



**Dr. Eric Jackman Institute of Child Study
MA in Child Study and Education (MA CSE)
Second Year Internship
2019 - 2020**

Thank you for hosting a Year Two 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 twice during the internship by a member of the team.

Practicum Coordinators

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Dr. Eric Jackman Institute of Child Study
UNIVERSITY OF TORONTO

Program Philosophy

We believe that effective teaching requires a deep understanding of children, combined with extensive practical experience. Interns are in their placement full days on Mondays and Tuesdays, and mornings only on Wednesdays, Thursdays and Fridays for twelve weeks. During the first week of school, both Fall and Winter Interns are in their schools full days.

	Fall Interns	Winter Interns
Week 1 (all Teacher Candidates) Start	Sept. 3 - 6	Sept. 3 - 6
Formative Review Due	Oct. 3	Jan. 30
Second Formative Review Due (if necessary)	Oct. 31	Feb. 27
Summative Review Due	Nov. 30	Apr. 3/Apr. 8*
Last day of internship	Nov. 29	Apr. 3 /Apr. 9* (*Independent, JICS)



Expectations: At the beginning of the placement, the Teacher Candidate and the Associate Teacher establish timelines for completing the expectations.

Classroom Practice

1. Work with students individually, in small groups, and as a class
2. Actively participate in daily classroom practices (e.g. routines, transitions, interactions, instruction)
3. Collaborate with the Associate Teacher in planning
4. Write plans for lessons you are responsible for and discuss with the Associate Teacher
5. Plan and teach small group and whole class lessons that build on students' interests and questions
6. Debrief lessons with the Associate Teacher and incorporate feedback into planning
7. Plan and implement cross-curricular units
8. Plan an activity or trip that extends student learning beyond the classroom
9. Assume responsibility for teaching the class for half and full days
10. Collaborate with the Associate Teacher to take responsibility for the class for a full week, by the end of the placement

Evaluation

A Formative Review is submitted in Week 4 and a Summative Review is submitted in Week 12. If a Teacher Candidate is experiencing difficulties, a second Formative Review is completed in Week 8. 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. If a Teacher Candidate's progress is unsatisfactory or needs significant ongoing support to meet expectations, please contact a Practicum Coordinator immediately and indicate this on the Formative Review.

Meeting the Needs of All Learners and Assessment

11. Demonstrate a variety of teaching strategies in lessons, including technology, to engage and support all students
12. Use informal and formal assessments to determine area(s) of students' needs
13. Deepen knowledge in the area(s) of need and engage students in further learning
14. Determine the impact of teaching to inform next steps for student learning.
15. Use a variety of documentation to assist with planning, assessment, and reporting of student learning
16. Choose two students who would benefit from extra support (e.g. academic, enrichment, social). Indicate in your lesson plans specific ways to address and follow-up with their needs.

Community

17. Collaborate with school colleagues (teachers, support staff, other teacher candidates)
18. Contribute to class and school community by participating in co-curricular activities and sharing student learning beyond the classroom (e.g. with another class, at an assembly, or through newsletters, blogs, bulletin board displays)