

PRACTICUM HANDBOOK

School of Education Consecutive B.Ed. Program
2022-2023

Teacher Candidates
Associate Teachers
Faculty Advisors
Reading Associates
Host Professionals
Education Coordinators
Principals



Year 1 & Year 2 Practicum/Placement Schedule

Block A Classroom Practicum (Year 1) or Block C Classroom Practicum (Year 2)	November 21 – December 16, 2022 (20 days) Block C includes Observation Week from September 6 – 9, 2022
Supporting Literacy Placement (SLP) (Year 1 only)	P/J: Sep. 28, 2022 – Feb. 3, 2023 (2 mornings per week) I/S: Sep. 27, 2022 – Feb. 2, 2023 (2 mornings per week)
Block B Classroom Practicum (Year 1) or Block D Classroom Practicum (Year 2)	March 27 – April 28, 2023 (23 days)
Alternative Settings Placement (ASP) (will normally completed between April and August 2023 for Year 1 Teacher Candidates)	15 days in a school setting OR 75 hours in a non-school setting

PLACEMENT AND PRACTICUM DATES ARE SUBJECT TO CHANGE DUE TO COVID-19 CIRCUMSTANCES.

Note to Teacher Candidates who are following an alternate schedule: If you depart from the normal B.Ed. program schedule for any reason, the dates referred to within this handbook, including in the above table, will no longer be correct for you. In that situation, it is the Teacher Candidate's responsibility to communicate with the Practicum Office to find out when they are required to complete various program components. The School of Education makes no commitments in terms of such re-scheduling in the case of a Teacher Candidate who is following an alternate schedule. Often Teacher Candidates who go in this situation complete the program later than normal, and consequently their recommendation to the Ontario College of Teachers will be delayed.

Acronyms Used in this Document

ASP	Alternative Settings Placement
AT	Associate Teacher
EC	Education Coordinator
FA	Faculty Advisor
RA	Reading Associate (SLP)
SLP	Supporting Literacy Placement
TC	Teacher Candidate
VSC/VSS	Vulnerable Sector Check/Search

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Mission Statement and Goals

of the School of Education and Professional Learning

Mission Statement

The School of Education and Professional Learning is committed to sound pre-service and in-service teacher education, in close partnership with educators in the wider community and the Arts and Science faculty of Trent University. Course work offered in the program incorporates theory and research that encourages Teacher Candidates to think creatively and critically about their own professional practice and attention to meeting individual learners' needs, valuing multiple modes of learning and diversity, and enacting practice that is committed to social and ecological justice.

For the Trent University School of Education and Professional Learning, effective teacher education is a partnership activity that involves an entire community of learners committed to pre- and in-service teacher education. The activities of the community are grounded in current theory and research. The community continually renews itself and its practices through critical reflection and creative, community-based responses.

Conceptual Framework of the B.Ed. Program

The Conceptual Framework provides a description of the principles and practices valued by the School of Education and Professional Learning. These principles and practices are informed by research, theory and the Ontario College of Teachers' Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession.

Conceptual Framework Principles

1. Effective teachers develop critical pedagogies that forward social and ecological justice.
2. Effective teaching is based on sound education theory and research.
3. Effective education in partnership activity.
4. Teaching and learning are interactive processes that involve meaningful engagement of both learners and teachers.
5. Communities of learners support identity formation, a sense of belonging, and engagement in lifelong learning.
6. Effective teaching fosters creative thinking, critical reflection, in depth subject knowledge and critical engagement.
7. Effective learning and teaching are guided by on-going meaningful feedback.
8. Effective teachers engage in critically reflective practices.
9. Creative thinking and in-depth subject knowledge underpin learning.
10. An effective education leads to critical engagement, agency and active citizenship.

Standards of Practice for the Teaching Profession (Ontario College of Teachers)

- **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.

- **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.
- **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.

Ethical Standards for the Teaching Profession (Ontario College of Teachers)

The Ethical Standards for the Teaching Profession are:

- **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.
- **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.
- **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.
- **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.

B.Ed. Program Goals

Goal I: To conduct pre-service and in-service teacher education as a partnership endeavour:

- a. within the School of Education;
- b. across the University; and
- c. with District School Boards and their schools, Teacher Federations, and the wider community.

Goal II: To develop teachers who:

- view themselves as true professionals:

- whose teaching practice reflects a philosophy of education that encourages the development of all pupils;
 - whose practice embodies the *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*; and
 - who engage in habits of creative thinking and critical reflection.
- have a strong base of professional knowledge regarding:
 - psychological, sociological and cultural influences on learning;
 - subject matter;
 - the Ontario Curriculum;
 - teaching methods informed by research; and
 - professional and regulatory obligations and responsibilities.
 - use research supported practices to foster the development of each individual pupil, intellectually, socially, culturally, and emotionally;
 - demonstrate care and commitment to pupils and pupil learning;
 - address the needs of all learners through inclusionary practices;
 - model a love of learning;
 - demonstrate collaboration, leadership and commitment to community; and
 - exemplify habits of ongoing professional learning and reflection in order to continually enhance their professional practice.

SECTION 1: PRACTICUM OVERVIEW

The School of Education and Professional Learning believes that practicum experience is at the heart of Teacher Candidate learning and development. Associate Teachers work closely with Faculty Advisors to help Teacher Candidates build comfort and proficiency in teaching competencies. School placements offer Teacher Candidates the opportunity to:

- Translate research and learning from their course work into practice
- Develop new knowledge through the application of their own talents and beliefs about teaching
- Reflect on their practice

In order to graduate and to be recommended to the Ontario College of Teachers, Teacher Candidates must successfully complete the following field experiences:

- Supporting Literacy Placement (Year 1)
- Block A: Classroom Practicum (Year 1)
- Block B: Classroom Practicum (Year 1)
- Alternative Settings Placement (Normally in the summer between Year 1 and 2)
- Block C: Classroom Practicum (Year 2)
- Block D: Classroom Practicum (Year 2)

Practicum Arrangements and Agreement

The School of Education and Professional Learning believes that practicum experience is at the core of Teacher Candidate learning and development. We have worked very hard with our partner schools to provide positive and beneficial practicum opportunities. Associate Teachers work closely with Faculty Advisors to help Teacher Candidates translate their knowledge, experiences, and course work into meaningful classroom practice, and to build comfort and skill in expected teaching competencies. They also assist Teacher Candidates to develop strategies for reflecting on their practice and for continued growth.

All Teacher Candidates must complete the Supporting Literacy Placement, four classroom practicums (Blocks A, B, C, D) and the Alternative Settings Placement.

All classroom practicums, as well as the Supporting Literacy Placement, occur within the following school boards:

- Durham DSB *
 - Durham Catholic DSB *
 - Kawartha Pine Ridge DSB
 - Peterborough, Victoria, Northumberland, and Clarington Catholic DSB
 - Trillium Lakelands DSB *
- (* At designated schools within the board only.)

All Classroom Practicums are arranged by the Practicum Office.

Teacher Candidates cannot arrange or request the location (school or teacher) of their practicums or their Supporting Literacy Placement. If a Teacher Candidate (or someone acting on their behalf) makes an arrangement, it will be considered an automatic conflict of interest and will be cancelled.

Location of Placements and Classroom Practicums.

The School of Education is proud of the outstanding partnerships that we have built with our partner school boards in the east-central region of Ontario. These partnerships directly benefit Teacher Candidates who have the opportunity to work with schools and teachers who know our program well and understand the needs of our Teacher Candidates. One key aspect of this relationship is that all classroom practicums will be arranged by direct communication between School of Education and the school or board partner in question. Teacher Candidates do not arrange their own classroom practicums.

The Practicum Office will be informed of your location of residence is at the beginning of Year One based on the Teacher Candidate Information Form filled in upon program acceptance, for the purpose of limiting your travel time wherever possible. But please be aware that your practicum could potentially be anywhere within our partner school board areas (KPRDSB, PVNCCDSB, TLDSB, DDSB and DCDSB), and some of your practicums will be further away from your home location than others. Once you are informed of a Practicum that has been arranged for you, it is final. Please do not request to have a practicum changed. It will be your responsibility to arrange your transportation to each of your practicums. Please be aware that some of our partner schools are in locations that are not served by public transportation. **You are responsible for emailing practicum@trentu.ca when you want to notify a location change during the program. Any change request must be sent with a minimum of two months prior to the next practicum.**

Candidates are required to make their own arrangements for transportation.

We cannot take into account individual circumstances such as access to a vehicle when arranging practicums and placements. Candidates will assume all travel costs related to practicums and placements. Many Candidates car-pool to get to their practicum schools, but the Practicum Office does not coordinate car-pooling, and does not guarantee that you will be placed at a school with other Teacher Candidates present. Please note that many of our partner schools are not on public transportation routes.

Division Requirements

Teacher Candidates should normally have experience in both teaching divisions in which they will be certified at some point during their B.Ed. program. This experience can be either direct teaching experience or observational experience. The Practicum Office and our partner schools work to ensure that Teacher Candidates meet this requirement, however, Teacher Candidates should keep this requirement in mind and work to gain experiences as opportunities present themselves during practicum.

Please be aware that in some cases Teacher Candidates may have more than one practicum at the same grade and/or subject level.

The grade levels for each division are listed below:

- **Primary/Junior (P/J)** divisions:
 - Primary (Junior Kindergarten – Grade 3)
 - Junior (Grade 4 – Grade 6)

- **Intermediate/Senior (I/S)** divisions:
 - Intermediate (Grade 7 – Grade 10)
 - Senior (Grade 11 – Grade 12)

SECTION 2: ROLES AND RESPONSIBILITIES

Teacher Candidate (TC)

Professional Conduct:

Teacher Candidates are considered to be staff in their practicum schools and are associate members of the Ontario Teachers' Federation. They are expected to adhere to:

- *Ethical Standards for the Teaching Profession*
- *Standards of Practice for the Teaching Profession* including OCT Regulation 437/97 (www.oct.ca)
- The Education Act (province of Ontario)
- We the Teachers of Ontario (the Ontario Teacher's Federation)

In addition, Teacher Candidates must also uphold the standards of:

- The Ontario Human Rights Code
- The Criminal Code of Canada
- The Code of Conduct of community partners with which they are working
- Trent University

It is imperative that Teacher Candidates quickly develop an awareness of appropriate ethical conduct. Regulation 437/97 of the Ontario College of Teachers clearly defines acts of professional misconduct. Teacher candidates are responsible for knowing and understanding these expectations before beginning any practicum.

Of prime importance is the respect for professional boundaries. Such boundaries apply to relationships between teachers and students and teachers and co-workers. Regardless of motivation, certain actions can lead to the appearance of professional misconduct and should be avoided.

The following are examples of situations in which Teacher Candidates may place their professional reputation and hence their professional future at risk:

- 1) Failing to recognize the supervisory/mentorship role of the Associate Teacher.
- 2) **Visiting, emailing, texting, phoning or interacting on social media with a student of the practicum school, even after the placement is completed.**
- 3) "Staffroom gossip" about individual students, their families, other teachers and fellow Teacher Candidates.
- 4) Presenting topics or materials which may be deemed inappropriate or offensive. When in doubt, such issues or topics should be discussed in advance with the Associate Teacher.
- 5) Inappropriate communications with students, parents, Associate Teachers, Faculty Advisors, members of the school community or host professionals.
- 6) Ensure your use of social media is responsible.

The School of Education is committed to the success of all students. The standards and expectations related to practicum that Teacher Candidates are expected to demonstrate in the classroom setting are communicated to Teacher Candidates before placement begins. Teacher Candidates with disabilities who require accommodations for field experiences are directed to contact the Student Accessibility Services (SAS) at the beginning of the B.Ed. program so that appropriate accommodations can be set up. Accommodations are made in accordance with the Student Wellness Centre. As a Professional program, we can accommodate but are unable to modify expectations.

Teacher Candidate Responsibilities:

- **Be familiar with and comply with information in the Practicum Handbook.**
- Check and respond to **Trent E-mail** regularly and in a timely manner.
- Contact the Associate Teacher prior to the practicum as directed by the Practicum Office/Faculty Advisor, and visit the practicum school at the designated time.
- Demonstrate initiative, commitment, and enthusiasm.
- Wear your School of Education Name Tag at all times when on host school property. The university Card Office may charge a replacement fee if your card is lost.

- Demonstrate professionalism, including but not exclusive to:
 - Being punctual and reliable
 - Being well-prepared for your lessons and provide lesson plans to AT well in advance (at least 24 hours prior to instruction, unless otherwise directed by the AT)
 - Maintaining confidentiality regarding pupils
 - Attending to duties with the AT (supervision duty, lunch duty, yard duty, etc.)
 - Maintaining professionalism in communications and the use of communications tools
 - Addressing the professionalism competencies of the classroom assessment

- Follow policies and procedures of the school, including but not exclusive to dress code and emergency procedures

- Engage in the school as a community member, including but not exclusive to:
 - Assisting the Associate Teacher with co-curricular and supervision duties
 - Attending staff meetings, division meetings and professional development workshops (where appropriate)

- **Be at the host school at least half an hour before and half an hour after regular school hours and be present for the entire day.** Associate Teacher schedules will vary and Teacher Candidates are expected to work within this schedule in order to meet with their Associate Teacher before or after regular school hours. Time before and after school will normally be spent:
 - Discussing progress with the Associate Teacher
 - Planning
 - Preparing materials (including photocopying)
 - Marking
 - Working within the school community including: coaching sport teams, assisting with choirs or drama presentations, assisting with clubs, etc.

- Complete a Learning Agreement during the **first week of each placement** with the Associate Teacher.

- Provide lesson plans to the Associate Teacher with time for revisions to be made before the teaching occurs (normally 24 hours before, unless otherwise directed by the AT).

- Demonstrate initiative and use non-teaching time in the classroom wisely by working with the Associate Teacher, working with individual students and making observations. **Candidates should not be doing their own planning and marking during class time.**

- Maintain a teaching plan book during **all practicums** that is readily available to the Associate Teacher and Faculty Advisor. This should include:
 - Teaching Plans (daily written lesson plans and unit plans)
 - Tracking and documenting pupil progress
 - Observations of students
 - Observations about teaching practices, such as:
 - Daily routines
 - Methods of taking up homework
 - Classroom management strategies
 - Questioning techniques
- **Contact the Education Coordinator and Faculty Advisor immediately if there are any difficulties or concerns, or if the Associate Teacher is absent.**
- **Follow Practicum attendance guidelines carefully** (see section on "Attendance During Practicum" later in this Handbook).
- Communicate with the Faculty Advisor regarding visiting arrangements
- Remind the Associate Teacher about assessment due dates prior to the appropriate date. Keep a copy of the assessment/evaluation for employment purposes.
- **Continue to monitor and respond to Trent Email on a daily basis to maintain necessary communications**
- Further details regarding Teacher Candidates' responsibilities are provided later in this handbook with respect to the individual practicums and placements.

Associate Teacher (AT)

Associate Teachers have a supervisory role and are responsible for evaluating Teacher Candidates during practicum and determine the success or failure on final evaluations of placements and practicum. Associate Teachers are the true partners in pre-service teacher education and as mentors, their modelling and feedback supports Teacher Candidates' growth regarding teaching practice, reflection, curriculum knowledge, attitude and professionalism.

Note: The following information regarding Associate Teachers also generally apply to Host Professionals.

AT Responsibilities:

- Provide a welcoming environment by:
 - Informing pupils and parents prior to the Teacher Candidate's arrival
 - Finding a space for the Candidate to work
 - Orienting the Candidate to class routines and the school community
 - Providing the Candidate with relevant material, such as:
 - Class lists, timetables
 - Day Plans / Plan Book / Unit Plans
 - School emergency procedures
 - Curriculum / assessment strategies
 - Individual pupil information (where appropriate)

- Be familiar with practicum/placement expectations and complete a Learning Agreement with the Teacher Candidate during the **first week of the practicum/placement**.
- Ensure Teacher Candidates have the opportunity to observe the students and classroom routines before commencing teaching responsibilities (normally the first 2 days of placement).
- Ensure Teacher Candidates have the opportunity to fulfill the expectations of the placement as outlined in the handbook.
- Act as a mentor by providing ongoing encouragement, guidance, and support.
- Trent University prefers that only one Teacher Candidate is placed in a given classroom during any practicum block. This includes Teacher Candidates from other B.Ed. programs.
- Encourage creativity, initiative, professionalism and reflective practice. Support candidate risk taking such as teaching outside of their 'comfort zone' and encourage them to learn from mistakes.
- **Support Teacher Candidates in their planning.** This may include co-planning and sharing resources. Review Teacher Candidate lessons prior to teaching, with enough time to allow for change (normally the day before). Teacher Candidates may not teach without lesson plans that have been approved by the Associate Teacher.
- Provide Teacher Candidate with the opportunity to implement a variety of teaching practices (co-operative groupings, whole group, small group, effective questioning, use of manipulative materials, effective transition strategies)
- On an ongoing basis, observe the Teacher Candidate teach and provide specific, clear, focussed feedback (either verbally or through Daily Feedback Sheets).
- Maintain communication with the school's Education Coordinator and Faculty Advisor about Teacher Candidate progress.
- **Report all Teacher Candidate absences to the Education Coordinator and the Faculty Advisor.**
- **If the Teacher Candidate is having difficulties with the practicum/placement, contact the Education Coordinator and Faculty Advisor immediately.** If the Faculty Advisor is unavailable, contact the Practicum Office (705-748-1011 x7723 or x7320). See Section 5, "Difficulties in Practicum".
- Complete a Practicum Growth Plan as needed (usually an indicator that the Teacher Candidate is struggling or failing the practicum). More information on Growth Plans later in this Handbook, under "Difficulties in Practicum".
- **Complete all assessment and evaluation forms in a timely fashion.** Please maintain a file on the Teacher Candidate including these forms and observation notes.

The above are the normal responsibilities of our Associate Teachers. Teacher Candidates should note that the failure of an Associate Teacher to fulfill one or more aspects of these responsibilities **does not constitute a justification for the Teacher Candidate to neglect their own responsibilities nor is it a justification for an unsuccessful evaluation.** If a Teacher Candidate believes that the Associate Teacher's failure to meet these responsibilities in any way jeopardizes the Teacher Candidate's ability to be successful on the practicum, the Teacher Candidate must inform their Faculty Advisor and the

Practicum Office of the specific issue as early as possible, and prior to the receipt of the Summative Evaluation.

Note: In accordance with directives from the Ontario College of Teachers, the Ontario Teachers' Federation and local Boards of Education, **Teacher Candidates cannot be left alone unsupervised in the classroom, on supervision duty or in co-curricular activities.** The Associate Teacher continues to maintain full responsibility for the class. If they leave the classroom or are absent, supervisory responsibilities for the Teacher Candidate must be assumed by another certified teacher. Teacher Candidates are to act in a supportive role only, regarding supervisory duties (eg. yard duty, cafeteria duty, on-call duty and co-curricular activities). These duties remain the responsibility of a certified teacher.

Education Coordinator (EC)

The Education Coordinator provides a leadership role in the school regarding preservice teacher education. S/he acts as the initial school contact with the University, coordinates and monitors placements, and supports Associate Teachers and Teacher Candidates. Please note that depending on the size and demographic of the school this role may be the responsibility of the principal.

Responsibilities:

- Act as the school contact for placements by:
 - Sending/receiving correspondence to/from the Practicum Office.
 - Ensuring that Reading Associate and Associate Teachers have materials from the University prior to and during practicum, if applicable.
- Provide a welcoming environment by:
 - Sharing school information including specific programs, emergency procedures, dress code, expected arrival and departure times, use of the photocopier, computer access
- Introduce Candidates to key school partners including School Administrators, Secretaries, Custodians and Support Staff
- Provide on-site support for Associate Teachers and Teacher Candidates.
- **In situations of difficulty that cannot be resolved by the Teacher Candidate and Associate Teacher alone, immediately involve the Faculty Advisor and School Principal.**
- Support Associate Teachers in the development of a Practicum Growth Plan in cases where a Teacher Candidate is struggling and/or is deemed to be at risk of failing the placement.
- Ensure that Associate Teachers complete the appropriate assessment and evaluation forms in a timely and professional manner and remind them to scan (via email) the summative evaluations to the practicum office.

School Principal

The School Principal provides leadership in the partnership between the Host School and Trent University.

Responsibilities:

- Encourage teacher involvement in the program.
- Recruit and select teachers to be the Education Co-ordinator, Associate Teachers, and Reading Associate Teachers.
- Meet Teacher Candidates and welcome them as members of the school community. Include Candidates at staff functions and staff meetings, and encourage them to become involved in the school community.
- Work closely with the Education Coordinator, keeping current on activities and information regarding the program.
- Work with the Education Coordinator and the Faculty Advisor to resolve problems that may arise.
- Many School Principals choose to serve in the role as Education Coordinator as well. We fully support that approach, as long as the Principal has sufficient time to fulfill the responsibilities of the EC role, particularly in the case of a Teacher Candidate who is struggling.
- Principals are ultimately responsible for what takes place within the school setting. If a Principal feels that a Teacher Candidate's practicum is not in the best interest of the school, its students or its teachers, the Principal may elect to end the practicum at any time by informing the Teacher Candidate or the School of Education.

Reading Associate (RA)

The Reading Associate is the primary school contact for the Supporting Literacy Program and coordinates all facets of this program at the school.

Responsibilities:

- Work with the Principal and Special Education Resource Teacher/Head of Special Needs to identify potential students. Distribute, collect, and maintain a file of completed parental consent forms for the students being tutored.
- Provide a welcoming environment by:

- Ensuring the Teacher Candidate has an appropriate space for tutoring
 - Introducing the Teacher Candidate to class/school literacy programs
 - Discussing student profiles and learning needs with the Teacher Candidate
 - Sharing resources with the Teacher Candidate
- Share important information regarding the assigned learners' profiles with Teacher Candidates.
 - Provide on-going, informal feedback to Teacher Candidates to foster growth and self-reflection.
 - Ensure regular communication between Teacher Candidates and classroom teachers.
 - Maintain communication with the Education Coordinator about Teacher Candidate progress. If the Teacher Candidate is away for three days or the Teacher Candidate seems to be having difficulty with the placement, contact both the School Teacher Education Coordinator and the University Practicum Manager (705-748-1011 x7723) immediately. Act promptly if it is believed that the Candidate is at risk of failing the placement. (*See Appendix V: Practicum Growth Plan*)
 - Complete the formative assessment and summative evaluation of Teacher Candidates (or assign a designate) in a timely manner, following the guidelines outlined by the Trent University School of Education & Professional Learning in the Practicum Handbook.
 - If challenges arise that cannot be resolved at the school, contact the Practicum Office.

Faculty Advisor (FA)

The Faculty Advisor is the main advisor for the Teacher Candidate, and also the main liaison with the host schools.

Responsibilities:

- Assume a leadership role in promoting the university-school partnership and work in collaboration with the School Education Coordinator and Associate Teachers.
- Contact the host school prior to the commencement of each placement to establish a partnership with the Education Coordinator and Associate Teacher(s). Maintain contact during the placements through email, telephone calls, and personal visits.
- Support Teacher Candidate growth by:
 - Teaching the practicum course
 - Preparing the Teacher Candidate for the placement
 - Maintaining contact with the Candidate during placements
 - Working with Candidates to determine an appropriate Alternative Settings placement
- Work with the Associate Teacher and Teacher Candidate to resolve conflicts or difficulties.
- Observe Teacher Candidates while they teach a lesson and provide them with constructive, written feedback. Each TC will normally be visited once per year by their FA during one of their two Practicums, but an additional visit during their other Practicum can be requested by any of the three key parties (the AT, the FA, or the TC).

- Work with the Associate Teacher and Education Coordinator to facilitate the development of a Practicum Growth Plan, when necessary.
- Help recruit Associate Teachers within our partner school boards.

School of Education Practicum Office

The Practicum Office (comprised of the Program Manager and the Placement Coordinator) assumes university responsibility for all aspects of the practicum. It works in partnership with the District School Boards to create learning opportunities for Teacher Candidates, and provide trouble-shooting and dispute resolution support when necessary.

Responsibilities:

- Assume a leadership role in promoting university-school partnerships. This includes:
 - Ongoing review and development of the practicum component of the program with school partners.
 - Working closely with District School Boards and Education Coordinators regarding Teacher Candidate practicums/placements.
 - Ensuring regular open communication between the Practicum Office, Faculty Advisors, host professionals, and school board administration.
 - Co-planning and leading professional development workshops for Reading Associates, Associate Teachers, and Education Coordinators.
 - Working with federation representatives
- Support Faculty Advisors to ensure consistency of practicum supervision practices and practicum course expectations.
- Support Teacher Candidates, Host Schools, and Faculty Advisors in problem solving and dispute resolution.
- The Program Manager arbitrates appeals of practicum/placement evaluations.

SECTION 3 Placements and Practicums, General Information

***Please note: Teacher Candidates must be in good academic standing in their course work to be eligible to commence any practicum or placement.**

Due to the circumstances of the Covid-19 pandemic, we anticipate that some of the placements or practicums in the 2021-2022 year will involve remote learning. As such, some of the specific details in the expectations listed for field experiences in the following section will not be applicable in all cases if remote learning is taking place. We will update Teacher Candidates as information becomes available.

Supporting Literacy Placement (SLP) (for Year 1 TCs)

Purpose:	To develop and implement strategies to support individual learners based on observation, learner assets, interests and needs and ongoing assessment for and of learning.	
Dates:	See dates on Page 2 of this document.	
Daily Arrival Time:	Arrive at your placement school 15-20 minutes before the start of the school day, or as directed by your Reading Associate.	
Teacher Candidate Responsibilities:	<ul style="list-style-type: none"> • Twice weekly tutoring during the placement • Provide individualized instruction to same 2 learners each visit • Maintain a tutor binder including: learner profile, tutoring session plans, communication with parents/guardians, placement assessments and reflections, and appendices • Prepare and implement daily session plans for each student as outlined in tutor guide (session plan should be available to Reading Associate for review in advance of tutoring when requested) • Refer to and follow the attendance protocol described under "Attendance" in Section 4: Policies & Procedures • Submit a Summary Letter for parents to the Reading Associate (P/J) • Prepare letter for parents/guardians including successful strategies, resources and suggestions for future growth (I/S) • At the end of the tutoring program, give the Reading Associate a copy of the Learner Profile for each student tutored (I/S) 	
Target Students:	<p style="text-align: center;">Primary/Junior TCs:</p> <p>The program is predominantly open to Grade 2 and 3 learners who will:</p> <ul style="list-style-type: none"> • benefit from short-term literacy support twice a week • function well in a one to one setting with a Year 1 TC • not require support for learning, communication or behavior challenges • attend school regularly • have achieved a level 2 (C- to C+) in reading at their <u>grade level</u> on the June provincial report card 	<p style="text-align: center;">Intermediate/Senior TCs:</p> <ul style="list-style-type: none"> • Gr 7 - 10 • Students with regular attendance • Students without global delays • Students reading no lower than Grade 6 level • Students who would benefit from short term intervention
Reading Associate Responsibilities:	<ul style="list-style-type: none"> • Select students and ensure permission forms are completed and on file before placement begins • Provide Teacher Candidates with diagnostic information regarding student (including PM Benchmarks) • Support Teacher Candidates with resources and feedback and complete Teacher Candidate assessments • Ensure regular communications between Teacher Candidates and classroom teachers • Release time is available to the Reading Associate for observation and assessment purposes. Reading Associates should contact practicum@trentu.ca for details 	
Dates to Remember:	<ul style="list-style-type: none"> • Formative Assessment: To be completed by the Reading Associate at placement mid-point • Summative Evaluation: To be completed by the Reading Associate by final day of placement • Weekly informal feedback • Practicum Growth Plan: Is normally completed if the Teacher Candidate is having significant difficulty in the placement or at risk of failing. It should be completed as soon as concerns are identified to provide opportunity for improvement. 	

Block A Classroom Practicum (for Year 1 TCs)

Purpose:	To begin to translate theory and course work into meaningful classroom practice.
Dates:	<ul style="list-style-type: none"> • See dates on Page 2 of this document.
Entry Plan:	<ul style="list-style-type: none"> • Meet with Associate Teacher prior to practicum to determine areas of focus and begin planning • Become familiar with school including school goals, philosophy of school, special projects and programs, general school rules, surrounding community, and its cultural character
Teacher Candidate Responsibilities:	<ul style="list-style-type: none"> • Fulfill the teaching responsibilities as per the "<u>Practicum Expectations Chart</u>" later in this section • For general classroom practicums (up to grade 8), we encourage Teacher Candidates to teach different subject topics during the practicum to increase their range of experience, especially within the <u>core teaching subjects</u> taught by their Associate Teacher. • Maintain teacher plan book including school and classroom context, student observations, lesson plans, assessment and evaluation strategies resources and reflections • Provide Associate Teacher with lesson plans including learning goals expectations, assessment and evaluation strategies, lesson sequence/strategies, materials, and accommodations prior to the lesson and preferably the day before (Teacher Candidates may not teach lessons without lesson plans that have been approved by the Associate Teacher) • Attend staff meetings and PD opportunities as appropriate • Assist Associate Teacher with extra duties such recess duty, lunch duty, bus duty • Refer to and follow the attendance protocol described under "Attendance" in Section 4: Policies & Procedures
Associate Teacher Responsibilities:	See Role of Associate Teacher in Section 2
Dates to Remember: (All related documents are in the Appendix)	<ul style="list-style-type: none"> • Learning Agreement: To be completed by the Teacher Candidate and Associate Teacher by the end of the first week of the practicum • Daily Feedback Sheets: To be completed by the Associate Teacher daily as the practicum progresses • Formative Assessment: To be completed by the Associate Teacher at placement mid-point • Summative Evaluation: To be completed by the Associate Teacher by final day of practicum • Practicum Growth Plan: Is normally completed if the Teacher Candidate is having significant difficulty in the practicum or at risk of failing. It should be completed as soon as concerns are identified to provide opportunity for improvement.

Block B Classroom Practicum (for Year 1 TCs)

Purpose:	To develop deeper planning, implementation and assessment skills with an emphasis on reflective practice. This learning occurs as the Candidate becomes an active member of the wider school community.
Dates:	<ul style="list-style-type: none"> • See dates on Page 2 of this document.
Entry Plan:	<ul style="list-style-type: none"> • Become familiar with school policies and protocols • Meet with Associate Teacher prior to beginning of practicum to identify teaching focus, collect resources and begin planning
Teacher Candidate Responsibilities:	<ul style="list-style-type: none"> • Fulfill the teaching responsibilities as per the "<u>Practicum Expectations Chart</u>" later in this section • For general classroom practicums (up to grade 8), we encourage Teacher Candidates to teach different subject topics during the practicum to increase their range of experience, especially within the <u>core teaching subjects</u> taught by their Associate Teacher. • Maintain teacher plan book including student observations, unit plans, lesson plans, assessment and evaluation strategies resources and reflections • Provide Associate Teacher with lesson plans including learning goals expectations, assessment and evaluation strategies, lesson sequence/strategies, materials, and accommodations prior to the lesson and preferably the day before (Teacher Candidates may not teach lessons without lesson plans that have been approved by the Associate Teacher) • Participate in the wider school community including co-curricular activities, such as by assisting with field trips, observing other teachers, etc. • Attend school-based staff meetings and PD opportunities as appropriate • Assist Associate Teacher with extra duties such recess duty, lunch duty, bus duty • Refer to and follow the attendance protocol described under "Attendance" in Section 4: Policies & Procedures
Associate Teacher Responsibilities:	See Role of Associate Teacher in Section 2
Dates to Remember: (All related documents are in the Appendix)	<ul style="list-style-type: none"> • Learning Agreement: To be completed by the Teacher Candidate and Associate Teacher by the end of the first week of the practicum • Daily Feedback Sheets: To be completed by the Associate Teacher daily as the Candidate teaches • Formative Assessment: To be completed by the Associate Teacher at placement mid-point • Summative Evaluation: To be completed by the Associate Teacher by the final day of the practicum • Practicum Growth Plan: Is normally completed if the Teacher Candidate is having significant difficulty in the practicum or at risk of failing. It should be completed as soon as concerns are identified to provide opportunity for improvement.

Block C Classroom Practicum (for Year 2 TCs)

Purpose:	To further develop planning, implementation and assessment skills with a particular emphasis on observational skills and responding to the needs of the class, both individually (ie- such as adapting instruction to the needs of specific learners in the class) and as a group (ie- such as being flexible in implementation in response to emergent situations).
Dates:	<ul style="list-style-type: none"> • See dates on Page 2 of this document.
Entry Plan:	<ul style="list-style-type: none"> • Meet with Associate Teacher prior to practicum to determine areas of focus and begin planning • Become familiar with school including school goals, philosophy of school, special projects and programs, general school rules, surrounding community, and its cultural character
Teacher Candidate Responsibilities:	<ul style="list-style-type: none"> • Fulfill the teaching responsibilities as per the "Practicum Expectations Chart" later in this section • Maintain teacher plan book including school and classroom context, student observations, lesson plans, assessment and evaluation strategies resources and reflections • Provide Associate Teacher with lesson plans including learning goals expectations, assessment and evaluation strategies, lesson sequence/strategies, materials, and accommodations prior to the lesson and preferably the day before (Teacher Candidates may not teach lessons without lesson plans that have been approved by the Associate Teacher) • Attend staff meetings and PD opportunities as appropriate • Assist Associate Teacher with extra duties such recess duty, lunch duty, bus duty • Refer to and follow the attendance protocol described under "Attendance" in Section 4: Policies & Procedures
Associate Teacher Responsibilities:	See Role of Associate Teacher in Section 2
Dates to Remember: (All related documents are in the Appendix)	<ul style="list-style-type: none"> • Learning Agreement: To be completed by the Teacher Candidate and Associate Teacher by the end of the first week of the practicum • Daily Feedback Sheets: To be completed by the Associate Teacher daily as the practicum progresses • Formative Assessment: To be completed by the Associate Teacher at placement mid-point • Summative Evaluation: To be completed by the Associate Teacher by the final day of the practicum • Practicum Growth Plan: Is normally completed if the Teacher Candidate is having significant difficulty in the practicum or at risk of failing. It should be completed as soon as concerns are identified to provide opportunity for improvement.

Block D Classroom Practicum (for Year 2 TCs)

Purpose:	To consolidate previous practical and theoretical learning in a deep practicum experience that will normally represent the equivalent of the full set of teaching duties of the Associate Teacher.
Dates:	<ul style="list-style-type: none"> • See dates on Page 2 of this document.
Entry Plan:	<ul style="list-style-type: none"> • Become familiar with school policies and protocols • Meet with Associate Teacher prior to beginning of practicum to identify teaching focus, collect resources and begin planning
Teacher Candidate Responsibilities:	<ul style="list-style-type: none"> • Fulfill the teaching responsibilities as per the "<u>Practicum Expectations Chart</u>" later in this section • Maintain teacher plan book including student observations, unit plans, lesson plans, assessment and evaluation strategies resources and reflections • Provide Associate Teacher with lesson plans including learning goals expectations, assessment and evaluation strategies, lesson sequence/strategies, materials, and accommodations prior to the lesson and preferably the day before (Teacher Candidates may not teach lessons without lesson plans that have been approved by the Associate Teacher) • Participate in the wider school community including co-curricular activities, such as by assisting with field trips, observing other teachers, etc. • Attend school-based staff meetings and PD opportunities as appropriate • Assist Associate Teacher with extra duties such recess duty, lunch duty, bus duty • Refer to and follow the attendance protocol described under "Attendance" in Section 4: Policies & Procedures
Associate Teacher Responsibilities:	See Role of Associate Teacher in Section 2
Dates to Remember: (All related documents are in the Appendix)	<ul style="list-style-type: none"> • Learning Agreement: To be completed by the Teacher Candidate and Associate Teacher by the end of the first week of the practicum • Daily Feedback Sheets: To be completed by the Associate Teacher daily as the Candidate teaches • Formative Assessment: To be completed by the Associate Teacher at placement mid-point • Summative Evaluation: To be completed by the Associate Teacher by the final day of the practicum • Practicum Growth Plan: Is normally completed if the Teacher Candidate is having significant difficulty in the practicum or at risk of failing. It should be completed as soon as concerns are identified to provide opportunity for improvement.

Practicum Expectations Chart

	Year 1		Year 2	
	Block A (Nov. 21-Dec. 16, 2022, 4 wks)	Block B (Mar. 27-Apr. 28, 2023, 5 wks)	Block C (Nov. 21-Dec. 16, 2022, 4 wks)	Block D (Mar. 27-Apr. 28, 2023, 5 wks)
Workload Expectations	<ul style="list-style-type: none"> -First 2 days will be focussed observations of AT and class -As early as Day 1, the TC assists AT with daily routines, working with individual students, homework review, etc. -Teaching normally begins on Day 3, and must begin prior to the end of the first week. -From Week 2 onward, the TC should teach roughly one third to one half of the AT's teaching load. 	<ul style="list-style-type: none"> -First 2 days will be focussed observations of AT and class -As early as Day 1, the TC assists AT with daily routines, working with individual students, homework review, etc. -Teaching normally begins on Day 3, and must begin prior to the end of the first week. -The TC should then gradually increase their time teaching, and by the end of the practicum should be teaching at least a half of the AT's teaching load. 	<ul style="list-style-type: none"> -First 2 days will be focussed observations of AT and class -As early as Day 1, the TC assists AT with daily routines, working with individual students, homework review, etc. -Teaching normally begins on Day 3, and must begin prior to the end of the first week. -The TC should then gradually increase their time teaching, and by the end of the practicum should be teaching at least two-thirds of the AT's teaching load. 	<ul style="list-style-type: none"> -First 2 days will be focussed observations of AT and class -As early as Day 1, the TC assists AT with daily routines, working with individual students, homework review, etc. -Teaching normally begins on Day 3, and must begin prior to the end of the first week. -The TC should then gradually increase their time teaching, and by the end of the practicum should be teaching the AT's total (or almost total) teaching load.
Planning & Preparation	<ul style="list-style-type: none"> -Plans individual lessons with some support from AT -Begins to incorporate learning goals and success criteria into planning with support from AT -Incorporates feedback from AT into lesson revisions and/or planning future lessons 	<ul style="list-style-type: none"> -Plans individual lessons with limited support from AT -Generates effective unit plans with some support from AT -Begins to apply planning design principles that include end-of-unit learning outcomes and related assessment tools -Incorporates learning goals and success criteria into planning -Incorporates feedback from AT into lesson revisions and/or planning future lessons 	<ul style="list-style-type: none"> -Generates effective lesson plans and unit plans with minimal support from AT - Applies planning design principles that include end-of-unit learning outcomes and related assessment tools, and that account for a range of student learning needs -Incorporates learning goals and success criteria into planning -Incorporates feedback from AT into lesson revisions and/or planning future lessons -Makes explicit links to cross-disciplinary content in unit plans -Welcome co-planning opportunities 	<ul style="list-style-type: none"> -Generates effective unit plans and lesson plans -Applies planning design principles that include end-of-unit learning outcomes and related assessment tools, and that explicitly address learning needs of the particular students in the class -Incorporates learning goals and success criteria into planning -Incorporates feedback from AT into lesson revisions and/or planning future lessons -Incorporates cross-disciplinary content in lesson and unit plans -Capitalize on co-planning opportunities
Implementation	<ul style="list-style-type: none"> -Articulates lesson expectations or goals effectively; gives clear instructions -Develops appropriate pacing with practice -Follows lesson plan that has been set out and approved by the Associate Teacher - materials are prepared in advance 	<ul style="list-style-type: none"> -Articulates lesson expectations effectively; gives clear instructions -Paces lessons effectively; lessons flow well and are coherent for students -Follows lesson plan that has been set out and approved by the Associate Teacher; materials are prepared in advance -Begins to demonstrate flexibility in implementation by adapting instruction in response to emergent needs and situations 	<ul style="list-style-type: none"> -Articulates lesson expectations effectively; gives clear instructions -Paces lessons effectively; adjusts pacing in response to needs of the class; lessons flow well with clear introduction (minds-on); development phase (where students are engaged and focused on their learning), and consolidation (drawing ideas together and taking up student thinking) -Follows lesson and unit plans that have been set out and approved by the Associate Teacher; materials are prepared and organized in advance - Demonstrates flexibility in implementation by adapting instruction in response to emergent needs and situations 	<ul style="list-style-type: none"> -Articulates lesson expectations effectively; gives clear instructions -Paces lessons effectively; adjusts pacing in response to needs of the class; lessons flow well with clear introduction (minds-on); development phase (where students are engaged and focused on their learning), and consolidation (drawing ideas together and taking up student thinking) -Follows lesson and unit plans that have been approved by the Associate Teacher; materials are prepared and organized in advance - Demonstrates flexibility in implementation and pace by adapting instruction in response to student needs and situations while still keeping goals in mind

Classroom Management	<ul style="list-style-type: none"> -Establishes positive rapport and fosters a respectful classroom environment -Maintains attention of the students with some intervention support from AT -Begins to use a variety of classroom management strategies to respond to the needs of the class including the use of engaging tasks 	<ul style="list-style-type: none"> -Establishes positive rapport and fosters a respectful classroom environment -Maintains attention of the students with limited intervention support from AT -Uses a variety of classroom management strategies to respond to the needs of the class including the use of engaging tasks 	<ul style="list-style-type: none"> -Establishes positive rapport and fosters a respectful classroom environment -Maintains attention of the students with no intervention from AT -Uses a coherent set of classroom management strategies to respond to the needs of the class including the use of engaging tasks, positive and constructive feedback to students 	<ul style="list-style-type: none"> -Establishes positive rapport and fosters a respectful classroom environment -Maintains attention of the students with no intervention from AT -Uses a coherent set of classroom management strategies to respond to the needs of the class including the use of engaging tasks, positive and constructive feedback to students and ongoing monitoring of the learning environment for adjustments
Assessment & Evaluation	<ul style="list-style-type: none"> -Tracks and monitors student progress using the AT's strategies and tools -Begins to make observations of students to inform instruction -Begins to utilize a variety of assessment and evaluation strategies 	<ul style="list-style-type: none"> -Tracks and monitors student progress using a variety of tools -Makes observations of students to inform instruction -Uses a variety of assessment and evaluation strategies -Begins to apply principles of assessment for, as and of learning 	<ul style="list-style-type: none"> -Tracks and monitors student progress using a variety of tools -Makes observations of students to inform instruction -Uses a variety of assessment and evaluation strategies that support learner diversity -Applies principles of assessment for, as and of learning 	<ul style="list-style-type: none"> -Tracks and monitors student progress using a variety of tools -Makes observations of students to inform instruction -Uses a coordinated variety of assessment and evaluation strategies -Applies principles of assessment for, as and of learning with comprehensive pedagogical documentation strategies that inform instruction and evaluation
Diversity & Inclusion	<ul style="list-style-type: none"> -Begins to use a variety of teaching strategies in order to meet the needs of a diverse population of learners with support from the AT 	<ul style="list-style-type: none"> -Uses a variety of teaching strategies in order to meet the needs of a diverse population of learners -Begins to demonstrate an understanding of the diverse needs of the students in the class, and to incorporate those needs into instruction using a variety of strategies 	<ul style="list-style-type: none"> -Uses an appropriate variety of teaching strategies in order to meet the needs of a diverse population of learners -Demonstrates an understanding of the diverse needs of the students in the class, and incorporates those needs into instruction using an appropriate variety of strategies based on detailed planning 	<ul style="list-style-type: none"> -Uses a carefully selected variety of teaching strategies in order to meet the needs of a diverse population of learners -Demonstrates an understanding of the diverse needs of the students in the class, and incorporates precise strategies for meeting those particular needs within instruction
Professional Communication	<ul style="list-style-type: none"> -Communicates clearly and in a manner that facilitates effective learning 	<ul style="list-style-type: none"> -Communicates clearly and in a manner that facilitates effective learning 	<ul style="list-style-type: none"> -Communicates clearly and in a manner that facilitates effective learning 	<ul style="list-style-type: none"> -Communicates clearly and in a manner that facilitates effective learning
Professionalism	<ul style="list-style-type: none"> -Demonstrates ongoing commitment and dedication to teaching -Demonstrates initiative -Responds positively to and incorporates suggestions and feedback 	<ul style="list-style-type: none"> -Demonstrates ongoing commitment and dedication to teaching -Demonstrates initiative -Responds positively to suggestions and feedback 	<ul style="list-style-type: none"> -Demonstrates ongoing commitment and dedication to teaching -Demonstrates initiative -Responds positively to suggestions and feedback 	<ul style="list-style-type: none"> -Demonstrates ongoing commitment and dedication to teaching -Demonstrates initiative -Responds positively to suggestions and feedback

ALL PRACTICUM DATES ARE SUBJECT TO CHANGE DUE TO COVID-19 CIRCUMSTANCES.

Teacher Candidates who are off-schedule will follow the sequence of block expectations as above (A > B > C > D), but the number of weeks in each block may differ from the sequence above.

Alternative Settings Placement

Purpose:	To consolidate teacher identity and enrich educational perspective and expertise.
Dates:	<ul style="list-style-type: none"> • Normally at the end of Year 1 in the program, between April and August, but some Teacher Candidates are able to do this part-time during Year 1 in the program. The total commitment depends on the nature of the setting: 15 school days total in a school setting <i>or</i> 75 hours total in a non-school setting.
Teacher Candidate Responsibilities:	<ul style="list-style-type: none"> • Identify possible setting for placement and desired learning outcomes. • The Alternative Settings Placement should provide a context for the Teacher Candidate to enhance or broaden their perspective on education. • We encourage non-traditional educational settings to be considered. • The setting for this placement needs to relate directly to education (ie- it needs to be go beyond a strictly service-based volunteer experience). • Prior to placement, develop comprehensive expectations with the Host Professional and complete an Alternative Settings Proposal Form. • The ASP must be scheduled at times that it will never conflict with classes, practicums, Foundations Week workshops or Professional Events Week workshops. • <u>Prior to placement</u>, obtain approval of Alternative Settings Proposal Form from Faculty Advisor and submit a completed and signed Alternative Setting Proposal Form to the Practicum Office. • Complete 75 hours (non-school setting) or 15 days (school setting) <p>Teacher Candidates may opt to complete their Alternative placement in an out-of-province or international setting. <u>Please see the detailed information regarding this option in the Appendix of this handbook.</u></p> <p><i>For more information on the Alternative Settings Placement, including examples of possible placements and procedures/forms, please see Appendix.</i></p>
Host Professional Responsibilities:	<ul style="list-style-type: none"> • Review Learning Agreement with Teacher Candidate • Provide support, resources and mentoring • Complete formative assessment and summative evaluation
Dates to Remember:	<ul style="list-style-type: none"> • Formative Assessment: To be completed by the Host Professional at placement midpoint (<i>see Appendix</i>) • Summative Evaluation: To be completed by the Host Professional by the final day of the placement (<i>see Appendix</i>)

SECTION 4: POLICIES & PROCEDURES

Faculty Advisor Visits during Practicum

Each Teacher Candidate (TC) will normally be visited once each year during one of their Practicums by their Faculty Advisor. That visit should be scheduled at a time when the Faculty Advisor (FA) can observe the Teacher Candidate teaching at least one class period, and should normally allow for a debrief discussion to take place following that observation. Please note that this observation is not evaluated summatively; it is designed to support the Teacher Candidate through formative feedback from the Faculty Advisor.

At the beginning of a given Practicum, Faculty Advisors will inform Teacher Candidates and Associate Teachers (AT) in their group whether a visit to their class will be taking place during that Practicum or not. In a case of specific need, any one of the Teacher Candidate, Faculty Advisor or Associate Teacher may request an additional Practicum visit during a specific Practicum. [For example, if a TC has already been visited by their FA during the November Practicum, normally the FA would not visit in the February-April Practicum. However, if any of the three parties believes another visit in that later Practicum is necessary or important to ensure the TC's success, then the follow up visit should be arranged if possible.]

The situation above also applies to the possibility of more than one FA visit to a given TC during a particular placement. In some cases, especially in the case of a Growth Plan being implemented, an FA may need to visit the TC and AT more than once during the same Practicum.

Attendance during Practicum

By Ontario Regulation, Teacher Candidates must meet a standard number of practicum days to be certified to teach.

The following are the only grounds that are considered valid, under exceptional circumstances, for a Teacher Candidate to be absent from placement or practicum:

1. Illness.
2. Reasons of a compassionate nature.
(ie- death of a relative or other very serious unavoidable situation)
3. Religious observance.

There is a separate section below that covers situations of inclement weather.

Please make careful note that the following do NOT qualify as a valid reason to be absent: attending a wedding (even as a member of the wedding party), personal travel, a need to work long hours in another job, etc. In this regard, we apply the same approach as the district school boards normally do for their own employees. If in doubt, do not hesitate to contact the Practicum Office.

If a Teacher Candidate makes a decision to miss one or more days of Practicum for a reason that is not considered acceptable and has not been approved by the Associate Teacher, then the consequence for that absence is at the discretion of the Associate Teacher in liaison with the Practicum Office. This would be considered an appropriate ground for a termination of the Practicum, resulting in a failed Practicum. Alternatively, the Associate Teacher may elect to simply note the situation on the Summative Evaluation for the Practicum.

In a situation where there is a valid need for an absence that fits with one of the three categories outlined above, Teacher Candidates must inform their Associate Teacher and Faculty Advisor by giving as much advance notice as possible. (See section below.)

Teacher Candidates are also allowed a maximum of two days during the Block B and D Practicums for professional development (or for job interviews during Block D only). These absences must be negotiated with the Associate Teacher and the Faculty Advisor prior to the absence and as early as possible. Block A and C are too short to allow such absences.

The School of Education and Professional Learning respects Teacher Candidate absence due to religious observances, and such absences will be accommodated. 10 weeks' advance notice is required by the Practicum Office to make arrangements for accommodating such requests.

Procedure in Case of Teacher Candidate Absence

If the Teacher Candidate needs to be absent due to one of the reasons outlined above, the following procedure must be followed by the Teacher Candidate:

- 1. Inform Associate Teacher:** The TC must notify the AT as early as possible (at the absolute latest, this should be by 7am on the day of the absence, in the case of unexpected illness.)
- 2. Provide Lesson Plans:** The TC must provide complete lesson plans for the AT to use on the day of absence, for any classes that the TC would have been teaching, just as practicing teachers must provide for supply teachers.
- 3. Inform Faculty Advisor:** The TC must notify their Faculty Advisor of the absence as early as possible.
- 4. Communication Between Associate Teacher and Faculty Advisor:** In the case of any TC absence, the AT and the FA should communicate with one another to review whether the absence needs to be addressed in any further manner (ie- Has there been more than one absence? Are there any difficulties happening? etc.) Part of the reason for this communication is to serve to confirm that all parties have been mutually informed of the absence. This communication should also be copied to the Education Coordinator to be aware of the situation.

If the cumulative absences reach 3 days (regardless of the reason(s) for the absences), the Faculty Advisor and the Associate Teacher should contact the Program Manager (adrianash@trentu.ca). Official documentation (such as a medical note) for any absence of this length must be provided to the AT and the FA. The normal procedure for a 3-day absence is to allow the decision on making up time at a later date to be at the discretion of the AT and the FA collaboratively. However, if a 4th day (or more) is missed, the absence has exceeded that which can allow the TC to be given credit for the practicum/placement, and therefore the period of absence will need to be made up. The scheduling of this make-up time will be at the discretion of the Practicum Office, but it will normally be in April or May at the end of the school year in which the time was missed. Under these circumstances, Teacher Candidates should be aware that their entire placement/practicum may be in jeopardy, if the host AT is not willing to have the TC return at a later date.

Procedure in Case of Associate Teacher Absence

If the Associate Teacher is absent from placement or practicum, the TC should inform their Faculty Advisor of the situation, in order for them to be aware of the situation.

The Teacher Candidate can teach a class in the absence of the Associate Teacher, but please note that the Associate Teacher needs to still arrange for substitution coverage. The Teacher Candidate can never fill the role of substitute teacher; the legal role of supervising the students during a teacher absence must be taken by a substitute teacher (or another teacher/administrator within the school), and cannot be transferred to the Teacher Candidate.

If an Associate Teacher's absence lasts for 3 days or longer, the TC and the Faculty Advisor should communicate with both the Education Coordinator and the Program Manager (adrianash@trentu.ca) in order to discuss whether alternate arrangements need to be made, and to consider how the TC's evaluations might be affected by the absence.

Procedure in Case of Inclement Weather during Practicum

Normal school board policy in cases of inclement weather is that teachers still need to report to school. However, many school boards give the option that teachers may report to a school that is closer to their home instead of the one where they work on foul weather days, so as to reduce driving distance and thereby to make the commute safer.

As with other aspects of the attendance policy explained above, we aim to have our policy mirror the way school boards would approach the same issue. Therefore, on days where the weather is very poor (such as a day when the school buses have been cancelled) we ask that you either report to your practicum school, or to another school in the same board that is closer to your home.

However, we also recognize that some Associate Teachers and Education Coordinators would not view this as a necessary step. In some cases, they may indicate to you that they give you permission to remain at home. The Practicum Office supports this approach if it is offered by the Associate Teacher with their full support. However, please note that the AT offering this option is not the same as the Teacher Candidate requesting it. Also note that the Practicum Office's support for this is only on the condition that the AT was the one who made the offer for the TC to do so. Otherwise, the procedure of reporting to the nearest school in the same board is the official rule that would apply (or finding a way to get to your practicum school).

In order to avoid any confusion, it is appropriate for the Teacher Candidate to ask their Associate Teacher, in advance of a foul weather day, what the AT would like the TC to do in case of such circumstances.

Procedure on Professional Activity (P.A.) Day during Practicum

In advance of any P.A. Day while on practicum, Teacher Candidates are expected to discuss and develop a plan with their AT. Teacher Candidates should partake in all PA Day activities unless the AT and/or administration are unable to accommodate due to restrictions. Teacher Candidates are expected to use the day as a Planning Day for their practicum if the school is unable to include the teacher candidate in staff meetings.

Attendance during the Supporting Literacy Placement (SLP)

Teacher Candidates are expected to tutor for the entire duration of the placement except in the case of religious observance.

If an emergency, such as illness or reasons of a compassionate nature (death of a relative or another very serious unavoidable situation), prevents a Teacher Candidate from attending a tutoring session, the Reading Associate must be contacted **immediately** by phone and email. The Teacher Candidate's 4133 or 4233 course instructor must also be informed of the absence by email.

Teacher Candidates are responsible for making up the session(s) missed by negotiating the day(s) and time(s) with the Reading Associate to do this.

If the learner being tutored is absent, Teacher Candidates are not expected to make up this time. Instead, they will immediately contact the Reading Associate so that another learner can be tutored or other learners can be assisted within a classroom setting during this time.

Procedure for Professional Activity (P.A.) Day during the SLP

Teacher Candidates are responsible for seeking direction from the Reading Associate regarding attendance during Professional Activity Days. The school will decide whether Teacher Candidates will be invited to attend professional development opportunities during these days. If Teacher Candidates are excused from attending the Professional Activity Day(s), it is expected that they will use this time to plan and prepare for upcoming tutoring sessions.

Procedure in Case of Inclement Weather during the SLP

In the case of inclement weather (such as a day when school buses have been canceled), it is expected that Teacher Candidates will make a reasonable effort to safely report for tutoring.

If Teacher Candidates make the personal decision not to travel to tutoring due to personal safety concerns, they must:

- immediately notify the Reading Associate by phone and email that they are unable to attend tutoring due to extreme weather conditions.
- inform their 4133 or 4233 course instructor of the absence by email.
- negotiate a day and time with the Reading Associate to make up the missed session.

Note: A Reading Associate may choose to excuse a Teacher Candidate from making up the missed time due to inclement weather. This choice is supported by the School of Education and Professional Learning if it is freely offered by the Reading Associate. A Teacher Candidate must not ask to be excused from making up the time.

It is appropriate for Teacher Candidates to ask their Reading Associates, in advance of an inclement weather day, what the Teacher Candidates should do in case of this circumstance.

Tuberculosis Test and Vulnerable Sector Screening (VSS) Check

Pursuant to the Education Act and the policies of District Schools Boards, and in accordance with the Safe Schools Act, Teacher Candidates must have the following on file in the Practicum Office in order to begin any practicum:

1. A valid and original TB test with proof that the Teacher Candidate is free from active TB.
2. A valid, clear and original Vulnerable Sector Screening Check that includes a Pardoned Sexual Offenders Database Check. This VSS Check must be updated (a new version provided to the Practicum Office) at the mid-point of the two-year B.Ed. program.

At the beginning of each school practicum Teacher Candidates are responsible for providing these documents to the school office.

Regarding a Positive Vulnerable Sector Screening Check

If any VSS is submitted to the Practicum Office as a "positive" (ie- there is an issue of concern on the search record from the police), then the School of Education may request more information, such as an incident report related to the offense, and we will need to discuss the situation with our partner school board(s) to determine if they would be willing to host the Teacher Candidate on practicums during their time in the program. The outcome of this process may result in the Offer of Admission being rescinded (in the case of a TC who is just starting the program), or in a Teacher Candidate's participation in the program being discontinued. In the latter case, if you are already a student in the program and this situation causes your participation to be discontinued, the School of Education and Professional Learning assumes no responsibility whatsoever, financial or otherwise, caused by your withdrawal from the B.Ed. program. Your tuition and student fees for the time you have already spent in the program are not refundable.

If the School of Education and Professional Learning is able to find you a school board practicum that is willing to host you under such circumstances, and you are thereby permitted to continue with the program, it is with the understanding that you recognize that the Ontario College of Teachers (the body that will eventually approve your Ontario teaching credential) will conduct their own investigation into the matter at the time that you apply for your teaching certification (after completing the B.Ed.), and it is in no way assured that they will license you under such circumstances, even if Trent has approved you to attend the B.Ed. program. The university in no way bears any responsibility under such circumstances.

Liability / Insurance Coverage

Teacher Candidates working in classrooms and in alternative settings authorized by the Practicum Office as part of their practicum experience are covered for insurance and liability through Trent University and Workplace Safety and Insurance Board. Please note the following with regards to liability:

- During a classroom practicum, Teacher Candidates may assist a certified teacher(s) with additional duties beyond regular classroom practice (eg field trips and after school activities) provided a certified teacher is present at all times and assumes full responsibility.
- **Under no circumstances are Teacher Candidates to be left unsupervised in the classroom, on supervision duty or in co-curricular activities.**
- During an Alternative Setting Placement where the Teacher Candidate takes on duties in addition to the regular clinical practice of the setting, liability must be covered by the host organization. A letter must be provided by the supervisor of the organization deeming the Teacher Candidate responsible.
- Under no circumstance are Teacher Candidates to drive pupils in any vehicle.
- Candidates must contact the Practicum Office as soon as possible if they are injured during practicum or if they have concerns regarding liability.

Elevated Risk Activities

Any Teacher Candidate who finds herself or himself in a circumstance where s/he is being asked or expected to teach a class (or supervise an activity of any kind) wherein some element involves elevated risk, and for which the Teacher Candidate does not feel adequately trained to supervise the activity safely, should avoid undertaking that activity or supervision, and to communicate their concerns to the Associate Teacher immediately. In a case where the Associate Teacher continues to encourage/pressure the Teacher Candidate to resume/continue their potential involvement in the activity, the Teacher Candidate should contact their Faculty Advisor and/or the Practicum Office as quickly as is reasonably and safely possible in the situation.

Activities of "elevated risk" may include, but are not limited to, an outdoor education/supervision environment, an area of technical instruction, activities during a field trip, usage of various equipment in visual or performing arts classes, a physical education class or the coaching/supervision of an extracurricular activity. The Teacher Candidate's official training is highly relevant in such a situation (ie- a TC who has had training to teach gymnastics in physical education can reasonably provide a greater level of instruction in gymnastics than one who has no experience in this area.)

In addition to the general cautions noted above, it should be specifically noted that no Teacher Candidate may participate in a water-based activity of any kind or rock climbing without written permission from the School of Education.

In the case of any doubt, the TC should communicate as quickly as possible with their Faculty Advisor or the Practicum Office (if the Faculty Advisor cannot be immediately reached).

General Safety and Reporting an Accident

Teacher Candidates are expected to consider pupil, personal, and colleague safety in all planning. Consultation with the Associate Teacher and Education Coordinator should occur if there is any question regarding pupil or personal safety.

If a Teacher Candidate witnesses an accident or is personally injured, the Candidate is to follow school procedure. The Teacher Candidate is to immediately contact those individuals responsible for emergency care within the school and is to **act in a supportive role only**. He/she is also to inform the Practicum Office and keep a detailed written record of the incident whether the school requires it or not.

Discrimination and Harassment

Trent University endeavours to provide a working and learning environment that is:

- Free from discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity/expression, age, record of offences (in employment only), marital status, family status, or disability.
- Supportive of study, teaching, and research.
- Committed to the promotion of free expression.

The Trent University Policy on Discrimination and Harassment applies to all Teacher Candidates, faculty and staff relating to program activities.

Teacher Candidates are associate members of the Ontario Teachers' Federation and as such are required to adhere to the *Ethical Standards for the Teaching Profession*, the Regulation made under the Teaching Profession Act, and the Sexual Misconduct Advisory.

Difficulties in Practicums and Placements

It is expected that the Teacher Candidate (TC) and Associate Teacher (AT) will work together in a respectful and open manner to resolve issues that may arise. Open and honest communication is encouraged.

- If resolution does not occur, the TC and AT are to contact the Faculty Advisor. Associate Teachers are encouraged to also involve the Education Coordinator.
- A meeting will be scheduled to discuss issues in a professional manner with a dated, written record of the concerns. The Practicum Office must be made aware of significant and/or ongoing issues.

On occasion a TC may struggle with the expectations of a practicum. **If an AT is concerned about a TC's progress, he/she is asked to notify both the school's Education Coordinator (EC) and the TC's Faculty Advisor immediately so appropriate action may be taken.**

If a TC is not demonstrating the expectations of the practicum as outlined, and/or is at risk of failing the practicum, the following process will normally be followed to provide support to the candidate:

1. The Faculty Advisor will be notified by the TC and the Education Coordinator or AT as soon as it is recognized that there are issues and that the TC may not be successful in the practicum. (Often this occurs at the time of the formative assessment.)
2. The TC, AT and Faculty Advisor will meet and normally complete a Practicum Growth Plan with timelines for improvement. The plan will include:
 - Specific areas requiring improvement
 - Specific actions and steps for improvement
 - Resources
 - Success criteria
 - Review date
3. If successful improvement has not occurred by the review date the candidate will fail the practicum. In exceptional circumstances, the Growth Plan and review date may be revised. If the requirements of the Growth Plan have been met by the review date, then the TC will continue the practicum without the Growth

Plan continuing to be present. However, it should be noted that successfully meeting the Growth Plan's requirements does NOT guarantee that the TC will pass the practicum. Likewise, if a serious difficulty emerges quickly, the AT and/or host school are fully within their rights to fail the TC on the practicum, regardless of whether a Growth Plan was commenced or completed. **The lack of a Growth Plan having been established will not be viewed as an excuse for failing a Practicum or Placement.**

4. If unsuccessful, the Teacher Candidate will be notified in writing by the Practicum Manager indicating that he/she has failed the practicum and is at risk of not meeting the standard required to be successful in the practicum component of the B.Ed. degree. Mandatory intervention strategies will be outlined and will normally include completing an additional practicum and observation by the EC, principal or another Faculty Advisor.
5. The setting of the additional practicum will be established with input from the Practicum Office and the Faculty Advisor and will be supervised by the Faculty Advisor. The practicum will not normally be in any school where the Teacher Candidate has had a previous practicum. Please note that once a placement has been failed, the Teacher Candidate will be off-track in their program completion schedule. **The School of Education is not able to make any guarantees regarding the timing of subsequent practicums.** This may result in a delay of program completion for the Teacher Candidate (which may result in an inability to attend Convocation), and **in some cases may result in one or more of the subsequent practicums being scheduled in the following school year.**
6. If the Teacher Candidate fails a second practicum, he/she will fail the overall practicum component of the program, will not receive the B.Ed. degree and will not be recommended to OCT. The same is true if a Teacher Candidate has failed one practicum and any one course in the B.Ed. program.

During the Alternative Settings placement, Associate Teachers and Host Professionals working with Teacher Candidates are to contact the Candidate's Faculty Advisor or the Practicum Manager (705-748-1011 x7723) immediately if there is any indication that the TC may not be successful in the practicum. Teacher Candidates who are not meeting the expectations at the time of the formative assessment will normally have a Growth Plan put in place.

Withdrawal from a Practicum or Placement

Involuntary Withdrawal from Practicum or Placement

It may be deemed necessary to immediately withdraw a Teacher Candidate (TC) from a practicum or placement. If a TC is asked to leave a practicum or placement, it will be considered as a failure. The following are examples of situations which may result in a TC being immediately withdrawn from a practicum.

- A report by the practicum school or School of Education of conduct that contravenes the Foundations of Professional Practice (OCT) or violates the Teaching Profession Act and the College of Teachers Act. Regulation 437/97 of The Standards of Practice for the Teaching Profession, Regulation 437/97 (www.oct.ca) clearly defines acts of professional misconduct. Teacher Candidates are responsible for being aware of possible infractions.
- A report by the practicum school or School of Education of physical or sexual abuse, harassment or other misconduct.
- A determination by the practicum school or School of Education that the presence of the Teacher Candidate constitutes a threat to or compromises the physical, educational or emotional well-being of the students.
- A determination by the Associate Teacher, the practicum school, or the School of Education that the Teacher Candidate is guilty of dereliction of duty and/or breach of professionalism. This may include but is not

limited to absenteeism, lateness, lack of preparation and planning, lack of commitment to students and student learning or professional misconduct.

- A determination by the practicum school that the Teacher Candidate does not have the knowledge, skills, attitudes, commitment, communication skills or interpersonal skills (as outlined in the practicum assessments and evaluations) to implement the program in a manner that does not compromise the education of the students.
- A determination by the practicum school or the School of Education that continuation in the practicum is not in the best interest of the practicum school or the Faculty of Education. This may include actions that bring either organization into disrepute.
- Inappropriate communication with students, parents, Associate Teachers, Faculty Advisors, peers, staff, the school community, etc. This includes (but is not limited to) all forms of electronic communication.

Note: Allegations of unprofessional behaviour by a Teacher Candidate will be dealt with through the School of Education and partner school/District School Board. The School of Education has the right to deny practicum or withdraw Teacher Candidates from practicums/placements if they do not adhere to the Ontario College of Teachers Foundations of Professional Practice, the Education Act or District School Board Policy, even if the behaviour in question does not occur while in a practicum.

Voluntary Withdrawal from Practicum or Placement

Under no circumstances should a Teacher Candidate (TC) simply walk out of a difficult or challenging practicum or placement. The TC should contact the Faculty Advisor immediately if the situation cannot be resolved at the school, or if there are mitigating circumstances preventing the TC from meeting the expectations of the practicum. If a TC withdraws from a practicum or placement, it will be considered a fail, and the TC must redo the entire practicum or placement at a later date. The School of Education is not able to make any guarantees regarding the timing of subsequent practicums.

Teaching is complex and multi-dimensional. Teachers have a position of trust and must demonstrate competence and responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public. Faculties of Education have a duty of care to ensure that teacher candidates possess the skills and abilities necessary to meet this responsibility. **In some cases Teacher Candidates may be required to provide documentation supporting their fitness to assume the responsibility of a teacher.**

Partial Credit for a Practicum or Placement after Withdrawal

If a placement ends early due to either involuntary or voluntary withdrawal, or if the final result of the practicum or placement is a "fail" for any other reason, the Teacher Candidate shall not receive any credit for any portion of the time on that practicum/placement. The entire practicum/placement must be passed in order for credit to be given. Therefore, if a practicum or placement ends early, it will need to be repeated in its entirety.

Note on Failing Practicums

Teacher Candidates who fail one practicum or placement will be provided with the opportunity to redo that practicum or placement at a school determined by the Practicum Office. **Teacher Candidates who fail two practicums/placements (a make-up practicum constitutes a separate practicum) will fail the overall practicum component of the program.** As such, they will not receive their B.Ed. nor be recommended to the Ontario College of Teachers for certification, and will need to discontinue the B.Ed. program. The same is true of any TC who fails one practicum or placement as well as one course or half-course in the academic portion of the program.

Preparing for Re-Entry to Practicum

When a Teacher Candidate fails a Practicum or Placement, the Practicum Office will work to ensure the Teacher Candidate has as much support as possible to prevent a second fail (and therefore an automatic removal from the B.Ed. program) from occurring. Toward that end, some or all of the following measures may be required subsequent to the conclusion of an unsuccessful practicum:

- 1. DEBRIEF MEETING:** A debrief meeting with the TC, FA and the Practicum Manager to reflect on the circumstances of the unsuccessful outcome will normally take place.
- 2. OBSERVATIONAL PERIOD:** A period of reflection prior to re-commencing a new Practicum will normally be initiated. During the reflection period, the Teacher Candidate may be offered the chance to take part in a period of observation in a classroom in a different school. The need for an observational period will depend on the nature of the difficulties that the Teacher Candidate encountered. This observation period will not be for credit, but may be required as a prerequisite to re-commencing a new Practicum. This will be a guided observation, in which the observational focus will be on elements which the Teacher Candidate may have struggled with previously.
- 3. REFLECTION PAPER:** The Teacher Candidate will normally be asked to write a reflection paper on strategies to focus on to avoid a repetition of the unsuccessful result. The reflection paper will be shared with the Faculty Advisor and the Practicum Manager. This will not be for credit, but may be required as a prerequisite to re-commencing a new Practicum.

Once the Teacher Candidate has fulfilled the necessary measures to allow for re-entry to practicum, the Practicum Office will endeavor to find a new practicum in the most timely manner possible. However, please note that the Practicum Office makes no guarantees regarding the ability to re-schedule the practicum quickly, nor at a time that will be convenient for the Teacher Candidate. It is likely that any re-scheduled practicum will result in the Teacher Candidate's program schedule being significantly disrupted, and may result in a delay in program completion, which will possibly require a "Time Limit Extension" being implemented, in which the timeline for program completion would be extended into a third year.

Appeal Process

In accordance with Trent University's Academic Appeals Policy, the following procedure applies to Teacher Candidates wishing to appeal a failed practicum.

A Teacher Candidate should first discuss the failure of a practicum with the Associate Teacher(s), Faculty Advisor and the Practicum Manager. If these discussions do not satisfy the Teacher Candidate and the Teacher Candidate wishes to appeal, the following formal procedures must be initiated:

First Stage of Appeal:

Within two weeks of receiving the summative evaluation, a Teacher Candidate must make a **written appeal** to the Practicum Manager regarding a failure assigned by the Associate Teacher/Host Professional. The Teacher Candidate must detail the grounds of the appeal. Within three working days, the Practicum Manager will send a copy of the Teacher Candidate's appeal to the Associate Teacher/Host Professional, Faculty Advisor, and School Principal.

In consultation with the Candidate, Associate Teacher/Host Professional, Principal of the school, and the Faculty Advisor, the Practicum Manager will review the case and submit a written statement to all parties granting or denying the appeal and stating the rationale for the decision.

Second Stage of Appeal:

Within two weeks of receiving the decision of the Practicum Manager, the Teacher Candidate may appeal the decision to the Dean of the School of Education and Professional Learning. The Teacher Candidate must outline the grounds of the appeal. The Dean will accept only written submissions.

In consultation with the Candidate, Associate Teacher/Host Professional, Principal of the school, the Faculty Advisor, and the Practicum Manager, the Dean will review the case and submit a written statement to all parties granting or denying the appeal and stating the rationale for the decision.

Final Stage of Appeal:

Within four weeks of receipt of the ruling of the Dean, the Teacher Candidate may appeal the ruling to the Trent University Special Appeals Committee. Teacher Candidates are directed to contact the Secretary of Senate through the University Secretariat to obtain the appeal documentation. The decision of the Special Appeals Committee is final.

The appeals process above is only for the purpose of considering whether the failed practicum will stand as a fail or be considered as a non-result. However, a failed practicum cannot be turned into a pass. A pass can only be granted by an Associate Teacher who has observed the Teacher Candidate's teaching over the duration of the practicum; this stipulation is a part of the School of Education and Professional Learning's accreditation conditions and cannot be overridden by the appeals process. In the case of a successful appeal, the Teacher Candidate will still need to re-do the practicum in question, but they will no longer have a fail on their record.

Complaints against Associate Teachers

Teacher Candidates need to understand that Associate Teachers have a supervisory role. Although a collegial relationship is maintained, the Associate Teacher is responsible for the assessment of the Teacher Candidate and therefore the TC and the AT do not have equal roles in the working relationship.

As Teacher Candidates are associate members of the Ontario Teachers' Federation, they are subject to the regulations of the Teaching Profession Act (Section 4.2). If a Teacher Candidate deems it necessary to make an adverse report about a teacher to a third party, the following process applies.

- The Teacher Candidate is encouraged to discuss the concern privately and professionally with the Faculty Advisor
- If the Teacher Candidate still feels it is necessary to make an adverse report, the candidate must "furnish the Associate Teacher with a written statement of the report at the earliest possible time and not later than three days after making the statement"

Teacher Candidates must be aware that participation in negative conversations about Associate Teachers or any school community member is considered unprofessional behaviour. In December 2008 OTF provided a resource titled "OTF Guidelines Regarding Harassment Complaints That Arise During Practicum Placements" which is available online. This can be found at the following link:

<http://www.otffeo.on.ca/en/wp-content/uploads/sites/2/2013/11/HarassmentGuidelines1.pdf>

Please note that the link above may change, but all Teacher Candidates are responsible for being familiar with current guidelines regarding this issue.

APPENDIX I: Terminology

Practicum Course	The practicum course is taught by the Teacher Candidate's Faculty Advisor.
Practicum	Field experiences that take place in a regular classroom setting are called practicums. There are four practicums in the Trent B.Ed. program: A, B, C, D.
Placement	A non-classroom field experience is referred to as a "placement". There are two placements in the Trent B.Ed. program: the Supporting Literacy Placement and the Alternative Settings Placement.
Teacher Candidate	A student who is enrolled in the B.Ed. program
Associate Teacher	An individual who interacts with a Teacher Candidate in order to: a) provide a mentoring role, b) share expertise, and c) open his/her classroom to the Teacher Candidate.
Host Professional	An individual who acts as a mentor during the Alternative Settings Placement, in a non-school setting.
Reading Associate	An individual who acts as a mentor during the Supporting Literacy Placement.
Education Coordinator	A teacher or administrator who acts as the main contact and coordinator of all matters related to Teacher Candidates at the school.
Faculty Advisor	A university faculty member who teaches the practicum course and who supports Teacher Candidates during practicum and throughout the program.
Program Manager	The university faculty member who carries program responsibilities for the organization, coordination, and record keeping of all practicums.
Professional Teaching Portfolio	The Professional Teaching Portfolio is a reflective tool used by the Teacher Candidate to demonstrate teaching skills and knowledge, reflect on teaching practice, and articulate growth throughout the program.
Field Experience	Any placement or practicum
Formative Assessment	Written feedback provided at mid-point of the practicum to allow Teacher Candidate to build on strengths and address areas for growth.
Summative Evaluation	Written feedback provided at the end of the practicum, reflecting on Teacher Candidate strengths, growth and areas for future growth, and provide an overall evaluation of pass/fail.

APPENDIX II: Classroom Practicum Learning Agreement



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LEARNING

Classroom Practicum Learning Agreement

When complete, a copy of this agreement should go to the TC, AT and the FA.

This form is not submitted to the Practicum Office.

Check applicable: Block A Block B Block C Block D

Due: By the end of the first week of Practicum

*This agreement is an opportunity for the Associate Teacher and the Teacher Candidate to share goals and expectations for the placement and to facilitate planning. It is **flexible and subject to change** upon final approval by the Associate Teacher in discussion with the Teacher Candidate.*

Teacher Candidate: _____ School: _____

Faculty Advisor: _____ Grade and subjects: _____

Associate Teacher: _____ District School Board: _____

Agreement Outlined by Associate Teacher and Teacher Candidate:

Responsibilities:

(Include individual lessons and specific units to be developed and taught, possible co-curricular involvement and other learning opportunities)

Learning Expectations:

(Include specific skills such as tracking and documentation of student work, implementation of class management strategies, use of technology in lessons, development of learning goals and success criteria etc.)

Confirmation of Agreement:

Teacher Candidate Signature: _____ Date: _____

Associate Teacher Signature: _____ Date: _____

PLEASE SHARE A COPY OF THE FINAL AGREEMENT WITH THE FACULTY ADVISOR FOR THIS TC.
THIS FORM IS NOT TO BE SUBMITTED TO THE PRACTICUM OFFICE.

APPENDIX III: Lesson Plan Components

Although format may vary, the following components are expected in lesson plans. Teacher Candidates are expected to provide Associate Teachers with lesson plans prior to teaching, with ample time for revision.

Learning Goals and Success Criteria:

- What will students understand / know / be able to do by the end of the lesson?

Curriculum Expectations:

- Overall Expectations
 - Directly from Unit Plan
- Specific Expectations
 - Directly from Unit Plan

Assessment/Evaluation:

- Identify purpose of assessment: for, of or as learning
- How will the students demonstrate their learning?
- How will the teacher document/track students learning?
- Key questions

Materials/Resources:

- What must be prepared ahead of time?
 - For the students
 - For the teacher

Lesson Sequence:

- Activating Student Thinking
 - Mental set: motivational strategy / activation of prior knowledge/hook
 - Key questions
- Developing Student Thinking
 - Development: how does the lesson develop?
 - What will the teacher/students be doing?
 - Key Questions
- Consolidating Student Thinking
 - Consolidation: summarization of learning / application to other learning / reporting on learning
 - Key questions

Accounting for Learning Diversity:

- What specific strategies/materials will be used to respond to the diversity of learners? (consider: gender, language, culture, learning styles, special learning needs, differentiated instruction, IEP accommodations)
- What may students have difficulty with? How will this be addressed?

Reflection:

- Build on feedback from Associate Teacher. Consider:
 - What worked and why?
 - What didn't work and why?
 - What will you do differently next time?
 - What surprised you?
 - Did students demonstrate the success criteria?

APPENDIX IV: Assessment of Teacher Candidates

The assessment of Teacher Candidate performance is one of the more important responsibilities of Associate Teachers and Faculty Advisors, as it provides specific feedback and guidance for growth. The process is most likely to be effective and fair if the Associate Teacher and Faculty Advisor:

- Use the established forms and guidelines
- Maintain comprehensive and accurate documentation
- Provide a realistic assessment of candidate performance in relation to his/her stage of development as a teacher
- Maintain ongoing open and honest communication with the candidate regarding strengths, learning goals and specific strategies to improve teaching practice

General Guidelines for Assessment

When assessing Teacher Candidates, Associate Teachers are asked to take into consideration the stage of Teacher Candidate development within the Bachelor of Education program. Teacher Candidates should be assessed as developing teachers and not first year or experienced teachers. Expectations will increase throughout the B.Ed. year.

- Associate Teachers provide ongoing feedback to Teacher Candidates orally and/or in writing using the Daily Feedback Sheets or Performance Checklists. Both are provided in the package of materials sent to schools. Constructive feedback should be very specific and focus on strengths as well as areas for improvement.
- Formative assessment provides critical feedback to the Teacher Candidate regarding progress. **A Practicum Growth Plan is normally put in place if the Teacher Candidate is having difficulty in the practicum or is at risk of failing the practicum.** It should be completed in consultation with the Faculty Advisor and the Teacher Candidate and be done as soon as a concern is identified. The purpose of the Growth Plan is to provide specific steps and actions for improvement and success criteria. (If the Teacher Candidate receives any ratings of "Not Meeting Expectations" on the Formative Assessment, a Growth Plan should normally be put in place. In this case, the EC or AT is asked to contact the Faculty Advisor.)
- Practicum expectations increase significantly from the formative assessment to the summative evaluation. Teacher Candidates must understand that meeting the expectations of the practicum at the time of the formative assessment does not guarantee that expectations will be met at the time of the summative evaluation. A Practicum Growth Plan may need to be implemented after the time of the formative assessment.
- Ratings in the individual competencies should correspond to the frequency and degree of the Teacher Candidate's demonstration of the identified knowledge, skills and behaviours.
- Candidates will receive a rating of pass/fail for all practicum. This is a holistic rating and reflects the candidate's overall success in the practicum.
- Faculty Advisors will provide anecdotal feedback (oral and written) of one lesson in the Initial Classroom Practicum and one lesson in the Extended (Full-Time) or Continuous (Part-Time) Classroom Practicum.
- Faculty Advisors will share their observations with the Teacher Candidate (and Associate Teacher if appropriate).
- Teacher Candidates will be familiar with the established procedures for practicum assessment and seek clarification of comments and suggestions where necessary.

Assessment Issues in Cases of More Than One Associate Teacher

If a Teacher Candidate has been assigned to work with more than one Associate Teacher (this can take place at the discretion of the practicum school, as long as the Education Coordinator informs the Faculty Advisor and the Practicum Office), there will always be one Associate Teacher who will be considered to be the "main" AT. This is likely to be the first person to whom the TC was initially assigned, and in most cases will be the one with whom the TC is teaching the most.

If the practicum school wishes to change the AT who is considered to be the main AT for a given TC, they can do so by sending an email to the Practicum Office.

While each of the ATs with whom a TC is placed are invited to submit a formative assessment and summative evaluation, the main AT's summative evaluation will normally be the one used to determine the official outcome of the practicum. This would be most relevant in a case where one AT passes the TC, while another AT fails the same TC for the same practicum.

Primary Supporting Literacy Placement Formative Assessment

(Teacher Candidates are responsible for placing a copy of this document in their Tutor Binder in Section Four: Teacher Candidate's Placement Assessments and Reflections)

Teacher Candidate: _____

Placement Dates: _____

Reading Associate: _____

School: _____

Competencies	Not Meeting Expectations	Meeting Expectations
<p>Session Planning and Preparation</p> <p>Plans individualized sessions and sets appropriate reading goals based on each learner's assets, specific recorded observations and multiple forms of data</p> <p>Writes plans at least the day before tutoring and ensures suitable instructional materials are prepared ahead of time and easily accessible</p> <p>Seeks and incorporates Reading Associate's and/or Classroom Teacher's suggestions for improvement</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Interactions with Learners</p> <p>Demonstrates positive, professional rapport and respectful interactions with learners</p> <p>Maintains learners' attention and engagement using appropriate pacing, breaks, and adaptation of instruction and materials as needed</p> <p>Consults learners in goal setting and text selections for the next session</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p>

Primary Supporting Literacy Placement Summative Evaluation

Due by: **Final day of placement**

(Teacher Candidates are responsible for placing a copy of this document in their Tutor Binder in Section Four: Teacher Candidate's Placement Assessments and Reflections)

Teacher Candidate: _____

Placement Dates: _____

Reading Associate: _____

School: _____

Competencies	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
<p>Session Planning and Preparation</p> <p>Plans individualized sessions and sets appropriate reading goals based on each learner's assets, interests and needs, and specific recorded observations and multiple forms of data.</p> <p>Writes plans at least the day before tutoring and ensures suitable instructional materials are prepared ahead of time and easily accessible</p> <p>Seeks and incorporates Reading Associate's and/or Classroom Teacher's suggestions for improvement</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>Interactions with Learners</p> <p>Demonstrates positive, professional rapport and respectful interactions with learners</p> <p>Maintains learners' attention and engagement using appropriate pacing, breaks, and adaptation of instruction and materials as needed</p> <p>Consults learners in goal setting and text selections for the next session</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

Competencies	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
Parent(s)/Guardian(s) Letters Demonstrates professional writing proficiency Focuses on learners' literacy progress Incorporates edits, revisions, and suggestions from colleagues	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Professionalism Respects and maintains confidentiality Demonstrates positive and respectful interactions and communication with school community Arrives well-before bell time, attends each session, and arranges to make up any missed sessions Next Steps from Formative Assessment implemented Demonstrates a positive attitude, flexibility and openness to learning opportunities	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Overall Rating The overall rating is holistic and reflects the Teacher Candidate's overall success.	Pass <input type="checkbox"/>	Fail <input type="checkbox"/>
---	---	---

Reading Associate's Comments

Please comment on the Teacher Candidate's ability to engage, respond to and support the learners in a respectful manner.

Reading Associate's Signature _____ Date _____

Teacher Candidate's Signature _____ Date _____

Due by: **mid-point of placement**

Teacher Candidate is responsible to place a copy of this document in their Tutor Binder

Teacher Candidate: _____

Placement Dates: _____

Reading Associate: _____

School: _____

**FOR REFERENCE ONLY:
The actual evaluation form
will be online.**

Guidelines for Levels of Assessment

Not Meeting Expectations	Meeting Expectations
<p>Inconsistent and limited tutoring practice as evident by:</p> <ul style="list-style-type: none"> • application of concepts and skills related to reading • application of the theories associated with learner assets, interests, learning styles, and needs • planning and preparation • acceptance and incorporation of suggestions for improvement • tutoring practices contributing to learners' well-being and development 	<p>Consistent and tutoring practice as evident by:</p> <ul style="list-style-type: none"> • planning and goal setting based on specific observations and multiple forms of data • a variety of appropriate instructional strategies • the selection of suitable materials and activities • implementation of suggestions for improvement

Competencies	Not Meeting Expectations	Meeting Expectations
Session Planning and Preparation Completion of plans Learning goals for learners Instructional activities and materials	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Learning Environment Working relationship with learners Engagement of learners in learning Working atmosphere	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Assessment and Evaluation Use of data to inform session planning Learner involvement in assessment practice Communication with learners, parents and guardians and teacher colleagues	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Professionalism Confidentiality Working relationships with colleagues Reliability Attitude	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

A Growth Plan is necessary at this time: Yes No

If a Growth Plan is necessary, please contact the School of Education.

Reading Associate's Comments

Teacher Candidate's Strengths

Learning/Teaching Focus

Suggested Strategies(Next Steps)

Reading Associate's Signature _____ **Date** _____

Teacher Candidate's Signature _____ **Date** _____



FOR REFERENCE ONLY:
The actual evaluation form
will be online.

Due by: **final day of placement**

Teacher Candidate is responsible to place a copy of this document in their Tutor Binder

Teacher Candidate: _____

Placement Dates: _____

Reading Associate: _____

School: _____

Guidelines for Levels of Assessment

Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
<p>Inconsistent and limited tutoring practice as evident by:</p> <ul style="list-style-type: none"> • application of concepts and skills related to reading • application of the theories associated with learner assets, interests, learning styles, and needs • planning and preparation • acceptance and incorporation of suggestions for improvement • tutoring practices contributing to learners’ well-being and development 	<p>Consistent and tutoring practice as evident by:</p> <ul style="list-style-type: none"> • planning and goal setting based on specific observations and multiple forms of data • a variety of appropriate instructional strategies • the selection of suitable materials and activities • implementation of suggestions for improvement 	<p>Insightful and informed tutoring practice as evident by:</p> <ul style="list-style-type: none"> • detailed planning and goal setting based upon multiple forms of data, observations, and learner input • the application of sound, engaging, and interactive instructional strategies • the selection of appealing materials and activities based on a deep understanding of the individual learners • readily implementing suggestions for improvement • thoughtful reflection

Competencies	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
Session Planning and Preparation			
Completion of plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning goals for learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional activities and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Environment			
Working relationship with learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement of learners in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment and Evaluation			
Use of data to inform session planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner involvement in assessment practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication with learners, parents and guardians and teacher colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professionalism			
Confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working relationships with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating

Pass

Fail

The overall rating is holistic and reflects the Teacher Candidate's overall success.

Reading Associate's Comments

Please comment on the Teacher Candidate's ability to engage, respond to and support the learners in a respectful manner.

Reading Associate's Signature _____ **Date** _____

Teacher Candidate's Signature _____ **Date** _____

1600 West Bank Drive, Peterborough, Ontario, Canada
 Phone: (705)748-1011 Ext. 7320, practicum@trentu.ca

FOR REFERENCE ONLY:
The actual evaluation form
will be online.

Teacher Candidate:				
Associate Teacher:				
Faculty Advisor:			Practicum Start Date	
Grade Level/Subject:			Practicum End Date:	

Guidelines for Assessment of the Competencies

Not Yet Meeting Expectations	Meeting Expectations	Surpassing Expectations
Does not yet demonstrate satisfactory planning and teaching practice. Commitment to students not yet fully in evidence. Not yet meeting the appropriate expectations at this stage of teacher development. May be receptive to suggestions for improvement, but does not (or is not able to) implement the suggestions in an effective manner. Requires significant support to be successful. If a Teacher Candidate completes a practicum with multiple competencies at this level, this would normally be indicative of an unsuccessful overall outcome.	Demonstrates consistent and appropriate planning and teaching practice and commitment to learner needs. Responds to suggestions for improvement and works to implement strategies to improve teaching practice with assistance. Meets the expectation at this stage of teacher development. May require some general ongoing guidance, but Teacher Candidate has the capacity for improvement and appropriate critical self-reflection. A Teacher Candidate at this level is indicative of a current passing result.	Demonstrates highly effective teaching practice, passion, insight and deep commitment to students. Plans and implements highly effective lessons to meet learner needs and maintains a safe and respectful learning environment. Actively seeks feedback and uses personal reflection to grow and enhance teaching practice. Surpasses the expectation at this stage of teacher development.

	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
<i>(check one)</i>			
Meeting Block A expectations in Planning and Preparation. -Plans individual lessons with some support from AT -Begins to incorporate learning goals and success criteria into planning with support from AT -Incorporates feedback from AT into lesson revisions and/or planning future lessons			
Meeting Block A expectations in Implementation. -Articulates lesson expectations or goals effectively; gives clear instructions -Develops appropriate pacing with practice -Follows lesson plan that has been set out and approved by the Associate Teacher -Materials are prepared in advance			
Meeting Block A expectations in Classroom Management. -Establishes positive rapport and fosters a respectful classroom environment -Maintains attention of the students with some intervention support from AT -Begins to use a variety of classroom management strategies to respond to the needs of the class including the use of engaging tasks			

	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
Meeting Block A expectations in Assessment and Evaluation. -Tracks and monitors student progress using the AT's strategies and tools -Begins to make observations of students to inform instruction -Begins to utilize a variety of assessment and evaluation strategies			
Meeting Block A expectations in Diversity and Inclusion. -Begins to use a variety of teaching strategies in order to meet the needs of a diverse population of learners with support from the AT			
Meeting Block A expectations in Professional Communication. -Communicates clearly and in a manner that facilitates effective learning			
Meeting Block A expectations in Professionalism. -Demonstrates ongoing commitment and dedication to teaching -Demonstrates initiative -Responds positively to and incorporates suggestions and feedback			
Overall progress to date in Block A (if "Not Meeting Expectations" is checked off, this is an indicator that the TC is not currently passing and a Growth Plan needs to be developed in cooperation with the Faculty Advisor)			

Comments

Areas of Strength
Next Steps

**FOR REFERENCE ONLY:
The actual evaluation form
will be online.**

Teacher Candidate:			
Associate Teacher:			
Faculty Advisor:		Practicum Start Date:	
Grade Level/Subject:		Practicum End Date:	

Guidelines for Assessment of the Competencies

Not Yet Meeting Expectations	Meeting Expectations	Surpassing Expectations
Does not yet demonstrate satisfactory planning and teaching practice. Commitment to students not yet fully in evidence. Not yet meeting the appropriate expectations at this stage of teacher development. May be receptive to suggestions for improvement, but does not (or is not able to) implement the suggestions in an effective manner. Requires significant support to be successful. If a Teacher Candidate completes a practicum with multiple competencies at this level, this would normally be indicative of an unsuccessful overall outcome.	Demonstrates consistent and appropriate planning and teaching practice and commitment to learner needs. Responds to suggestions for improvement and works to implement strategies to improve teaching practice with assistance. Meets the expectation at this stage of teacher development. May require some general ongoing guidance, but Teacher Candidate has the capacity for improvement and appropriate critical self-reflection. A Teacher Candidate at this level is indicative of a current passing result.	Demonstrates highly effective teaching practice, passion, insight and deep commitment to students. Plans and implements highly effective lessons to meet learner needs and maintains a safe and respectful learning environment. Actively seeks feedback and uses personal reflection to grow and enhance teaching practice. Surpasses the expectation at this stage of teacher development.

	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
	<i>(check one)</i>		
Meeting Block A expectations in Planning and Preparation:			
-Plans individual lessons with some support from AT			
-Begins to incorporate learning goals and success criteria into planning with support from AT			
-Incorporates feedback from AT into lesson revisions and/or planning future lessons			
Meeting Block A expectations in Implementation:			
-Articulates lesson expectations or goals effectively; gives clear instructions			
-Develops appropriate pacing with practice			
-Follows lesson plan that has been set out and approved by the Associate Teacher			
-Materials are prepared in advance			

	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
Meeting Block A expectations in Classroom Management:			
-Establishes positive rapport and fosters a respectful classroom environment			
-Maintains attention of the students with some intervention support from AT			
-Begins to use a variety of classroom management strategies to respond to the needs of the class including the use of engaging tasks			
Meeting Block A expectations in Assessment and Evaluation:			
-Tracks and monitors student progress using the AT's strategies and tools			
-Begins to make observations of students to inform instruction			
-Begins to utilize a variety of assessment and evaluation strategies			
Meeting Block A expectations in Diversity and Inclusion:			
-Begins to use a variety of teaching strategies in order to meet the needs of a diverse population of learners with support from the AT			
Meeting Block A expectations in Professional Communication:			
-Communicates clearly and in a manner that facilitates effective learning			
Meeting Block A expectations in Professionalism:			
-Demonstrates ongoing commitment and dedication to teaching			
-Demonstrates initiative			
-Responds positively to and incorporates suggestions and feedback			
Overall Block A Result:			
(if "Not Meeting Expectations" is checked off, this indicates that the TC has not been successful on this Practicum and will not get credit for passing the Practicum.)			

Comments

Areas of Strength
Next Steps

FOR REFERENCE ONLY:
The actual evaluation form
will be online.

Teacher Candidate:		School:	
Associate Teacher:		School Board:	
Faculty Advisor:		Practicum Start Date:	
Grade Level/Subject:		Practicum End Date:	

Guidelines for Assessment of the Competencies

Not Yet Meeting Expectations	Meeting Expectations	Surpassing Expectations
Does not yet demonstrate satisfactory planning and teaching practice. Commitment to students not yet fully in evidence. Not yet meeting the appropriate expectations at this stage of teacher development. May be receptive to suggestions for improvement, but does not (or is not able to) implement the suggestions in an effective manner. Requires significant support to be successful. If a Teacher Candidate completes a practicum with multiple competencies at this level, this would normally be indicative of an unsuccessful overall outcome.	Demonstrates consistent and appropriate planning and teaching practice and commitment to learner needs. Responds to suggestions for improvement and works to implement strategies to improve teaching practice with assistance. Meets the expectation at this stage of teacher development. May require some general ongoing guidance, but Teacher Candidate has the capacity for improvement and appropriate critical self-reflection. A Teacher Candidate at this level is indicative of a current passing result.	Demonstrates highly effective teaching practice, passion, insight and deep commitment to students. Plans and implements highly effective lessons to meet learner needs and maintains a safe and respectful learning environment. Actively seeks feedback and uses personal reflection to grow and enhance teaching practice. Surpasses the expectation at this stage of teacher development.

	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
	<i>(check one)</i>		
Meeting Block B expectations in Planning and Preparation. -Plans individual lessons with limited support from AT -Generates effective unit plans with some support from AT -Begins to apply planning design principles that include end-of-unit learning outcomes and related assessment tools -Incorporates learning goals and success criteria into planning -Incorporates feedback from AT into lesson revisions and/or planning future lessons			
Meeting Block B expectations in Implementation. -Articulates lesson expectations effectively; gives clear instructions -Paces lessons effectively; lessons flow well and are coherent for students -Follows lesson plan that has been set out and approved by the Associate Teacher; materials are prepared in advance -Begins to demonstrate flexibility in implementation by adapting instruction in response to emergent needs and situations			

	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
Meeting Block B expectations in Classroom Management. -Establishes positive rapport and fosters a respectful classroom environment -Maintains attention of the students with limited intervention support from AT -Uses a variety of classroom management strategies to respond to the needs of the class including the use of engaging tasks			
Meeting Block B expectations in Assessment and Evaluation. -Tracks and monitors student progress using a variety of tools -Makes observations of students to inform instruction -Uses a variety of assessment and evaluation strategies -Begins to apply principles of assessment for, as and of learning			
Meeting Block B expectations in Diversity and Inclusion. -Uses a variety of teaching strategies in order to meet the needs of a diverse population of learners -Begins to demonstrate an understanding of the diverse needs of the students in the class, and to incorporate those needs into instruction using a variety of strategies			
Meeting Block B expectations in Professional Communication. -Communicates clearly and in a manner that facilitates effective learning			
Meeting Block B expectations in Professionalism. -Demonstrates ongoing commitment and dedication to teaching -Demonstrates initiative -Responds positively to suggestions and feedback			
Overall progress to date in Block B (if "Not Meeting Expectations" is checked off, this is an indicator that the TC is not currently passing and a Growth Plan needs to be developed in cooperation with the Faculty Advisor)			

Comments

Areas of Strength
Next Steps

FOR REFERENCE ONLY:
The actual evaluation form
will be online.

Teacher Candidate:		School:	
Associate Teacher:		School Board:	
Faculty Advisor:		Practicum Start Date:	
Grade Level/Subject:		Practicum End Date:	

Guidelines for Assessment of the Competencies

Not Yet Meeting Expectations	Meeting Expectations	Surpassing Expectations
Does not yet demonstrate satisfactory planning and teaching practice. Commitment to students not yet fully in evidence. Not yet meeting the appropriate expectations at this stage of teacher development. May be receptive to suggestions for improvement, but does not (or is not able to) implement the suggestions in an effective manner. Requires significant support to be successful. If a Teacher Candidate completes a practicum with multiple competencies at this level, this would normally be indicative of an unsuccessful overall outcome.	Demonstrates consistent and appropriate planning and teaching practice and commitment to learner needs. Responds to suggestions for improvement and works to implement strategies to improve teaching practice with assistance. Meets the expectation at this stage of teacher development. May require some general ongoing guidance, but Teacher Candidate has the capacity for improvement and appropriate critical self-reflection. A Teacher Candidate at this level is indicative of a current passing result.	Demonstrates highly effective teaching practice, passion, insight and deep commitment to students. Plans and implements highly effective lessons to meet learner needs and maintains a safe and respectful learning environment. Actively seeks feedback and uses personal reflection to grow and enhance teaching practice. Surpasses the expectation at this stage of teacher development.

	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
	<i>(check one)</i>		
Meeting Block B expectations in Planning and Preparation:			
-Plans individual lessons with limited support from AT			
-Generates effective unit plans with some support from AT			
-Begins to apply planning design principles that include end-of-unit learning outcomes and related assessment tools			
-Incorporates learning goals and success criteria into planning			
-Incorporates feedback from AT into lesson revisions and/or planning future lessons			
Meeting Block B expectations in Implementation:			
-Articulates lesson expectations effectively; gives clear instructions			
-Paces lessons effectively; lessons flow well and are coherent for students			

	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
-Follows lesson plan that has been set out and approved by the Associate Teacher; materials are prepared in advance			
-Begins to demonstrate flexibility in implementation by adapting instruction in response to emergent needs and situations			
Meeting Block B expectations in Classroom Management:			
-Establishes positive rapport and fosters a respectful classroom environment			
-Maintains attention of the students with limited intervention support from AT			
-Uses a variety of classroom management strategies to respond to the needs of the class including the use of engaging tasks			
Meeting Block B expectations in Assessment and Evaluation:			
-Tracks and monitors student progress using the AT's strategies and tools			
-Makes observations of students to inform instruction			
-Uses a variety of assessment and evaluation strategies			
-Begins to apply principles of assessment for, as and of learning			
Meeting Block B expectations in Diversity and Inclusion:			
-Uses a variety of teaching strategies in order to meet the needs of a diverse population of learners			
-Begins to demonstrate an understanding of the diverse needs of the students in the class, and to incorporate those needs into instruction using a variety of strategies			
Meeting Block B expectations in Professional Communication:			
-Communicates clearly and in a manner that facilitates effective learning			
Meeting Block B expectations in Professionalism:			
- Demonstrates ongoing commitment and dedication to teaching			
-Demonstrates initiative			
-Responds positively to suggestions and feedback			
Overall Block B Result:			
(if "Not Meeting Expectations" is checked off, this indicates that the TC has not been successful on this Practicum and will not get credit for passing the Practicum.)			

Comments

Areas of Strength

Next Steps

FOR REFERENCE ONLY:
The actual evaluation form
will be online.

Teacher Candidate:		School:	
Associate Teacher:		School Board:	
Faculty Advisor:		Practicum Start Date:	
Grade Level/Subject:		Practicum End Date:	

Guidelines for Assessment of the Competencies

Not Yet Meeting Expectations	Meeting Expectations	Surpassing Expectations
Does not yet demonstrate satisfactory planning and teaching practice. Commitment to students not yet fully in evidence. Not yet meeting the appropriate expectations at this stage of teacher development. May be receptive to suggestions for improvement, but does not (or is not able to) implement the suggestions in an effective manner. Requires significant support to be successful. If a Teacher Candidate completes a practicum with multiple competencies at this level, this would normally be indicative of an unsuccessful overall outcome.	Demonstrates consistent and appropriate planning and teaching practice and commitment to learner needs. Responds to suggestions for improvement and works to implement strategies to improve teaching practice with assistance. Meets the expectation at this stage of teacher development. May require some general ongoing guidance, but Teacher Candidate has the capacity for improvement and appropriate critical self-reflection. A Teacher Candidate at this level is indicative of a current passing result.	Demonstrates highly effective teaching practice, passion, insight and deep commitment to students. Plans and implements highly effective lessons to meet learner needs and maintains a safe and respectful learning environment. Actively seeks feedback and uses personal reflection to grow and enhance teaching practice. Surpasses the expectation at this stage of teacher development.

	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
	<i>(check one)</i>		
Meeting Block C expectations in Planning and Preparation. -Generates effective lesson plans and unit plans with minimal support from AT -Applies planning design principles that include end-of-unit learning outcomes and related assessment tools, and that account for a range of student learning needs -Incorporates learning goals and success criteria into planning -Incorporates feedback from AT into lesson revisions and/or planning future lessons -Makes explicit links to cross-disciplinary content in unit plans -Welcomes co-planning opportunities			
Meeting Block C expectations in Implementation. -Articulates lesson expectations effectively; gives clear instructions -Paces lessons effectively; adjusts pacing in response to needs of the class; lessons flow well with clear introduction (minds-on); development phase (where students are engaged and focused on their learning), and consolidation (drawing ideas together and taking up student thinking) -Follows lesson and unit plans that have been set out and approved by the Associate Teacher; materials are prepared and organized in advance -Demonstrates flexibility in implementation by adapting instruction in response to emergent needs and situations			

	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
Meeting Block C expectations in Classroom Management. -Establishes positive rapport and fosters a respectful classroom environment -Maintains attention of the students with no intervention from AT -Uses a coherent set of classroom management strategies to respond to the needs of the class including the use of engaging tasks, positive and constructive feedback to students			
Meeting Block C expectations in Assessment and Evaluation. -Tracks and monitors student progress using a variety of tools -Makes observations of students to inform instruction -Uses a variety of assessment and evaluation strategies that support (the range of student learning tendencies) learner diversity -Applies principles of assessment for, as and of learning			
Meeting Block C expectations in Diversity and Inclusion. -Uses an appropriate variety of teaching strategies in order to meet the needs of a diverse population of learners -Demonstrates an understanding of the diverse needs of the students in the class, and incorporates those needs into instruction using an appropriate variety of strategies based on detailed planning			
Meeting Block C expectations in Professional Communication. -Communicates clearly and in a manner that facilitates effective learning			
Meeting Block C expectations in Professionalism. -Demonstrates ongoing commitment and dedication to teaching -Demonstrates initiative -Responds positively to suggestions and feedback			
Overall progress to date in Block C (if "Not Meeting Expectations" is checked off, this is an indicator that the TC is not currently passing and a Growth Plan needs to be developed in cooperation with the Faculty Advisor)			

Comments

Areas of Strength
Next Steps

1600 West Bank Drive, Peterborough, Ontario
Phone: (705)748-1011 Ext. 7320 - practicum@trentu.ca

FOR REFERENCE ONLY:
**The actual evaluation form
will be online.**

Teacher Candidate:		School:	
Associate Teacher:		School Board:	
Faculty Advisor:		Practicum Start Date:	
Grade Level/Subject:		Practicum End Date:	

Guidelines for Assessment of the Competencies

Not Yet Meeting Expectations	Meeting Expectations	Surpassing Expectations
Does not yet demonstrate satisfactory planning and teaching practice. Commitment to students not yet fully in evidence. Not yet meeting the appropriate expectations at this stage of teacher development. May be receptive to suggestions for improvement, but does not (or is not able to) implement the suggestions in an effective manner. Requires significant support to be successful. If a Teacher Candidate completes a practicum with multiple competencies at this level, this would normally be indicative of an unsuccessful overall outcome.	Demonstrates consistent and appropriate planning and teaching practice and commitment to learner needs. Responds to suggestions for improvement and works to implement strategies to improve teaching practice with assistance. Meets the expectation at this stage of teacher development. May require some general ongoing guidance, but Teacher Candidate has the capacity for improvement and appropriate critical self-reflection. A Teacher Candidate at this level is indicative of a current passing result.	Demonstrates highly effective teaching practice, passion, insight and deep commitment to students. Plans and implements highly effective lessons to meet learner needs and maintains a safe and respectful learning environment. Actively seeks feedback and uses personal reflection to grow and enhance teaching practice. Surpasses the expectation at this stage of teacher development.

	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
<i>(check one)</i>			
Meeting Block C expectations in Planning and Preparation:			
-Generates effective lesson plans and unit plans with minimal support from AT			
-Applies planning design principles that include end-of-unit learning outcomes and related assessment tools, and that account for a range of student learning needs			
-Incorporates learning goals and success criteria into planning			
-Incorporates feedback from AT into lesson revisions and/or planning future lessons			
-Makes explicit links to cross-disciplinary content in unit plans			
-Welcomes co-planning opportunities			

	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
Meeting Block C expectations in Implementation:			
-Articulates lesson expectations effectively; gives clear instructions			
-Paces lessons effectively; adjusts pacing in response to needs of the class; lessons flow well with clear introduction (minds-on); development phase (where students are engaged and focused on their learning), and consolidation (drawing ideas together and taking up student thinking)			
-Follows lesson and unit plans that have been set out and approved by the Associate Teacher; materials are prepared and organized in advance			
-Demonstrates flexibility in implementation by adapting instruction in response to emergent needs and situations			
Meeting Block C expectations in Classroom Management:			
-Establishes positive rapport and fosters a respectful classroom environment			
-Maintains attention of the students with no intervention from AT			
-Uses a coherent set of classroom management strategies to respond to the needs of the class including the use of engaging tasks, positive and constructive feedback to students			
Meeting Block C expectations in Assessment and Evaluation:			
-Tracks and monitors student progress using a variety of tools			
-Makes observations of students to inform instruction			
-Uses a variety of assessment and evaluation strategies that support (the range of student learning tendencies) learner diversity			
-Applies principles of assessment for, as and of learning			
Meeting Block C expectations in Diversity and Inclusion:			
-Uses an appropriate variety of teaching strategies in order to meet the needs of a diverse population of learners			
-Demonstrates an understanding of the diverse needs of the students in the class, and incorporates those needs into instruction using an appropriate variety of strategies based on detailed planning			
Meeting Block C expectations in Professional Communication:			
-Communicates clearly and in a manner that facilitates effective learning			
Meeting Block C expectations in Professionalism:			
- Demonstrates ongoing commitment and dedication to teaching			
-Demonstrates initiative			
-Responds positively to suggestions and feedback			
Overall Block C Result:			
(if "Not Meeting Expectations" is checked off, this indicates that the TC has not been successful on this Practicum and will not get credit for passing the Practicum.)			

Comments

Areas of Strength

Next Steps

FOR REFERENCE ONLY:
The actual evaluation form
will be online.

Teacher Candidate:		School:	
Associate Teacher:		School Board:	
Faculty Advisor:		Practicum Start Date:	
Grade Level/Subject:		Practicum End Date:	

Guidelines for Assessment of the Competencies

Not Yet Meeting Expectations	Meeting Expectations	Surpassing Expectations
Does not yet demonstrate satisfactory planning and teaching practice. Commitment to students not yet fully in evidence. Not yet meeting the appropriate expectations at this stage of teacher development. May be receptive to suggestions for improvement, but does not (or is not able to) implement the suggestions in an effective manner. Requires significant support to be successful. If a Teacher Candidate completes a practicum with multiple competencies at this level, this would normally be indicative of an unsuccessful overall outcome.	Demonstrates consistent and appropriate planning and teaching practice and commitment to learner needs. Responds to suggestions for improvement and works to implement strategies to improve teaching practice with assistance. Meets the expectation at this stage of teacher development. May require some general ongoing guidance, but Teacher Candidate has the capacity for improvement and appropriate critical self-reflection. A Teacher Candidate at this level is indicative of a current passing result.	Demonstrates highly effective teaching practice, passion, insight and deep commitment to students. Plans and implements highly effective lessons to meet learner needs and maintains a safe and respectful learning environment. Actively seeks feedback and uses personal reflection to grow and enhance teaching practice. Surpasses the expectation at this stage of teacher development.

	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
<i>(check one)</i>			
<p>Meeting Block D expectations in Planning and Preparation.</p> <ul style="list-style-type: none"> -Generates effective unit plans and lesson plans -Applies planning design principles that include end-of-unit learning outcomes and related assessment tools, and that explicitly address learning needs of the particular students in the class -Incorporates learning goals and success criteria into planning -Incorporates feedback from AT into lesson revisions and/or planning future lessons -Incorporates cross-disciplinary content in lesson and unit plans -Capitalize on co-planning opportunities 			
<p>Meeting Block D expectations in Implementation.</p> <ul style="list-style-type: none"> -Articulates lesson expectations effectively; gives clear instructions -Paces lessons effectively; adjusts pacing in response to needs of the class; lessons flow well with clear introduction (minds-on); development phase (where students are engaged and focused on their learning), and consolidation (drawing ideas together and taking up student thinking) -Follows lesson and unit plans that have been approved by the Associate Teacher; materials are prepared and organized in advance -Demonstrates flexibility in implementation and pace by adapting instruction in response 			

to student needs and situations while still keeping goals in mind			
	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
Meeting Block D expectations in Classroom Management. -Establishes positive rapport and fosters a respectful classroom environment -Maintains attention of the students with no intervention from AT -Uses a coherent set of classroom management strategies to respond to the needs of the class including the use of engaging tasks, positive and constructive feedback to students and ongoing monitoring of the learning environment for adjustments			
Meeting Block D expectations in Assessment and Evaluation. -Tracks and monitors student progress using a variety of tools -Makes observations of students to inform instruction -Uses a coordinated variety of assessment and evaluation strategies -Applies principles of assessment for, as and of learning with comprehensive pedagogical documentation strategies that inform instruction and evaluation			
Meeting Block D expectations in Diversity and Inclusion. - Uses a carefully selected variety of teaching strategies in order to (meet the needs of a diverse population of learners) address learner diversity -Demonstrates an understanding of the diverse needs of the students in the class, and incorporates precise strategies for meeting those particular needs within instruction			
Meeting Block D expectations in Professional Communication. -Communicates clearly and in a manner that facilitates effective learning			
Meeting Block D expectations in Professionalism. -Demonstrates ongoing commitment and dedication to teaching -Demonstrates initiative -Responds positively to suggestions and feedback			
Overall progress to date in Block D (if "Not Meeting Expectations" is checked off, this is an indicator that the TC is not currently passing and a Growth Plan needs to be developed in cooperation with the Faculty Advisor)			

Comments

Areas of Strength
Next Steps

FOR REFERENCE ONLY:
The actual evaluation form
will be online.

Teacher Candidate:		School:	
Associate Teacher:		School Board:	
Faculty Advisor:		Practicum Start Date:	
Grade Level/Subject:		Practicum End Date:	

Guidelines for Assessment of the Competencies

Not Yet Meeting Expectations	Meeting Expectations	Surpassing Expectations
Does not yet demonstrate satisfactory planning and teaching practice. Commitment to students not yet fully in evidence. Not yet meeting the appropriate expectations at this stage of teacher development. May be receptive to suggestions for improvement, but does not (or is not able to) implement the suggestions in an effective manner. Requires significant support to be successful. If a Teacher Candidate completes a practicum with multiple competencies at this level, this would normally be indicative of an unsuccessful overall outcome.	Demonstrates consistent and appropriate planning and teaching practice and commitment to learner needs. Responds to suggestions for improvement and works to implement strategies to improve teaching practice with assistance. Meets the expectation at this stage of teacher development. May require some general ongoing guidance, but Teacher Candidate has the capacity for improvement and appropriate critical self-reflection. A Teacher Candidate at this level is indicative of a current passing result.	Demonstrates highly effective teaching practice, passion, insight and deep commitment to students. Plans and implements highly effective lessons to meet learner needs and maintains a safe and respectful learning environment. Actively seeks feedback and uses personal reflection to grow and enhance teaching practice. Surpasses the expectation at this stage of teacher development.

	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
	<i>(check one)</i>		
Meeting Block D expectations in Planning and Preparation:			
-Generates effective unit plans and lesson plans			
-Applies planning design principles that include end-of-unit learning outcomes and related assessment tools, and that explicitly address learning needs of the particular students in the class			
-Incorporates learning goals and success criteria into planning			
-Incorporates feedback from AT into lesson revisions and/or planning future lessons			
-Incorporates cross-disciplinary content in lesson and unit plans			
-Capitalize on co-planning opportunities			

	Not Meeting Expectations	Meeting Expectations	Surpassing Expectations
Meeting Block D expectations in Implementation:			
-Articulates lesson expectations effectively; gives clear instructions			
-Paces lessons effectively; adjusts pacing in response to needs of the class; lessons flow well with clear introduction (minds-on); development phase (where students are engaged and focused on their learning), and consolidation (drawing ideas together and taking up student thinking)			
-Follows lesson and unit plans that have been approved by the Associate Teacher; materials are prepared and organized in advance			
-Demonstrates flexibility in implementation and pace by adapting instruction in response to student needs and situations while still keeping goals in mind			
Meeting Block D expectations in Classroom Management:			
-Establishes positive rapport and fosters a respectful classroom environment			
-Maintains attention of the students with no intervention from AT			
-Uses a coherent set of classroom management strategies to respond to the needs of the class including the use of engaging tasks, positive and constructive feedback to students and ongoing monitoring of the learning environment for adjustments			
Meeting Block D expectations in Assessment and Evaluation:			
-Tracks and monitors student progress using a variety of tools			
-Makes observations of students to inform instruction			
-Uses a coordinated variety of assessment and evaluation strategies			
-Applies principles of assessment for, as and of learning with comprehensive pedagogical documentation strategies that inform instruction and evaluation			
Meeting Block D expectations in Diversity and Inclusion:			
-Uses a carefully selected variety of teaching strategies in order to (meet the needs of a diverse population of learners) address learner diversity			
-Demonstrates an understanding of the diverse needs of the students in the class, and incorporates precise strategies for meeting those particular needs within instruction			
Meeting Block D expectations in Professional Communication:			
-Communicates clearly and in a manner that facilitates effective learning			
Meeting Block D expectations in Professionalism:			
-Demonstrates ongoing commitment and dedication to teaching			
-Demonstrates initiative			
-Responds positively to suggestions and feedback			
Overall Block D Result:			
(if "Not Meeting Expectations" is checked off, this indicates that the TC has not been successful on this Practicum and will not get credit for passing the Practicum.)			

Comments

Areas of Strength

Next Steps

Alternative Settings Placement Summative Evaluation

DUE: To be completed by Host Professional by final day of placement

In order to receive credit for the Alternative Settings Placement all Teacher Candidates must ensure the ASP Summative is submitted to the Practicum Office upon completion. Retain a copy for your own records, and submit a copy or scan of the original form to practicum@trentu.ca. Teacher Candidates are to retain the original for their own files.

Any Year 2 Teacher Candidate who has not submitted the Summative Evaluation by the start of Year 2 in the program should contact practicum@trentu.ca to discuss next steps.

Teacher Candidate: _____ Placement Dates: _____

Host Professional: _____ Total number of Days or Hours Completed: _____
(total must be either 15 days in a school or 75 hours in non-school setting)

Organization: _____ Phone Number : _____

Faculty Advisor: _____ Email: _____

1. Please describe/outline the tasks, duties, activities in which the Teacher Candidate took part during the placement.

2. Please comment briefly on the Teacher Candidate's performance, commitment and professionalism. (Please sign any additional comment sheet or letter and attach to this document).

Overall Assessment: Pass Fail

Signature of Teacher Candidate: _____ Date: _____

Signature of Host Professional: _____ Date: _____

APPENDIX V: Practicum Growth Plan



Phone: (705)748-1011 ext. 7320 – practicum@trentu.ca

Practicum Growth Plan

Teacher Candidate: _____

Practicum: _____

Associate Teacher: _____

Practicum Dates: _____

Faculty Advisor: _____

Date Growth Plan Presented
to Teacher Candidate: _____

School: _____

Areas Requiring Improvement	Steps and Actions for Improvement
<i>Identify main areas of concern using the competencies listed on the classroom assessment as a guideline.</i>	<i>Identify specific strategies/actions to address the areas identified as a concern.</i>

Resources available to support the candidate: (Human, technology, print and non-print, as applicable)

Success Criteria:

To continue in this Practicum the candidate must demonstrate improvement in the identified areas.

Date the Practicum Growth Plan will be reviewed: _____

Please note that the Growth Plan is normally reviewed five days following the establishment of the Growth Plan, and if success on the Growth Plan areas has not been achieved by that time, normally the Practicum would be ended at that point.

Signature of Teacher Candidate: _____ Date: _____

Signature of Associate Teacher: _____ Date: _____

Signature of Principal (only if applicable): _____ Date: _____

Signature of Faculty Advisor or Program Manager: _____ Date: _____

**cc: Teacher Candidate, Associate Teacher, Faculty Advisor,
Education Coordinator, Principal, Program Manager**

Teacher Candidate: _____ Practicum: _____

Associate Teacher: _____ Practicum Dates: _____

Faculty Advisor: _____ # of Days Completed: _____

School: _____

Areas Requiring Improvement	Steps and Actions for Improvement
<p><i>Identify main areas of concern using the competencies listed on the classroom assessment as a guideline.</i></p> <p>Eg. Planning and Preparation</p> <ul style="list-style-type: none"> • Preparation and organization of plans • Knowledge of subject matter • Logical development and sequence of lessons <p>Eg. Classroom Management</p> <ul style="list-style-type: none"> • Ability to anticipate and respond to difficulties • Difficulty getting and maintaining class attention • Transition from one activity to another <p>Eg. Professionalism:</p> <ul style="list-style-type: none"> • Willingness to accept challenges or teaching outside of area of comfort • Initiative: ability to “see” what is needed or what students need support and act on it independently 	<p><i>Identify specific strategies/actions to address the areas identified as a concern.</i></p> <p>Eg. Planning and Preparation</p> <ul style="list-style-type: none"> • Submit the <i>Space Unit Plan</i> to AT on (add date) • Prepare and discuss lesson plans with AT <u>two days in advance</u> of having to teach the lessons. • Number the steps in the lesson sequence components • Include subject specific terminology. • List student questions <p>Eg. Class Management</p> <ul style="list-style-type: none"> • When planning, predict situations and behaviours that may occur during the lesson by creating a chart of possible situations/students and appropriate responses to discuss with AT prior to the lesson • Implement a variety of strategies including tone of voice, wait time, proximity, positive reinforcement etc and determine what works best • Build specific transition strategies into planning and <p>Eg. Professionalism</p> <ul style="list-style-type: none"> • Will teach a five lesson until on geometry, using manipulative materials effectively • Will be an active participant when AT is teaching • Will identify and respond to student in the class who are in need of assistance • Will follow through with routines if necessary (eg. If AT is dealing with a specific issues or student)

Practicum Growth Plan – Sample Continued

Resources available to support the candidate: (Human, technology, print and non-print, as applicable)

Eg.

Associate teacher

Robert Marzano “Class Management that Works”

Harry Wong video

Success Criteria:

Eg.

- Lesson plans will be prepared and submitted 2 days prior to teaching with time for revision
- Lesson plans will include numbered steps, specific student questions and subject specific terminology
- Students will be ready and attentive prior to TC beginning teaching
- TC will use strategies such as proximity, non-verbal cues etc. to redirect inappropriate and off task behavior without interrupting the flow of the class

To continue in this practicum the candidate must demonstrate improvement in the identified areas.

Date the Practicum Growth Plan will be reviewed on: _____

Signature of Teacher Candidate: _____ Date: _____

Signature of Associate Teacher: _____ Date: _____

Signature of Principal: _____ Date: _____

Signature of Faculty Advisor: _____ Date: _____

Photocopies of the signed Growth Plan need to be distributed to each of the above-named individuals, as well as to the Program Manager (adrianash@trentu.ca).

Appendix VI: Practicum Summary Sheets

The following summary sheets for each of the four Practicum blocks are intended as an overview only. They contain the same information as has been presented elsewhere in this handbook, and should serve as a quick reference to the key points that Teacher Candidates and Associate Teachers need to be immediately aware of as each practicum is taking place.

<p>Block A (Year 1)</p> <p>Block A is the first of four classroom practicums in the Trent B.Ed. program. By the start of Block A, a Teacher Candidate has had 8 weeks of experience in the Supporting Literacy Placement (2:1 ratio tutoring).</p>	<p>BLOCK A PRACTICUM EXPECTATIONS</p> <p>PLANNING & PREPARATION</p> <ul style="list-style-type: none"> -Plans individual lessons <u>with some support</u> from AT -Begins to incorporate learning goals and success criteria into planning <u>with support</u> from AT -Incorporates feedback from AT into lesson revisions and/or planning future lessons 	
<p>Block A Workload Expectations</p> <ul style="list-style-type: none"> - First 2 days will be focussed observations of the Associate Teacher (AT) and class -As early as Day 1, the TC assists AT with daily routines, working with individual students, homework review, etc. -Teaching normally begins on Day 3, and must begin prior to the end of the first week. -From Week 2 onward, the TC should teach roughly one third to one half of the AT's teaching load. 	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> -Articulates lesson expectations or goals effectively; gives clear instructions -Develops appropriate pacing with practice -Follows lesson plan that has been set out and approved by the Associate Teacher -Materials are prepared in advance 	<p>CLASSROOM MANAGEMENT</p> <ul style="list-style-type: none"> -Establishes positive rapport and fosters a respectful classroom environment -Maintains attention of the students with <u>some intervention support</u> from AT -Begins to use a variety of classroom management strategies to respond to the needs of the class including the use of engaging tasks
<p>Courses Taken Prior to Block A</p> <p>TCs starting Block A have completed 25% of the coursework in their B.Ed. degree, including Positive Learning Environment, Supporting Literacy and Learners with Special Needs, and a Practicum course. P/J TCs have also completed the first half of their curriculum classes in Math, Language & Literacy, and Physical Education, and I/S TCs have normally completed the first half of their subject teachable courses (although some I/S TCs will have one teachable course in Year 2).</p>	<p>DIVERSITY & INCLUSION</p> <ul style="list-style-type: none"> - Begins to use a variety of teaching strategies in order to meet the needs of a diverse population of learners with support from the AT 	<p>PROFESSIONAL COMMUNICATION</p> <ul style="list-style-type: none"> -Communicates clearly and in a manner that facilitates effective learning
<p>What to do in case of difficulty?</p> <p>If your TC is struggling or in the case of any other unusual situation, please contact your TC's Faculty Advisor ASAP. Please also see the Practicum Handbook section on difficulties and Growth Plans.</p>	<p>Report Links</p> <p>Links to the Formative (due at the mid-point of the Practicum) and the Summative (due on the final day) are normally sent by email prior to practicum. Please let us know if you have difficulty accessing. The Practicum Handbook (also sent by PDF) contains sample versions for review if needed.</p>	<p>Thank you for hosting a Trent B.Ed. Teacher Candidate! We greatly appreciate your dedication to supporting the next generation of teachers.</p>

<p>Block B (Year 1)</p> <p>Block B is the second of four classroom practicums in the Trent B.Ed. program. By the start of Block B, a Teacher Candidate has had one previous classroom practicum, totaling 4 weeks of evaluated classroom experience.</p>	<p>BLOCK B PRACTICUM EXPECTATIONS</p> <p>PLANNING & PREPARATION</p> <ul style="list-style-type: none"> -Plans individual lessons <u>with limited support</u> from AT -Generates effective unit plans <u>with some support</u> from AT -Begins to apply planning design principles that include end-of-unit learning outcomes and related assessment tools -Incorporates learning goals and success criteria into planning -Incorporates feedback from AT into lesson revisions and/or planning future lessons 	
<p>Block B Workload Expectations</p> <ul style="list-style-type: none"> - First 2 days will be focussed observations of AT and class -As early as Day 1, the TC assists AT with daily routines, working with individual students, homework review, etc. -Teaching normally begins on Day 3, and must begin prior to the end of the first week. -The TC should then gradually increase their time teaching, and by the end of the practicum should be teaching at least a half of the AT's teaching load. 	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> -Articulates lesson expectations effectively; gives clear instructions -Paces lessons effectively; lessons flow well and are coherent for students -Follows lesson plan that has been set out and approved by the Associate Teacher; materials are prepared in advance -Begins to demonstrate flexibility in implementation by adapting instruction in response to emergent needs and situations <p>CLASSROOM MANAGEMENT</p> <ul style="list-style-type: none"> -Establishes positive rapport and fosters a respectful classroom environment -Maintains attention of the students <u>with limited intervention support</u> from AT -Uses a variety of classroom management strategies to respond to the needs of the class including the use of engaging tasks <p>ASSESSMENT & EVALUATION</p> <ul style="list-style-type: none"> - Tracks and monitors student progress using a variety of tools -Makes observations of students to inform instruction -Uses a variety of assessment and evaluation strategies -Begins to apply principles of assessment for, as and of learning 	
<p>Courses Taken Prior to Block B</p> <p>TCs starting Block B have completed 50% of the coursework in their B.Ed. degree, including Positive Learning Environment, Sociocultural Perspectives (P/J only), Supporting Literacy and Learners with Special Needs, and a Practicum course. P/J TCs have also completed their curriculum classes in Math, Language & Literacy, and Physical Education, and I/S TCs have normally completed their subject teachable courses as well as an Intermediate Learners course (although some I/S TCs will have one teachable course in Year 2).</p>	<p>DIVERSITY & INCLUSION</p> <ul style="list-style-type: none"> -Uses a variety of teaching strategies in order to meet the needs of a diverse population of learners -Begins to demonstrate an understanding of the diverse needs of the students in the class, and to incorporate those needs into instruction using a variety of strategies <p>PROFESSIONAL COMMUNICATION</p> <ul style="list-style-type: none"> -Communicates clearly and in a manner that facilitates effective learning <p>PROFESSIONALISM</p> <ul style="list-style-type: none"> -Demonstrates ongoing commitment and dedication to teaching -Demonstrates initiative -Responds positively to suggestions and feedback 	
<p>What to do in case of difficulty?</p> <p>If your TC is struggling or in the case of any other unusual situation, please contact your TC's Faculty Advisor ASAP. Please also see the Practicum Handbook section on difficulties and Growth Plans.</p>	<p>Report Links</p> <p>Links to the Formative (due at the mid-point of the Practicum) and the Summative (due on the final day) are normally sent by email prior to practicum. Please let us know if you have difficulty accessing. The Practicum Handbook (also sent by PDF) contains sample versions for review if needed.</p>	<p>Thank you for hosting a Trent B.Ed. Teacher Candidate! We greatly appreciate your dedication to supporting the next generation of teachers.</p>

<p>Block C (Year 2)</p> <p>Block C is the third of four classroom practicums in the Trent B.Ed. program. By the start of Block C, a Teacher Candidate has had 2 previous classroom practicums, totaling 9 weeks of evaluated classroom experience.</p>	<p>BLOCK C PRACTICUM EXPECTATIONS</p> <p>PLANNING & PREPARATION</p> <ul style="list-style-type: none"> -Generates effective lesson plans and unit plans <u>with minimal support</u> from AT - Applies planning design principles that include end-of-unit learning outcomes and related assessment tools, and that account for a range of student learning needs -Incorporates learning goals and success criteria into planning -Incorporates feedback from AT into lesson revisions and/or planning future lessons -Makes explicit links to cross-disciplinary content in unit plans -Welcome co-planning opportunities 	
<p>Block C Workload Expectations</p> <p>-First 2 days will be focussed observations of AT and class</p> <p>-As early as Day 1, the TC assists AT with daily routines, working with individual students, homework review, etc.</p> <p>-Teaching normally begins on Day 3, and must begin prior to the end of the first week.</p> <p>-The TC should then gradually increase their time teaching, and by the end of the practicum should be teaching at least two-thirds of the AT's teaching load.</p>	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> -Articulates lesson expectations effectively; gives clear instructions -Paces lessons effectively; adjusts pacing in response to needs of the class; lessons flow well with clear introduction (minds-on); development phase (where students are engaged and focused on their learning), and consolidation (drawing ideas together and taking up student thinking) -Follows lesson and unit plans that have been set out and approved by the Associate Teacher; materials are prepared and organized in advance - Demonstrates flexibility in implementation by adapting instruction in response to emergent needs and situations 	<p>CLASSROOM MANAGEMENT</p> <ul style="list-style-type: none"> -Establishes positive rapport and fosters a respectful classroom environment -Maintains attention of the students <u>with no intervention</u> from AT -Uses a coherent set of classroom management strategies to respond to the needs of the class including the use of engaging tasks, positive and constructive feedback to students
<p>Courses Taken Prior to Block C</p> <p>TCs starting Block C have completed 75% of the coursework in their B.Ed. degree, including Positive Learning Environment, Sociocultural Perspectives, Supporting Literacy and Learners with Special Needs, Law (P/J only), Indigenous Environmental Sustainability, an elective course and a Practicum course. P/J TCs have also completed their curriculum classes in Math, Language & Literacy, Physical Education and Science, and I/S TCs have normally completed their subject teachable courses as well as an Intermediate Learners course.</p>	<p>ASSESSMENT & EVALUATION</p> <ul style="list-style-type: none"> -Tracks and monitors student progress using a variety of tools -Makes observations of students to inform instruction -Uses a variety of assessment and evaluation strategies that support learner diversity -Applies principles of assessment for, as and of learning 	<p>DIVERSITY & INCLUSION</p> <ul style="list-style-type: none"> -Uses an appropriate variety of teaching strategies in order to meet the needs of a diverse population of learners -Demonstrates an understanding of the diverse needs of the students in the class, and incorporates those needs into instruction using an appropriate variety of strategies based on detailed planning
<p>What to do in case of difficulty?</p> <p>If your TC is struggling or in the case of any other unusual situation, please contact your TC's Faculty Advisor ASAP. Please also see the Practicum Handbook section on difficulties and Growth Plans.</p>	<p>Report Links</p> <p>Links to the Formative (due at the mid-point of the Practicum) and the Summative (due on the final day) are normally sent by email prior to practicum. Please let us know if you have difficulty accessing. The Practicum Handbook (also sent by PDF) contains sample versions for review if needed.</p>	<p>Thank you for hosting a Trent B.Ed. Teacher Candidate! We greatly appreciate your dedication to supporting the next generation of teachers.</p>

<p>Block D (Year 2)</p> <p>Block D is the final classroom practicum in the Trent B.Ed. program. By the start of Block D, a Teacher Candidate has had 3 previous classroom practicums, totaling 12 weeks of evaluated classroom experience.</p>	<p>BLOCK D PRACTICUM EXPECTATIONS</p> <p>PLANNING & PREPARATION</p> <ul style="list-style-type: none"> -Generates effective unit plans and lesson plans -Applies planning design principles that include end-of-unit learning outcomes and related assessment tools, and that explicitly address learning needs of the particular students in the class -Incorporates learning goals and success criteria into planning -Incorporates feedback from AT into lesson revisions and/or planning future lessons -Incorporates cross-disciplinary content in lesson and unit plans -Capitalize on co-planning opportunities 	
<p>Block D Workload Expectations</p> <p>-First 2 days will be focussed observations of Associate Teacher (AT) and class. The Teacher Candidate (TC) is not meant to be teaching during the first 2 days.</p> <p>-As early as Day 1, the TC assists AT with daily routines, working with individual students, homework review, etc.</p> <p>-Teaching normally begins on Day 3, and must begin prior to the end of the first week.</p> <p>-The TC should then gradually increase their time teaching, and by the end of the practicum should be teaching the AT's total (or almost total) teaching load.</p>	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> -Articulates lesson expectations effectively; gives clear instructions -Paces lessons effectively; adjusts pacing in response to needs of the class; lessons flow well with clear introduction (minds-on); development phase (where students are engaged and focused on their learning), and consolidation (drawing ideas together and taking up student thinking) -Follows lesson and unit plans that have been approved by the Associate Teacher; materials are prepared and organized in advance - Demonstrates flexibility in implementation and pace by adapting instruction in response to student needs and situations while still keeping goals in mind <p>CLASSROOM MANAGEMENT</p> <ul style="list-style-type: none"> -Establishes positive rapport and fosters a respectful classroom environment -Maintains attention of the students <u>with no intervention</u> from AT -Uses a coherent set of classroom management strategies to respond to the needs of the class including the use of engaging tasks, positive and constructive feedback to students and ongoing monitoring of the learning environment for adjustments <p>ASSESSMENT & EVALUATION</p> <ul style="list-style-type: none"> -Tracks and monitors student progress using a variety of tools -Makes observations of students to inform instruction -Uses a coordinated variety of assessment and evaluation strategies -Applies principles of assessment for, as and of learning with comprehensive pedagogical documentation strategies that inform instruction and evaluation 	
<p>Courses Taken Prior to Block D</p> <p>TCs starting Block D have normally completed all courses in their B.Ed. degree, including Positive Learning Environment, Sociocultural Perspectives, Supporting Literacy, Law, Cultural Linguistic Diversity, Indigenous Environmental Sustainability, an elective course and a Practicum course. P/J TCs have also completed their curriculum classes in Math, Language & Literacy, Physical Education, Science, Social Studies and Integrated Arts, and I/S TCs have completed their subject teachable courses as well as two Intermediate Learners courses.</p>	<p>DIVERSITY & INCLUSION</p> <ul style="list-style-type: none"> -Uses a carefully selected variety of teaching strategies in order to meet the needs of a diverse population of learners -Demonstrates an understanding of the diverse needs of the students in the class, and incorporates precise strategies for meeting those particular needs within instruction <p>PROFESSIONAL COMMUNICATION</p> <ul style="list-style-type: none"> -Communicates clearly and in a manner that facilitates effective learning <p>PROFESSIONALISM</p> <ul style="list-style-type: none"> -Demonstrates ongoing commitment and dedication to teaching -Demonstrates initiative -Responds positively to suggestions and feedback 	
<p>What to do in case of difficulty?</p> <p>If your TC is struggling or in the case of any other unusual situation, please contact your TC's Faculty Advisor ASAP. Please also see the Practicum Handbook section on difficulties and Growth Plans.</p>	<p>Report Links</p> <p>Links to the Formative (due at the mid-point of the Practicum) and the Summative (due on the final day) are normally sent by email prior to practicum. Please let us know if you have difficulty accessing. The Practicum Handbook (also sent by PDF) contains sample versions for review if needed.</p>	<p>Thank you for hosting a Trent B.Ed. Teacher Candidate! We greatly appreciate your dedication to supporting the next generation of teachers.</p>

Appendix VII: Alternative Settings Placement

We are excited about the opportunities available to Teacher Candidates through the Alternative Settings Placement (ASP). This placement is often one of the highlights of the B.Ed. year and we encourage Teacher Candidates to consider options carefully in order to take full advantage of this opportunity.

- The Alternative Settings Placement should provide a context for the Teacher Candidate to enhance or broaden their perspective on education.
- We encourage non-traditional educational settings to be considered.
- The setting for this placement needs to relate directly to education (ie- it needs to be go beyond a strictly service-based volunteer experience).

Dates of the Alternative Settings Placement

**15 continuous days in a school placement OR 75 hours in a non-school setting
(Normally completed at the end of Year 1, between May and August.)**

*If you are completing this placement within a school, you are required to be in the school for the entire school day for all 15 days.

Selecting your Alternative Settings Placement

Trent University School of Education faculty offer a number of unique and rewarding options to complete your Alternative Settings Placement. These offerings build on key themes and concepts within the B.Ed. program, and will enhance the overall practical experience over the course of the B.Ed. program.

A full list of these internally-sponsored ASP opportunities is available at this link:

<https://www.trentu.ca/education/alternative-settings-placement>

Some of the ASPs described at the link above are subject to application and approval of participation by those coordinating the ASP; there may also be a limited number of placement spots available in some cases.

While we encourage you to consider one of the above-mentioned options for your Alternative Settings Placement, there are many other types of settings that would be acceptable for meeting this requirement, such as doing the placement in a school (public, separate or independent), camp, museum, NGO, art gallery, etc.)

In such cases, please note the following:

- > We encourage the placement to be a new role for you.
- > Consider non-traditional settings.
- > We encourage doing this outside of a regular school setting.
- > The entire ASP must be completed in one location (i.e. hours cannot be combined from different agencies)
- > Your Faculty Advisor will need to approve your selection.
- > Note that you may NOT RECEIVE PAYMENT for any part of this placement.
- > You may not complete a placement with a previous or current employer.

Please note that availability of any given placement opportunity is subject to the circumstances of the Covid-19 pandemic.

Setting Up the Alternative Settings Placement

Please see the table below for the appropriate process for setting up your Alternative Settings Placement:

Type of Placement	Process to Follow	
<p>Faculty-recommended options (such as Gaming and Learning, Learning and the Land, Learning Garden, TEACH Outside the Box, and Camp fYrefly)</p>	<p>Watch for emails announcing the opportunity that interests you, or connect with the contact person. You will sign up directly through the contact person for the placement, who will in turn inform the Practicum Office. You should also inform your Faculty Advisor, but the Faculty Advisor does not need to approve of the placement if you pursue this option. Please note that there may be specific requirements (such as an informational meeting or separate paperwork) required by the individuals coordinating the Faculty-recommended options.</p>	<p>Proposal Form is not required. (Sign up through the contact person.)</p>
<p>School-based placements in one of the following school boards:</p> <p>Toronto DSB Toronto Cath. DSB Peel DSB Dufferin-Peel Cath. DSB York Region DSB Durham Catholic DSB Thames Valley DSB</p>	<p>For the School Boards listed at left, DO NOT CONTACT ANYONE IN THESE BOARDS DIRECTLY to arrange this placement!</p> <p>To request an Alternative Settings Placement in any of the above-noted school boards, please fill out the indicated portion of the accompanying Alternative Settings Placement Proposal Form. You will indicate the desired topic/subject/etc. of the placement you would like to do.</p> <p>Not following these procedures will result in the cancellation of the placement (ie- if you contact a school directly, the placement will be refused!) This is a strict procedure these boards require us to follow.</p> <p>We will make the request for the placement directly to the board. There is no guarantee a request will be approved by the board, so it is recommended to have another placement option thought out in advance. Please note that notification regarding placement location is entirely dependent on each board's internal procedures. Notification can sometimes occur as late as the day prior to the start of the placement. We recommend that Teacher Candidates requesting a placement in one of these school boards consider having a non-school backup plan for your Alternative Settings Placement, in case a suitable placement is not provided by the board in question.</p>	<p>Proposal Form is required (Faculty Advisor signature is required, but no Host Professional signature is required, since you cannot contact the board on your own.)</p>
<p>School-based placements in any school setting other than the school boards listed above (15 days)</p> <p>OR</p> <p>Non-school options (75 hours)</p>	<ol style="list-style-type: none"> 1. After determining a school or organization you would like to be placed with, identify a potential Host Professional (who will supervise you on the placement) and set up a time to meet. 2. Introduce yourself to the Host Professional, providing a brief explanation of what this placement is and why you would like to do the placement in their organization. 3. Give a copy of this Appendix and the Formative & Summative Evaluation forms to your Host Professional. 4. In the case of a non-school option, create a specific plan for how the 75 hours of your placement will be spent, and how it will be tracked. 5. Complete and sign the Alternative Settings Placement Proposal Form. 6. Submit the form to your Faculty Advisor for an approval 	<p>Proposal Form is required (with Host Professional and Faculty Advisor signatures)</p>

	<p>signature.</p> <p>7. Copy the Proposal Form for your own records and submit a copy to the Practicum Office. It can also be left in the School of Education drop box (across the hall from the SoE office).</p> <p>8. At least one week prior to the start of the placement, confirm your start date with your Host Professional.</p>	
<p>International locations</p>		

PLEASE NOTE that due to the Covid-19 pandemic, international ASP options may continue to be on pause in the 2022-2023 year. Any possible international ASP proposal would need to receive special approval from the practicum office; practicum@trentu.ca.



Alternative Settings Placement (ASP)

Proposal Form

Due: By January 20, 2023 for those in Year 1

- The ASP demonstrates a **new learning opportunity for the teacher candidate.**
- The ASP is either 15 continuous weekdays (in a school setting) or 75 hours total placement time (in a non-school setting) within a single agency and can not be divided amongst different agencies.
- If you are completing your ASP with a Trent Faculty member as listed in Appendix VII, do not fill in this form as Faculty will notify the Practicum Office with a list of the teacher candidates who are completing the ASP with them.
- After your Faculty Advisor signs this form, keep a copy for your own records and submit this form to the Assignment Drop Box located across from the School of Education main office door.
- For all non-school ASP, when your Faculty Advisor signs this form, it is considered approved and you may begin.

Teacher Candidate: _____

Faculty Advisor: _____

Placement Dates (please be specific): _____

Non-school setting: Teacher Candidates must complete a Work/Education Placement Agreement/Post Secondary form if the host organization is not covered by WSIB (this includes all out-of-province and all out-of-country placements). Contact adrianash@trentu.ca to obtain this form.

COMPLETE THIS SECTION For Non-School Placement or Non-GTA School* Placement:

Host Professional Full Name: _____ Email: _____

Placement Organization: _____

Address: _____ Telephone: _____

Alternative Topic or Area of Focus: _____

OR COMPLETE THIS SECTION Request for Placement within a GTA region* school board:

(*Use this section for placement requests in Toronto DSB, York Region DSB, Thames Valley DSB, York Catholic DSB and Durham Catholic DSB. Do NOT contact ATs in these boards directly!):

Topic / Grade / Subject / Area of Focus of Requested Placement** (requested grade must be in your division):

Board in which you hope to be placed**: _____

** Please note that this is only a placement REQUEST. We must contact the board on your behalf. **There is no guarantee the request will be granted, or that it will be in the school you have asked for.** Notification regarding placement location is entirely dependent on each board’s internal procedures. Notification can sometimes occur as late as the day prior to the start of the placement. We recommend that Teacher Candidates requesting a placement in one of these school boards consider having a non-school backup plan for your Alternative Settings Placement, in case a suitable placement is not provided by the board in question.

ALTERNATIVE SETTINGS PROPOSAL FORM / PAGE 2

All candidates need to complete all sections below. (Regardless of your option from page 1)

Provide a brief rationale why you have selected this focus and location to do your Alternative Settings Placement.

Who will be the possible stakeholders with whom you will interact?

Describe or list the activities in which you will be engaged.

We agree that the Alternative Settings Placement described will provide a meaningful new learning experience.

Teacher Candidate Signature _____ Date _____

Host Professional Signature _____ Date _____

(An Email from the Host professional confirming the arrangement can be attached in place of signature)

Faculty Advisor Signature _____ Date _____

Please note that Teacher Candidates may not be paid for the Alternative Settings Placement.

Contact Information

Mailing Address:

School of Education and Professional Learning
Otonabee College – 214.1
Trent University
1600 West Bank Drive
Peterborough, ON
K9J 7B8

Website:

Program Information:
www.trentu.ca/education

Practicum Office:

Adrian Ash	Program Manager	705-748-1011 x7723	adrianash@trentu.ca
Cynthia Budgell	Placement Coordinator	705-748-1011 x7320	cynthiabudgell@trentu.ca

Administration:

Claire Mooney	Acting Dean	705-748-1011 x7376	clairemooney@trentu.ca
Denise Handlarski	B.Ed. Chair		denisehandlarski@trentu.ca
Tammy Wheeler	Program Admin. Assistant	705-748-1011 x7518	tammywheeler@trentu.ca
Mackenzie Condon	Administrative Officer	705-748-1011 x7564	mackenziecondon@trentu.ca
TBC	Demonstrator	705-748-1011 x7895	
Rich McPherson	Knowledge Mobilization Education Coordinator	705-748-1011 x7765	richmcperson@trentu.ca



With sincere appreciation...

We would like to extend a heartfelt "thank you" to our partner Associate Teachers, Schools and School Boards who work tirelessly to help us support Teacher Candidate development.