



# PRACTICUM HANDBOOK

MASTER OF TEACHING  
2020-21



UNIVERSITY OF TORONTO  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

## IMPORTANT NOTE

This handbook is being updated in July 2020, when there are still many unknowns about the practicum for 2020-21. OISE is in regular communications with stakeholders about the practicum and any changes related to the information shared in this handbook will be communicated to Teacher Candidates in the **Practicum Announcements** folder on Pepper as it becomes available.

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# WELCOME

Welcome to the Master of Teaching Practicum Program! The MT Practicum Handbook provides an overview of the practicum component of the MT program for Associate Teachers, School Administrators, Teacher Candidates, and OISE Faculty Advisors.

The MT Practicum Handbook is updated every year, and your feedback and suggestions about its content are always welcome! Feedback or questions can be sent to [mtpracticum@utoronto.ca](mailto:mtpracticum@utoronto.ca)

The practicum is an integral component of the Master of Teaching program. Each practicum block is a separate course, i.e., Practice Teaching Year 1, Part 1 is CTL7080H, Practice Teaching Year 1, Part 2 is CTL7081H, Practice Teaching Year 2, Part 1 is CTL7082H, and Practice Teaching Year 2, Part 2 is CTL7083H.

The practicum provides Teacher Candidates with an opportunity to integrate academic preparation and educational studies in workplace learning. Framed as a "professional experience", the practicum also provides Teacher Candidates with an opportunity to demonstrate they are meeting the Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession (see links in section 1.1 below).

The MT Practicum Team is committed to working closely with our partner schools and Associate Teachers to make the practicum a successful and rewarding experience for all involved. A special thank you to MT school partners and Associate Teachers for your valued contribution to our Teacher Candidates and the MT program!

## CONTACT INFORMATION

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# PART 1: GENERAL INFORMATION

## 1.1 PROFESSIONALISM AND OISE STANDARDS OF PROFESSIONAL PRACTICE, BEHAVIOUR AND ETHICAL PERFORMANCE FOR TEACHER CANDIDATES

All Teacher Candidates registered in OISE's Master of Teaching 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 includes 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 OISE's Master of Teaching program, a Teacher Candidate accepts that they 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:

- 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.
- Demonstrating dedication and commitment to students in their care.
- 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.
- Respecting students’ rights and dignity, emotional wellness, physical safety and cognitive development at all times.
- Refraining from any act that may be reasonably construed as physical, emotional or sexual abuse of students.
- Establishing, respecting and maintaining appropriate professional boundaries in relationships with students, peers, colleagues and other professionals.
- Respecting and demonstrating willingness to work professionally with instructors, peers, colleagues and other professionals.
- Attending scheduled practicum and field placements and in the event of unforeseen circumstances, providing timely notice of absence to the appropriate person(s).
- Upholding all applicable aspects of the [Ontario Human Rights Code](#).
- Fulfilling the duties of a Teacher as outlined in the [Education Act](#) of the province of Ontario (RR, 1990, Reg. 298 sec 20).
- 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.



## 1.2 OISE EQUITY AND DIVERSITY POLICY

OISE is strongly committed to social justice in everything it does. This means that we are committed to the just treatment of each individual member of our community and the communities we serve. It also means that we are especially vigilant to ensure that differences are not treated in ways that produce direct or indirect forms of discrimination. These differences have been named, for example, by the [Ontario Human Rights Code](#) and include: aboriginal ancestry, race, colour, culture, ethnicity, language, ability, disability, class, age, ancestry, nationality, place of origin, faith, religion, gender expression, sex, sexual orientation, family status, marital status or gender identity. Although we have named differences by using the terminology of the Ontario Human Rights Code, we understand that this terminology is often contested and in flux.

Our commitment to social justice also means that those with whom we work and live, who experience individual or systemic discrimination for whatever reason are provided with the means to overcome social and physical disadvantages, to the best of our ability. It should be understood that equitable treatment sometimes involves similar treatment and at other times involves differential treatment in order to bring about an equality of results.

In the Master of Teaching practicum experiences, this means that every effort must be made to support the above statement and the [University of Toronto's Statement on Equity, Diversity and Excellence](#). The above statement and the University policy are consistent with those found within our partner school boards. If a Teacher Candidate experiences discrimination of any kind, they should contact their Practicum Coordinator, the MT Partnership Coordinator or the [University of Toronto's Anti-Racism and Cultural Diversity Office](#) at 416-978-1259.

## 1.3 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 not 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 their MT Practicum Coordinator, the MT Partnership Coordinator, or the University of Toronto's Sexual Violence Prevention and Support Centre at [safety.utoronto.ca/sexual-violence-sexual-harassment](https://safety.utoronto.ca/sexual-violence-sexual-harassment).

## 1.4 PRACTICUM PLACEMENT PROCESS

OISE's Master of Teaching Program works in close partnership with a number of schools in selected boards of education in the Greater Toronto Area (GTA). Each TC will have four placements across the two-year program, including at least one practicum placement in each division of their program. When possible, TCs will be placed in each teaching subject for which they are being recommended for certification. All practicum placements must take place during the regularly scheduled practicum sessions: Fall (Oct/Nov), Winter (Feb/Mar).

**Note:**

Since most secondary teachers teach across both Intermediate and Senior grades, we cannot place II Teacher Candidates in secondary schools.

The Practicum Coordinators are solely responsible for ALL aspects of the placement process, including identifying possible partner schools, contacting schools, speaking with school administrators and teachers, and arranging the placements for each TC. TCs **MUST NOT** have conversations with schools about possible placements or being a partner with the MT program, as there are many factors which might inhibit the MT program from being able to follow up with a school (e.g., a school might be involved with another teacher education program, a school may be part of a board that employs a centralized placement process, or there may be other reasons related to internal or board-based protocol).

TCs are responsible for completing their Personal Practicum Record (PPR) on Pepper in a timely manner to help support the Practicum Coordinators (PCs) in determining appropriate placements for each TC. There are many factors involved in the placement process, including the availability of ATs, location of schools, grade levels, subject areas, as well as the information provided by each TC in their PPR. Many of our partner boards employ a centralized placement process, which involves the Human Resources department arranging the placement. With such a large number of factors, TCs must be prepared to travel up to 90 minutes each way to a placement school. TCs are expected to accept the assigned placement in a professional manner, as requests for a change of placement will not be considered (unless there is a very exceptional circumstance which should be shared in writing with the TC's Practicum Coordinator).

Please note that it is considered unprofessional to decline a placement. The Practicum Coordinators are experienced educators who strive to find appropriate practicum placements that give candidates a range of experiences in order to provide a well-rounded educational experience.

## 1.5 CONFLICT OF INTEREST POLICY

To maintain the integrity of the assessment and evaluation of a Teacher Candidate's performance, a potential conflict of interest must be avoided. Please note on your Pepper Practicum Record any schools in the board of your preference that would involve a conflict of interest.

This may include:

- a. A family member is present at the school in your board of preference, either as a student or staff member, or if a family member works at the Board level;
- b. A personal friend is a member of the school community;
- c. The school is a place of previous employment or volunteer work, and the TC has maintained an on-going *personal* relationship with someone at the school (many volunteer and employment relationships are strictly *professional*, in which case this would likely NOT be a conflict of interest);
- d. The TC is a graduate of the school and has maintained an on-going *personal* relationship with a member of the school community.

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 *personal* relationship with a member of the school community. If by chance you are placed at a school that involves a conflict of interest, please let your Practicum Coordinator know immediately so that an alternate placement can be arranged, if necessary.

Taking a proactive approach to a potential conflict of interest situation by noting it on your Pepper Practicum Record is in the best interest of the Teacher Candidate. At times a conflict of interest does not become apparent to an Associate Teacher until later in a practicum, at which time a Teacher Candidate may be asked to leave a school and the practicum is deemed unsuccessful (refer to 'Unsatisfactory Practicum Performance' in this document).

## 1.6 ACCOMMODATIONS IN THE PRACTICUM

The Master of Teaching program works in partnership with the [U of T'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](#).

Please review the [University of Toronto's Accessibility Services](#) website and start the process to register by submitting the "[Student Intake Form](#)". Be sure to mention to your Accessibility Advisor that your program includes practical components. When Accessibility Services, in discussion with the Teacher Candidate (TC), recommends accommodations for practice teaching, the TC should list the accommodations on their Pepper Practicum Record along with the date of the Letter of Accommodation issued by Accessibility Services. This will support the TC's Practicum Coordinator being aware of the practicum-related accommodations suggested by Accessibility Services. After the Letter of Accommodations has been developed, TCs should also contact their Practicum Coordinator to discuss communication of the accommodations to the TC's practicum school. Some accommodations relate just to the placement process and therefore do not need to be shared with the practicum school. When accommodations relate specifically to the practicum placement, the TC can discuss the most appropriate and comfortable way to share the accommodations with the practicum school with their Practicum Coordinator.

It is highly recommended that TCs requiring accommodations contact Accessibility Services well in advance of the start of the academic year, e.g. June – August.

## 1.7 ELEMENTARY EDUCATION: JI AND PJ PLACEMENTS IN FRENCH

The Master of Teaching program is an English teacher education program, which requires that all French placements (Core, Immersion and Extended) be completed in English language schools.

### JUNIOR/INTERMEDIATE

The Master of Teaching program supports the placement of Junior/Intermediate Teacher Candidates in French when the following factors have been addressed.

1. The Teacher Candidate successfully demonstrates competency in French through two criteria:
  - a) Candidate successfully passes [OISE's French Language Competency Test](#) and
  - b) Junior/Intermediate candidates are enrolled in the Intermediate teachable French (Second Language) CTL7051.

**Rationale:**

Taking the French as a Second Language course is a requirement, as this will provide the pedagogical and philosophical underpinnings of French language instruction in Ontario schools.

It is necessary that both criteria be met (a and b above), as the level of fluency required for a French Immersion or Core French classroom is greater than what can be determined by the [French Language Competency Test](#).

2. All J/I Teacher Candidates are required to do at least two practicums in an English-speaking classroom.

**Rationale:**

Two practica in an English-speaking classroom provides the candidate with an opportunity to demonstrate competency in this language. This facilitates OISE recommending candidates to the Ontario College of Teachers for a Certificate of Qualification from an English teacher education program.

3. A French Immersion placement must be approved by the TC's Practicum Coordinator and can only take place in the third or fourth practicum.

**Rationale:**

Placing a candidate in a French Immersion classroom in the second year provides candidates with the opportunity to further develop the specific second language teaching strategies required in a French Immersion setting, in addition to providing OISE instructors with the opportunity to do an on-going assessment of the French language competency of a candidate. Placing candidates in a Core French classroom in second practicum is acceptable if the above criteria are met, as the French language skills necessary for a French Immersion setting are greater than in a Core French classroom.

## PRIMARY/JUNIOR

The Master of Teaching program supports the placement of Primary/Junior Teacher Candidates in French classrooms when the following factors have been addressed.

1. The Teacher Candidate successfully demonstrates competency in French through two criteria:
  - a) Candidate successfully passes [OISE's French Language Competency Test](#), and
  - b) Candidate successfully completes the Additional Qualification (AQ) French as a Second Language Part 1 course in the spring or summer in between Years 1 and 2.

FSL Part 1 is the only AQ course that students currently enrolled in a preservice program are allowed to take PRIOR to being certified as a teacher by the College. Due to this exception, enrolment in the course may require a special letter of request to the provider of the AQ course, e.g., Executive Director, Continuing and Professional Learning, OISE.

2. Primary/Junior placements in French can only take place in Year 2.

**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.

It is necessary that both criteria be met (a and b above), as the level of fluency required for a French Immersion or Core French classroom is greater than what can be determined by the French Language Competency Test.

## 1.8 PERSONAL PRACTICUM RECORD (PPR)

Each TC's Personal Practicum Record (PPR) is the primary means of sharing information with the MT Practicum Coordinators (PC). Each PC uses the information in the PPRs for the placement process. TCs are responsible for keeping the information on their PPR up-to-date. Pepper messages are sent prior to each practicum session reminding TCs to select their board of preference for the upcoming practicum. Below are key details about how to complete each section of the PPR.

### MY PREFERRED BOARD

The MT program has partner schools within the Boards listed on this menu. Placements are only made in these school boards. You can only input one choice, and you will have an opportunity to change this choice for Practicum 2. Placements in Catholic Boards require that you be Catholic, and that you enroll in the [Catholic Education course](#).

### CENTRAL PLACEMENT BOARDS

The Master of Teaching (MT) program places Teacher Candidates (TC) in 10 partner boards around the GTA as well as in a number of independent schools located in central Toronto. Six of the 10 boards are referred to as "central placement boards." OISE sends a list of TCs requesting placements in these boards to a placement officer in each Board. The Board's placement officer is responsible for making the placements and then sending OISE the list of placements for each TC. The following are the 6 'central placement boards':

- Durham Catholic District School Board (DCDSB)
- Durham District School Board (DDSB)
- Halton Catholic District School Board (HCDSB)
- Peel District School Board (PDSB)
- York Catholic District School Board (YCDSB)
- York Region District School Board (YRDSB)



The following information is sent to each central board with the list of placement requests: TC name, division (PJ, JI, IS), subject (applicable for JI and IS), town/area, main intersection, and car (yes or no).

These factors are all taken into consideration in the assignment of placements in central boards. TCs should only request a placement in one of the above six central placement boards **if they are willing to accept the placement the Board assigns to you**. Since OISE is not responsible for making the placements in these boards, we have no control over the assigned placements. At times a central board is not able to find a placement for a

TC, in which case the Practicum Coordinator contacts the TC to determine the second board preference. TCs requesting placements in YRDSB, YCDSB and PDSB must be prepared to commute up to 90 minutes each way.

## NON-CENTRAL PLACEMENT BOARDS

MT Practicum Coordinators are responsible for placing TCs who have requested a placement in a non-central board. These boards are:

- Dufferin-Peel Catholic District School Board (DPCDSB)
- Halton District School Board (HDSB)
- Toronto Catholic District School Board (TCDSB)
- Toronto District School Board (TDSB)



The MT program partners with a small number of independent schools. We do not list these schools, but they are generally located in the central/downtown Toronto area. MT Practicum Coordinators place Year 2 TCs in independent schools.

## MY PRACTICUM ADDRESS

A TC's address is a critical piece of information that PCs use in the placement process. The address you provide should be the address where you will be living during the practicum. Include street name and number, city/town and postal code. Ensure your address is as complete as possible, as Practicum Coordinators rely on this information when considering potential placements for you.

### **Important:**

If you do not know your address because of an upcoming move, please provide the general area where you expect to be living, e.g. downtown Toronto, Mississauga, etc. Any additional information or details can be noted in "Additional Comments".

Information shared on your Personal Practicum Record (PPR) is for practicum purposes only and it does not change your official University of Toronto records on ACORN (previously known as ROSI or Repository of Student Information). You are still required to keep your ACORN records updated for official university correspondence, convocation name, etc.

## ADDITIONAL COMMENTS

Please note in the “Additional comments” box if there are special considerations that Practicum Coordinators should be aware of in the placement process, e.g., child care, accommodations<sup>1</sup>, etc.

Please include the following in Additional Comments on your PPR:

- If you have an immediate family member (child, sibling or parent) who attends or works at a school in the Board you have selected, or in a position at the Board level, please note this in ‘Additional Comments’, e.g., My sister is a teacher at ABC school in this board.
- Practicum-related accommodations as they are stated in a Letter of Accommodation only and the date of the Letter of Accommodation.
- Year 2 PJ and JI TCs: If you prefer either 3P + 1J placement, or 3Int + 1J placements, please include this preference. It is usually not possible to have the opposite, e.g., 3 Junior placements across the 2 years, as there is always a shortage of Junior placements given that both PJ and JI TCs require them. (Please note: The 3+1 Junior placement may happen even without a stated preference for this, due to the shortage of Junior placements.)
- Year 2 TCs only: If you would like to be considered for a placement in an independent school, please note this in “Additional Comments”. There are a very limited number of placements in independent schools, and they are generally located in the central Toronto area only.
- Special interests or qualifications you have that connect to the kind of placement you are open to, e.g. music, arts, athletics, etc.
- Your research interests.

Please **do not** include the following in **Additional Comments**:

- Names of schools where you would like to be placed;
- A request for a placement in a board that is not listed in the drop-down menu, as we only place in MT partner boards.
- A preference to be placed close to your practicum address, ***as we assume every TC prefers geographic proximity***.
- Grade level preferences – Practicum Coordinators review your previous placement grades and take this into consideration so please do not list the grades that you would prefer to be placed in.

<sup>1</sup> TCs should list the accommodations on their Pepper Practicum Record along with the date of the Letter of Accommodation issued by Accessibility Services. This will support the TCs Practicum Coordinator being aware of the practicum-related accommodations suggested by Accessibility Services. Reasons for accommodations are confidential, and any personal information shared on the Personal Practicum Record will only be available to the Practicum Coordinators; it is not viewable by other TCs, schools or Boards.



- More than one address, e.g., one in “practicum address” and then another one in “additional comments” as this is confusing and requires additional follow-up from MT Practicum Coordinators and Board placement personnel.
- **PJ and JI TCs interested in placements in French settings: please review the policies outlined on pages 12-13 in the MT Practicum Handbook and do not share preferences that do not align with these policies.**
- JI TCs: As noted on page 10 of the MT Practicum Handbook, “*we cannot place JI candidates in secondary schools*”, so please do not request this.
- Due to the changes in teacher education regulations, we cannot place TCs in special education settings, or in community-based settings, so please do not request these.
- A request for a teacher with a specific instructional or pedagogical style.

## 1.9 SCHEDULE OF OBSERVATION AND PRACTICUM DAYS

The following dates apply to Elementary (P/J & J/I) and Secondary (I/S).

<b>FALL TERM</b>	<b>ELEMENTARY (P/J &amp; J/I) and SECONDARY (I/S)</b> OBSERVATION DAYS: OCTOBER 16, 22 and 30, 2020 PRACTICUM: NOVEMBER 2 - NOVEMBER 27, 2020
<b>WINTER TERM</b>	<b>ELEMENTARY (P/J &amp; J/I) and SECONDARY (I/S)</b> OBSERVATION DAYS: FEBRUARY 4, 5 and 12, 2021 PRACTICUM: FEBRUARY 16 - MARCH 12, 2021

## PART 2: PRACTICUM-RELATED EXPECTATIONS

### 2.1 POLICE RECORD CHECKS

A Vulnerable Sector Screening and Criminal Record Check is a requirement to be placed in Master of Teaching partnership schools. Police checks are not submitted to OISE. Please read the School Board Requirements document for important details, posted on the [MT practicum website](#).

### 2.2 WEEK-BY-WEEK EXPECTATIONS

**Important:**

The expectations noted below 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 for each practicum can be found on the MT Practicum website at [www.oise.utoronto.ca/mtpracticum/Weekly\\_Expectations.html](http://www.oise.utoronto.ca/mtpracticum/Weekly_Expectations.html).

WEEKLY EXPECTATIONS				
PRACTICUM	WEEK 1	WEEK 2	WEEK 3	WEEK 4
YEAR 1 PT 1	<ul style="list-style-type: none"> <li>Inquiry</li> <li>Observation</li> <li>Active Engagement</li> </ul>	<b>1/3 timetable</b> Elementary: 1-2 lessons/day Secondary: 1 class/day	<b>1/3 timetable</b> Elementary: 1-2 lessons/day Secondary: 1 class/day	<b>1/3 timetable</b> Elementary: 1-2 lessons/day Secondary: 1 class/day
YEAR 1 PT 2	<b>1/3 timetable</b> Elementary: 1-2 lessons/day Secondary: 1 class/day	<b>1/3-2/3 timetable</b> Elementary: 1-2 lessons/day Secondary: 1 class/day	<b>2/3 timetable</b> Elementary: 3 lessons/day Secondary: 2 class/day	<b>2/3 timetable</b> Elementary: 3 lessons/day Secondary: 2 class/day
YEAR 2 PT 1	<b>1/3 timetable</b> Elementary: 1-2 lessons/day Secondary: 1 class/day	<b>2/3 timetable</b> Elementary: 3 lessons/day Secondary: 2 class/day	<b>2/3 full timetable</b> Elementary: 3-4 lessons/day Secondary: 2-3 class/day	<b>2/3 full timetable</b> Elementary: 3-4 lessons/day Secondary: 2-3 class/day
YEAR 2 PT 2	<b>2/3 timetable</b> Elementary: 3 lessons/day Secondary: 2 class/day	<b>2/3 full timetable</b> Elementary: 3-4 lessons/day Secondary: 2-3 class/day	<b>Full timetable</b> Elementary: 4-5 lessons/day Secondary: 3+ class/day	<b>Full timetable</b> Elementary: 4-5 lessons/day Secondary: 3+ class/day

## 2.3 LESSON PLANS

All Teacher Candidates are **required** to prepare detailed lessons plans. Lesson plans need to be completed and shared with the Associate Teacher (AT) **at least one day prior to the lesson**. Some ATs expect lesson plans at least two days prior to the lesson. TCs are responsible for asking their AT about this important expectation. Sharing lesson plans with an AT ahead of teaching the lesson will allow for time to plan, prepare, review the lesson plan with the AT, and make changes if necessary.

Teacher Candidates should keep a record of all lesson plans in a practicum binder. TCs may choose from a variety of [lesson plan templates](#) as long as they cover all of the elements of lesson design.

While Associate Teachers may not use such depth in their own planning, Teacher Candidates are expected to plan in this way in order to become completely familiar with, and internalize the components of lesson design.

## 2.4 PRACTICUM BINDER

Both Year 1 and Year 2 TCs are encouraged to keep a practicum binder (electronic or hard copy). This practicum binder is a professional organizer in which to keep observations, lesson and unit plans, schedules, notes,

reflections and any other pertinent information relevant for the Practicum. In the binder, TCs can include all daily lesson plans, assignments, rubrics, seating plans, etc., and share this with their Faculty Advisor.

## 2.5 ATTENDANCE AND ABSENCES

### GENERAL ATTENDANCE INFORMATION

The Ontario College of Teachers and the Ontario Ministry of Education regulates the number of days Teacher Candidates are required to be in a practicum setting. MT policy requires that Teacher Candidates be in attendance for the total number of days as noted on page 17 of this handbook and on the [Schedule tab of the MT Practicum website](#). TCs are expected to make-up every day of absence in a practicum\*\*. Make-up of days are completed after the completion of the practicum block and TCs cannot miss an OISE class to attend a practicum make-up day. ATs are asked to submit the Summative Evaluation after the completion of any required make-up days. After confirming the date of the make-up day(s) with their AT, TCs are expected to communicate the date(s) of their make-up days to their Faculty Advisor and Practicum Coordinator.

\*\*Too many absences across a 4-week practicum may diminish the integrity of the practicum placement, and a TC will be required to complete a full 4-week make-up practicum block after the completion of classes in April/May. (Year 2 TCs completing the practicum components of the program in April/May must delay convocation until the following November, which in turn delays certification with the Ontario College of Teachers).

#### **Important:**

Make-up practicum blocks due to an unsuccessful practicum require TCs to pay an additional administrative fee of \$450.

Because attendance is of critical importance, Teacher Candidates are expected to:

- Make medical and other personal appointments after school hours, and
- Limit absences to illness, religious observances, or bereavement.

A PA Day is not considered a day of absence and TCs should be participating in PA Day activities, if possible. Additional information about expectations related to PA Days can be found on p. 20 of this handbook.

In very exceptional circumstances, a TC may request a deferral of a practicum due to health or medical reasons. A formal request of this nature should be made to their Practicum Coordinator. TCs will be directed to provide documentation to support the request, (e.g. medical note from a certified medical practitioner) with the Student Success Counsellor in the Office of the Registrar and Student Services at OISE. The request for a deferral will be discussed with the MT Partnership Coordinator.

If a Teacher Candidate elects not to start a scheduled practicum for reasons other than a health or medical deferral, or if a TC steps out of a practicum for any reason, then the practicum is immediately deemed to be

unsuccessful. A make-up practicum will be scheduled<sup>2</sup> in April/May and the TC will be required to pay the additional administrative fee of \$450.

## COMMUNICATION OF ABSENCES

Teacher Candidates are expected to maintain the same high standards of professionalism that are followed by experienced teachers in the field. Therefore, if for any reason a candidate is absent during a practicum or Observation Day, they should immediately communicate the absence to all parties concerned with the placement. It should also be ensured that the instruction received by the students is not compromised by the Teacher Candidate's absence.

More specifically:

1. Teacher Candidates **must** notify the AT via the school office before school begins for the day. The AT **must** know before the school day begins. Failure to do so will compromise your professionalism evaluation.
2. If the TC is scheduled to teach on the day of the absence, all lesson plans **must** be submitted to the AT before school begins.
3. Teacher Candidates must also send an email to both the Faculty Advisor and Practicum Coordinator, notifying them of the absence.
4. TCs also need to communicate the date of any make-up days to the Faculty Advisor and Practicum Coordinator once those dates are established with their AT.

## PUNCTUALITY

Teacher Candidates assume the same responsibilities of punctuality as regular members of the staff. During this first Observation Day, each TC should ask their Associate Teacher about expected daily arrival and departure times and demonstrate their professional commitment by abiding by these times.

TCs are encouraged to print off and complete the [AT-TC Communication form](#) available on the MT practicum website. This form is a helpful tool in facilitating a discussion between an AT and a TC about very important practicum-related expectations (TCs can find this form under “General Forms and Documents” at: [www.oise.utoronto.ca/mtpracticum/Forms\\_Resources.html](http://www.oise.utoronto.ca/mtpracticum/Forms_Resources.html)).

## PROFESSIONAL ACTIVITY DAYS

If a professional activity day occurs during a practicum session, Teacher Candidates are expected to attend, participate, and follow the recommendations of the Associate Teacher and school Principal.

<sup>2</sup> A make-up practicum will not be scheduled if this is the second unsuccessful practicum across the MT program. Please see more information under the section Failure to Meet Program Requirements of this document.

## CONFERENCES

TCs are required to fully attend all scheduled Observation and Practicum Days, and should not request permission to miss a school-based day to attend a professional conference. The one exception is when a TC attends a professional conference at the invitation of the Associate Teacher.

## SNOW DAYS

TCs are expected to attend an observation and/or practicum day when schools are open. School board websites and social media accounts generally post decisions about school closures due to weather between 6:00 a.m. and 6:15 a.m. of the day in question. TCs might also contact their AT directly to confirm the status of a practicum school. If the school is closed due to weather conditions, TCs are not expected to attend, the day is not considered an absence and the day does not need to be made up. In the case of a school closure due to weather, TCs are encouraged to connect with their AT to touch base about plans/expectations for the following practicum day.

## 2.6 DRESS CODE

TCs are expected to dress in a professional and suitable manner, consistent with the dress code of the partnership school. Since dress code policies vary from school to school, TCs are advised to dress in a professional manner on their first Observation Day. TCs should then consult with the AT or Principal regarding specific dress code policies.

## 2.7 CONFIDENTIALITY

Confidentiality is an expectation of OISE's Standards of Professional Practice, Behaviour and Ethical Performance for Teacher Candidates noted on pages 7-8 of this document, and is also an expectation of the [Ontario Teachers' Federation](#).

Once TCs begin to work in a school setting, they become privy to knowledge about students' behaviour patterns, academic ability, emotional maturity, relationships with others, etc. In many cases, information of this nature is shared so that the TC might work more effectively with the group or with an individual student. In other cases, this information is simply acquired in the course of participating in the classroom or school. TCs are also in a position to know more about staff members than would normally be learned from their "public image".

It is important that TCs understand that such knowledge or opinions should not be shared in the community, in the school or class, or with anyone who has no legitimate need to know. Care must be taken to refrain from expressing comments harmful to the reputation of any pupil or professional. In the past it has happened where "gossip" has been shared by a TC and the information was relayed to teachers and/or administrators. When this kind of behaviour happens, it is very damaging to a TC's career. Similarly, a TC has every right to expect that his or her participation will be treated with the same confidentiality and mutual respect.

As associate members of the Ontario Teachers' Federation, TCs should be familiar with the document [We the Teachers of Ontario](#). Specifically, the "Duties of a Member to His or Her Pupils" and the "Duties of a Member to Fellow Members" can be found on page 7 of the document.

If any questions or concerns develop, the line of communication regarding a situation in the school is always first with the staff member involved, and then, with the AT, the Liaison Teacher, the principal or vice-principal, and/or the Faculty Advisor.

## 2.8 USE OF 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 should be familiar with this advisory and use social media accordingly. An excerpt from this advisory is noted below:

*Electronic communication and social media create new options for extending and enhancing education. However, as the number of channels of communication in society increases rapidly, so does the rate of misuse. Professional boundaries can blur. Even the most experienced members may be susceptible to unintentional mistakes.*

*Maintaining professional boundaries in all forms of communication, technology-related or not, is vital to maintaining the public trust and appropriate professional relationships with students. Members must be aware of the numerous challenges and the ramifications associated with the use of electronic communication and social media.*

*It is the purpose of this advisory to identify potential dangers and to offer suggestions about how to avoid them.*

*For the purposes of this advisory, electronic communication and social media encompass software, applications (including those running on mobile devices), e-mail and web sites, which enable users to interact, create and exchange information online. Examples include, but are not limited to, sites such as Facebook, Twitter, LinkedIn, Flickr, YouTube, Wikipedia, Picasa and MySpace. ([www.oct.ca/resources/advisories/use-of-electronic-communication-and-social-media](http://www.oct.ca/resources/advisories/use-of-electronic-communication-and-social-media)) The Ontario College of Teachers has also prepared a 6-minute video presentation on the use of electronic communication and social media that can be accessed at: [www.oct.ca/resources/videos/social-media](http://www.oct.ca/resources/videos/social-media).*

## 2.9 SUPERVISION

Any supervisory duties carried out by the TC in the practicum must be done while under the supervision of a teacher certified by the Ontario College of Teachers. These advisory duties include class duty, yard duty, hall duty, lunch duty, supervision of out-of-class excursions, or extra-curricular activities. During supervisory duties TCs must pay full attention to students. Use of cell phones during supervision is strictly forbidden.

## 2.10 SUPPLY TEACHING

Please note that in the event that an AT is absent during the practicum, the TC is NOT permitted to act as a supply teacher. A qualified teacher MUST be in the room with the TC.

## **2.11 PARENT/TEACHER INTERVIEWS**

Whenever possible and if appropriate, TCs are encouraged to attend parent/teacher interviews. This experience (as well as curriculum evenings and school family events) are invaluable during the teacher education experience.

## **2.12 EXTRA-CURRICULAR ACTIVITIES**

TCs are encouraged to make a reasonable contribution to extra-curricular activities. They may assist in the coaching or conducting of an activity (i.e., drama club, school choir), but they are NOT permitted to have sole responsibility for a team or activity. TCs must conduct any extra-curricular activities under the supervision of a teacher certified by the Ontario College of Teachers.

# **PART 3: DESCRIPTION OF ROLES**

## **3.1 ROLE OF THE TEACHER CANDIDATE (TC)**

### **CLASSROOM TEACHING**

- Shows initiative and begins to take over routines, such as taking attendance, dismissal, bell work etc.
- Develops strong observation skills - Is aware of all that is happening in the classroom/school.
- Becomes familiar with planning processes, record keeping techniques, and methods of student assessment and evaluation.
- Provides detailed lesson plans for all lessons and reflects on each lesson.
- Shares lesson and unit plans with AT in advance of teaching time in order to be able to revise effectively to meet student needs and interests.
- Shows attention to student needs by diversifying instruction, accommodating and/or modifying lesson planning and delivery.
- Is creative in securing the necessary resources to prepare lessons - Is prepared and ready at all times.
- Looks for opportunities to use leadership skills.
- Becomes involved in extra-curricular activities outside of the classroom - Either works with another teacher or initiates something new under the supervision of a qualified teacher.
- Conducts student observations, assessments, and evaluations as required in collaboration with the associate teacher.

## PROFESSIONALISM

- Understands the goals and objectives of the Practicum (Observation Days, practicum blocks).
- Develops a professional and collegial relationship with the AT as a professional partner in the classroom and school.
- When appropriate, shares any accommodations needed as might be outlined by Accessibility Services with Associate Teacher, Principal and Faculty Advisor. (The reasons for the accommodations do not need to be disclosed.)
- Participates in a range of teaching and administrative tasks that are responsibilities/duties of any classroom teacher.
- Shadows the AT during all school duties and meetings.
- Is flexible and reacts positively to all changes.
- Is proactive in arranging convenient times with the AT to engage in planning, discussion of classroom events, and seeking feedback on lessons/interactions in the classroom/school.
- Develops criteria for self-assessment and recognizes areas that need improvement and attention.
- Accepts and acts on feedback provided from both the Associate Teacher and the Faculty Advisor.
- Strives to gain an understanding of the total school program as it serves the community.
- Follows all expectations of attendance and professionalism.

## 3.2 ROLE OF THE ASSOCIATE TEACHER (AT)

### MODELING

- Acts as a model of good teaching practice and professionalism.
- Is familiar with the goals and objectives of the practicum by reading the MT Practicum Handbook and desk card.
- Actively supports the goals and expectations of the MT Program.
- Makes a work space available for the TC in the classroom.
- Provides opportunities for the TC to participate in a range of teaching and administrative tasks normally viewed as a responsibility of a classroom teacher.
- Shares short and long range plans with the TC, and provides opportunities for the TC to gradually increase teaching time throughout the practicum block. Mutually decides on one to two areas on which to focus (and gradually increases with experience and confidence of the TC).
- Shares assessment and evaluation practices and clarifies expectations for the TC in this area.
- Is a resource to the TC, perhaps providing such things as ideas, materials, resources, guidance and direction, including the necessary resources to prepare lessons, access to photocopying, textbooks, library resources, etc.
- Encourages the TC to use strategies and skills that are taught in courses at OISE.



- Encourages and helps the TC gain an understanding of the total school program as it serves the community.
- Encourages the TC to engage in extra-curricular activities and to attend school events such as staff meetings, school and board PD, parent conferences, etc.

## COACHING, CONSULTING AND COLLABORATING

- Is a strong mentor, listener, and coach.
- Commits the time to mentor the TC.
- Develops a professional and collegial atmosphere and works as a partner with the TC.
- Allows for creativity and initiative on the TC's part.
- Arranges convenient times with the TC to discuss strengths and interests, share personal goals and assignments that have an impact on the practicum, engage in planning, discuss classroom events, and reflect together.
- Assists the TC to develop criteria for self-assessment, appreciate personal strengths, and recognize areas that need attention.
- Carefully observes lessons with students, provides **regular, encouraging and constructive feedback**.
- Accommodates individual needs that a TC may share with them and/or as outlined by Accessibility Services.

## ASSESSMENT AND EVALUATION

- Provides formative feedback in the form of a checklist at the mid-point in collaboration with the TC. (i.e. by the end of the second week of practicum). This form is between the AT and the TC and is not submitted to OISE. However, both the AT and the TC should keep a copy of this form.
- Should a TC be “at risk” of not being successful during the practicum the Teacher Candidate must be aware of this status as soon as possible, the mid-point assessment needs to reflect the TC is at-risk, and the Faculty Advisor must be made aware of the concerns. When a TC is identified as being at-risk for failing the practicum, an action plan is formulated by the AT and FA and shared with the TC. If a TC becomes at-risk in the latter half of the practicum, the Associate Teacher needs to share this information with both the TC and the Faculty Advisor immediately. An action plan will be implemented immediately, if time allows.
- Writes a detailed summative evaluation of the TC's performance and abilities in collaboration with the TC.

### **Honorarium for Associate**

The honorarium to host a Teacher Candidate in the MT program is \$200 per 4-week practicum block. Payments are processed through each board's payroll department. ATs can expect to see the honorarium for the fall by the end of February, and for the winter by the end of June. Payment to independent schools will be arranged through the school principal for dissemination to individual Associate Teachers.

## **3.3 ROLE OF THE SCHOOL LIAISON TEACHER**

Please note: Some principals prefer to appoint a School Liaison (one of the associate teachers/ vice principal) who coordinates teacher candidates and associate teachers. Some principals prefer to act as the school liaison. If a school liaison is appointed, they will:

- Encourage teachers to consider being Associate Teachers with the MT program, e.g., share criteria, dates and the process to become an AT at a staff meeting or via email to teachers.
- Is familiar with the Master of Teaching program by reading the online material provided on the website [www.oise.utoronto.ca/mtpracticum/Home.html](http://www.oise.utoronto.ca/mtpracticum/Home.html).
- Acts as the liaison between the school and the faculty.
- Provides any professional development that the Liaison, the Associate Teacher and/or the Teacher Candidates feel is needed, when possible.
- Monitors/mediates any challenging situations that arise and communicates with the Faculty Advisor/Practicum Coordinator when necessary.
- Enters the Associate Teachers' names in the MT practicum database.

### **Important:**

All teachers being entered into the database to be Associate Teachers need to first be approved (or 'nominated') by the Principal. As Federation members, teacher liaisons cannot be responsible for determining if a teacher should be an AT or not. This is the responsibility of the Principal or VP.

- Encourages and helps the Teacher Candidates to gain an understanding of the total school program, e.g., this might include a welcome on the first observation day, a tour of the school, etc. Helps TCs become involved in extra-curricular activities if possible.
- Assists Teacher Candidates in securing the necessary resources to being a TC in the school, e.g., access to photocopying, wi-fi, school handbook, library resources, etc.

## **3.4 ROLE OF THE SCHOOL ADMINISTRATOR**

- Selects appropriate exemplary teachers to act as Associate Teachers, and one to serve as the Liaison Teacher for the school.
- Actively supports the goals and expectations of the MT Program.
- Ensures that the TC is never used as a supply teacher.

- Acts as the liaison to parents and the board regarding the Master of Teaching program.
- Actively welcomes TCs as part of staff, introducing them in the school newsletters and over the PA, inviting them to staff meetings, PD, and school events.
- Supports any PD that the ATs and/or the TCs believe is needed.
- Encourages the TCs to gain understanding of the total school program as it serves the community.
- Gets to know the TCs by communicating informally, observing them teach, sharing school, board information, etc.
- Helps to accommodate individual needs that a TC may share and/or as outlined by Accessibility (e.g., learning disability, health problems, family challenges, etc.).
- Becomes involved in any challenging situations that arise and communicates with the Faculty Advisor and Practicum Coordinator when necessary.

### **3.5 ROLE OF THE FACULTY ADVISOR**

- Acts as a support person to the TCs, ATs, Liaison Teacher, and school administrator(s).
- Schedules\* and provides at least two in-class observations of lessons (for elementary candidates) and one in-class observation for secondary candidates (it is important that the faculty advisor sees the TC actually teaching a lesson). \*An exception to this involves Faculty Advisors of Year 2 TCs completing their 4th and final practicum, when an e-Advisor has been selected by the TC.
- In addition to a minimum of one classroom observation (with the exception noted above) FAs of secondary TCs are to provide additional consultation (e.g. in person and/or by phone) to support I/S curriculum design and/or instruction.
- Provides feedback to TCs and support as needed.
- Provides input and PD about the expectations of the MT Program and effective mentoring/coaching of TCs by ATs.
- Provides ATs with strategies/models for giving feedback to TCs.
- Intervenes when a TC is at risk. Mediates problem-solving situations. Provides support to TC and AT.
- Ensures that TC is fully aware of any challenges that have arisen and assists AT in providing guidance to improve by ensuring the formative assessment has been shared and an action plan has been created.
- Acts as a Liaison between the Practicum Coordinator and the Associate Teacher when there are questions or issues related to make-up days.
- Asks for advice from the relevant Practicum Coordinator when needed.

### **3.6 ROLE OF THE PRACTICUM COORDINATOR**

- Identifies, recruits and communicates with MT partner schools, administrators and Associate Teachers.
- Supports the pre-practicum preparation and post-practicum debriefing of Teacher Candidates.
- Places Teacher Candidates in MT partner schools.
- Supports the development of MT-school partnership initiatives and committees.
- Provides ongoing support to Teacher Candidates, Associate Teachers and Faculty Advisors.

### **3.7 ROLE OF THE MT PARTNERSHIP COORDINATOR**

- Provides leadership and support for the MT Practicum Team.
- Acts as the practicum and partnership liaison on the MT Leadership Team.
- Oversees practicum-related communications with all stakeholders, including school administrators, associate teachers, teacher candidates, and faculty advisors.
- Liaises with Student Services and other U. of T. support services to meet and support the diverse needs of Teacher Candidates in the MT practicum.
- Provides ongoing support to MT candidates, associate teachers and faculty advisors.

### **3.8 ROLE OF THE PROGRAM COORDINATORS**

- Oversees the MT Program.
- Coordinates the application process and selection of MT candidates into the program and the staffing in the MT program.
- Prepares the yearly calendar of classes and practicum blocks.
- Answers questions and acts as a support person to the MT Partnership Coordinator, Practicum Coordinators, Faculty Advisors, TCs, ATs, Liaison Teacher, and Administrators.
- Provides input and PD about the expectations of the MT Program.
- Works in collaboration with the Partnership and Practicum Coordinators to provide additional guidance to teacher candidates who require additional assistance.

## PART 4: ASSESSMENT AND EVALUATION PROCESS

**“The primary purpose of assessment and evaluation is to improve student learning.”**

Growing success: Assessment, evaluation and reporting in Ontario schools.  
Ministry of Education, 2010

The principles underlying current approaches to assessment and evaluation in Ontario classrooms are equally important in the appraisal of practice teaching.

In order to maximize the learning of Teacher Candidates during a Practicum, there are three distinct yet interconnected aspects of the assessment and evaluation process:

1. Ongoing Constructive Feedback
2. Formative Assessment
3. Summative Evaluation

### 4.1 ONGOING CONSTRUCTIVE FEEDBACK

#### PURPOSE

To provide Teacher Candidates with regular, ongoing input regarding strengths and areas where improvement is necessary. There are a variety of ways to provide feedback, including: informal debriefings, [lesson feedback forms](#), journals or notebooks, rubrics, and written feedback on lesson plans. Please note feedback should be given in a constructive manner.

Research demonstrates that continual negative feedback does not promote growth.

#### TOOL(S)

There are a variety of tools and strategies to support ongoing feedback. ATs and TCs are encouraged to discuss the most suitable methods for ongoing feedback during Observation Days, or at the very beginning of the practicum. There are some feedback forms available on the [MT Practicum website](#), including a form for an AT to use in providing feedback on a lesson plan, and a variety of reflection and feedback forms to be used by the TC and/or AT.

### 4.2 FORMATIVE ASSESSMENT

#### PURPOSE

The Formative Assessment is a checklist that is used to:

- demonstrate growth over a practicum block
- be a tool to facilitate communication between a TC and an AT about a TC’s performance
- help identify goals for improvement

- help identify at-risk TCs so that appropriate support can be put into place
- create a common set of assessment criteria
- provide ideas to support the writing of the summative evaluation.

In light of the fact that the percentage of teaching is expected to increase in the second half of the placement, the designation of “meeting expectations” on the Formative Assessment should not be interpreted as the final outcome of the practice teaching.

## TOOL(S)

The Formative Assessment is a checklist to be completed by the Associate Teacher at the mid-point of the practice teaching block, usually by Friday of the second week. The Formative can also be used at any other point in the practicum as a tool to inform growth of the Teacher Candidate as well as areas requiring further development. Teacher Candidates are also encouraged to complete the Formative Assessment checklist, as a means of self-assessment and share this with their AT.

The Formative Assessment checklist can be found in Appendix A of this handbook, and is also available on the MT practicum website at: [www.oise.utoronto.ca/mtpracticum/Forms\\_Resources.html](http://www.oise.utoronto.ca/mtpracticum/Forms_Resources.html).

If a TC is identified as “at-risk” for failing the practicum on the Formative Assessment, ATs are asked to provide this information and a copy of the Formative Assessment to the Faculty Advisor as soon as the “at-risk” determination has been made. Together that AT and FA develop an action plan that will assist the TC in moving forward in practicum.

Some FAQs related to the Formative Assessment:

- **What is the starting point for assessing and evaluating a TC’s growth and performance?**

A **formative** assessment tool provides information about a TC’s growth and performance from the first days spent in the classroom (prior to the block). However, the Summative Evaluation of a TC should be based solely on their Practice Teaching days from the beginning of each block and the judgment made at the end of this period of time.

- **What is the standard for the different levels on the formative assessment (e.g. performance “Frequently Demonstrated” to “Not Yet Demonstrated”)?**

The standard for the different levels on the FORMATIVE ASSESSMENT represents judgment about the growth and performance of a teacher candidate just entering the teaching profession. The standard should not be applied with reference to the performance of an experienced teacher.

## 4.3 SUMMATIVE EVALUATION

### PURPOSE

To communicate a final appraisal (i.e., Pass or Fail), to provide Teacher Candidates with specific descriptive evidence of their practice teaching performance, and to provide Teacher Candidates with a document that is requested in the employment process.

A sample of the Summative Evaluation can be found in Appendix B. Each section of the Summative should contain 5-10 sentences to describe the performance of the Teacher Candidate during the practicum. Descriptions that include specific examples are very helpful for potential readers. Criteria for evaluation can be found on the Formative Assessment under each sub-section. Associate teachers are invited to consider the input of their Teacher Candidate in the crafting of the Summative Evaluation form called TC Self-Report on Teaching and Learning: Working Towards a Collaborative Summative (See Appendix D).

Associate Teachers are asked to provide the Teacher Candidate with a signed hard copy of the Summative Evaluation on the final day of practicum, as well as electronically submit the Summative Evaluation to OISE. A few weeks into the practicum, Associate Teachers will be sent a detailed email with instructions on the completion of the Summative Evaluation.

## 4.4 UNSATISFACTORY PRACTICUM PERFORMANCE

In each practicum of the program, a Teacher Candidate must demonstrate performance in all areas of the formative assessment at a pass level by the end of the placement. A pass level is described at the bottom of the Formative Assessment Checklist, and is different for Year One and Year Two Teacher Candidates. Failure to demonstrate may result in a failed practicum and a spring make-up practicum will be scheduled for the TC. Failure of two practicum at any time across the MT program will result in a failure of the MT program.

When an AT feels a candidate may be at risk of failing the placement, they should contact the Faculty Advisor immediately. At this time an Action Plan will be developed with the TC, AT and Faculty Advisor. (An Action Plan is not developed when a TC is asked to leave a practicum early). A template for an Action Plan can be found in Appendix C. The Action Plan outlines the goals and suggestions as well as time frames that the teacher candidate must meet in order to be successful.

If a Teacher Candidate makes a decision to leave a placement prior to the completion of the practicum, the Teacher Candidate receives an unsuccessful Summative Evaluation for the practicum, and is required to complete a make-up practicum. If the make-up practicum is unsuccessful, the Teacher Candidate will be recommended for withdrawal from the Master of Teaching program.

The Education Act (section 265) states that Principals are responsible for maintaining the safety and well-being of students, and at any time, the Principal of a school has the authority to ask a Teacher Candidate to leave the premises of a school (Education Act, section 305.4). If a Principal request that a Teacher Candidate leave the placement, the Teacher Candidate receives an unsuccessful Summative Evaluation for the practicum.

If a Teacher Candidate is unsuccessful in a practicum, a make-up practicum will be scheduled after the completion of classes in April/May. (Year 2 TCs completing the practicum components of the program in April/May must delay convocation until the following November, which in turn delays certification with the Ontario College of Teachers.) Any MT students finishing their requirements between May and August should apply to graduate by July 15th. See application at: [Application to Graduate - Master's students](#).

**Important:**

Make-up practicum blocks for an unsuccessful practicum requires TCs pay an additional administrative fee of \$450.

The appeal process for an unsuccessful practicum is outlined on the School of Graduate Studies website at [www.sgs.utoronto.ca/facultyandstaff/Pages/Graduate-Academic-Appeals.aspx](http://www.sgs.utoronto.ca/facultyandstaff/Pages/Graduate-Academic-Appeals.aspx). As noted on this website, TCs must file an appeal within eight weeks after the date of the decision being appealed.

## **FAILURE TO MEET PROGRAM REQUIREMENTS**

The Department of Curriculum, Teaching and Learning may terminate your registration in the Master of Teaching program if you:

1. fail two practicum placements (at any time across the 2-year MT program);
2. fail two or more courses;
3. commit plagiarism, i.e., represent another author's ideas or expressions of work as your own work;
4. engage in academic or research misconduct, e.g., falsification of data; or
5. fail to act according to OISE's Standards of Professional Practice, Behaviour and Ethical Performance for Teacher Candidates



# APPENDIX

## APPENDIX A: FORMATIVE ASSESSMENT

TC: \_\_\_\_\_

AT: \_\_\_\_\_

Grade / Subject: \_\_\_\_\_ Date: \_\_\_\_\_

**FD** = Frequently Demonstrated  
**OD** = Occasionally Demonstrated  
**BD** = Beginning to Demonstrate  
**NYD** = Not Yet Demonstrated

	FD	OD	BD	NYD
<b>PROFESSIONALISM</b>				
Demonstrates initiative, active engagement and a positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in inquiry and reflective practice, and is receptive and responsive to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates flexibility, adaptability, and risk-taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates preparedness for all practicum responsibilities (e.g., dress code, duties, pre-planning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates regular attendance and punctuality (and follows MT protocol related to all absences)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>DIVERSITY AND EQUITY</b>				
Uses strategies and language that are inclusive and provides equitable learning for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates and promotes respect for all identities and abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporates appropriate accommodations and modifications as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>INVOLVEMENT IN SCHOOL / COMMUNITY LIFE</b>				
Demonstrates an interest in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates effectively with school personnel, parents and/or community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is cognizant of and adheres to school practices and routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>UNDERSTANDING CURRICULUM AND THE LEARNER</b>				
Demonstrates clear, engaging, supportive and instructionally effective language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a commitment to getting to know students' interests and strengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a variety of effective questioning to facilitate student inquiry and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of subject areas, child development and diverse learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ASSESSMENT, PLANNING AND INSTRUCTION</b>				
Plans lessons/units from an outcomes-based perspective using the Ontario provincial expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans include instructional strategies appropriate to students' developmental stages and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans include assessment strategies and assessment criteria appropriate to expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses appropriate assessment and evaluation tools and strategies to gather information about student learning and uses this information to inform planning and instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	FD	OD	BD	NYD
<b>CLASSROOM MANAGEMENT</b>				
Uses a variety of techniques that are fair and consistent in preventing and responding to misbehaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fosters respect and establishes a positive classroom climate with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops useful routines, communicates and adheres to procedures, revising them as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares materials, resources and sets up classroom appropriately for lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CATHOLIC SCHOOL TEACHER CANDIDATES (if applicable)</b>				
Integrates gospel values across the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acts as a positive role model for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Formative Assessment (please check one): TC is  **Meeting Expectations\*** or  **At-Risk of Failing\*\***

\* In light of the fact that the percentage of teaching is expected to increase in the second half of the placement, a designation of “meeting expectations” on the Formative Assessment should not be interpreted as the final outcome of the practice teaching experience.

\*\* A TC is at-risk of failing if:  
 A Year 1 TC has one or more checks in the Not Yet Developed column.  
 A Year 2 TC has one or more checks in the Not Yet Developed or Beginning to Demonstrate.

\_\_\_\_\_  
 Associate Teacher Signature

\_\_\_\_\_  
 Teacher Candidate Signature

\_\_\_\_\_  
 Date



## APPENDIX B: SUMMATIVE EVALUATION OF PRACTICUM EXPERIENCE

### SAMPLE ONLY

Associate Teachers will be sent an email with instructions on how to electronically submit the completed Summative Evaluation. Each sub-section on the Summative should include **5-10 sentences** to describe the performance of the Teacher Candidate during the practicum. Descriptions that include specific examples are very helpful for potential readers, (who are often potential employers). Criteria for evaluation can be found on the Formative Assessment under each sub-section.

Teacher Candidate: \_\_\_\_\_

Candidate's Division:  P/J  J/I  I/S

Year 1 Fall Practicum: \_\_\_\_\_

Associate Teacher: \_\_\_\_\_

Year 1 Winter Practicum: \_\_\_\_\_

School: \_\_\_\_\_

Dates: \_\_\_\_\_ to \_\_\_\_\_

Board: \_\_\_\_\_

All grade levels and/or courses which candidate taught:

#### PROFESSIONALISM

#### DIVERSITY AND EQUITY

#### INVOLVEMENT IN SCHOOL / COMMUNITY LIFE

#### UNDERSTANDING CURRICULUM AND THE LEARNER

#### ASSESSMENT, PLANNING AND INSTRUCTION

#### CLASSROOM MANAGEMENT

#### ADDITIONAL COMMENTS

Overall appraisal of candidate (please check one):  PASS or  FAIL

I have read the Summative Evaluation.

\_\_\_\_\_  
Associate Teacher's Signature

\_\_\_\_\_  
Teacher Candidate's Signature

\_\_\_\_\_  
Date

## APPENDIX C: ACTION PLAN FOR TCS AT RISK IN THE PRACTICUM

Teacher Candidate (TC): \_\_\_\_\_  
 Date of Plan Initiation: \_\_\_\_\_  
 Date of Expected Completion: \_\_\_\_\_  
 Dates for Follow Up: \_\_\_\_\_  
 Follow Ups will be Supervised by: \_\_\_\_\_

AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
STOP	START
CONTINUE	SUGGESTIONS FOR IMPROVEMENT

Teacher Candidate (TC) Signature: \_\_\_\_\_  
 Associate Teacher (AC) Signature: \_\_\_\_\_  
 Faculty Advisor Signature: \_\_\_\_\_  
 Practicum Coordinator Signature: \_\_\_\_\_

## APPENDIX D: TC SELF-REPORT ON TEACHING AND LEARNING - WORKING TOWARDS A COLLABORATIVE SUMMATIVE

During practicums Teacher Candidates (TCs) engage in critical pedagogical reflection, as well additional projects and activities both inside and outside of the classroom. The “TC Self-Report on Teaching and Learning” form provides TCs with an opportunity to share notes and thoughts about these moments of involvement and growth with their Associate Teacher. Associate Teachers are invited to consider and/or draw on the TC’s thoughts (below) as they craft the summative evaluation.

The TC Self-Report can be found at the **Assessment and Evaluation** tab on the [Forms and Resources](#) page of the MT practicum website.

### PROFESSIONALISM

### DIVERSITY AND EQUITY

### INVOLVEMENT IN SCHOOL / COMMUNITY LIFE

### UNDERSTANDING CURRICULUM AND THE LEARNER

### ASSESSMENT, PLANNING AND INSTRUCTION

### CLASSROOM MANAGEMENT

### ADDITIONAL COMMENTS

