

# Western Education

Transforming Education. Transforming Lives.

**Instructor:**

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**Course Calendar Copy:**

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**Bachelor of Education At-A-Glance:**

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This course is located in Year  Term  of the Bachelor of Education.

Year 1: <i>What &amp; How</i>	Term 1: Exposure		Term 2: Familiarity	
	Class	Practicum	Class	Practicum

Year 2: <i>Why &amp; When</i>	Term 3: Competence			Term 4: Application		
	Practicum	Class	Alt Field Experience	Class	Practicum	Alt Field Experience

**Course Information:**

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# Planned Curriculum:

competencies are developed from the Ontario College of Teachers' Standards of Practice  
additional course assessment information is detailed later in the syllabus

<b>Week 1</b>	<b>Topic:</b>
	<b>Competencies:</b>   <b>Content / Guiding Questions / Strategies:</b>   <b>Formative / Summative Assessment Activities:</b>

Weekly Materials & Readings:

<b>Week 2</b>	<b>Topic:</b>
	<b>Competencies:</b>   <b>Content / Guiding Questions / Strategies:</b>   <b>Formative / Summative Assessment Activities:</b>

Weekly Materials & Readings:

<b>Week 3</b>	<b>Topic:</b>
	<b>Competencies:</b>   <b>Content / Guiding Questions / Strategies:</b>   <b>Formative / Summative Assessment Activities:</b>

Weekly Materials & Readings:

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<b>Week 4</b>	<b>Topic:</b>
	<b>Competencies:</b>   <b>Content / Guiding Questions / Strategies:</b>   <b>Formative / Summative Assessment Activities:</b>

Weekly Materials & Readings:

<b>Week 5</b>	<b>Topic:</b>
	<b>Competencies:</b>   <b>Content / Guiding Questions / Strategies:</b>   <b>Formative / Summative Assessment Activities:</b>

Weekly Materials & Readings:

<b>Week 6</b>	<b>Topic:</b>
	<b>Competencies:</b>   <b>Content / Guiding Questions / Strategies:</b>   <b>Formative / Summative Assessment Activities:</b>

Weekly Materials & Readings:

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<b>Week 7</b>	<b>Topic:</b>
	<b>Competencies:</b>   <b>Content / Guiding Questions / Strategies:</b>   <b>Formative / Summative Assessment Activities:</b>

Weekly Materials & Readings:

<b>Week 8</b>	<b>Topic:</b>
	<b>Competencies:</b>   <b>Content / Guiding Questions / Strategies:</b>   <b>Formative / Summative Assessment Activities:</b>

Weekly Materials & Readings:

<b>Week 9</b>	<b>Topic:</b>
	<b>Competencies:</b>   <b>Content / Guiding Questions / Strategies:</b>   <b>Formative / Summative Assessment Activities:</b>

Weekly Materials & Readings:

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<b>Week 10</b>	<b>Topic:</b>
	<b>Competencies:</b>   <b>Content / Guiding Questions / Strategies:</b>   <b>Formative / Summative Assessment Activities:</b>

Weekly Materials & Readings:

<b>Week 11</b>	<b>Topic:</b>
	<b>Competencies:</b>   <b>Content / Guiding Questions / Strategies:</b>   <b>Formative / Summative Assessment Activities:</b>

Weekly Materials & Readings:

<b>Week 12</b>	<b>Topic:</b>
	<b>Competencies:</b>   <b>Content / Guiding Questions / Strategies:</b>   <b>Formative / Summative Assessment Activities:</b>

Weekly Materials & Readings:

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<b>Week 13</b>	<b>Topic:</b>
	<b>Competencies:</b>   <b>Content / Guiding Questions / Strategies:</b>   <b>Formative / Summative Assessment Activities:</b>

Weekly Materials & Readings:

<b>Week 14</b>	<b>Topic:</b>
	<b>Competencies:</b>   <b>Content / Guiding Questions / Strategies:</b>   <b>Formative / Summative Assessment Activities:</b>

Weekly Materials & Readings:

<b>Week 15</b>	<b>Topic:</b>
	<b>Competencies:</b>   <b>Content / Guiding Questions / Strategies:</b>   <b>Formative / Summative Assessment Activities:</b>

Weekly Materials & Readings:

# Planned Curriculum:

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<b>Week 16</b>	<b>Topic:</b>	
	<b>Competencies:</b>	<b>Content / Guiding Questions / Strategies:</b>

Weekly Materials & Readings:

<b>Week 17</b>	<b>Topic:</b>	
	<b>Competencies:</b>	<b>Content / Guiding Questions / Strategies:</b>

Weekly Materials & Readings:

<b>Week 18</b>	<b>Topic:</b>	
	<b>Competencies:</b>	<b>Content / Guiding Questions / Strategies:</b>

Weekly Materials & Readings:

## Fundamental Topics included in Course:

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Topics covered in this course, and the level of proficiency at which they are examined, are indicated below.

*1 = Introduce 2 = Apply 3 = Examine*

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|---|--|--|
| <input type="checkbox"/> Assessment                 | <input type="checkbox"/> Indigenous Ways of Knowing      | <input type="checkbox"/> Rubrics                       |
| <input type="checkbox"/> Classroom Management       | <input type="checkbox"/> Individual Education Plan (IEP) | <input type="checkbox"/> Technology in the Classroom   |
| <input type="checkbox"/> Differentiated Instruction | <input type="checkbox"/> Lesson Plans                    | <input type="checkbox"/> Unit Plans                    |
| <input type="checkbox"/> Duty to Report             | <input type="checkbox"/> Ministry of Educ Curriculum     | <input type="checkbox"/> Universal Design for Learning |
| <input type="checkbox"/> English Language Learners  | <input type="checkbox"/> Report Cards                    | <input type="checkbox"/> Other:                        |

## Assessment and Course-Specific Grading Policies:

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## Teaching Resources:



### Learning Supports Hub

[theteachercandidate.com/learning-supports](http://theteachercandidate.com/learning-supports)



### Course-Specific Resources

## How to Protect Your Professional Integrity

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit [edu.uwo.ca/CSW/my-program/BEd/policies.html](http://edu.uwo.ca/CSW/my-program/BEd/policies.html)

## Faculty of Education Pass/Fail Policy

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail. Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared; This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, Monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

## Support Services:



### Health and Wellness

[uwo.ca/health](http://uwo.ca/health)



### Peer Support

[westernusc.ca](http://westernusc.ca)



### Learning Skills

[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



### Indigenous Services

[indigenous.uwo.ca](http://indigenous.uwo.ca)



### Student Accessibility Services

[sdc.uwo.ca/ssd](http://sdc.uwo.ca/ssd)



### Writing Support

[sdc.uwo.ca/writing](http://sdc.uwo.ca/writing)



### Financial Assistance

[registrar.uwo.ca](http://registrar.uwo.ca)



### Not sure who to ask?

Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)