

TABLE OF CONTENTS

Year at a Glance _____	2-3
General Information for Teacher Candidates and Partner Schools _____	4-6
Field Experience Evaluation _____	7
Clarification of Roles _____	8-11
Teacher Candidate/Associate Teacher Communication Tool _____	12-19
Cohort Meeting _____	20
Use of Field Experience Checklist and Conference Form _____	21
Field Experience Checklist – Overview _____	22
Field Experience Checklist _____	23
Field Experience Conference Form _____	24
Writing the Summative Evaluation _____	25
Summative Evaluation Form _____	26-27
Summary of Attendance _____	28
Associate Teacher’s Completion Checklist _____	29
Unsatisfactory Field Experience Performance _____	30
APPENDICES:	
Appendix A: Observation First Week Assignment _____	31
Appendix B: Observation Records _____	32
Appendix C: Associate Teacher Observation Guide _____	33
Appendix D: Lesson Plan Template _____	34-35
Contact List _____	36

THANK YOU

The teacher candidate's Field Experience is an important component of the Master of Teaching program. We are committed to working closely with schools and Associate Teachers to make this a successful and rewarding experience. Thank you for your valued contribution to our teacher candidates and the MT program.

Master of Teaching Program 2011-12

September 2011						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		Aug 30 Library 1-3		1	2	3
4	5 Labour Day	← Observation Week →			9	10
11	12 Classes Begin	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10 Thanks- Giving	11	12	13	14 PAC Meeting 9-12	15
16	17 F.E. Day	18	19	20	21	22
23	24	25	26	27	28	29

November 2011						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Oct 30	Oct 31	1	2	3	4	5
Practice Teaching →						
6	7	8	9	10	11	12
→						
13	14	15	16	17	18	19
→						
20	21	22	23	24	25	26
→						
27	28	29	30			

December 2011						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16 Classes End	17
18	Winter Break Begins				23	24
25 Christmas Day	26	27	28	29	30	31

Master of Teaching Program 2011-2012

F.E.D. - Field Experience Day

January 2012						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	16	7
← Independent Study Week →						
8	9 Classes Resume	10	11	12	13	14
15	16	17	18	19 F.E. Day	20 F.E. Day PAC MTG	21
22	23	24	25	26	27	28
429	30	31				

February 2012						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
← Practice Teaching →						
12	13	14	15	16	17	18
← Practice Teaching →						
19	20	21	22	23	24	25
← Practice Teaching →						
26	27	28	29			
← Practice Teaching →						

March 2012						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
← Independent Study Week →						
4	5	6	7	8	9	10
← Independent Study Week →						
11	12	13	14	15	16	17
← March Break →						
18	19	20	21	22	23	24
25	26	27	28	29	30 PAC Meeting	31

April 2012						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5 Classes End	6 Good Friday	7
8 Easter	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30				30	

General Information for Teacher Candidates and Partner Schools

A. Percentage of Teaching Time

Yr. 1 Practicum -	Fall Week 1	30% - 40%
	Fall Week 2,3,4	30% - 60%
	Winter Weeks 1-4	30% - 60%
Yr. 2 Internship –	Fall Week 1	Up to 60%
	Fall Week 2, 3, 4	Up to 60%
	Winter Week 1-4	60% - 80%

Percentage Ranges Maybe Negotiated in Consultation with the AT.

B. Lesson Plans: All Teacher Candidates are expected to prepare detailed lessons plans. Lesson plans need to be completed and shared with the Associate Teacher (AT) at least one day prior to the lesson. This will allow for time to plan, prepare, review the lesson plan with the AT, and make changes if necessary. TCs should discuss ahead of time with the AT convenient times to review lesson plans.

C. Research: All TCs, in the second year of the MT program, are expected to complete a research study. Often this involves working with students and staff in their partnership schools. TCs might require support in securing teacher and student participation and/or parent signatures before beginning their research study. This support is appreciated.

D. Field Experience Binder: Both year 1 and year 2 TCs are expected to keep a Field Experience Binder. The Field Experience Binder is a professional organizer in which to keep observations, lesson and unit plans, schedules, notes, reflections and any other pertinent information required for the Field Experience. Specific details of how the Field Experience Binder should be organized will be discussed during class time at OISE/UT. Faculty Advisors will ask to examine the Field Experience Binder when visiting TCs in the schools.

E. Absences: IF FOR ANY REASON, A TC IS ABSENT DURING A FIELD EXPERIENCE DAY, THE FOLLOWING PROTOCOL IS TO BE FOLLOWED:

- 1) The TC must notify the AT via the school office *before* school begins for the day.
- 2) The TC must notify *both* the Faculty Advisor and the Field Coordinator via email, after notifying the school.
- 3) TCs are expected to submit lesson plans when absent. If the TC is scheduled to teach on the day of absence, the TC must submit lesson plans to the AT *before* school begins for the day.
- 4) An absence of three or more days due to illness will require a medical certificate to be submitted to the Field Coordinator.
- 5) TCs must make up any missed Field Experience days. This time will be jointly determined by the AT, TC, and Field Coordinator, as schedules permits.

F. Personal Appointments: Please ensure that personal appointments are scheduled outside of the Field Experience days.

G. Dress Code: TCs are expected to dress in a professional and suitable manner, consistent with the dress code of the partnership school. Since dress code policies vary from school to school, TCs are advised to dress in a professional manner on their first day of the Field Experience placement. TCs should then consult with the AT or Principal regarding specific dress code policies.

H. Professionalism: TCs are members of the teaching profession, and in Ontario, members have the responsibility to conduct themselves in a manner that reflects and upholds the *Standards of Practice for the Teaching Profession* (Ontario College of Teachers, 2006, 1999) and the *Ethical Standards for the Teaching Profession* (Ontario College of Teachers, 2000). Embedded in this responsibility are the core values of professionalism, as expressed in the professional's attitude, behaviour/actions, and practice, and they include *Commitment to Excellence, Honesty and Integrity, Respect for Others, and Dedication and Responsibility*.

I. Confidentiality: Once TCs begin to work in a school setting, they become privy to knowledge about children's behaviour patterns, academic ability, emotional maturity, relationships with others, etc. In many cases, information of this nature is imparted in order that the TC might work more effectively with the group or with an individual child. In other cases, this information is simply acquired in the course of participating in the classroom or school. TCs are also in a position to know more about staff members than would normally be learned from their "public image". There is nothing wrong with the TC possessing such knowledge and arriving at personal conclusions. However, it is important that TCs understand that that such knowledge or opinions should not be shared in the community, in the school or class, or with anyone who has no legitimate need to know. Care must be taken to refrain from expressing comments harmful to the reputation of any pupil or professional. Similarly, a TC has every right to expect that his or her participation will be treated with the same confidentiality and mutual respect. If any questions or concerns develop, the line of communication regarding a situation in the school is always first with the staff member involved, and then, with the AT, the Liaison Teacher, the principal or vice-principal, and/or the Faculty Advisor (modified from *Creating the Dynamic Classroom* (2005, Pearson Publishing).

J. Supervision: Any Supervisory duties carried out by the TC must be done while under the supervision of a teacher certified by the Ontario College of Teachers. These advisory duties include class duty, yard duty, hall duty, lunch duty, supervision of out-of-class excursions, or extra-curricular activities.

K. Supply Teaching: Please note that in the event that an AT is absent during the practicum, the TC is NOT permitted to act as a supply teacher. A qualified teacher MUST be in the room with the TC.

L. Parent/Teacher Interviews: Whenever possible and if appropriate, TCs are encouraged to attend parent/teacher interviews. This experience (as well as curriculum evenings and school family events) are invaluable during the teacher education experience.

M. Extra-Curricular Activities: TCs are encouraged to make a reasonable contribution to extra-curricular activities. They may assist in the coaching or conducting of an activity (i.e., drama club,

school choir), but they are NOT permitted to have sole responsibility for a team or activity. TCs must conduct any extra-curricular activities under the supervision of a teacher certified by the Ontario College of Teachers.

N. Snow Days: TCs need to follow board/school policy regarding attendance on inclement weather days. If the school is closed due to weather conditions, TCs are not expected nor required to attend, nor do they have to make up the day. They do however need to connect with their AT and with their Faculty Advisor as per any absence. The situation can become unclear because schools are usually not *immediately* closed in the morning. In these cases, schools usually direct their teachers to *attempt* to come to school. In some cases, it is announced via news reports that buses for a specific board have been cancelled due to inclement weather. In cases where many students arrive by bus, schools may direct their teachers to stay at home since they know that few students will attend. Therefore, to ensure clarity of expectations, during early orientation meetings with TCs before each Field Experience block, it is the responsibility of each school to clearly outline their expectations for TCs in case of inclement weather.

O. Partnership School Commitment to the Master of Teaching Program:

A Partnership School agrees to:

- Actively involve the principal or vice-principal who attends all Partnership Advisory Council (PAC) meetings when possible.
- Appoint a Liaison Teacher who provides leadership and attends all PAC meetings.
- Support a **cohort** of at least **3** TCs per Field Experience block.
- Participate in gaining more expertise re: the AT role by attending and/or initiating in-school and/or after-school PD sessions.
- Actively support the expectations of the program that were collaboratively developed and are continuously reviewed and revised with faculty and field partners.
- Provide input re: the planning and evaluation of the teacher education program.
- Designate administrative representatives within the school for communication (via telephone, fax, and email).
- **Use the funds provided to the school by OISE/UT to:**
 - **Support the MT program, the continued professional growth of the TCs, and the development of its staff and school.**
 - **Provide release days to cover ATs to attend PD sessions or MT events that may be offered at OISE/UT.**
 - **Provide sufficient time for the Liaison Teacher to participate in planning meetings; to supervise, observe and support TCs during their practice teaching; and/or to attend in-service sessions to enrich his/her teacher development practices.**
 - **Arrange, where possible, for other ATs to meet with the Liaison Teacher and/or faculty staff to coordinate the school-based activities of the TCs and to attend in-service sessions to enrich their classroom practices.**

* Please note that OISE/UT will provide funds via cheque made payable to the partnership school, care of the principal, after each Field Experience block at \$50.00 per week per TC. Once all summative reports have been submitted, the funds will be sent to the school, care of the principal, and will be used to support the goals of our graduate program.

FIELD EXPERIENCE EVALUATION

The Field Experience Evaluation will:

- Reflect the purpose and design of the program,
- Reflect a holistic view of the development of TCs by including a variety of assessment procedures,
- View the entire Field Experience as a process,
- Be both formative and summative,
- Involve the shared responsibility and accountability of all partners - Teacher Candidates, Associate Teachers, Liaison Teachers, Administrators, and Faculty Advisors,
- Formulate feedback in a constructive and honest way,
- Be composed of processes that are time efficient and elegantly simple,
- Focus on the professional growth of the TCs by involving them in the assessment and evaluation process through goal setting, coaching, and self-assessment,
- Support the professional growth of the ATs by involving them in professional development in areas of communication skills, mentoring, giving effective feedback, setting short term goals, etc.

The Summative Evaluation Report will support the Teacher Candidates' growth and development, and will be used for employment purposes.

Clarification of ROLES

Role of the Teacher Candidate (TC)

- Understands the goals and objectives of the Field Experience (first week, Field Days, practicum/internship).
- Develops a professional and collegial relationship with the AT as a professional partner in the classroom and school.
- Shares with AT any concerns or accommodations needed as might be outlined by OISE/UT Student Services (e.g., learning disability, health problems, family challenges, etc.).
- Participates in a range of teaching and administrative tasks that are responsibilities/duties of a classroom teacher.
- Shadows the AT during school duties and meetings.
- Looks for opportunities to increase teaching time throughout the Field Experience block.
- Looks for opportunities to teach in a variety of subject areas across the curriculum, with a variety of different age groups.
- Shows initiative and begins to take over routines, such as taking attendance, dismissal, bell work, spelling dictations, etc.
- Develops strong observation skills - Is aware of all that is happening in the classroom/school.
- Becomes familiar with planning processes, recordkeeping techniques, and methods of student assessment and evaluation.
- Provides detailed lesson plans for all major lessons and reflects on each lesson.
- Shares lesson and unit plans with AT in advance of teaching time in order to be able to revise effectively to meet student needs and interests.
- Shows attention to student needs by diversifying instruction, accommodating and/or modifying lesson planning and delivery.
- Is creative in securing the necessary resources to prepare lessons - Is prepared and ready.
- Is flexible and reacts positively to all changes.
- Is proactive in arranging convenient times with the AT to engage in planning, discussion of classroom events, and asking for feedback on lessons/interactions in the classroom/school.
- Develops criteria for self-assessment, appreciates personal strengths, and recognizes areas that need improvement and attention - Acts on feedback provided.
- Looks for opportunities to use leadership skills.
- Becomes involved in extra-curricular activities outside of the classroom - Either works with another teacher or initiates something new.
- Strives to gain an understanding of the total school program as it serves the community.
- Follows all expectations of attendance and professionalism.
- Puts together an organized binder of experiences during each Field Experience block.
- Collects meaningful artifacts and writes reflections for professional portfolio.
- Conducts student observations, assessments, and research necessary for the completion of OISE/UT assignments and research paper.

Role of the Cohort Liaison Teacher Candidate (CL)

- Acts as the liaison among the Faculty Advisor, the TC cohort, and the school staff (a new TC is chosen each Field Experience block to increase opportunities for TCs to gain leadership experiences).
- Checks email regularly to ensure effective communication during each Field Experience block.
- Communicates with the Faculty Advisor about schedule, school visits, or faculty news to be communicated to the TC cohort.
- Communicates with the TC cohort to create a schedule for the Faculty Advisor's observations of TCs (the schedule should include TC names, AT names, times, and room numbers).
- Communicates with TC cohort to ensure that lesson plans are ready for the Faculty Advisor's observation day.

Role of the Associate Teacher (AT)

- Is a good mentor, listener, and coach.
- Commits the time and *wants* to be an Associate Teacher.
- Develops a professional and collegial atmosphere and works as a partner with the TC.
- Acts as a model of good teaching practice and professionalism.
- Has at least two years teaching experience and confidence with the grade level.
- Is a lifelong learner, looking for opportunities to expand coaching skills and leadership.
- Is familiar with the goals and objectives of the practicum (Year 1) and internship (Year 2) by reading the MT Field Experience Handbook.
- Actively supports the goals and expectations of the MT Program, including the research component if applicable.
- Makes a workplace available for the TC.
- Provides a staff handbook or access to a copy, a listing of school hours, P.A. days, days for special activities, appropriate dress code, procedures for emergency drill, accident and other school routines.
- Provides opportunities for the TC to participate in a range of teaching and administrative tasks normally viewed as a responsibility of a classroom teacher.
- Shares short and long range plans with the TC, and provides opportunities for the TC to gradually increase teaching time throughout the Field Experience block. Mutually decides on one to two areas on which to focus (and gradually increases with experience and confidence of the TC). TCs are encouraged to teach a variety of subject areas.
- Shares assessment and evaluation practices and clarifies expectations for the TC in this area.
- Helps the TC become familiar with recordkeeping techniques and methods of student assessment and evaluation, such as self and peer assessment, teacher/student interviews, conferences.
- Is a resource to the TC, providing ideas, materials, resources, guidance and direction, including the necessary resources to prepare lessons, access to photocopying, textbooks, library resources, etc.
- Allows for creativity and initiative on the TC's part.
- Encourages and helps the TC gain an understanding of the total school program as it serves the community - Encourages the TC to engage in extra-curricular activities and to attend school events such as staff meetings, school and board PD, parent conferences, etc.
- Arranges convenient times with the TC to discuss strengths and interests, share personal goals and assignments that have an impact on the Field Experience, engage in planning, discuss classroom events, and reflect together.
- Assists the TC to develop criteria for self-assessment, appreciate personal strengths, and recognize areas that need attention.
- Carefully observes lessons with students, provides encouraging and constructive feedback, and never expects the TC to act as a supply teacher.
- Accommodates individual needs that a TC may share with them and/or as outlined by OISE/UT Student Services (e.g., learning disability, health problems, family challenges, etc.).
- Provides formative feedback in the form of a checklist and conference form at the half-way point in collaboration with the TC.
- Writes a detailed summative evaluation of the TC's performance and abilities in collaboration with the TC.
- Ensures that accurate attendance records are kept and recorded on the summative report.

Note: During the first practicum, Year 1 TCs are not expected to teach an entire unit but rather a series of lessons. If they are asked to teach a unit, the AT must offer support and guidance. During Year 1 second practicum and during the Year 2 internship, TCs are expected to teach full units and to take over more and more responsibilities of the classroom teacher.

Role of the School Liaison Teacher

- Acts as the liaison between the school and the faculty.
- Encourages ATs to become familiar with the goals and objectives of the practicum and internship by reading and discussing the Field Experience Handbook.
- Attends all Partnership Advisory Council (PAC) meetings, representing the ATs, administration, and school staff.
- Communicates information to ATs, Administrators, TCs, and Faculty Advisor.
- Along with the Faculty Advisor, helps to facilitate the Cohort Meeting at the beginning of each Field Experience.
- Along with the Faculty Advisor, helps to facilitate the Summative Meeting at the end of each Field Experience.
- Assists the ATs in preparing their formative and/or summative evaluations.
- Coordinates/Facilitates informal meetings with TCs and/or ATs. Encourages dialogue/discussions and is available.
- Provides opportunities for TCs to discuss their teaching experiences (e.g. meets once a week with cohort during each Field Experience block, visits TCs in their classrooms).
- Provides opportunities for TCs to observe other staff in the school.
- Provides or arranges for any PD that the ATs and/or the TCs believe is needed.
- Monitors/Mediates any challenging situations that arise and communicates with the Faculty Advisor/Field Coordinator when necessary.
- Encourages and helps the TCs gain an understanding of the total school program as it serves the community.
- Helps TCs become involved in extra-curricular activities if possible.
- Assists TCs in securing the necessary resources to prepare lessons, such as access to photocopying, textbooks, library resources, etc.
- Helps to accommodate individual needs that a TC may share with them and/or as outlined by OISE/UT Student Services (e.g., learning disability, health problems, family challenges, etc.).
- At the end of each Field Experience block, collects from the ATs the Summative Evaluation and Summary of Attendance forms, and sends as a package to the Field Experience Coordinator at OISE/UT. Retains copies of each Summative Evaluation for the school as reference.

Role of the Liaison Administrator

- Selects appropriate exemplary teachers/coaches to act as Associate Teachers, and one to serve as the Liaison Teacher for that school.
- Attends Partnership Advisory Council (PAC) meetings when possible.
- Actively supports the goals and expectations of the MT Program, including the research component if applicable.
- Ensures that the TC is never used as a supply teacher.
- Acts as the liaison to parents and the board regarding the teacher education program and the research component.
- Actively welcomes TCs as part of staff, introducing them in school newsletters and over the PA, inviting them to staff meetings, PD, and school events.
- Supports any PD that the ATs and/or the TCs believe is needed.
- Encourages the TCs to gain an understanding of the total school program as it serves the community.
- Gets to know the TCs by communicating informally, observing them teach, sharing school, board, employment information, etc.
- Helps to accommodate individual needs that a TC may share and/or as outlined by OISE/UT Student Services (e.g., learning disability, health problems, family challenges, etc.).
- Becomes involved in any challenging situations that arise and communicates with the Faculty Advisor and Field Coordinator when necessary.
- At the end of each Field Experience block, acts as a resource to the Summative Evaluation process.

Role of the Program Assistant

- Is the Program Liaison.
- Supports the program in terms of administrative tasks and communication.
- Answers questions via online or telephone.

Role of the Faculty Advisor

- Acts as a support person to the TCs, ATs, Liaison Teacher, and Liaison Administrator.
- Schedules visits where the Faculty Advisor connects with every TC, AT, the Liaison Teacher, and the Liaison Administrator.
- Schedules and provides in-class observations of field placements.
- Arranges with the Cohort Liaison TC (CL) re: the observation schedule and communication to TCs.
- Along with the Liaison Teacher, facilitates the Cohort Meeting at the beginning of each Field Experience.
- Along with the Liaison Teacher, facilitates the Summative Meeting at the end of each Field Experience, providing support to the Summative Evaluation process.
- Provides input and PD about the expectations of the MT Program and effective mentoring/coaching of TCs by ATs.
- Provides feedback to TCs and support as needed.
- Provides ATs with strategies/models for giving feedback to TCs.
- Intervenes when a TC is at risk - Mediates problem-solving situations. Provides support to TC and AT. Asks for advice from Field Coordinator when needed. Any decision re: pass/fail is a joint one and the TC is notified in writing.

Role of the Field Experience Coordinator

- Coordinates the placement process for each Field Experience block.
- Acts as a support to Faculty Advisors, TCs, ATs, Liaison Teachers, and Administrators.
- Provides input and PD about the expectations of the MT Program.
- Provides input and PD to facilitate effective mentoring and coaching of TCs by ATs.
- Seeks out and communicates with new schools to the program, sharing information, goals and expectations.

Role of the Program Coordinator

- Oversees the MT Program.
- Coordinates the application process and selection of MT candidates into the program, the interview process for MT applicants, and the staffing in the MT program.
- Prepares the yearly calendar of classes and practicum blocks.
- Answers questions and acts as a support person to the Field Coordinator, Faculty Advisors, TCs, ATs, Liaison Teacher, and Administrators.
- Provides input and PD about the expectations of the MT Program.
- Provides input and PD to facilitate effective mentoring and coaching of TCs by ATs.

Role of the Teacher Education Program Assistant (TEPA)

- Is a graduate student interested in teacher education and in all aspects of the role.
- Is supervised and mentored by MT faculty.
- Has opportunities to observe/ supervise TCs in the field, as well as teach/co-teach, facilitate class discussions, assist TCs with their research, organize and facilitate group work, assess and provide feedback to TC progress, help with the interview process for new applicants to the program, help to facilitate the Year 1 portfolio interviews and the Year 2 Philosophy of Education presentations, etc.
- Contributes to research through participation in research and inquiry, research conferences, and PD workshops.
- Develops life-long career networks with educators in the field and faculty re: the MT program partnership.

Teacher Candidate/Associate Teacher COMMUNICATION TOOL
To be used during Field Experiences to facilitate TC and AT Sharing

PART A: To be completed by TC and shared with your AT during one of your early Field Experience days or at the beginning of the **first** Field Experience block. Please photocopy one for your AT and one for your Faculty Advisor.

TC Name: _____

Contact Information - Phone: _____

Email: _____

J/I Teachable Subject _____

Practice Teaching Related Assignments include: _____

The area in which I would most like to increase my knowledge (e.g. assessment, communicating with parents): _____

Other important information that I would like to share with my AT (commitments, experiences, interests etc.): _____

My expectations during practicum: _____

Please note to AT: During the first and second Wednesdays of the Field Experience block, if TCs are enrolled in the Religious Education class on Wednesday afternoons, or if they are JI candidates and have their teachable subject on Wednesday afternoons, they may need to leave their Field Experience school early or will not attend (depending on the distance from the school to OISE/UT).

If TCs are enrolled in an evening graduate course, they may need to leave early in order to travel downtown to attend classes.

PART B: PRACTICUM/INTERNSHIP #1

To be completed by the AT along with the TC *before* or *at the beginning* of the Field Experience block. Please photocopy for your AT and your Faculty Advisor.

School: _____

AT Name: _____

Grade (and/or subjects if rotary or prep): _____

School Phone Number: _____

AT Contact Information (phone, email): _____

What is the best time and method of out of school contact if needed? _____

Arrival Time for TC: _____

Supervisions in which TC may be involved _____

Possible school events/extra-curricular activities in which the TC might become involved, e.g., Curriculum Night, PD sessions, staff meetings, committees, student clubs, after-school, early morning, or lunch activities, etc. Please include dates if known.

Best times to share, debrief, provide feedback, plan together include:

- _____ Before school begins
- _____ During breaks such as recess
- _____ During Lunch hour
- _____ After School
- _____ Other: _____

Trips or special events during practicum:

Practicum/Internship-at-a-Glance
October 31 – November 25/2011

Fall Term Field Experience

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
October 31 Practicum/Internship #1 <i>Cohort/Liaison/Faculty Advisor Meeting sometime this week</i>	Nov. 1 Practicum/Internship # 1	Nov. 2 Practicum/Internship # 1	Nov. 3 Practicum/Internship # 1	Nov. 4 Practicum/Internship # 1
Nov. 7 Practicum/Internship #1	Nov. 8 Practicum/Internship #1	Nov. 9 Practicum/Internship #1	Nov. 10 Practicum/Internship #1	Nov. 11 Practicum/Internship #1 <i>Complete formative CHECKLIST, CONFERENCE FORM , and set goals together today or sometime before the end of this week. If any concerns, contact your Faculty Advisor.</i>
Nov. 14 Practicum/Internship #1	Nov. 15 Practicum/Internship #1	Nov. 16 Practicum/Internship #1	Nov. 17 Practicum/Internship #1	Nov. 18 Practicum/Internship #1
Nov. 21 Practicum/Internship #1 <i>Review formative CHECKLIST and CONFERENCE FORM. Draft summative report with TC input.</i> <i>Liaison/Faculty Advisor/ATs meet to discuss Summative Evaluation sometime this week.</i>	Nov. 22 Practicum/Internship #1	Nov. 23 Practicum/Internship #1 <i>Share draft of summative report with TC. Include TC's input. Ensure that there are no surprises.</i>	Nov. 24 Practicum/Internship #1	Nov. 25 Last day of Practicum/Internship #1 <i>Summative Report due - one copy to TC, one copy for AT, one copy to, Field Experience Coordinator, OISE/UT, and one copy to Liaison Teacher as reference.</i>

PART C: Expectations for the Field Experience PRACTICUM/INTERNSHIP #1

Generally, the amount of time that is spent planning/teaching should follow the guidelines below. This time depends on whether the TC is a Year 1 or Year 2 candidate, as well as on the comfort level and abilities of the TC. At no time should the TC be teaching 100% of the day. Please feel free to amend the outline below as the block progresses.

Yr 1. Practicum -	Fall Week 1	30% - 40%
	Fall Week 2, 3,4	30% - 60%
	Winter Weeks 1-4	30% - 60%
Yr. 2 Internship –	Fall Week 1	Up to 60%
	Fall Week 2, 3, 4	Up to 60%
	Winter Week 1-4	60% - 80%

For week #1, the TC will be responsible for: _____

For week #2, the TC will be responsible for: _____

For week, #3, the TC will be responsible for: _____

For week #4, the TC will be responsible for: _____

Teacher Candidate/Associate Teacher COMMUNICATION TOOL
To be used during Field Experiences to facilitate TC and AT Sharing

PART A: To be completed by TC and shared with your AT during one of your early Field Experience days or at the beginning of the **first** Field Experience block. Please photocopy one for your AT and one for your Faculty Advisor.

TC Name: _____

Contact Information - Phone: _____

Email: _____

J/I Teachable Subject _____

Practice Teaching Related Assignments include: _____

The area in which I would most like to increase my knowledge (e.g. assessment, communicating with parents): _____

Other important information that I would like to share with my AT (commitments, experiences, interests etc.): _____

My expectations during practicum: _____

Please note to AT: During the first and second Wednesdays of the Field Experience block, if TCs are enrolled in the Religious Education class on Wednesday afternoons, or if they are JI candidates and have their teachable subject on Wednesday afternoons, they may need to leave their Field Experience school early or will not attend (depending on the distance from the school to OISE/UT).

If TCs are enrolled in an evening graduate course, they may need to leave early in order to travel downtown to attend classes.

We are recommending that Year 1 TCs attend the Reading for the Love of It Conference in February

PART B: PRACTICUM/INTERNSHIP #2

To be completed by the AT along with the TC *before or at the beginning* of the Field Experience block. Please photocopy for your AT and your Faculty Advisor.

School: _____

AT Name: _____

Grade (and/or subjects if rotary or prep): _____

School Phone Number: _____

AT Contact Information (phone, email): _____

What is the best time and method of out of school contact if needed? _____

Arrival Time for TC: _____

Supervisions in which TC may be involved _____

Possible school events/extra-curricular activities in which the TC might become involved, e.g., Curriculum Night, PD sessions, staff meetings, committees, student clubs, after-school, early morning, or lunch activities, etc. Please include dates if known.

Best times to share, debrief, provide feedback, plan together include:

- _____ Before school begins
- _____ During breaks such as recess
- _____ During Lunch hour
- _____ After School
- _____ Other: _____

Trips or special events during practicum:

**Winter Term Field
Experience**

**Practicum/Internship-at-a-Glance
February 6 - March 02 2012**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Feb. 6 Practicum/Internship #1 <i>Cohort/Liaison/Advisor Meeting sometime this week</i>	Feb. 7 Practicum/Internship # 2	Feb 8 Practicum/Internship # 2	Feb.9 Practicum/Internship # 2	Feb. 10 Reading for the Love of It Conference.
Feb. 13 Practicum/Internship #2	Feb. 14 Practicum/Internship #2	Feb. 15 Practicum/Internship #2	Feb. 16 Practicum/Internship #2	Feb. 17 Practicum/Internship #2 <i>Complete formative CHECKLIST, CONFERENCE FORM, and set goals together today or sometime before the end of this week. If any concerns, contact your Faculty Advisor.</i>
Feb. 20 Family Day	Feb. 21 Practicum/Internship #2	Feb. 22 Practicum/Internship #2	Feb. 23 Practicum/Internship #2	Feb. 24 Practicum/Internship #2
Feb 27 Practicum/Internship #2 <i>Review formative CHECKLIST and CONFERENCE FORM, review accomplishments and goals. Include TC's input. Liaison/ Advisory/AT Summative Evaluation meeting sometime this week.</i>	Feb 28 Practicum/Internship #2	Feb 29 Practicum/Internship #1 <i>Share draft of summative report With TC Include TC's input. Ensure that there are no surprises</i>	Mar. 1 Practicum/Internship #2	Mar. 2 Last day of practicum/internship 2 Summative report due- one copy to TC, one copy for AT, one copy to Field Experience Coordinator OISE/UT, and one copy to Liaison Teacher.

PART C: Expectations for the Field Experience PRACTICUM/INTERNSHIP # 2

Generally, the amount of time that is spent planning/teaching should follow the guidelines below. Please feel free to amend the outline below as the block progresses.

Yr. 1 Practicum - February 6 – March 02 2012 30% - 60%

Yr. 2 Internship - February 6 – March 02 2012 60% - 80%

For week #1, the TC will be responsible for: _____

For week #2, the TC will be responsible for: _____

For week, #3, the TC will be responsible for: _____

For week #4, the TC will be responsible for: _____

COHORT MEETING

For ATs/TCs/Liaison Teacher/Administrator/Faculty Advisor

Purpose:

- To meet together to share successful strategies, raise issues, ask questions, make decisions, and solve problems
- To organize classroom observations
 - E.g.
 - for Liaison Teacher to visit TCs
 - TCs visiting each other
 - AT observing other TCs
 - Faculty Advisor to observe TCs

When?

- 1) First week of teaching block
Facilitated by: Faculty Advisor and Teacher Liaison

COHORT MEETING GUIDELINE

Cohort Meeting Topics	Notes
1) Has everyone arranged to have a meeting re: the Field Experiences Checklist and Conference Form ?	
2) How are Teacher Candidates receiving feedback?	
3) What have you found to be successful strategies for communicating and working together?	
4) Are TCs participating in extra-curricular activities/whole school involvement?	
5) What questions are there about TC assignments associated with the Field Experience? What questions are there about TC research?	
6) What questions are there about the Summative Evaluation process?	
7) How can we arrange the schedule for formal observation by Faculty Advisor/Teacher Liaison?	
8) What questions are there about specific roles and expectations?	
9) What other issues or questions are there?	Anything to follow up?

Use of Field Experience CHECKLIST and CONFERENCE FORM

How to use these forms during the Field Experience block:

1. Each TC meets **informally** with his/her AT on an ongoing basis for feedback and guidance during the Field Experiences.
2. At the half way point during each Field Experience block, each TC meets **formally** with his/her AT after they each complete a Field Experiences CHECKLIST. During this meeting, both AT and TC share perceptions, similarities, discrepancies, strengths, and growth, and they set short-term goals for improvement.
3. Together, they record on the Field Experiences CONFERENCE FORM. This form is revisited and reviewed at least once during the last two weeks of the block.

Note: During the first week, a COHORT MEETING is held, when TCs meet as a cohort with the School Liaison, ATs, and Faculty Advisor to monitor progress and open lines of communication.

Field Experiences Timeline

Field Days and/or Week of →	Sept. 6-9	Oct 31 Feb. 6	Nov. 7 Feb. 13	Nov. 14 Feb 20	Nov. 21 Feb 27
Informal Feedback	X	X	X	X	X
TC Observation Week	X				
Cohort Meeting with TC cohort, ATs, Liaison Teacher, Faculty Advisor		X			
Assessment/Checklist/Conference Form			X		
Summary Evaluation by Liaison Teacher/ AT / Faculty Advisor					X

Year 1 Practicum

Recommended Percentage of Teaching:

Fall Week 1	30% - 40%
Fall Week 2,3,4	30% - 60%
Winter Weeks 1-4	30% - 60%

Year 2 Internship

Recommended Percentage of Teaching:

Fall Week 1	Up to 60%
Fall Week 2,3,4	Up to 60%
Winter Weeks 1-4	60%- 80%

Field Experience CHECKLIST - Overview

1. What is the CHECKLIST?

The CHECKLIST is a formative assessment tool to be used as part of the Field Experience evaluation process. It is a communication tool and a way to collect data that informs the summative evaluation.

2. When is the CHECKLIST used?

The CHECKLIST is used at the beginning of each Field Experience and is revisited and reviewed towards the end of each block.

3. Who uses the CHECKLIST?

Both the TC and the AT *independently* fill out the CHECKLIST. It is then shared and discussed at an AT/TC conference.

4. Why/How do we use the CHECKLIST?

The CHECKLIST is a formative assessment tool that is used to:

- facilitate discussion between TC and AT
- demonstrate growth over a Field Experience when the CHECKLIST is revisited
- help identify goals for improvement
- help identify at-risk TCs so that appropriate support can be put into place
- create a common set of assessment criteria
- provide ideas to support the writing of the summative evaluation.

5. What is the starting point for assessing and evaluating a TC's growth and performance?

As a formative assessment tool, the CHECKLIST provides information about a TC's growth and performance from the first days spent in the classroom (prior to the block). This starting point should be a decision shared by the TC and AT pair.

However, OISE/UT Practice Teaching regulations stipulate that the summative evaluation of a TC should be based solely on their Practice Teaching days from the beginning of each block and the judgment made at the end of this period of time.

6. What is the standard for the different levels on the CHECKLIST (e.g. performance "Consistently Demonstrated" to "Not Yet Demonstrated")?

The standard for the different levels on the CHECKLIST represents judgment about the growth and performance of a teacher candidate just entering the teaching profession. The standard should not be applied with reference to the performance of an experienced teacher.

Thank you for your participation in the education, growth and professional development of the teacher candidates in the Master of Teaching Program.

Field Experience CHECKLIST

		Not Yet Demonstrated	Beginning to Demonstrate	Occasionally Demonstrated	Often Demonstrated	Consistently Demonstrated
Teacher Candidate: _____ Grade/Subject: _____ Associate Teacher: _____ Date: _____ To be filled out by both the AT and the TC as part of the feedback discussion process. Each copy is signed by both in recognition of having read and discussed the checklist together.						
ASSESSMENT, PLANNING AND INSTRUCTION						
• Plans lessons/units from an outcomes-based perspective using the Ontario provincial expectations						
• Plans include instructional strategies appropriate to students' developmental stages and needs						
• Plans include assessment strategies and assessment criteria appropriate to expectations						
• Uses appropriate assessment and evaluative techniques to gather information about student learning and uses this information to inform instruction						
COMMENTS						
CLASSROOM MANAGEMENT						
• Prepares materials and resources, as well as organizes the classroom appropriately for lessons						
• Uses a variety of techniques that are fair and consistent in preventing and responding to misbehaviour						
• Fosters respect and establishes a positive classroom climate with students						
• Develops useful routines, communicates and adheres to procedures, revising them as needed						
COMMENTS						
Understanding Curriculum and the Learner						
• Language usage must be clear, engaging, supportive and instructionally effective						
• Integrates within the curriculum guidelines and builds on students' interests and capabilities						
• Uses a variety and range of questioning effectively to facilitate learning						
• Demonstrates knowledge of subject areas and concept development, child development and diverse learning styles						
COMMENTS						
Diversity/Equity						
• Uses instructional strategies that are inclusive and provide opportunities that are equitable						
• Expects and encourages respect of other's race, gender, class, religion, culture, sexual identity, and abilities						
• Recognizes the need for diverse groupings and facilitates students effectively						
• Incorporates adaptations (accommodations and modifications) for individual needs, interests, abilities and expectations						
COMMENTS						
Professionalism						
• Demonstrates regular attendance and punctuality (reports absenteeism)						
• Engages in inquiry and reflective practice; receptive and responsive to feedback						
• Demonstrates flexibility, adaptability, and risk-taking						
• Demonstrates initiative and positive attitudes						
• Demonstrates preparedness for teaching responsibilities (preplanning, dress-code, duties)						
COMMENTS						
Involvement in School/Community Life						
• Demonstrates an interest in school activities						
• Communicates effectively with school personnel, parents or community						
• Is cognizant of school practices and routines						
COMMENTS						
Catholic School Teacher Candidates (if applicable)						
• Integrates gospel values across the curriculum						
• Acts as a positive role model for students						
COMMENTS						

If work continues at this level, I anticipate that this TC will have a successful Field Experience session.

Without significant improvement in areas identified in this evaluation, I anticipate this TC will have an unsuccessful Field Experience.

Signature of Associate Teacher

Signature of Teacher Candidate

Field Experience CONFERENCE FORM

Teacher Candidate: _____

- Areas of Assessment**
- Assessment, Planning & Instruction
 - Classroom Management
 - Understanding Curriculum and the Learner
 - Diversity and Equity
 - Professionalism
 - Involvement in School/Community Life
-
- Religious Education

- Directions and steps for use of this assessment tool:*
- 1) TC completes left side of form during Field Experience after completing CHECKLIST.
 - 2) TC then arranges conference with AT to discuss form.
 - 1) AT records comments on right side during conference discussion.
 - 4) Together, they complete goals sections.
 - 5) Completed copy should remain with both TC and AT.

Teacher Candidate's Comments	Associate Teacher's Comments
<p><i>Areas of strength:</i></p> 	
Teacher Candidate's Comments & Associate Teacher's Comments	
<p><i>Improvement goals</i> TM <i>Specific strategies for achievement of each goal:</i></p> 	
<p><i>Additional comments/Observations:</i></p> 	

Date of Conference

Teacher Candidate Signature

Associate Teacher Signature

Writing the **SUMMATIVE EVALUATION**

1. Using the Field Experience CHECKLIST and the Field Experience CONFERENCE FORM, the TC and AT will bring draft points to a conference scheduled during the second last or last week of the block. They will agree on the content of the **SUMMATIVE EVALUATION** report, which will then be drafted by the AT. The draft will be brought by the AT to a **Summative Meeting** during the final week. This meeting is for ATs, School Liaison, and Faculty Advisor. Review and discussion will occur to facilitate the writing of the final **SUMMATIVE EVALUATION** report.
2. The AT and the TC will sign the report. These signatures indicate receipt of the report.
3. The AT then submits two copies of the final **SUMMATIVE EVALUATION** form (with both the TC and AT signature) to the School Liaison by the completion of the block. The School Liaison ensures that:
 - a) All TCs should be given an original signed copy.
 - b) The AT retains a copy as reference.
 - c) Two copies with original signatures, along with two copies of the **SUMMARY OF ATTENDANCE** form, are given to the Liaison Teacher.
 - d) The Liaison Teacher forwards one copy with original signatures for each TC in the school, plus the Summary of Attendance forms, to
Field Experience Coordinator
Master of Teaching, CTL/OISE/UT
11th Floor
252 Bloor St. W.
Toronto ON M5S 1V6
 - e) The Liaison Teacher retains one copy as reference for the school, and shares the Summary of Attendance forms with the school secretary to facilitate accurate payment of funds to the school.
4. In the event of a major discrepancy between the TC's evaluation and that of the AT, the School Liaison/Faculty Advisor/Field Coordinator will mediate.
5. **SUMMATIVE EVALUATION** is graded on a PASS/FAIL basis.

IMPORTANT

All Summative Reports are requested to be sent to OISE in a signed and sealed envelope on the last day of the teaching block with the Cohort Liaison (CL)



Ontario Institute for Studies in Education of the University of Toronto

SUMMATIVE EVALUATION OF FIELD EXPERIENCE

Teacher Candidate:

Candidate's Specialization: P-J: ___ J-I: ___ I-S: ___

Year 1: ___ Practicum Session: 1:___ 2:___

Dates: _____ to _____

Year 2: ___ Internship Session: 1:___ 2:___

Associate Teacher:

School:

Board:

All grade levels at which candidate taught:

ASSESSMENT, PLANNING AND INSTRUCTION

CLASSROOM MANAGEMENT

UNDERSTANDING CURRICULUM AND THE LEARNER

DIVERSITY AND EQUITY

Associate's Initials



Ontario Institute for Studies in Education of the University of Toronto

SUMMATIVE EVALUATION OF FIELD EXPERIENCE

Teacher Candidate:

Associate Teacher:

School:

Board:

PROFESSIONALISM

INVOLVEMENT IN SCHOOL / COMMUNITY LIFE

ADDITIONAL COMMENTS

OVERALL
APPRAISAL OF CANDIDATE
(CHECK)

PASS

FAIL

I have read the Summative Evaluation.

Associate Teacher's Signature

Teacher Candidate's Signature

Date

SUMMARY OF ATTENDANCE

Complete for each student - Nil report is required.

Board:

School:

Grade:

Associate Teacher:

Field Experience Dates:

From:

To:

ASSOCIATE TEACHER: Please complete the SUMMARY OF ATTENDANCE and SUMMATIVE EVALUATION forms immediately following the conclusion of the Field Experience session. This information will be used to determine Field Experience make-up sessions if appropriate.

Mailing Address

**Field Experience Coordinator
Master of Teaching, CTL/OISE/UT
11th Floor, 252 Bloor Street W.
Toronto ON M5S 1V6**

SCHOOL SECRETARY: Please retain a copy of this form in order to reconcile the honoraria statements each term.

TEACHER CANDIDATE:

Number of Field Experience days TC was present (*including P.A. Days*): _____

Number of days TC was absent (*including P.A. Days when TC was not in attendance*):

Date(s) of Absence

Reason(s) for Absence

Associate Teacher's COMPLETION CHECKLIST

(to be retained by AT for own use and records)

Associate Teacher: _____

SCHOOL: _____

Teacher Candidate: _____

Field experience dates from: _____ to _____

Check when complete.

1. I have given one *signed* copy of the SUMMATIVE EVALUATION form to the TC (*original signatures please...not photocopies*).

2. I have given two *signed* copies of the Summative Evaluation form to the Liaison Teacher – one to be sent to the Field Experience Coordinator , OISE/UT CTL 11th Floor, 252 Bloor Street West, and one to be retained by the Liaison Teacher as reference.

3. I have attached a copy of the SUMMARY OF ATTENDANCE form to the two copies given to the Liaison Teacher.

4. I have kept one *signed* copy for my own files as reference.

**Thank you for your interest and support of the MT Program.
For your Patience, Understanding and Guidance with your Teacher Candidate.**

**Jim Hewitt
Academic Coordinator MT Program**

UNSATISFACTORY FIELD EXPERIENCE PERFORMANCE

In each Field Experience block of the program, a Teacher Candidate must demonstrate **performance** in all areas of the CHECKLIST at a **pass** level. Failure to do so results in a failed Field Experience block and a spring make-up must be completed with a pass.

Failure of two blocks will result in a fail on the Field Experience course and consequently failure of the program.

Procedure of Intensive Support

It is assumed that before a process of intensive support is activated, the AT and the TC have met to discuss planning and program ideas and the TC has received feedback on lessons taught as well as has been given suggestions for improvement (in writing).

1. If the AT or other Master of Teaching personnel have a concern, this concern must be raised and TC notified that there is a risk of failure of the Field Experience block no later than two weeks into the Field Experience block to be fair to the TC.
2. The Teacher Liaison is notified and the Faculty Advisor is called. The Faculty Advisor also calls the Field Coordinator.
3. A meeting of TC, Teacher Liaison, AT, Faculty Advisor (and Field Coordinator if required) is called to discuss concerns. A record of the meeting is drafted, outlining goals and suggestions for the TC, observations by multiple partners, and consequences for failure to implement suggestions.
4. The letter is signed by the TC to acknowledge receipt, and a copy is kept by all parties.
5. The intervention plan is carried out, and records are kept of observations, meetings and feedback sessions.
6. Formal weekly and bi-weekly meetings are conducted to review growth and discuss failure status.
7. Decision regarding Pass or Fail is communicated verbally and in writing prior to or on the last day of the Field Experience block.

Appendix A:

Observation First Week Assignment: September 6,7,8,9, 2011

To begin your year's experience, we ask you to focus on two themes in your first school:

- 1) ***Diversity within the classroom, school, and wider community***
- 2) ***Creating a positive and purposeful classroom and school learning environment (e.g., routines, norms, and inclusiveness)***

The following outlines our expectations for your first days in your school. Be prepared to share your observations in class.

A. Observing/Recording

Classroom	School	Community
<ul style="list-style-type: none"> What preparations were made prior to student arrival? What routines are established early and how are they established (e.g. students' and teacher's roles)? Who are the students? (language, background, culture, gender, behaviour, academic) What assessment techniques are used by the teacher to determine student needs? What are the community or team-building strategies used by the teacher - how do the students respond? What Classroom management strategies are used? (e.g., how does the teacher get the students' attention? Transitions? Dealing with misbehaviors?, etc. 	<ul style="list-style-type: none"> observe the steps taken by the school to welcome its new students get a sense of the mechanics involved in school opening (look at memos, staff announcements, staff guides, etc.) find out from which communities the students in the school come get a sense of what the school's and teachers' priorities are at the start of the year find out what school committees and priority areas are being established develop relationships with the AT and students, assist and support with the program start up. 	<ul style="list-style-type: none"> do a short drive or walk around the community and stop to note and record special features (e.g., traffic, crosswalks, public transportation, community services, recreation facilities, commercial areas, stores and shopping centres, banks, post office, etc.). (Take photographs or sketches.)

B. Participating

Class	School
<ul style="list-style-type: none"> introduce yourself and your role as a teacher candidate assist with routines/materials/activities (e.g. teambuilding) join in students' activities, circulate and support group work, support individual students talk to students - get to know them 	<ul style="list-style-type: none"> join the students at recess or lunch attend staff meetings introduce yourself as a teacher candidate to individual staff members talk to teachers about their impressions of school start-up

C. Sharing

- 1) Keep an organizer/notebook/binder to collect written information regarding the above focus areas.
- 2) Be prepared to share information about your school and community with your peers and instructor.
- 3) Prepare lists of key insights, recommended strategies, and actions to guide you in your classroom in a future September start-up (e.g., 10-15 items in each list). You will use these lists for debriefing with others in class.

Remember that **FIRST IMPRESSIONS ARE IMPORTANT!** Your initial interactions and the impression you make with students, staff, colleagues and parents will be vital to a successful experience!

THINK AND ACT LIKE A PROFESSIONAL!

Appendix B: Observation Records

Observing and recording can be a valuable experience when a focus is outlined and followed. Below are some broad areas of focus with some suggestions to look for, record and later develop into your personal direction. Feel free to record other observed strategies. Use the Observation Records sheet to broaden and assist with your observations.

Management Strategies:

- ❖ Expectations for student behavior in class, in the school, on school property, lunchroom
- ❖ Procedure for attendance, washroom, dismissal, assembly, arrival, cell phones
- ❖ Establishing and maintaining a positive classroom climate, environment
- ❖ List observed routines-especially transition from one activity to another
- ❖ Unacceptable behavior strategies, procedure
- ❖ Verbal and non verbal quiet signs
- ❖ Student management areas, routines, procedures

Instructional Strategies:

- ❖ List the methods that teachers use to structure a lesson
- ❖ Record key ideas, routines on learning centres, discussions, games, computers, presentations
- ❖ Team teaching, role of volunteers, teaching assistants

Program Organization

- ❖ Observe how the Ontario curriculum is implemented, expectations, assessment, delivery
- ❖ Note strategies for integration, delivery routines, special needs, lesson support, manipulatives
- ❖ How is the program organized (e.g. Math or Science) strands, weeks, labs, activities

Assessment and Evaluation

- ❖ Routines for tracking, record keeping, student folders/portfolios, assignments
- ❖ Examples of rubrics, testing procedures, project evaluation
- ❖ Reporting to parents, dates, preparation, interviews

Instructional Materials:

- ❖ Develop a list of materials that you see being used-include specific names, vendors
- ❖ Classroom display ideas, use of chalk/white board, technology availability, kits, resources
- ❖ Classroom set up for using computers, manipulatives, centres, etc – what works well

Outside the Classroom Responsibilities

- ❖ Note the responsibilities the AT has outside the classroom e.g. Supervision-Lunch, Bus arrival/departure, Playground, Clubs, Sports
- ❖ Attendance at Staff Meetings, Department/Division Planning Sessions, Conferences
- ❖ Communicating with Parents, School Community, Volunteers

Other Focus Areas: _____

Appendix C: Associate Teacher (AT) Guidelines

Expectations during the First Week of School Observation

A Teacher Candidate (TC) is arriving in your classroom. What do you do as an associate teacher (AT)? The following is intended to clarify expectations and support you in the process of working with your TC at the beginning of the year.

1. How can an AT help a TC feel welcome in the classroom?

- Introduce him/her to your students as Mr., Ms., or Mrs. (not by first name).
- Treat the TC as a colleague and teacher candidate, and not as a student teacher.
- Have the students in your class wear nametags for the first day or two.
- Ensure that the TC has prior preparation and comfort level before working with students in small and/or large group situations. Set the TC up for success.
- Give the TC your schedule for the week, list of routines, focus areas, etc.
- Invite the TC to accompany you throughout the day.

2. What are the expectations for the TC?

- TCs are placed in a classroom during the first week of school so that they can observe and participate in the beginning of a school year. Part of this process is facilitated by an observation task/assignment. TCs should be interacting with students, and be helpful to the AT and students. (We explain to the TCs that the students in the classroom are the first priority of the teacher. Therefore, TCs are to be as inconspicuous and as helpful as possible during this time.)

3. What does a timetable look like for a TC during the first week?

- The TC is to shadow the AT, including arrival and departure times, yard duty, staff meetings, etc. The TC is also encouraged to ask for time to observe and tour the school and community for a short period of time, or take lunch hour or after-school to do this.

4. What is the percentage of time each TC is to teach during this first week?

- Since each TC is different, some may be able to work with large groups immediately while others may need much confidence building. Therefore, you should talk with your TC each day to find out how comfortable he/she feels about doing a lesson with the students the next time in class. It is recommended that TCs begin to work with students in small groups possibly leading to short lessons with the whole group.

5. How should TCs be encouraged to begin working with a class?

- Observe while the teacher is teaching.
- Circulate and interact with students as they work
- Work one-on-one with individual students or with small groups of students.
- Teach whole group lessons depending on each TC's comfort and confidence level.

6. What kind of feedback should TCs receive during their first week?

- Positive feedback and small chunks of constructive feedback are appropriate. It is important to be encouraging since this may be the first time that the TC has been with students of this age or grade level.

7. What are the expectations regarding lesson plans?

- There are no expectations for lesson plans during the first week of orientation. This week is an opportunity for each TC to observe the program, get to know the students, and begin to interact with you and with other teachers at the school.

Appendix D: Sample Lesson Plan Template

PART 1: PLANNING THE LESSON/SUBTASK

Date: _____ Grade: _____ Timeframe (time available): _____
 Curriculum Area: _____ Title of Unit (if appropriate): _____

Context: *Where does this lesson fit into your overall unit planning — introductory, middle, culminating?*

Learning Expectations: *What skills, knowledge, attitude/values do you expect your students to learn? Academic learning expectations are taken from the Ontario Curriculum documents. Please include integration possibilities. You can copy and paste the learning expectations into a document (without having to type them all out) by going to the Ontario curriculum website at: <http://www.edu.gov.on.ca/eng/document/curricul/elemcurric.html>.*

Academic:

Social:

Assessment: *How will you know that your students have achieved the expectations? What **evidence** of learning will you have collected (e.g., observations, conversations, products)? What will achievement look like?*

- Indicate if:** Diagnostic Formative Summative Self-Assessment Peer Feedback
- Observations:** Anecdotal Notes Checklist At-a-glance form Other _____
- Conversations:** Interview Conference Informal Conversation Other _____
- Products:** Work Sample Oral Report Performance Project Presentation
 Audio/Video/Technological Learning Log / Journal Reflective Writing Other _____
- Recording Devices:**
 Rubric Anecdotal Checklist Other _____

Adaptations:

- a) Accommodations for** _____ (first name of students):
- i. Instructional Accommodations: What will you as the teacher provide for individual students? How will you adjust the teaching strategy?*
- Increase time, amount Decrease time, amount Extend Scribe
 Use manipulatives Include visuals, models, cueing, organizers Oral explanation
 Peer tutor/ Partner Group support Other: _____
- ii. Environmental Accommodations: What changes will you as the teacher make to the learning environment/setting for individual students?*
- Change grouping Change space, seating, quiet area Wheelchair access Other: _____
- iii. Assessment Accommodations: What alternative ways will you offer individual students to demonstrate their knowledge?*
- Write with spell check Use a tape recorder to report Use the computer
 Draw a picture Act it out Other: _____
- b) Modifications for** _____ (first name of students):
For students on an I.E.P. and working on modified expectations for that grade level, what is the modification? How is it implemented in this lesson?

Materials/Resources: *What will you need to prepare in advance?*

Teacher Resources

Human Resources

Student Materials

Equipment

Homework/ Reminders/Personal Notes:

(continued)

PART 2: DELIVERING THE LESSON/SUBTASK (Using Lesson Design)

*Grouping: W = Whole class; S = Small group; I = Independent

Timing	Grouping			Mental Set (the 'hook'): <i>If the mental set is a read-aloud, you should include what you will do before (activating prior knowledge, preparing students for the lesson objective), during (reading focus, check for understanding), and after (extending the text, follow-up activity).</i>	Materials/ Resources
	W	S	I		
				Sharing the Purpose/Objectives (Tell students - in student language: What's in it for them? Why should they participate?):	
				Body: (Input, Modeling, Check for Understanding, Guided Practice, Independent Practice in any order and/or repeated)	
				Closure (sharing the learning in some way):	
				Homework/ Reminders:	

*Modified from *Creating the Dynamic Classroom*, Pearson Publishing, 2005.

Reflections:

Include *after* each lesson by asking yourself about your...

Successes:

Challenges:

Changes:

Next steps:

Note: In order for Teacher Candidates to add appropriate detail under each section above, an electronic version of this template is available online (check MT Conferences). In writing the lesson plan, the *LESSON DESIGN* components (*mental set, sharing the objectives, input, modeling, check for understanding, guided practice, independent practice, closure*) should be included to ensure that each lesson is interactive and engaging.

Contact List

Mailing Address:

Master of Teaching Program
Curriculum, Teaching and Learning
OISE/UT
252 Bloor Street West, 11th Floor
Toronto, Ontario M5S 1V6

Name	Room/ Phone	Email
Joe Hogan Field Experience Coordinator	11-226 (416) 978-0744	joe.hogan@utoronto.ca
Nick Scarfo PJ/JI Elementary Coordinator	11-250 (416) 978-4611	nick.scarfo@utoronto.ca
Dick Holland I/S Secondary Coordinator	11-242 (416) 978-0087	dick.holland@utoronto.ca
Maureen Lynch Program Assistant and Liaison	11-244A (416) 978-0057	maureen.lynch@utoronto.ca
Kara Low Academic Program Assistant	11-104D (416) 978-0042	kara.low@utoronto.ca
Jim Hewitt Academic Coordinator MT Program	11-130 (416) 978-0123	jim.hewitt@utoronto.ca