

Master of Teaching

Practice Teaching Handbook
Elementary and Secondary Education

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General Information for Student Teachers and Partner Schools

A. Percentage of Teaching Time

Yr. 1 Practice Teaching -	November 1 – November 5	30% - 40%
	November 8 – November 26	30% - 60%
	February 7 – March 4	30% - 60%
Yr. 2 Practice Teaching –	November 1 – November 5	Up to 60%
	November 8 – November 26	Up to 60%
	February 7 – March 4	60% - 80%

B. In-school Placement Days – Elementary, P/J, J/I

Yr. 1 & Yr. 2 (slightly different 1st term)

Monday, September 20
 Monday, September 27 (**not the Yr. 2s**)
 Monday, October 4
Thursday, October 21
 Monday, October 25

Yr. 1 & Yr. 2 (same for 2nd term)

Monday, January 10
 Monday, January 17
 Monday, January 24
 Tuesday, January 25
 Monday, January 31

C. In-school Placement Days – Secondary, I/S

Yr. 1 & Yr. 2

Thursday, October 7
 Thursday, October 14
 Thursday, January 20
 Monday, January 24

Tuesday, Jan 25
 Thursday, January 27
 Thursday, February 3

D. Lesson plans: All Student Teachers are expected to prepare lesson plans. Lesson plans need to be completed and shared with the Associate Teacher (AT).

E. Absences: IF FOR ANY REASON, A ST IS ABSENT DURING A PRACTICE TEACHING DAY, THE FOLLOWING PROTOCOL IS TO BE FOLLOWED:

1. The ST must notify the AT via the school office *before* school begins for the day.
2. The ST must notify *both* the Practice Teaching Supervisor and the Practice Teaching Coordinator via email, after notifying the school.
3. An absence of three or more days due to illness will require a medical certificate to be submitted to the Practice Teaching Coordinator.
4. STs must make up any missed Practice Teaching days. This time will be jointly determined by the AT, ST, and Practice Teaching Coordinator, as schedules permits.

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

- G. Dress Code:** STs 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, STs are advised to dress in a professional manner on their first day of the Practice Teaching placement. STs should then consult with the AT or Principal regarding specific dress code policies.
- H. Professionalism:** STs 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 STs 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 ST 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. STs are also in a position to know more about Faculty members than would normally be learned from their *public image*. There is nothing wrong with the ST possessing such knowledge and arriving at personal conclusions. However, it is important that STs understand 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 ST 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 Faculty member involved, and then, with the AT, the Teacher Liaison, the Principal or Vice-Principal, and/or the Practice Teaching Supervisor
- J.** (Modified from *Creating the Dynamic Classroom*, 2005, Pearson Publishing).
- K. Supervision:** Any Supervisory duties carried out by the ST must be done while under the supervision of a Teacher certified by the Ontario College of Teacher. These advisory duties include class duty, yard duty, hall duty, lunch duty, supervision of out-of-class excursions, or extra-curricular activities.
- L. Supply Teaching:** Please note that in the event that an AT is absent during the Practice Teaching, the ST is NOT permitted to act as a Supply Teacher. A qualified Teacher MUST be in the room with the ST.
- M. Parent/Teacher Conferences:** Whenever possible and if appropriate, STs are encouraged to attend Parent/Teacher Conferences (Interviews). This experience (as well as Curriculum Evenings and school family events) are invaluable during the Teacher education experience.

N. Extra-Curricular Activities: STs 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. STs must conduct any Extra-Curricular activities under the supervision of a Teacher certified by the Ontario College of Teachers.

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 Teacher Liaison who provides leadership and attends all PAC meetings
- Support a **cohort** of at least 3 STs per Practice Teaching block where possible
- Actively support the expectations of the program that were collaboratively developed and are continuously reviewed and revised with Faculty and school 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 STs, and the development of its Faculty 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 Teacher Liaison to participate in planning meetings
 - Supervise, observe and support STs during their Practice Teaching; and/or to in-service sessions to enrich his/her Teacher development practices
 - Arrange, where possible, for other ATs to meet with the Teacher Liaison and/or Faculty Staff to coordinate the school-based activities of the STs 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 Practice Teaching block at \$50.00 per week per ST. 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.

Practice Teaching Evaluation

Practice Teaching Evaluation will:

- Reflect the purpose and design of the program,
- Reflect a holistic view of the development of STs by including a variety of assessment procedures,
- View the entire Practice Teaching as a process,
- Be both formative and summative,
- Involve the shared responsibility and accountability of all partners - Student Teachers, Associate Teachers, Teacher Liaisons, Administrators, and Practice Teaching Supervisors,
- 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 STs 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.

Summative evaluation reports support Student Teachers' growth and development, and will be used for employment purposes.

Clarification of ROLES

Role of the Student Teacher (ST)

- Understands the goals and objectives of Practice Teaching (in-school placement & block days).
- 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 (e.g., learning disability, health problems, family challenges).
- 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 Practice Teaching 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.
- Develops strong observation skills – aware of what is happening in the classroom and beyond
- Becomes familiar with planning processes, recordkeeping techniques, and methods of student assessment and evaluation.
- Provides 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.
- Diversifies instruction, accommodates and/or modifies lesson planning and delivery.
- Creatively obtains the necessary resources to prepare lessons. Is prepared and ready.
- Is flexible and reacts positively to all changes.
- Proactively arranges convenient times with the AT to plan, discuss classroom events, and ask 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
- Strives to gain an understanding of the total school program as it serves the community.
- Follows all expectations of attendance and professionalism.
- Conducts student observations, assessments, and research necessary for the completion of OISE/UT assignments and research paper.



Role of the Student Teacher Liaison

- Acts as the liaison among the Practice Teaching Supervisor, the ST Liaison, and the school Staff/Faculty (a new ST Liaison is chosen each Practice Teaching block to increase opportunities for STs to gain leadership experiences)
- Checks email regularly to ensure effective communication during each Practice Teaching block.
- Communicates with the Practice Teaching Supervisor about schedule, school visits, or Staff/Faculty news to be communicated to the ST cohort.
- Communicates with the ST cohort to create a schedule for the Practice Teaching Supervisor's observations of STs (the schedule should include ST names, AT names, times, and room numbers).
- Communicates with ST cohort to ensure that lesson plans are ready for the Practice Teaching Supervisor'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 ST.
- 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 by reading the MT Practice Teaching Handbook.
- Actively supports the goals and expectations of the MT Program, including the research component if applicable.
- Makes a workplace available for the ST.
- Provides the ST with a Staff/Faculty handbook or access to a copy, a listing of school hours, P.A. days, days for special activities, appropriate dress code, and procedures for emergency drill, accident and other school routines.
- Provides opportunities for the ST 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 ST, and provides opportunities for the ST to gradually increase teaching time throughout the Practice Teaching block. Mutually decides on one to two areas on which to focus (and gradually increases with experience and confidence of the ST). STs are encouraged to teach a variety of subject areas.
- Shares assessment and evaluation practices and clarifies expectations for the ST in this area.
- Helps the ST 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 ST, 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 ST's part.
- Encourages and helps the ST gain an understanding of the total school program as it serves the community.
- Encourages the ST to engage in extra-curricular activities and to attend school events such as Staff/Faculty meetings, school and board PD, Parent conferences, etc.
- Arranges convenient times with the ST to discuss strengths and interests, share personal goals and assignments that have an impact on Practice Teaching, engage in planning, discuss classroom events, and reflect together.
- Carefully observes lessons with students, provides encouraging and constructive feedback, and never expects the ST to act as a Supply Teacher.
- Accommodates individual needs that a ST 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 at the half-way point in collaboration with the ST.
- Writes a summative evaluation of the ST's performance and abilities in collaboration with the ST.
- Ensures that accurate attendance records are kept and recorded on the summative report.

***Note:** During the first Practice Teaching, Year 1 STs 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 Practice Teaching and during Year 2 Practice Teaching, STs are expected to teach full units and to take over more and more responsibilities of the classroom Teacher.*

Role of the Teacher Liaison

- Acts as the liaison between the school and the Faculty.
- Encourages ATs to become familiar with the goals and objectives of the Practice Teaching and Practice Teaching by reading and discussing the MT Practice Teaching Handbook.
- Attends all Partnership Advisory Council (PAC) meetings, representing the ATs, administration, and school Faculty.
- Communicates information to ATs, Administrators, STs, and Practice Teaching Supervisor.
- Assists the ATs in preparing their formative and/or summative evaluations.
- Provides opportunities for STs to discuss their teaching experiences
- Provides opportunities for STs to observe other Staff/Faculty in the school.
- Monitors/Mediates any challenging situations that arise and communicates with the Practice Teaching Supervisor and/or Practice Teaching Coordinator when necessary.
- At the end of each Practice Teaching block, collects from the ATs the Summative Evaluation and Summary of Attendance forms, and sends as a package to Sharon Basman at OISE, University of Toronto.
- Retains copies of each Summative Evaluation for the school as reference.

Role of the Administrator

- Selects appropriate exemplary Teachers/Coaches to act as Associate Teachers, and one to serve as the Teacher Liaison 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 ST 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 STs as part of Faculty, introducing them in school newsletters and over the PA, inviting them to Faculty meetings, PD, and school events.
- Supports any PD that the ATs and/or the STs believe is needed.
- Encourages the STs to gain an understanding of the total school program as it serves the community.
- Helps to accommodate individual needs that a ST 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 Practice Teaching Supervisor and Practice Teaching Coordinator when necessary.
- At the end of each Practice Teaching block, acts as a resource to the Summative Evaluation process.

Role of the Practice Teaching Supervisor (from OISE)

- Acts as a support person to the STs, ATs, Teacher Liaison, and Administrator.
- Schedules visits where the Practice Teaching Supervisor connects with every ST, AT, the Teacher Liaison, and the Administrator.
- Schedules and provides in-class observations of Practice Teaching placements.
- Intervenes when a ST is at risk.
- Mediates problem-solving situations.
- Provides support to ST and AT. Asks for advice from Practice Teaching Coordinator when needed. Any decision re: pass/fail is a joint one and the ST is notified in writing.

Role of the Practice Teaching Coordinator

- Coordinates the placement process for each Practice Teaching block.

- Acts as a support to Practice Teaching Supervisors, STs, ATs, Teacher Liaisons, and Administrators.
- Provides input and PD about the expectations of the MT Program.
- Provides input and PD to facilitate effective mentoring and coaching of STs by ATs.
- Seeks out and communicates with new schools to the program, sharing information, goals and expectations.

Student Teacher Communication Tool

PART A:

To be completed by ST and shared with your AT during one of your early In-school Placement days or at the beginning of the Practice Teaching block. Please photocopy one for your AT and one for your Practice Teaching Supervisor.

ST Name: _____

Contact Information - Phone: _____

Email: _____

J/I Teachable Subject _____

Practice Teaching Related Assignments include: _____

Which particular curriculum area would you like to increase your knowledge (e.g. assessment, communicating with Parents) _____

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

ST expectations during Practice Teaching _____

Please note to AT: During some Wednesdays of each Practice Teaching block, if STs 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 Practice Teaching school early or will not attend (depending on the distance from the school to OISE/UT). If STs are enrolled in

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

PART B:

To be completed by the AT along with the ST *before* or *at the beginning* of the Practice Teaching block. Please photocopy for your ST and your Practice Teaching Supervisor.

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 ST: _____

Supervisions in which ST may be involved _____

Possible school events/extra-curricular activities in which the ST might become involved, e.g., Curriculum Night, PD sessions, Staff/Faculty 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 Practice Teaching:

Practice Teaching CHECKLIST

How to use this form during the Practice Teaching block:

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

Yr. 1 Practice Teaching -	November 1 – November 5	30% - 40%
	November 8 – November 26	30% - 60%
	February 7 – March 4	30% - 60%
Yr. 2 Practice Teaching –	November 1 – November 5	Up to 60%
	November 8 – November 26	Up to 60%
	February 7 – March 4	60% - 80%



Formative Practice Teaching Checklist

To be completed by:

Friday, November 12 during 1st Practice Teaching placement,

Thursday, February 10 during 2nd Practice Teaching placement.

1. What is the CHECKLIST?

The CHECKLIST is a formative assessment tool to be used as part of the Practice Teaching 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 Practice Teaching block and is revisited and reviewed towards the end of each block.

3. Who uses the CHECKLIST?

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

4. Why/How do we use the CHECKLIST?

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

- facilitate discussion between ST and AT
- demonstrate growth over a Practice Teaching block when the CHECKLIST is revisited
- help identify goals for improvement
- help identify at-risk STs 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 ST's growth and performance?

As a formative assessment tool, the CHECKLIST provides information about a ST'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 ST and AT pair.

However, OISE/UT Practice Teaching regulations stipulate that the summative evaluation of a ST should be based solely on their Practice Teaching days from the beginning of each block to 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 Student Teacher just entering the teaching profession. The standard should not be applied with reference to the performance of an experienced Teacher.

Student Teacher: _____	Grade/Subject: _____					
Associate Teacher: _____	Date: _____					
To be filled out by both the AT and the ST 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 Student Teachers (if applicable)						
• Integrates gospel values across the curriculum						
• Acts as a positive role model for students						
COMMENTS						
<input type="checkbox"/> If work continues at this level, I anticipate that this ST will have a successful practice teaching block. <input type="checkbox"/> Without significant improvement in areas identified in this form, I anticipate this ST will have an unsuccessful practice teaching block.						

Signature of Associate Teacher

Signature of Student Teacher

Writing the **SUMMATIVE EVALUATION**

1. Using the **Practice Teaching CHECKLIST**, the ST 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, or shared with the Practice Teaching Supervisor at a convenient time. A summative meeting can be for ATs, Liaison Teacher, and Practice Teaching Supervisor. Review and discussion will occur to facilitate the writing of the final **SUMMATIVE EVALUATION** report.
2. The **AT** and the **ST** 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 ST and AT signature) to the Teacher Liaison by the completion of the block. The Teacher Liaison ensures that:
 - a) All STs 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 Teacher Liaison.
 - d) The Teacher Liaison forwards one copy with original signatures for each ST in the school, plus the Summary of Attendance forms, to:

Sharon Basman
Master of Teaching
CTL, OISE, University of Toronto
11th Floor, Room 11-234
252 Bloor St. W.
Toronto ON, M5S 1V6
 - e) The Teacher Liaison 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 discrepancy between the ST's evaluation and that of the AT, the Teacher Liaison/Practice Teaching Supervisor/Practice Teaching Coordinator will mediate.
5. **SUMMATIVE EVALUATION** is graded on a **PASS/FAIL** basis.



Ontario Institute for Studies in Education of the University of Toronto

SUMMATIVE EVALUATION OF PRACTICE TEACHING ELEMENTARY

Student Teacher:

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

Year 1: ___ Practice Teaching Session: 1: ___ 2: ___

Dates: _____ to _____

Year 2: ___ Practice Teaching 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 PRACTICE TEACHING ELEMENTARY

Student Teacher:

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

Student Teacher's Signature

Date

SUMMARY OF ATTENDANCE

Complete for each student - Nil report is required.

Board:

School:

Grade:

Associate Teacher:

Practice Teaching Dates:

From:

To:

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

E-mailing Address – email to sharon.basman@utoronto.ca (preferred) or send to:

Sharon Basman

Master of Teaching

CTL, OISE, University of Toronto

11th Floor, Room 11-234

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.

STUDENT TEACHER:

Number of Practice Teaching days (during each block) that ST was present (*including P.A. Days*):

Number of days ST was absent during each block (*including P.A. Days when ST was not in attendance*):

Date(s) of Absence

Reason(s) for Absence

UNSATISFACTORY PRACTICE TEACHING PERFORMANCE

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

Failure of two blocks will result in a fail on the Practice Teaching 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 ST have met to discuss planning and program ideas and the ST 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 ST notified that there is a risk of failure of the Practice Teaching block no later than two weeks into the Practice Teaching block to be fair to the ST.
2. The Teacher Liaison is notified and the Practice Teaching Supervisor is called. The Practice Teaching Supervisor also calls the Practice Teaching Coordinator.
3. A meeting of ST, Teacher Liaison, AT, Practice Teaching Supervisor (and Practice Teaching Coordinator if required) is called to discuss concerns. A record of the meeting is drafted, outlining goals and suggestions for the ST, observations by multiple partners, and consequences for failure to implement suggestions.
4. The letter is signed by the ST 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 Practice Teaching block.

Sample Lesson Plan Template:

(modified from the MOE; a variety of templates may be used)

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Grade: Date: Timeframe:

Curriculum Area:

Curriculum Expectations:

Assessment Strategies:

=====

Introduction: (Mental Set/Hook) (Timing)

Main: (Methods, Input, Modeling, Check for Understanding, Guided Practice, Independent Practice) (Timing)

Accommodations/Modifications:

Closure: (Consolidate) (Timing)

=====

Materials/Resources required:

Reflection/Follow-up/Next Steps

Faculty Contact List: 2010 - 2011

Name	Email
Sharon Basman	sharon.basman@utoronto.ca ; sharonbasman@gmail.com
Clive Beck	clive.beck@utoronto.ca
Judy Blaney	judy.blaney@utoronto.ca
Yiola Cleovoulou	y.cleovoulou@utoronto.ca
Donna Duplak	donna.duplak@utoronto.ca
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