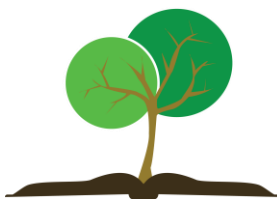
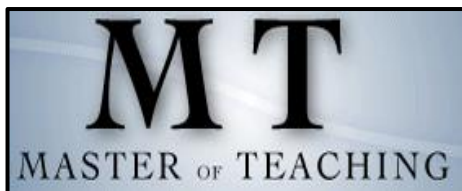


**DESK CARD:  
PRACTICUM  
INFORMATION**

**FALL 2019**



**Week-by-Week Teaching Expectations  
FALL**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>
<b>Year 1 PT 1</b>	<b>Inquiry/ Observation/ Active Engagement</b>	<b>1/3 timetable</b> Elem: 1-2 lessons/day Sec: 1 class/day	<b>1/3 timetable</b> Elem: 1-2 lessons/day Sec: 1 class/day	<b>1/3 - 2/3 timetable</b> Elem: 2-3 lessons/ day Sec: 1-2 classes/day
<b>Year 2 PT 1</b>	<b>1/3 timetable</b> Elem: 1-2 lessons/day Sec: 1 class/day	<b>2/3 timetable</b> Elem: 3 lessons/day Sec: 2 classes/day	<b>2/3-full timetable</b> Elem: 3-4 lessons/day Sec: 2-3 classes/day	<b>2/3-full timetable</b> Elem: 3-4 lessons/day Sec: 2-3 classes/day

The expectations noted above are to be used as a *guiding framework*, and can be adjusted to better meet the needs of a specific practice teaching situation. Detailed weekly expectation charts can be found on the MT Practicum website. [https://www.oise.utoronto.ca/mtpracticum/Weekly\\_Expectations.html](https://www.oise.utoronto.ca/mtpracticum/Weekly_Expectations.html)

**Mentoring**...is a one-to-one relationship between a relatively inexperienced teacher and a relatively experienced teacher...which aims to support the newer teacher's learning, development and well-being. This definition extends earlier ones by explicitly including support for mentees' *well-being* as an integral part of the mentor role.

Support for the *well-being* of [TCs] is vital because: 1. [TC experiences] can be characterized by intense pressure and disillusionment as they work to enact their plans; 2. As TCs are new learners developing their craft in public, they may generally be regarded as vulnerable; 3. The provision of effective support for [TCs] can offset stress and fatigue, and support their retention in the profession; and 4. Higher levels of *well-being* are associated with increased teacher effectiveness.

Source: Clutterbuck, D. A., Kochan, F. K., Lunsford, L., Dominguez, N. & Haddock-Millar, J. (2017). The SAGE Handbook of mentoring 55 City Road, London: SAGE Publications Ltd. 335-336. doi: 10.4135/9781526402011

**Key message: Attending to the well-being of the TC and the AT is important in a successful mentoring relationship.**

**Teacher Candidates and Associate Teachers as Co-Learners**

*Every time I am able to work with a Teacher Candidate, the relationship is reciprocal. I am able to reflect on my own practice as an educator, and I am able to learn new and interesting practices in education. A win/win for both of us!*

MT Associate Teacher Survey, 2018

**Key Dates for Practicum - Fall 2019  
Elementary & Secondary**

**OBSERVATION DAYS**

Friday, October 18 & Thursday, October 24

**PRACTICUM**

Monday, October 28 – Friday, November 22

**Assessment and Evaluation Dates for Fall Practicum**

Complete Mid-Point Formative Assessment by Friday, Nov. 8.  
Complete Summative Evaluation by Friday, Nov. 22.

**Important Information for Associate Teachers:**

**1. LESSON PLAN EXPECTATIONS** - Teacher Candidates are expected to complete lesson plans for the lessons they are responsible for teaching.

**WHY?** In order for Teacher Candidates to develop a "habit of mind" as they design and plan lessons for their students, TCs must regularly engage in lesson planning. Having a well-developed lesson plan also demonstrates to an Associate Teacher the careful and thoughtful process behind planning an effective lesson. Writing detailed lesson plans is an important stage on the developmental continuum of learning to teach.

**2. QUESTIONS or CONCERNS** - Many ATs wonder about when they should contact the Faculty Advisor if they have a question or concern. If you are wondering if you should contact us, that means it is time to contact us. Please contact us at any time, even if it is on the last day of the practicum! Contact the TC's Faculty Advisor or Practicum Coordinator (contact information on other side).

**Key messages: Lesson plans – YES! And, call us about anything!**

## CRITERIA FOR PRACTICUM

(From the Mid-Point Formative Assessment Checklist)

### PROFESSIONALISM

- Demonstrates initiative, active engagement and a positive attitude
- Engages in inquiry and reflective practice, and is receptive and responsive to feedback
- Demonstrates flexibility, adaptability, and risk-taking
- Demonstrates preparedness for all practicum responsibilities (e.g., dress code, duties, pre-planning)
- Demonstrates regular attendance and punctuality (and follows MT protocol related to all absences)

### DIVERSITY and EQUITY

- Uses strategies and language that are inclusive and provides equitable learning for all students
- Demonstrates and promotes respect for all identities and abilities
- Incorporates appropriate accommodations and modifications as needed

### INVOLVEMENT IN SCHOOL /COMMUNITY LIFE

- Demonstrates an interest in school activities
- Communicates effectively with school personnel, parents and/or community
- Is cognizant of and adheres to school practices and routines

### UNDERSTANDING CURRICULUM AND THE LEARNER

- Demonstrates clear, engaging, supportive and instructionally effective language
- Demonstrates a commitment to getting to know students' interests and strengths
- Uses a variety of effective questioning to facilitate student inquiry and learning
- Demonstrates knowledge of subject areas, child development and diverse learning styles

### 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 evaluation tools and strategies to gather information about student learning and uses this information to inform planning and instruction

### CLASSROOM MANAGEMENT

- 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
- Prepares materials, resources and sets up classroom appropriately for lessons

## Relational trust: The core of an effective AT/TC relationship.

Adapted from Mentoring for All  
Professionalism Teaching Policy and  
Standards Branch, Ministry of Education



### *Listening, Listening, Listening*

- Being available to listen (both mentally and in real time)
- Being authentically present
- Recognizing the power of silence and the importance of simply listening
- Listening to learn as opposed to listening to speak
- Listening with uncertainty

### *Building Inclusion*

- Learning about personal interests (e.g., sport, hobby, weekend)
- Touring the school together
- Creating a safe environment for sharing
- Structuring goal setting conversation(s) to avoid misalignment of expectations
- Modelling a genuine interest in learning together
- Identifying a third point as a focus for collaboration (e.g., a specific student need)
- Helping build connections with community and colleagues
- Including the TC in school activities
- Demonstrating appreciation and belief in your TC
- Providing an "oasis of calm"
- Celebrating successes together

### *Modelling Mutual Respect*

- Respecting confidential nature of relationship
- Avoiding the "you shoulds" via providing a menu of options for the TC to consider
- Following through on next steps
- Celebrating diversity of thoughts and perspectives
- Focusing on each other's strengths

### *Sharing "Real World" Challenges*

- Sharing own challenges – levels the playing field and builds trust
- Acknowledging the "messiness" of learning
- Being vulnerable – opens the door to deeper sharing
- Sharing challenges but also the "quiet victories" that occur each day

## MT Practicum Team – Contact Information

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