

Faculty of Education

Field experience handbook



for experiential learning
September 2022 to December 2023

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TEACHER CANDIDATES must read through the Field Experience Handbook in its entirety and are expected to be familiar with all information contained within.



FACULTY OF EDUCATION

FIELD EXPERIENCE HANDBOOK
FOR EXPERIENTIAL LEARNING

SEPTEMBER 2022 – DECEMBER 2023

FACULTY OF EDUCATION

MISSION STATEMENT AND VALUES

Mission

Drawing from a research agenda focused on education and digital technology, the Faculty of Education provides a rich, engaging and well-grounded understanding of curricular and pedagogical design, STEAM education innovations and initiatives, critical 21st-century literacies, health and wellness, equity, diversity, and inclusion, ethics and policy, educational research, and learning assessment to the next generation of educational professionals.

Vision

Our faculty strives to educate thoughtful, well-informed, and socially responsible educational leaders, making optimal uses of new and emerging digital technologies for learning.

The Goals of the Program are to:

- equip educators and researchers with the knowledge and experience, values, and skills needed to become leaders not only in the Canadian Kindergarten to Grade 12 system but as well in non-formal, community-based, professional, and higher education establishments;
- offer outstanding undergraduate and graduate programs in education and digital technology that contribute to the development of highly qualified personnel able to work across a range of educational fields, and to offer these programs in a manner that is accessible to anyone from anywhere in the world;
- conduct leading-edge research in education and digital technology that focuses on all aspects of how and why digital technologies are transforming learning; and
- seek out and participate in local, national, and international research partnerships with those who share our desire to develop the individual and collective intelligence, ability, and social consciousness of educators.

OVERALL FACULTY OF EDUCATION PROGRAM OUTCOMES

The overall program learning outcomes are organized around three central themes of curriculum, pedagogy, and professionalism and informed by both teacher education literature and our vision, mission, values, and goals. The learning outcomes are grounded in the [Ontario College of Teachers' Standards of Practice for the Teaching Profession](#) (refer to [Appendix A](#)). The Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession serve as the foundation for Ontario programs of professional teacher education. They describe what it means to be a teacher. The Faculty of Education provides Teacher Candidates with opportunities to observe and to develop exemplary teaching practices. For further description of the Standards of Practice and Ethical Standards, please see [the appendices](#).

Curriculum:

Upon successful completion of the B.Ed. Program, teacher candidates will:

1. demonstrate mastery of current Ontario curriculum and policies, specific to division(s) and teachable subject area(s);
2. create positive learning environments that promote inclusivity, diversity, equity, and social justice;
3. apply knowledge of and appreciation for Indigenous perspectives, cultures, histories and ways of knowing to teaching and learning experiences;
4. apply knowledge of Ontario education law (i.e. regulations / ethics / occupational health and safety / professional misconduct) to practical and theoretical contexts;
5. conduct self-directed inquiries, action research, and reflective activities to gain further understanding of learners, learning, content, pedagogy, policy and research;
6. develop instructional practices which support student learning, especially with reference to religious literacy and faith formation (for graduates who intend to teach in the Ontario Catholic School system).

Pedagogy:

Upon successful completion of the B.Ed. Program, teacher candidates will:

1. integrate Ontario curricula and policies with models of planning, instruction, and assessment to design learning experiences that are relevant and appropriate to learners' needs;
2. apply, with understanding, various learning theories to teaching and learning experiences;
3. apply understandings of human development theory and research to practice;
4. demonstrate an understanding of the interconnectedness of planning, instruction, and assessment to create meaningful learning experiences;

5. integrate appropriate technologies, across subject areas, courses and divisions to support student learning; and
6. create learning experiences that foster creativity, innovation, critical thinking, problem solving, interdisciplinary thinking, and collaboration.

Professionalism:

Upon successful completion of the B.Ed. Program, teacher candidates will:

1. articulate and uphold the [OCT Standards of Practice for the Teaching Profession](#) and [Ethical Standards for the Teaching Profession](#);
2. demonstrate openness to new and diverse perspectives of teaching and learning;
3. develop and articulate a research-informed vision of teaching and learning grounded in reflective practice;
4. engage in respectful and professional relationships with students, colleagues, parents, and other community members;
5. respond with sensitivity to the needs of students, parents, colleagues, and other community members; and
6. model and promote respect for diverse spiritual and cultural values.

BACHELOR OF EDUCATION PROGRAM FOUNDATIONAL PRINCIPLES

The Ontario Tech University Bachelor of Education program ensures that teacher candidates are prepared to enter the teaching profession with an appropriate foundation of knowledge and set of cognitive skills to be successful. Professional Knowledge in the B.Ed. program at Ontario Tech is guided by these principles:

1. Ongoing reflection informs teaching and learning.
2. Learning to teach is supported by the interplay of theory and practice.
3. Learning is a collaborative process of constructing personal meaning.
4. Digital technologies are embedded within the learning experience.
5. Diversity, equity, and respect enrich the teaching and learning process and promote healthy communities.



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INTRODUCTION

WHO WE ARE

Ontario Tech University opened its doors to students for the first time in September 2003. Ontario Tech's Faculty of Education offers a 16-month (four consecutive semesters) Primary/Junior program and an Intermediate/Senior Bachelor of Education program for Sciences, Mathematics, English, History, and Health and Physical Education. The Faculty of Education also offers a concurrent education program in conjunction with several faculties in our university.

ACCESSING INFORMATION VIA THE INTERNET

If you would like to access information regarding our Bachelor of Education program and/or the Field Experience, more information can be found on our [website](#).

THE GOAL OF THE FIELD EXPERIENCE IS:

- to provide Teacher Candidates with opportunities in school settings for growth as professional teachers and learners.

THE PURPOSE OF THE FIELD EXPERIENCE HANDBOOK IS:

- to provide information regarding all aspects of the Field Experience component of the Faculty of Education at Ontario Tech University;
- to provide Teacher Candidates, Associate Teachers, Principals, Vice-Principals, school office staff, board personnel, and University Liaisons with clear and specific expectations, guidelines, and descriptions of the Field Experience component of Ontario Tech's Bachelor of Education program to facilitate the communication process;
- to make the Field Experience a positive, cooperative and collaborative experience for all.

THANK YOU!

The Field Experience component of Ontario Tech University's Bachelor of Education program would not be possible without the participation and mentorship of exemplary teachers and schools. Ontario Tech appreciates and values the expertise, commitment, and time given by Associate Teachers, Principals, and School/Board staff. We are committed to working closely with schools and Associate Teachers to make this a successful and rewarding experience.

We thank you for your time, energy, and patience.

FIELD EXPERIENCE OVERVIEW

THE VALUES OF THE FIELD EXPERIENCE INCLUDE:

- allowing the Teacher Candidates to experience the daily realities of teaching in school settings;
- providing Teacher Candidates with opportunities for observation and interaction in three different classrooms;
- allowing the Teacher Candidates to appreciate and gain insights regarding school culture and the professional community in which they work; and
- allowing Teacher Candidates to participate as members of a school community
- provides an opportunity to enhance the theory-practice connections.

DATES 2022 - 2023 *

Throughout the course of the year Teacher Candidates will experience the realities of the teaching profession by completing three Field Placements and more than 80 days in schools.

BACHELOR OF EDUCATION PROGRAM: FIELD EXPERIENCE DATES

(*DATES SUBJECT TO CHANGE)

FIELD EXPERIENCE I TAKES PLACE:

- Observation Fridays - Sept. 23, 30, Oct. 21, 28, Nov. 4, 11, 2022
- Practicum Block - November 21 - December 15, 2022
- Debrief Day - December 16, 2022

FIELD EXPERIENCE II TAKES PLACE:

- Observation week – February 6 - 10, 2023
- Observation Fridays - Feb. 17, Mar. 3, 24, 2023
- Practicum Block - March 27 - April 27, 2023
- Debrief Day - April 28, 2023

FIELD EXPERIENCE II TAKES PLACE:

- Observation Start-Up week – September 5-8, 2023
- Observation Fridays - Sept. 15, 22, Oct. 20, 27, 2023
- Practicum Block - November 20 - December 20, 2023
- Culminating Day - December 21, 2023

ARRANGING THE FIELD EXPERIENCE

FACTORS TO CONSIDER

Coordinating placements within a variety of boards is a complex process based on the following factors:

- the availability of Associate Teachers at various grade levels or subject areas;
- Teacher Candidates' teachable subjects;
- protocols and expectations of school boards.

PROCESS

The Practicum Specialist makes Field Experience placement arrangements with a school board contact person. The contact establishes formal arrangements for partnerships between Ontario Tech and the various schools within a particular board.

Coordinating placements is established with the individual boards by the Ontario Tech Practicum Specialist. If a Teacher Candidate (or someone acting on their behalf) makes an alternative placement, it will be cancelled. **Teacher Candidates shall NOT seek out schools or Associate Teachers.**

The school Principal assigns Teacher Candidates to specific Associate Teachers. In most cases, the Teacher Candidate will be assigned to one Associate Teacher, however, in some individual cases, the Field Experience placement may be divided between two or more Associate Teachers. On rare occasions, there may be another Teacher Candidate in the same host classroom overlapping with other B.Ed. programs. If this occurs, the Practicum Specialist should be notified.

Associate Teachers may arrange opportunities for Teacher Candidates to observe and perhaps teach classes of colleagues who are not appointed Associate Teachers. While these colleagues may provide some input into the evaluation process, the responsibility for determining the formal evaluation of Teacher Candidates rests with the Associate Teacher(s) to whom the Teacher Candidates have been assigned.

Changes in school enrollment, staffing, administration, and grade assignment may occur. As a result, Field Experience placements may change due to such circumstances. For this reason, the Faculty of Education asks all those involved to be patient while demonstrating professional etiquette regarding this placement process.

NOTE: The Faculty of Education reserves the right to assign and place Teacher Candidates in any Field Experience placement, regardless of the Teacher Candidate's request of preferred location.

LAPTOPS IN THE FIELD EXPERIENCE - [BYOD TELE](#)

Ontario Tech is a technology-rich learning environment and integrates appropriate use of electronic devices as it forms an integral part of the program.

BYOD-TELE refers to Bring Your Own Device which means that Teacher Candidates are responsible for bringing their own device (e.g., laptop) to class. By participating in BYOD-TELE, Teacher Candidates have the freedom to select devices they like and want to use. The ability to effectively use digital technologies is an essential skill for educational and technological leaders. As a student in our program, Teacher Candidates will have many opportunities to develop strategies and skills working with a variety of digital tools.

Teacher Candidates should bring their device to school every day and use it for note taking during class time and lesson planning. Teacher Candidates are encouraged to find ways to use the technology when appropriate in consultation with their Associate Teacher.

Devices can be used for:

- making observations
- preparing lessons
- using the Internet for resources
- applying Ministry software specific to particular subject areas
- sharing resources, presentations and information with Associate Teachers, students and teachers

SCHOOLS

APPRECIATION

Ontario Tech recognizes the hard work, dedication, and time put forth by Associate Teachers, Principals, School Office Administrators, and other school board education partners.

Ontario Tech sincerely appreciates the time, effort, commitment, and contributions made by its partnered school boards.

Ontario Tech will provide Associate Teachers an honorarium. If two or more Associate Teachers share a Teacher Candidate, the honorarium will be divided in an equitable manner with any other Associate Teacher(s) who hosted the Teacher Candidate. Upon receipt of the Associate Teacher's final evaluation of the Teacher Candidate, a cheque, made out to the Associate Teacher, will be sent out to the Associate Teacher's school. Please allow 6 - 8 weeks from the end of placement.

<p>Thank you for your participation in the education, growth, and professional development of our Ontario Tech Teacher Candidates.</p>

TEACHER CANDIDATES

OVERVIEW OF ROLE

The Faculty of Education requires that Teacher Candidates carry out their professional duties in accordance with the expectations of members of the profession as outlined in the Standards of Practice and Ethical Standards. Please see [the appendices](#) for information regarding the [Standards of Practice for the Teaching Profession](#) and [Ethical Standards for the Teaching Profession](#) of the Ontario College of Teachers. Failure to comply with any of the standards while in the program, may result in ineligibility for practicum, the immediate withdrawal from the Field Experience placement, and possibly the Bachelor of Education program. This is in accordance with Ontario Tech's [Conduct and Professional Suitability Policy Academic](#) in the [Academic Calendar 2022-2023](#).

The Teacher Candidate is considered an associate member of the Ontario Teachers' Federation and must therefore act in accordance with the [Teaching Profession Act](#). Please see [Appendix C](#).

Candidates must consistently demonstrate professionalism, in all aspects of the B.Ed. program including coursework, interactions with others, and when they are guests in the schools and classrooms, and must act accordingly.

RESPONSIBILITIES AND EXPECTATIONS

On-Campus the Teacher Candidate will:

- demonstrate commitment to learning;
- attend all classes unless there are exceptional circumstances;
- model respect for diverse spiritual and cultural values and practices, and for the environment;
- exercise positive influence, professional judgement, confidentiality, and empathy in practice;
- seek to understand other people's perspectives;
- communicate clearly, consistently, and respectfully with colleagues, instructors, and staff;
- model effective listening skills (e.g., demonstrates active listening, demonstrates comprehension);
- demonstrate consistent punctuality (arriving to classes on time);
- complete all tasks and assignments by the published due dates (unless extensions have been agreed upon by the student and instructor in advance);
- maintain responsibilities for the duration of the activity (e.g. small group work, shared assignments);
- engage in respectful and professional relationships and interactions with colleagues and other community members;
- accept and assimilate constructive feedback in a positive manner;
- show initiative (e.g., demonstrates leadership qualities, demonstrates helpfulness without prompting, participates in large and small group activities);
- uphold the College's [Standards of Practice](#) and [Ethical Standards](#);
- demonstrate openness to new and diverse perspectives of teaching and learning;
- accept responsibility for their actions.

In the Field, the Teacher Candidate will:

- read and be familiar with the guidelines in the Field Experience Handbook;
- review the assessment criteria for the Field Experience and consider use as a form of self-assessment;
- become familiar with the host school's handbook to gain understanding of the school culture, expectations, and procedures;
- follow school board, school, and Ontario Tech policies, as well as class routines;
- be prompt, punctual and reliable;
- show initiative;
- demonstrate a professional attitude by observing the school's dress code, maintaining confidentiality, and cooperating with all school personnel;
- submit appropriate forms to the Associate Teacher and Ontario Tech as required;
- understand that cell phones or any other electronic devices are to be used during classroom time for instructional/professional purposes only;
- be aware that participation in negative conversations about Associate Teachers or any other member of the school community is considered unprofessional behaviour [[OTF Guidelines Regarding Harassment Complaints That Arise During Practicum Placements](#)].

OBSERVATION TIMES

- Observe the Associate Teacher's instructional techniques, strategies, methods of establishing effective class management and a positive environment, including ways to motivate and build rapport with students.
- Use time appropriately. Teacher Candidates should not complete assignments, do marking, or prepare their own lesson plans while the Associate Teacher is teaching.
- Seek understanding and clarification from the Associate Teacher on how to assist small groups or individuals.
- Seek the Associate Teacher's support and guidance regarding instructional techniques and strategies.

OBTAINING FEEDBACK

- Be considerate and flexible when arranging time with the Associate Teacher and University Liaison to discuss planning, lessons, and feedback.
- Display openness to new ideas, and be responsive and open to the Associate Teacher's suggestions, alternative strategies and recommendations.
- Seek guidance and assistance from the Associate Teacher and University Liaison as required.

PLANNING AND TEACHING

- Plan and prepare lessons using the appropriate [lesson plan templates](#) (please see [appendices](#)) after consulting with the Associate Teacher.
- Submit lesson plans to the Associate Teacher at least 24 hours prior to implementation.
- Ensure that any materials needed for the lesson are prepared well ahead of time.
- Regularly maintain and update the Digital Field Experience Binder (DFEB). Use the provided criteria and rubrics specific to the DFEB assignment in the Foundations LMS as a guide. The University Liaison/Foundations Instructor will assess the DFEB assignment which will contribute to the Foundations course final grade.

- The Teacher Candidate is responsible for the security of all teaching tools, including the laptop, other electronic devices, and any student information.
- Complete administrative tasks normally completed by the Associate Teacher (e.g., attendance, distribution or collection of forms etc.) if required.
- Participate in any out-of-class regularly scheduled duties with the Associate Teacher (e.g., lunch duty, bus duty, yard duty, hall duty, PA days) for the full duration of the duty.
- Reflect daily on the expectations of the lesson, the actual experience of teaching the lesson and what was learned through this process. Reflections should identify strengths and areas on which to work.

ASSOCIATE TEACHERS

OVERVIEW OF ROLE

The Associate Teacher's role is critical to the education, success, and growth of Teacher Candidates as educators. The Faculty of Education appreciates the time, effort and dedication of Associate Teachers in working with Teacher Candidates. Associate Teachers not only demonstrate exemplary practices, but also mentor, guide, and assist Teacher Candidates in becoming teachers. Associate Teachers are the key to the success of our Field Experience.

**NOTE: For any questions or concerns, contact the Practicum Specialist.
Please see the inside back cover for contact details.**

RESPONSIBILITIES: GENERAL

- Communicate progress, concerns and questions to the Practicum Specialist.
- Ensure that whenever the Teacher Candidate is with a class of students or completing any official duties (e.g., cafeteria duty, bus duty, yard duty, and trip supervision), they are under the supervision of a member of the Ontario College of Teachers. Please note: Teacher Candidates are NOT to act as parent volunteers or occasional teachers.
- Provide the Teacher Candidate with guidance on how they can circulate or assist with individual or small groups of students.
- Provide opportunities for the Teacher Candidate to utilize technology (e.g., to instruct a small group, to do a presentation, to prepare lesson plans, to share resources with the Associate Teacher or other teachers).

WELCOMING

- Welcome the Teacher Candidate into the classroom and introduce them as a colleague to the students, other staff members and administration.
- Provide Teacher Candidates with a tour of the school.
- Provide Teacher Candidates with a space to work/sit and keep belongings.
- Provide Teacher Candidates with a school handbook, staff list, class/teaching schedule, duty schedules, and any other pertinent information required by a teacher in the school.

PLANNING AND TEACHING

- Allow for adequate observation time at the beginning of the placement and a gradual and well-paced increase in responsibilities (see [Tips for Associate Teachers](#) for ideas).
- Plan how to use the Teacher Candidate's subject specialties or talents in classroom activities.
- Allow the Teacher Candidate to take the lead on general routines (this may include entry/dismissal routines, opening exercises, attendance) in order to gradually introduce the Teacher Candidate to leading the class.
- Plan activities so the Teacher Candidate can work with individual students or small groups to observe behaviours, abilities, and learning patterns and come to know individuals within the classroom.
- Provide Teacher Candidate with an appropriate topic and guidance for lessons, and establish times to examine the Teacher Candidate's lesson plan prior to implementation.
- Allow the Teacher Candidate to use the laptop or other electronic device in planning and teaching experiences where appropriate.
- Guide the Teacher Candidate in the development of effective lesson planning using the [Ontario Tech Lesson Plan Template](#).

GIVING FEEDBACK

- Set aside time each day to engage in informal conversations with the Teacher Candidate to discuss strengths and areas for improvement.
- Review, observe, and provide written comments about lesson/unit plans and their implementation (can be written right on lesson plan in the sections for comments, or in a notebook) by giving alternative strategies, suggestions, and recommendations.

EVALUATION

INTERIM REPORT:

- Complete the [Practicum Interim Report](#) **midway** through the Practicum Block. **Please note:** The interim and final reports are the same format and contain the same competencies. The interim may be less detailed than the final, as it is meant to be a guide for discussion.
- Give a copy of the Interim Report to the Teacher Candidate, offer suggestions for improvement, and keep a copy as the Practicum Specialist may request to see the Interim Report. You are not required to submit a copy of the interim report to the practicum office.
- Refer to [Associate Teacher's Steps to Take if the Teacher Candidate is Having Difficulty](#), if the Teacher Candidate is experiencing difficulty. This includes contacting the University Liaison and Practicum Specialist.

FINAL REPORT:

- **Complete the *Associate Teacher Field Experience Final Report*.** This report is a web-based version of the Practicum Interim Report and is completed in the Field Experience Portal online. Please refer to the Tip Sheet and Field Experience Portal letter in your Associate Teacher information package. Assistance and support is available from the Practicum Office.
- NOTE: Final Evaluation reports are used by Teacher Candidates when they are applying for teaching positions.

GENERAL TIPS FOR ASSOCIATE TEACHERS:

- Be patient as some Teacher Candidates may require extra assistance or support.
- Try to offer encouragement where appropriate. Please remember that the Teacher Candidate may be nervous and a little praise may go a long way.
- **Teacher Candidates are not teachers - yet!** As a mentor, provide constructive feedback so that they can work on the areas that require improvement.
- Keep this handbook handy just in case you have questions or concerns.
- You are the professional. The Teacher Candidate will learn so much from simply being with you! Your feedback and exemplary teaching will provide great learning opportunities for the Teacher Candidate.
- Sometimes, it is difficult to give constructive criticism for fear of hurting the Teacher Candidate's feelings. The Teacher Candidates know that your job is to assist them in becoming the best educators they can be. They are prepared to accept constructive feedback from you-the teacher.
- Have the Teacher Candidate assist students who require individual assistance. Please advise the Teacher Candidate of any special needs or medical needs that they may need to know about the student.
- Allow the Teacher Candidate to work with a small group of students. Please be specific as to what task you wish the Teacher Candidate to complete.
- Prior to a larger group lesson, you may want to have the Teacher Candidate prepare a mini-lesson for a small group of students.
- Teacher Candidates require permission to attend Parent/Teacher interviews, PA Day activities and any out of school activities. Permission is at the discretion of the Principal and Associate Teacher.

TIPS FOR GRADUALLY ALLOWING A TEACHER CANDIDATE TO TAKE OVER THE MANAGEMENT OF GENERAL ROUTINES:

- Start small. The Teacher Candidate can learn so much about establishing relationships with students, classroom management and communication just by leading the class through general routines such as entry/exit routines, or any other regular classroom activity that is part of the daily classroom activity. Conducting routines offers excellent opportunities for Teacher Candidates to initiate the whole group experience.
- Please allow for sufficient observation time by the Teacher Candidate to view routines.
- Examples of routines might include:
 - ☐ school / classroom entry and dismissal procedures or routines
 - ☐ attendance, late routine, and processes for ensuring absent students can access the work/lesson upon returning
 - ☐ routines for responding to parent communication
 - ☐ distributing / collecting forms or assignments
 - ☐ communication routines with EAs and ECEs
 - ☐ any routine that is specific to your class (i.e. washroom breaks)
 - ☐ routines for technology

TIPS FOR PROVIDING ORAL FEEDBACK TO TEACHER CANDIDATES:

- Your feedback is key to the Teacher Candidate's learning and growth. Try to block out a few minutes each day to discuss specific strengths and areas for which for the Teacher Candidate to improve.
- You may want to set aside a few minutes either at the beginning of the day, during a preparation period, over lunch, or at the end of the day.
- Have informal chats while walking to the office or staffroom.
- Offering feedback regarding specific items such as professionalism or communication is essential and useful. While offering feedback such as "great lesson" may gratify the Teacher Candidate, finding one specific component that made the lesson "great" and perhaps one specific component for improvement is helpful.
- Use the Practicum Interim Report as a guide to assist with the oral feedback process. The performance indicators listed on the observation sheets include all of the "look-fors" that will be included in the Associate Teacher Field Experience Final Report.

TIPS FOR PROVIDING WRITTEN FEEDBACK TO TEACHER CANDIDATES:

- Finding time to provide written feedback can be difficult. While the Teacher Candidate is teaching, you may want to note specific strengths and areas of need so you can comment more fully later.

- Add a few notes on the Teacher Candidate's lesson plan as they implement a lesson. Remember to keep a copy of the lesson plan notes for yourself.
- Keep several copies of the Practicum Interim Report, and simply highlight the "look-fors" as you see them throughout the lesson, or jot suggestions or recommendations next to specific performance indicators.
- Select one area to comment on each day (for example, focus on communication for one lesson and class management for another etc.).

TIPS FOR HELPING A STRUGGLING TEACHER CANDIDATE:

- Try to offer one or two suggestions for improvement at a time, rather than giving the Teacher Candidate a lengthy list of areas to improve.
- Try to find a few positive areas to offer feedback, if appropriate (e.g., about effort, an idea, or positive attitude).
- For more detailed instructions, please refer to [Steps to Take if the Teacher Candidate is Experiencing Difficulty](#).

We realize that this can be a challenging experience, so please seek support from the Practicum Specialist. We are here to assist you.

Once again, thank you, Associate Teachers, for your expertise, time and commitment to educating future teachers.

CHECKLIST FOR FIELD EXPERIENCE I

DATE	TEACHER CANDIDATE	ASSOCIATE TEACHER	PRACTICUM OFFICE
November 21 - 22, 2022	<input type="checkbox"/> arrive at least 30 minutes prior to the beginning of the day, sign in at the office <input type="checkbox"/> take observation notes for Field Experience Binder <input type="checkbox"/> assist with the Associate Teacher's scheduled out-of-class responsibilities (e.g., cafeteria duty, hall duty, yard duty, bus duty, meetings, etc.)* <input type="checkbox"/> circulate when appropriate (e.g., seatwork, small group activities) and assist as suggested by Associate Teacher <input type="checkbox"/> ensure you are a helpful guest and observer! <input type="checkbox"/> consider how you might get involved in the school community	<input type="checkbox"/> provide Teacher Candidate with any updated teaching/class/duty/meeting schedules <input type="checkbox"/> provide some time for Teacher Candidate's questions <input type="checkbox"/> provide Teacher Candidate with guidance as to how they can circulate or assist with individual or small groups of students <input type="checkbox"/> provide Teacher Candidate with appropriate topic and guidance for lessons and establish time to review Teacher Candidate's lesson plans in advance (see Tips for Associate Teachers for more ideas)	<input type="checkbox"/> the University Liaison will be available for questions or concerns regarding the Field Experience placement <input type="checkbox"/> the Practicum Specialist will assist with any questions or concerns (please see back cover for contact list)

CHECKLIST FOR FIELD EXPERIENCE I

DATE	TEACHER CANDIDATE	ASSOCIATE TEACHER	PRACTICUM OFFICE
November 23 - 25, 2022	<input type="checkbox"/> arrive at least 30 minutes prior to the beginning of the day, sign in at office <input type="checkbox"/> take lead of the general routines (this can include entry/dismissal routines opening exercises, attendance) as discussed with Associate Teacher <input type="checkbox"/> Teacher Candidate should be prepared to teach at least one lesson per day <input type="checkbox"/> submit lesson plans at least 24 hours in advance AND add to Digital Field Experience Binder (DFEB); ensure DFEB is maintained daily <input type="checkbox"/> debrief with Associate Teacher to receive informal feedback.** <input type="checkbox"/> circulate when appropriate (e.g. seatwork, small group activities, and assist as suggested)	<input type="checkbox"/> continue role as above* <input type="checkbox"/> allow for Teacher Candidate to take lead of general routines (this can include entry/dismissal routines, opening exercises, attendance) <input type="checkbox"/> provide Teacher Candidate with informal feedback regarding implementation and management of general routines*** <input type="checkbox"/> provide some time for Teacher Candidate's questions <input type="checkbox"/> provide Teacher Candidate with appropriate guidance for next day's lesson and establish time to review Teacher Candidate's lesson plan in advance (see Tips for Associate Teachers for more ideas)	<input type="checkbox"/> the University Liaison will be available for questions or concerns regarding the Field Experience placement <input type="checkbox"/> the Practicum Specialist will assist with any questions or concerns (please see back cover for contact list)

CHECKLIST FOR FIELD EXPERIENCE I

DATE	TEACHER CANDIDATE	ASSOCIATE TEACHER	PRACTICUM OFFICE
November 23 - 25 cont.	<input type="checkbox"/> continue observation notes when Associate Teacher is teaching <input type="checkbox"/> discuss with Associate Teacher appropriate topic for next day's lesson*** and establish (and adhere to a time to review lesson plan with Associate Teacher	<input type="checkbox"/> establish routine on how Teacher Candidate will share their lesson plans (ie. Digital Field Experience Binder, email, google drive, etc.)	<input type="checkbox"/> the University Liaison will be available for questions or concerns regarding the Field Experience placement <input type="checkbox"/> the Practicum Specialist will assist with any questions or concerns (please see back cover for contact list)
November 28 - December 2, 2022	<input type="checkbox"/> continue role as above* <input type="checkbox"/> discuss with Associate Teacher appropriate topics for planning / teaching during the block <input type="checkbox"/> continue to take lead of the general routines (this can include entry/dismissal routines opening exercises, attendance) as discussed with Associate Teacher <input type="checkbox"/> debrief with Associate Teacher to receive informal feedback.** <input type="checkbox"/> teach 25% (minimum) to 50% instruction*** time and remainder of day is observational / assisting Associate Teacher	<input type="checkbox"/> continue role as above* <input type="checkbox"/> review Teacher Candidate's lesson plans at least 24 hours in advance as per the routine established with the TC (see Tips for Associate Teachers for more ideas) <input type="checkbox"/> provide opportunities to debrief with Teacher Candidate and provide feedback regarding lesson implementation and / OR management of general routines ** <input type="checkbox"/> the Practicum Interim Report evaluation tool may be used as a guideline for oral and written feedback <input type="checkbox"/> please complete the Practicum Interim Report at the midpoint of the practicum (approximately December 2nd), give a copy to the Teacher Candidate and keep a personal copy for reference	<input type="checkbox"/> the University Liaison will be available for questions or concerns regarding the Field Experience placement <input type="checkbox"/> the Practicum Specialist will assist with any questions or concerns (please see back cover for contact list)

CHECKLIST FOR FIELD EXPERIENCE I

DATE	TEACHER CANDIDATE	ASSOCIATE TEACHER	PRACTICUM OFFICE
December 5 - 15, 2022	<input type="checkbox"/> continue role as above* <input type="checkbox"/> teach 50% (maximum) instruction time and continue observing and assisting when appropriate <input type="checkbox"/> all class tests, assignments, teacher and school resources, including school keys, MUST be returned on or before the last day of placement	<input type="checkbox"/> continue role as above* <input type="checkbox"/> if necessary, follow the <u>Steps to Take if the Teacher Candidate is Experiencing Difficulty</u> , including contacting the University Liaison <input type="checkbox"/> ensure all tests, assignments and resources, including school keys, are returned prior to completing the Final Report <input type="checkbox"/> please complete the web-based Associate Teacher Field Experience Final Report by December 19, 2022 (honorarium will be processed upon receipt of the evaluation)	<input type="checkbox"/> the University Liaison will communicate with the Associate Teacher and Teacher Candidate as required <input type="checkbox"/> depending upon the Teacher Candidate's progress, the University Liaison and/or Practicum Specialist may visit the Teacher Candidate

CHECKLIST FOR FIELD EXPERIENCE II

DATE	TEACHER CANDIDATE	ASSOCIATE TEACHER	PRACTICUM OFFICE
March 27 - 28, 2023	<input type="checkbox"/> arrive at least 30 minutes prior to the beginning of the day, sign in at office <input type="checkbox"/> take observation notes for Field Experience Binder <input type="checkbox"/> assist with the Associate Teacher's scheduled out-of- class responsibilities (e.g., cafeteria duty, hall duty, yard duty, bus duty, meetings, etc.)* <input type="checkbox"/> circulate when appropriate (e.g., seatwork, small group activities) and assist as suggested by Associate Teacher <input type="checkbox"/> ensure you are a helpful guest and observer! <input type="checkbox"/> consider how you might get involved in the school community <input type="checkbox"/> ensure understanding of general routine(s) responsibilities for next day <input type="checkbox"/> discuss with Associate Teacher appropriate topics for lessons; submit lesson plans at least 24 hrs in advance AND add to Digital Field Experience Binder (DFEB); ensure DFEB is maintained daily	<input type="checkbox"/> provide Teacher Candidate with any updated teaching/class/duty/meeting schedules <input type="checkbox"/> provide some time for Teacher Candidate's questions <input type="checkbox"/> provide Teacher Candidate with guidance as to how they can circulate or assist with individual or small groups of students (see Tips for Associate Teachers for more ideas) <input type="checkbox"/> provide Teacher Candidate with appropriate topic and guidance for lessons and establish process for reviewing Teacher Candidate's lesson plans at least 24 hours in advance (see Tips for Associate Teachers for more ideas) <input type="checkbox"/> review lesson plan prior to implementation and provide feedback <input type="checkbox"/> establish routine on how Teacher Candidate will share their lesson plans (ie. Digital Field Experience Binder, email, google drive, etc.)	<input type="checkbox"/> the Practicum Specialist will provide the Teacher Candidate, Associate Teacher and school administration with a link to the Field Experience Handbook <input type="checkbox"/> the Practicum Specialist will assist with any questions or concerns (please see back cover for contact list) <input type="checkbox"/> the University Liaison will communicate with host Teacher and Teacher Candidate as required, and is available for questions or concerns

*The Teacher Candidate must be supervised by a member of the Ontario College of Teachers when completing duties at all times.

** Informal feedback can be a few notes in a notebook, identifying strengths and areas to improve

***May include formal lesson implementation and any other situation when the Teacher Candidate leads the class in activities such as taking up homework, taking up quizzes, independent reading, checking agendas, morning routines, walking the class to the gym, dismissing students at bell time and any other general routines regularly led by the Associate Teacher

CHECKLIST FOR FIELD EXPERIENCE II

DATE	TEACHER CANDIDATE	ASSOCIATE TEACHER	PRACTICUM OFFICE
March 28 - April 1, 2023	<input type="checkbox"/> continue role as above* <input type="checkbox"/> take lead of the general routines (this can include entry/dismissal routines opening exercises, attendance) as discussed with Associate Teacher <input type="checkbox"/> begin teaching 1 out of 3 classes at secondary or approximately for 30% of the day at elementary*** <input type="checkbox"/> debrief with Associate Teacher to receive informal feedback** <input type="checkbox"/> continue to submit lesson plans to your Associate Teacher 24 hrs in advance and remember to post them in your DFEB	<input type="checkbox"/> continue role as above* <input type="checkbox"/> provide opportunities to debrief with Teacher Candidate and provide feedback regarding lesson implementation and management of general routines **	<input type="checkbox"/> the University Liaison will be available for questions or concerns regarding the Field Experience placement <input type="checkbox"/> the Practicum Specialist will assist with any questions or concerns (please see back cover for contact list)
April 4 - 8, 2023	<input type="checkbox"/> continue role as previously outlined <input type="checkbox"/> teach approximately 50% of instruction*** time and the remainder of the day is observation/assisting time	<input type="checkbox"/> continue role as previously outlined <input type="checkbox"/> please provide continued oral and written feedback (the Practicum Interim Report evaluation tool may be used as a guideline for oral and written feedback) <input type="checkbox"/> please complete the Practicum Interim Report at the midpoint of the practicum (approximately April 16th) and give a copy to the Teacher Candidate and please keep a personal copy for reference <input type="checkbox"/> if necessary, follow the Steps to Take if the Teacher Candidate is Experiencing Difficulty , including contacting the University Liaison	<input type="checkbox"/> depending on the Teacher Candidate's progress, the University Liaison and/or Practicum Specialist may visit the Teacher Candidate
April 11 - 27,			

2023	<input type="checkbox"/> continue role as previously outlined <input type="checkbox"/> increasing instruction time to no more than 60 – 75% of the day is at the discretion of the Associate Teacher <input type="checkbox"/> all class tests, assignments, teacher & school resources, including school keys, MUST be returned on or before the last day of placement	<input type="checkbox"/> ensure all tests, assignments and resources, including school keys, are returned prior to completing the Final Report <input type="checkbox"/> please complete the web-based Associate Teacher Field Experience Final Report by April 29, 2023 (honarium will be processed upon receipt of the evaluation)	
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*The Teacher Candidate must be supervised by a member of the Ontario College of Teachers when completing duties at all times.

** Informal feedback can be a few notes in a notebook, identifying strengths and areas to improve

***May include formal lesson implementation and any other situation when the Teacher Candidate leads the class in activities such as taking up homework, taking up quizzes, independent reading, checking agendas, morning routines, walking the class to the gym, dismissing students at bell time and any other general routines regularly led by the Associate Teacher

CHECKLIST FOR FIELD EXPERIENCE III

DATE	TEACHER CANDIDATE	ASSOCIATE TEACHER	PRACTICUM OFFICE
September 5 - 8, 2023	<input type="checkbox"/> arrive at least 30 minutes prior to the beginning of the day, sign in at office, introduce self, and request location of Associate Teacher <input type="checkbox"/> complete the required Placement Orientation Guide (POG) and upload to your Digital Field Experience Binder <input type="checkbox"/> take observation notes for Field Experience Binder <input type="checkbox"/> assist with the Associate Teacher's scheduled out-of-class responsibilities (e.g., cafeteria duty, hall duty, yard duty, bus duty, meetings, etc.)* <input type="checkbox"/> circulate when appropriate (e.g., seatwork, small group activities) and assist as suggested by Associate Teacher <input type="checkbox"/> ensure you are a helpful guest and observer! <input type="checkbox"/> consider how you might get involved in the school community	<input type="checkbox"/> inform Office Staff and Administration of the Teacher Candidate's arrival <input type="checkbox"/> welcome and introduce Teacher Candidate to class, staff members and administration <input type="checkbox"/> provide a small area for Teacher Candidate's belongings (e.g., coat, bag, laptop) <input type="checkbox"/> arrange, establish and designate an area for Teacher Candidate to sit and observe <input type="checkbox"/> provide Teacher Candidate with teaching/class/duty/meeting schedules <input type="checkbox"/> provide Teacher Candidate with a tour of the school <input type="checkbox"/> provide some time for Teacher Candidate's questions <input type="checkbox"/> provide Teacher Candidate with guidance as to how they can circulate or assist with individual or small groups of students	<input type="checkbox"/> the Practicum Specialist or Foundations Course Instructor will provide the Teacher Candidate with the Placement Orientation Guide (POG) <input type="checkbox"/> the Practicum Specialist will provide the Teacher Candidate, Associate Teacher and school administration with the Field Experience Handbook <input type="checkbox"/> the Practicum Specialist will assist with any questions or concerns (please see back cover for contact list) <input type="checkbox"/> the University Liaison will communicate with the Associate Teacher and Teacher Candidate as required, and is available for questions or concerns regarding the Field Experience Placement

*The Teacher Candidate must be supervised by a member of the Ontario College of Teachers when completing duties at all times.

** Informal feedback can be a few notes in a notebook, identifying strengths and areas to improve

***May include formal lesson implementation and any other situation when the Teacher Candidate leads the class in activities such as taking up homework, taking up quizzes, independent reading, checking agendas, morning routines, walking the class to the gym, dismissing students at bell time and any other general routines regularly led by the Associate Teacher

CHECKLIST FOR FIELD EXPERIENCE III

DATE	TEACHER CANDIDATE	ASSOCIATE TEACHER	PRACTICUM OFFICE
November 20 - 21, 2023	<input type="checkbox"/> arrive at school at least 30 minutes prior to the beginning of the school day <input type="checkbox"/> continue to take notes and to assist the Associate Teacher when appropriate <input type="checkbox"/> assist with the general routines (this can include entry/dismissal routines, opening exercises, attendance) as discussed with Associate Teacher <input type="checkbox"/> discuss with Associate Teacher appropriate topics for unit plan / lessons; submit lesson plans at least 24 hrs in advance AND add to Digital Field Experience Binder (DFEB); ensure DFEB is maintained daily <input type="checkbox"/> begin unit planning and lesson planning <input type="checkbox"/> debrief with Associate Teacher to receive informal feedback**	<input type="checkbox"/> provide Teacher Candidate with appropriate topic and guidance for unit plan / lessons and establish process for reviewing Teacher Candidate's lesson plans at least 24 hours in advance (see Tips for Associate Teachers for more ideas) <input type="checkbox"/> discuss with Teacher Candidate any general routines (this can include entry/dismissal routines, opening exercises, and attendance) that the Teacher Candidate might be able to assist with and then lead (see Tips for Associate Teachers) <input type="checkbox"/> establish routine on how Teacher Candidate will share their lesson plans (ie. Digital Field Experience Binder, email, shared drive, etc.)	<input type="checkbox"/> the University Liaison will be available for questions or concerns regarding the Field Experience placement <input type="checkbox"/> the Practicum Specialist will assist with any questions or concerns (please see back cover for contact list)

*The Teacher Candidate must be supervised by a member of the Ontario College of Teachers when completing duties at all times.

** Informal feedback can be a few notes in a notebook, identifying strengths and areas to improve

***May include formal lesson implementation and any other situation when the Teacher Candidate leads the class in activities such as taking up homework, taking up quizzes, independent reading, checking agendas, morning routines, walking the class to the gym, dismissing students at bell time and any other general routines regularly led by the Associate Teacher

CHECKLIST FOR FIELD EXPERIENCE III

DATE	TEACHER CANDIDATE	ASSOCIATE TEACHER	PRACTICUM OFFICE
November 22 - 24, 2023	<input type="checkbox"/> continue role as above* <input type="checkbox"/> take the lead with general routines (this can include entry/dismissal routines, opening exercises, attendance) as discussed with Associate Teacher <input type="checkbox"/> begin teaching 1 out of 3 classes at secondary or approximately for 30% of the day at elementary*** <input type="checkbox"/> debrief with Associate Teacher to receive informal feedback**	<input type="checkbox"/> continue role as above* <input type="checkbox"/> review lesson plan prior to implementation and provide feedback <input type="checkbox"/> provide opportunities to debrief with Teacher Candidate and provide feedback regarding lesson implementation and management of general routines **	<input type="checkbox"/> the University Liaison will be available for questions or concerns regarding the Field Experience placement <input type="checkbox"/> the Practicum Specialist will assist with any questions or concerns (please see back cover for contact list)
November 27 - December 1, 2023	<input type="checkbox"/> continue role as previously outlined* <input type="checkbox"/> work up to approximately 60 - 70% of Associate Teacher's instruction*** time and the remainder of the day is observation time <input type="checkbox"/> increasing instruction time to no more than 60-70% is at the discretion of the Associate Teacher	<input type="checkbox"/> continue role as previously outlined* <input type="checkbox"/> please provide continued oral and written feedback (the Practicum Interim Report evaluation tool may be used as a guideline for oral and written feedback) <input type="checkbox"/> please complete the Practicum Interim Report at the midpoint (approximately December 10th) of the practicum and give a copy to the Teacher Candidate and please keep a personal copy for reference <input type="checkbox"/> if necessary, follow the Steps to Take if the Teacher Candidate is Experiencing Difficulty , including contacting the University Liaison <input type="checkbox"/> ensure all tests, assignments and resources, including school keys, are	<input type="checkbox"/> depending upon the Teacher Candidate's progress, the University Liaison and/or Practicum Specialist may visit the Teacher Candidate

December 4 - 20, 2023	<input type="checkbox"/> continue role as previously outlined* <input type="checkbox"/> work up to approximately 70-100% of Associate Teacher's instruction time and the remainder is observation time <input type="checkbox"/> all class tests, assignments, teacher and school resources, including school keys, MUST be returned on or before the last day of placement	returned prior to completing the <i>Final Report</i> <input type="checkbox"/> please complete the web-based Associate Teacher Field Experience Final Report by December 19, 2022 (honourarium will be processed upon receipt of the evaluation)	
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*The Teacher Candidate must be supervised by a member of the Ontario College of Teachers when completing duties at all times.

** Informal feedback can be a few notes in a notebook, identifying strengths and areas to improve

***May include formal lesson implementation and any other situation when the Teacher Candidate leads the class in activities such as taking up homework, taking up quizzes, independent reading, checking agendas, morning routines, walking the class to the gym, dismissing students at bell time and any other general routines regularly led by the Associate Teacher

PRINCIPALS

OVERVIEW OF ROLE

The Field Experience in schools provides a critical component in educating Teacher Candidates. The Faculty of Education appreciates the Principal's invitation and acceptance of Teacher Candidates into the school. The Principal's role is largely one of encouragement, leadership and inclusion. By welcoming and involving Teacher Candidates into the daily school life, the Teacher Candidates will be part of the full teacher experience that extends beyond the classroom.

Thank you, Principals, for hosting Ontario Tech Teacher Candidates.

RESPONSIBILITIES:

- Select and consult teachers who would be supportive mentors and act as Associate Teachers.
- Welcome the Teacher Candidates to the school and provide introductions to the school community where appropriate (e.g., staff meetings, division meetings, staff room).
- Provide any information the Teacher Candidate may require or request regarding school or board policies.
- Be aware of any potential on-site problems requiring administrative supervision.
- Document any problems and implement [Steps to Take if the Teacher Candidate is Experiencing Difficulty](#) where appropriate.
- Provide modelling, guidance, leadership and support for Teacher Candidates and Associate Teachers.
- Ensure that the Teacher Candidate works on a continuing basis only with the assigned Associate Teacher(s), although the Teacher Candidate may at times visit and observe other classrooms.
- Help facilitate opportunities for Teacher Candidates to experience all facets of the school community (e.g., invite Teacher Candidate to staff meetings, assemblies, allow for Teacher Candidate to assist with extra-curricular activities, where appropriate).

- Please be aware that the Teacher Candidate will be bringing digital devices into the school. The Teacher Candidate is responsible for the security of all teaching tools.
- Ensure that whenever Teacher Candidates are with students, they are under the supervision of a school board employee who is a member of the Ontario College of Teachers.
- Visit Teacher Candidates in host classrooms if desired.
- Complete a formative assessment of the Teacher Candidate if desired.
- Report, as required for other staff members, any accident involving the Teacher Candidate while on school board property.
- Consider and permit (if and where appropriate) Teacher Candidates to attend Parent/Teacher interviews, PA Day activities and any out of school activities. Permission is at the discretion of the Principal and Associate Teacher.

SCHOOL OFFICE ADMINISTRATORS

Oftentimes, the Teacher Candidate's first contact person in a Field Experience placement is the School Office Administrator. The Faculty of Education appreciates the time, effort and assistance extended by School Office Administrators in involving Ontario Tech Teacher Candidates in the daily school experience.

The Faculty of Education especially appreciates the School Office Administrator's assistance in:

- welcoming the Teacher Candidates and University Liaisons to the school;
- distributing any mail or messages to the Associate Teachers, Principal or Teacher Candidate;
- directing University Liaisons to the appropriate classrooms during visits; and
- reporting a Teacher Candidate's absence on behalf of the Associate Teacher (only if the Teacher Candidate does not report his or her absence, or does not report to the school as expected) to the Practicum Office at practicum.edu@ontariotechu.ca.

<p>Thank you, School Office Administrators. We realize school offices are busy places and we appreciate your work and assistance.</p>
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UNIVERSITY LIAISON

OVERVIEW OF ROLE

An Ontario Tech University Liaison (Foundations Instructor) is assigned to each Teacher Candidate. The University Liaison is available to the Teacher Candidate and to the Associate Teacher to provide information and discuss issues regarding the Field Experience. If the University Liaison is not available, please contact the Practicum Specialist.

RESPONSIBILITIES:

- Assess Foundations course assignments that are connected to the Field Experience (i.e., Digital Field Experience Binder – DFEB). The interplay of theory and practice as a critical component of the learning-to-teach process. Teacher Candidates must integrate the concepts from the course (i.e. professional, theoretical, research) with the Field Experience. The University Liaisons/Foundations Instructors will use the criteria and rubric located in the Foundations course LMS to assess Teacher Candidate progress in the field. The DFEB assignment contributes to the final Foundations grade.
- Maintain contact with Teacher Candidates and Associate Teachers through telephone or electronic communication and school visits as required.
- Conduct on-site school visits and engage in additional telephone, electronic or on-site communications as required. Refer to the [Checklist for Field Experience](#).
- Communicate with Associate Teachers and Principals when visiting the school.
- Provide professional guidance to Teacher Candidates through Foundations classes.
- Provide specific assistance to Teacher Candidates through individual conferences, suggest materials or resources, and discuss observations and assessments made during classroom visits.
- Work with the Practicum Specialist to help solve any challenges that may occur in Field Experience placements, including assisting the Associate Teacher in the development, implementation and follow-up of an Improvement Action Plan for Teacher Candidates experiencing difficulty.
- Collaborate with the Associate Teacher, Practicum Specialist and other Faculty members to determine the Teacher Candidate's suitability for continuing in the Field Experience placement.

PRACTICUM SPECIALIST

OVERVIEW OF ROLE

The Practicum Specialist organizes and arranges Field Experience placements in conjunction with board personnel, acts as a third-party evaluator when required and acts as a University Liaison.

RESPONSIBILITIES:

- Arrange Field Experience placements through establishing partnerships with boards.
- Provide orientation materials and support for Associate Teachers new to Ontario Tech's Faculty of Education.
- Along with the Practicum Assistant, provide orientation and support for Associate Teachers when using the web-based version of the Associate Teacher Field Experience Final Report.
- Appoint University Liaisons to Teacher Candidates.
- Provide on-going support and assistance to University Liaisons.
- Collaborate with the Associate Teacher and other faculty members to determine the Teacher Candidate's suitability for continued Field Experience placement.
- Coordinate the resolution of problems / issues that occur in Field Experience placements.
- Arrange make-up placements for Teacher Candidates, where applicable.
- Develop and update the Field Experience Handbook.

ELIGIBILITY FOR PRACTICUM

PROCESS TO DETERMINE ELIGIBILITY FOR PRACTICUM PLACEMENT:

- During the semester, any Teacher Candidate identified by B.Ed. Program instructors and/or staff as having incomplete coursework, struggling with coursework, or being in repeated breach of the Faculty of Education professionalism requirements (as noted in the Teacher Candidate section of this handbook), will meet with the Practicum Committee in order to address these issues and concerns.
- Reason for Referral for Practicum Eligibility may include:
 - experiencing difficulty in overall course performance and/or meeting course requirements;
 - maintaining below a 2.7 grade point average;
 - failure to date in any B.Ed. Program course;
 - lack of professionalism (as described in detail in the [Teacher Candidates Role and Responsibilities](#));
 - arriving late to class or leaving class early on more than one occasion;
 - missing classes without a valid reason;
- Based on this review, any Teacher Candidate who has been identified as potentially ineligible to begin the practicum will meet with the Practicum Committee.
- Based on the relevant information, the Director, B.Ed. Program will make a recommendation to the Dean regarding the Teacher Candidate's eligibility to proceed to a Practicum Placement.
- When the Director, B.Ed. Program, is satisfied that the Teacher Candidate has met the requirements to be eligible to proceed to a Practicum Placement, steps will be taken to arrange a future Practicum Placement.

EVALUATION

Type of Evaluation	DETAILS	GIVEN BY	WHEN
Daily Feedback	<ul style="list-style-type: none"> Teacher Candidates benefit greatly when they receive realistic and constructive feedback on a regular basis. Feel free to use this daily feedback resource to guide the feedback (see Tips for Associate Teachers for suggestions regarding feedback) 	ASSOCIATE TEACHER	Daily
Practicum Interim Report (Formative Evaluation)	<ul style="list-style-type: none"> Using the Practicum Interim Report and the accompanying rubric, the Associate Teacher rates the Teacher Candidate's overall level of each of the performance indicators or "look-fors" if applicable Please see Appendices F & G for more detailed instructions and the evaluation forms. Share the Practicum Interim Report results with the Teacher Candidate, and make a copy for the Teacher Candidate so that the opportunity for improved performance can be identified. A copy of the report may be requested by the University Liaison If the Teacher Candidate receives any Level 1s on the Practicum Interim Report, please follow the Steps to Take if the Teacher Candidate is Experiencing Difficulty 	ASSOCIATE TEACHER	At the end of Week Two during the Block
Field Experience Final Report (Summative Evaluation)	<ul style="list-style-type: none"> The Field Experience Final Report is a web-based version of the Practicum Interim Report Support is available through the Practicum Office 	ASSOCIATE TEACHER	During last week(s) of Field Placement

CONSIDERATIONS WHEN EVALUATING THE FIELD EXPERIENCE

- The Teacher Candidate's performance should be assessed on the basis of standards maintained by a Teacher Candidate rather than those maintained by an experienced teacher at the particular stage in the program
- Please remember that some Teacher Candidates will require extra assistance, guidance and encouragement
- If two Associate Teachers work with a Teacher Candidate for relatively equal amounts of time, they are asked to each prepare or each contribute to the [Practicum Interim Report](#) and the Associate Teacher Field Experience Final Report
- **If a Teacher Candidate experiences difficulty during the placement, the Associate Teacher should refer to the [Steps to Take if the Teacher Candidate is Experiencing Difficulty](#), including contacting the Practicum Specialist as early as possible**

CAUSE FOR IMMEDIATE TEACHER CANDIDATE WITHDRAWAL FROM THE FIELD EXPERIENCE PLACEMENT INCLUDES:

1. a report by school personnel and/or University Liaison of physical or sexual abuse;
2. a report by school personnel and/or University Liaison of unprofessional conduct as regulated by the Education Act, The Teaching Profession Act and the Ontario College of Teachers Act;
3. an assessment by school personnel and/or University Liaison that the Teacher Candidate's behaviour seriously or chronically affects the emotional or physical health of pupils;
4. in the opinion of the Faculty of Education or the Associate Teacher or school Principal, evidence that continued placement could have a detrimental effect on the school staff, program, students or Teacher Candidate; and
5. legitimate factors that affect the Teacher Candidate's performance to the extent that successful completion of the placement is unlikely.
6. When the Teacher Candidate is withdrawn from a Field Experience placement, the Practicum Specialist will meet with the Associate Teacher and other school and University personnel as necessary. The Practicum Placement Review Committee will determine whether the withdrawal will result in failure for that placement.

ASSOCIATE TEACHER'S STEPS TO TAKE IF THE TEACHER CANDIDATE IS EXPERIENCING DIFFICULTY

It is important to note that these steps serve as guidelines. Since all situations vary, the issues that occur will be dealt with in an appropriate and collaborative manner based on the professional judgement of the Associate Teacher, University Liaison, Practicum Specialist and other Ontario Tech faculty members.

1. **The Associate Teacher is encouraged to keep appropriate documentation**, and if the Teacher Candidate demonstrates a Level 1 rating in any of the 'Look Fors' on the Practicum Interim Report the Associate Teacher should contact the University Liaison.
2. Using the Practicum Interim Report as a basis for discussion, the Associate Teacher should discuss the areas for improvement and concerns with the Teacher Candidate by offering constructive suggestions, guidance and assistance where necessary.
3. The Associate Teacher should set reasonable and realistic goals for improvement, to be demonstrated by the Teacher Candidate by a date determined by the Associate Teacher in conjunction with the University Liaison (or designate) if applicable. The Practicum Specialist will be available to provide support, suggestions and guidance to the Associate Teacher in developing the [Improvement Action Plan](#) (I.A.P.) and in monitoring subsequent performance of the Teacher Candidate.
4. The Associate Teacher should inform the school Principal, contact the Practicum Specialist, complete the [Improvement Action Plan \(I.A.P.\)](#), and give copies to both the Teacher Candidate and the Practicum Specialist. The I.A.P. can be filled in digitally and emailed directly to the Associate Teacher: Please email a copy of the completed form to the Practicum Office at practicum.edu@ontariotechu.ca.
5. The Practicum Specialist will ensure that the Teacher Candidate understands the concerns outlined in the I.A.P., as well as the necessary action required to improve and continue in the placement by the specified timeline.
6. The Associate Teacher and/or the University Liaison will monitor subsequent performance of the Teacher Candidate and determine whether or not the Teacher Candidate may continue the placement.
7. The University Liaison will inform the Practicum Specialist of the Teacher Candidate's progress. The University Liaison, Associate Teacher and Practicum Specialist will discuss next steps and take the appropriate action.

DETERMINATION OF FINAL GRADE OF THE FIELD EXPERIENCE

- In order to be eligible for the Bachelor of Education degree, Teacher Candidates must achieve a pass in the Field Experience, which is a component of Foundations course work.
- The Associate Teacher will recommend a final grade of Pass or Fail for the Field Experience Practicum to the Practicum Specialist.
- A passing grade from the Associate Teacher is required.
- The Practicum Specialist will recommend a final grade of Pass or Fail to the B.Ed. Director of the Faculty of Education.

DEFERRED PRACTICUM PLACEMENTS

It may become necessary for Teacher Candidates to defer a Field Placement. If this becomes necessary, please contact the Practicum Specialist in order that appropriate actions are put in place to facilitate changes. If the deferral is for medical reasons, documentation is required.

UNSUCCESSFUL PRACTICUM PLACEMENTS

If the Teacher Candidate does not earn a pass in the Field Experience Practicum, the final grade in Foundations will result in a Fail. ***The Teacher Candidate will be required to retake the Foundations course and complete another Field Experience placement.*** Two failed Field Experience Practicum placements result in automatic removal from the B.Ed. program.

TEACHER CANDIDATE WITHDRAWAL

Teacher Candidates who decide to withdraw from the B.Ed. Program while out on Field Experience will notify the Practicum Specialist and the University Liaison.

APPEALS PROCESS

Teacher Candidates may [appeal their grade](#) in the Field Experience course or their removal from the program. Please see the appeals procedure in the [Ontario Tech Academic Calendar](#), also available in [Appendix N](#).

TEACHER CERTIFICATION PROCESS

Teacher Candidates who successfully complete the Bachelor of Education will be recommended to the Ontario College of Teachers for both the Certificate of Registration and the Certificate of Qualification from the Ontario College of Teachers.

It is the responsibility of the Teacher Candidate to make arrangements for Ontario Tech to submit transcripts to the Ontario College of Teachers when they become available. The Ontario College of Teachers determines the Teacher Candidate's eligibility for an Ontario Certificate of Qualification and registration with the College, thereby qualifying the Teacher Candidate to teach in Ontario's publicly-funded schools.

Successful Ontario Tech Bachelor of Education graduates **must apply for certification with the Ontario College of Teachers** and should refer to the [Ontario College of Teachers for registration requirements](#).

GENERAL INFORMATION FOR ALL TEACHER CANDIDATES

WORKLOAD

The Field Experience Placements and university course work will be heavy and demanding. Many Teacher Candidates have reported challenges in balancing employment and the B.Ed. Program. By maximizing their time and focusing their energy on their studies, Teacher Candidates are more likely to achieve positive results in this 16-month program, and establish a stronger foundation for beginning their teaching careers.

PARKING

School parking facilities are often limited. Teacher Candidates are advised to inquire with the host school about parking facilities in order to make arrangements regarding parking and transportation.

TRANSPORTATION

It is the responsibility of the Teacher Candidate to secure reliable transportation to and from Field Experience placements. Due to the extensive geographic area we cover, it is possible that your travel time to your placement could be longer than you would prefer.

DRESS CODE

Teacher Candidates are expected to dress in a professional manner. Since dress codes vary from school to school, Teacher Candidates should consult with the Associate Teacher or Principal regarding specific dress codes.

LUNCH

Teacher Candidates are advised to bring a lunch on the first day of the Field Experience placement, after which availability of lunch facilities, scheduled lunchtime, and neighbouring food establishments can be determined.

FIELD TRIPS

Teacher Candidates are able to attend field trips and overnight trips if and where appropriate with the Associate Teachers' classes **only** if the field trip does not interfere with on campus course work, and only if approved by the Principal. Teacher Candidates are not to request time away from B.Ed. Program classes to attend field trips. Please inform the Practicum Office of any field trips.

PROFESSIONAL ACTIVITY/DEVELOPMENT

Teacher Candidates require permission from the Principal and Associate Teacher to attend Parent/Teacher interviews, PA Day activities and out of school activities. If a Teacher Candidate is unable to attend a required PA Day that occurs during the Field Experience component of the program, a make-up day should be arranged.

FIELD EXPERIENCE ATTENDANCE REQUIREMENTS

ABSENCES

If, for any reason, a Teacher Candidate is absent during a Field Experience, the following protocol must be followed:

1. The Teacher Candidate shall notify the Associate Teacher via an agreed upon method (e.g. email, text, via the school office) **before** school begins for the day. Failure to do so may result in removal from the practicum.
2. The Teacher Candidate shall notify both the University Liaison and the Practicum Specialist, via e-mail or phone, immediately after notifying the school
3. If a Teacher Candidate is absent and has not notified the Associate Teacher, the School Office Administrator or Principal is asked to contact the Practicum Specialist via email on the Associate Teacher's behalf at practicum.edu@ontariotechu.ca.
4. Teacher Candidates are expected to submit all lesson plans and related materials when absent. If the Teacher Candidate is scheduled to teach on the day of absence, the Teacher Candidate must submit lesson plans to the Associate Teacher before school begins for the day.
5. An absence of three or more days due to illness **will require medical documentation** to be emailed to the Practicum Specialist at practicum.edu@ontariotechu.ca.
6. Teacher Candidates shall make up any missed Field Experience days. Make-up days must be approved by the Practicum Office. Details must be mutually agreed upon by the Associate Teacher, Principal and Teacher Candidate.
7. Failure to complete make-up time prior to grade submission deadlines may prohibit the Teacher Candidate from participating in the June convocation.
8. If five or more days are missed during a Field Placement, the Associate Teacher should complete the [Incomplete Field Experience Form](#).
9. In the case of inclement weather, Teacher Candidates should follow the procedure as outlined by their host school.

ARRIVAL TIME

Teacher Candidates are expected to arrive at their assigned classroom **at least 30 minutes prior** to the official school start time. Schools require visitors to the school to sign in at the main office. Please check and adhere to the sign-in policy of the individual school. Prior to the first Field Placement, it is the Teacher Candidate's responsibility to determine the directions to the school and the school start time. A late arrival due to lack of preparation contravenes professional standards.

DEPARTURE TIME

Teacher Candidates are expected to remain in the school for **at least 30 minutes** at the end of the school day or as determined with the Associate Teacher.

PERSONAL APPOINTMENTS

Please ensure that personal appointments are scheduled outside of the Field Placement hours, which will vary from school to school.

ELECTRONIC DEVICES

While in the host school, device use should be limited to professional purposes, and should NOT detract from the Teacher Candidate's involvement and interaction with students and staff. Teacher Candidates should exercise caution and safety with personal and electronic items.

Please refer to the Faculty of Education [BYOD-TELE](#) program.

SUPERVISORY DUTIES

Any supervisory duties carried out by the Teacher Candidate must be supervised by a member of the Ontario College of Teachers. These supervisory duties could include yard duty, hall duty, lunch duty, or supervision of out-of-class excursions.

CO-CURRICULAR ACTIVITIES

Teacher Candidates are encouraged to make a reasonable contribution to co-curricular activities and the school community. They may assist in the coaching or conducting of an activity, but they are NOT permitted to have sole responsibility for a team or activity. Teacher Candidates must conduct any co-curricular activities under the supervision of a member of the Ontario College of Teachers. Under no circumstances should a school activity interfere with Field Placement classroom responsibilities or university classes and course work.

LESSON PLANS

Lesson plans should be completed and shared with the Associate Teacher at least 24 hours before teaching. This will allow for adequate time to review the lesson plan with the Associate Teacher, and make changes if necessary. Teacher Candidates should discuss ahead of time with the Associate Teacher convenient times for the Associate Teacher to review the lesson plan.

DIGITAL FIELD EXPERIENCE BINDER

Teacher Candidates are to keep a Digital Field Experience Binder, much like teachers are expected to keep a Day Book to organize lessons, routines, and schedules. The Digital Field Experience Binder is a professional document for keeping observation notes, lesson or unit plans, schedules, notes, reflections and any other pertinent information. Please refer to the appendices for specific details on how the Digital Field Experience Binder should be organized. University Liaisons will assess the Digital Field Experience Binder (DFEB) throughout the Field Experience as part of the required Foundations course work.

POLICE CHECK (VULNERABLE SECTOR CHECK)

As per Ontario School Board and Ontario Tech University requirements, Teacher Candidates **must complete a clear Vulnerable Sector Police Check** to be eligible for practicum placements. Entry to placement will be denied without this documentation.

HEALTH AND SAFETY ACT

In order to satisfy requirements to begin Field Experience placement, Teacher Candidates are required to complete a learning module found on the [Ministry of Labour website](#).

Upon completion of the module, Teacher Candidates will receive a certificate of completion. Please keep a hard copy in your Field Experience Binder. Where Boards require other specific

module training, Teacher Candidates will receive this information and directions from the Practicum Office.

HARRASSMENT AND DISCRIMINATION

The University recognizes the dignity and worth of every member of the university community and provides for equal rights and opportunities, free of discrimination and harassment, in the understanding that academic excellence can only be achieved when all members of the community are free to work, teach, and learn in an environment which does not exclude or discriminate against them. [Ontario Tech University's Respectful Campus Policy](#) established that harassment and discrimination are never acceptable and will not be tolerated.

The [Respectful Campus Policy](#) outlines Ontario Tech University's commitment to promote and sustain a respectful and inclusive campus in accordance with the Ontario Human Rights Code (the "Code"), the Accessibility for Ontarians with Disabilities Act, and the Occupational Health and Safety Act (OHSA). The purpose of the Policy is to ensure the campus community is familiar with their various rights, roles, responsibilities and obligations as they relate to preventing and responding to all forms of Harassment and Discrimination.

This Policy applies to academic staff, non-academic staff, students, members of the Board of Governors, members of standing and ad hoc committees established by the university, members of societies and associations which have a direct relationship, or are under the authority of, the university, whether they are on campus, off campus, at university-related social functions, on employment or academic assignments or placements, during work- or study- related travel, or in electronic or telephone communication. It also applies to contractors providing services to the university or undertaking research on campus, and to visitors and guests who have no ongoing connection to the institution, but are on the university campus.

However, where a student brings a complaint against another student that involves harassment or discrimination, the [Policy on Student Conduct and Disciplinary Procedures in Non-Academic Matters](#) shall apply.

The [Policy on Student Conduct](#) defines and guides standards of student behaviour at the university to uphold these values and ensure that behaviour contrary to these standards are dealt with in a manner that is fair, open and effective.

The *Harassment and Discrimination Policy* of the school board with which candidates are placed also applies. If Teacher Candidates and Associate Teachers have any concerns of this nature, they should contact the [Human Resources Department for Ontario Tech](#).

Please review the [Ontario Federation of Teachers' Guidelines Regarding Harassment Complaints that Arise during Practicum Placements \(Appendix O\)](#).

"A member shall strive at all times to achieve and maintain the highest degree of professional competence and to uphold the honour, dignity, and ethical standards of the teaching profession."

- Regulation made under the Teaching Profession Act

RISK MANAGEMENT AND INSURANCE

Insurance and Risk Management, within the University Secretary and General Counsel, is responsible for all insurance issues. This would include; claims handling process, co-op programs and placement, student trips, on and off campus events, construction, subrogation/recovery program, contract review, etc.

Please visit the [Insurance and Risk Management](#) for information on planning events, forms, co-op programs, placement, contract review, or contact Jacquelyn Dupuis, Director, Risk Management, 905-809-0792.

WORK / EDUCATION PLACEMENT AGREEMENT / POST-SECONDARY

Completion of this form provides Workplace Safety and Insurance coverage for Teacher Candidates while out on field placement. The Practicum Office will coordinate the completion of these forms. For more information, please click the following [link](#).

ACCIDENT REPORTS

If candidates are involved in incidents where students, staff members or Teacher Candidates themselves are injured, Associate Teachers and Principals are responsible for reporting these cases to the appropriate school official in accordance with the policy of the School Board. Candidates must notify the University Liaison immediately and prepare an Accident/Incident Report Form available from Ontario Tech's Human Resources Department, found [here](#).

OCCASIONAL TEACHING

If an Associate Teacher is absent during a Field Experience day, the school must follow its normal procedures with respect to on-calls and/or obtaining an occasional teacher. Teacher Candidates may **NOT** be hired as occasional teachers, nor may they act as occasional teachers while in the Bachelor of Education Program.

This does not apply where the Temporary Teaching Certificate has been granted by the Ontario College of Teachers.

APPENDIX A: THE STANDARDS OF PRACTICE FOR THE TEACHING PROFESSION

(excerpted from [OCT's *Standards of Practice for the Teaching Profession*\)](#)

The ***Standards of Practice for the Teaching Profession*** and the ***Ethical Standards for the Teaching Profession*** serve as the foundation for professional teacher education in Ontario.

The purposes of the ***Standards of Practice for the Teaching Profession*** are:

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgement and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The ***Standards of Practice for the Teaching Profession*** are:

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 judgement 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 AND 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

APPENDIX B: THE ETHICAL STANDARDS FOR THE TEACHING PROFESSION

(excerpted from [OCT's Standards of Practice for the Teaching Profession](#))

The ***Ethical Standards for the Teaching Profession*** represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning.

Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The purposes of the ***Ethical Standards for the Teaching Profession*** are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

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 judgement 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.

APPENDIX C: EXCERPT FROM THE TEACHING PROFESSION ACT: THE REGULATION MADE UNDER THE TEACHING PROFESSION ACT

(excerpted from OTF's [Teaching Profession Act](#))

General Duties of Members

13. A member shall strive at all times to achieve and maintain the highest degree of professional competence and to uphold the honour, dignity, and ethical standards of the teaching profession.

Duties of a Member to Her/His Pupils

14. A member shall,

- (a) regard as her/his first duty the effective education of his pupils and the maintenance of a high degree of professional competence in his teaching;
- (b) endeavour to develop in her/his pupils an appreciation of standards of excellence;
- (c) endeavour to inculcate in her/his pupils an appreciation of the principles of democracy;
- (d) show consistent justice and consideration in all her/his relations with pupils;
- (e) refuse to divulge beyond her/his proper duty confidential information about a pupil; and
- (f) concern herself/himself with the welfare of his pupils while they are under her/his care.

Duties of a Member to the Public

16. A member shall,

- (a) endeavour at all times to extend the public knowledge of her/his profession and discourage untrue, unfair or exaggerated statements with respect to teaching; and
- (b) recognize a responsibility to promote respect for human rights.

Duties of a Member to the Federation

17. A member shall co-operate with the Federation to promote the welfare of the profession.

Duties of a Member to Fellow Members

18. (1) A member shall,

- (a) avoid interfering in an unwarranted manner between other teachers and pupils;
- (b) on making an adverse report on another member, furnish her/him with a written statement of the report at the earliest possible time and not later than three days after making the report;
- (c) notwithstanding section 18 (1) (b), a member who makes an adverse report about another member respecting suspected sexual abuse of a student by that other member need not provide her/him with a copy of the report or with any information about the report. (WB02)
- (d) refuse to accept employment with a board of trustees whose relations with the Federation are unsatisfactory; and
- (e) where they are in an administrative or supervisory position, make an honest and determined effort to help and counsel a teacher before subscribing to the dismissal of that teacher.

(1.1) Notwithstanding clause (b) of subsection (1), a member who makes an adverse report about

another member respecting suspected sexual abuse of a student by that other member need not provide her/him with a copy of the report or with any information about the report.

(2) Under clause (c) of subsection (1), the onus shall be on the member to ascertain personally from the Federation whether an unsatisfactory relationship exists.

(3) A member shall not attempt to gain an advantage over other members by knowingly underbidding another member, or knowingly applying for a position not properly declared vacant, or by negotiating for salary independently of his local group of fellow-members.

APPENDIX D - IMPORTANT TEACHING SKILLS

Important Teaching Skills:

These skills take work and concentration on your part – but they are important components of being an excellent teacher.

- ★ **Create a safe, inclusive learning environment** by building community and getting to know your students. Learn their names as quickly as possible!
- ★ **Be organized and prepared!** Students are quick to notice when teachers and/or lessons are not organized. Be a good role model for your students and organize your time and lessons effectively.
- ★ **Develop engaging and interesting lessons** that are centred around the curriculum--this includes learning skills!. Use a variety of instructional strategies, activities, assessment practices, and resources to meet the needs of all learners.
- ★ **Watch your timing!** Pacing a lesson takes practice. Use a timer or watch the clock but try not to rush through the lesson if your students need more time.
- ★ **Incorporate a variety of questions** into every lesson plan! Include open-ended and closed-ended questions, content questions, process questions, and higher order thinking questions. Be sure to give students “think time.”
- ★ **Communicate clearly** and reflect upon your verbal and non-verbal communication strategies. Are you speaking too quickly? Are you using terminology your students may not understand? Are you using slang or jargon?
- ★ **Move around the room** and circulate amongst your students. This is also an effective classroom management strategy!
- ★ **Remember the best “classroom management”** is preventative in nature! Creating an effective classroom takes time, consistency, relationship building, and planning by the teacher.
- ★ **Demonstrate professionalism** at all times both at the faculty and at the school.
- ★ **Be open to learning** from and with your associate teacher and your students!

APPENDIX E: ASSOCIATE TEACHER DAILY FEEDBACK

Feel free to print and fill out Appendix E or fill out this [digital version](#) to make note of specific areas of strengths and improvement.

Tips:

- Complete this form each week and focus on one or two competencies daily
- Use as a reference for discussions and discuss specific areas with the Teacher Candidate (e.g., What areas do you think you require improvement? Why?);
- Highlight or underline/circle relevant area(s) using different colours (e.g. black pen for area of strength and blue for area for improvement) for quick reference while Teacher Candidate is teaching.

Teacher Candidate		Date(s):	
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A. COMMITMENT COMPETENCY

The Teacher Candidate:

1. demonstrates commitment to social justice, democracy, and the well-being and development of all students
2. models respect for diverse spiritual and cultural values and practices, and for the environment
3. demonstrates dedication and awareness of individual student needs in her/his efforts to teach and support student learning
4. encourages students to be problem-solvers, decision-makers, life-long learners, and contributing members of a changing society
5. exercises positive influence, professional judgement, confidentiality, and empathy in practice

COMMENTS:

B. COMMUNICATION COMPETENCY

The Teacher Candidate:

1. speaks clearly and understandably (e.g., volume, pronunciation, modulation, articulation)
2. uses correct oral and written conventions (e.g., mechanics of the English language as well as subject specific terms and symbols) in a variety of contexts and formats
3. uses effective and appropriate non-verbal communication (e.g., eye contact, facial expressions, body language)
4. seeks to understand other people's perspectives
5. communicates in a respectful tone and manner
6. uses appropriate wait time (e.g., gives student appropriate time to process questions before responding)
7. uses probing and prompting techniques (e.g., rephrases questions, provides cues)
8. models effective listening skills (e.g., demonstrates active listening, demonstrates comprehension)

COMMENTS:

C. KNOWLEDGE COMPETENCY

The Teacher Candidate:

1. demonstrates mastery of Ontario curriculum specific to grade and subject areas (i.e. content knowledge)
2. demonstrates knowledge of scaffolding, appropriate to student needs
3. demonstrates knowledge of diverse instructional and assessment methods (i.e. pedagogical knowledge)
4. demonstrates knowledge of subject specific instructional methods (i.e. pedagogical content knowledge)
5. demonstrates an understanding of learners, their learning, and development
6. demonstrates awareness of social contexts

COMMENTS:

D. PROFESSIONALISM COMPETENCY

The Teacher Candidate :

1. demonstrates punctuality and reliability (e.g. submits lesson plans in advance, arrives on time as per direction of Associate Teacher)
2. attends to duties (with the Associate Teacher) for the duration of the activity (e.g. bus duty, lunch duty, yard duty)
3. engages in respectful and professional relationships and interactions with students, colleagues, parents, and other community members
4. accepts and assimilates constructive feedback in a positive manner
5. shows initiative (e.g., demonstrates leadership qualities, demonstrates helpfulness without prompting, participates in extra activities)
6. volunteers assistance when needed (e.g., assists Associate Teacher or students)
7. attends professional development activities and staff/division/department meetings with Associate Teacher
8. upholds the Ontario College of Teachers Standards of Practice and Ethical Standards
9. demonstrates openness to new and diverse perspectives of teaching and learning
10. engages in on-going reflective practice informed by research to foster professional growth

COMMENTS:

E. CLASSROOM MANAGEMENT COMPETENCY

The Teacher Candidate:

1. maintains a positive, professional, and approachable disposition
2. demonstrates self-control (e.g., avoids power struggles, belittling statements and sarcasm, maintains appropriate voice volume and body language)
3. promotes positive learning environments to include considerations of diversity, equity, class safety, and wellness
4. demonstrates consistency in maintaining classroom norms, and expectations
5. effectively utilizes verbal and non-verbal management techniques (e.g. circulation throughout the class, eye-contact, pauses, proximity, verbal cues, gaining attention of students)
6. distributes materials in a well-planned and organized manner
7. responds with sensitivity to the diverse and individual needs of students
8. uses strategies to maintain student engagement and on-task behaviours throughout the lesson (e.g., circulates as needed, verbal cues, pause, proximity)
9. responds to disruptive student behaviours in an appropriate manner
10. implements proactive and preventive strategies as needed (e.g., considers potential problem areas)

COMMENTS:

F. PLANNING COMPETENCY

The Teacher Candidate:

1. demonstrates an understanding of the contexts in which the learning takes place (e.g., the rationale of the lesson, how the lesson fits into the overall unit or long range plan)
2. integrates pertinent Ontario curricula and policies for planning, instruction, and assessment relevant and appropriate for student growth
3. incorporates motivational techniques into plan (e.g., making topic relevant to students' interests, allowing for student participation)
4. pre-assesses learners and learning environment specific to lesson
5. incorporates a variety of effective instructional strategies into lesson plan (e.g., teacher-directed, student-centered, cooperative learning)
6. includes lesson summary or closure in the plan
7. incorporates some type of application of the learning into plan (e.g., opportunities for students to complete relevant activities or tasks)
8. sequences lesson components with sufficient detail and description (e.g., appropriately scaffolds, progresses logically)
9. lists a variety (i.e., higher order) of key questions in plan (e.g., incorporates Bloom's Taxonomy)
10. allocates appropriate time for lesson activities
11. plans for opportunity (ies) for students to construct own knowledge as appropriate (e.g., use of labs, hands-on activities, problem-solving)
12. plans for organization of materials and effective distribution of materials
13. considers some modifications and adaptations to address student needs
14. plans to gather evidence of student learning (e.g., summative and/or formative assessment)
15. Where possible, plans for effective use of technology to promote student learning and ensures that the Field Experience Binder is organized and up-to-date, containing all of the required elements.

COMMENTS:

G. IMPLEMENTATION COMPETENCY

The Teacher Candidate:

1. motivates students (e.g., makes topic relevant to students' interests, allows for student participation)
2. gives effective instructions and directions (e.g., clear, logical, written, oral)
3. uses clear, concise and effective questioning techniques that incorporate a range of thinking skills
4. encourages participation from all students
5. promotes meaningful dialogue with students to provide feedback during the teaching/learning process (e.g., listens to responses, responds appropriately)
6. sequences the lesson components appropriately
7. demonstrates appropriate pacing and timing
8. makes effective transitions throughout the lesson (e.g., from conducting lesson to giving instruction, to collecting and distributing materials)
9. applies various theories of learning to instruction and assessment to engage all learners
10. supports student learning by differentiating instruction as appropriate
11. adjusts lessons to circumstances (e.g., able to resume lesson after interruption)
12. provides students with opportunities to construct own knowledge (e.g., use of manipulatives, labs, hands-on activities)
13. incorporates some type of application of learning in the lesson (e.g., opportunities for students to complete relevant activities or tasks)
14. integrates effective use of technology to promote student learning as appropriate
15. provides opportunities for lesson closure or summary

COMMENTS:

APPENDIX F: [PRACTICUM INTERIM REPORT](#)

NAME OF TEACHER CANDIDATE: _____**NAME OF ASSOCIATE TEACHER:** _____**GRADE/SUBJECT AREA:** _____**SCHOOL & SCHOOL BOARD:** _____**INSTRUCTIONS FOR USE:**

- 1) Print the entire contents of Appendix F and fill in the required fields above OR complete [this digital and fillable version of the Practicum Interim Report](#).
- 2) Rate the Teacher Candidate in the seven competency areas by circling the level that the Teacher Candidate demonstrates for the particular performance indicator (e.g., Level 1, Level 2, Level 3, and Level 4). Please refer to the rubric that follows for descriptions of each level.
- 3) Extra comment space is provided below the performance indicators.
- 4) Examples of performance indicators are merely provided as guidelines.
- 5) Please share the *Practicum Interim Report* results with the Teacher Candidate and have the Teacher Candidate sign this report.
- 6) Make a copy of the report and give a copy to the Teacher Candidate. Teacher Candidates will upload a copy of the report to their e-binder and to the Field Experience Portal.
- 7) If the Teacher Candidate receives any Level 1 on any one of the performance indicators listed in the *Practicum Interim Report*, please follow the [Steps to Take if the Teacher Candidate is Experiencing Difficulty](#). Please contact the Practicum Specialist and complete an [Improvement Action Plan](#) found in the appendices.
- 8) Please note that the final web-based/Internet Associate Teacher Field Experience Final Report is simply a web-based version of this interim report, using the same performance indicators or "look-fors".
- 9) In the final evaluation, a level 1 rating in any two areas of competency corresponds to a grade of "Fail".
- 10) Lastly, please remember that Teacher Candidates are teachers in training and they should be evaluated accordingly.

I HAVE SEEN THE PRACTICUM INTERIM REPORT.

Teacher Candidate's Signature: _____

Date: _____

Teacher Candidate:		Placement Period:
School:		School Board:
Associate Teacher(s):		Grade(s):
University Liaison:		Subject Area(s):
<p>Level 4 = exemplary Level 3 = good Level 2 = adequate Level 1 = unsatisfactory n/a (not applicable) = not able to be assessed and/or observed</p> <p><i>Note: Please refer to the rubric in the Field Experience handbook for a clearer description of each competency level.</i></p>		
Overall Comments:		

A. COMMITMENT COMPETENCY						
The Teacher Candidate:						
1. demonstrates commitment to social justice, democracy, and the well-being and development of all students		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2. models respect for diverse spiritual and cultural values and practices, and for the environment		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3. demonstrates dedication and awareness of individual student needs in her/his efforts to teach and support student learning		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4. encourages students to be problem-solvers, decision-makers, life-long learners, and contributing members of a changing society		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
5. exercises positive influence, professional judgement, confidentiality, and empathy in practice		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
COMMENTS:						

B. COMMUNICATION COMPETENCY						
The Teacher Candidate:						
1. speaks clearly and understandably (e.g., volume, pronunciation, modulation, articulation)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2. uses correct oral and written conventions (e.g., mechanics of the English language as well as subject specific terms and symbols) in a variety of contexts and formats		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3. uses effective and appropriate non-verbal communication (e.g., eye contact, facial expressions, body language)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4. seeks to understand other people's perspectives		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
5. communicates in a respectful tone and manner		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
6. uses appropriate wait time (e.g., gives student appropriate time to process questions before responding)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
7. uses probing and prompting techniques (e.g., rephrases questions, provides cues)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
8. models effective listening skills (e.g., demonstrates active listening, demonstrates comprehension)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
COMMENTS:						

C. KNOWLEDGE COMPETENCY						
The Teacher Candidate:						
1. demonstrates mastery of Ontario curriculum specific to grade and subject areas (i.e. content knowledge)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2. demonstrates knowledge of scaffolding, appropriate to student needs		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3. demonstrates knowledge of diverse instructional and assessment methods (i.e. pedagogical knowledge)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4. demonstrates knowledge of subject specific instructional methods (i.e. pedagogical content knowledge)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
5. demonstrates an understanding of learners, their learning, and development		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
6. demonstrates awareness of social contexts		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
COMMENTS:						

D. PROFESSIONALISM COMPETENCY						
The Teacher Candidate :						
1. demonstrates punctuality (e.g. submits lesson plans on time, completing assignments, returning resources, arrives on time as per direction of Associate Teacher)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2. attends to duties (with the Associate Teacher) for the duration of the activity (e.g. bus duty, lunch duty, yard duty)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3. engages in respectful and professional relationships and interactions with students, colleagues, parents, and other community members		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4. accepts and assimilates constructive feedback in a positive manner		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
5. shows initiative (e.g., demonstrates leadership qualities, demonstrates helpfulness without prompting, participates in extra activities)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
6. volunteers assistance when needed (e.g., assists Associate Teacher or students)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
7. attends professional development activities and staff/division/department meetings with Associate Teacher		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
8. upholds the Ontario College of Teachers Standards of Practice and Ethical Standards		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
9. demonstrates openness to new and diverse perspectives of teaching and learning		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
10. engages in on-going reflective practice informed by research to foster professional growth		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
Comments:						

E. CLASSROOM MANAGEMENT COMPETENCY						
The Teacher Candidate:						
1. maintains a positive, professional, and approachable disposition	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>	
2. demonstrates self-control (e.g., avoids power struggles, belittling statements and sarcasm, maintains appropriate voice volume and body language)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>	
3. promotes positive learning environments to include considerations of diversity, equity, class safety, and wellness	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>	
4. demonstrates consistency in maintaining classroom norms, and expectations	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>	
5. effectively utilizes verbal and non-verbal management techniques (e.g. circulation throughout the class, eye-contact, pauses, proximity, verbal cues, gaining attention of students)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>	
6. distributes materials in a well-planned and organized manner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>	
7. responds with sensitivity to the diverse and individual needs of students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>	
8. uses strategies to maintain student engagement and on-task behaviours throughout the lesson (e.g., circulates as needed, verbal cues, pause, proximity)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>	
9. responds to disruptive student behaviours in an appropriate manner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>	
10. implements proactive and preventive strategies as needed (e.g., considers potential problem areas)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>	
COMMENTS:						

F. PLANNING COMPETENCY						
The Teacher Candidate:						
1. demonstrates an understanding of the contexts in which the learning takes place (e.g., the rationale of the lesson, how the lesson fits into the overall unit or long range plan)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2. integrates pertinent Ontario curricula and policies for planning, instruction, and assessment relevant and appropriate for student growth		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3. incorporates motivational techniques into plan (e.g., making topic relevant to students' interests, allowing for student participation)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4. pre-assesses learners and learning environment specific to lesson		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
5. incorporates a variety of effective instructional strategies into lesson plan (e.g., teacher-directed, student-centered, cooperative learning)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
6. includes lesson summary or closure in the plan		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
7. incorporates some type of application of the learning into plan (e.g., opportunities for students to complete relevant activities or tasks)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
8. sequences lesson components with sufficient detail and description (e.g., appropriately scaffolds, progresses logically)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
9. lists a variety (i.e., higher order) of key questions in plan (e.g., incorporates Bloom's Taxonomy)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
10. allocates appropriate time for lesson activities		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
11. plans for opportunity (ies) for students to construct own knowledge as appropriate (e.g., use of labs, hands-on activities, problem-solving)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
12. plans for organization of materials and effective distribution of materials		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
13. considers some modifications and adaptations to address student needs		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
14. plans to gather evidence of student learning (e.g., summative and/or formative assessment)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
15. where possible, plans for effective use of technology to promote student learning		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
16. ensures that the Field Experience Binder is organized and up-to-date, containing all of the required elements		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
COMMENTS:						

G. IMPLEMENTATION COMPETENCY					
The Teacher Candidate:					
1. motivates students (e.g., makes topic relevant to students' interests, allows for student participation)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2. gives effective instructions and directions (e.g., clear, logical, written, oral)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3. uses clear, concise and effective questioning techniques that incorporate a range of thinking skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4. encourages participation from all students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
5. promotes meaningful dialogue with students to provide feedback during the teaching/learning process (e.g., listens to responses, responds appropriately)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
6. sequences the lesson components appropriately	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
7. demonstrates appropriate pacing and timing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
8. makes effective transitions throughout the lesson (e.g., from conducting lesson to giving instruction, to collecting and distributing materials)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
9. applies various theories of learning to instruction and assessment to engage all learners	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
10. supports student learning by differentiating instruction as appropriate	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
11. adjusts lessons to circumstances (e.g., able to resume lesson after interruption)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
12. provides students with opportunities to construct own knowledge (e.g., use of manipulatives, labs, hands-on activities)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
13. incorporates some type of application of learning in the lesson (e.g., opportunities for students to complete relevant activities or tasks)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
14. integrates effective use of technology to promote student learning as appropriate	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
15. provides opportunities for lesson closure or summary	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
COMMENTS:					

APPENDIX G: PRACTICUM EVALUATION RUBRIC

The intent of this rubric is to provide further clarification of the various levels. Please use this as a guideline to assist you in determining the levels for each of the “look-fors” in the Field Experience Reports.

Directions: Circle one cell for each area of competency. Use the following as a guideline.

Area of Competency	Level 1 (unsatisfactory)	Level 2 (adequate)	Level 3 (good)	Level 4 (exemplary)
Commitment	The Teacher Candidate must increase awareness of the well-being of all pupils and learners in the classroom.	The Teacher Candidate demonstrates some commitment to the well-being of pupils. An increased awareness of individual differences and student self-esteem would benefit the Teacher Candidate.	The Teacher Candidate demonstrates an overall commitment to the well-being of pupils, through polite and respectful interactions, that promote student self-esteem.	The Teacher Candidate always demonstrates commitment to the well-being of all pupils, through polite and respectful interactions, that promote student self-esteem of all learners including those with special needs and exceptionalities.
Communication	The Teacher Candidate demonstrates poor communication skills. The Teacher Candidate must develop strengths in a wider range of communication skills to be a successful teacher.	The Teacher Candidate demonstrates satisfactory communication skills. More attention is needed in some areas to further enhance effective communication.	The Teacher Candidate demonstrates effective communication skills in daily teaching and interactions.	The Teacher Candidate consistently and effectively incorporates clear communication skills into daily teaching and interactions, promoting successful communication with students and colleagues.

Area of Competency	Level 1 (unsatisfactory)	Level 2 (adequate)	Level 3 (good)	Level 4 (exemplary)
Knowledge	The Teacher Candidate demonstrates minimal knowledge of subject matter, Ontario Curriculum, pedagogy, learners, and social contexts of learning and learners, and must develop deeper knowledge in these areas in order to be a successful teacher.	The Teacher Candidate demonstrates some knowledge of subject matter, Ontario Curriculum, pedagogy, learners, and social contexts of learning and learners. More attention is needed to fully develop knowledge in these areas.	The Teacher Candidate demonstrates strong knowledge of subject matter, Ontario Curriculum, pedagogy, learners, and social contexts of learning and learners.	The Teacher Candidate consistently demonstrates excellent knowledge of subject matter, Ontario Curriculum, pedagogy, learners, and social contexts of learning and learners.
Professionalism	The Teacher Candidate lacks a demonstration of professionalism. The Teacher Candidate must develop a greater repertoire of professional attributes for the teaching profession.	The Teacher Candidate sometimes demonstrates a professional attitude towards others. An increased awareness of the attributes of professionalism would enhance the Teacher Candidate's overall professionalism.	The Teacher Candidate demonstrates a sound professional attitude and disposition towards teaching responsibilities and others.	The Teacher Candidate consistently demonstrates exemplary professional attributes, attitudes, and dispositions.

Area of Competency	Level 1 (unsatisfactory)	Level 2 (adequate)	Level 3 (good)	Level 4 (exemplary)
Classroom Management	The Teacher Candidate incorporates very few effective classroom management strategies. Increased awareness of the classroom environment is essential for success.	The Teacher Candidate incorporates some appropriate classroom management strategies. Increased awareness of the classroom environment and more effective strategies would improve management skills.	The Teacher Candidate demonstrates an understanding of classroom management strategies and incorporates several classroom strategies during teaching.	The Teacher Candidate successfully incorporates a variety of proactive and preventative classroom management strategies when teaching.
Planning	The Teacher Candidate demonstrates poor planning and preparation skills. Increased attention to details and organization are essential for success.	The Teacher Candidate demonstrates adequate planning and preparation skills. Increased attention to details and/or consistent FE Binder organization is required in order to further develop the Teacher Candidate's planning skills.	The Teacher Candidate demonstrates good planning and preparation in most areas of the lesson plan and FE Binder.	The Teacher Candidate consistently demonstrates excellent planning and preparation skills and strategies in all areas of the lesson plan and FE Binder.
Implementation	High levels of assistance and guidance are required for the Teacher Candidate to implement effective instruction.	The Teacher Candidate implements lessons requiring some guidance.	The Teacher Candidate independently and effectively implements most lessons.	The Teacher Candidate independently and effectively implements all lessons.

APPENDIX H: ONTARIO TECH FACULTY OF EDUCATION TEACHER CANDIDATE IMPROVEMENT ACTION PLAN

The I.A.P. is to be completed by the Associate Teacher and/or University Liaison or designate. Feel free to print this document or fill out this [digital version of the I.A.P.](#)

Name of Teacher Candidate:	
Name of Associate Teacher:	
Name of School:	
Address of School:	
Grade and/or Subject :	
Areas of Concern (feel free to attach previous anecdotal notes and/or copies of lesson plans with comments):	
Required Action Necessary for Continuation in this Field Experience Placement:	
The Teacher Candidate must clearly demonstrate to the Associate Teacher or the University Liaison that the areas of concern (as indicated above) have shown improvement. The action (as indicated above) must be clearly evidenced by the Associate Teacher and/or the University Liaison by the date of _____.	
_____ (ASSOCIATE TEACHER'S SIGNATURE)	_____ (DATE)
I have read this Improvement Action Plan and understand the action required for continuation in this Field Experience placement.	
_____ (TEACHER CANDIDATE'S SIGNATURE)	_____ (DATE)

APPENDIX H - CONTINUED: ONTARIO TECH FACULTY OF EDUCATION TEACHER CANDIDATE IMPROVEMENT ACTION PLAN (I.A.P.) FOLLOW-UP SUMMARY

This I.A.P. Follow-Up Summary is to be completed by the Associate Teacher and/or the University Liaison or designate.

1. After completing the ***Steps to Take if Teacher Candidates are Experiencing Difficulty*** as outlined by Ontario Tech, the Teacher Candidate required an I.A.P. dated _____.

2. In order for _____ (name of Teacher Candidate) to continue in the Field Experience placement, the Teacher Candidate was required to demonstrate specific actions (as outlined in the I.A.P.) by _____ (date of timeline deadline).

3. The Teacher Candidate: (please check one box)

☐ **did**

or

☐ **did not**

demonstrate the required action necessary for continuation in this Field Experience placement by this date _____.

If the Teacher Candidate **did not** demonstrate the required action, please explain. Feel free to attach previous anecdotal notes and/or copies of lesson plans with your comments.

(ASSOCIATE TEACHER'S OR UNIVERSITY LIAISON'S SIGNATURE) (DATE)

I have read this Improvement Action Plan Follow-Up Summary.

(TEACHER CANDIDATE'S SIGNATURE) (DATE)

Associate Teacher: Please email a copy of the completed form to the Practicum Office
practicum.edu@ontariotechu.ca

APPENDIX I: TEACHING AND LEARNING STRATEGIES

(From Curriculum Unit Planner: Teaching and Learning Strategies © Queens Printer for Ontario, 2002)

ACTIVITY-BASED STRATEGIES

- ★ Activity/ Learning Centres
- ★ Carousel
- ★ Debate
- ★ Field Trip
- ★ Game
- ★ Oral Presentation
- ★ Panel Discussion
- ★ Rehearsal / Repetition / Practice
- ★ Retelling
- ★ Simulation
- ★ Survey

ARTS-BASED STRATEGIES

- ★ Ceremony
- ★ Chanting
- ★ Choral Reading
- ★ Choreography
- ★ Collage
- ★ Docudrama
- ★ Forum Theatre
- ★ Improvisation
- ★ Mask Making
- ★ Puppetry
- ★ Reader's Theatre
- ★ Role-Playing
- ★ Sketching to Learn
- ★ Story Theatre
- ★ Storyboard
- ★ Tableau

LEARNING PREFERENCES

- ★ Bodily - Kinesthetic
- ★ Interpersonal
- ★ Intrapersonal
- ★ Logical - Mathematical
- ★ Musical - Rhythmic
- ★ Verbal - Linguistic
- ★ Visual – Spatial

INDEPENDENT LEARNING STRATEGIES

- ★ Homework
- ★ Independent Reading
- ★ Independent Study
- ★ Learning Contract
- ★ Learning Log/Journal
- ★ Memorization
- ★ Note Making
- ★ Portfolio
- ★ Reading Response
- ★ Reflection
- ★ Report
- ★ Response Journal

COOPERATIVE LEARNING STRATEGIES

- ★ Buddy System
- ★ Collaborative Teaching
- ★ Community Links
- ★ Conflict Resolution
- ★ Discussion
- ★ Interview
- ★ Jigsaw
- ★ Numbered Heads
- ★ Peer Practice
- ★ Peer Teaching
- ★ Round Robin
- ★ Round Table
- ★ Think/Pair/Share

INQUIRY AND RESEARCH MODELS

- ★ Cognitive Skills Model
- ★ Decision-Making Models
- ★ Historical/ Geographic Inquiry
- ★ Mathematical Problem Solving
- ★ Problem-Based Models
- ★ Questioning Process
- ★ Research Process
- ★ Scientific Method
- ★ Technical Design Process
- ★ Writing Process

TECHNOLOGY / APPLICATIONS

- ★ Communication Applications
- ★ Computer-Assisted Design
- ★ Computer-Assisted Learning
- ★ Database Applications
- ★ Email Applications
- ★ Graphic Applications
- ★ Internet Technologies
- ★ Media Presentation
- ★ Media Production
- ★ Multimedia Applications
- ★ On-line Public Access
- ★ Spreadsheet Applications
- ★ Time-Management Applications

APPENDIX I: TEACHING AND LEARNING STRATEGIES CONTINUED

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DIRECT INSTRUCTION STRATEGIES

- ★ Advance Organizer
- ★ Book Talks
- ★ Cloze
- ★ Conferencing
- ★ Demonstration
- ★ Directed Reading
- ★ Expository Text Frames
- ★ Flash Cards
- ★ Guest Speaker
- ★ Guided Exploration
- ★ Guided Reading
- ★ Guided Writing
- ★ Lecture
- ★ Making Words
- ★ Mnemonic Devices
- ★ Practice and Drill
- ★ Programmed Learning
- ★ Prompt
- ★ Read Along
- ★ Read Aloud
- ★ Reciprocal Teaching
- ★ Review
- ★ Seminar/Tutorial
- ★ Socratic Dialogue
- ★ Story Mapping
- ★ Storytelling
- ★ Task Cards
- ★ Textbook
- ★ Visual Stimuli
- ★ Visualization
- ★ Word Cycle
- ★ Word Sort
- ★ Word Wall
- ★ Workbook/Word Sheets

THINKING SKILLS STRATEGIES

- ★ Analysing Bias/ Stereotype
- ★ Anticipation Guide
- ★ Brainstorming
- ★ Case Study
- ★ Classifying
- ★ Concept Clarification
- ★ Concept Mapping
- ★ Estimating
- ★ Experimenting
- ★ Graphing
- ★ IDEAL Problem-Solving
- ★ Issue-Based Analysis
- ★ Lateral Thinking
- ★ Expressing Another Point of View
- ★ Fair Test
- ★ Manipulatives
- ★ Map Making
- ★ Media Analysis
- ★ Mental Calculation
- ★ Metacognitive Reflection
- ★ Mind Map
- ★ Model Making
- ★ Oral Explanation
- ★ Problem Posing
- ★ Problem Solving
- ★ Process Notes
- ★ Semantic Feature Analysis
- ★ Seriation
- ★ Statistical Analysis
- ★ Think Aloud
- ★ Visual/Graphic Organizers
- ★ Writing to Learn

APPENDIX J: ASSESSMENT AND EVALUATION STRATEGIES

(From Curriculum Unit Planner: Assessment/Evaluation Strategies © Queens Printer for Ontario, 2002)

ANECDOTAL RECORD

- is a short narrative describing both a student behaviour and the context in which the behaviour occurred. An anecdotal record should objectively report specific and observed behaviours and may describe student performance in detail in writing. An anecdotal record provides rich portraits of an individual student's achievement and includes observations that have special significance and cannot be obtained from other classroom assessment strategies.

CHECKLIST

- is a list of actions, descriptions, skills, concepts, behaviours, processes, and/or attitudes that a rater (teacher) checks off as they observe. A checklist includes a written list of performance criteria that are used to assess student performance through observation, or to assess written work or other product forms such as oral presentations, art and media works, and models. A checklist is a diagnostic, reusable tool that can be helpful in charting student progress.

CLASSROOM PRESENTATION

- is an assessment that requires students to verbalize their knowledge, select and present samples of finished work, and organize their thoughts in order to present a summary of learning about a topic.

CONFERENCE

- is a formal or an informal meeting between the teacher and a student and/or parent for a variety of educational purposes.

ESSAY

- is a writing sample used to assess student understanding and/or ability to analyse and synthesize information. An essay is a pencil and paper assessment in which a student constructs a response, with supporting details or arguments, to a question, topic, or brief statement.

EXHIBITION/DEMONSTRATION

- is a performance in which a student explains and applies a process, procedure, etc., in concrete ways to show individual achievement of specific skills and knowledge.

INTERVIEW

- is a face-to-face conversation in which all parties (teacher, student, and parent) use inquiry to share their knowledge and understanding about an issue, topic, or problem of mutual interest.

LEARNING LOG

- is an ongoing, visible record made by a student of what they do or think while working on a particular task or assignment

APPENDIX J - CONTINUED: ASSESSMENT AND EVALUATION STRATEGIES

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OBSERVATION

- is a process of systematically viewing and recording student behaviour for the purpose of making programming decisions. Observation can take place anytime or in any setting, to assist the teacher in making the decisions required for effective teaching.

PERFORMANCE TASK

- is an assessment strategy in which students create, produce, perform, or present, in ways that engage “real world”, meaningful, and substantive issues or problems, in order to demonstrate a skill or proficiency.

PORTFOLIO

- is a purposeful collection of samples of a student’s work that is selective, reflective, and collaborative. The portfolio is a visual demonstration of the range, depth, and progress of a student’s achievement, capabilities, strengths, weaknesses, knowledge, and skills over time and across a variety of contexts.

QUESTIONS AND ANSWER (ORAL)

- is a strategy whereby the teacher poses a question and the student answers it by speaking rather than by writing. Question and answer helps to determine whether students understand what is being or has been presented, or to extend thinking, generate ideas, or solve problems.

QUIZ, TEST, EXAMINATION

- is an assessment strategy that requires students to respond to prompts in order to demonstrate their knowledge (orally or in writing) or their skills (e.g., through performance). Quizzes are usually short, examinations usually longer.

RATING SCALE

- is a simple tool for assessing the extent to which specific facts, skills, attitudes, and/or behaviours are observed in a student’s work or performance. A rating scale assesses performance on a several-point range from low to high, from as few as 3 points to as many as 10 points. A rating scale is based on a set of criteria that allows the teacher to judge the quality of a performance, product, attitude, or behaviour via a continuum.

RECORDING DEVICES

- consult the Ontario Curriculum Planner for more detail

RESPONSE JOURNAL

- is a student’s personal record of frequently written reflective responses to material they are reading, viewing, listening to, or discussing. (See also “Response Journal” in [Teaching/Learning Strategies: Independent Learning Strategies](#))

RUBRIC

- is a scoring scale that consists of a set of achievement criteria and descriptions of levels of achievement for a particular task

SELECT RESPONSE

- is a pencil-and-paper assessment found in quizzes, tests, and examinations, in which the student is to identify the one correct answer. The select response is a commonly used formal procedure for gathering objective evidence about student learning, specifically in memory, recall, and comprehension.

SELF-ASSESSMENT

- is a pencil is the process by which the student gathers information about and reflects on his or her own learning. Self-assessment is the student's own assessment of personal progress in knowledge, skills, processes, or attitudes. Self-assessment leads a student to a greater awareness and understanding of himself or herself as a learner.

APPENDIX K: ONTARIO TECH LESSON PLAN INFORMATION

At Ontario Tech University Faculty of Education, Teacher Candidates are to use the core components of lesson planning in all of their lessons both at Ontario Tech and on their Field Experience placements. These core components will be explored in Faculty of Education classes.

Teacher Candidates must ensure that the core components are easily displayed and fully developed with pertinent lesson planning details. This consistency in lesson planning aids Associate Teachers in knowing what is expected in terms of lesson planning. The lesson plans should be kept in an organized manner in the Digital Field Experience Binder.

Teacher Candidates are expected to use an Ontario Tech University Lesson Plan Template.

Lesson Plans and links:

1. The [Ontario Tech University Lesson Plan Template](#)
2. The [Abridged Lesson Plan Template](#) (used in the final practicum block only on the approval of the University Liaison)
3. The [Kindergarten Lesson Plan](#)
4. The [Abridged Kindergarten Lesson Plan Template](#) (used in the final practicum block only on the approval of the University Liaison)

For quick reference the Ontario Tech University Lesson Plan is included in this handbook.

Lesson Plan Template

Subject / Course:

TC Name:

Grade Level:

Date:

Topic:

Time of Class:

AT Name:

Room # / Location:

1. Lesson Overview / Summary

Provide a **general overview of your lesson** so that anyone can **quickly** see where the learner is going and what the learner needs to do to get there. Examine the front matter of the curriculum to learn where your lesson fits within the broader context of the curriculum. Use the [Understanding by Design framework](#).

a) What is it that students will learn and be able to do?

b) How will you know that they learned or are able to do “it”?

c) How will you guide them through the process to get them to “it”?

d) Big Idea or Overarching Principle--What one idea do you want your students to take away from this lesson?

2. Instructional Expectations & Learning Skills

Identify specific expectation(s) or PART of an expectation from the [ON Elementary Curriculum](#) or the [ON Secondary Curriculum](#) to be assessed and **learning skills & work habits** that occur during lesson.

a) Overall Expectation(s)

b) Specific Expectation(s)

c) **Learning Skills and Work Habits for [Grades 1-8](#) and [Grades 9-12](#)** Check off skill(s) that align with the learning experience in section 9 and describe how you will assess the selected skills.

Responsibility:		Collaboration:	
Organization:		Initiative:	
Independent Work:		Self-regulation:	

3. Pre-assessment and Addressing Student Needs

How will you pre-assess your students' current knowledge in order to ensure that the learning experience will be successful? Consider the students you will be teaching and anything that will affect their learning or your teaching strategies (e.g., include academic, social/emotional, physical and diversity needs, and provide strategies to address the needs and/or accommodations/modifications. How will you differentiate learning for students? **N.B. use initials of students rather than full names**)

Refer to: [OTF resource](#) and [Planning for Students with Special Needs](#)

Supporting English Language learners in [Grades 1-8](#) or [Grades 3-12](#)

Pre-assessment (diagnostic)	How will you differentiate?
Academic Needs:	
Behavioural/Social/ Emotional Needs:	
Physical Needs:	
Diversity/Inclusivity:	

4. Content

List content related material (**NOT** how you will teach it). This is a reference section for you, the teacher or anyone else who uses your lesson plan, regarding **content**. Content can include diagrams, facts, maps, definitions, terminology, examples, **anything that may be necessary for you to understand to address students' questions, extend their thinking or scaffold learning**.

If easier, add attachment and indicate here to "see attachment"; **ADD or DELETE rows as needed**.

Content Name	Content Details

5. Learning Environment

Describe or sketch the learning environment to include the setup of workspaces, equipment, materials relevant to the lesson, etc. – **you may wish to include a map/layout of the classroom**. See [example](#).

6. Required Resources

List **ALL resources** required to conduct this lesson such as website URLs, paper, pencils, lab equipment, markers, rulers, paint, books, maps, videos, posters, handouts, number of copies, etc.)

-
-
-

7. Learning Goals and Success Criteria

[Learning Goals](#) identify what students are expected to know and be able to do – in student friendly, clear language – based on the expectations and other learning opportunities; shared with students at the beginning of a learning cycle (i.e., lesson, unit, point in a unit, etc.)

[Success Criteria](#) describe in very specific terms, what successful attainment of the learning goals look like/sound like; how will students specifically provide evidence of their learning to demonstrate their knowledge and skills, also refer to achievement charts for the subject; often co-constructed with students. Here is an [example](#).

Learning Goals:

Success Criteria:

8. Scaffolding via Gradual Release of Responsibility and Planning the Assessment

This section provides considerations to help organize the learning experience in section 9. Consider the level of [Scaffolding via gradual release of responsibility](#) and [Planning the Assessment](#)

Describe the task under each section; **Minds On**, **Action**, and **Consolidation**. Specifically describe instructions/strategies for each part of the lesson. How will you differentiate instruction for your learners, i.e., content, process, product and environment/affect?

Minds On

- How will you introduce the lesson? What will you say/do? Include 2 or 3 key questions and anticipated responses. How will you model this?
- What will students do? How will you motivate students and maintain meaningful engagement?
- How will you transition from one part of the lesson to another?
- What instructional strategies will you use for this component?

Action

- What specific questions will you ask? List 4 or 5 key questions and anticipated responses to be included.
- How will you use your pre-assessment of students to address their needs during the lesson?
- What will students do? How will you motivate students and maintain meaningful engagement?
- How will you gradually release responsibility? Look at your Level of Scaffolding. This should change within each section of the LP.
- What will students do with others?
- How will you transition from one part of the lesson to another?
- How will you gather evidence of student learning?
- What assessment tool will you use to document student learning.

Consolidation

- How will the lesson end? How will key components be summarized or reviewed?
- Provide 1 or 2 key questions and anticipated responses.
- What assessment tool will you use to document student learning

9. Organizing the Learning Experience: Minds On, Action, Consolidation

Feel free to add and delete rows as needed

Agenda

Consider a quick overview of the lesson and **list key elements in the lesson to write or draw on white/blackboard as an agenda** for students and you to follow; keep it concise and catchy; for non-readers, use symbols or images). Where will you display your agenda?

- 1.
- 2.
- 3.

Timing/Scaffolding/ Assessment

eg: 9:00-9:15am

Three-part lesson

(see part 8 for details on scaffolding each section)

Timing:

Level of scaffolding Select and highlight one:

- ☐ **I do it**
(demonstration or modelling)
- ☐ **We do it**
(shared practice)
- ☐ **You do it together**
(guided practice)
- ☐ **You do it**
(independent practice)

Purpose of Assessment

- ☐ **for learning**
(diagnostic or formative)
- ☐ **as learning** (formative)
- ☐ **of learning** (summative)

How will you gather evidence of student learning?

observations of:

- ☐ **student/teacher conversations**
(whole class, small group, individual questioning) regarding:
- ☐ **student tasks / products** that provide students with ways to demonstrate learning, specifically:

Hook/Minds On (activation)

<p>Timing:</p> <p><u>Level of scaffolding</u> Select and highlight one:</p> <p><input type="checkbox"/> I do it (demonstration or modelling)</p> <p><input type="checkbox"/> We do it (shared practice)</p> <p><input type="checkbox"/> You do it together (guided practice)</p> <p><input type="checkbox"/> You do it (independent practice)</p> <p><u>Purpose of Assessment</u></p> <p><input type="checkbox"/> for learning (diagnostic or formative)</p> <p><input type="checkbox"/> as learning (formative)</p> <p><input type="checkbox"/> of learning (summative)</p> <p>How will you gather evidence of student learning?</p> <p>observations of:</p> <p><input type="checkbox"/> student/teacher conversations (whole class, small group, individual questioning) regarding:</p> <p><input type="checkbox"/> student tasks / products that provide students with ways to demonstrate learning, specifically:</p>	<p>Action (application/exploration/meaningful student engagement throughout lesson/activities)</p>
<p>Timing:</p> <p><u>Level of scaffolding</u> Select and highlight one:</p> <p><input type="checkbox"/> I do it (demonstration or modelling)</p> <p><input type="checkbox"/> We do it (shared practice)</p> <p><input type="checkbox"/> You do it together (guided practice)</p> <p><input type="checkbox"/> You do it (independent practice)</p> <p><u>Purpose of Assessment</u></p> <p><input type="checkbox"/> for learning (diagnostic or formative)</p> <p><input type="checkbox"/> as learning (formative)</p> <p><input type="checkbox"/> of learning (summative)</p>	<p>Consolidation</p>

How will you gather evidence of student learning?

observations of:

- ☐ **student/teacher conversations**
(whole class, small group, individual questioning) regarding:
- ☐ **student tasks / products** that provide students with ways to demonstrate learning, specifically:

10. Reflective Practice

Select and respond to a reflective prompt from below. Please do not continually use the same prompt after each lesson. Consider the rationale behind WHY you have selected today's prompt. Record your reflection on this lesson plan.

1. How do I know the students learned? What specific areas of the lesson could I have improved? Why? How might I improve my future lessons?
2. How does my teaching reflect the wide range of learners in the class? Do I respond in ways that avoid the marginalization of some of my students in my classroom? How might I improve?
3. How might I improve my questioning strategies? Why? What next steps will support this?
4. In what ways did I help my students enhance their creativity? (e.g., How did I help them come up with new ideas and solutions?) What is one specific step I might take to learn more about facilitating student creativity?
5. How did I help my students enhance their critical thinking skills? (e.g., How did I help them question and evaluate ideas and solutions? How did I help them consider other perspectives regarding a particular topic? How did I help them think about their thinking?) What is one specific step I might take to learn more about facilitating students' critical thinking skills?
6. How do I think the lesson went in general? Why? What evidence supports this? What questions do I have now that I have implemented this lesson? How will I address these questions?
7. What was most challenging in planning and implementing this lesson? Why? How did I or will I address this challenge going forward?
8. What did I learn about myself as a "teacher" after planning and implementing this lesson? Why? What are my next steps?

APPENDIX L: DIGITAL FIELD EXPERIENCE BINDER

Purpose of Digital Field Experience Binder

Teacher Candidates are expected to keep a Digital Field Experience binder, much like teachers are expected to keep a Day Book to organize lessons, routines and schedules. The Digital Field Experience Binder is a professional record in which to keep observations, lesson or unit plans, schedules, notes, reflections, images, and any other pertinent information required for the Field Experience.

University Liaisons will examine the Digital Field Experience Binder on a regular basis while Teacher Candidates are in the schools. Teacher Candidates must ensure that the Digital Binder is appropriately organized, up-to-date, complete, and easy to navigate.

General Organization Tips:

1. The [Digital Field Experience Binder shell](#) guides the Teacher Candidate to organize the required materials. ([Refer to the section on the Digital Field Experience Binder](#))
2. Digital lesson plans, reflections and observations are uploaded and organized in the appropriate section. This practice is similar to how teachers need to have day plans and lesson plans just in case they are absent and an occasional teacher or on-call teacher is called in to teach the class.
3. Lesson plans should be completed at least 24 hours before teaching. This will allow for adequate time to review the lesson plan with the Associate Teacher and make changes if necessary. Ensure that a suitable time frame is established with the Associate Teacher, so that the Associate Teacher has sufficient time to go over the lesson plan prior to implementation.
4. In the situations where the same lesson is taught on rotary (e.g., the same Science lesson will be taught to two Grade 8 classes), only one lesson plan is required. The pre-assessment and reflection sections, however, need to be completed each time the same lesson is taught, to reflect the different classes and experiences.
5. Keep the Digital Binder information in chronological order, with the most recent lessons and observations at the top of each appropriate section.
6. Keep up with the personal reflections. Try to reflect on how the lesson was successful and how it could be improved. While the length of reflections will vary from lesson to lesson, aim for a quality reflection rather than quantity.

APPENDIX L - CONTINUED: DIGITAL FIELD EXPERIENCE BINDER

Teacher Candidates will prepare the Digital Field Experience Binder shell prior to visiting the class for the first Field Experience Day to facilitate the process of gathering and organizing the required information. For each semester's placement a new Digital Field Experience Binder will be created. Please download the FE Binder shell **here**. If you require further instructions regarding how to download the FE Binder shell, please consult this **video**.

Sections of Digital Binder	Details of Section Contents
Teaching Timetable	Teaching Timetable refers to your Associate Teacher's class and teaching timetable which lists the subjects and times that they occur. This section can also include any other pertinent schedules that affect your teaching. For example, you may want to include a duty schedule (highlight the duties you are responsible for (WITH your Associate Teacher), physical education schedule and any other relevant schedules. Upload these to your Digital Binder.
Teacher Candidate-Led Routines	<p>This section should contain specific class routines that you are responsible for. Include both Management Related (e.g., opening exercises, entry/dismissal, travelling to other classes, washroom etc.) and Curriculum Related routines (e.g., agendas, problem of the day, independent reading, incomplete homework procedures, etc.). For each routine, break the description into two parts: Procedure and Purpose. For example:</p> <p><u>A. Problem of the Day</u></p> <p>Procedures:</p> <ol style="list-style-type: none"> 1. Prior to the students' arrival, the teacher posts a problem on the whiteboard below a sign that says "Problem of the Day". This problem is usually based on the previous day's lesson. Occasionally, the problem is based on the news or current events. 2. The "Problem of the Day" is completed in a separate notebook that the teacher keeps in a bin specifically for this task. Upon morning entry, students retrieve their notebooks from the bin and begin to work on the problem. 3. When the teacher is ready to begin the lesson (when all students have arrived), the notebooks are gathered by two designated students and stored in the bin for the next day. <p>Purpose:</p> <ol style="list-style-type: none"> 1. The "Problem of the Day" not only reviews the last day's curricular lesson, but it also acts as a management technique, by focusing the students and giving them a task to complete until everyone arrives. Most students are motivated to complete this activity because the teacher does evaluate the notebook at the end of the week.

Sections of Digital Binder	Details of Section Contents
Observation Notes	<p>This refers to the anecdotal observations you make while observing the Associate Teacher teach and manage the class interactions. This section should have a separate section for each of the topics listed below with specific observations regarding that particular topic.</p> <ul style="list-style-type: none"> • Management Strategies • Instructional Strategies • Program Organization • Student Organization • Instructional Materials • Methods of Assessment and Evaluation • Responsibilities of the Teacher Outside of the Classroom (including health and safety issues) • Accommodations/Modifications <p>When you are observing your Associate Teacher, please date the observations. For example:</p> <p>Instructional Strategies:</p> <p>Oct.1 - During math, the teacher used a think-pair-share to have students consider strategies for completing word problems.</p> <p>Oct.1 - During science, the teacher used a jigsaw cooperative learning strategy for students to review the parts of an animal cell. The students worked in groups to explore and discuss the functions of the cell membrane, nucleus, nucleolus, endoplasmic reticulum, cytoplasm and mitochondria.</p> <p>Management Strategies:</p> <p>Oct. 8 - Teacher put hand in air to get class attention, the class followed suit and became quiet.</p>

Sections of Digital Binder	Details of Section Contents
Lesson Plans and Reflections	<p>This section should contain a daily organizer (the schedule of the day or a copy of your Associate Teacher's daybook) with highlighted section(s) of what portion of the schedule or day plan your lessons fit into.</p> <p>Immediately following the daily organizer, include the detailed lesson plan and any other materials (hyperlinks, resources, etc.) required for the lesson. A reflection for each lesson should follow the lesson plan (after implementation). We suggest you complete your reflection no later than the end of the day so that you can give yourself time to think about lesson successes and areas to improve upon.</p> <p>You might want to create subfolders organized by date to include all of the required elements (e.g., lesson plan, materials, readings, etc.).</p> <p>For example: On Nov. 5, a Teacher Candidate who teaches a Grade 8 Science lesson and a Grade 8 History Lesson, stores the lessons and materials for November 5 in a folder dated Nov. 5 in the Lesson Plans section of the FE Binder. Items in this folder include:</p> <ol style="list-style-type: none"> 1. The Daily Organizer (Schedule or Day Plan) <ul style="list-style-type: none"> ● with the highlighted Science and History subject areas 2. Science Lesson Plan (for Grade 8) <ul style="list-style-type: none"> ● link to video ● student activity (handout) ● answer key ● reflections 3. History Lesson Plan (for Grade 8) <ul style="list-style-type: none"> ● copy of the game that the students will play ● reflections
Other	<p>This section includes examples of how you are involved in the school community. This section could also include anything else (uploaded in PDF, JPEG, DOCX etc. format) such as:</p> <ul style="list-style-type: none"> ● photographs of bulletin boards (see permission) ● school newsletters ● school policies – behaviour code ● other materials given to you or to the class by the Associate Teacher. Please ASK permission from any teacher before taking a photo or photocopy of materials – including copies discarded at the photocopier. Demonstrate this professional etiquette. ● any other pieces of information appropriate to the Field Experience

OBSERVATION RECORD MANAGEMENT STRATEGIES

NOTE:

- How does the teacher establish and maintain a positive classroom climate?
- What are the expectations for student behaviour in the classroom, halls, lunchroom, on school property? How are classroom norms developed?
- List procedures for attendance, opening exercises, washroom, dismissal.
- List all the routines – particularly transitions from one activity to the next (don't forget to list the full routine and procedure/purpose that YOU are responsible for in your Teacher Candidate-Led Routines section of binder); How are routines developed and explained?
- How are positive relationships cultivated? Are rewards intrinsic or extrinsic?
- What are the teacher's methods of dealing with behaviour that is inconsistent with the classroom norms?
- How does the teacher signal for quiet? How does the teacher gain class attention?
- How do students share in the classroom responsibilities?

INSTRUCTIONAL STRATEGIES

NOTE:

- List all the ways that the teacher structures the lessons.
- Consult the Ontario Curriculum Unit Planner (Teacher Companions – Teaching/Learning Strategies, and FE Handbook) for more info and ideas of things to look out for!
 - Ex. learning centres, discussion, inquiry-based, games, research, Think Pair Share, etc.

PROGRAM ORGANIZATION

NOTE:

- Describe how the teacher organizes the program for learning (e.g., science program organization—how many weeks per chapter or unit? How often do students complete labs?).
- What are the program routines? How are subjects integrated?
- Describe the organization for other classes for which your Associate Teacher is responsible (e.g., Does AT teach other classes? How is that program organized?)
- Math – Is there inclusion of manipulatives? Language – How are literacy blocks organized?
- Team teaching; What are the roles of teacher assistants and classroom volunteers?

STUDENT ORGANIZATION

NOTE:

- List all ways you see students grouped/organized/arranged for learning experiences.
- Refer to a class list, seating chart, special arrangements.
- Grouping procedures: Is it whole class, small groups, independent study, peer learning etc.

INSTRUCTIONAL MATERIALS

NOTE:

- Make an ongoing list of materials, resources, URLs or other relevant supplies you see teachers using for instruction. This may be a useful reference when you have your own class!
- Use of white board, bulletin boards, audio visual equipment, computers, books, kits, concrete materials, manipulatives.
- Location of and access to supplies and resources.
- Arrangement of materials (e.g. for labs, station-based learning/centres etc.) – what ways were the materials/manipulatives arranged to optimize learning?

METHODS OF ASSESSMENT AND EVALUATIONS

NOTE:

- Tracking, anecdotal records, student work folders, rubrics, tests, assignments etc.
- Consider examples of *assessment for, of, and as learning* as described in Growing Success.
- Include any examples of assessment tools (if possible and seek permission first!)

RESPONSIBILITIES OF THE TEACHER OUTSIDE OF THE CLASSROOM

NOTE:

- List what your teacher does outside of the classroom (describe in short detail)
- Duty (yard, lunch, bus etc.)
- Curriculum and staff meetings, communication with parents etc.
- Coaching activities

ACCOMMODATIONS / MODIFICATIONS**NOTE:**

- Describe in general terms any accommodations or modifications for exceptional learners.
- Provide examples of how the teacher or special education teacher create learning experiences for a wide range of learners.
- Give examples of how some strategies and approaches reflect Ontario's "necessary for some, and good for all" initiative (UDL).

APPENDIX M: INCOMPLETE FIELD EXPERIENCE FORM

If for any reason the Teacher Candidate does not complete a practicum block, this form must be completed by the Associate Teacher, only if the Teacher Candidate attended the Field Experience placement for five or more days. Feel free to print this document or fill out this digital version of the [Incomplete Field Experience Form](#).

Name of Teacher Candidate:	
Name of Associate Teacher:	
Name of School:	
Address of School:	
Grade and/or Subject :	
<p>The Teacher Candidate named above did not complete the Field Experience placement with the Associate Teacher named above for the following reason(s):</p>	
<div style="border-top: 1px solid black; width: 100%;"></div> (Associate Teacher's Signature)	<div style="border-top: 1px solid black; width: 100%;"></div> (Date)
Associate Teacher - Please email a copy of the completed form to the Practicum Office practicum.edu@ontariotechu.ca	

APPENDIX N: ONTARIO TECH ACADEMIC INTEGRITY AND PROFESSIONAL SUITABILITY

Excerpts from the 2022 – 2023 Undergraduate Academic Calendar regarding academic integrity, professional suitability and academic appeals are listed below. For [grade reappraisals](#) and other [academic regulations](#), please [refer to the Academic Calendar](#).

Academic integrity

The [academic integrity policy](#) provides a framework that outlines the faculty members', and students', responsibility in regard to the undergraduate-level related academic conduct and professional suitability. Specifically, the policy addresses:

- Academic conduct
- Academic misconduct
- Allegations of academic misconduct
- Disciplinary sanctions

The [academic integrity procedures](#) outline the process for investigating and resolving undergraduate-level allegations of academic integrity violations. The specific processes include:

- Initiation and review of investigation
- Informal and formal resolutions
- Notification, inquiry, decision, and appeals

Professional unsuitability

The [professional suitability policy](#) outlines student's responsibility in regard to undergraduate-related professional suitability.

Sanctions

The [policy](#) also outlines the types of imposed disciplinary sanctions if a student is deemed to have demonstrated behaviour inconsistent with professional suitability.

Academic appeal

The [academic appeal policy](#) provides the regulations for the undergraduate-level formal decisions that are eligible for appeal to the Academic Appeals Committee. Specifically, the policy addresses:

- Eligibility for appeal
- Status during an appeal

The [academic appeal procedures](#) outline the process for submitting an undergraduate-related appeal to the Academic Appeals Committee. The specific processes include:

- Grounds for appeals
- Process for submitting an appeal

APPENDIX O: OTF GUIDELINES REGARDING HARASSMENT COMPLAINTS THAT ARISE DURING PLACEMENTS

OTF Guidelines Regarding Harassment Complaints That Arise During Practicum Placements - (December 2008)

Context

“A member shall strive at all times to achieve and maintain the highest degree of professional competence and to uphold the honour, dignity, and ethical standards of the teaching profession.”

- Regulation made under the Teaching Profession Act

In situations of harassment, it is imperative that processes and supports are in place to ensure teachers can fulfill aspects of their professional responsibilities in a competent manner. In general, liability occurs when people act negligently or incompetently.

There are many intricacies and complexities inherent in the teacher candidate - associate teacher relationship. With regard to the specific question of harassment, the following realities must be considered:

- Concerns identified may range from personality clashes to bad behaviour to harassment under the Human Rights Code.
- The overlap of responsibilities and the application of appropriate policies and legislation can be challenging. A number of policies potentially apply in claims of harassment, including the school board's harassment policies, OTF and Affiliate bylaws and policies on harassment, the university's harassment policy and the Ontario Human Rights Code.
- This is the transition from a “student to teacher” relationship to a “professional to professional” relationship.

- As associate members of the Federation, teacher candidates are subject to the exact same responsibilities as full members of the Federation, although they do not have all the same rights. This means that they are subject to the same member to member duties, as stipulated in the Regulation made under the Teaching Profession Act. In particular, when making an adverse report about a fellow member, they are required under clause 18.1.b to furnish the member with a written statement of the report within three days.

In attempting to resolve accusations of harassment, it is important to consider the above realities. In the context of a professional relationship, it is incumbent upon the faculties, OTF, and the Affiliates to provide support to resolve the issues in a collegial manner.

Preferred Process for Addressing Complaints of Alleged Harassment made by an Associate Teacher about a Teacher Candidate

In cases where the associate teacher believes they are the subject of harassment, the following process is recommended:

- The associate teacher should discuss the issue with a Federation representative, typically, the local President. Depending on the severity and nature of the concern, the associate teacher should be encouraged to first take it up with the teacher candidate. If the associate teacher is uncomfortable doing so, the associate teacher should contact the Faculty Advisor, and propose a meeting with Federation and faculty support to mediate the situation.

- If the matter cannot be resolved in this way, the associate teacher might choose to pursue it in a more formal venue. Typically this would entail a complaint made by the associate teacher to the university, which would then follow the university's harassment policy.

APPENDIX O - CONTINUED: OTF GUIDELINES REGARDING HARASSMENT COMPLAINTS THAT ARISE DURING PLACEMENTS

Preferred Process for Addressing Complaints of Alleged Harassment made by a Teacher Candidate about an Associate Teacher

In cases where an associate teacher believes they are the subject of a complaint of harassment made by a teacher candidate, the following process is preferred:

- The associate teacher should discuss the issue with a Federation representative, typically, the local President. Together, the local President and associate teacher should ascertain whether a formal complaint has been registered by the teacher candidate and in what venue(s). This is an important step since teacher candidates who believe they are the subject of harassment by an associate teacher may potentially register their complaints in a wide variety of jurisdictions, including the school principal, school board office, faculty of education or university, and the Ontario College of Teachers.
- If a formal complaint has NOT been registered by the teacher candidate, the associate teacher should be encouraged to take up the matter with the teacher candidate. If the associate teacher is uncomfortable doing so, the associate teacher should contact the Faculty Advisor, and propose a meeting with Federation and faculty support to mediate the situation.
- If a formal complaint HAS been registered by the teacher candidate, the regular mechanisms that the Federation has in place for dealing with complaints against members should immediately be activated.

Preferred Process for Teacher Candidates to Follow for Complaints of Alleged Harassment

In cases where a teacher candidate believes they are the subject of harassment, the following process is recommended:

- The teacher candidate should discuss the issue with the Faculty advisor. Depending on the severity and nature of the concern, the teacher candidate should be encouraged to first take it up with the associate teacher. If the teacher candidate is uncomfortable doing so, the Faculty advisor should contact the associate teacher, and propose a meeting with Federation support to mediate the situation.
- If the matter cannot be resolved in this way, the teacher candidate might choose to pursue it in a more formal venue. Typically this would entail a complaint made by the teacher candidate to the school principal, who would then follow the board's harassment policy. In such cases, the teacher candidate is obliged to provide the associate teacher with a written statement of the complaint registered with the principal within three days.

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