PRACTICAL HANDBOOK

A Guide for Teacher Candidates,
Associate Teachers, School Administrators,
Alternative Field Experience Supervisors

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Western’s two-year Bachelor of Education teacher preparation program consists of Courses and Placement components.

The Courses include common courses, division level courses (PJ, JI, IS), specialty courses and electives.

The Placements consist of three practical components:

- **Practicum**: Candidates are assigned four practice teaching blocks in assigned schools, one block in each of the four program terms (two placements in each year of the program). At the end of each practicum, the Associate Teacher prepares a written evaluation. The Teacher Education office is responsible for the placement of candidates in a practicum setting. The faculty has partnerships with over 42 school boards and the Teacher Ed office works collaboratively with our school board partners – according to their placement processes. Candidates select their school board of choice but are NOT to find their own practicum placements. Over the four practicum blocks, candidates will acquire 95 to 100 days of practice teaching experience.

- **Alternative Field Experience**: The AFE is a self-directed learning placement, designed to expand options for Teacher Candidates to pursue professional learning goals in a variety of education settings. Candidates are responsible for proposing the AFE, finding a mentor/supervisor, and submitting a reflection about their learning. Typically, the Teacher Education Office can provide a list of possible AFE opportunities, though Teacher Candidates are not restricted to that list. Teacher Candidates are required to complete 210 AFE practical experience hours.

- **Transition to Professional Practice**: Presentations, workshops and professional development series are offered throughout the Teacher Education program. “Transition to Professional Practice” (T2P) is designed to supplement course work and provide candidates with additional knowledge and skills necessary to enter the teaching profession. Some components of T2P are COMPULSORY, some are optional.

Throughout the Teacher Education program, our Candidates will be encouraged to move from directed learning towards self-directed learning. The practical components of the program are designed to support the instructional work at the faculty by giving the Candidates opportunities to become more intentional in their learning, while at the same time, consolidating their experiences.

To qualify for the B.Ed. and be recommended to the Ontario College of Teachers, Teacher Candidates must successfully complete all course and placement components. This Practical Handbook will outline details about Practicum, AFE and T2P.
Your Teacher Education Team

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<tr>
<th>Team Member</th>
<th>Role</th>
<th>Contact</th>
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| Anna Zuber        | Manager, Teacher Education  
                    *I can help with all program aspects, including OCT, Timetables, Special Needs* | 519-661-2111 ext. 88548  
                    zuber@uwo.ca |
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                    *I can help with Practicum Support, Associate Teacher Supports, Community partnerships, T2P* | 519-661-2111 ext. 81158  
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                    *I can help with Alternative Field Experience, T2P, Web Communications* | 519-661-2111 ext. 80518  
                    kmentone@uwo.ca |
| Cindy Barnes      | Practicum & Field Experience Assistant  
                    *I can help with Practicum requirements, Board requirements, T2P* | 519-661-2111 ext. 87153  
                    cbarne3@uwo.ca |
| Cathy Cornett     | Administrative Assistant  
                    *I can help with Document Submission, Police Checks, Bus Passes, Reporting Practicum absences* | 519-661-2111 ext. 88657  
                    ccornett@uwo.ca |
| Kathy Hibbert     | Associate Dean  
                    *I can help with Policies and Program decisions from the University, Ministry, and the OCT* | 519-661-2111 ext. 88557  
                    khibbert@uwo.ca |
| Rebecca Cole      | Program Assistant  
                    *I can help with Admissions requirements, transitioning to current student program, timetables, general program inquiries* | 519-661-2111 ext. 88558  
                    rcole22@uwo.ca |
| Courtney Klein    | IBEC Program Coordinator  
                    *I can help with International Baccalaureate Certificate* | 519-661-2111 ext. 85208  
                    cklein26@uwo.ca |

Communication and Resources:

The Teacher Education Office shares updates and information through several channels:

- **Email**: Teacher Candidates can expect to receive regular program-related emails to their Western University student email account. We will also send information to Instructors, Mentors, Associate Teachers and AFE Supervisors by email.
- **OWL, Western’s Learning Management System**: In addition to course sites, Teacher Candidates will also have a program site in OWL. Program-specific information and procedures will be stored here. To find your OWL program site, log into owl.uwo.ca and visit the “BEd Class of 20## (12#9)” project site. BEd Instructors and Mentors will also have access to role-specific OWL sites.
- **Blog for Current Students & Alumni**: We share community opportunities, such as job postings, volunteer opportunities, events, and resources, with current Candidates and Alumni through our blog TheTeacherCandidate.com. Teacher Candidates and Alumni are encouraged to subscribe. Instructors, Mentors, Associate Teachers, AFE Supervisors and other community members are welcome to upload opportunities for sharing at TheTeacherCandidate.com/Submit-a-Opportunity.
Faculty of Education Policies

This is a selection of relevant policies from the Faculty of Education. A full suite of policies can be found online.

**Attendance**

Arrive early. Find out when your classes start and arrive at least a half an hour prior to the start of class. Help your Associate Teacher in preparing for the day's activities, setting up labs, doing yard supervision. Stay after class. Debrief the day. Participate in the school culture and extra-curricular activities. Take all opportunities to get to know staff members, school routines, engage in professional development, parent/student meetings and so on.

During the practicum, Teacher Candidates are governed by the Faculty of Education polices as outlined on our website. If you are absent (due to illness, bereavement, religious observance or approved compassionate leave), you must notify:

1. The Teacher Education Office before 9:00 a.m. at 519.661.2093 or by e-mail: eduwo@uwo.ca
2. Your Associate Teacher or the school principal as early as possible.

**Progression:** Terminating a practicum placement because of unexcused absences constitutes an unsatisfactory practicum. The Practicum Coordinator will review the circumstances surrounding unexcused absences with the Teacher Candidate, Practicum Consultant and the Associate Dean to determine progression in the program.

**Inclement Weather**

Plan ahead. If you know the weather forecast is going to be bad and your placement is in another region/city from where you live, look into options of where you might stay closer to your placement. Think about your practicum as if you were an employee at the school. Never drive in unsafe conditions. Be aware of your school and school board policies relating to inclement weather. Listen to a local radio station and check school board websites in the morning to get information about possible school closings. If possible, contact your Associate Teacher for confirmation. Western University posts weather updates online here: uwo.ca/weather

A Teacher Candidate who cannot attend school because of inclement weather must inform:
- the Associate Teacher - as early as possible; and,
- the Teacher Education Office before 9:00 a.m. at 519.661-2093 or by e-mail: eduwo@uwo.ca

**Accidents and Injuries**

The Ontario Ministry of Education has arranged for all Teacher Candidates to be covered for accidents and/or injuries while on unpaid practicum placements. Teacher Candidates complete an accident form "Work/Education Placement Agreement 63-1352 (rev. 02/00)" prior to starting a practicum and submit it to the Teacher Education Office where it will be held until needed.

In case of an accident, a Teacher Candidate should immediately contact the Teacher Education Office with details at 519 661-2093 or e-mail eduwo@uwo.ca. The Teacher Education Office must, within 24 hours of the incident, complete an Accident Report Form on behalf of the Teacher Candidate.

**Associate Teacher Absence**

Teacher Candidates must not assume unsupervised responsibility for students or take the place of a supply teacher.
If an Associate Teacher’s absence is expected to be absent for three days or less, a Teacher Candidate may continue under the supervision of a supply teacher. If an Associate Teacher is expected to be absent for an extended period, please inform the Teacher Education Office as we may need to make an alternative arrangement.

**Education Act Regulations**

**Duties of a Teacher  Education Act R.S.O. 1990, CHAPTER E.2**

264. (1) It is the duty of a teacher and a temporary teacher,

(a) to teach diligently and faithfully the classes or subjects assigned to the teacher by the principal.

(b) to encourage the pupils in the pursuit of learning.

(c) to inculcate by precept and example respect for religion and the principles of Judaeo-Christian morality and the highest regard for truth, justice, loyalty, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance and all other virtues.

(d) to assist in developing co-operation and co-ordination of effort among the members of the staff of the school.

(e) to maintain, under the direction of the principal, proper order and discipline in the teacher’s classroom and while on duty in the school and on the school ground.

(f) in instruction and in all communications with the pupils in regard to discipline and the management of the school,

   (i) to use the English language, except where it is impractical to do so by reason of the pupil not understanding English, and except in respect of instruction in a language other than English when such other language is being taught as one of the subjects in the course of study, or

   (ii) to use the French language in schools or classes in which French is the language of instruction except where it is impractical to do so by reason of the pupil not understanding French, and except in respect of instruction in a language other than French when such other language is being taught as one of the subjects in the course of study.

(g) to conduct the teacher’s class in accordance with a timetable which shall be accessible to pupils and to the principal and supervisory officers.

(h) to participate in professional activity days as designated by the board under the regulations.

(i) to notify such person as is designated by the board if the teacher is to be absent from school and the reason therefore.

(j) to deliver the register, the school key and other school property in the teacher’s possession to the board on demand, or when the teacher’s agreement with the board has expired, or when for any reason the teacher’s employment has ceased; and

(k) to use and permit to be used as a textbook in a class that he or she teaches in an elementary or a secondary school,

   (i) in a subject area for which textbooks are approved by the Minister, only textbooks that are approved by the Minister, and

   (ii) in all subject areas, only textbooks that are approved by the board.

(l) to perform all duties assigned in accordance with this Act and the regulations. R.S.O. 1990, c. E.2, s. 264 (1); 2003, c. 2, s. 20 (1).

**Workplace Harassment**

If you believe you are the subject of harassment, the following process is recommended:

- Contact the Practicum Coordinator ~ practicum@uwo.ca
- If a conversation with the individual(s) cannot resolve the issue, you may choose a more formal route.
- Notify the school principal, who would then follow their Board’s Harassment Policy. You will be obliged to provide the Associate Teacher with a written statement of the complaint registered with the principal within three days.
**Expectations of Teacher Candidates**

- **Ethical Requirement:** Teacher Candidates in Ontario Faculties of Education are Associate Members of the Ontario Teachers Federation and are thereby subject to Ethical Standards for the Teaching Profession of the Ontario College of Teachers. Teacher Candidates must demonstrate care, respect, trust, and integrity in all interactions with students, parents, other teachers, school personnel, and members of the public.

- **Essential Skills and Abilities Requirement:** Teacher Candidates must be able to demonstrate responsibility for the physical safety, psychological health, and educational well-being of students in schools. Teacher Candidates must possess the cognitive, communicative, sensory/motor, emotional/social/interactional abilities necessary for these complex activities.

- **Completion of Faculty of Education Integrity Module:** The Faculty of Education is developing an Integrity module that designed to support and deepen candidate expectations for participation in our program. We will notify candidates when this module is ready for their review and completion.

- **Completion of School Board Specific training modules:** Each school board has its own expectations for training. These requirements must be met PRIOR to the start of your practicum. Go to OWL to find specifics about the requirements of your school board.

- **Police Record Check Requirement:** A Police Record Check which includes Vulnerable Sector Screening, and is acceptable to the school boards with whom we work, is required before a Teacher Candidate can be placed in a school for practicum. If information appears on a Teacher Candidate’s police record check that is unacceptable to school boards, they will be unable to complete the program and will be withdrawn. Additional pre-placement requirements may be required by some school boards; these will be communicated to Teacher Candidates through their OWL program site.

- **Certification of completion of the Ministry of Labour Worker Health and Safety Awareness eLearning module:** All Teacher Candidates are required to have the same occupational health and safety training as would an employee of the organization where they are placed (Bill 18, Stronger Workplaces for a Stronger Economy Act, 2014). Teacher Candidates must complete the basic training offered on-line by the Ministry of Labour.

- **Faculty of Education Attendance & Course Work Requirement:** Teacher Candidates must maintain a satisfactory record of attendance and satisfactory standing in all course work. Unexcused absences, non-participation in classes, and incomplete or unsatisfactory assignments or other course requirements are grounds for denying a practicum placement. This includes attendance in professional development series and alternative practicum placements.

- **Transportation:** Candidates are responsible for their own transportation to the placement. We will do our best to place candidates in their preferred school board, but we cannot guarantee you a convenient placement. If your board of choice is geographically large (urban and rural), be prepared to travel. Some boards ask for distinct areas, others do not, so it is possible that you will have to commute to the assigned school. Transportation is your responsibility.

- **Time Commitment:** The practicum requires a full-time commitment – you must be onsite during the full school day as per their hours. You must plan to be in the classroom at least 15 minutes prior to the start of class and be prepared to stay after school to meet with the associate. In the evenings, you will need time to make notes, write reflections about your experiences, and develop lesson plans. THIS IS A BIG part of the professional commitment to practicum. Teaching, even on practicum, is a full-time job. Do not expect to leave school early or be given a reduced teaching load to accommodate a part-time job.

- **Plan Ahead:** Plan now for any special arrangements you may need during practicum concerning living accommodations, childcare, part-time job schedules, transportation, library access, etc. This is a professional program and requires candidates to be committed to managing multiple demands of school, placement, and family.
• **Be Flexible:** Arranging practicum placements is a complex process. We work in partnership with school boards, principals, and host teachers and each board has its own processes and systems. We can make no guarantees beyond ensuring that candidates receive the requirements of the program.

• **Be Aware:** The Teacher Education Office works with over 40 school boards in the province. Our team will work on behalf of all teacher candidates to find appropriate practicum placements, according to the processes of each board. Teacher Candidates are asked to **NOT FIND** their own placements — this is the same process for all of our partners. School boards and faculty staff will collaborate to arrange your practicum placement.

• **Be Thoughtful:** We are thankful that our host schools welcome us into their community and classrooms. As invited guests in the schools, we ask that you demonstrate professional respect and courtesy towards all members of that educational community.

• **Stay Informed:** Read this Handbook in full. Be informed of the policies and expectations. Throughout the year the Teacher Ed office will use a variety of methods to keep you updated — your Western Email, OWL, and [The Teacher Candidate](#). Even while on placement, be sure to check our sites regularly for important updates.
Innovation in Education

The Bachelor of Education program has responded to the changing educational landscape by undergoing a **Curriculum Innovation** review process that engaged faculty, staff, and Teacher Candidates in a comprehensive review of our course content. So many recent global changes (the pandemic, #MeToo, Black Lives Matter, *to name only a few*) have challenged educators to think differently about course design, course assessment practices, and all matters related to the development of skilled teacher graduates with an urgency that demands action.

As a result of this process, our Teacher Education program is enhanced with an intentional focus on the following areas:

- Anti-Racist Education
- Critical Disabilities Approach
- Reconciliation, Equity, Diversity, Inclusion and Decolonization (R-EDI-D)
- Gender Perspectives
- Indigenization
- Trauma and Violence Informed Education
- Digital Integration

These components of our instructional program must also be reflected in the practical experiences of our Teacher Candidates – whether on practicum placement, in an Alternative Field Experience, or in our professional learning program, Transition to Professional Practice (T2P).

As we strive to enhance our knowledge, make essential adaptations to our program, and work with all members of the educational community to create, collaborate, and share responsibility for our students AND THEIR FUTURE STUDENTS, the Teacher Education Office will continue to use our Curriculum Innovation Framework as the guiding principle to all our practical experiences.

Master Teacher Mentors (MTM)

Western University’s two-year Bachelor of Education (BEd) includes one course that is delivered as an ongoing mentorship series. Teacher Candidates must attend and participate in mentor group meetings to pass the course.

**EDUC 5013Q Research and Assessment to Improve Student Learning** – Teacher Candidates learn how to gather information about their own students to serve in planning and assessment. They learn to use the iterative process of inquiry and data-based decision making to facilitate student learning and to use research in reflecting on their own practice. .25 credit (*Course delivery is via small groups led by Master Teacher Mentors; 2 hours bi-weekly years 1 and 2*)

**Timing:** Master Mentor (MTM) group meetings are scheduled for Tuesday afternoons, alternating each week with Transition to Practice (T2P) sessions.

Master Teacher Mentors (MTM) are experienced educators who have a variety of experiences, knowledge, and skills to share with their students. Master Teacher Mentors will guide students to develop skills that are essential for teaching – reflection, collaboration, pedagogy, and instruction. Master Teacher Mentors provide support to candidates in the development of their Annual Learning plan at the end of Year one and Year two. These plans are directed toward a variety of experiential learning opportunities in Western’s teacher education program and may include goals for learning while on practicum. Candidates may share plans with other mentors, such as Associate Teachers or AFE supervisors, for specific input or feedback.
Professional Practice Record (PPR)

During the teacher preparation program, Teacher Candidates will be expected to track and document their progress toward the expected competencies outlined in the Ontario College of Teachers, Standards of Practice for the Teaching Profession. This documentation is referred to as the Professional Practice Record (PPR).

All practical components in the Bachelor of Education provide an opportunity for Teacher Candidates to identify their strengths and weaknesses and develop strategies to improve their teaching. Master Teacher Mentors, Associate Teachers and AFE Supervisors can begin with a discussion of what the Teacher Candidate has learned and reflected upon from their courses and/or practical experiences thus far. Practical experiences and mentorship can go a long way toward building the knowledge, skills, and attitudes appropriate to be a licensed teacher in Ontario; documenting and reflecting on this process is a valuable part of the journey to becoming a teacher.

Format:
The Professional Practice Record is much more than a written document – it is about developing the habit of mind to become a self-reflective practitioner to improve understanding and enhance skills of the teaching profession. Creating a Professional Practice Record at this early stage of becoming a teacher, is intended to help Candidates develop life-long habits of reflection, inquiry, discovery, and adaptation. Teacher Candidates can use any format or record keeping system that works best for them to track their reflections, questions, evidence of learning and goals. The content collected by the Candidate in the PPR is designed to help new teachers work towards a deep understanding of the professional standards and ethics of teaching, in day-to-day practice.

Professional Competencies:
Conversations between experienced educators (Mentors, Associate Teachers, AFE Supervisors, etc.) and Teacher Candidates are fundamental to helping the beginning teacher develop reflective habits of mind. By the very nature of the teaching profession, mentorship conversations will focus on the 16 competencies outlined in the Ontario College of Teachers, Standards of Practice for the Teaching Profession.

- How does the candidate demonstrate commitment to students and student learning?
- What is the candidate’s beginning professional knowledge? How does the candidate demonstrate understanding of student development, learning theory, pedagogy, curriculum, educational research?
- What evidence does the candidate give of applying professional knowledge to their professional practice? How does the candidate use appropriate pedagogy, assessment, evaluation, resources, and technology to plan for and respond to student needs?
- In what ways does the candidate demonstrate leadership in contributing to and creating safe, supportive, collaborative learning communities to support student success?
- Is there evidence that the candidate is committed to ongoing professional learning?

Candidates are encouraged to ask themselves – what do the competencies mean and how can I demonstrate that? With the support of the Mentor, Associate Teacher or AFE Supervisor, Candidates will be challenged to shift from focusing on “how well am I (the candidate) doing”, to “how is this (knowledge/skill/attitude) going to help me in my future work with students?”

Transitioning to the Profession:
The PPR supports the development of the Annual Learning Plan (ALP) that each Candidate is required to prepare at the end of Year 1 and Year 2. The Annual Learning Plans are directed toward a variety of experiential learning opportunities in Western’s Teacher Education program and may include goals for learning in practicum or other practical experiences. The processes of self-reflection and self-assessment are part of ongoing professional practice that is expected of all teachers in Ontario. When hired, new teachers will become familiar with the New Teacher Induction Program (NTIP) and Annual Learning Plan.
(ALP) that are part of the certification process in Ontario. Our initial teacher preparation program will help developing teachers build on the confidence, efficacy, instructional practice, and commitment to continuous learning that is an expectation of the profession.

**Long Term Learning**

This diagram may help you identify where you are in your learning, and facilitate communication with Mentors, Associate Teachers, AFE Supervisors and Instructors:

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**Beginning**
- I have been introduced to this concept.

**Developing**
- I have had an opportunity to work with the concept or tools, try it out, make adjustments.

**Refining**
- I have worked with the concept/tools in more than one course/practica and have documented my learning.

**Established**
- I have had multiple opportunities to work with the idea/concept, learned how to modify according to changing needs, and document.

Adapted from Learning Outcomes Assessment: A practitioner’s handbook. HEQCO

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**Becoming a Professional**

Think about what you want to communicate about *yourself as a professional* as you connect with Instructors, Master Teacher Mentors, Associate Teachers and AFE Supervisors.

- Do you have a passion for teaching?
- How do you demonstrate your dedication, enthusiasm, and inherent desire to be a good teacher?
- Are you willing to learn, to take risks, make mistakes?
- Do you show initiative?
- Are you receptive to feedback?
- Are you able self-reflect?
- How do you show your interest in students and staff?
- Do you genuinely convey patience, empathy, understanding?
- What do you want to learn?
- What do you want to improve upon?
- What is needed for your future role in teaching?
Planning for Feedback

In *Visible Learning Feedback*, John Hattie and Shirley Clarke have noted that there is a distinction between what teachers think about when they give feedback, and what learners are expecting. From this insight, they distilled a model that helps both the educator and the learner reach a shared understanding of goals, compare those goals with the expected standard, and then engage in dialogue, remediation and action which can close any gaps that exist between where they are, and where they need to be (aligned with their level of experience and progression in the program).

How will you manage feedback in your practicum? Work with your Associate Teacher to:

- Consider a **double entry journal**: the TC can note what they are focusing on in a particular lesson; and while the TC is teaching, the AT can write comments back so a dialogue begins and can be debriefed later together.
- Consider video-diaries: the AT can video record your teaching, and you can review together and see what you notice. What is causing you to notice these things? How might you develop your skills for the next time? What went right? What did not go as well as you hoped? What did you learn from the experience? (Video segments can be entered into your PPR as a record of progress and to set goals for improvement.)
- Consider prioritizing things to work on together. What should I improve on first? What is most critical and most important?
- Compare AT assessment and Teacher Candidate self-assessment. Do you see things the same, or differently?
- Pose questions and discuss possible answers. It’s natural to wonder ~ *What is expected of me? Are the teaching goals on track? What can I do to improve? What supports do I need?*

Throughout four different practicum placements, Teacher Candidates will be asked to observe their Associate Teacher and students, explore a variety of teaching methods, undertake a deep dive into curriculum and planning strategies, engage with students and the school community, and develop skills of critical inquiry and reflection. The program will progress from theory to practice to reflection.

To support this transition to the profession, the Faculty of Education provides Associate Teachers and Teacher Candidates with recommended teaching expectations for each of the four practicum blocks. *(The teaching expectations for each of the four practicum blocks are found at the end of this Handbook).* Each placement is intended to provide candidates with progressive opportunities to increase their teaching time; develop, refine, and improve their practice; and deepen their understanding of effective instructional and classroom management methods. Throughout the placement, the Associate Teacher is expected to provide focused, formative, and meaningful feedback for Teacher Candidate growth, based on the practicum expectations.
Western University’s two-year Bachelor of Education (BEd) includes four Practicum courses that Teacher Candidates must complete successfully to graduate:

- **EDUC 5021Q - Practicum 1** Active observation within local schools. Teacher Candidates acquire a “big picture” understanding of schools, communities, students, and teachers as they observe in classrooms, participate in school life, and plan and teach their first lessons. **FALL, Year 1, 4 weeks .25 credit.**

- **EDUC 5022S - Practicum 2** An introduction to the duties and responsibilities of classroom teachers, to the professional expectations of teachers and to the planning and teaching of lessons. Teacher Candidates develop instructional strategies and other skills and demonstrate their potential for success as a teacher. **SPRING, Year 1, 4 weeks, .25 credit.**

- **EDUC 5023 - Practicum 3** Active observation and assistance in schools and classrooms during the first two weeks of September. Continued development of teaching skills and growth in independence with respect to lesson planning and teaching the curriculum. **FALL, Year 2, 6 weeks .50 credit.**

- **EDUC 5024 - Practicum 4** Consolidate teaching skills, develop independence, plan and teach a unit, evaluate students, teach some full days during weeks 5 and 6, or demonstrate potential to do so. **SPRING, Year 2, 5-6 weeks .50 credit.**

At the end of each placement, Teacher Candidates will receive a Practicum Report that will also be sent to the Teacher Education Office to note your successful completion of that Practicum course.

**Practicum Expectations**

Professional dialogue between Associate Teachers and Teacher Candidates early on will facilitate the development of an appropriate practicum plan that aligns with the emerging knowledge, skills, and abilities of the Candidate, and their experience to date. With the support of the Associate Teacher, clear communication of expectations, and a gradual scaffolding of responsibility, the Candidate will build confidence and build on success in a supported environment.

*observe, assist, plan, teach some lessons, self-assess progress, reflect, plan for improvement*

*The goal of the practicum is to share a learning journey and provide a learning environment that focuses on modeling practice, and scaffolding expectations through feedback focused on growth toward future performance.*

Copies of the Practicum Reports and Practicum Weekly Expectations are found at the end of this Handbook.
**Lesson Plans**

Research\(^1\) suggests that student ability to develop effective, responsive lesson plans moves along a continuum of experiences:

- modifying an existing plan
- critiquing
- synthesizing
- improving
- creating

Teacher Candidates will be introduced to lesson planning in one or more of your classes at the Faculty of Education. You can find numerous lesson plan exemplars in the resources in your course syllabi and should receive instruction on the differentiation required in various subject areas.

Associate Teachers will expect to see detailed lesson plans. They might share examples of what they expect to see in a lesson plan with an emphasis on student learning. Associate Teachers are committed to their students’ success and will not want you to begin teaching until they are clear on what you are going to do and, how you are going to teach. Your lesson plan will provide them with that information.

Lesson plans should be available for the Associate Teacher to review in advance of your teaching time. This will give the Associate Teacher an opportunity to provide guidance and support before your lesson. Be prepared to provide the associate with your lesson plan one or two days in advance of the class.

A Day Plan is NOT a Lesson Plan.

Lesson plans are carefully organized and crafted to help you think about what the student learning goals are, how you are going to help them achieve those goals and, what resources will support that.

Good teachers ask good questions – these need to be thought out in advance and included in your plans.

Written lesson plans serve as a record of your practicum experience.

Associate Teachers may choose to write comments on your lesson plan, giving you immediate, written feedback.

When writing a lesson plan – think about... organization, clarity of your lesson, pacing, learning goals and success criteria, student engagement, teaching methods and procedures, questions, assessment.

As candidates progress through the different practicum blocks, Associate Teachers may vary their expectations of how a lesson plan should be crafted. In each of the four placements, candidates must be prepared to provide their associate with a detailed lesson plan that clearly shows thoughtful planning and purpose to the teaching.

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Receiving a Practicum Placement

Teacher Candidate Step-by-Step

Western is proud to work with over 42 school boards across the province of Ontario, providing Candidates with multiple, diverse opportunities to teach in a variety of school settings to help them develop the attitudes, skills, and knowledge necessary to be an effective teacher. Each board has its own Practicum eligibility requirements for placement students.

1. **Review the list of Pre-Placement Requirements.**

Review the list of pre-placement School Board Requirements, available to Teacher Candidates in your owl.uwo.ca program site, “BEd Class of 20##”.

*Please note that we cannot place students in French First Language (FFL) school boards for practicum since our French program stream is French Second Language (FSL), as outlined in the Ontario College of Teachers regulations.*

2. **Request a Police Record Check (PRC) with Vulnerable Sector Screening (VSS).**

Request a PRC with VSS from the police department that services your home address. This is not a requirement of Western University, nor the Faculty of Education, however it is an ESSENTIAL REQUIREMENT from all school boards.

Many boards, including TVDSB, require an **updated VSS every 6 months**. We recommend all Candidates provide us with an updated VSS every August and again every December to ensure you can be placed on practicum for fall and spring blocks.

Once you receive the PRC with VSS, **submit a copy** of it to the Teacher Education Office at eduwo@uwo.ca and keep the original to provide to your practicum school.

3. **Select the school board(s) that you wish to be assigned to for your Practicum placements.**

Candidates can choose the same board for all 4 placements, or different boards. If your School Board requires additional information from you, for example your preferred ‘ward’ or ‘family of schools’, you can include that when submitting your preference. (see Board requirements in OWL). **You can select a board of choice – you CAN NOT select a school or make your own arrangements with an associate teacher.** Board selections are initially made in the summer before Year 1, but prior to each practicum block, Candidates are given a chance to review and revise their selections.

To select your preferred board for practicum:

- Wait for an email from the Teacher Education Office notifying you that the Practicum Portal is open.
- Log into the **Practicum Portal** using your UWO credentials
- Fill out the School Board preference form
  - **Conflict of Interest:** A practicum placement in a school in which a family member is an employee or a student is considered a conflict of interest. When submitting your preferences online, in the Special Needs section of the form, please identify any school in your board which you believe would be conflict of interest.
  - **Special Interests:** If you have special needs for your practicum beyond your preferred board choice, please note them here. We will make efforts to meet your request but cannot guarantee all needs can be met beyond ensuring that you receive practicum placement that fulfill the requirements of your program and the requirements for OCT certification.

*If you experience any technical issues logging into the Practicum Portal, submit a ticket to edu.uwo.ca/support or email practicum@uwo.ca*
4. Wait for your Practicum placement to be arranged.

The Teacher Education Office is working on arranging your practicum placement.

While you are waiting, please be aware: The Teacher Education Office works closely with school board representatives and/or school principals to secure practicum placements, based on Teacher Candidate divisional and subject requirements, and the availability of qualified Associate Teachers.

Once we receive your submitted board preference, we will contact our partner school board to arrange your upcoming practicum. We will find a practicum that fulfills the requirements of the program, and the requirements for certification by the Ontario College of Teachers. In Year 1, practicum 1, it is possible that your Associate Teacher might host you and another Teacher Candidate at the same time.

Provincial legislation requires that Candidates teach in each of the divisions for they are seeking certification – Primary/Junior; Junior/Intermediate; Intermediate/Senior. Although it is not required that candidates teach in each of their teachable areas, the Teacher Education office will do its best to find those practicum placements.

- **Primary/Junior** candidates need one placement in primary, JK-Grade 3 and one in junior, Grades 4-6.
- **Junior/Intermediate** candidates need one placement in junior, Grades 4-6 and one in intermediate, Grades 7-8.
- **Intermediate/Senior** candidates require one placement in intermediate, Grades 7-10, and one in senior, Grades 11-12.

While we begin the process early, it can take several weeks/months for our partner boards to finalize teaching assignments and confirm practicum placements.

5. Receive notice that Practicum placement details are confirmed.

We will notify Candidates when practicum placement details are available for viewing in the Practicum Portal.

We will do our best to notify Candidates of practicum details in a timely manner, but due to variations from board to board in the placement process, some practicum placements might not be finalized until just prior to the start of the practicum block.

If the Portal is open, but you do not see a practicum placement listed for you, please note that we will continue to update the Practicum Portal as we receive school board confirmations. Portal updates are ongoing – right up to the start of the practicum dates – and beyond if necessary. Check the Portal regularly once you have received notice that the Portal is open for viewing.

If your documentation (board required training or PRC) is incomplete in the Teacher Education office, you will not be able to access or view your placement until we have received the required reports at eduwo@uwo.ca

6. Contact your Associate Teacher to introduce yourself.

The practicum placement details in the Practicum Portal will include your Associate Teacher’s details. Email them to introduce yourself professionally. Be prepared to send your Associate Teacher (AT) a copy of your Teacher Candidate profile

7. Complete any remaining Pre-Placement Requirements.

Review the list of pre-placement School Board Requirements, available to Teacher Candidates in your owl.uwo.ca program site, “BEd Class of 20##”.

Teacher Candidates are responsible for meeting all their pre-placement School Board Requirements.
Teacher Candidate Responsibilities

Prior to the start of practicum:

- As a member of a Professional program, it is important that you review your own online presence (e.g., social media accounts). Check that your profile has a professional look to it – name used, posts, photos, and security settings should be considered.
- Review the school’s Website. Look for information related to the Code of Conduct and Dress Code to ensure you are aware of expectations in advance. Bell times, parking protocols, school allergy policies, special events – this information is often found on the school website – if not, be sure to ask your Associate Teacher about these important school details prior to your first day. Is there a Staff Handbook you can become familiar with?
- Does the school have a vision, mission, values statement? Are school policies posted online?
- Contact your host teacher promptly, by phone or email after you have received practicum placement details. You must use only your Western email in this professional capacity.
- Introduce yourself professionally. Be prepared to email your Associate Teacher a copy of your Teacher Candidate profile. Let the associate get to know a little about you, your background, the courses you are taking, the specialty area you are in, and why you want to become a teacher.

While on practicum:

- On the FIRST day – check into the school office upon arrival.
- Wear your Western Education Photo ID card always.
- Carry your Police Vulnerable Sector Screening report with you.
- Be EARLY to report to school each day. Be prepared to stay AFTER the end of classes to meet with your Associate Teacher to review and to plan. Use all time in the school in meaningful, professional ways. (Think about your use of your cellphone).
- Inquire about technology login requirements and photocopying protocols.
- Know, understand, and use only approved methods of communication with students. Always rely on Associate Teacher guidance and oversight.
- Build and maintain your Professional Practice Record. You are expected to track and document your progress toward the expected teacher competencies and outcomes.
- Maintain strict confidentiality about all information you may acquire about students, teachers, families, or others with connections to the school.
- Demonstrate your commitment to professional learning by acting on Associate Teacher feedback.
- Show that you have the desire to learn and work hard, and that you are eager to support student achievement.
- Find out about the school and board initiatives that support diverse students – Indigenous education strategies, LGBTQ+
  - Meet with school or board liaison officers if possible
- Develop and maintain an Active Observation Logbook and Organizational Binder. (Electronic formats are encouraged)
- With the guidance of the Associate Teacher, candidates will be expected to (incrementally over the 4 different placements)
  - Create a safe welcoming learning environment for the students.
  - Demonstrate respect and understanding for diversity within the class.
  - Organize resources, materials, time, and space to meet student needs.
  - Consult with the Associate Teacher to develop a set of goals for the practicum focused on student success.
  - Create daily lesson plans based on the Ontario curriculum.
o Submit lesson plans, in advance, to the Associate Teacher; use a detailed lesson plan format agreed upon by the Associate Teacher.
  • Be aware of student needs – structure lessons with respect to trauma triggers, diversity needs, accessibility for all
o Provide evidence of differentiation in lesson planning.
o Include appropriate assessment and evaluation strategies under the guidance of the Associate Teacher to determine student success and achievement of learning goals.
o Incorporate principles of inclusion, equity, diversity, and social justice in your teaching and relationships with all students.
o Maintain a reflection log that is available for the Associate Teacher to review. This should include observations and reflections on student engagement, lesson pacing, insights into student development, questions, concerns, classroom management strategies.

After practicum:
• If you have unfinished marking for the students you were teaching, it is imperative that you return all assessed work to the Associate Teacher as soon after the end of placement as possible. When placement is over, it should be over.
• Carefully review and reflect on the comments from the Associate Teacher as noted in your report. Develop a plan to incorporate recommendations in your future placements.
• We recommend that you send a thank you card or email to the Associate Teacher, and others on staff (e.g., the principal), who supported you during your placement.

As a matter of LEGALITY... Teacher Candidates are associate members of the Ontario Teachers' Federation (Section 4 (2)) and are therefore subject to the regulations of the Teaching Profession Act.

• Arrive early enough to be in class for the legally specified amount of time before school
• Never, under any circumstance, communicate with students through e-mail or by telephone
• Never collect or disseminate personal e-mail addresses or telephone numbers
• Maintain strict confidentiality about all information you may acquire about students, teachers, families, or others with connections to the school.
Associate Teacher Responsibilities

Associate Teacher’s Role

The practicum is often considered the most exciting part of the teacher education program. Candidates are eager to take their faculty instruction and their desire to teach into the classroom and the Associate Teacher’s guidance and classroom leadership are vital to their developing professional skills. Associate Teachers provide a mentored approach to experiential learning. This is a critical support for Teacher Candidates to grow and develop professionally through classroom practice.

Associate Teachers are recognized by their school administration as curriculum leaders and exemplary classroom practitioners. Associate teachers must demonstrate knowledge of current pedagogical practices and be able to provide exemplary mentoring. Classroom teachers who want to become Associate Teachers must receive the approval of their principal.

How to become an Associate Teacher:

School Boards place candidates: Many boards use a central placement process. The Human Resources department of the board will select suitable Associate Teachers and make appropriate placements for our candidates.

The Faculty of Education places candidates: For some boards, the Teacher Education office will assign Teacher Candidates to associate teachers. The Practicum Coordinator will send invitations to previous host teachers asking them to ‘sign up’ to be an associate for upcoming placements. Willing teachers can sign up online, indicating their grade, subject, school, etc. The request to be an Associate Teacher is received by the Teacher Education and a copy is sent to the School Principal and/or School Board Liaison Officer for approval. At any time, principals and/or classroom teachers can contact the Practicum Coordinator directly to discuss additions or deletions to the list of associate teachers. NOTE: Teacher candidates SHOULD NOT approach teachers asking them to be hosts.

Successful applicants are added to our database for placement purposes. This allows the Teacher Education Office to make matches between Associate Teacher and Teacher Candidate, based on compatible grades, subject areas, location.

Associate Teacher Role and Responsibilities:

- You will receive an email from the Practicum coordinator confirming the Name of your Candidate, the Dates of the Practicum, and Practicum details (e.g., Practicum #1).
- You will receive information about the expectations of the practicum with recommended guidelines for progression in teaching opportunities. Details about the final report will be sent to you at the start of the placement, since it is important to begin with the end in mind. This will help facilitate effective planning for the duration of the placement.
- Each practicum is designed to provide the candidates with opportunities to expand their teaching experience. A recommended progression for each practicum block is found at the end of this Handbook.
- The Teacher Candidate will receive practicum details AFTER Associate Teachers have been notified. This gives the practicum office a chance to make any changes if necessary.
- Once the candidate has the practicum details, they are instructed to REACH OUT TO THE ASSOCIATE TEACHER promptly – by email or phone, to introduce themselves. They have been asked to share with you a Personal Profile document so you can find out a little bit about them.
- All practicum placements must begin with opportunities for the Teacher Candidate to observe you teach. This is especially important to the success of the placement. As candidates progress through the placements, less observation should be
necessary, but always give your candidate sufficient opportunity to observe you teaching before taking on any responsibilities with individuals, small groups, or the class.

- Review the Teacher Candidate’s emerging Professional Practice Record and learn what they have identified as areas of strength and areas they are focused on growing.
- Facilitate the Teacher Candidate’s access to information about the school and classroom, providing schedules, timetables, seating plans, student lists, duty rosters, etc., as available.
- Provide opportunities for the Teacher Candidate to observe all aspects of your work.
- Model your best classroom teaching strategies and discuss them with the Teacher Candidate.
- Share your expertise – your knowledge of learners, schools, teaching strategies, classroom management.
- Invite the Teacher Candidate to participate in extra-curricular activities and PD in the school.
- Permit the Teacher Candidate to explore other parts of the school and to engage in Faculty-assigned activities.
- Encourage their Teacher Candidate to engage with students and assist you with your lessons.
- Identify with the Teacher Candidate the subject(s) and topics he or she will teach.

- **Expect written lesson plans**, provide guidance, observe the Teacher Candidate while he or she teaches, and provide oral and written feedback daily.
- If a Teacher Candidate is having trouble, it is critical that you provide them with explicit, written feedback about what aspects of their teaching need to be improved and what they can do to make those improvements.
- Specific details about a Teacher Candidate with struggles can be found on page 17 of this Handbook.
- If improvements are not shown, contact the Practicum Coordinator, Joanne Lombardi – jplombar@uwo.ca – for ideas, advice, guidance, on how to proceed. In some cases, a Practicum consultant will be assigned to provide immediate intervention and support.

Teacher Candidates must not get to the end of the placement and find out that they will receive an Unsatisfactory rating. Opportunities must be given during the practicum for improvement and development.

- No Associate Teacher should make the evaluation of unsatisfactory without the support of the Practicum Coordinator.
- Complete the final practicum report on or before the last of placement.
- Copies of each of the final reports are found at the end of this Handbook. Final reports should be submitted electronically on or just prior to the final day of the placement.
- Review the final practicum report with the candidate prior to them leaving the school; verbal feedback to support the written comments is critical for the candidate’s understanding of their strengths, need, and next steps for professional growth.
- Assist the Teacher Candidate with his/her self-evaluation and with setting goals for the next practicum.

We have been so fortunate to have had the valuable support of many Associate Teachers over the years. The support of experienced educators who choose to work with, educate, and learn from our candidates is immeasurable. The honorarium paid to Associate Teachers (currently $8 per day) does not represent the true value of the teaching, support and guidance provided to our Candidates. Associate Teachers receive payment once per year, in the spring. This payment will include compensation for all placement periods throughout the year. Payment is processed according to our agreement with each individual board. Some boards of education process the payment for us, and payment will be included in the Associate Teacher’s pay in May or June. In some cases, we will pay the Associate Teacher directly. Questions about payment should be directed to Cathy Cornett eduwo@uwo.ca
The Practicum Team

Other Members of the Practicum Team
The Faculty of Education Practicum team is strongly supported – both on and off campus.

Practicum Office: In the Teacher Education office, Joanne Lombardi, jplombar@uwo.ca is the Faculty of Education’s point of contact for Teacher Candidates, Associate Teachers, and principals. Joanne ensures that all Teacher Candidates are provided with:

- access to practicum guidelines and policies, including OCT Standards of Practice and Ethical Guidelines
- expectations for their work and performance during practicum
- appropriate placements for each practicum block
- assistance of practicum consultants, as needed, while on practicum.

Cindy Barnes cbarne3@uwo.ca provides support with practicum placements and school board requirements, and Cathy Cornett eduwo@uwo.ca can help with questions related to document submission, police checks, reporting practicum absences.

The Associate Teachers who agree to serve in the mentoring role have been identified by their principals and school districts as exemplary teachers, willing to support the growth and development of the next generation of professionals.

In addition to the many talented Associate Teachers who invite our candidates into their classrooms, the program is supported by the leadership team of the schools. School administrators are key contributors to this partnership, overseeing the placement process in their school, recommending excellent Associate Teachers, and providing a broad range of supports to our candidates.

Principal's Role
The principal:

- nominates teachers to be Associate Teachers who can model effective teaching and who are prepared to support and guide Teacher Candidates with patience and compassion.
- arranges an orientation of Teacher Candidates to the school, with introductions to staff and administration.
- organizes suitable introductory activities for Teacher Candidates such as,
  - a review of school goals and philosophy, policies, and procedures
  - an overview of programs, routines, timetables, supervision schedules
  - special resources, extracurricular activities, parental/caregiver involvement, etc.
  - informs students, parents, and caregivers about the practicum and the school’s role in teacher education.

Practicum Consultants
Practicum consultants provide additional support

1. by completing one external observation of Candidates' teaching, and then preparing an observational report of that teaching session. This happens in Year 2 (by appointment). The report is non-evaluative.
2. by being available “on call” to support candidates (as needed). If either Teacher Candidates or Associate Teachers have concerns or difficulties during the practicum, practicum consultants undertake on-site observation and consultation, providing a variety of supports – teaching or classroom management strategies, lesson planning, professional guidance. In the event of difficulty, reach out to Joanne by email jplombar@uwo.ca or by phone 519 661 2111 ext. 81158.
Unique Practicum Opportunities

In addition to the 40+ practicum partnerships we have with school boards across Ontario, we are pleased to let have forged meaningful relationships within a variety of our communities to provide enhanced and practical experience for our candidates.

Western Practicum Partnership
Western’s Practicum Partnership (WPP) will partner BEd students with specific schools and allow Teacher Candidates to return to the same school for two or more practicum blocks. Working closely with the school administrators, candidates are assigned to one school for all placements within one year of the program. The school principal has identified different classroom and/or subject settings for the candidate to experience under the mentorship of two or more exceptional teachers. The Western Practicum Partnership will create a rich learning and teaching environment for the Teacher Candidates, host teachers, and students, using a school-based placement approach.

Community Agency Practicum Partnerships
The Teacher Education Office has worked closely with community agencies to create unique, alternative practicum placements, designed to meet the many diverse and complicated needs of their community members. While these placements developed out of pandemic planning, the faculty is committed to continuing to work with community agencies to support their needs and provide our candidates with rich learning and teaching possibilities.

Alternative School Settings
The Teacher Education Office is pleased to work with other community schools – e.g., Indigenous Schools, Private Schools – to develop unique practicum placements for our Teacher Candidates. All alternative practicum settings and teaching opportunities within those settings must follow the Ontario College of Teachers requirement for teaching the Ontario Curriculum under the supervision of a qualified OCT educator. If you are interested in a practicum placement in a private school or alternative setting, please contact the Practicum Coordinator, jplombar@uwo.ca

Virtual or Fully Remote Practicum Placements
The Faculty of Education supports practicum and alternative field experiences in virtual settings. These opportunities provide candidates with unique opportunities to develop teaching skills using a variety of technologies.

When using video conferencing and other communication tools to interact directly with students, Teacher Candidates are encouraged to follow the Ontario College of Teachers’ Video Conferencing Guidelines, as well as the OCT professional advisories on the Use of Electronic Communication and Social Media, the Duty to Report and Supporting Students' Mental Health.

We recommend that candidates complete the online, self-directed learning modules found at The Online Teacher. These micro-credential courses provide comprehensive modules to improve teacher confidence, knowledge, and skill in a virtual teaching environment.

Many of our school board partners can now host Teacher Candidates in virtual classroom placements. Additionally, Western has developed a unique practicum partnership with the Virtual Elementary School VES and the Virtual High School VHS. The Virtual High School and Virtual Elementary School are recognized as Ontario Ministry of Education private schools offering high quality online courses using the Ontario curriculum. A practicum placement with either VES or VHS is an asynchronous teaching experience for our candidates. Teacher Candidates, working closely with qualified OCT educators, have an opportunity to explore the Ontario Curriculum through an extremely focused approach to individualized learning. Candidates also become familiar with a variety of online learning tools and learn how to become proficient at guiding students to success in an online learning platform.

Please contact Joanne (mailto:jplombar@uwo.ca) to indicate if you require a virtual placement for personal needs or wish to experience this unique teaching opportunity. It is possible that candidates could be assigned a virtual placement (even without requesting one) based on availability of appropriate Associate Teacher matches (grade, location, subject) within a candidate’s desired board.
When a Teacher Candidate is in Difficulty

Unsatisfactory Practicum

A practicum may be judged unsatisfactory and terminated early for any number of reasons, including but not limited to:

- lack of care, respect, trust, or integrity
- unprofessional attitude or poor work ethic (e.g., unexcused absences, repeated late arrivals)
- lack of preparation (e.g., lesson plans not prepared in time for Associate Teacher review)
- lack of progress in skill development (e.g., inability to respond to constructive advice & guidance)
- lack of progress in developing independence in teaching or preparing for teaching
- lack of rapport with students or others in the school
- insufficient cognitive, communicative, sensory/motor, or emotional/social/interactional abilities to ensure the physical safety, psychological health, or educational well-being of students.

Progression: A Teacher Candidate who receives an unsatisfactory evaluation from their Associate Teacher or practicum consultant will meet with the Practicum Coordinator and the Associate Dean or designate. The Teacher Candidate’s status in the program becomes conditional upon satisfactory progress in the program and successful completion of a make-up practicum. A second unsatisfactory practicum report constitutes failure of the B.Ed. program.

The make-up practicum will be scheduled, if possible, in the same academic year. A Teacher Candidate may, however, first be required to demonstrate to the satisfaction of the Associate Dean that he or she no longer poses a risk to students, can act ethically and with care, respect, trust, and integrity, and has the essential skills and abilities needed to be responsible for the physical safety, psychological health, and educational well-being of students. Such demonstration may require documentation.

Incomplete Practicum: If a Teacher Candidate is unable to complete a practicum because of illness or other circumstances requiring compassionate consideration, the practicum is considered incomplete.

Progression: After an incomplete practicum, a make-up practicum will be scheduled, if possible, in May of the same academic year. The Teacher Candidate must first satisfy the Associate Dean that he or she is sufficiently well to enter a new practicum placement. Such demonstration may require medical or other documentation.

Process for addressing concerns:

1. It is critical when things are not going as expected, to communicate clearly and early on, both verbally and in writing. Be sure you articulate what needs to change, and specifically what a Teacher Candidate needs to do to improve.
2. Contact Joanne – jplombar@uwo.ca / 519 661 2111 ext. 81158 at any time during Practicum with your concerns.
3. Following that conversation, if an unsatisfactory rating is being considered, inform the Teacher Candidate verbally and in writing early enough to allow the TC to attempt to make changes. Be explicit about what is needed to turn this around.
   a. Ensure that a Practicum Consultant comes in to do an observation.
   b. The final decision about whether a practicum is deemed unsatisfactory is made jointly between the Associate Teacher and the Faculty of Education.

Voluntary Withdrawal from a Practicum

Candidates are expected to work collegially with Associate Teachers and with a Practicum Consultant, if necessary, to resolve issues that may arise. Voluntary withdrawal from a practicum placement without the advice of or against the recommendation of a Practicum Consultant, the Practicum Coordinator, or the Teacher Education Office constitutes an unsatisfactory practicum.

Progression: Voluntary withdrawal from a practicum may constitute grounds for withdrawal from the program. The Practicum Coordinator will review with the Teacher Candidate and Practicum Consultant (if any) the circumstances surrounding the withdrawal and recommend progression, on a case-by-case basis, to the Associate Dean.
Western University’s two-year Bachelor of Education (BEd) includes two Alternative Field Experience (AFE) courses that Teacher Candidates must successfully complete to graduate:

**EDUC 5025Q Alternative Field Experience A**: A field placement or research or leadership project, in support of specialty courses. *equivalent of 3 weeks, .25 credit.*

**EDUC 5026S Alternative Field Experience B**: A field placement or research or leadership project, in support of specialty courses, or, with approval, another aspect of teacher development. *equivalent of 4 weeks, .25 credit.*

These are intended as opportunities for Teacher Candidates to enrich their knowledge of the broader community through work, volunteering, or independent study.

AFEs do not have to be completed in a traditional classroom setting; TCs are encouraged to consider working with unfamiliar grades/subjects (Ontario K-12 or other curriculum), with school resource personnel or specialist teachers, or in non-profit/community organizations. Experiencing other aspects of the education- and youth support-system will allow TCs to better support their future students.

**AFE Requirements:**
To qualify as an AFE, an experience should be a field placement, research project or leadership project, or a combination of these, that is:

- A valuable learning experience with substantive responsibility
- Related to Teacher Candidate's professional goals
- Related to field of education
- With a Supervisor who will provide consistent guidance and supervision throughout OR if unsupervised, with supports for Teacher Candidate to be successful
- Related to a Teacher Candidate's BEd Specialty (to be confirmed)
- Not replacing an OCT; uncertified teaching (such as emergency supply) **cannot** qualify for AFE
- Paid or volunteer

AFEs are arranged by Teacher Candidates. The Teacher Education Office will provide a list of opportunities to Candidates to help them get started. There is no per diem for AFE Supervisors.

**Timing & Format:**
Teacher Candidates must complete **at least 210 AFE hours** during the course of the program, divided across any number of AFE experiences - most Teacher Candidates complete 1-3 separate AFE experiences to accumulate their 210 hours.

While some blocks of time are typically reserved for AFE in the BEd academic calendar, Teacher Candidates are able to work on their AFE hours at their own pace. AFEs can be full-time or part-time, onsite or remote, or any combination.

The earliest start- and end-dates for the AFE can vary year to year and will be communicated directly to Teacher Candidates.

**Learn more:**
Teacher Candidates can learn more by logging into [owl.uwo.ca](http://owl.uwo.ca) and visiting their “BEd Class of ####” project site.
Educators and community members interested in hosting an AFE can visit [TheTeacherCandidate.com/placements](http://TheTeacherCandidate.com/placements) or contact Katie Mentone, BEd Program Coordinator, at kmentone@uwo.ca.
Western University’s two-year Bachelor of Education (BEd) includes one course that is delivered as an ongoing professional development series:

**EDUC 5008Q - Transition to Professional Practice (T2P)** Presentations, workshops, seminars, symposia, and other events to support field experiences, practica, and specialty areas of study. These include Ministry, College, and Federation presentations, career and job preparation activities, and research, leadership, and other projects. *Half days weekly, years one and two of the B.Ed. program.*

Teacher Candidates must attend all Required T2P sessions to successfully complete the program, including Conference Week (February of Year 1):

**Conference Week:** In February, all Year 1 Teacher Candidates have one week of class replaced with one week of Professional Development. This “Conference Week” is organized by the Education Students’ Council and is considered a required part of Transition to Professional Practice (T2P) programming. Regular classes will not be scheduled that week. Instead, Teacher Candidates will choose from a variety of sessions to create their own custom Conference Week schedule, meeting minimum attendance requirements.

**Learn more:**

Teacher Candidates can learn more by logging into [owl.uwo.ca](http://owl.uwo.ca) and visiting their “BEd Class of 20##” project site.

Instructors, Mentors, Associate Teachers, AFE Supervisors and other community members interested in learning more about T2P can contact Katie Mentone, BEd Program Coordinator, at [kmentone@uwo.ca](mailto:kmentone@uwo.ca)
AEFO – Association des enseignantes et des enseignants franco-ontariens

AFE – Alternative Field Experience. While completing your teacher education, you will have opportunities to explore different aspects and settings of education. Examples of an AFE include but are not limited to: volunteering with a community organization, working with unfamiliar grades/subjects, researching a topic that interests you, and completing professional development courses.

ALP – Annual Learning Plan

AQ: Additional Qualification. After completing your teacher education, you are eligible to take AQ courses to expand your qualifications (i.e. be qualified to teach a different subject or grade level).

AT – Associate Teacher. The host teacher in your placement school, whom you will work with, shadow, and be mentored by during your practicum.

B Ed – Bachelor of Education

ESC – Education Students’ Council


J/I – Junior and Intermediate Divisions: (Grades 4 – 10)

I/S – Intermediate and Senior Divisions: (Grades 7 – 12)

IEP – Individual Education Plan. An IEP is a written plan developed for an exceptional student that describes the accommodations, modifications, and alternative expectations to be provided.

LTO – Long Term Occasional. A temporary teaching position where you cover for a teacher who is away for an extended absence (i.e. maternity leave).

MTM – Master Teacher Mentor

NTIP – New Teacher Induction Program

OCT – Ontario College of Teachers The professional body that licenses, governs and regulates all teachers working in Ontario publicly funded schools.

OECTA – Ontario English Catholic Teachers’ Association.

OSSTF – Ontario Secondary School Teachers’ Federation.

OTCC – Ontario Teacher Candidates Council. The OTCC advocates for the needs and interests of Teacher Candidates across the province. Each year there are opportunities for you to join the OTCC and represent Western’s TCs.

OT – Occasional Teacher. This is a temporary teaching position where you cover for a teacher who is away for a short period of time. (i.e. sick for the day).

OTF – Ontario Teachers’ Federation. The OTF represents and advocates for all teachers in Ontario’s publicly funded schools. The four following acronyms (ETFO, OECTA, OSSTF, AEFO) are the unions that represent a specific cohort of Ontario public teachers. The unions lobby and advocate for its teachers and are also responsible for the collective bargaining of its teachers.

P/J – Primary and Junior Divisions; (Kindergarten to Grade 6)
Practicum – the placement in public or private school settings where Teacher Candidates gain practical teaching experience, working with an experienced classroom teacher.

PRC with VSS – Police Record Check with Vulnerable Sector Screening

Professional Practice Record (PPR) – A ‘record’ that reflects the new teacher’s habits and mindset for ongoing reflection about their growth and development within the profession. The format of this record will vary, including evidence of teaching practice, success, planning, and reflection.

SB – School Board. You’ll hear and see many acronyms that end in SB. Expect to become accustomed to using your local school board’s acronym (i.e. TVDSB is Thames Valley District School Board)

STEM – Science, Technology, Engineering, Math

T2P – Transition to Professional Practice is the course title for EDUC 5008Q. The course includes a series of professional development opportunities that explore important topics in education. Every TC is enrolled in this course

TC – Teacher Candidate; students enrolled in a Bachelor of Education program

TELC – Teacher Education Liaison Committee. This committee is the primary liaison between the OTF and Western’s Faculty of Education. Faculty and students make up the committee and can communicate our needs and interests to the OTF.
Appendix 1 – Associate Teacher Reports
AT Report – Practicum 1

This copy is for reference only! To fill out and submit the “AT Report – Practicum 1” CLICK HERE.

To be completed by the Associate Teacher (AT)
A copy will be sent to the Teacher Candidate and the Teacher Education Office

Please provide ongoing feedback to your TC. This form may also be used as a Formative Assessment tool. Towards the end of the final week of the practicum, please assess your Teacher Candidate’s progress by marking the continua below; as well, check one box to indicate whether the practicum overall was satisfactory or not satisfactory.

Associate Teacher: ___________________________ Teacher Candidate: ___________________________

NOTE: This report has been prepared when all academic settings (elementary, secondary, and post-secondary) were adapting to the challenges of the Covid-19 pandemic. It is not expected that each required component of teacher development and practical experience have been equally addressed. We appreciate your support - and the understanding of those who will read this report for future purposes.

Overall, this practicum placement was:

- Satisfactory
- Not Satisfactory
- NA - this is a Formative Submission

<table>
<thead>
<tr>
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<th>Needs Improvement</th>
<th>Making Progress</th>
<th>Very Good</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates professionalism in attitude, appearance, conduct:</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
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<tr>
<td>Has a strong work ethic (i.e., demonstrates initiative, enthusiasm, interest in improving professional practice):</td>
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<td>Demonstrates consistent and punctual attendance:</td>
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</tr>
<tr>
<td>Upholds OCT standards of respect, integrity, trust and care:</td>
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Comments: ___________________________
### Active Observation

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<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>About the School:</strong> takes initiative to learn about the school (e.g., uses Active Observation templates from Logbook)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>In the Classroom:</strong> takes initiative to learn about classroom, students, lesson planning (e.g., uses Active Observation templates from Logbook)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assists AT in planning classroom activities for students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observes and supports individual and small groups during AT’s lessons and other classroom activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assists AT in out-of-classroom supervision</td>
<td></td>
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**Comments:** ________________________________

### Planning for Instruction

<table>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Consults with AT to identify topics and lessons to be taught</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prepares detailed, written lesson plans that have appropriate curriculum expectations and learning goals</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prepares detailed, written lesson plans that include appropriate instructional strategies to support learning</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Prepares detailed lesson plans that are available for Associate Teacher to review at least 2 days prior to the day the lesson will be taught</strong></td>
<td></td>
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</table>

**Comments:** ________________________________
<table>
<thead>
<tr>
<th>Classroom &amp; School Environment</th>
<th>Needs Improvement</th>
<th>Making Progress</th>
<th>Very Good</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps to maintain a safe and respectful classroom environment through personal example and positive interaction with students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>Shows awareness of and begins to develop effective classroom management skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

Comments: ____________________________

Additional Comments: ____________________________  AT Signature: ____________________________
**AT Report – Practicum 2**

This copy is for reference only! To fill out and submit the “AT Report – Practicum 2” CLICK HERE.

To be completed by the Associate Teacher (AT)

A copy will be sent to the Teacher Candidate and the Teacher Education Office

Please provide ongoing feedback to your TC. This form may also be used as a Formative Assessment tool. Towards the end of the final week of the practicum, please assess your Teacher Candidate’s progress by marking the continua below, as well, check one box to indicate whether the practicum overall was satisfactory or not satisfactory.

**Associate Teacher:** _________________________________________  **Teacher Candidate:** _________________________________________

NOTE: This report has been prepared when all academic settings (elementary, secondary, and post-secondary) were adapting to the challenges of the Covid-19 pandemic. It is not expected that each required component of teacher development and practical experience have been equally addressed. We appreciate your support - and the understanding of those who will read this report for future purposes.

**Overall, this practicum placement was:**

- Satisfactory
- Not Satisfactory
- NA - this is a Formative Submission

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<tr>
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<td>Prepares detailed and complete written lesson plans:</td>
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**Comments:______________________________**

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Uses a variety of appropriate instructional strategies to support student learning:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages and motivates students, and captures their interest:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Uses technology as appropriate to enhance instruction and student learning:</td>
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<td></td>
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</tr>
<tr>
<td>Uses a range of instructional approaches to suit different learning styles and needs:</td>
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<td>Integrates appropriate assessment strategies into lessons:</td>
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</tr>
</thead>
<tbody>
<tr>
<td>Maintains a safe and respectful classroom environment through personal example and positive interactions with students:</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Employs effective classroom management strategies:</td>
<td>○</td>
<td>○</td>
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<td>Establishes supportive, respectful and professional relationships with students:</td>
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</tr>
<tr>
<td>Develops appropriate and positive professional relationships with all teachers, staff and administration:</td>
<td>○</td>
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**Comments:** ________________________________

**Additional Comments:** ____________________________

**AT Signature:** ________________________________
AT Report – Practicum 3

This copy is for reference only! To fill out and submit the “AT Report – Practicum 3” CLICK HERE.

To be completed by the Associate Teacher (AT)
A copy will be sent to the Teacher Candidate and the Teacher Education Office

Please provide ongoing feedback to your TC. This form may also be used as a Formative Assessment tool. Towards the end of the final week of the practicum, please assess your Teacher Candidate’s progress by marking the continua below, as well, check one box to indicate whether the practicum overall was satisfactory or not satisfactory.

**Associate Teacher:** ________________________________  **Teacher Candidate:** ________________________________

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**Overall, this practicum placement was:**

- o Satisfactory
- o Not Satisfactory
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**Additional Comments:** ________________________________

**AT Signature:** ________________________________
**AT Report – Practicum 4**

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To be completed by the Associate Teacher (AT)  
*A copy will be sent to the Teacher Candidate and the Teacher Education Office*

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</table>

Comments: ________________________________

Additional Comments: ____________________________

AT Signature: ________________________________
# Appendix 2 – Weekly Expectations

## Practicum 1 Expectations

**To the Associate Teacher:** No two schools, classrooms, Associate Teachers, or Teacher Candidates are alike. Some Teacher Candidates in some classrooms progress very quickly; others, in other classrooms, require more time to develop skills and confidence. **Weekly expectations are guidelines—not absolute requirements.**

<table>
<thead>
<tr>
<th>WEEK ONE</th>
<th>WEEK TWO</th>
<th>WEEK THREE</th>
<th>WEEK FOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observe and Assist</strong></td>
<td><strong>Observe, Assist, and Plan</strong></td>
<td><strong>Observe, Teach, and Plan</strong></td>
<td><strong>Observe, Teach, and Assess</strong></td>
</tr>
<tr>
<td><strong>With your AT:</strong></td>
<td>Continue Active Observation of your AT, students, classroom.</td>
<td>Continue to observe your AT, assist during lessons, teach parts of lessons, assist with supervision.</td>
<td>Continue to observe your AT, assist during lessons, teach parts of lessons, and assist with supervision.</td>
</tr>
<tr>
<td>Share your Profile.</td>
<td>Focus on Lessons using Active Observation templates from Logbook (the following are recommended):</td>
<td>Continue to observe in other areas of the school, and observe other teachers.</td>
<td>Continue to observe other classes and other teachers as can be arranged.</td>
</tr>
<tr>
<td>Select Active Observation Topics from Logbook to focus on this week (the following are recommended):</td>
<td>Lesson Preparation &amp; Planning: Why? Lesson Preparation &amp; Planning: Observing your AT Planning a Lesson: Guidelines Assessment &amp; Evaluation</td>
<td>Teach up to one lesson per day.</td>
<td>Teach up to 1/4 of the day—25%.</td>
</tr>
<tr>
<td><strong>In the Classroom:</strong></td>
<td>Continue:</td>
<td>Each day, revise the next day’s lesson plans based on feedback from your AT.</td>
<td>Each day, revise the next day’s lesson plans based on feedback from your AT.</td>
</tr>
<tr>
<td>The Classroom Setting Learning About Students the Structure of a Lesson</td>
<td>● to observe other classes and teachers as can be arranged.</td>
<td><strong>With your AT:</strong> Identify lessons and topics you will teach during week four—up to two lessons/day.</td>
<td><strong>With your AT:</strong> Pay special attention this week to ● assessing your own strengths; ● identifying areas to focus on during the next practicum.</td>
</tr>
<tr>
<td><strong>Around the School:</strong></td>
<td>● to assist your AT during lessons and out-of-classroom supervision.</td>
<td>With your AT: Review your lesson plans to make sure Monday’s lessons are ready and approved.</td>
<td><em>On your own time:</em> Prepare a written Self-Evaluation. Use the Associate Teacher’s Report for Practicum 1 to evaluate your own performance on this practicum.</td>
</tr>
<tr>
<td>The School as a Community School Improvement Plan</td>
<td>Assist your AT by teaching parts of lessons as planned in weekone.</td>
<td><strong>Make daily entries in your log book.</strong> Update your Organizational Binder.</td>
<td><strong>With your AT:</strong> Discuss your self-evaluation. Set goals for the next practicum.</td>
</tr>
<tr>
<td><strong>Observe your AT during all aspects of the AT’s day; notice how and why your AT interacts with students, other teachers, others in the school.</strong></td>
<td><strong>With your AT:</strong> Identify lessons and topics you will teach during week three—up to one lesson/day.</td>
<td><strong>Make daily entries in your log book.</strong> Update your Organizational Binder.</td>
<td><strong>Make daily entries in your log book. Update your Organizational Binder.</strong></td>
</tr>
<tr>
<td>Observe other teachers and other classes as can be arranged.</td>
<td><strong>With your AT:</strong> Review your lesson plans to make sure Monday’s lessons are ready and approved.</td>
<td><strong>With your AT:</strong> Identify lessons and topics you will teach during week four—up to two lessons/day.</td>
<td></td>
</tr>
<tr>
<td>Assist individual students and small groups during classroom activities.</td>
<td><strong>Make daily entries in your log book.</strong> Update your Organizational Binder.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assist your AT in out-of-classroom duties and supervision.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### The Importance of LESSON PLANS

Your Associate Teacher is strongly advised not to permit you to step in front of the class if you have not shown him or her a detailed written lesson plan. You are expected to prepare lesson plans on your own time—during scheduled prep periods, after school, or at home—not during instructional time when you can be observing & assisting your AT. You can find sample lesson plan templates in the Practicum Handbook on our web site: FORMS Your lesson plans must include:

- appropriate curriculum expectations and learning goals
- appropriate instructional strategies to support learning
- appropriate assessments to support student learning.
Practicum 2 Expectations

To the Associate Teacher: No two schools, classrooms, Associate Teachers, or Teacher Candidates are alike. Some Teacher Candidates in some classrooms progress very quickly; others, in other classrooms, require more time to develop skill and confidence. **Weekly expectations are guidelines—not absolute requirements.** Individual differences in ATs and TCs must be respected. ATs and TCs should plan together the responsibilities the TC will assume during the practicum, and how quickly. Plan for **gradual** assumption of responsibility. Start with the TC’s areas of greatest strength and comfort. Insist on detailed written plans before the TC steps in front of the class. Please provide regular feedback. TCs want and need your constructive comments.

<table>
<thead>
<tr>
<th>WEEK ONE</th>
<th>WEEKS TWO and THREE</th>
<th>WEEK FOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active Observation, Assist, Teach</strong></td>
<td><strong>Active Observation Plan, Teach, Assess</strong></td>
<td><strong>Active Observation, Plan, Teach, Assess</strong></td>
</tr>
<tr>
<td>Teaching Work Load: Up to 1/3 of the day</td>
<td>Teaching Work Load: Up to 1/3 or 1/2 of the day</td>
<td>Teaching Work Load: Up to 50% of the day</td>
</tr>
<tr>
<td>• Share your Profile with your AT</td>
<td>• Continue Active Observation of your AT, students, classroom, school</td>
<td>• Continue Active Observation of your AT, students, classroom, school</td>
</tr>
<tr>
<td>• Observe your AT during all parts of the AT’s day (Continue to use the templates in the Active Observation Logbook)</td>
<td>• Continue to observe other classes and teachers as can be arranged</td>
<td>• Continue to observe other classes and teachers as can be arranged</td>
</tr>
<tr>
<td>• Make getting to know the students and their names a priority</td>
<td>• Continue to assist your AT during lessons and all out-of-classroom supervision</td>
<td>• Continue to assist your AT during lessons and all out-of-classroom supervision</td>
</tr>
<tr>
<td>• Observe other teachers and other classes as can be arranged</td>
<td>With your AT: Identify lessons and topics you will teach – up to 1/3 to 1/2 of the day based on your readiness and ability.</td>
<td>With your AT: Identify lessons and topics you will teach —up to 50% of the day.</td>
</tr>
<tr>
<td>• Assist your AT in all out-of-classroom duties and supervision</td>
<td>◆ On your own time: Prepare written lesson plans with:</td>
<td>◆ On your own time: Prepare written lesson plans with:</td>
</tr>
<tr>
<td>With your AT: Identify lessons and topics you will teach. Begin slowly—up to 1/3 of the day by the end of the week.</td>
<td>• appropriate curriculum expectations and learning goals;</td>
<td>• appropriate curriculum expectations and learning goals;</td>
</tr>
<tr>
<td>◆ On your own time: Prepare written lesson plans with:</td>
<td>• appropriate instructional strategies to support learning;</td>
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<td>• appropriate curriculum expectations and learning goals;</td>
<td>• appropriate assessments to support student learning.</td>
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</tr>
<tr>
<td>• appropriate instructional strategies to support learning;</td>
<td>Each day, revise lesson plans based on feedback from your AT; review daily to make sure lessons are ready and approved.</td>
<td>◆ On your own time: Prepare a written Self-Evaluation. Use the Associate Teacher’s Report for Practicum 2 to evaluate your own performance on this practicum. Each day, revise lesson plans based on feedback from your AT; review to make sure lessons are ready and approved.</td>
</tr>
<tr>
<td>• appropriate assessments to support student learning.</td>
<td>◆ Not during instructional time when you can be observing and assisting</td>
<td>Make daily entries/updates in your Organizational Binder</td>
</tr>
<tr>
<td>Establish and maintain your Practicum TWO Organizational Binder: Include at least the following:</td>
<td>Make daily entries/updates in your Organizational Binder</td>
<td>END-OF-PRACTICUM EVALUATION</td>
</tr>
<tr>
<td>• timetable, seating plan, class list, supervision schedules (hall, yard, etc.)</td>
<td></td>
<td>On your own time: Reflect on the practicum block and on what you have learned. Make notes to share with your AT.</td>
</tr>
<tr>
<td>• your daily schedule with notes</td>
<td>With your AT: Discuss your self-evaluation. Set goals for the next practicum.</td>
<td></td>
</tr>
</tbody>
</table>
Practicum 3 Expectations

To the Associate Teacher: No two schools, classrooms, Associate Teachers, or Teacher Candidates are alike. Some Teacher Candidates in some classrooms progress very quickly; others, in other classrooms, require more time to develop skill and confidence. These weekly expectations, therefore, are guidelines, not absolute requirements. Individual differences in ATs and TCs—in all teachers and learners—must be respected. ATs and TCs should plan together the responsibilities the TC will assume during the practicum, and how quickly. Gradual assumption of responsibility gets better results than the sink or swim approach. Start with the TC’s areas of greatest strength and comfort. Insist on detailed written plans before the TC steps in front of the class, and provide regular feedback—TCs want and need your constructive comments.

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<th>WEEK ONE</th>
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<th>WEEK FOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Observation, Assist, Teach</td>
<td>Active Observation Plan, Teach, Assess</td>
<td>Active Observation, Plan, Teach, Assess</td>
</tr>
</tbody>
</table>

- **Teaching Work Load: Up to 25% of the day**
  - Share your Profile with your AT
  - Observe your AT during all parts of the AT’s day. Continue to use Active Observation templates.
  - Priority: get to know students’ names.
  - Observe other teachers as can be arranged.
  - Assist your AT in all out-of-classroom duties.

  With your AT: Identify lessons and topics you will teach. Begin slowly—up to 25% day based on your readiness and ability.

  - On your own time: Prepare written lesson plans with:
    - appropriate curriculum expectations and learning goals;
    - appropriate instructional strategies to support learning;
    - appropriate assessments to support student learning.

  Establish and maintain your Practicum THREE Organizational Binder. Include at least the following:
  - timetable, seating plan, class list, supervision schedules (hall, yard, etc.);
  - your daily schedule with notes;
  - all your lesson plans;
  - AT’s feedback (if not provided in writing, make notes about it);
  - your reflective comments on what you are observing;
  - learning resources and good ideas.

- **Teaching Work Load: Up to 50% of the day**
  - Continue Active Observation of your AT, students, classroom, school, other teachers.
  - Continue to assist your AT during lessons and all out-of-classroom supervision

  With your AT: Identify lessons and topics you will teach – up to 50% day based on your readiness and ability.

  - On your own time: Prepare written lesson plans with:
    - appropriate curriculum expectations and learning goals;
    - appropriate instructional strategies to support learning;
    - appropriate assessments to support student learning.

- **Teaching Work Load: Up to 75% of the day**
  - Continue Active Observation of your AT, students, classroom, school, other teachers.
  - Continue to assist your AT during lessons and all out-of-classroom supervision

  With your AT: Identify lessons and topics you will teach—up to 75% day based on your readiness and ability.

  - On your own time: Prepare written lesson plans with:
    - appropriate curriculum expectations and learning goals;
    - appropriate instructional strategies to support learning;
    - appropriate assessments to support student learning.

  - On your own time: Prepare a written Self-Evaluation. Use the Associate Teacher’s Report for Practicum 3 to evaluate your own performance on this practicum.

  Each day, revise lesson plans based on feedback from your AT; review daily to make sure lessons are ready and approved.

  Make daily entries/updates in your Organizational Binder

  - Not during instructional time when you can be observing and assisting

END-OF-PRACTICUM EVALUATION

On your own time: Reflect on the practicum block and on what you have learned. Make notes to share with your AT.

With your AT: Discuss your self-evaluation. Set goals for the next practicum.
Practicum 4 Expectations

To the Associate Teacher: No two schools, classrooms, Associate Teachers, or Teacher Candidates are alike. Some Teacher Candidates in some classrooms progress very quickly; others, in other classrooms, require more time to develop skill and confidence. These weekly expectations, therefore, are guidelines, not absolute requirements. Individual differences in ATs and TCs—in all teachers and learners—must be respected. ATs and TCs should plan together the responsibilities the TC will assume during the practicum, and how quickly. Gradual assumption of responsibility gets better results than the sink or swim approach. Start with the TC’s areas of greatest strength and comfort. Insist on detailed written plans before the TC steps in front of the class, and provide regular feedback—TCs want and need your constructive comments.

<table>
<thead>
<tr>
<th>WEEK ONE</th>
<th>WEEKS TWO, THREE and FOUR</th>
<th>WEEK FIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active Observation, Plan, Teach, Assess</strong></td>
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<td><strong>Active Observation, Plan, Teach, Assess</strong></td>
</tr>
<tr>
<td>Teaching Work Load: Up to 1/2 of the day</td>
<td>Teaching Work Load: Up to a full day</td>
<td>Teaching Work Load: Up to a full day</td>
</tr>
<tr>
<td>■ Share your Profile with your AT</td>
<td>■ Continue Active Observation of your AT, students, classroom, school, and other teachers.</td>
<td>■ Continue Active Observation of your AT, students, classroom, school, and other teachers.</td>
</tr>
<tr>
<td>■ Observe your AT during all parts of the AT’s day. Continue to use Active Observation templates.</td>
<td>■ Continue to assist your AT during lessons and all out-of-classroom supervision</td>
<td>■ Continue to assist your AT during lessons and all out-of-classroom supervision</td>
</tr>
<tr>
<td>■ Priority: get to know students’ names.</td>
<td>With your AT: Identify lessons and topics you will teach – up to the full day based on your readiness and ability.</td>
<td>With your AT: Identify lessons and topics you will teach—up to a full day based on your readiness and ability.</td>
</tr>
<tr>
<td>■ Observe other teachers as can be arranged.</td>
<td>Each day, revise lesson plans based on feedback from your AT; review daily to make sure lessons are ready and approved.</td>
<td>◆ On your own time: Prepare a written Self-Evaluation. Use the Associate Teacher’s Report for Practicum 4 to evaluate your own performance on this practicum.</td>
</tr>
<tr>
<td>■ Assist your AT in all out-of-classroom duties</td>
<td>Make daily entries/updates in your Organizational Binder</td>
<td>Each day, revise lesson plans based on feedback from your AT; review to make sure lessons are ready and approved.</td>
</tr>
<tr>
<td>With your AT: Identify lessons and topics you will teach—up to 1/2 day based on your readiness and ability.</td>
<td></td>
<td>Make daily entries/updates in your Organizational Binder</td>
</tr>
</tbody>
</table>

Establish and maintain your Practicum FOUR Organizational Binder. Include at least the following:

- timetable, seating plan, class list, supervision schedules (hall, yard, etc.);
- your daily schedule with notes;
- all your lesson plans;
- AT’s feedback (if not provided in writing, make notes about it);
- your reflective comments on what you are observing;
- learning resources and good ideas.

The Importance of LESSON PLANS

Your Associate Teacher is strongly advised not to permit you to step in front of the class if you have not shown him or her a detailed written lesson plan. Your Associate Teacher is responsible for everything that happens in his or her classroom, and needs to know that what you intend to do is acceptable, safe, and educative. When you are more experienced, as is your AT, you will not need to prepare such detailed lesson plans. At this point, as a learner, you must.

You are expected to prepare lesson plans on your own time—during scheduled prep periods, after school, or at home—not during instructional time when you can be observing & assisting your AT. You can find sample lesson plan templates in the Practicum Handbook on our web site—FORMS.

Your lesson plans must include:
- appropriate curriculum expectations and learning goals;
- appropriate instructional strategies to support learning;
- appropriate assessments to support student learning.