PRACTICUM 2019-2020
MA IN CHILD STUDY AND EDUCATION

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INTRODUCTION

Welcome to the Master of Arts in Child Study and Education program (MA CSE) which is housed at the Dr. Eric Jackman Institute of Child Study. The program operates within the Department of Applied Psychology and Human Development at OISE, University of Toronto.

The MA CSE program is based on the belief that effective teaching requires a deep understanding of children.

The MA CSE program maintains a strong focus on classroom experience, forging links with current theory and research into child development and education. Teacher Candidates develop and consolidate professional knowledge through a range of practicum experiences over the two years of the program. They are supported and supervised by the MA CSE Practicum Coordinators and Associate Teachers in Toronto schools.

The program follows the seven guiding principles of OISE-UT’s teacher education programs:

1. teaching excellence
2. research-informed practice
3. cohort-based learning communities
4. program coherence
5. faculty collaboration
6. school/field/university partnerships
7. principles of equity, diversity and social justice

Our Associate Teachers are certified members of the Ontario College of Teachers in good standing. All of our partner schools use the Ontario Ministry of Education curriculum.

Our Practicum Handbook provides an overview of the practicum component of the MA CSE program. It is updated every year. Your feedback and suggestions are always welcome.
## SCHEDULE 2019 – 2020

### Year 1

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>September 3, 4</td>
</tr>
<tr>
<td>Block 1</td>
<td>September 9 – October 31</td>
</tr>
<tr>
<td>Block 2</td>
<td>November 11 – December 5 and Jan. 6 – Jan.30</td>
</tr>
<tr>
<td>Block 3</td>
<td>February 10 – April 9</td>
</tr>
<tr>
<td>Block 3 (JICS/Independent)</td>
<td>February 3 – April 9*</td>
</tr>
<tr>
<td>Optional Block 4</td>
<td>April 13 – May 7, 2020 (<strong>mandatory in case of failed placement</strong>)</td>
</tr>
<tr>
<td>Spring Intersession Courses</td>
<td>May – June 2020</td>
</tr>
<tr>
<td>Summer Intersession Courses</td>
<td>July – August 2020</td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (All interns in placements)</td>
<td>September 3 – 6</td>
</tr>
<tr>
<td>Fall Internship</td>
<td>September 9 – November 29</td>
</tr>
<tr>
<td>Winter Internship</td>
<td>January 6 – April 3/9 (JICS/independent)*</td>
</tr>
</tbody>
</table>

### Other Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2</td>
<td>Labour Day, University Closed</td>
</tr>
<tr>
<td>September 9</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>October 14</td>
<td>Thanksgiving, University Closed</td>
</tr>
<tr>
<td>November 29</td>
<td>Last day of Fall Classes</td>
</tr>
<tr>
<td>December 6</td>
<td>Mock Interview Panel @ OISE (Year 2)</td>
</tr>
<tr>
<td>Week of December 9, 10, 11</td>
<td>OISE Professional Preparation Week (Year 2)</td>
</tr>
<tr>
<td>January 6</td>
<td>Classes &amp; Placements Resume</td>
</tr>
<tr>
<td>February 17</td>
<td>Family Day, University Closed</td>
</tr>
<tr>
<td>March 16 – 20</td>
<td>March Break</td>
</tr>
<tr>
<td>April 3</td>
<td>Last Day of Winter Classes</td>
</tr>
</tbody>
</table>

* Date adjustment reflects two-week March Break in independent schools and JICS Laboratory School
PROGRAM DESCRIPTION

During the first year of the MA CSE Program, Year 1 Teacher Candidates are engaged in parallel practicum experiences and academic learning. The practicum provides professional experience for aspiring teachers. There are three 8-week placements: one in each of kindergarten, primary (1 to 3), and junior (4 to 6), four mornings per week. These occur along with courses in curriculum, child study, and special education. Practicum expectations build over time, beginning with a focus on careful classroom observation. Teacher Candidates then proceed to work with individuals and small groups, and finally to plan and/ or co-plan units of instruction moving towards taking responsibility for teaching whole mornings.

In the second year, Year 2 Teacher Candidates complete a full term intensive practicum internship in a single classroom setting. Guided by an Associate Teacher, the Teacher Candidate assumes increasing responsibility for all aspects of teaching, including planning, curriculum delivery and assessing student learning.

During both years, Teacher Candidates meet weekly for a practicum-related Childhood Education Seminar that brings together research and practice. In Year 1, the aim of the seminar is to encourage Teacher Candidates to integrate practical school experience with educational theory and instructional strategies. In Year 2, the seminar course examines key topics in education and provides an opportunity to share and reflect upon questions that arise during the internship.

Year 1: Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>APD2200Y</td>
<td>Child Study: Observation, Evaluation, Reporting, and Research</td>
</tr>
<tr>
<td>APD2201Y</td>
<td>Childhood Education Seminar</td>
</tr>
<tr>
<td>APD2210Y</td>
<td>Introduction to Curriculum I: Core Areas</td>
</tr>
<tr>
<td>APD2220Y</td>
<td>Teaching Practicum</td>
</tr>
<tr>
<td>APD2280Y</td>
<td>Introduction to Special Education and Adaptive Instruction</td>
</tr>
<tr>
<td>APD1226H</td>
<td>Foundations in Inquiry and Data-Based Decision Making</td>
</tr>
</tbody>
</table>

**Practice-Based Inquiry (PBI) field of study**

or

**Research Methods and Thesis Preparation**

**Research Intensive Training (RIT) field of study**

and

Three elective half courses over the two-year period
**Elective Courses**

In addition to the required courses, Year 1 Teacher Candidates select courses that focus on particular areas of interest. For example, there are elective courses in the areas of special education, mental health, Indigenous education and early learning and development.

**NOTE:** Teacher Candidates without an undergraduate course credit in child development must take APD1201H (Child and Adolescent Development) as one of their electives in order to graduate. This course will be offered in the spring and is not offered online.

**Optional:** A Religious Education Course is required for Catholic Teacher Candidates interested in teaching in a Catholic District School Board. This course does not count towards the graduate degree program requirements therefore an additional fee applies. For more information go to https://www.oise.utoronto.ca/.../Learning_and_Believing_in_Catholic_Schools_Course.html
**Year 2: Required Courses**

Registration in Year 2 is contingent upon successful completion of all academic work and practicum placements in the first year.

**Half-Year Courses (taken in either Fall or Winter)**

- APD2211H Theory and Curriculum I: Language and Literacy
- APD2212H Theory and Curriculum II: Math
- APD2214H Curriculum & Pedagogies for Cross-Curricular Teaching
- APD2202H Childhood Education Seminar II: Advanced Teaching
- APD2221Y Advanced Teaching Practicum (Internship)

**Full Year Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>APD2222H</td>
<td>Professional Practice Project (PBI)</td>
</tr>
<tr>
<td>APD2223H or</td>
<td>Professional Practice Project (PBI)</td>
</tr>
<tr>
<td>APD2001Y</td>
<td>Major Research Paper (RIT)</td>
</tr>
</tbody>
</table>

Teacher Candidates who successfully complete both the practicum and academic requirements of the program receive the MA in Child Study and Education and are recommended for the *Ontario College of Teachers Certificate of Qualification*.

In order to be licensed as a teacher in Ontario, candidates must be Canadian citizens, permanent residents, or have a valid work permit issued by the federal government.
ORGANIZATION OF PRACTICUM PLACEMENTS

Teacher Candidates are assigned to practicum placements in Toronto District School Board, Toronto Catholic District School Board, and independent (private) schools in Toronto. Depending upon availability, students may also have an opportunity to complete a practicum placement at the Dr. Eric Jackman Institute of Child Study Laboratory School.

All Teacher Candidates have a placement in all three divisions including kindergarten, primary and junior classrooms in their first year. The placements are selected to offer a broad range of experiences in diverse school communities. The Practicum Coordinators are responsible for the placement process, including identifying partner schools, contacting schools, speaking with school administrators and teachers, and arranging placements. The final decision regarding placements rests with the Practicum Coordinators.

**BLOCK 4:** Year 1 Teacher Candidates who fail to successfully complete one of their three placements are required to do a fourth placement to allow extra time and support to fulfill the expectations of the practicum. This Block 4 placement involves four full days a week (Monday – Thursday) from April 13 – May 7, 2020 and includes formal site supervision by the Practicum Coordinator(s). Failure to successfully complete the fourth block will result in a failing grade in the practicum course.

Teacher Candidates may also consider doing a Block 4 placement if they have successfully passed their three first year practicum placements. This optional experience would take place four full days a week (Monday – Thursday) for four weeks from April 13 – May 7, 2020. Many people who choose an optional Block 4 placement are looking for an experience in a setting beyond what was offered in their placements (e.g. special education, music, art) or experience in another school board outside of Toronto.

Unless an additional Block 4 placement is required, Teacher Candidates are responsible for finding their own Block 4 placements. Alternatively, Teacher Candidates may consider a volunteer placement at any time during the year or during the April 13 – May 7 period. Teacher Candidates also must find their own volunteer opportunities. **All Block 4 optional placements and volunteer placement arrangements must be shared with the Practicum Coordinator responsible for Block 4.**
Conflict of Interest Policy

To maintain the integrity of the practicum, a potential conflict of interest must be avoided. Teacher Candidates are expected to immediately communicate to their Practicum Coordinator if their assigned placement is in a school where there is an on-going relationship with a member of the school community. This may include situations in which

- A family member is present at the school, either as a student or staff member
- A personal friend is a member of the school community
- The school is a place of previous employment or volunteer work
- The Teacher Candidate is a graduate of the school and continues to have a relationship with a member of the school community

It is important to communicate any potential conflict of interest to your Practicum Coordinator as soon as possible, so that an alternate placement can be arranged, if necessary. If a Teacher Candidate is unsure if the relationship they have with someone at the school constitutes a conflict of interest, a conversation with the Practicum Coordinator will help to determine this. Not all connections with a placement school necessarily create conflict of interest.

Taking a proactive approach to a potential conflict of interest situation by having a conversation with their Practicum Coordinator is in the best interest of the Teacher Candidate. At times, a conflict of interest only becomes apparent to an Associate Teacher later in a practicum, at which time a Teacher Candidate may be asked to leave a school and the practicum is deemed unsuccessful.
Year 1: Practicum Placements

In their first year, Teacher Candidates complete three 8-week placements under the supervision of Associate Teachers. The practicum placements take place four mornings a week (Monday-Thursday) with a Childhood Education Seminar on Friday mornings.

All Year 1 placements are located in Toronto within an hour of JICS by public transit. These placements are designed to provide Teacher Candidates with a balanced experience in diverse school communities.

Throughout their placement Teacher Candidates:
- plan and carry out a variety of learning experiences including individual, small group and whole class instruction
- document and assess student progress
- maintain a positive classroom in which children can work and learn successfully
- create inclusive learning environments that recognize and build upon cultural, linguistic, and socio-economic diversity

Catholic Placements
Catholic students who wish to teach in Catholic school must complete at least one practicum teaching block in a Catholic school in addition to a required Religious Education course (additional fee applies): [http://conted.oise.utoronto.ca/Religious_Education.html](http://conted.oise.utoronto.ca/Religious_Education.html)

French Placements
If Teacher Candidates are interested in teaching in Core French or French Immersion the following steps must be completed:

1. Successfully pass the OISE French Language Competency Test
2. Successfully complete the French as a Second Language Part 1 Additional Qualification (AQ) course in the spring or summer in between Years 1 and 2 (additional fees apply).

It is necessary that both the above criteria be met.

Rationale: Successful completion of the AQ French as a Second Language course will provide the pedagogical and philosophical underpinnings of French language instruction in Ontario schools.

Teacher Candidates may be granted an exemption from the Competency Test if their undergraduate degree is in French. Requests for exemption should be sent to: oise.cpl@utoronto.ca for review. If an exemption is granted, the OISE office will provide written notification. A bilingual certificate or first language in French is insufficient to qualify for an exemption.
Year 2: Internship Practicum Placement

Teacher Candidates complete one 12-week internship in either the Fall or Winter term. This takes place in selected TDSB, TCDSB, independent schools, or at the Dr. Eric Jackman Institute of Child Study Laboratory School. The final decision regarding the location and grade of the internship placements rests with the Practicum Coordinators.

During Year 2, the required courses focus on the art of teaching, with growing responsibility for planning and implementing a full educational program. Teacher Candidates increase their understanding of pedagogical issues and ideas introduced in Year 1.

Throughout their placement Teacher Candidates:
- Plan, implement and assess lessons following Ontario provincial curriculum guidelines
- apply their knowledge of current research to their practice
- work collaboratively with colleagues, Associate Teachers, and the educational team supporting the classroom

Teacher Candidates entering the second year of the program are strongly encouraged to participate with classroom set-up prior to the beginning of the school year, regardless of whether their internship placement occurs in the fall or winter. This is a vital learning experience and will be of great value once teaching in their classrooms. All Teacher Candidates are in placement for full days during the first week of school in September to experience the beginning of a school year. Teacher Candidates witness how a teacher creates an engaging environment and begins to build community in the classroom.

Following this initial week, Teacher Candidates with fall internships start their regular schedule of full days on Mondays and Tuesdays, and mornings only on Wednesdays, Thursdays, and Fridays. Those with winter internships attend their academic classes in the fall and return to their placement in January.

Teacher Candidates should arrange regular and mutually convenient times to meet with their Associate Teacher to reflect on classroom practice, student learning, and their own professional growth. The Associate Teacher and Teacher Candidate work together to plan and implement the educational program.

While engaged in their internship placement, Teacher Candidates attend a 12 week course (Childhood Education Seminar II: Advanced Teaching) on Thursday afternoons. They also complete either the Professional Practice Project course on Wednesday afternoons if enrolled in the Practice-Based Inquiry (PBI) stream or a major research paper if enrolled in the Research Intensive Teaching (RIT) stream.
BEGINNING A PLACEMENT (for YEAR ONE and YEAR TWO)

Teacher Candidates should meet with their Associate Teacher during the first few days of the placement to discuss the classroom program and routines, as well as the Teacher Candidate’s responsibilities.

Teacher Candidates spend the first days becoming familiar with the children and the program before undertaking instructional responsibilities. They gradually enter into all areas of teaching as modeled by the Associate Teacher.

Getting Started

- Confirm arrival and departure times. The Teacher Candidate should be at the school at a time agreed upon with the Associate Teacher. It is very important to arrive early for practicum and before leaving, to collaborate and organize for the next day with the Associate Teacher.
- Exchange contact information. Arrange how to notify each other in case of a necessary absence.
- Discuss school hours, duties, appropriate dress, safety procedures, and other relevant school routines. A Staff Handbook is a useful source of information.
- Schedule regular times to plan, discuss lessons, and share feedback.
- Review practicum expectations and work out a timeline for periodic check-ins.

Note

- If absent, notify the Associate Teacher and Practicum Coordinator no later than 7:30 a.m., but preferably the night before. All absences must be made up and recorded on the Attendance Form. Make-up times must not conflict with academic classes.
- Lesson plans should be submitted to the Associate Teacher allowing time to revise plans as required. If you are responsible for teaching and need to be absent, you must submit the lesson plans for the day.
- It is usually advisable for students to use the same mode of address for the Teacher Candidate as for the Associate Teacher (e.g. Ms. Sharma).
Teacher Candidates value explicit feedback (i.e., “That was effective because...” or “That would have worked better if...”)

Associate Teachers value initiative in Teacher Candidates (i.e. seeing what needs to be done and doing it). They also value Teacher Candidates who recognize that they are guests in the classroom, respecting classroom culture and protocols.

Principals value active participation in the school community.

Accountability
The Associate Teacher is responsible for the overall program, including instruction, behaviour guidance, classroom organization, communication with parents, colleagues, and administration, and decisions about individual children. Teacher Candidates should not be left unsupervised with the class.

Learning for All
Teacher Candidates are expected to support all students in the classroom and indicate in their lesson plans specific ways to meet the needs of all students.
ROLES, RESPONSIBILITIES, AND EXPECTATIONS

Year 1

Teacher Candidates learn teaching skills through observation, practice, discussion, and reflection.

Teacher Candidates assist the Associate Teacher in the preparation, implementation, and evaluation of student learning, as well as in routines, transitions, and recess supervision. They should prepare their lessons outside of class time; academic course assignments must not interfere with classroom responsibilities. Teacher Candidates are expected to become familiar with classroom and school procedures, behavioural expectations, and Ontario curriculum expectations and resources.

The pace at which Teacher Candidates assume teaching responsibilities is determined by the professional judgment of the Associate Teacher in discussion with the Teacher Candidate. The Teacher Candidate should routinely discuss expectations with the Associate Teacher. Although Teacher Candidates typically assume increasing responsibility in each subsequent placement block, there are aspects common to all placements:

Teacher Candidate Responsibilities

♦ show initiative in planning, preparation, and finding resources, communicating with Associate Teachers, and responding thoughtfully to feedback
♦ prepare detailed lesson plans to share with Associate Teacher within agreed upon timelines
♦ observe and plan for the needs of all students
♦ participate actively in daily classroom routines and activities
♦ document and assess student learning
♦ participate, where possible, in a variety of learning experiences, including co-curricular activities and school-wide events
♦ be proactive in arranging times with Associate Teacher to discuss the Formative Review and Summative Review in a timely manner
♦ demonstrate professionalism in attendance, punctuality, dress, and confidentiality

Associate Teacher Responsibilities

♦ discuss program philosophy and goals, as well as strategies for meeting students’ diverse learning needs
♦ set meeting times with the Teacher Candidate for feedback, planning, and reflection
♦ share classroom organization, strategies for guiding behaviour, and program planning
♦ observe the Teacher Candidate teaching lessons and provide feedback
♦ help the Teacher Candidate to identify strengths and areas for improvement
♦ encourage the Teacher Candidate to gradually assume greater responsibility
♦ foster a safe environment for learning and experimentation in teaching.
Year 2

Teacher Candidates assist the Associate Teacher in the preparation, instruction, and assessment of student learning. They learn skills such as lesson planning and classroom management through observation and practice. Lesson preparation occurs outside of class time.

Teacher Candidate Responsibilities

♦ with the Associate Teacher determine a timeline for meeting the expectations of the internship
♦ develop strong observation skills and be aware of what is happening in the classroom and school
♦ learn students’ names, classroom procedures, behavioural expectations, and safety procedures
♦ provide detailed lesson plans
♦ apply Ontario curriculum expectations
♦ participate as fully as possible in learning experiences, including co-curricular activities and school-wide events
♦ show initiative in planning, preparation, and finding resources
♦ communicate openly with the Associate Teacher, responding thoughtfully to suggestions
♦ use a variety of assessment strategies
♦ observe and plan for the needs of all students, including learners who require program accommodations or modifications
♦ co-plan/plan and implement curriculum units, assuming responsibility for planning and teaching large blocks of time (morning, day, and full week)
♦ demonstrate professionalism in demeanor, attendance, punctuality, dress, and confidentiality

Associate Teacher Responsibilities

♦ support the Teacher Candidate in planning learning for the children based on program goals
♦ set weekly meeting times for feedback, planning, and reflection
♦ discuss strategies to accommodate diverse student needs
♦ foster a safe and respectful environment for continued learning and sharing of ideas
♦ provide opportunities for the Teacher Candidate to play a role in the reporting process
♦ encourage the Teacher Candidate to participate in the school community
Additional Responsibilities

Principal/Vice Principal

♦ welcome Teacher Candidates to the school community
♦ ensure that Teacher Candidates work on a continuing basis with appointed Associate Teachers
♦ ensure that each Teacher Candidate receives a completed evaluation on the final day of the practicum

Practicum Coordinator

♦ assume responsibility for all aspects of the placement process, including identifying partner schools, contacting schools, and arranging placements for Teacher Candidates
♦ coordinate visits to placement sites
♦ provide support to Associate Teachers and Teacher Candidates
♦ liaise with school principals
♦ assist Teacher Candidates to reflect on progress
♦ contribute to Year One and Year Two Childhood Education Seminars
♦ ensure that all practicum documents are completed and submitted in a timely manner

Teacher Education Program Assistant (TEPA)

♦ assist the Practicum Coordinators in field supervision of Teacher Candidates
♦ provide feedback and support to Teacher Candidates during practicum visits
EVALUATION GUIDELINES

Regular conferences between the Teacher Candidate and Associate Teacher are a critical part of the Teacher Candidate’s learning. The practicum reviews and list of practicum expectations provide guidelines to inform the discussion. Teacher Candidates submit two completed and signed forms to the Practicum Coordinators by the required dates. These forms with original signatures become part of the official practicum record.

Year 1
Each block requires the completion of a Formative Review and a final Summative Review.

Formative Review
During the first week of each placement, the Teacher Candidate and Associate Teacher go over the Formative Review and Expectations. During Week 4 of the placement, the Teacher Candidate and Associate Teacher use the Formative Review and Expectations Checklist to guide evaluation of progress. Teacher Candidates who are performing below a “beginning to” level should be informed of specific areas for growth as soon as they become apparent.

If an Associate Teacher feels that a Teacher Candidate’s progress is unsatisfactory or needs significant ongoing support to meet expectations, please indicate this on the Formative Review and notify the Practicum Coordinator immediately.

The Associate Teacher will communicate all concerns to the Teacher Candidate. The Associate Teacher will continue to provide feedback and document concerns. The Teacher Candidate, Associate Teacher, and Practicum Coordinator will meet to discuss the concern(s) as soon as possible. A support plan will be developed, and next steps will be recorded on the MA CSE Teacher Candidate Support Form. The Principal may be involved.

Summative Review
In the final week of the placement, the Associate Teacher and Teacher Candidate meet to discuss the Teacher Candidate’s progress using the Summative Review form and the Expectations Checklist. The Summative Review represents the Associate Teacher’s final evaluation of the Teacher Candidate’s performance. The decision regarding a passing or failing grade will be communicated to the Teacher Candidate no later than the last day of the placement.

Please note: The standards for the different levels on the Practicum Review represent judgments about the growth and performance of a Teacher Candidate just entering the teaching profession. The standards should not be applied with reference to the performance of an experienced teacher.
In order to pass a Year 1 placement, the Teacher Candidate must perform at least at a “beginning to” level in all areas of the Practicum Review and complete practicum expectations. By signing the Summative Review, both the Associate Teacher and Teacher Candidate indicate agreement with the content. If there is disagreement, the Practicum Coordinator must be notified.

Two original copies of the Summative Review and Attendance Form are submitted by the established due date to the Practicum Coordinator at the end of each placement. The original, completed and signed forms constitute legal university documents, and are filed in our Program Office. The second copy is signed by the Practicum Coordinator and returned to the Teacher Candidate. The Teacher Candidate is expected to include copies as part of their application to school boards and other potential employers.

Year 2
In Year 2, there is a Formative Review and Summative Review. An ongoing, collaborative approach to the evaluation process fosters communication and encourages the Teacher Candidate’s professional growth and development. When a Teacher Candidate is experiencing difficulty or needs significant support to meet expectations, a second Formative Review will be required.

During the first week of the placement, the Teacher Candidate reflects on areas for learning in the internship with the Associate Teacher. Using the Formative Review and Expectations Checklist as a guide, the Teacher Candidate determines relevant goals for the placement. These goals will provide a focus for practice, observation, coaching, and feedback.

Formative Review
During Week 4 of the internship, the Teacher Candidate and Associate Teacher use the Formative Review and Expectations Checklist to guide evaluation of progress. Teacher Candidates who are not performing at a “beginning to” level should be informed of specific areas for growth as soon as they become apparent.

If an Associate Teacher feels that a Teacher Candidate’s progress is unsatisfactory or needs significant ongoing support to meet expectations, please indicate this on the Formative Review and notify the Practicum Coordinator immediately. The Associate Teacher will communicate all concerns to the Teacher Candidate. The Associate Teacher will continue to provide feedback and document concerns. The Teacher Candidate, Associate Teacher, and Practicum Coordinator will meet to discuss the concern(s) as soon as possible. A support plan will be developed, and next steps will be recorded on the MA CSE Teacher Candidate Support Form. In such cases, a second Formative Review will be submitted during the eighth week.

Please note: The standards for the different levels on the Practicum Review represent judgments
about the growth and performance of a Teacher Candidate just entering the teaching profession. The standards should not be applied with reference to the performance of an experienced teacher.

If as the placement progresses, the Associate Teacher feels that the Teacher Candidate is at risk of failure they will contact the Practicum Coordinator. If there are concerns, documentation will be required.

**Summative Review**

Toward the end of the Internship, the Associate Teacher and Teacher Candidate discuss the Teacher Candidate’s progress using the Summative Review and Practicum Expectations Checklist. The Summative Review conveys the Associate Teacher’s final evaluation of the Teacher Candidate’s overall performance including their readiness to take responsibility for a classroom. The decision regarding a passing or failing grade will be communicated orally and in writing to the Teacher Candidate no later than the last day of the Internship.

In order to pass a Year 2 placement, the Teacher Candidate must demonstrate performance at least at a “beginning to” level in all areas of the Practicum Review and have completed all practicum expectations applicable in the internship setting. By signing the Summative Review, both the Associate Teacher and Teacher Candidate indicate agreement with the content. If there is disagreement, the Practicum Coordinator must be notified.

**Two copies of the Summative Review and Attendance Form are submitted to the Practicum Coordinator at the end of the internship.** The original, completed and signed forms constitute legal university documents, and are filed in the Program Office. The second copy is returned to the Teacher Candidate. The Teacher Candidate is expected to include copies of their reviews as part of their application to school boards and other potential employers.
**PLACEMENT CHALLENGES**

If you are struggling in your practicum, please speak with your Associate Teacher as well as to a Practicum Coordinator.

**Resolution of Difficulties**

Should concerns arise in the placement, a conversation between the Associate Teacher and Teacher Candidate must take place as soon as possible. Most problems can be resolved early through candid discussion. When a problem is not resolved satisfactorily, the Associate Teacher or Teacher Candidate should contact the Practicum Coordinator who will assist the participants in reaching a resolution. The Principal may become involved in the resolution process as well. If, after intensive support, the Teacher Candidate’s performance is deemed to be unsatisfactory, the designation of failure will be made by the Associate Teacher. The Practicum Coordinator and the MA Child Study and Education (MA CSE) Program Chair will be informed of the decision.

**Grading**

To be recommended for the MA in Child Study and Education and the Ontario Certificate of Qualification, a Teacher Candidate must receive a passing grade in three practicum placements in Year 1 and in the 12-week internship in Year 2.

In order to pass each Year 1 placement, the Teacher Candidate must perform at a “beginning to” level (or above) in all areas of the Summative Review and have completed all expectations outlined in the Practicum Expectations Checklist deemed by the Associate Teacher to be applicable in the placement setting.

In order to pass the Year 2 internship placement, the Teacher Candidate must demonstrate performance at a “beginning to” level (or above) in all areas of the Summative Review and have completed expectations outlined in the Practicum Expectations Checklist deemed by the Associate Teacher to be applicable in the placement setting.

A Teacher Candidate who fails a placement in Year 1 must earn a Pass in a mandatory Block 4 placement to be completed immediately following the academic year. **Only one additional placement is permitted.** Failure of two placements will result in a failure in the Teaching Practicum course and the student will not be admitted into Year 2 of the program.

A Teacher Candidate who fails the internship component of the program will not be recommended for the MA in Child Study and Education nor for the Ontario Certificate of Qualification.

If a Teacher Candidate elects to defer a scheduled practicum for reasons other than health, or if a Teacher Candidate steps out of a practicum for any reason, then the practicum is considered
to be unsuccessful. A make-up practicum will be scheduled in April/May.

**Involuntary Withdrawal**
A Teacher Candidate may be required to withdraw from a practicum or internship if the Teacher Candidate’s performance is judged to seriously disrupt the functioning of the host classroom or school, or to jeopardize the well-being of either students or the classroom teacher. Withdrawal may also be required if the Teacher Candidate fails to act according to the Ethical Standards for the Teaching Profession.

The decision requiring the Teacher Candidate to withdraw will be made by the MA CSE Program Chair on the recommendation of the Practicum Coordinators following a meeting with the Teacher Candidate. **Involuntary withdrawal results in a failure in that placement.** In such instances, the Teacher Candidate will have access to regular appeal procedures.

**Appeal of Failures in Practicum**
In accordance with the School of Graduate Studies, the following Dr. Eric Jackman ICS appeal procedures apply to disputing Practicum failures. You can find the SGS Appeals Policy here: [https://sgs.calendar.utoronto.ca/general-regulations#10](https://sgs.calendar.utoronto.ca/general-regulations#10)

**Step 1: Informal**

In the case of a dispute, students must first attempt to resolve the matter with the instructor or other person whose ruling is in question. Should the matter not be resolved with the instructor, and should the student wish to pursue the matter, the student must discuss the matter with the graduate coordinator/chair/dean of the graduate unit.

**Step 2: Department Appeal**

Should such discussions fail to resolve the matter, the student may make a formal appeal in writing to the Graduate Department Academic Appeals Committee (GDAAC).

The student must complete a Notice of Appeal to GDAAC; a copy of this notice is available from the graduate coordinator/chair/dean in every graduate unit. This form must be completed and delivered to the chair/dean of the graduate unit or the chair of GDAAC within the specified timeline of eight weeks from the date of the decision under appeal.

The chair of the GDAAC will determine, at their sole discretion, whether the appeal will proceed by way of an oral hearing and/or written submissions. In either case, at the conclusion of the hearing and/or review of the written submissions, the GDAAC will make a recommendation to the chair/dean of the graduate unit regarding the merits of the appeal. The chair/dean of the graduate unit will then render the department-level appeal decision. GDAAC guidelines for chairs/deans are made available to all parties in an appeal.
Step 3: Appeal to Graduate Academic Appeal Board (GAAB)

1. The student may appeal the decision of the chair/dean of the graduate unit by filing a Notice of Appeal to the SGS Graduate Academic Appeals Board (GAAB) within eight weeks of the decision of the chair/dean of the graduate unit.
2. Filing a Notice of Appeal to GAAB is the first step for a student who is making an appeal regarding the failure of the Final Doctoral Oral Examination or termination of registration in a graduate program.

Step 4: Governing Council Appeal

A decision of the SGS Graduate Academic Appeals Board (GAAB) may subsequently be appealed by a student to the Governing Council's Academic Appeals Committee, in accordance with its guidelines and procedures. An appeal to this committee shall be commenced by filing a notice of appeal with its Secretary no later than 90 days after the date of the GAAB decision under appeal.

Note A: A student may apply, in writing and with reasons, for an extension of time. Such applications may be made to the chair of GDAAC for graduate-unit-level appeals or to the GAAB for SGS-level appeals. Any extension is within the discretion of the GDAAC chair, or the GAAB, as appropriate, where the view is that compelling reasons exist.

Note B: Informal mediation is available via the SGS Vice-Dean at any stage before filing an appeal with the GAAB. Consultation with the SGS Vice-Dean at an early stage is encouraged. In cases where SGS has approved the termination of a student’s registration or in cases where perceived or actual conflict of interest is identified, the student will have access to an alternate informal mediator.

Note C: The chair of the appeal body retains discretion to extend time limits applicable to its response at any stage where, in its view, compelling reasons exist.

1 Graduate Department Academic Appeals Committee
2 Graduate Academic Appeals Board
3 Governing Council Academic Appeals Committee
GENERAL INFORMATION

All Teacher Candidates are Associate Members of the Ontario Teachers’ Federation and the Ontario College of Teachers. As Associate Members, Teacher Candidates are expected to act in a professional manner according to the Standards of Practice of the Ontario College of Teachers. As Associate Members of the Ontario Teachers’ Federation, Teacher Candidates should be aware of the Regulation under the Teaching Profession Act. Selected sections of this regulation are provided in the Appendix on page 30.

Teacher Candidates are required to:
- obtain a vulnerable sector police record check (VSS). For more information, go to: http://www.oise.utoronto.ca/ro/Police_Checks/
- complete and submit a Workplace Safety/ Insurance Form for each placement
- check their University of Toronto email and JICS mail folder regularly

In Schools:
- Teacher Candidates report to the school office upon arrival at the school each day
- Teacher Candidates demonstrate regular attendance and punctuality
- Teacher Candidates follow school practices, policies, and routines, including dress code
- Teacher Candidates who plan to drive should check with the school regarding parking facilities and request permission to use them. Parking may not be available.

Use of Electronic Communication and Social Media

The Ontario College of Teachers has published an advisory for all teachers on the use of electronic communication and social media. Teacher Candidates need to be familiar with this advisory and use social media accordingly.

The Ontario College of Teachers in their Social Media Advisory states that: “Teaching is a public profession. Canada’s Supreme Court ruled that teacher’s off-duty conduct, even when not directly related to students, is relevant to their suitability to teach. Members should maintain a sense of professionalism at all times in their personal and professional lives.” https://www.oct.ca/-/media/PDF/Advisory%20Social%20Media/ProfAdvSocMediaENPRINT.pdf
**Attendance**

The Ontario College of Teachers and the Ontario Ministry of Education regulate the number of days Teacher Candidates are required to be in a practicum setting. MA CSE policy requires Teacher Candidates to be in attendance in their practicum settings for the number of days designated in the practicum schedule. **Absences are to be made up.** The Associate Teacher and Practicum Coordinator must be notified at the beginning of the placement of any planned absence.

If the absence is for a religious reason, please refer to [http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm](http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm)

Teacher Candidates who are absent for three or more consecutive days due to illness may be asked to provide a medical certificate.

When fewer than five days have been missed, those days should be made up as soon as possible according to a schedule arranged with the Associate Teacher.

When more than five days have been missed, if it is not possible to make up the time during the regular Fall and Winter terms, the Teacher Candidate may need to complete a make-up placement determined by the Practicum Coordinator. This will take place immediately after the end of the Winter term.

**Teacher Candidates are expected to:**

- make medical and other personal appointments after school hours
- limit absences to times of illness, religious observances or bereavement
- adhere to the placement schedule. Teacher Candidates may not reschedule or miss placements to complete academic coursework or assignments
- inform the Associate Teacher and Practicum Coordinator by 7:30 a.m. on each day of absence

If a Teacher Candidate decides to leave a placement prior to the completion of the practicum, they are deemed to have failed the placement. A mandatory Block 4 placement will be scheduled for April.

In Year 2, in the event that Teacher Candidates cannot complete the program by the June convocation deadline as required by the Registrar’s Office, they may be eligible for the Fall convocation.

**Professional Activity Days**

If a professional activity day occurs during a placement, Teacher Candidates are expected to attend any activities made available to them and to follow the recommendations of the Principal and their Associate Teacher.
Confidentiality
Confidentiality is an expectation of OISE’s Standards of Professional Practice, Behaviour and Ethical Performance for Teacher Candidates, noted on page 30 of this Handbook. It is also an expectation of the Ontario Teachers’ Federation. As associate members of the Federation, Teacher Candidates should be familiar with the document, *We the Teachers of Ontario*, http://www.otffeo.on.ca/wp-content/uploads/sites/2/2013/09/WTT_TPA_policiesbylawsetc.pdf.

University of Toronto Accessibility Services
The Dr. Eric Jackman Institute of Child Study and the University of Toronto strive to facilitate the inclusion of students with disabilities into all aspects of university life. Our focus is on skills development, especially in the areas of self-advocacy and academic skills. Services are provided to students with a documented disability, be it physical, sensory, a learning disability or a mental health condition, temporary or long-term. Students with a documented disability are encouraged to connect with the University of Toronto Accessibility Services: http://www.studentlife.utoronto.ca/as

Accommodations for Teacher Candidates in the Practicum Placements
The MA CSE program works in close partnership with the University of Toronto’s Accessibility Services Office to support Teacher Candidates with a variety of learning needs. Our commitment to the accommodation process is guided by the rights of students with disabilities as outlined in the Ontario Human Rights Code.
Excerpts in italics are taken from the Ontario Human Rights Commission:

www.ohrc.on.ca/en/resources/factsheets/accessibilityaccommodation

Post-secondary Institutions: These institutions must ensure that... appropriate, effective and dignified accommodation processes are in place and those students who require accommodations because of their disabilities are accommodated... Educators at the post-secondary level are responsible for participating in the accommodation process..., being knowledgeable about and sensitive to disability issues, and maintaining student confidentiality.

Students with Disabilities: A student with a disability... is required to advise the education provider of the need for accommodation, participate in discussions regarding possible accommodation solutions, meet curriculum standards once accommodation is provided, and work with the accommodation provider on an ongoing basis to manage the accommodation process.

When Accessibility Services recommends accommodations for a Teacher Candidate for practice teaching, this information can only be shared with placement sites with explicit permission from the Teacher Candidate. Teacher Candidates are furnished with a letter outlining the specifics accommodations available to support their success. It is highly recommended that Teacher Candidates requiring accommodations contact Accessibility Services (www.studentlife.utoronto.ca/as/new-registration) well in advance of the start of the practicum (e.g. June/July). Sharing this information with Associate Teachers and the Practicum Team ensures the team is aware of supports required.

Equity and Diversity Policy

The Dr. Eric Jackman Institute of Child Study and the University of Toronto are strongly committed to social justice. We are committed to the just treatment of each individual member of our community and the communities we serve. For more information, consult http://equity.hranequity.utoronto.ca/#policies.

In the practicum context, this means that every effort will be made to support the equity policy of the University of Toronto which is consistent with that of our partner school boards. Failure on the part of a Teacher Candidate to recognize and abide by these policies will bring into question the suitability of the Teacher Candidate for a future position in our school system.
Sexual Violence and Sexual Harassment Policy

The University of Toronto’s Policy on Sexual Violence and Sexual Harassment applies to all OISE Teacher Candidates.


Sexual violence is defined by Ontario Bill 132 and by the Policy as “any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, and sexual exploitation.”

Sexual harassment as defined by the Ontario Human Rights Code includes but is not limited to engaging in a course of vexatious comments or conduct that is known or ought to be known to be unwelcome. Sexual harassment includes any sexual solicitation or advance made by a person in a position to confer, grant or deny a benefit or advancement to the person where the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome. Sexual harassment also includes a reprisal or a threat of reprisal for the rejection of a sexual solicitation or advance, where the reprisal is made or threatened by a person in a position to confer, grant or deny a benefit or advancement to the person.

It is conduct that creates an intimidating, hostile, or offensive working or learning environment, and which a reasonable person would realize was unacceptable. Sexual violence, includes sexual assault and gender-based harassment, which may include, but is limited to unwelcome behavior such as:

- suggestive comments or gestures
- sexual innuendo or banter
- leering
- remarks about looks, dress, or lifestyle
- pressure for dates
- homophobic insults
- verbal abuse
- intrusive physical behaviour or contact
- non-consensual kissing, touching, fondling, penetration
- sexual solicitation or advance made by a person in a position of power
- a course of vexatious comment or conduct related to a person’s sex, sexual orientation, gender expression or gender identity

Some instances of sexual violence are very clear, and are intentionally demeaning or discriminatory; others are ambiguous, and may result from thoughtlessness or
incomprehension. The Policy requires people to treat one in a manner that is free of sexual violence or sexual harassment so that members of the University community can study, work and live in a safe environment.

The Sexual Harassment Policy of the School Board/Site in which Teacher Candidates are completing their Practicum also applies. Teacher Candidates with sexual harassment concerns should immediately contact a practicum coordinator, or the University of Toronto’s Sexual Violence Prevention and Support Centre at http://safety.utoronto.ca/sexual-violence-sexual-harassment/

Selected Relevant University of Toronto Policies and Guidelines

**The Students Companion to the Student Code of Conduct** is a set of frequently asked questions and the responses about the *Code of Student Conduct*. It aims to simplify and clarify *Code* usage for the University’s community members.


Policy with Respect to Workplace Harassment

Workplace Violence

Conflict of Interest and Close Personal Relations

For more information please read the University of Toronto’s Sexual Harassment Policy

Child Abuse

During the practicum placement, a Teacher or Teacher Candidate may suspect that a child is in need of protection. The Child and Family Services Act (CFSA, s.72) recognizes that each of us has a responsibility for the welfare of children. It clearly states that members of the public, including professionals who work with children, have an obligation to report promptly to a Children’s Aid Society if they suspect that a child is or may be in need of protection.

Professional persons and officials have the same duty as any member of the public to report a suspicion that a child is in need of protection. The Act recognizes, however, that persons working closely with children have a special awareness of the signs of child abuse and neglect, and a particular responsibility to report their suspicions. Therefore, failing to report is deemed an offence.
Any professional or official who fails to report a suspicion that a child is or may be in need of protection, where the information on which that suspicion is based was obtained in the course of his or her professional or official duties, is liable on conviction to a fine of up to $1,000.

This individual responsibility to report cannot be delegated or transferred to someone else. This means that even though a teacher, in following a school’s outlined reporting procedures, may allow someone else to make the report, that teacher needs to make sure that the report has been speedily conveyed to, and acted upon, by the Children’s Aid Society.

The responsibility to report overrides the provisions of any other provincial statute, professional association, school, or board policies. A Teacher Candidate should become informed about the placement school’s procedures.

**Criminal Records Screening**

Ontario Regulation 521/01, as amended by Regulation 322/03, requires School Boards to collect police records from all employees and people who have direct and regular contact with students, including students completing practicum assignments in schools. Therefore, all MA CSE Teacher Candidates must provide a Criminal Record Check before starting the program. The Program Liaison will instruct you on how to obtain this document.

The OCT requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification provide original reports of Criminal Record Checks and an applicant’s declaration about suitability for registration. This criminal record check must not be older than six months when you submit it.

**Workplace Safety and Insurance Coverage**

When a Teacher Candidate is preparing learning experiences for the children, it is vital that discussion takes place with the Associate Teacher in advance of any lesson or activity where safety may be a concern. This consultation recognizes and reinforces the primary responsibility of the Associate Teacher for the safety and well-being of children. Our Teacher Candidates have Workplace Safety and Insurance Coverage while practicing in elementary schools and other assigned placements for practicum or program-related fieldwork. This policy does not cover accidents occurring in MA CSE academic classes, nor personal arrangements that Teacher Candidates might make with school staff outside of the authorized practicum period.

Under the Workplace Safety and Insurance Board policy, Teacher Candidates are covered *if*:
- the practicum placement is authorized by MA CSE
- the Teacher Candidate participates, however minimally, in the activities of the practicum placement school
- the Teacher Candidate is not paid by the school

**Procedures for Reporting an Accident**

Although the school likely requires the completion of a board accident report, it is also important that the school completes the University of Toronto Accident Report. To obtain the U of T Accident Report, contact the MA Program Liaison. The completed form must be sent to Dr. Eric Jackman ICS within two business days.

**Occasional Teaching**

A Teacher Candidate may **not** act as a paid occasional teacher. According to the policy of the Ontario College of Teachers (OCT), a Teacher Candidate cannot begin teaching for remuneration until officially receiving the Ontario Certificate of Qualification.

If an Associate Teacher is absent during a practicum day, the school should follow its normal procedure in obtaining a supply teacher. At the discretion of the principal, the Teacher Candidate may be asked to manage the class of the Associate Teacher under the supervision of a qualified teacher for a maximum of one day without prior consultation with a Practicum Coordinator.

**Supervision**

Any supervisory duties carried out by the Teacher Candidate must be done under the supervision of a teacher certified by the Ontario College of Teachers. These duties include yard duty, hall duty, lunch duty, supervision of out-of-class excursions, or co-curricular activities. During supervisory duties, Teacher Candidates must pay full attention to students. The use of cell phones is strictly forbidden.
Co-curricular Activities
Teacher Candidates are encouraged to contribute to the life of the school community. They may assist, with the presence of a certified teacher, in coaching or conducting an activity (e.g. school choir). They are not permitted to have sole responsibility and must conduct co-curricular activities under the supervision of a teacher certified by the Ontario College of Teachers.

University Policies and Procedures
Teacher Candidates should consult the OISE/UT Bulletin and the School of Graduate Studies Calendar for policy details and for additional policies and regulations governing graduate studies at the University of Toronto: grading practices policy, student appeals, and outstanding fees and other university obligations.

Professional Conduct
Teacher Candidates are expected to demonstrate responsible professional behaviour, including maintaining an ethical and professional attitude toward everyone in the school community. As Associate Members of the Ontario Teachers’ Federation and as developing professionals, Teacher Candidates should be aware of Teaching Profession Act regulations. They should familiarize themselves with the Foundations of Professional Practice of the Ontario College of Teachers, the self-regulatory body for the teaching profession in Ontario (newly issued to include the recently revised Ethical Standards and Standards of Practice). Selected sections of this regulation are listed on the following pages.
All Teacher Candidates registered in the MA CSE program leading to recommendation for certification by the Ontario College of Teachers, accept that the teaching profession demands integrity and exemplary behavior. The OISE Standards of Professional Practice and the Standards of Practice for the Teaching Profession apply to all practicum placement settings.

**OISE Standards of Professional Practice, Behaviour and Ethical Performance for Teacher Candidates**

All Teacher Candidates registered in an OISE program leading to recommendation for certification by the Ontario College of Teachers accept that the teaching profession demands integrity and exemplary behaviour. *OISE Standards of Professional Practice, Behaviour and Ethical Performance* for teaching include upholding the applicable standards for the teaching profession established with reference to:

a. The *Standards of Practice for the Teaching Profession* and the *Ethical Standards of Practice for the Teaching Profession* of the Ontario College of Teachers;
b. The *Education Act* of the Province of Ontario;
c. *We the Teachers of Ontario* of the Ontario Teachers’ Federation;
d. The *Code of Student Conduct* of the University of Toronto;
e. The *Ontario Human Rights Code*;
f. The *Criminal Code of Canada*; and
g. The expectations of schools and communities that act as OISE’s partners and field sites.

These standards apply to Teacher Candidates in all teaching or practice-related settings. By registering in one of OISE’s teacher education programs, a Teacher Candidate accepts that s/he will follow *OISE Standards of Professional Practice, Behaviour and Ethical Performance*.

*OISE Standards of Professional Practice, Behaviour and Ethical Performance* do not replace the legal and ethical standards defined by professional or regulatory bodies or those regulations applicable to host organizations nor those defined by other University policies or procedures. Action respecting these OISE standards does not preclude any other action under other applicable University policies or procedures, action by program regulatory bodies, professional bodies or Boards of Education, or action under applicable law including the *Criminal Code of Canada*.

Breach of any of *OISE Standards of Professional Practice, Behaviour and Ethical Performance* may, after appropriate evaluation of a Teacher Candidate and in accordance with applicable procedures, be cause for dismissal or failure in a course, practicum, field placement or program.

All OISE Teacher Candidates are expected to demonstrate high levels of both academic and
professional integrity and behaviour. As associate members of the Ontario Teachers’ Federation (OTF), Teacher Candidates should be aware of the regulations made under the Teaching Profession Act. All OISE Teacher Candidates will uphold the relevant behavioural and ethical standards of the teaching profession and will refrain from taking any action that is inconsistent with the appropriate standards of professional behaviour and ethical performance. These appropriate standards include:

1. Acting in a manner consistent with a teacher professional who is in a ‘position of trust’ in relationships with students in their care during practicum and field experiences. As a teaching professional in a position of trust, Teacher Candidates must not use relationships with students for personal benefit, gain or gratification.
2. Demonstrating dedication and commitment to students in their care.
3. Respecting appropriate confidentiality of all students in their care. The standard of confidentiality permits discussion of information about the student with school authorities who have direct involvement with that student and the release of information as required by law.
4. Respecting the students’ rights and dignity, emotional wellness, physical safety and cognitive development at all times.
5. Refraining from any act that may be reasonably construed as physical, emotional or sexual abuse of students.
6. Establishing, respecting and maintaining appropriate professional boundaries in relationships with students, peers, colleagues and other professionals.
7. Respecting and demonstrating willingness to work professionally with instructors, peers, colleagues and other professionals.
8. Attending scheduled practicum and field placements and in the event of unforeseen circumstances, providing timely notice of absence to the appropriate person.
11. Behaving in a way that upholds the ethical and behavioural standards established by the Ontario College of Teachers and applicable Canadian law including the Criminal Code of Canada.

OISE Standards of Professional Practice, Behaviour and Ethical Performance represent minimum expected behaviour and ethical performance of Teacher Candidates; all Teacher Candidates should strive for exemplary ethical and professional behaviour at all times.

Breaches related to OISE Standards of Professional Practice, Behaviour and Ethical Performance are a serious matter and represent failure to meet the standards of the program.
The Standards of Practice for the Teaching Profession

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

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

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

http://www.oct.ca/public/professional-standards/standards-of-practice
The Ethical Standards for the Teaching Profession

The Purposes of the Ethical Standards for the Teaching Profession are:

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

The Ethical Standards for the Teaching Profession are:

Care
The ethical standard of Care includes compassion, acceptance, interest and insight for developing students’ potential. Members express their commitment to students’ well-being and learning through positive influence, professional judgment and empathy in practice.

Respect
Intrinsic to the ethical standard of Respect is trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Trust
The ethical standard of Trust embodies fairness, openness and honesty. Members’ professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Integrity
Honesty, reliability and moral action are embodied in the ethical standard of Integrity. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities. [http://www.oct.ca/public/professional%20standards/ethical%20standards](http://www.oct.ca/public/professional%20standards/ethical%20standards)
**Selected Sections from *We, the Teachers of Ontario***

Teacher candidates are associate members of the Ontario Teacher’s Federation. Here are some selected sections:

**Associate Membership**

The following students are Associate Members of the Federation:

- Every student in a college for the professional education of teachers under the clause 14(1)(a) of the Education Act.
- Every student in a school or faculty of education that provides for the professional education of teachers pursuant to an agreement under the clause 14(1)(b) of the Education Act.

**General Duties of Members (Section 13)**

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

*Published by the Ontario Teachers’ Federation (2008) and available on their website at: [www.otffeo.on.ca](http://www.otffeo.on.ca)*
Resources

The following websites and resources have been developed at the Dr. Eric Jackman Institute of Child Study to support learning in the classroom:

Natural Curiosity:  www.naturalcuriosity.ca

_Natural Curiosity 2nd Edition_ (2017) is an excellent resource for educators as well as an incentive for students to discover the world around them. It frames the investigation into the environment, which is shaped by the students' wonders, questions and theories - their natural curiosity - as they explore their environment. It is a resource that encourages the educator to find their own way to build a culture of community learning that is purposeful, responsive, and greatly motivating.

In this second edition of _Natural Curiosity_, educators will explore a pedagogical framework for environmental inquiry that supports a stronger awareness and integrity of Indigenous approaches to environmental learning. With this understanding, we are challenged to question our place in the world and how we might engage with it. The Indigenous lens in this edition kicks off a dialogue that allows educators to embrace the possibilities offered by this approach, and alongside their students, build lasting relationships with the natural world and celebrate these relationships as a genuine opportunity for Truth and Reconciliation.

The Balanced Literacy Diet:  www.litdiet.org

This site has virtual tours or different classrooms and a "recipe sampler" which presents one "literacy recipe" (lesson plan) for each of the key "food groups" required for elementary students to grow and flourish in literacy. Browse the _Recipe Finder_ tab (search) to explore the hundreds of literacy recipes available on this website.

The Robertson Program for Inquiry-based Teaching in Mathematics and Science:
www.therobertsonprogram.com

The Robertson Program for Inquiry-based Teaching in Mathematics and Science supports educators in deepening their understanding of math and science concepts. We work with educators through professional development. We also design and conduct research projects investigating a variety of topics such as the role of spatial reasoning in overall mathematics achievement, Indigenous education and math, and the benefits of outdoor classrooms. Visit our website for math and science lesson ideas!
**Early Learning Lab**: [www.playlearninglab.ca](http://www.playlearninglab.ca)

On this website, you will find a continuum of play-based learning, including the different types of play that are implemented in kindergarten classrooms, the role of teachers in this play, and examples of play-based activities and contexts from excellent kindergarten classrooms. In addition, you can read more about the current research projects in this lab, including how children can develop literacy skills through play, assessment in play-based kindergarten education, and teachers’ perspectives on the purpose of play in kindergarten classrooms. The Play Learning Lab is run by Dr. Angela Pyle at the Dr. Eric Jackman Institute of Child Study of the Ontario Institute for Studies in Education.

**The Learning, Engagement and Attention Lab**

This lab focuses on the intersection between ADHD symptoms, particularly inattentiveness, and academic achievement. The lab is also studying engagement and motivational variables in relationship to inattention and executive functions.

**Life Span Adaption Projects**: [https://wordpress.oise.utoronto.ca/richardvolpe/](https://wordpress.oise.utoronto.ca/richardvolpe/)

This is a link to Life Span Adaption Projects (Laidlaw Research Centre, JICS) a presentation of the research and resources of Richard Volpe and his lab group.
FORMS

YEAR 1  Formative Review 2019 - 2020
YEAR 1  Summative Review 2019 - 2020
YEAR 2  Formative Practicum Review 2019 - 2020
YEAR 2  Summative Practicum Review 2019 - 2020