiences difficulty at any time, the <strong>Steps to take if a Teacher Candidate is Experiencing Difficulty</strong> should be followed</td>
<td>TEACHER CANDIDATES</td>
<td></td>
</tr>
<tr>
<td>• Please note that a <strong>Letter of Concern</strong> may be completed at any point during the CSL and practicum when expectations are not being met</td>
<td>FACULTY REPRESENTATIVE</td>
<td></td>
</tr>
<tr>
<td>• Incorporate weekly feedback into weekly goals and self-reflections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Submit Lesson plans to Associate Teacher in required time frame</td>
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<td></td>
</tr>
<tr>
<td>• Submit lesson plans to Faculty Representative through Blackboard Learn for PED 3150/3151.</td>
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<td></td>
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<tr>
<td>• Read goals and reflections and provide feedback and suggestions to Teacher Candidates as necessary</td>
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<td></td>
</tr>
</tbody>
</table>
**CSL**
- Complete CSL Checklist provided by Faculty Representative
- Approve CSL Hours on Centre for Community and Global Engagement Website
- Complete CSL Self-Reflection
- Prepare Poster Board for November showcase (YEAR 1 Teacher Candidates)

**Practicum Interim Report** *(Formative Evaluation)*
- Using the *Practicum Interim Report*, the Associate Teacher evaluates the Teacher Candidate’s overall level of each of the performance indicators.
- Use the Practicum Evaluation Rubric in preparing the Interim Report.
- The Associate Teacher shares the Practicum Interim Report with the Teacher Candidate.
- The Teacher Candidate makes a copy for their own records and signs the Practicum Interim Report which indicates that the report was provided.
- The Teacher Candidate e-mails or delivers a copy of the report in person to the Faculty Representative and to the Practicum Office: practic2@uottawa.ca
- A Teacher Candidate who receives any ratings of *Does Not Meet Expectations* on the Practicum Interim Report should follow the Steps to take if the Teacher Candidate is experiencing difficulty
**Practicum Final Report (Summative Evaluation)**

- Support in the preparation of the Final Report is available through the Faculty Representative.
- The Final Report must be completed and shared with the Teacher Candidate. Both the Associate Teacher and the Teacher Candidate must sign the Final Report. The Associate Teacher should keep a copy and provide the original to the Teacher Candidate.
- The Final Report is e-mailed or delivered in person to the Practicum Office and the Faculty Representative practic2@uottawa.ca
- It is the Candidate’s responsibility to ensure the practicum office receives a copy of the Final Report and that the original is kept for personal records.

<table>
<thead>
<tr>
<th>Practicum</th>
<th></th>
<th>ASSOCIATE</th>
<th>YEAR 1-PRACTICUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifacts</td>
<td></td>
<td>TEACHER</td>
<td>Thursday, April 26, 2017</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
<td>TEACHER CANDIDATE</td>
<td>YEAR 2-PRACTICUM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FACULTY REPRESENTATIVE</td>
<td>Friday, January 26, 2018</td>
</tr>
</tbody>
</table>

- Artefacts from the Practicum, including the completed *Goal Setting Sheet, and The Practicum Self-Evaluation Form* must be shared with the Faculty Representative, following Practicum.
Steps to take if a Teacher Candidate is Experiencing Difficulty

It is important to note that these steps *serve as guidelines*. Since situations vary, the issues that occur will be dealt with in an appropriate and collaborative manner based on the professional judgement of the Associate Teacher, Faculty Representative, Director of Teacher Education, and Assistant Director of Teacher Education.

- Notify the Principal, the Faculty Representative, and the Practicum Office of the Teacher Candidate’s name and the key areas of difficulty. A classroom observation by a Faculty Representative will be scheduled in collaboration with the Associate Teacher.

- Using the teaching competencies as a basis for discussion, the Associate Teacher and the Faculty Representative should discuss areas for improvement and/or concerns with the Teacher Candidate. A plan of action offering constructive suggestions, guidance, and assistance should be collaboratively developed.

- In situations of serious concerns, the Associate Teacher and the Faculty Representative collaboratively write a Letter of Concern. A copy of the Letter of Concern is to be provided to the Practicum Office. Please note that a Letter of Concern can be completed at any point during the practicum when expectations are not being met.

- The Associate Teacher and the Faculty Representative will ensure that the Teacher Candidate understands the concerns outlined in the Letter of Concern, as well as the necessary action required to improve and continue in the placement by the specified timeline.

- The Associate Teacher and the Faculty Representative will monitor subsequent performance of the Teacher Candidate. The Associate Teacher in consultation with the Faculty Representative and the Principal will make the determination of the final evaluation.

- If the Candidate fails to meet objectives as set out in the Letter of Concern and/or is deemed inappropriate for being in a classroom, the Principal in collaboration will terminate the Practicum with the Associate Teacher and the Faculty Representative. The Director of Teacher Education will complete a letter of withdrawal.

- If the Practicum is terminated, a final report must be prepared by the Associate Teacher and a Failure must be indicated on the report.

- The Teacher Candidate will meet with the Director and/or Assistant Director of Teacher Education. A plan of action will be developed to address areas of concern.

- The Teacher Candidate must make a written request to the Director and/or Assistant Director of Teacher Education for a make-up practicum. The written request should
clearly reflect insight gained from the previous placement and the action required by the Teacher Candidate to achieve success in a future placement.
## Make-up Practicum Placements: Reasons for arranging a make-up practicum

### A: Deferral of Practicum due to illness or personal circumstances prior to the commencement of Practicum.

- Teacher Candidates who need to defer their Community Service Learning and Practicum due to medical/personal or family reasons must meet with the Assistant Director or the Director of Teacher Education ([teached@uottawa.ca](mailto:teached@uottawa.ca)) in advance of the placement. Medical reasons require a medical certificate. The Assistant Director and the Director of Teacher Education authorize all such deferrals. Candidates will be offered a subsequent Practicum in consultation with the Practicum Coordinator.
- Candidates deferring a Practicum may not graduate with their cohort.

### B: Deferral from Practicum after the commencement of Practicum:

- Candidates choosing to leave practicum without the prior approval of the Director of Education, except in the case of illness, will receive an automatic Failure.
- The Faculty Representative must be involved in the decision to leave a Practicum.
- Deferrals of Practicum after the commencement of Practicum are given only in very exceptional circumstances. Candidates cannot obtain a deferral without the approval of the Assistant Director or the Director of Teacher Education.
- Candidates will not automatically receive a make-up Practicum within the academic year.
- An administrative fee for the make-up practicum may be charged to the Candidate.

### C: Make-up Practicum as a result of unsatisfactory performance:

- Teacher Candidates who receive a grade of Unsatisfactory (E) for one of the Practicum placements can request a make-up placement. The Teacher Candidate must make a written request to the Director or Assistant Director of Teacher Education. The written request should clearly reflect insight gained from the previous placement and the action required by the Teacher Candidate to achieve success in a future placement. The written request should also demonstrate
appropriate professional conduct.

- The Candidate must meet with the Assistant Director or the Director of Teacher Education.

- The Director of Teacher Education will consider the written request and examine all documentation to determine whether or not a make-up placement is granted.

- Depending on the seriousness of the issue, make-up placements may be refused, and the Teacher Candidate’s right to continue in the Bachelor of Education program may be revoked.

- If the request is granted, a Candidate will typically be asked to complete a remediation plan. The Practicum Coordinator, in consultation with school board personnel, will establish a placement. There will be an additional administrative fee levied.

- If the request is denied, the Director of Teacher Education will inform the Teacher Candidate in writing that s/he has been removed from the program.

- Make-up placements may be carried to the following academic year. Upon successful completion of the make-up placement, the Teacher Candidate will be permitted to participate in the subsequent Faculty of Education convocation.

- The Teacher Candidate is permitted to complete only one make-up Practicum placement. If the make-up attempt is unsuccessful, the Teacher Candidate will not be given another opportunity to raise the grade and will not be recommended for the B.Ed. Degree.

Withdrawal from CSL & Practicum: Professional Ethics

- Teacher Candidates must at all times comply with the Ontario College of Teachers’ (OCT) *Ethical Standards for the Teaching Profession, Standards of Practice for the Teaching Profession* and the *Teaching Profession Act* and *The Faculty of Education Regulation on Professional Ethics*. Any violation of these standards will result in the immediate withdrawal of the Candidate from the Practicum and the initiation of the process is outlined in the Regulation.

Forms ([Available on Faculty Web-site](#))

- OCT Ethical Standards
- OCT Standards of Practice
• Teaching Professions Act (Excerpt)

• Faculty of Education Regulation on Professional Ethics

• Notice of Collective Disclosure

The Teacher Candidate's performance in Community Service Learning and Practicum should be assessed as a developing teacher rather than compared to the performance of an experienced teacher. The interim and final evaluation forms for Practicum reflect the developmental nature of learning to teach. The following are tools to assist in the assessment and evaluation process of Teacher Candidates.

The following forms have been created in Adobe to comply with the Ontario Government and University of Ottawa accessibility standards. To optimally use these forms please download and save on your desktop. Open the form from your desktop.

• Practicum Feedback form (Associate Teacher)

• Practicum Evaluation Rubric

• Interim Practicum Report *this form must be downloaded and saved on desktop to save changes.

• Final Practicum Report * this form must be downloaded and saved on desktop to save changes.
Appendix

- Practicum Rubric

- OCT Accreditation Guide Summary
Please Note:

- The practicum evaluation should be based on the developmental nature of learning to teach. In filling out the practicum report please keep in mind the teacher candidate’s stage of preparation in the program. Teacher candidates continue to develop their skills through observation, guided practice and the constructive feedback and mentoring of Associate Teachers.
- There are three categories for evaluating teaching competencies: Does Not Meet Expectations, Developing Towards Expectations, Meets Expectations
- If the Teacher Candidate receives any ratings of “Does Not Meet Expectations”, the PED 3150/PED 3151 professor or the Practicum Coordinator must be contacted and a Letter of Concern may be collaboratively generated
- If the Teacher Candidate receives any ratings of “Developing Towards Expectations”, clear suggestions for improvement should be provided to the Teacher Candidate.
- Under the ‘comment section’ within each competency the Associate Teacher is encouraged to add descriptions of the positives that really stand out for the teacher candidate and/or to make suggestions in areas where the teacher candidate needs improvement.

### A. PROFESSIONAL COMMITMENT COMPETENCY

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Interactions:</td>
<td>The Teacher Candidate demonstrates a lack of professionalism in interactions.</td>
<td>The Teacher Candidate demonstrates professionalism in interactions.</td>
</tr>
<tr>
<td>Demonstrates professionalism in interactions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates a positive rapport with students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Relationships:</td>
<td>The Teacher Candidate has difficulty interacting respectfully and/or demonstrates a lack of understanding of the Associate Teacher/ Teacher Candidate relationship.</td>
<td>The Teacher Candidate interacts respectfully and demonstrates an understanding of the associate teacher/ teacher candidate relationship.</td>
</tr>
<tr>
<td>Interacts respectfully with members of school community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates an understanding of the Associate Teacher/ Teacher Candidate mentoring relationship.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Responsibility:</td>
<td>The Teacher Candidate has ongoing difficulty fulfilling the responsibilities identified by the Associate Teacher and the University Practicum Handbook.</td>
<td>The Teacher Candidate fulfills the responsibilities identified by the Associate Teacher and the University Practicum Handbook.</td>
</tr>
<tr>
<td>Fulfills responsibilities identified by the Associate Teacher and the University Practicum Handbook (e.g. duties, reinforcing school rules, extra curricular activities, meeting required deadlines)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative:</td>
<td>The Teacher Candidate shows little initiative and has ongoing difficulty acting on the suggestions and guidance from the Associate Teacher.</td>
<td>The Teacher Candidate shows initiative and incorporates suggestions from the Associate Teacher to improve their professional practice.</td>
</tr>
<tr>
<td>Demonstrates that he/she is a ‘self-starter’ and acts on suggestions and guidance from the Associate Teacher.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### B. COMMUNICATION COMPETENCY

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal Communication:</strong></td>
<td>The Teacher Candidate has ongoing difficulty with verbal communication.</td>
<td>The Teacher Candidate communicates clearly and appropriately.</td>
</tr>
<tr>
<td>Speaks clearly and understandably (e.g. pronunciation, modulation, volume, articulation). Uses correct oral conventions (e.g. mechanics of the English language as well as subject specific terms and symbols).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Non-Verbal Communication:</strong></td>
<td>The Teacher Candidate has ongoing difficulty using, reading or responding to nonverbal communication.</td>
<td>The Teacher Candidate uses, reads and responds to nonverbal communication appropriately.</td>
</tr>
<tr>
<td>Uses effective and appropriate non-verbal communication (e.g. eye contact, facial expressions, body language). Reads nonverbal communication and responds appropriately. (e.g. scans class to identify students who are not engaged)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Written Communication:</strong></td>
<td>The Teacher Candidate has ongoing difficulty with written communication.</td>
<td>The Teacher Candidate uses written communication appropriately.</td>
</tr>
<tr>
<td>Uses correct written conventions (e.g. mechanics of the English language, as well as subject specific terms and symbols). Writes clearly and understandably (e.g. appropriate size and script text, legible text, layout of board work, overhead, multimedia).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Listening and Responding:</strong></td>
<td>The Teacher Candidate has ongoing difficulty demonstrating appropriate listening and responding skills.</td>
<td>The Teacher Candidate demonstrates appropriate listening and responding skills.</td>
</tr>
<tr>
<td>Uses appropriate wait time (e.g. gives student appropriate time to process questions before responding). Uses probing and prompting techniques (e.g. rephrases questions; provides cues). Models effective listening skills (e.g. demonstrates active listening; demonstrates comprehension).</td>
<td></td>
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</tr>
</tbody>
</table>

### C. KNOWLEDGE COMPETENCY

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>Does Not Meet Expectation</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Knowledge:</strong></td>
<td>The Teacher Candidate demonstrates a considerable lack of subject matter knowledge and/or has difficulty conveying the subject matter.</td>
<td>The Teacher Candidate demonstrates appropriate subject matter knowledge and conveys subject matter in appropriate ways.</td>
</tr>
<tr>
<td>Demonstrates fundamental knowledge of subject matter for teaching the assigned grade level. Provides clear explanations and demonstrates appropriate subject knowledge and related skills.</td>
<td></td>
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</tr>
</tbody>
</table>
### Developmental Nature of Learners:
**Does Not Meet Expectation:** The Teacher Candidate has ongoing difficulty responding to questions and building on student responses.

**Meets Expectations:** The Teacher Candidate is responding appropriately to questions and building on student responses.

**Curriculum:**
**Does Not Meet Expectation:** The Teacher Candidate has ongoing difficulty demonstrating an understanding of the learning context and Ontario curriculum.

**Meets Expectations:** The Teacher Candidate demonstrates appropriate growth in understanding of the learning context and Ontario curriculum.

### D. COMMITMENT TO STUDENTS COMPETENCY

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Learning Environment:</strong></td>
<td>The Teacher Candidate is experiencing ongoing difficulty creating a positive learning environment and a professional presence.</td>
<td>The Teacher Candidate is demonstrating a positive learning environment and a professional presence.</td>
</tr>
<tr>
<td>Demonstrates a friendly, positive, and professional manner. Promotes class safety and wellness. Demonstrates a professional presence in the classroom that helps to ensure students’ attention and respect.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Managing Classroom Environment:</strong></td>
<td>The Teacher Candidate is experiencing ongoing difficulty in developing classroom routines and expectations and/or using classroom management techniques appropriately.</td>
<td>The Teacher Candidate is demonstrating consistent classroom routines and expectations and uses classroom management techniques appropriately.</td>
</tr>
<tr>
<td>Demonstrates consistency in maintaining classroom routines and expectations. Utilizes appropriate verbal and non-verbal classroom management techniques (e.g., circulates throughout the class, makes eye-contact, uses pauses and proximity).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Engagement:</strong></td>
<td>The Teacher Candidate is experiencing ongoing difficulty in using strategies for engaging students and/or understanding and responding to student needs.</td>
<td>The Teacher Candidate is developing strategies for engaging students and meeting their needs.</td>
</tr>
<tr>
<td>Uses proactive and preventative strategies for engaging students Demonstrates an understanding of student’s needs and responds in a culturally appropriate and flexible manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collaborative Problem-Solving and Planning:</strong></td>
<td>The Teacher Candidate demonstrates little understanding of the need for collaborative planning and differentiation.</td>
<td>The Teacher Candidate demonstrates understanding of the need for collaborative planning and differentiation.</td>
</tr>
<tr>
<td>Demonstrates an understanding of the need for collaborative planning and differentiation to address student learning needs. (e.g. working with the Associate Teacher, school staff)</td>
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</tbody>
</table>
### E. PLANNING AND IMPLEMENTATION COMPETENCY

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Development of Lesson Plans</strong>&lt;br&gt;Utilises a lesson plan template including appropriate reference to Ontario curriculum. (e.g. overall and specific expectations)&lt;br&gt;Provides in lesson plan sufficient detail and timing for each part of the lesson. Uses appropriate resources to enhance lesson (e.g. visuals, library/resources, technology, internet).&lt;br&gt;Incorporates a variety of appropriate instructional strategies into lesson plan (e.g., teacher-directed, student-centered, cooperative learning, technology).&lt;br&gt;Incorporates techniques for student engagement into plan (e.g., topic relevant to students’ interests, appropriate questioning, student participation, use of manipulatives, labs, hands-on activities).&lt;br&gt;Incorporates opportunities for consolidation (e.g., summarizes key components of lesson) and application (e.g., follow-up activity, seatwork, homework).&lt;br&gt;Plans to gather evidence of student learning and next steps. (e.g., checking for understanding, summative and/ or formative assessment).&lt;br&gt;Incorporates strategies to address student needs. (e.g. Students with IEPs, students at risk, English Language Learners)</td>
<td>With guidance and support, the Teacher Candidate has ongoing difficulty creating and developing a lesson plan.&lt;br&gt;The Teacher Candidate does not use a lesson template or include Ontario curriculum expectations.&lt;br&gt;The Teacher Candidate provides in lesson plan insufficient detail and timing for each part of the lesson. Uses few resources to enhance lesson.&lt;br&gt;The Teacher Candidate does not incorporate or incorporates few techniques for student engagement into plan.&lt;br&gt;The Teacher Candidate does not incorporate or incorporates few opportunities for consolidation and application.&lt;br&gt;The Teacher Candidate does not incorporate plans to gather evidence of student learning and next steps.&lt;br&gt;The Teacher Candidate does not incorporate appropriate strategies to address student needs.</td>
<td>Within a collaborative community of inquiry, the Teacher Candidate is creating and developing appropriate lesson plans.&lt;br&gt;The Teacher Candidate uses lesson template or includes Ontario curriculum expectations.&lt;br&gt;The Teacher Candidate provides in lesson plan sufficient detail and timing for each part of the lesson. Uses appropriate resources to enhance lesson.&lt;br&gt;The Teacher Candidate incorporates appropriate techniques for student engagement into plan.&lt;br&gt;The Teacher Candidate incorporates appropriate opportunities for consolidation and application.&lt;br&gt;The Teacher Candidate incorporates appropriate plans to gather evidence of student learning and next steps.&lt;br&gt;The Teacher Candidate incorporates appropriate strategies to address student needs.</td>
</tr>
<tr>
<td><strong>Development of Unit Plans</strong>&lt;br&gt;Demonstrates a continuity of plan and progression of learning (e.g. scope and sequence, culminating tasks).&lt;br&gt;Demonstrates backwards design and differentiation.</td>
<td>With guidance and support, the Teacher Candidate has ongoing difficulty creating and developing unit plans.</td>
<td>Within a collaborative community of inquiry, he Teacher Candidate is creating and developing a appropriate unit plans.</td>
</tr>
<tr>
<td>COMPETENCY</td>
<td>Does Not Meet Expectations</td>
<td>Meets Expectations</td>
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<tr>
<td><strong>Implementation of Lesson Plan:</strong>&lt;br&gt;Ensures all materials are organized and ready for use prior to instruction.&lt;br&gt;Uses clear and effective instructional and questioning techniques that incorporate a range of thinking skills. Promotes relevant purposeful talk and student dialogue.&lt;br&gt;Demonstrates appropriate pacing and timing. Makes effective transitions prior to and throughout the lesson (e.g., starting the lesson, conducting the lesson, giving instruction, collecting and distributing materials).&lt;br&gt;Employs instructional strategies that engage all learners. (e.g., way one starts and ends the lesson, hands-on activities, technology). Adjusts lessons to circumstances (e.g., able to resume lesson after interruption, addressing student needs).&lt;br&gt;Ensures consolidation of student learning and closure of lesson.</td>
<td>With guidance and support, the Teacher Candidate has ongoing difficulty implementing a lesson.&lt;br&gt;<strong>The Teacher Candidate has difficulty using clear and effective instructional and questioning techniques that incorporate a range of thinking skills and/or promoting relevant purposeful talk and student dialogue.</strong>&lt;br&gt;<strong>The Teacher Candidate has difficulty demonstrating appropriate timing and pacing and/or managing transitions.</strong>&lt;br&gt;<strong>The Teacher Candidate has difficulty in employing instructional strategies to engage all learners and/or adjusting lessons to circumstances.</strong></td>
<td>Within a collaborative community of inquiry, the Teacher Candidate appropriately implements a lesson.&lt;br&gt;<strong>The Teacher Candidate uses instructional and questioning techniques that incorporate a range of thinking skills and promotes relevant purposeful talk and student dialogue.</strong>&lt;br&gt;<strong>The Teacher Candidate demonstrates appropriate timing and pacing and manages transitions.</strong>&lt;br&gt;<strong>The Teacher Candidate employs instructional strategies to engage all learners and adjusts lessons to circumstances.</strong></td>
</tr>
<tr>
<td><strong>Assessment - Student Learning:</strong>&lt;br&gt;Assesses student work fairly, accurately and in a timely manner. Encourages students to seek ways to improve responses when giving answers in class, and/or in assignments/tests.</td>
<td>With guidance and support, the Teacher Candidate has ongoing difficulty implementing assessment strategies.</td>
<td>Within a collaborative community of inquiry, the Teacher Candidate implements appropriate assessment strategies.</td>
</tr>
</tbody>
</table>
In 2014 the OCT created an accreditation guide as a “companion to requirements set out in Regulation 347/02, Accreditation of Teacher Education Programs. The purpose of the guide is to clarify the intent, through additional information and examples, of the core content that should be included in the enhanced teacher education program.” (Accreditation Resource Guide. OCT. 2014: p.3)

This summary of this guide is provided to the teacher candidates at the University of Ottawa as a guide to supplement their learning in the B.Ed. program. It builds on the conceptual framework of “communities of inquiry” and the adaptive expert model (Timperley 2012) used to design our teacher education program. It also identifies the foundational knowledge identified by the OCT to begin to develop professional judgment and skills in pedagogical decision-making. We have included some ways in which teacher candidates can demonstrate their competencies on their Digital Hub.

Central to the work in our teacher education program is that teachers demonstrate a growth mind-set and that their growth as a professional continues throughout their career. Best practices reflect the integration of theory and practice. Through course work, community service learning, practicum, professional learning, and the many other opportunities that are available at the University of Ottawa, we look to the graduates of the program as professionals who are able to clearly articulate who they are as teachers and demonstrate the knowledge, skills and attitudes necessary for today’s learners.

The OCT sees the provision of core content as encouraging “teacher candidates and instructors to think explicitly about their learning and teaching” and facilitating the “development of a teaching identity, including but not limited to developing a critical and reflective inquiry habit of mind that is grounded in research and evidence-based practice and understanding of the significance of perseverance and self-assessment in the development of teaching excellence. It is intended that the candidates develop a sense of their own capacities to make informed pedagogical decisions with the goal of success for all students based on knowledge of the learner, context, curriculum, and assessment.”

(Accreditation Resource Guide. OCT. 2014: p.3)
Ontario Curriculum

“The inclusion of the Ontario curriculum is intended to ensure that students of programs of professional education have opportunities to engage thoroughly with the curriculum policy documents, in order to understand the purposes of each component (achievement chart, curriculum expectations and front matter, for example) and to be able to use the documents effectively when planning units and learning experiences for classes and individual students. Students of the program would be familiar with the rationale and components of the documents as well as any subject-specific skills or processes, such as problem-solving or inquiry. It is not intended to introduce them to curriculum writing but rather to the use of curriculum policy documents to guide their design of units, lessons, assessments, assignments and learning activities.”

(Accreditation Resource Guide. OCT. 2014: p.6)

Professional Knowledge:
The structure and purposes of the current Ontario curriculum and provincial policy documents, including those related to students with special needs, and their use in planning instruction and assessment

The explicit use of front matter, professional terminology, and practices in program planning, assessing and communicating about student work

The embedded and infused elements of the curriculum policy documents, frameworks, strategies including environmental education, safe schools, equity and inclusive education, character development, critical thinking, mental health, financial literacy and critical literacy education

Specific curricular knowledge included in the subject area — for example, citizenship education in social studies, history and geography curricula, patterning in mathematics

Use of students’ backgrounds, experiences and knowledge and connecting them to curriculum in culturally relevant and responsive ways

The ways in which curricula can be effectively integrated to meet expectations across subjects and support student learning and achievement

Ways to Demonstrate:
Unit plans that reflect evidence of learning goals, success criteria, feedback mechanisms, and instructional practices based on student strengths, interests and needs

Lesson and unit plans that reflect different kinds of demonstrations of learning, for example, e-products, performances, community-based investigations

Practicum reflections on the effectiveness of strategies to incorporate literacy and numeracy
Modeling of ways to use technologies to engage students and support learning of subject area skills and knowledge

Modeling of ways to incorporate First Nation, Métis and Inuit resources and perspectives in relation to the subject area.
Use of Educational Research and Data Analysis

“The inclusion of content regarding use of educational research and data analysis is intended to highlight for candidates of a program of professional education that, in addition to drawing data from their students, they utilize existing research literature and data (Education Quality and Accountability Office (EQAO) results or results from use of diagnostic tools, for example) to determine practices and next steps in order to facilitate student learning. This inclusion underscores the critical nature of maintaining an inquiry stance both individually and collaboratively with colleagues. The intent is that students of the program see themselves as active, inquiring professionals continually refining planning, instruction, and assessment based on data in pursuit of greater precision and personalization for learners. The ongoing cycle of reflective inquiry includes questioning, observing, consulting other data sources, reflecting, interpreting, and intervening instructionally or through assessment.”

(Accreditation Resource Guide. OCT. 2014: p. 8)

Professional Knowledge:
How to access, interpret, evaluate and use educational research literature as well as large and small scale assessment data to make informed decisions about its usefulness in a particular context

Collection and use of data in conjunction with other information and knowledge to make instructional decisions to facilitate learning

Knowledge of and capacities to engage in the iterative process of inquiry to facilitate student learning.

Capacities to collaborate with other colleagues around shared questions and areas of interest, looking at evidence and research, theory or other bodies of knowledge in order to make precise, personalized pedagogical decisions and determine next steps.

Ways to Demonstrate:
Article review, including implications for classroom teaching

Action inquiry report

Case study requiring application of assessment data

Use of research and large and small scale data in assignments. For example, use of EQAO mathematics results to plan mathematics unit.
Inquiry-based Research, Data and Assessment to Address Student Learning

“The inclusion of content regarding inquiry-based research, data collection and assessment is intended to highlight for students of a program of professional education that they learn from, with and about their students and how most effectively to facilitate learning. This inclusion underscores the critical nature of maintaining an inquiry stance both individually and collaboratively with colleagues. The intent is that students of the program see themselves as active, inquiring professionals continually refining planning, instruction and assessment based on data in pursuit of greater precision and personalization for learners. The cycle of reflective inquiry includes questioning, observing, consulting other data sources, collecting data, reflecting, interpreting, intervening instructionally or in assessment.”

(Accreditation Resource Guide. OCT. 2014: p.9)

Professional Knowledge:

Their role as teacher inquirers seeking further understanding of their students and their own practice to enhance student learning

The importance of teachers taking “an assessment for learning and as learning approach” to their own professional learning as models and capacities to undertake reflection

Understanding of the wide range of sources of data (behaviours, written work and other products, conversations, oral communication and presentations) and how to collect and analyze these data

Understanding of the student as the focus and source of information to inform planning and assessment.

Ways to Demonstrate:

Article review, including implications for classroom teaching

Action inquiry report

Practicum reflection on action inquiry initiative occurring in the school

Lesson and unit plans that demonstrate the use of observation and other student data to inform instruction.
Use of Technology as a Teaching and Learning Tool
“The inclusion of content regarding use of technology for teaching and learning is grounded in the context of understanding of pedagogy. It is intended to emphasize the pedagogical role that technology can play in instruction and particularly to engage all learners within an understanding of pedagogy.
Effective teaching with technology requires an understanding of how to represent concepts and content using technologies, knowledge of what makes some concepts and content difficult and how technology can help facilitate and enhance learning including the use of adaptive and assistive technologies, as well as strategies for assessing and evaluating student learning. It is intended to prepare teachers for ongoing learning about technology and digital tools and incorporation of new tools in an authentic, ethical, responsible and innovative manner in multiple subject areas and settings.”

(Accreditation Resource Guide. OCT. 2014: p. 10)

Professional Knowledge:
The intersection of technology, pedagogy and content knowledge for instruction, assessment, creation, collaboration, and communication

Locating and evaluating technology resources and tools for different purposes and to model critical viewing, representing, and thinking for students

Ensuring and modeling safe, ethical, healthy, and responsible use of technology and digital social media tools

Using technology to enhance differentiation, collaborative learning, and construction and mobilization of knowledge as well as to encourage innovation, intellectual curiosity, and creativity

The understanding of students as knowledge creators and the role of technology in supporting this

Ways to Demonstrate:
Lesson Plans that include student use of technologies, including assistive and adaptive technologies

Digital artifacts produced by pre-service teachers and their students

(e)Portfolios

Practicum reflection on the effectiveness of digital technology in supporting students with special needs
Unit plans that demonstrate student use of technology to make connections to the real world
Theories of Learning and Teaching and Differentiated Instruction

“The inclusion of content regarding theories of learning and teaching and differentiated instruction is intended to ensure that all students of a professional program of education have a solid understanding of the research-based, evidence-informed pedagogy and the theoretical and empirical foundations for these practices, including cognitive science, developmental psychology, language development, socio-cultural theories and sociology, it is intended to facilitate the connections between how people learn and teaching methods and to build understanding of the unique learning approaches of individual students as well as the need to develop personalized and precise instruction for all based upon these bodies of knowledge and pedagogy. It is also intended that students of professional education programs use these theories and practices to build their professional knowledge and identity and develop a strong foundation for professional judgement and making informed decisions regarding practices for students individually and collectively.”

(Accreditation Resource Guide. OCT. 2014: p.11)

Professional Knowledge:

Various learning theories and research-based concepts and their related pedagogical practices in developing pedagogy, instruction and assessment for individual students, groups and classes

Elements and practices of differentiated instruction to support the learning of all students

The student as the focus and source of information to inform planning and assessment

Learners have different capabilities and different preferences for certain learning modes and strategies

The roles of self-awareness and meta-cognition in supporting student self-regulation

Ways to Demonstrate:

Assignments that reflect explicit application or reflection of learning theories

Lesson and unit plans that reflect application of learning theories in specific subject areas, such as mathematics

Practicum reflection on the implementation of research-based, evidence-informed lessons or unit plans

Case studies of differentiated instruction, including for First Nation Métis and Inuit students

Reflection on a practice-based experience of differentiating instruction for students with special needs
Classroom Management and Organization

“The inclusion of classroom management and organization is intended to ensure that students of a program of professional education understand their role in creating and sustaining an engaging, inclusive, safe and equitable learning environment for students. It is intended to assist them to see the ways in which setting a motivating, effective and involving program for students builds feelings of success, productivity and growth, minimizes behavioural concerns and optimizes learning for all students. Understanding the methodologies and developing professional judgement regarding proactive and responsive approaches to establishing classroom norms and operations and addressing conduct concerns that may arise are also part of the intention. Understandings of ways to build positive, trusting relationships and promote community, collaborative culture and positive classroom climate which supports individual and collective growth are also key.”

(Accreditation Resource Guide. OCT. 2014: p. 12)

Professional Knowledge:

Methods for creating inclusive, productive learning communities with meaningful, relevant and culturally responsive lessons and instructional approaches that engage learners

A repertoire of techniques for structuring the classroom environment for optimal learning for all students in many different learning arrangements and designs — for example, individual, small group and whole class experiences

Methods to allow students to see themselves in the curriculum through their backgrounds, experiences and knowledge in culturally relevant and responsive ways, including those that reflect traditional First Nation, Métis and Inuit ways of being and knowing

Capacities to draw upon a range of strategies for preventing and addressing off-task behaviour, including the use of student information to plan learning that builds on student assets and interests to meet learning needs.

Ways to Demonstrate:

Classroom management plan incorporating specific methods to build and maintain authentic, respectful connections between students and create a positive classroom community

Lesson or unit plan acknowledging specific classroom management considerations

Reflection of capacity to optimize learning time and draw upon a broad range of practices to respond to and restore positive behaviour, encourage self-regulation and community responsibility

Reflection on effective classroom management strategies used during teaching placement
Child and Adolescent Development and Student Transitions

“The inclusion of content regarding child and adolescent development is intended to ensure that teacher candidates begin to develop an understanding of the trajectory of typically developing children and youth. This can, in turn, assist with understanding less typical development and aid in recognition of students who might be struggling. It is intended that teacher candidates become familiar with the large body of research that informs an understanding of how students learn, including developmental psychology, health and neuroscience and cognitive psychology, as well as the socio-cultural contexts in which learning takes place. The opportunity to consider child and adolescent development from multiple perspectives will inform the types of interactions, environments, experiences, and practices with which teacher candidates will engage in their classrooms. Teacher candidates will consider how best to connect a growing understanding of typical and atypical child and adolescent development to student transitions.”

(Accreditation Resource Guide. OCT. 2014: p.14)

Profession Knowledge:

Theories of human development and the interconnected physical, social, emotional, communication/language, and cognitive domains

First Nation, Métis and Inuit understandings about human development including a focus on the interconnections and relationships between spirit, emotions, intellect and body as well as the understanding of growth through connectedness

Theories regarding development and learning and their uses and limitations in developing pedagogy, instruction, and assessment for individual students

Transitions from elementary to secondary school, from secondary school to the next appropriate pathway, and ways in which to support students through these changes, particularly students with special education needs

Student progress along their individual growth continuum from K-12, including transitions — such as school entry, change from one activity, setting, classroom or grade change, or school moves — and practices that support these changes, including students with special education needs

The teacher’s role in identifying promising practices for use with individual students to support successful orientation in secondary school and into the world of work and further learning.

Ways to Demonstrate:

Lesson plans/course outlines/readings which incorporate information and/or strategies pertaining to programs and policy documents such as the following: Student Success / Learning to 18 Initiatives; Specialist High Skills Majors; or credit recovery, Ontario Youth Apprenticeship
Programs

Assignments/evaluations/reflections that highlight the selection and utilization of instructional and assessment practices commensurate with an understanding of development and learning — for example, distributed practice, collaborative learning, problem solving

Lesson plans/assignments/ that include practices such as questioning, problem-based learning, simulations that can facilitate learning

Unit plans that involve experiential learning, ceremony, ritual and other First Nation, Métis and Inuit ways of living and learning

Use of case studies involving transition plans and Individual Education Plans (IEPs)

Reflection on practicum and/or life experience related to issues involving human development or student transitions
Student Observation, Assessment and Evaluation

“The inclusion of content including observation, assessment and evaluation is intended to highlight the importance of a student-centred approach to teaching and learning and that it is key to focus upon students as sources of data for programming, instruction and assessment. Observation is the ongoing process of paying attention to students’ behaviour, emotional state, interests, patterns of development, engagement and progress in order to foster student development. The importance of pedagogy that centres on providing environments and experiences that build on students’ background, knowledge and inquiry is emphasized.

All domains of development and learning can be observed: cognitive, communicative, physical, social, and emotional. The key intent of this section is to emphasize the use of ongoing observation, documentation and assessment for the learning of students and teachers, and to highlight the critical role of assessment as data gathering from a wide variety of sources in order to plan, interpret evidence, and appraise achievement. The role of assessment in improving student learning and the various purposes of assessment for, as and of learning are key to ensuring student success. “

(Accreditation Resource Guide. OCT. 2014: p.16)

Professional Knowledge:

Gathering data by observing students individually, in interaction with the learning environment, learning materials and each other;

Use of various sources of student data to make instructional decisions to facilitate learning for example: behaviours, written work and other products, conversations, oral communication and presentations, and peer and self-assessment

Use of strategies and tools in assessment for learning and as learning, and the relationship of assessment to setting learning goals, developing success criteria, establishing feedback mechanisms, and interpreting evidence of learning.

Ways to Demonstrate:

Assignments that involve student observation

Student assignments incorporating the use of observational data to create differentiated learning opportunities for their students

Practicum observation, assessment and evaluation requirements during practicum experiences

Practicum lesson and unit plans that are explicitly informed by observational and assessment data of students
Supporting English Language Learners

“The inclusion of English Language Learners is intended to ensure that students of programs of professional education have opportunities to learn about their role in supporting the diverse learning needs of students who are coming to English as a new language. It is intended to support their development of a pedagogical approach and a repertoire of instructional and assessment strategies to utilize to engage all learners and support their language development at whatever stage to assist them to build the knowledge and skills for a diversity of learners (i.e., programming, instructional practices, the larger context of policies, terms and processes) in order to plan for personalized, precise assessment and instructional practices for all students. Understanding of the principles of an asset-based approach and teaching strategies are needed to plan for, differentiate, and personalize learning and assessment for individual students. The intention is that graduates are able to work with all students, using student strengths and interests to promote their learning and development. Capacities to work with families and other professionals in support of students are also needed. The intention of this section is to create teachers who can seek information from and about students collaboratively in order to develop many different teaching approaches to support them.”

(Accreditation Resource Guide. OCT. 2014: p.17)

Professional Knowledge:
An asset-based approach to supporting culturally and linguistically diverse students acquiring English as another language

English as a Second Language and English Language Development programs and models of support

Classroom environments that reflect, engage, and celebrate the cultural and linguistic diversity of all students

Use of digital resources in supporting English language learners enabling them to become autonomous learners

Effective communication with parents / caregivers of students who are culturally and linguistically diverse.

Ways to Demonstrate:
Lesson and unit plans that reflect differentiation for students who are culturally and linguistically diverse

Case study involving a team-based approach to programming for a student who is culturally and linguistically diverse
Practicum reflection on the effectiveness of a specific instructional or assessment strategy for a student who is an English language learner

Practicum reflection on the effectiveness of digital resources to support specific learning goals of a student who is an English language learner
Supporting French Language Learners

“The inclusion of content including supporting French language learners is intended to ensure that students of programs of professional education have opportunities to learn about their role in supporting the diverse learning needs of students who are coming to French as a new language. It is intended to support the development of a pedagogical approach, inclusive of a repertoire of instructional and assessment strategies to engage and support language development in order to plan for personalized, precise assessment and instructional practices for all students. It is also intended to develop knowledge and skills related to acquisition of both French language and French culture. Key to this section is an understanding of the diversity of the Francophone minority community, the concepts involved in the development of second-language instruction and learning, and the principles of an asset-based approach to language acquisition. The intention is that graduates are able to plan for, differentiate, and personalize learning and assessment for a wide range of individual students.”

(Accreditation Resource Guide. OCT. 2014: p.19)

Professional Knowledge:
The value, elements, sensitivities and challenges of life-long language learning in minority contexts, including linguistic insecurity, interdependence of language and culture, varieties of French languages repertoires, authentic oral and written communication, listening and speaking

An asset-based approach to supporting culturally and linguistically diverse students acquiring French as another language

The role of the teaching staff of a French-language school in a minority language community

Teaching and learning strategies in a minority situation, including the foundations of a cultural approach to teaching

Use of digital resources in supporting both French language learners and newcomer students and enabling them to become autonomous learners.

Ways to Demonstrate:
Assignment to compile a personal bank of French language resources that are pertinent to the candidate’s future teaching

Assignment regarding differentiation of an established unit plan to address the different language learning needs of the students in their classroom

Team simulation such as programming for the case study of a newcomer student who has had little formal schooling due to civil strife in their home country

Practicum reflection on the effectiveness of a specific instructional or assessment strategy for a student who is a French language learner.
Pedagogy, Assessment and Evaluation for Specific Curriculum Area

“The inclusion of content regarding pedagogy, assessment and evaluation for specific subjects is intended to assist students of a program of professional education to recognize and develop pedagogical knowledge and instructional and assessment skills in areas for which they are qualified. As examples these would include discipline-oriented skills such as problem-solving in mathematics, disciplinary thinking in content in social studies or Canada and World Studies and analyzing text in language. It is intended to assist students of the program to understand content, achievement and performance standards, discipline-specific aspects of knowledge and understanding, thinking, application, and communication. Key aspects of this section are the elements of planning, processing, and creative and critical thinking skills that are specifically related to disciplinary thinking and approaches.”

(Accreditation Resource Guide. OCT. 2014: p. 20)

Professional Knowledge:
Central concepts, knowledge, skills and processes associated with particular subject areas

Fundamental principles of effective assessment and how they relate to effective planning and instruction in particular subject areas

The standards related to thinking, planning, processing, communicating and application of learning in particular subject areas

Ways to differentiate content, process and product in particular subject areas

Ways to address students’ common misunderstandings or skills needs in particular subject areas

The understanding that every teacher has a responsibility to teach literacy and numeracy throughout all grades and subject disciplines

Ways to integrate literacy and numeracy in subject area learning

Strategies for incorporating First Nation, Métis and Inuit pedagogies in particular subject area teaching

The ways in which the instructional goals, content understanding, and skills in one subject area connect with others to allow inter-disciplinary planning and instruction.

Ways to Demonstrate:
Reflection of pedagogical knowledge, assessment and evaluation in course syllabi

Use of content and performance standards found in the achievement chart categories for the various subjects in student lesson and unit plans
Evidence in lesson and unit plans of students connecting subject area skills and knowledge with real-life situations

Evidence in lesson and unit plans of using students’ interests to engage them in the subject matter. Practicum reflection on the use of assessment as and for learning in the subject area.
“The inclusion of content regarding pedagogy, assessment and evaluation for specific subjects is intended to assist students of a program of professional education to recognize and develop pedagogical knowledge and instructional and assessment skills in areas for which they are qualified. As examples these would include discipline-oriented skills such as problem-solving in mathematics, disciplinary thinking in content in social studies or Canada and World Studies and analyzing text in language. It is intended to assist students of the program to understand content, achievement and performance standards, discipline-specific aspects of knowledge and understanding, thinking, application, and communication. Key aspects of this section are the elements of planning, processing, and creative and critical thinking skills that are specifically related to disciplinary thinking and approaches.”

(Accreditation Resource Guide. OCT. 2014: p. 20)

Professional Knowledge:
Central concepts, knowledge, skills and processes associated with particular subject areas

Fundamental principles of effective assessment and how they relate to effective planning and instruction in particular subject areas

The standards related to thinking, planning, processing, communicating and application of learning in particular subject areas

Ways to differentiate content, process and product in particular subject areas

Ways to address students’ common misunderstandings or skills needs in particular subject areas

The understanding that every teacher has a responsibility to teach literacy and numeracy throughout all grades and subject disciplines

Ways to integrate literacy and numeracy in subject area learning

Strategies for incorporating First Nation, Métis and Inuit pedagogies in particular subject area teaching

The ways in which the instructional goals, content understanding, and skills in one subject area connect with others to allow inter-disciplinary planning and instruction.

Ways to Demonstrate:
Reflection of pedagogical knowledge, assessment and evaluation in course syllabi

Use of content and performance standards found in the achievement chart categories for the various subjects in student lesson and unit plans
Evidence in lesson and unit plans of students connecting subject area skills and knowledge with real-life situations.

Evidence in lesson and unit plans of using students’ interests to engage them in the subject matter. Practicum reflection on the use of assessment as and for learning in the subject area.
Special Education

“The inclusion of special education is intended to ensure that candidates have knowledge and skills for a diverse range of learners (i.e., programming, instructional practices, the larger context of policies, terms and processes) and in order to plan for personalized, precise assessment and instructional practices for all students as teachers enter the profession. Understanding of the principles of a strength-based approach, the principles of Universal Design for Learning, and teaching strategies for differentiation, accommodation and modifications are needed to plan for, differentiate and personalize learning and assessment for each student. The intention is that candidates are able to work with all students, using student strengths and addressing their learning needs to promote their learning and development. Capacities to work with families and other professionals in support of students are also needed. The intention of this section is to create teachers who can seek information from and about students collaboratively in order to develop many different teaching approaches to support them.”

(Accreditation Resource Guide. OCT. 2014: p.22)

Professional Knowledge:

An asset-based approach (that is, focusing on student strengths and interests to address learning needs and a belief that all students can learn, that success builds a sense of efficacy and that teachers create the conditions for success)

Multiple and complex causes of behavioural concerns and practices to address them

The larger context of special education, including Individual Education Plans (IEPs), the Identification, Placement and Review Committee process, exceptionalities, accommodations/modifications, alternative programming and reporting (for example, alternate report card, transitions, and how to differentiate)

Learning exceptionalities, initial strategies to try, and the roles of external professionals

The uses of assistive and adaptive technologies in support of student learning

First Nation, Métis and Inuit ways of thinking about the kinds of differences associated with special education needs.

Ways to Demonstrate:

Use of case studies and IEPs to create particularized goals, instructional plans and transition plans

Reflections on practicum and life experience in relation to issues in special education, e.g. use of Applied Behavioural Analysis

Assignments which require assessment of strengths and learning needs, responsive planning and personalized instruction for a student with a learning challenge, such as Fetal Alcohol Spectrum
Disorder

Use of a range of instructional supports, such as assistive and adaptive technology

Use of a range of instructional strategies, such as differentiated instruction and Universal Design for Learning.
Mental Health, Addictions and Well-Being

“The inclusion of mental health and well-being is intended to ensure that students of a professional education program have knowledge and skills to address the strengths and needs of a diversity of learners and in order to plan for the personalized, precise assessment and instructional practices for all students. In particular, it is intended to help candidates see the relationship among mental health, well-being and achievement and view student well-being as inclusive of physical, cognitive/mental, social and emotional well-being. It is intended to help them understand their role in universal health promotion as well as identifying students who require more intensive intervention and the process students and their families use to access supports. Understanding of the principles of an asset-based approach and the importance of student well-being are key. The intention is that graduates are able to work with all students, families, and related professionals to identify individual student strengths in order to address their learning needs.”


Professional Knowledge:

All students can benefit from building capacities to manage stress, building healthy relationships and self-reflection.

Their role in assisting students to develop skills that can improve their resilience, social/emotional well being and mental wellness by providing a safe, supportive, inclusive and engaging classroom environment for all students

Their role in recognizing when a student may be experiencing distress and helping the student and family to access appropriate support

Identifying when stigma is occurring and reducing stigma, promoting positive mental health, and building student social emotional learning skills

Using an asset-based approach for all students and their families.

Ways to Demonstrate:

A comprehensive classroom management plan that includes building a safe, healthy and inclusive classroom and learning environment, with consideration of diverse populations including First Nation, Métis, and Inuit, and facilitating development of social and collaborative skills and other learning skills

An assignment (before or during practicum) that outlines the process for supporting individual students

Reflection on practicum experiences and outcomes in relation to student well-being including issues such as mental health and addictions
Seminars, web-based resources, speakers regarding systemic practices in health promotion involving students and their families.
Education Law and Standards of Practice

“The inclusion of knowledge of education law is to ensure that teacher candidates understand their professional role, their duties, their legal and ethical responsibilities and the laws and regulations and policies which govern their conduct, professional relationships, legal obligations to students, families, colleagues and communities and their role in promoting and maintaining a safe, positive, healthy school environment. The role of the teacher in promoting respectful behaviour and dealing with inappropriate behaviour within the broader framework of legislation and policy is important as is understanding professional conduct and the standard to which teachers are held at all times.”


Professional Knowledge:
The professional, ethical, and legal responsibilities of teachers (for example: Education Act, Ontario College of Teachers Act, Standards of Practice and Ethical Standards, professional advisories, in loco parentis, Ontario Human Rights Code, Teaching Profession Act, Ministry Policies, and Child and Family Services Act.)

The teacher’s role and responsibilities in ensuring safe schools (for example, via the Education Act, Ontario Schools Code of Conduct, and criminal law and the Accepting Schools Act, among others)

The teacher’s duty to report, as outlined in the Education Act, the Ontario College of Teachers Act, and the Child and Family Services Act

That a teacher’s duty of care — including avoiding negligence — also entails being a role model (appropriate on-duty and off-duty conduct, for example).

Ways to Demonstrate:
Reflections from practice regarding the promotion of respectful behaviour

Course assignment regarding the development of a field trip itinerary that includes consideration of legal obligations and professional responsibilities

(e)Portfolio
Professional Relationships with Colleagues

“The inclusion of content regarding professional relationships with colleagues is intended to assist candidates to understand the roles of other teaching staff and the various professional colleagues, such as Early Childhood Educators, Educational Assistants, Child and Youth Workers, Psychologists, Social Workers, Community Agency and Community Support professionals, and methods for working effectively with these colleagues in support of student learning. The intent is to identify effective behaviours, practices and approaches to working in a collaborative environment with multiple teams to support student well-being and learning.” (Accreditation Resource Guide. OCT. 2014: p.26)

**Professional Knowledge:**
The standards of practice in relation to professional conduct, collaboration, communication, and relationships with colleagues and other stakeholders

The roles and responsibilities of professionals who interact with the school system

Building a positive and inclusive school climate under a “whole schools approach”

Recognition of supports and resources to be accessed and sensitivity regarding when these resources should be sought, in development of individual educational plans or interventions for students, assessment, evaluation and differentiation of instruction and program.

**Ways to Demonstrate:**
Reflection on practicum and life experience regarding team approaches to support student well-being and learning
Knowledge of the Ontario Context

“The inclusion of knowledge of the Ontario Context in which elementary and secondary schools operate is intended to ensure that students of a program of professional education are aware of the ever-changing socio-cultural, political, historical, economic, linguistic, religious, regional, institutional, systemic context of Ontario in which their work is situated. It is particularly intended to develop understanding of the role of the teacher as change agent and the importance of working for social justice and equity of access and outcomes for all learners. It is intended to facilitate commitment and capacities to facilitate learning for students with multiple, diverse identities and build on the strengths, interests, and assets of all students and all communities, including under-served and under-represented communities while recognizing intersections within and across communities and with broader global communities as well.” (Accreditation Resource Guide. OCT. 2014: p.27)

Professional Knowledge:

Equity, diversity, inclusion and social justice and the key role of teachers in identifying and eliminating barriers and creating social change

The use of culturally relevant and responsive content, instruction and assessment to engage all students, support positive identity development, and address individual students’ strengths, interests, and needs, particularly for members of under-served communities or groups

The responsibility of teachers to take into consideration the histories and contemporary experiences of members of marginalized and/or under-served communities

The importance of working from an asset-based orientation

Cultural proficiency and cross-cultural and intercultural communication and relationship-building.

Ways to Demonstrate:

Elders, cultural and faith leaders, LGBTQ speakers and representatives from diverse communities who give presentations and demonstrations of different cultural ways of knowing and being

Faculty support of teacher candidate interest in social issues in the school and in the community

Lesson and unit plans that explicitly incorporate materials and activities representing diverse approaches to the knowledge and skills in the Ontario curriculum
First Nation, Métis and Inuit Perspectives, Cultures, Histories and Ways of Knowing

“The inclusion of Aboriginal histories, cultures, contributions and perspectives content is intended to ensure that candidates recognize their responsibility to engage learners from First Nation, Métis and Inuit communities using culturally relevant and responsive pedagogy and ensure that students who identify as members of First Nation, Métis and Inuit communities see their cultures, histories and perspectives reflected in the curriculum, pedagogy, school and community. The intent is to ensure that candidates recognize their responsibility to educate all students in their classrooms about First Nation, Métis and Inuit histories, cultures, perspectives and ways of knowing as important within the Ontario context in which all students are living and learning. The intent is that First Nation, Métis and Inuit cultures, perspectives, histories and experiences will be incorporated into areas of the curriculum which are not explicitly historical or sociological, including, for example, environmental education, arts education, literacy, numeracy, science. It is not intended that candidates will speak for or appropriate cultural knowledge but rather include perspectives and histories, cultivate relationships with First Nation, Métis and Inuit communities and understand how and when to utilize respectful methods for incorporating cultures.” (Accreditation Resource Guide. OCT. 2014: p. 28)

Professional Knowledge:
The cultural and linguistic assets contributed by First Nation, Métis, and Inuit families and communities to each child’s positive identity development, learning, and well-being

The importance of histories, cultures, contributions, perspectives, and treaties to contemporary First Nation, Métis and Inuit communities

The colonial experiences of First Nation, Métis, and Inuit peoples, such as residential school experiences, and the ongoing impact of these experiences on First Nation, Métis and Inuit communities and their members

The development of relationships with First Nation, Métis and Inuit community partners, Elders, and Senators to support culturally relevant and responsive curriculum and assessment practices, including those reflecting Indigenous pedagogies

The diversity of languages within First Nation, Métis and Inuit communities and ways of supporting multilingual language development.

Ways to Demonstrate:
Assignment where students compile a list of digital and web First Nation, Métis and Inuit resources related to the subject areas and ages they plan to teach

Experiential learning on the land

Assignments and activities in which candidates meet community members and Elders, hear
First Voices, and engage in First Nation, Métis and Inuit communities and cultural experiences.

Practicum reflection on lessons and units incorporating First Nation, Métis and Inuit perspectives on historical events, environmental concerns, such as health.
Politique d’aménagement linguistique (PAL) de l’Ontario

“The inclusion of politique d’aménagement linguistique (PAL) de l’Ontario is intended to ensure that students of programs of professional education who will be teaching in the French language system understand the broader French language education system including teaching and learning in a minority context, identity construction, participatory leadership, engaging parents and communities and contributing to strong institutions and communities. It is intended that they learn about their role in supporting students to communicate in French and sustain Francophone communities in Ontario and Canada. It is intended to support their development of a pedagogical approach and a repertoire of instructional and assessment strategies to utilize to engage learners and support their language development (i.e., programming, instructional practices, the larger context of policies, terms and processes). “

(Accreditation Resource Guide. OCT. 2014: p. 30)

Professional Knowledge:
The vision, value and elements of the interdependence of language and culture to support student learning, identity, and well-being

Their role as French-language models for their students and helping students to learn about French-speaking cultures

Use of students’ backgrounds, experiences, and languages to create a classroom environment that reflects and celebrates the linguistic and cultural diversity of all students, promotes a positive cultural identity, and provides engaging and challenging learning opportunities

Engagement and communication with Francophone and Francophile community partners.

Ways to Demonstrate:
Assignment that reflects knowledge of aspects of culture in diverse French-speaking communities

Micro-teaching assignment that demonstrates awareness of current approaches to French language teaching and learning

Practicum reflection on working in a linguistic and cultural situation

Practicum observations and reflections on the link between the school, family and community in a Francophone context

Practicum reflection on the effectiveness of specific approaches to French language learning.
Safe and Accepting Schools/ Creation of a Positive School Climate

“The inclusion of knowledge of safe, inclusive and accepting schools and creating a positive school climate is intended to reinforce the professional responsibility outlined in the standards of professional practice and legal expectations and to connect the responsibilities to student engagement, learning, well-being and safety. It is also intended that practice is founded on a belief that all students can learn using the assets that they bring and that it is the teacher’s responsibility to utilize practices to ensure that all students, families and communities are respected, included and served. The role of the teacher in promoting respectful behaviour and dealing with inappropriate behaviour within the broader framework of legislation and policy is important. The intent is that teacher candidates understand their role in developing safe, inclusive, healthy environments for learning that encourage student well-being.”

(Accreditation Resource Guide. OCT. 2014: p.31)

Professional Knowledge:
Equity, diversity and social justice and the integral role of the teacher in identifying and eliminating barriers and creating social change

Legislation such as the Accepting Schools Act, and provincial Equity and Safe Schools Strategies intended to make schools safe, inclusive and accepting places to learn

Culturally relevant and responsive curriculum content, instruction and assessment using Ontario curricula to engage all students and meet individual students’ strengths and needs, to promote healthy schools, and the health and well-being of students and families

Effective practices to incorporate culture, language, backgrounds and experiences, community knowledge, perspectives and student contributions and how these elements are connected to identities, including students of First Nation, Métis, and Inuit heritage, of multicultural identities, and those marginalized due to sexual orientation and gender identity

Intercultural communication and increased cultural knowledge and understanding of social justice issues and the strong connection between equity and excellence related to high expectations for all

Advancing social responsibility and environmental citizenship.

Ways to Demonstrate:
Student teaching statements of students’ self-awareness regarding their social, cultural and political location and the ways in which that influences their perspectives

Classroom management plan incorporating capacities in building authentic, respectful connections between students and creating a positive classroom community and school climate
Experiential learning opportunities to learn about themselves and differences, cultural proficiency and facility in cross-cultural and intercultural communication

Critical incidents that students write about and discuss.
Parent Engagement and Communication
“The inclusion of parent engagement and communication is intended to ensure that candidates recognize the importance of parents and guardians as partners and that candidates develop strategies for working effectively with families to support and facilitate student learning and well-being. The intention is that candidates will develop skills in building respectful, productive relationships and in communicating with parents and families regarding student learning, conduct and development. Candidates will understand and utilize the diverse strengths and backgrounds of students, families and communities in planning, instruction and assessment. If opportunities arise during practicum, candidates will observe meetings and conferences with parents.”

(Accreditation Resource Guide. OCT. 2014: p. 33)

Professional Knowledge:
The shared interest of schools, families and community in student well-being, learning and development

The positive ways in which families can contribute to each student’s learning

Developing positive reciprocal relationships with families, individually and collectively

The importance of shared high expectations

Seeking help to understand and help address barriers that may prevent some parents from fully participating in their children’s learning (for example, language, transportation, their own school experiences)

Proactive and positive communication with parents and caregivers.

Ways to Demonstrate:
Assignment that requires community observation and a school-based communication plan

Assignment — compilation of ideas for family outreach and parental engagement, including uses of digital technology

Practicum reflection on effective ways the school engages parents.
Practicum
“The inclusion of a lengthened practicum is intended to highlight and strengthen the theory-practice interconnections that are possible when considering course work and fieldwork as linked and mutually supporting, with the intent that, ultimately, all aspects of knowledge and skill will be connected to, and reflected in course work and the practicum. The intent is also to support development of a vision of the profession, meta-cognitive understanding of critical elements, and evidence-informed and effective practices that can be used and adapted for groups of students and individual students’ strengths and needs in particular contexts. To be useful and effective, it is crucial for the practicum experience to be interwoven into faculty courses, inclusive of the core content as described in this guide.”

(Accreditation Resource Guide. OCT. 2014: p. 34)

Professional Knowledge:
The capacity to be flexible, adaptive and creative in drawing upon their repertoire of practices, bodies of knowledge, and concepts/theories in order to facilitate student success

The capacity to discern relevant elements of research and theory for consideration when addressing problems of practice

The capacity to work and learn collaboratively with colleagues, including associate teachers, teacher candidates, and other educators, in order to support student and professional learning

The capacity to be reflective and self-assess in order to respond to changing, dissonant and challenging conditions

The capacity to reflect on their own professional judgement, problem-solving, and learning from teaching placements.

Ways to Demonstrate:
Summary reports from associate teachers and faculty advisors

Practicum binders

Lesson plans

Multi-media presentations

Reflections

(e) Portfolios
To fulfill the requirements of Regulation 347/02 and Regulation 184/97, the College requires that:

- is a minimum of (80 – revised) days
- includes observation and practice teaching
- is completed in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College
- is completed in English-language schools or classes if the candidate is to be certified to teach in English, or in French-language schools classes if the candidate is to be certified to teach in French
- takes place in instructional settings which are related to the areas of concentration of the candidate’s program of professional education, that is, in primary (K – Grade 3) and junior (Grade 4 – 6) classrooms for a candidate whose areas of concentration are the primary and junior divisions or in intermediate (Grade 7 – 10) and senior division (Grade 11 – 12) subject-specific classrooms for a candidate whose areas of concentration are the intermediate and senior divisions.
- Enables candidates to participate in settings related to each division and, where applicable, at least one of the subject areas of the program that are relevant to the candidate’s program. Where possible, candidates would be better prepared if they have an opportunity to obtain experience in both subject areas.
- Is supervised and assessed by an experienced teacher who is a member of the College in good standing. The College recognizes that the determination of a candidate’s success in the practicum is informed by the associate teacher’s assessment but that the responsibility for final evaluation rests with faculty staff.
- Is successfully completed and so noted on the transcript sent to the College.
- A faculty member is appointed as an advisor for the student.

In addition, the College recommends that the practical experience occur in a restricted subject, identified in subsection 19 (14) of Regulation 298, made under the Education Act, only if the candidate’s area of concentration in the program of professional education is in such a subject. For example, a candidate’s practical experience may take place in a classroom in an English-language school where French is the language of instruction (i.e. in a French Immersion classroom) if the candidate’s area of concentration is Intermediate French or Senior French. Further, the College recommends that candidates not be placed in specialized settings such as English as a Second Language or Special Education where students are congegated for instruction since these are not teachable subjects.