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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 2018-2019: YEAR 1 Teacher Candidates

- **Community service learning** will consist of one day a week (Wednesdays) in schools from September 19 to November 28, 2018.
- **Evaluated Practicum** will consist of a three-week block from December 3 to 21, 2018, followed by one day a week (Wednesdays) from January to March, 2019 and a six-week block from March 18 to April 25, 2019.

For the 2018-2019: YEAR 2 Teacher Candidates

- **Evaluated Practicum** will consist of an one-week block from September 4 to 7, 2018 followed by one day a week (Wednesdays) in September to November, a four-week block from November 26 to December 21, 2018 and a three-week block from January 7 to 25, 2019.
- **Voluntary community service learning** will consist of one-day a week (Wednesdays) from January 30 to April 3, 2019. A **mandatory three-week CSL placement in a school or community setting** will be completed from April 8 to 25, 2019.

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

1www.education.uottawa.ca/en/programs/undergraduate-studies/teacher-education/practicum-information
## Calendars

<table>
<thead>
<tr>
<th>Monday</th>
<th>WK</th>
<th>Teacher Education Calendar 2018–2019 Year 1</th>
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<tbody>
<tr>
<td>Sept. 4</td>
<td>1</td>
<td>ORIENTATION (September 4) &amp; Class 1 (September 6)</td>
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### Monday WK Teacher Education Calendar 2018–2019 Year 1

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Conceptual Framework: Teacher Education as developing “Communities of Inquiry”

We use the word communities to represent the multiple communities that teacher candidates and faculty members engage in during the preparation of new teachers. These include, but are not limited to:

- B.Ed. classrooms
- Practicum classrooms
- School communities
- Global communities
- Research communities
- Service learning communities
- Virtual communities

Our focus on communities is grounded in work on situated learning and communities of practice which suggests that social practice is the primary, generative source of learning (Lave & Wenger, 1991; Wenger, 1998). Opportunities to dialogue and engage in meaningful and sustained collaborative work are well recognized as ways of encouraging inquiry into teachers’ classroom practice and supporting the enactment of new ideas (Cochran-Smith & Lytle, 2009; Fullan, 2001; Hargreaves, 2009). Teachers, both beginning and experienced, derive support, motivation and direction from collaborative work and discussion as they grapple with new thinking, practices and understandings that emerge through research, policy, classroom practice or readings.

The focus on communities is not new in our thinking about teacher education at the University of Ottawa but rather, this focus helps to articulate and focus on some of the work that is already happening within our Faculty of Education. While we recognize that all B.Ed. classes can be seen as strong communities, and that teacher candidates move into school and classroom communities, there are particular initiatives that extend this notion of community. For instance, some professors have made connections with school classrooms and take their teacher education students to those classrooms to observe, assist, and then through discussion, connect the school classroom experience to the more theoretical discussions they have in their own courses. Other professors send their students out into the community to provide service to a variety of educational communities and to discuss those experiences in their teacher education classes with the view of linking theory and research to those experiences. Hence, the notion of community not only includes the courses and classrooms within the teacher education program but also extends to communities beyond the program, all of which helps to provide forums for inquiry and learning.
We use the word ‘inquiry’ to reflect our view of teachers as both ‘teacher’ and ‘learner’ as they engage in examining what it means to teach and what it means to learn. In some cultures, teacher and learner are not separate words, which would better represent the idea that both teachers and learners play these dual roles. For instance, in Maori, the word ‘ako’ is used to mean to learn, study, instruct, teach, and advise.

We do not see the role of the Faculty of Education as creating teachers as technicians, merely implementing prescribed curricula, instructional techniques, and policy. Rather we see our role as supporting beginning teachers as they bump up against relevant literature, current thinking, curricula, educational policies, and the actions and thinking of teachers as they engage in inquiry into their own views and practices. Thus as well as developing the skills and knowledge of beginning teachers, we also present opportunities and experiences for them to develop a stance of inquiry (Cochran-Smith & Lytle, 2009). Therefore, within the various communities, teacher candidates are encouraged to critically examine and inquire into:

- Classroom practice (in general, their own, and the practices of those they observe through the program)
- Domain-specific understandings
- What it means to create and take part in communities of learning
- Perspectives on schooling
- Issues of equity and diversity
- Student learning and understanding
- Ontario curricula and initiatives
- What it means to create and take part in communities of learning
- Perspectives on schooling
- Issues of equity and diversity
- Ontario curricula and initiatives

We view the teacher education program as an opportunity for beginning teachers to engage in a dynamic and iterative cycle of inquiry within a variety of communities. It is within these communities that our teacher candidates are exposed to ideas of teaching and learning, engage in discussion about these ideas, and are provided with opportunities to test out their professional knowledge and practice in a variety of settings.

**Teacher Education Program Learning Outcomes**

The teacher education program is committed to developing teachers within communities of inquiry through

**1) Creating, promoting, and participating in communities of inquiry**

Graduates of the program:

- Participate in communities of inquiry
  - Demonstrate commitment to personal and professional learning to inform their own practice
  - Recognize that professional learning occurs in various ways and contexts
  - Participate in local and extended learning communities and/or communities of inquiry and practice
- Create communities of inquiry
  - Create collaborative and respectful learning communities within their own teaching situations
  - Work collaboratively with colleagues, families and community members to meet the needs of students
  - Recognize the role of teacher as researcher and model a stance of inquiry
- Promote communities of inquiry
  - Recognize the values and roles of various educational contexts and communities
  - Demonstrate a sense of responsibility to community both locally and globally
  - Recognize various perspectives of the purposes of schooling
- Demonstrate care, integrity, and respect as outlined in the OCT ethical standards of practice in all aspects of their work
2) Commitment to students and student learning
Graduates of the program:

- Recognize and respect each student’s uniqueness and provide opportunities for all students to learn and demonstrate their learning
- Demonstrate the value of the diversity of Canadian society, for instance, in relation to socioeconomic class, ethnicity, sexual orientation, gender, and ability, and the influence of these on student learning needs
- Promote student well-being including physical, intellectual, social, and emotional welfare

3) Inquiry into Professional Knowledge
Graduates of the program:

- Demonstrate an understanding of current theories and research on how students develop and learn
- Are familiar with research-based practices (assessment and instruction) that promote learning and address a broad range of learners
- Demonstrate knowledge of current curriculum, research, theory, and policy in relevant subject disciplines
- Understand the importance of integrating and aligning curriculum, instruction, and assessment
- Understand the interplay of theories and beliefs in influencing educational perspectives and practices
- Identify the legal roles and responsibilities of a teacher in Ontario

4) Inquiry into professional practice
Graduates of the program:

- Incorporate the aspects of their professional knowledge in their professional practice
- Demonstrate a repertoire of teaching and assessment approaches that respond to the complexity of teaching and learning and address the needs of a broad range of learners
  - Use current theories and research to inform planning and pedagogical decisions
  - Integrate technology, resources and tools in teaching, learning and assessment
  - Encourage creative engagement with subject matter that promotes critical thinking
  - Use a range of assessment strategies for a variety of purposes

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 breath 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

[Graphic adapted from Timperley (2012)]
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 practicum 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 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 support provide 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.

Note: Two successfully completed evaluated practicum 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 Regulations.

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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

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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 support provide 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.

Note: Two successfully completed evaluated practicum 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 Regulations.
• 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, modeling, 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 judgment 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 for practicum. No compensation is given for CSL (Community Service Learning). 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 BrightSpace for PED 3150/3151 professor.

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

• 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.

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).5

• 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.

Absences

• Teacher candidates are reminded that your engagement and attendance in practicum is reflected in your professional reputation.

• In the event of an absence notify the school and the Associate Teacher well in advance of the beginning of the

5www.edu.gov.on.ca/safeschl/eng/ssa.html
school day. Any lesson plans and materials for the day must be e-mailed to the Associate Teacher. Notify your Faculty Supervisor and the Practicum office at practica@uottawa.ca

- In the event of absences for illness totaling 3 days or more a medical certificate must be provided to the Practicum Office. Teacher Candidates will be expected to make up absences due to illness totaling over five days to complete the requirements of the Practicum.

- Teacher candidates can miss three days for bereavement. Days missed beyond this must be made up.

- Teacher candidates are permitted to attend a mandatory religious service during working hours in keeping with the duty to accommodate provided for in the Ontario Human Rights Code. Teacher candidates must inform their Associate Teachers, Faculty Supervisors and the Practicum Office of their religious obligations during practicum hours.

- Absences for any other reasons must be made up at the end of the practicum placement.

- Teacher candidates who need to be absent from practicum due to extra-ordinary circumstances must contact the Director's Office teached@uottawa.ca or the Practicum Office practica@uottawa.ca in writing. Each case will be examined individually and make-up days will be determined in collaboration with the Faculty Supervisor and the Associate Teacher.

- 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.

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.

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 Candidate in difficulty. Follow procedures for a Teacher Candidate experiencing difficulty to ensure they are supported. A final determination will be made as to his/her performance after this time.
- Assess the Teacher Candidate's 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. [Visit this link](http://education.uOttawa.ca/en/news/teacher-candidates-adrienne-clarkson)

**What does CSL entail?**

- Teacher Candidates will complete 70 - 120 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 2018. These school-based placements are linked to their practicum placements.
- For Year 2 teacher candidates CSL consists of a three-week block from April 8 – 26, 2019 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 Candidate’s 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 introduction to the classroom and begin to build rapport between Associate Teacher, Teacher Candidate, other staff, and students in the classroom.
- Meet with Lead Associate Teacher or/and Principal to discuss possible school based CSL projects or observation opportunities in the school.

**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. As the April CSL placement is a volunteer placement opportunity, there is no compensation for CSL site supervisors.

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: January 18, 2019**
• 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 25, 2019**
• 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
• Implements lessons planned by Associate Teacher or assumes the role of an occasional teacher in the classroom (supervision still required)

**Week 2–4**
• Individual Lesson Planning with feedback
• Co-planning unit plan
• Assuming more responsibility and independence in teaching

**Interim Evaluation: December 1, 2018**
• 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 25, 2019**
• 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>
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<tr>
<td><strong>Weekly feedback</strong></td>
<td></td>
<td>Weekly</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></td>
</tr>
<tr>
<td>• Please note that if the Teacher Candidate experiences difficulty at any time, the Steps to take if a Teacher Candidate is Experiencing Difficulty should be followed.</td>
<td>TEACHER CANDIDATES</td>
<td></td>
</tr>
<tr>
<td>• Please note that a Letter of Concern 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>
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<tr>
<td>• Submit Lesson plans to Associate Teacher in required time frame.</td>
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<tr>
<td>• Submit lesson plans to Faculty Representative through BrightSpace for PED 3150/3151.</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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<tr>
<td><strong>CSL</strong></td>
<td></td>
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</tr>
<tr>
<td>• Complete CSL Checklist provided by Faculty Representative</td>
<td>ASSOCIATE TEACHER/LEAD ASSOCIATE TEACHER</td>
<td>YEAR 1 Teacher Candidates November 28, 2018</td>
</tr>
<tr>
<td>• Approve CSL Hours on Centre for Community and Global Engagement Website</td>
<td>FACULTY REPRESENTATIVE</td>
<td>YEAR 2 Teacher Candidates April 25, 2019</td>
</tr>
<tr>
<td>• Complete CSL Self-Reflection</td>
<td></td>
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<tr>
<td>• Prepare Poster Board for November showcase (YEAR 1 Teacher Candidates)</td>
<td>TEACHER CANDIDATE</td>
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</tbody>
</table>
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.

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### Pracitcum 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.

### Pracitcum 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.
• 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**

<table>
<thead>
<tr>
<th>A: Deferral of Practicum due to illness or personal circumstances prior to the commencement of Practicum.</th>
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</thead>
<tbody>
<tr>
<td>• 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 (<a href="mailto:teched@uOttawa.ca">teched@uOttawa.ca</a>) 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.</td>
</tr>
<tr>
<td>• Candidates deferring a Practicum may not graduate with their cohort.</td>
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<tr>
<th>B: Deferral from Practicum after the commencement of Practicum:</th>
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</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• The Faculty Representative must be involved in the decision to leave a Practicum.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• Candidates will not automatically receive a make-up Practicum within the academic year.</td>
</tr>
<tr>
<td>• An administrative fee for the make-up practicum may be charged to the Candidate.</td>
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</tbody>
</table>
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 Website)

- 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