



SCHOOL OF
EDUCATION

PRACTICUM GUIDE

FOR ASSOCIATE TEACHERS
2023-2024

2-YEAR B.ED. PROGRAM



Redeemer
University

PRACTICUM GUIDE



For Associate Teachers

2023-2024

School of Education

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Thank you!

Thank you for opening up your schools and your classrooms to our teacher candidates. We appreciate your willingness to mentor a prospective teacher. You play an invaluable role in teacher education. Teachers learn best through teaching. Without the assistance and leadership you provide through hands-on experience with real students, teacher education would be impossible.

We hope that you will find this Practicum Guide helpful as you take on the role of associate teacher. If you have any questions, do not hesitate to contact us.

Again, thank you.

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Courses Leading to Bachelor of Education Degree

Semester One (Fall-15 credits)	Semester Two (Winter-15 credits)
<p>Foundations</p> <p>301 Development & Learning (3.0) 303 Social Foundations & Intro to Teaching (3.0) 414 Curriculum Foundations (3.0)</p> <p>Curriculum</p> <p>332/333 Teaching the Arts (3.0)</p> <p>Electives (Choose one)</p> <p>251 Children's Literature (3.0) 310 Religious Ed in Catholic Schools (3.0-Sept Oct) 329 French as a Second Language (3.0-Sept Oct) 335 Elementary Reading Practices (3.0)</p> <p>Practicum</p> <p>Teacher-Assisting Practicum (20 days) in 303 above</p>	<p>Foundations</p> <p>323 Multicultural Classrooms in a Global Context (1.5) 331 Digital Technology for Learning (1.5) 415 Classroom Management (1.5)</p> <p>Curriculum</p> <p>337 Teaching Social Studies (PJ) (1.5) or 338 Teaching Social Studies, History & Geo (JI) (1.5) 421/423 Literacy (K-3 or 4-6) (1.5) 440/442 Teaching Math (K-3 or 4-6) (3.0) 446/447 Teaching Science (1.5)</p> <p>Practicum (3.0 credits)</p> <p>478/479 Six Week Practicum (30 days)</p>
Semester Three (Fall-15 credits)	Semester Four (Winter-15 credits)
<p>Foundations</p> <p>327 Indigenous Education (1.5) 432 Differentiated Instruction (1.5)</p> <p>Curriculum</p> <p>340/341 Teaching Health, P. E. & Dance (3.0) 422/424 Literacy (4-6 or 7-10)(1.5) 441/443 Teaching Math (4-6 or 7-10)(1.5)</p> <p>Electives and Teaching Subjects (Choose one)</p> <p>222 Music (Advanced) (1.5) 307 Religious Studies (1.5) 321 Visual Arts (Advanced) (1.5) 326 Environmental Education (1.5) 334 Play-based Learning (1.5) 426 Reading Restoration (1.5) 437 Geography (1.5) 438 History (1.5) 449 Science (Advanced) (1.5)</p> <p>Practicum (4.5)</p> <p>490/491 Six Week Practicum (30 Days)</p>	<p>Foundations</p> <p>306 History & Philosophy of Education (3.0) 407 Systems of Education (3.0) 417 Spec Education & English Language Learning (1.5) 488 Professional Teaching Seminar (1.5)</p> <p>Electives (Choose one)</p> <p>322 New Literacies in Education (1.5) 325 Collaborative Workspaces (1.5) 404 Project Based Learning (1.5)</p> <p>Practicum (4.5)</p> <p>492-499 Six Week Practicum (30 days)</p>

An Overview of Redeemer University

Redeemer University is a Christian liberal arts and sciences university. The establishing of the Institution was the result of a tradition of interest in higher education that has characterized a part of the Christian community sometimes identified as Reformed.

Redeemer University was founded as Redeemer Reformed Christian College and opened its doors for the first time September 1982. A member of Universities Canada, Redeemer was granted the authority to confer bachelor of arts and bachelor of science degrees in 1998 and bachelor of education degrees in 2003. In 2020, Redeemer gained the authority to grant 20 possible new degrees including nine masters degrees and 2021 marked the launch of its bachelor of business administration program. Redeemer also gained the authority to officially change its name from Redeemer University College to Redeemer University in December 2020. The campus is located on a 78-acre site in Ancaster, Ontario, and serves over 1000 full-time and part-time students.

The Education Program

In December 2003, Redeemer University was granted initial accreditation by the Ontario College of Teachers for its proposed program of professional education in accordance with Regulation 347/02 "Accreditation of Teacher Education Programs." The university offers Consecutive Programs at the Primary/Junior and Junior/Intermediate levels towards the Bachelor of Education. The program received general accreditation in 2008. In 2021 the Department of Education received School of Education status.

Faculty

EDUCATION FACULTY

Dr. Phil Teeuwsen, Associate Professor of Education, Dean of the School of Education

Dr. Terry Loerts, Associate Professor of Education, Practicum Supervisor

Dr. Sean Schat, Assistant Professor of Education

Dr. Lisa Devall-Martin, Assistant Professor of Education

Prof. Alexandria Middlemiss, Assistant Professor of Education

ADMINISTRATIVE

Magda Beukes, Practicum Coordinator

The Mandate of the School of Education

Within the context of the general mission of Redeemer University, the School of Education prepares candidates for the teaching profession. Theory and practice are critically explored in the light of Christian principles, responsible research, and professional standards for teaching in Ontario. The program intends to nurture within the prospective teacher a commitment to God and neighbour, an understanding of creation, culture and change, a joy for teaching and learning, and the development of a wide variety of skills and knowledge needed for effective teaching.

Such teaching is committed to helping each teacher candidate learn while respecting the diversity of gifts within each candidate. It entails a professional knowledge of curriculum, of child development, and of effective pedagogical techniques. It is responsive to the changing societal context for learning and is committed to ongoing professional development.

The School of Education seeks to collaborate with educational communities and professional bodies in such a way that both student learning and teaching practice are enhanced.

Bachelor of Education Mission Statement

Teacher education for faithful, effective, reflective professional practice.

What You Can Expect from the Teacher Candidate

By the time teacher candidates start their practicum placement, they will already have completed some significant teaching internships including:

- Experience working with children as a condition of admission;
- Approximately 100 hours experience as a teacher-assistant in the first semester of the B.Ed. Program. No formal lesson plans, units, or whole-class teaching was mandatory in the first semester;
- 6-week practicum experience in the second and third semesters of the B.Ed. Program.

The School of Education is committed to the *Standards of Practice for the Teaching Profession* and to the *Ethical Standards for the Teaching Profession* as outlined in the Ontario College of Teachers' *Foundations of Professional Practice*.

What Redeemer Expects from Teacher Candidates

- Have a sense of purpose and service that provides commitment to, perspective on, and motivation for their desire to be professional educators;
- Possess and practise those personal qualities that express their care for individual students, encourage development of their gifts, and nurture the students' physical, social-emotional and spiritual growth;
- Have professional knowledge of the theory and practice of education, know the Ontario curriculum and how to organize that curriculum for effective instruction, learning, and assessment;
- Have developed the competencies required for the practice of teaching and classroom management that are rooted in and informed by their knowledge of child development, pedagogic theory, learning styles, and classroom dynamics;
- Can establish and maintain a stimulating learning environment within a structured, caring classroom community that attends to the wide range of students' needs and differences;
- Can carry out the responsibilities of the teaching profession and recognize the importance of engaging in professional growth to improve their practice; and
- Can display a professional competence appropriate for beginning teachers.
- To be present for every single day of practicum during the 6-week block. No exceptions except for extreme illness, religious observance, bereavement, or other compassionate circumstances. Practicum should be treated as full-time employment.

It is prudent to make the one week following practicum available in case they need to make up days to meet the practicum requirements.

Professional and Legal Obligations

Teacher candidates in their practicum must be careful to respect and follow the professional obligations set out in the Standards of Practice and the Ethical Standards of the Ontario College of Teachers included in this Practicum Guide. They must also follow the provisions of relevant legislation, regulation and policy as it relates to schools, teachers, and the protection and care of students. Below are just a few examples:

Parameters of Responsibility for the Teacher Candidate

Teacher candidates are expected to plan and teach lessons, as well as to supervise students in classrooms, corridors and on the playground under your direct supervision. In this they assist as they assume the role of professional teachers, yet legal responsibility for supervision remains with the regular staff. That means that the legal responsibility for the care and supervision of students remains with the regular teacher and the school principal. Teacher candidates may only be alone with students if they have the Transitional Certificate and they have been hired as an Occasional Teacher for that day.

Insurance Coverage for Teacher Candidates

The Canadian Universities Reciprocal Insurance Exchange Program (CURIE) provides liability insurance for both Redeemer teacher candidates and faculty associates. In addition, teacher candidates are covered with a Student Placement Accident Policy with Chubb Insurance which provides accident insurance coverage.

Partners in Teacher Education: Roles and Responsibilities

The preparation of teachers for their professional careers involves the collective efforts of several partners, each contributing their time, energy, and abilities to the advancement of the teaching profession. This coordinated venture is especially evident in the practicum component of the program. By the time they begin their practicum, teacher candidates will have completed many academic courses, participated in a teacher-assisting placement, and tutored individuals and small groups. They now look forward to the more intense, daily assignments for extensive practice under the supervision of exemplary, experienced professional educators.

Faculty Associates as Partners

Full- and part-time faculty of Redeemer University are involved in the supervision of teacher candidates during the practicum, providing the important link between the formal courses and classroom application. Referred to as faculty associates, they visit each teacher candidate and regularly confer with teacher candidates and their associate teachers. With in-person observations, you, as the associate teacher should be available to take over the class immediately after the teacher candidate's lesson so that a debrief session can happen with the faculty associate. Observations could be scheduled in a convenient way so that debrief times can occur immediately after during a teaching spare, recess, lunch, or after school where at all possible. Guidelines have been given that the first visit should be around 1 hour while the 2nd and 3rd visits should be no more than 90 minutes - including the lesson and debrief session. Upon completion of each practicum, they submit a faculty associate's Summative Report which becomes part of the teacher candidate's credential file. It is the responsibility of the faculty associate to assign a grade. This is usually established in consultation with the associate teacher.

Practicum Coordinator as Partner

The Practicum Placement Coordinator is the administrative liaison between the teacher candidate, the associate teacher and the School of Education at Redeemer University, and communicates and interprets the practicum requirements to the various partners. The Practicum Coordinator arranges and schedules practicum placements in cooperation with school boards and principals.

The School Principal as Partner

The Principal's main responsibility is to identify and recommend members of the teaching staff who in his or her opinion are able and willing to be associate teachers.

Associate Teachers as Partners

Associate teachers are the classroom teachers who have been given the authority to direct, guide, and supervise the daily activities of the teacher candidates during their placements. As such, they play a pivotal role in the Bachelor of Education Program. All associate teachers must be members in good standing of the Ontario College of Teachers and have at least three years of teaching experience.

Teacher Candidates as Partners

Student teaching is a privilege and responsibility. By accepting the invitation to practise in a particular classroom, teacher candidates acknowledge the leadership of their associate teachers. They commit themselves to completing daily assignments, developing good work habits, maintaining positive attitudes, and embracing professional development. Their goal is not only to excel in direct teaching responsibilities, but also

to project a professional demeanour by showing respect for school policies and dress codes in their grooming and speech and by their conduct in situations that demand confidentiality. In particular, teacher candidates will foster the personal qualities necessary to enhance their interpersonal relationships with associate teachers, students, colleagues, and parents. In case of conflict, a teacher candidate will seek to resolve any problems with his/her associate teacher first. If further assistance is required, the faculty associate should be advised.

The Standards of Practice for the Teaching Profession

Commitment to Students and Student Learning

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Ethical Standards for the Teaching Profession

Care

The ethical standard of *Care* includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

Trust

The ethical standard of *Trust* embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Respect

Intrinsic to the ethical standard of *Respect* is trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Integrity

Honesty, reliability and moral action are embodied in the ethical standard of *Integrity*. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

Specific Guidelines*

Teacher candidates are becoming professionals and are learning to speak, act and think professionally. Your example and explicit instruction in this regard is crucial. Many of the professional habits that experienced teachers take for granted are not yet second-nature to all teacher candidates. As such, it is important to be explicit about professionalism in the classroom, particularly in the way candidates relate to their students. The OCT's Professional Advisory on Professional Boundaries is particularly helpful in this regard. This document suggests that most boundary violations often relate to role, time, and place. Ethical and professional conduct are better assured when teacher candidates understand that:

- They are educators, under the supervision of the associate teacher, and not a friend or confidante of their students;
- All of their actions serve the good of their students and not their own good;
- They practice publicly and transparently;
- Exchanging personal notes, texts, comments, and emails to students is inappropriate;
- Giving gifts to students is inappropriate;
- Working alone, unobserved, in isolated locations with students puts them and their students at risk;
- Their professional interactions with students should occur during the school day, in times and places that would be expected by the public.

There is obviously a lifetime of learning ahead for all educators. Having teacher candidates consider their actions through a professional lens can help them develop those habits that will serve them and their students well over their careers.

Introduction to the Practicum Placement

Thank you for your willingness to work with our teacher candidates. By accepting the responsibility for directing a teacher candidate, you are contributing to the advancement of the teaching profession. We appreciate the principal's endorsement that you are well-qualified and model the personal and educational qualities we hope to foster in the teacher candidates.

Practicum placements are the culminating experience for the teacher candidates. They have completed many of their academic courses, participated in the teacher-assisting program, and now look forward to the more intense, daily teaching assignments under your supervision.

Student teaching is a time of transition from student to teacher. We expect the teacher candidates to try different strategies, learn from mistakes, assess their strengths and weaknesses, develop their own special abilities, grow in confidence and experience, and become reflective practitioners. Your feedback, sensitivity, advice and example are the prime ingredients of a successful experience.

This section of the Practicum Guide for Associate Teachers has been prepared to provide a brief overview and to outline the basic requirements, procedures, and suggestions to help make the practicum a positive and successful experience. The faculty associates are ready to serve you and the teacher candidates. Please contact us if you need further clarification or wish to make any suggestions.

Your Role as the Associate Teacher

Associate teachers will be provided with a link to access all necessary documents needed for the practicum about 2 weeks in advance of the start of the practicum. To move from the role of a student to that of a teacher calls for a big adjustment, one which needs to be gradual, pleasant, and yet challenging. As the associate teacher you can provide a measure of security for the teacher candidate by establishing a relationship of frankness and open-mindedness.

Because you are most directly involved, you have the authority to guide the whole practicum experience. An early conference with the teacher candidate is desirable so that information about class organization, daily program, seating arrangements, etc., can be discussed. Associate teachers often prepare a folder that contains a summary of important details.

The teacher candidate should be introduced to the other members of the staff and administrative personnel. Your students, too, should be prepared for the change in the classroom. For the teacher candidate it means new adjustments to another adult in the classroom. The teacher candidate's job of gaining respect, recognition and the approval of the students will be made easier when you introduce him or her as a teacher and professional colleague. A staff list would be helpful.

Perhaps the most important preparation is your own readiness to allow a teacher candidate to share the work in the classroom as a co-worker. Candidates need to receive the assurance that they can ask questions and admit that they don't know something without loss of status. They must realize that mistakes will be made. This is not something to fear; rather, you can free them to use mistakes as learning opportunities. Your encouragement is paramount.

Experienced associate teachers often use a teaching log (a notebook) to record daily observations, suggestions and comments. The teaching log is the basis for ongoing communication with the teacher candidate and is helpful in structuring the regular, preferably daily, conferences and planning sessions.

Working with the Teacher Candidate

It is expected that the associate teacher will spend considerable time observing teacher candidates at work in the classroom when the teacher candidate is in charge. Remember that you remain at all times legally and professionally responsible for your students. Your presence enables you to give feedback to the teacher candidate on his or her teaching, to discuss what happened in the lesson, and to encourage the teacher candidate to consider alternatives.

One special challenge you have as associate teacher is to be able to verbalize the strategies, techniques, and routines that make your teaching effective, in other words, to explain why you do what you do. Certainly, the teacher candidate has spent considerable time studying educational theory and has attempted to put the theory into practice. As an experienced teacher, you can help the teacher candidate analyze a teaching session. Looking over the evaluation forms included in the booklet may guide your professional discussion of the many variables and competencies that enter into the daily work of classroom teachers.

The Teacher Candidate in the Classroom

Initial Involvement with the Class

The teacher candidate usually begins his or her experience by observing the class and the associate teacher at work. The length of the observation period varies with the individual, depending upon several factors, such as previous experience, self-confidence, and quickness to grasp the feel of the instructional program. At this point in the teacher candidate's professional development, a lengthy observation should not be required. We suggest that the teacher candidate spend the first two days of the placement observing you and the class. The following suggestions will help him or her profit from the observation:

Provide a seating chart for learning the students' names within the first few days.

Direct the observation with a real purpose. You might ask the teacher candidate to:

- study an individual student;
- look for changes in student behaviour;
- note evidence of leadership, aggressiveness, hostility, conformity and withdrawal among the students;
- watch for specific methods and procedures of instruction such as questioning, introducing activities, monitoring student feedback, maintaining class routines, and so on; and
- give feedback on any of the above.

Provide the teacher candidate with copies of bulletins and outlines that will help explain the instructional program.

Part of the teacher candidates' observations includes documenting student practice. There are two instances where this aligns with coursework. The first occurs in semester 2 for EDU 415: Classroom Management, where candidates have one action research project with ongoing documentation of student behaviour. The second occurs in semester 3 for EDU 432: Differentiated Instruction. These are mandatory assignments integral for connecting theory to practice.

Encourage the teacher candidate to move around the classroom as students work independently. The teacher candidate must be encouraged to capitalize on every opportunity that contributes to the attainment of learning expectations. Even when the teacher candidate is an observer, the class will look to him or her as a teacher and co-worker who is present to help them learn.

Encourage the teacher candidate to review the lesson plans and learning expectations of previous class periods so that he or she gains a perspective on the curriculum level and sequence.

Share your classroom management strategies and encourage the teacher candidate to ask about the reasons behind your instructional strategies.

Show the teacher candidate how you are organized for grading and report card writing.

Assuming the Role of Teacher

Your teacher candidate's primary expectation is to quickly become involved with activities related directly to the instructional program. He or she will develop confidence more rapidly if some responsibilities are taken up immediately (see recommended teaching schedule). As soon as possible, your teacher candidate should assist you with routine activities. How quickly and how deeply he or she becomes involved depends on the ability to assume increasing responsibility.

The teacher candidate's own feelings of readiness and assurance will help to indicate when he or she can best assume some direction for learning experiences such as: reading to the class; working with students on displays; preparing bulletin boards or exhibits related to a centre of interest; helping individual students do reference work; helping those with special problems; and teaching a small group or acting as a resource person to small groups. The manner in which the teacher candidate carries out these assignments may indicate a readiness for teaching. Encourage this transition to teacher as quickly as possible.

Long-range and Daily Plans for Instruction

Effective teaching requires effective planning; thus, planning is an integral, inseparable part of teaching. The drafting of a good plan by the teacher candidate is just as important for sound teaching as a set of blueprints is for the builder. Planning provides a teacher candidate with opportunities to think through and appraise methods, approaches, materials to be used, and assessment criteria prior to teaching. Planning also allows him or her to select the most appropriate activities for achieving the goals for a daily lesson, a chapter, or a unit. Good plans help a teacher candidate become more confident as he or she works with students.

It is important to recognize that while an experienced teacher often works effectively with sketchy plans, a beginning teacher needs to work out plans in detail to ensure adequate preparation.

A teacher candidate is required to submit lesson plans to you before he or she teaches and to keep them on hand for the faculty associate. The teacher candidate will be familiar with general principles of planning and execution of a plan when he or she comes to you. At first you should examine the plans critically at least one day in advance, both to protect the students and to help the teacher candidate. Redeemer expects all teacher candidates to participate in lesson planning by choosing from the provided templates in the following pages. They have been briefed on expectations that full lesson plans are a way to think through their planning, make their thinking visible for you as their associate teacher, and for the faculty associate, who is responsible for ensuring they meet practicum criteria. Elementary teacher candidates are expected to work up to writing **2 full lesson plans per day** once they actually start teaching that amount. Secondary teacher candidates are responsible for making **full lesson plans for each subject that they teach**.

The daily plan or schedule is used to organize the activities and methods to be carried out during the day. Although the plan is flexible and deviation from it may be necessary as the day progresses, good planning increases confidence and demonstrates ability to think through an instructional strategy. The teacher candidate should be encouraged to experiment with his or her own carefully made plans. Everyone teaches differently and success with a particular technique may be related to personality as much or more than it is to specific content. Several sample plans will be issued to the teacher candidate.

Planning for longer periods of time generally takes the form of unit or project planning. Therefore, the teacher candidate should have the experience of working out a unit of instruction with the class. Of course, this is to be undertaken in close cooperation with the associate teacher. In the following pages, please refer to the templates for unit planning and lesson planning that Redeemer teacher candidates use within their program. These are the templates they are expected to use to provide evidence of their learning and understanding. Individual preference and professional guidance can inform these depending on each context.

As the teacher candidate concentrates on teaching, it may become necessary for you to assist temporarily with certain responsibilities and routine matters in order to help him or her get off to a good start. However, he or she is expected to assume full control of the lesson. You may have to redirect responsibility for certain routines, so that he or she learns how to handle them as confidence in teaching is gained.

Unit Plan (Template 1)

Date _____

Grade _____

Subject _____

Unit Title _____

Stage 1–Identify desired results of learning.

What are the Ontario Curriculum Expectations for this topic?

How will you respond when a student asks, “Why are we learning this? How will this help me in the real world?”

What important understandings are desired? Students will understand that...

What essential questions will students explore?

What knowledge and skills will students acquire?

What long-term transfer goals are targeted?

Stage 2–Determine acceptable evidence of results.

What performances and products will reveal evidence of understanding?

By what criteria will performance be assessed in light of Stage 1 desired results?

Provide a detailed description of a product or performance that will serve as the culminating activity of the unit.

What other evidence will you gather to determine evidence of understanding, knowledge, or skill?

Stage 3–Plan learning experiences accordingly.

What learning experiences will enable students to achieve the desired results?

REFLECTION after unit is finished.

What would you put in the unit to help in the future if you were to do this unit again?

Unit Plan (Template 2)

Date: _____

Unit Title: _____

Grade: _____

Teacher Candidates Name: _____

Subject: _____

Conceptual/Thematic Statement:

A description of the main features of the unit and what they mean. Done well, this statement indicates how the teacher's perspective shapes the boundaries of the unit content.

Curriculum Expectations:

List the Overall and Specific Expectations for this unit of study.

Anticipated Unit Plan:

Use the following chart as a basis for planning a series of connected learning opportunities through which students will reach the stated curriculum expectations.

Lesson Focus	Learning Goals and Success Criteria	Instructional Strategies	Assessment of/for/as Learning

Unit Assessment:

What is your plan for assessing achievement of the curriculum expectations? What will the students do? How will you assess this?

REFLECTION after unit is finished.

What would you put in the unit to help in the future if you were to do this unit again?

Lesson Plan Template 1 - p.1

Subject	Grade
Lesson Topic/Title	Date
CURRICULUM CONNECTIONS:	
List all Specific Curriculum Expectations:	
Enduring Understandings (summarize what students will understand (not just do) as a result of today's lesson – what are the big ideas/takeaways?)	
Learning Goals. Frame as: “Students Will Be Able To....” (SWBAT) SWBAT: SWBAT: SWBAT:	Success Criteria (how will students DEMONSTRATE their learning). Describe what students need to say/explain, do, make, or write to show that they have met the learning goal(s)
Prior Knowledge Required (what do students need to already know in order to be successful in this lesson?)	
Teaching Materials/Resources:	
DIFFERENTIATED INSTRUCTION DETAILS:	
How do you provide Differentiated Instruction based on:	
Content (learning materials and resources):	
Process (Ways of Learning/How students make sense of the learning):	
Product (ways of demonstrating learning):	
Environment (Classroom climate):	

Lesson Plan Template 1 - p.2

THE LEARNING PLAN:	Assessments	Time
<p><u>MINDS ON/HOOK</u> How you are you setting the context for learning? How do you establish a positive learning environment and connect to prior learning or experiences?</p>	<p>How/What are you assessing here? (As, Of, For):</p>	
<p><u>ACTION</u> What do you do to introduce new learning or extend/reinforce prior learning? Describe the steps you will take here (including any application of learning/activity):</p>	<p>How/What are you assessing here? (As, Of, For):</p>	
<p><u>CONSOLIDATION and CONNECTION</u> How do you end the lesson and reflect on the learning? How does it connect to your ENDURING UNDERSTANDINGS/ Takeaways? What are they going to do with this understanding/ knowledge next?</p>	<p>How/What are you assessing here? (As, Of, For):</p>	
<p><u>TEACHER REFLECTION</u> This is part of the reflective practice that is mandatory to fill in for each lesson as part of your professional practice. *What went well? Why? *What went wrong? Why? What will you do different next time? *What students need extra assistance? How? *What assessment practices do I do well/need to include more? *How effective is my classroom management? What can be improved?</p>	<p>Is there any homework? What to do if students are done early or there is extra time?</p>	

Lesson Plan Template 2 (Catholic) - p.1

Subject	Grade
Lesson Topic/Title	Date
CURRICULUM CONNECTIONS:	
List all Specific Curriculum Expectations:	
<p>Ontario Catholic School Graduate Expectations</p> <p>Identify /List one or more OCSGEs that will be addressed in this lesson. (A discerning believer, An effective communicator, A reflective, creative and holistic thinker, A self-directed responsible lifelong learner, A collaborative contributor, A caring family member, A responsible citizen). These are expanded in the EDU 310-A Course Syllabus and are found on this website: https://iceont.ca/wp-content/uploads/2019/10/ICE-OCSGE-Web.pdf</p>	
Enduring Understandings (summarize what students will understand (not just do) as a result of today's lesson – what are the big ideas/takeaways?)	
Learning Goals. Frame as: “Students Will Be Able To....” (SWBAT) SWBAT: SWBAT: SWBAT:	Success Criteria (how will students DEMONSTRATE their learning). Describe what students need to say/explain, do, make, or write to show that they have met the learning goal(s)
Prior Knowledge Required (what do students need to already know in order to be successful in this lesson?)	
Teaching Materials/Resources:	
DIFFERENTIATED INSTRUCTION DETAILS:	
How do you provide Differentiated Instruction based on:	
Content (learning materials and resources):	
Process (Ways of Learning/How students make sense of the learning):	
Product (ways of demonstrating learning):	
Environment (Classroom climate):	

Lesson Plan Template 2 (Catholic) - p.2

THE LEARNING PLAN:	Assessments	Time
<p><u>MINDS ON/HOOK</u> Begin Class with an appropriate prayer. How you are you setting the context for learning? How do you establish a positive learning environment and connect to prior learning or experiences? How are you connecting the OCSGEs to students' learning?</p>	<p>How/What are you assessing here? (As, Of, For):</p>	
<p><u>ACTION</u> What do you do to introduce new learning or extend/reinforce prior learning? Describe the steps you will take here (including any application of learning/activity):</p>	<p>How/What are you assessing here? (As, Of, For):</p>	
<p><u>CONSOLIDATION and CONNECTION</u> How do you end the lesson and reflect on the learning? How does it connect to your ENDURING UNDERSTANDINGS/ Takeaways? What are they going to do with this understanding/ knowledge next?</p>	<p>How/What are you assessing here? (As, Of, For):</p>	
<p><u>Faith Action Plan</u> Jesus was a man of action - His words, lifestyle, and witness were transformational and counter-cultural. What real life activity / plan connects to and follows from your lesson? - an activity that engages students to go beyond themselves, to the entire school or greater community, to make a difference, to spread the mission of Jesus. How will you introduce/ plan this activity? Who needs to be notified? (forms) Cost / transportation considerations? etc.</p>	<p>How/What are you assessing here? (As, Of, For):</p>	
<p><u>TEACHER REFLECTION</u> This is part of the reflective practice that is mandatory to fill in for each lesson as part of your professional practice. *What went well? Why? *What went wrong? Why? What will you do different next time? *What students need extra assistance? How? *What assessment practices do I do well/need to include more? *How effective is my classroom management? What can be improved?</p>	<p>Is there any homework? What to do if students are done early or there is extra time?</p>	

Kindergarten Planning: Template for UNIT and DAILY Lesson Planning

Note: Since planning is organic according to the Ontario Kindergarten Curriculum and Play-Based Learning objectives, this unit template is a living document to be filled in AS the unit unfolds. As you have learned in your Play-Based Learning course, plan what you can, reflect on what you see, and plan again for the next day. If you plan for something smaller and more structured like Guided Reading or Writing, you might have more targeted goals in which case your planning could be done more up-front. Your unit plan will become a space for pedagogical documentation as evidence of your planning and reflecting as well. Expand as needed. Length expected: 2 weeks for one 'unit' (see notes below).

<p>INITIAL OBSERVATION notes (documentation of what students are doing from play-based learning):</p> <p>REFLECTION on observation to plan inquiry further – what decisions are you making for enabling further learning and exploration for the students on the topic they are interested in?</p> <p>Take notes for each day on what students are doing while they explore this topic.</p> <p>DAY 1:</p> <p>Context: (Circle one) Indoor Outdoor Child-initiated Adult-initiated</p> <p>Social Context: (Circle One) Alone Pair Small Group Large Group with Teacher</p> <p>Support: (Circle One) None Minimal Some Much</p> <p>Document what you are providing for the learning environment (p. 29-34 in K. document):</p> <p>Are you providing opportunities for Differentiated Instruction? Describe:</p> <p><u>OBSERVATION</u> (doing):</p> <p><u>CONVERSATION</u> (saying – you AND student. What are the PROBING Q's you ask? How are you “Noticing and Naming Learning” (p. 42) to provide descriptive feedback as a way to share learning goals and success criteria?):</p> <p><u>PRODUCT</u> (representing):</p> <p>(take a photo to document each product as evidence of learning. Double check permission.)</p> <p><u>YOUR REFLECTION</u> and further <u>PLANNING</u> for next day (activities, experiments, stories, etc.):</p> <p>DAY 2 (etc.):</p> <p>Context: (Circle one) Indoor Outdoor Child-initiated Adult-initiated</p> <p>Social Context: (Circle One) Alone Pair Small Group Large Group with Teacher</p> <p>Support: (Circle One) None Minimal Some Much</p> <p>Document what you are providing for the learning environment (p. 29-34 in K. document):</p> <p>Are you providing opportunities for Differentiated Instruction? Describe:</p> <p><u>OBSERVATION</u> (doing):</p> <p><u>CONVERSATION</u> (saying – you AND student. What are the PROBING Q's you ask? How are you “Noticing and Naming Learning” (p. 42) to provide descriptive feedback as a way to share learning goals and success criteria?):</p>



<p><u>PRODUCT</u> (representing):</p> <p>(take a photo to document each product as evidence of learning. Double check permission.)</p> <p><u>YOUR REFLECTION</u> and further <u>PLANNING</u> for next day (activities, experiments, stories, etc.):</p>
<p>Four Frames: Fill in and describe examples where applicable for each day:</p> <p>DAY 1:</p> <p><u>Belonging & Contributing</u>: (e.g. 28. Demonstrate an awareness of their surroundings):</p> <p><u>Demonstrating Literacy & Mathematics Behaviours</u>:</p> <p><u>Problem Solving & Innovating</u>:</p> <p><u>Self-Regulation & Well Being</u>:</p> <p>DAY 2 (etc.):</p> <p><u>Belonging & Contributing</u>: (e.g. 28. Demonstrate an awareness of their surroundings):</p> <p><u>Demonstrating Literacy & Mathematics Behaviours</u>:</p> <p><u>Problem Solving & Innovating</u>:</p> <p><u>Self-Regulation & Well Being</u>:</p>
<p>As the “unit” progresses, reflect on:</p> <p>What are the BIG IDEAS/ ENDURING UNDERSTANDINGS students are learning?</p> <p>What kinds of assessment pieces took place as the unit went along? Describe:</p>
<p>Document LEARNING EXPECTATIONS from the 4 frames that were covered in this unit (BC, SRWB, DLMB, PSI). (document as you go along):</p>

Keep in mind:

Your “unit” will be the length that is determined by the inquiry the students take initiative doing, but also in your planning to further that learning. Some units will take a few days, others can take several weeks. The expectation is that you follow as best you can – there is an expectation that you will show your pedagogical documentation for 2 weeks for one of these units – perhaps it will be longer, perhaps you will have 2 shorter ones that last a few days each. Go with the flow and document all cross-curricular learning that takes place!

Sample Day Plan

Grade: M T W Th F Date:		
Memo:		
Times:	Subjects:	Notes:
9:00-9:10	Opening Exercises;	
9:10-10:00	Math Topic: Learning Goals (specify the learning that is intended for the lesson) Success Criteria (indicate HOW students are demonstrating the learning goals) Lesson Steps (LS): 1. 2. 3. 4. Assignment: Assessment/Success Criteria:	
10:00-10:30	Music: (Mon, Wed, Fri) Computers (Tues, Thurs) Topic: Learning Goals (specify the learning that is intended for the lesson) Success Criteria (indicate HOW students are demonstrating the learning goals) LS: 1. 2. 3. 4. Assignment: Assessment/Success Criteria:	
10:30-10:45	Recess: Duty ()	
10:45-12:00	Language Arts: Topic: Learning Goals (specify the learning that is intended for the lesson) Success Criteria (indicate HOW students are demonstrating the learning goals) LS: 1. 2. 3. 4. Assignment: Assessment/Success Criteria:	

Sample Day Plan

Times:	Subjects:	Notes:
12:00-1:00	Lunch: Duty ()	
1:00-1:40	Socials: (Mon, Thurs, Fri) Buddies/Library (Tues.) Art (Wed.) Topic: Learning Goals (specify the learning that is intended for the lesson) Success Criteria (indicate HOW students are demonstrating the learning goals) LS: 1. 2. 3. 4. Assignment: Assessment/Success Criteria:	
1:40-2:20	Phys. Ed. (Mon, Thurs,) Socials (Tues,) Art(Wed.) Writing (Fri.) Topic: Learning Goals (specify the learning that is intended for the lesson) Success Criteria (indicate HOW students are demonstrating the learning goals) LS: 1. 2. 3. 4. Assignment: Assessment/Success Criteria:	
2:20-2:35	Recess: Duty ()	
2:35-3:20	Science: Topic: Learning Goals (specify the learning that is intended for the lesson) Success Criteria (indicate HOW students are demonstrating the learning goals) LS: 1. 2. 3. 4. Assignment: Assessment/Success Criteria:	
Homework/Reminders/Handouts:		
Memo: Staff Meeting (Wed.)		

Outside Obligations

Teacher candidates have been told the following:

“Practicum placements require unique time demands. These may include attending sports events, teachers’ meetings, parent meetings, student club meetings, and the like, which are valuable parts of the practicum experience. Time commitments include all of the above, plus time in the classroom and time to prepare for classroom activities. The success of the placement, as you experience it and as judged by your faculty associate and the associate teacher, depends upon both the amount and quality of your preparation and participation. It is strongly recommended that you should not hold any outside obligations during the teaching placement period.”

Absence During the Practicum

If teacher candidates are absent from their practicum due to illness or for some other reason, they are to notify the following people prior to the start of the school day:

1. The associate teacher and the school office (by email or phone). They should check with them for the preferred method of notification;
2. The Practicum Coordinator – Redeemer University Education Office via email at teach@redeemer.ca;
3. Their faculty associate – via email

Providing Breadth and Depth of Experience

While a teacher candidate is in the classroom, it is expected that he or she will have witnessed or experienced all of the major activities and duties for which teachers are usually responsible. However, the quality rather than the quantity of experience should be the primary concern. The experience should include instructional, professional, extra-curricular, administrative, and social dimensions. Teacher candidates are expected to attend teachers’ meetings and social activities, participate in club activities, and share the administrative functions of the classroom teacher.

The Checklist of Suggested Activities for the Teacher Candidates (in the associate teacher Resources Section) details the breadth of possible activities. However, teacher candidates should be guarded from over-extending themselves. Pressure from a heavy schedule, social duties, and extra-class activities may interfere with their most important learning task, that is, how to function effectively as classroom teachers.

Conferences with Teacher Candidates

Much of the teacher candidate’s professional growth will come from the conferences you hold together - both planned and unplanned. The School of Education assumes that you will confer daily whenever possible.

Finding time for regularly scheduled conferences is important. In the conferences held during the early part of the session, help the teacher candidate learn about the students’ personalities, home backgrounds, progress, health, attendance and special interests. Explain why you do the things you do. Review the teaching he or she has observed you do. It is very important that you talk things over so that you are certain the teacher candidate understands the reason for your teaching strategies.

We ask the teacher candidates to maintain a teaching log in which they document observations, reflections and notes. We ask them to structure their reflections as follows:

- What went well? Why? What planning or responses led to a positive outcome?
- What went wrong? Why? What will you do to improve this?

This reflective structure may be useful as a tool for your conferences.

Assuming the Role of Teacher

Many of the things you do, the decisions you make, and the goals you set are done automatically because you draw upon the experience and knowledge you have. Since the teacher candidate does not have your background, he or she will benefit from having activities interpreted. Encourage him or her to ask questions. Help him or her sift out the good from the not-so-good. You can do this in part by the questions you ask.

Keeping in mind the newness of the situation for the teacher candidate, remember to offer encouragement and compliments as often as appropriate.

Since conferences are a means of communication, please keep the following in mind:

- make your conferences constructive and cooperative ones;
- bring out successes and accomplishments;
- avoid the kind of criticism and evaluation that tears down self-confidence and breeds insecurity.

A major aim during this experience is to help the teacher candidate grow in the ability to evaluate his or her own work. Be as specific and as constructive as you can be in your comments about the work. For example, in reviewing the organization and presentation of lessons, you may wish to discuss the following:

- effectiveness of methods used in presentations;
- quality and manner of asking questions;
- motivational techniques;
- mannerisms;
- correct pronunciation and English usage;
- provision for individual differences;
- classroom management;
- assessment practices.

Frequently refer to the Checklist of Suggested Activities for the Teacher Candidates or the Evaluation Forms to direct future experiences. Do an informal, formative evaluation. Continually encourage the teacher candidate to analyze both your teaching and his or her own with the goal to improve instruction, and make one of your final conferences a complete evaluation of the whole practicum.

The faculty associate will confer with the teacher candidate following the classroom observation time. The faculty associate will also confer with the associate teacher as necessary. The Principal is also invited to make a visit and then confer with the teacher candidate.

Associate Teacher Compensation

We trust that your involvement in this practicum experience is rewarding and satisfying as a contribution to the profession and as part of your own continued learning. Redeemer University provides a token of appreciation for services in the form of a financial stipend comparable to that paid by other Ontario Faculties of Education.

A link will be provided to complete and submit your honorarium form as well as a Direct Deposit Form if you should be interested in the direct deposit option

Placement Schedule (2023-2024)

Before, during and following a practicum placement, teacher candidates engage in professional development related to the placement. These seminars are conducted both in-class at Redeemer University and on-line. The aim of these seminars is to develop a professional learning community where growth is encouraged through reflecting on and discussing the practicum experience. Additional topics aim to prepare teacher candidates for such things as portfolio preparation, resumé writing, job interviews, and substitute teaching.

The practicum placements have been divided into the following sessions:

Semester 2: Two observation days: February 28 - 29, 2024

Six-Week Placement: March 4 - April 19, 2024

Semester 3: Six-Week Placement: October 30 - December 8, 2023

Semester 4: Two observation days: February 29 & March 1, 2024

Six-Week Placement: March 4 - April 19, 2024

*March Break is March 11-15 for most schools. Appropriate modifications will be made if local schools have a different March Break.

PRACTICUM REQUIREMENTS

Recommended Teaching Time

Redeemer recommends that teacher candidates gradually assume the responsibilities of teaching so as to respect individual abilities and differences in how teacher candidates learn. Teaching time refers to the time that a teacher candidate is in charge of the classroom. Below, please find guidelines for the increased teaching responsibilities. If teacher candidates are able to take on more responsibility than what is suggested, we respect that these decisions will be made in conversations with all supporting parties.

PRACTICUM - SEMESTER 2

Requirements:

- Observation
- Identification of organization and management strategies
- Detailed concept lesson plans
- Small-group tutoring
- Detailed lesson plans for whole-class instruction
- Daybook binder
- Reflective teaching log for each lesson
- Unit plan for one subject area
- Development of assessment practices
- Supervisor duties with the associate teacher
- Teaching as noted below

Week One - By the end of the first week, the teacher candidate should be teaching 1 or 2 whole group lessons per day.

By the end of **Week 2** - 40% of the day

By the end of **Week 3** - 60%

By the end of **Week 4** - 80 to 100%

By the end of **Week 5** - 80 to 100%

By the end of **Week 6** - 60%

PRACTICUM - SEMESTER 3 & 4

Requirements:

- Observation
- Detailed concept lesson plans
- Detailed lesson plans for whole-class instruction
- Daybook binder
- Reflective teaching log for each lesson
- Unit plan for two subject areas. For JI candidates in Semester 3, one of these units must include their intermediate teaching subject
- Emphasis on a differentiating learning
- Development of assessment practices
- Supervisor duties with the associate teacher
- Teaching as noted below

Week One - By the end of the first week, the teacher candidate should be teaching 2 or 3 whole group lessons per day.

By the end of **Week 2** - 60% of the day

By the end of **Week 3** - 80 to 100%

By the end of **Week 4** - 80 to 100%

By the end of **Week 5** - 80 to 100%

By the end of **Week 6** - 60%

Providing Feedback and Assessing Progress

The Redeemer University School of Education is committed to mirroring current best practice in the assessment of the practicum. The criteria for assessment are based on the Ontario College of Teachers' Standards of Practice.

The assessment of teacher candidates in their practicum placement is a continuous process that includes incidental discussions, conferences, formative evaluation forms, and an end-of-session summative evaluation. The range of activities include:

- The approval of lesson plans before a teacher candidate begins the lessons. In the early phase, teacher candidates should make sure that the lessons are sufficiently detailed, both for the sake of success of the lesson and to ensure that the students will benefit from the lessons.
- The making of daily entries in a teacher candidate's planning binder to record observations, comments, questions and notes for conferencing and for the collection of teaching ideas and pedagogical strategies. This log book becomes the cumulative record of a teacher candidate's progress and a collection of ideas for future teaching.
- The regular checking of daily plan-book binders to encourage detailed entries, organization, and clarity.
- The use of daily conferences for review and planning.
- The use of a variety of formative lists to check for broad-based experiences.
- The completion of a formative assessment after the third week of the placement.
- The completion of a Summative report at the end of the placement.
- The discussion of a teacher candidate's progress with the faculty associate, thus providing input for the practicum's final grade.

Checklist of Suggested Teacher Candidate Activities

makes seating charts
gives remedial help to students
works with students' cumulative records
makes a case study of a student
discusses students with the Associate Teachers
works with students with a variety of exceptionalities
attends several community functions
distributes materials
plans and arranges a bulletin board
helps regulate light, temperature and ventilation
learns attendance register procedure
keeps records of homework and student grades
prepares photocopies
uses chalkboard and maps
brings in supplementary materials
locates visual, reference, and other teaching materials in the school
uses appropriate technology
examines courses of study and textbooks
sets up demonstrations
constructs learning centres

makes assignments
gives drills and reviews
instructs classes
constructs and gives quizzes and exams
prepares an instructional unit
discusses tests with students
prepares daily lesson plans
prepares outlines of subject matter
supervises classroom study
checks notebooks or workbooks
helps with discipline problems
helps in planning a field trip
plans a lesson or activity with the class
observes in other classrooms
guides class discussion
uses a variety of methods and techniques
grades papers
analyzes sets of homework assignments
makes a student-progress chart and assists with report cards
holds conferences with several students
writes evaluative reports of student growth



Management Techniques Checklist

	Has clear and meaningful learning activities planned		Respects student time and work
	Uses and adapts appropriate seating plan		Compliments students' good behaviour
	Reminds students of procedures and guidelines		Encourages students to take responsibility
	Encourages students		Plans for student participation
	Does not interrupt student learning unless absolutely necessary		Establishes group attention for class activity
	Uses "overlapping" techniques		Gives clear instructions
	Uses a standard signal to get students' attention		Consistently follows own procedures
	Keeps lesson going through minor interruptions or infractions		Circulates to help students
	Involves all students		Uses a variety of teaching styles/methods
	Handles disruptive situations in a low-key manner		Responds to individual needs
	Never uses sarcasm		Notifies students about the effect their behaviour has on the learning atmosphere
	Uses appropriate sanctions when needed		Compliments in public
	Assigns meaningful work		Admonishes in private
	Makes arrangements for "time out" or individual work area		Handles disruption quietly
	Keeps lesson pace upbeat		Never uses threats

Associate Teacher Checklist

I. Orientation

	Y	N	
1			Are my students prepared for the arrival of a teacher candidate?
2			Has the teacher candidate met with me to get acquainted?
3			Have I told the teacher candidate about school and classroom routines?
4			Does the teacher candidate have the class list and seating plan?
5			Have I provided a place in the room for my teacher candidate?
6			Has the teacher candidate been introduced to the principal, other teachers, secretaries and custodians?
7			Have I provided the teacher candidate with copies of texts and other curriculum materials that are needed?
8			Have I told the candidate about parking spots, the coffee fund, the photocopy policy, and other taken-for-granted routines?

III. Directed Observation, Participation, and Demonstration

	Y	N	
1			Has my teacher candidate participated in classroom tasks?
2			Have I observed my teacher candidate teaching?
3			Are the students beginning to look to the teacher candidate for help?
4			Have I gradually eased my teacher candidate into the role of teacher?
5			Have I modeled a variety of sound teaching methods?
6			Have I prepared my teacher candidate for observing the class?
7			Have I demonstrated the use of audio-visual resources?

II. Planning and Pedagogy

	Y	N	
1			Have I acquainted the teacher candidate with the overall objectives and content of the curriculum?
2			Does the teacher candidate know what the children have studied to this point?
3			Have I held conferences with the teacher candidate on daily planning and long-range unit planning?
4			Have I told my teacher candidate about different needs in the class?
5			Does the teacher candidate know that lesson plans should be approved before they are used?
6			Is there a schedule that regulates when the teacher candidate should turn in lesson plans for review?
7			Have I encouraged the teacher candidate to use a variety of approaches?
8			Have I encouraged the teacher candidate to be creative and experiment with his/her teaching style?
9			Have I discussed the teacher candidate's style of teaching with him/her?

IV. Directed Observation, Participation, and Demonstration

	Y	N	
1			Are times set for conferences?
2			Have the teacher candidate and I agreed to the purpose of the conferences?
3			Are the students beginning to look to the teacher candidate for help?
4			Have I reviewed the observation forms with my teacher candidate?

Associate Teacher FORMATIVE/SUMMATIVE EVALUATION

Formative (Midway)

Summative (End)

Teacher Candidate: _____ Date: _____

Associate Teacher: _____ Grade: _____

School: _____

Please complete the Formative evaluation (midway) & Summative evaluation (end) to evaluate the teacher candidate's progress. Both evaluations should be signed by the associate teacher and the teacher candidate after it was reviewed with the teacher candidate. The Formative evaluation doesn't need to be shared with the faculty associate or to be submitted to the School of Education. The Summative evaluation to be submitted to the School of Education by the teacher candidate and a copy to be forwarded to the faculty associate.

Ratings: 1 : Achievement clearly does not meet standard 3 : Achievement clearly meets standards
2 : Achievement approaches standard 4 : Achievement exceeds standard

Commitment to Students and Student Learning

The Teacher Candidate	1	2	3	4
1. Helps students discover meaning and insight in living and learning.				
2. Helps students develop their knowledge, skills, and attitudes for further schooling.				
3. Models a positive attitude and the OCT Ethical Standards (trust, integrity, care, respect).				
4. Demonstrates concern for personal character growth.				
5. Projects empathy, fairness, respect for diversity among students.				
6. Shares with students the curiosity, enthusiasm, and joy of learning.				

Comments: _____

PROFESSIONAL PRACTICE: The teacher candidate	1	2	3	4
1. effectively uses voice and non-verbal communication.				
2. incorporate appropriate use of various resources including technology.				
3. keeps students motivated and promotes active, engaged learning.				
4. paces lessons appropriately and manages transitions effectively.				
5. provides closure, checks for understanding, assists students in learning.				
6. relates instruction to prior knowledge and extends new levels of integration.				
7. employs a variety of classroom management strategies to minimize potential misbehaviour.				
8. effectively uses a variety of non-verbal and verbal interventions to manage common misbehaviour problems.				
9. uses a variety of strategies to assess and evaluate student work.				

Comments: _____

LEADERSHIP IN LEARNING COMMUNITIES: The teacher candidate	1	2	3	4
1. provides an atmosphere where students feel safe.				
2. demonstrates concern for personal growth, peer relationships, and respect for classmates.				
3. encourages social and group responsibilities.				
4. avoids ridicule, negative bias and stereotyping.				
5. displays personal neatness, punctuality, organization and poise.				
6. Helps students to be responsible class members and citizens.				

Comments: _____

ONGOING PROFESSIONAL LEARNING: The teacher candidate	1	2	3	4
1. works well as a team member.				
2. appears able to handle praise, criticism, and suggestions.				
3. is able to make appropriate judgement and self-assessment.				
4. modifies and refines teaching practice in response to suggestions for growth.				
5. understands the connection between educational theory and practice.				
6. displays initiative in seeking out professional learning opportunities.				

Comments: _____

OVERALL READINESS: The teacher candidate	1	2	3	4
1. has completed all the assignments of the Practicum responsibilities.				
2. has gained the professional competencies required for a beginning teacher.				

Comments: _____

SUMMARY COMMENTS: _____

Signature of associate teacher: _____ Teacher candidate: _____

Notes

Notes



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