



Dr. Eric Jackman Institute of Child Study
MA in Child Study and Education (MA CSE)
First Year Practicum
2019 - 2020

Thank you for hosting a Year One Teacher Candidate in the MA CSE Program at the Dr. Eric Jackman Institute of Child Study.

This card provides a brief summary of key information. Additional information related to the practicum, including our Practicum Handbook and Resources, can be found on our website at: <https://www.oise.utoronto.ca/jics/associate-teacher-resources/>

Practicum Team Contacts

The practicum team is made up of Practicum Coordinators and Teacher Education Program Assistants. Each Teacher Candidate will be visited and observed teaching a lesson at least once per block by a member of the team.

Practicum Coordinators

Ronna Kluger	Michelle Drimmie Miller	Anna Totten
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Program Philosophy

We believe that effective teaching requires a deep understanding of children, combined with extensive practical experience. Our teacher candidates are in their practicum placements in the morning and take academic classes in the afternoon to understand how developmental theory and research inform what they do in classrooms.

Three Placements in the First Year

Each practicum is **8 weeks** in length, **four mornings a week** (Monday – Thursday). A Formative Review is submitted in Week 4, and a Summative Review is submitted in Week 8.

	Block 1	Block 2	Block 3
First day of placement	Sept. 9	Nov. 11	Feb. 10 Feb. 3* <small>(*Independent, JICS)</small>
Formative Review Due	Oct. 3	Dec. 5	Mar. 5 Feb.27* <small>(*Independent, JICS)</small>
Summative Review Due	Oct. 31	Jan. 30	Apr. 9
Last day of Placement	Oct. 31	Jan. 30	Apr. 9



Practicum Expectations and Evaluation

A Formative Review and a Summative Practicum Review are submitted each block. In order to pass the placement, the Teacher Candidate must achieve at least a “beginning to” level in all areas of the Summative Review and complete all practicum expectations deemed by the Associate Teacher to be applicable in the placement. Teacher Candidates may need to do an additional placement if they require significant support to meet expectations.

Block 1	Block 2	Block 3
	Includes continuation of Block 1 Expectations	Includes continuation of Block 1 & 2 Expectations
Observe and participate in daily classroom practices (e.g. routines, transitions, interactions)	Plan and implement activities or learning centres that are tied to curriculum expectations and students’ interests	Ensure that a range of learning strategies shape instruction to support all students
Work with students individually, in small groups, and as a class	Plan and teach lessons each week	Plan/co-plan/ and teach/co-teach a cross-curricular unit
Assist with behaviour guidance and reflect on effectiveness	Collaborate to plan and teach a sequence of lessons that build upon each other	Plan and teach whole class at least four mornings, two of which are consecutive, by the end of the placement
Assume responsibility for the opening routine	Take responsibility for leading the class at least two mornings by the end of the placement	Use a variety of documentation to assist with reporting of student progress
Plan and take responsibility for small learning groups	Build assessment into lessons to plan for learning needs of students	Contribute to class and school community
Plan and teach large group lessons	Use a variety of learning strategies, including technology, to support all students	
Document student learning in more than one way (e.g. anecdotal, photos, checklists, work samples)	Use a variety of documentation to inform planning and assessment of student learning	