



**Dr. Eric Jackman Institute of Child Study**  
**MA in Child Study and Education (MA CSE)**  
**First Year Practicum**  
**2020 - 2021**

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 observed and/or have a conference at least once per block by a member of the team.

**Practicum Coordinators**

Ronna Kluger

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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.

**Two Placements in the First Year**

Practicums are **10/11 weeks** in length, **four mornings a week** (Monday – Thursday). A Formative Review is submitted in Week 4, and a Summative Review is submitted the last week of placement.

	Block 1	Block 2
First day of placement	Oct. 5	Jan. 4
Formative Review Due	Oct. 29	Jan. 28
Second Formative Review Due (if necessary)	Nov. 19	Feb. 18
Summative Review Due	Dec. 10	Mar.25/Apr. 1*
Last day of Placement	Dec. 10	Mar.25/Apr. 1* (*Independent & JICS)



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