Practicum Guide

Teacher Education - B.Ed. 2022-2023

Faculty of Education

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Introduction and Overview

Welcome to the Teacher Education program at the University of Ottawa. This guidebook is designed to provide teacher candidates, associate teachers, faculty representatives and school partners an overview of the practicum experience in our program. We recognize that our program continues to be a work in progress and we welcome your insights and suggestions as we work through this year. We are committed to creating a teacher education program that reflects the best in teaching and learning and we certainly could not do this without your commitment, expertise and understanding in mentoring our teacher candidates. The strength of this partnership is reflected in the video about the value of Associate Teachers on our faculty website.[1]

We see the practicum experience as a developmental and collaborative process between the Teacher Candidate, the Associate Teacher, the Faculty Representative and the host school partners. Our practicum experiences reflect a clear and consistent link between theory and practice.

For 2022–2023: **YEAR 1 Teacher Candidates**

- Nov. 16th and Nov. 23rd, 2022 (one day/week, Wednesdays)
- Nov. 28th – Dec. 23rd, 2022 (4 week block);
- Jan. 11th – March 22nd, 2023 (one day/week, Wednesdays); and
- March 27th – April 27th, 2023 (5 week block)

For the 2022–2023: **YEAR 2 Teacher Candidates**

- Sept. 1st – Sept. 9th, 2022 (preparation and one week block);
- Sept. 14th – Nov. 23rd, 2022 (one day/week, Wednesdays);
- Nov. 28th – Dec. 23rd, 2022 (4 week block); and
- Jan. 9th – Jan 27th, 2023 (3 week block)

For liability purposes, when completing duties the Teacher Candidate must be supervised at all times by a member of the Ontario College of Teachers.

The Teacher Education program is committed to the development of critically reflective professionals who develop a stance of inquiry as they:

- Create, promote, and participate in communities of inquiry
- Show commitment to student learning, engagement, and success
- Continuously develop and enhance their professional knowledge along with knowledge of self as an educator
- Continuously develop and enhance their professional practice through cycles of inquiry
- Show commitment to ongoing professional learning and provide leadership in the community

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1   www.education.uOttawa.ca/en/programs/undergraduate-studies/teacher-education/practicum-information

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The Undergraduate Studies Office team is here to help you progress in your studies. We are motivated to offer the best service to answer your questions and help you get the most out of your university experience.

Join us on social media

Ask questions, see what goes on during the school year and interact with students and professors.

- uOttawaEducation
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Teacher Education Calendars 2022-2023

Fall 2022

Week	Dates	Year 1	Year 2
	September 1 to 2		Practicum (Starts September 1, 2022)
1	September 6 to 9	Orientation- September 6-9	Practicum
2	September 12 to 16	Week 1	Week 1 (Wednesday - Practicum)
3	September 19 to 23	Week 2	Week 2 (Wednesday - Practicum)
4	September 26 to 30	Week 3	Week 3 (Wednesday - Practicum)
5	October 3 to 7	Week 4	Week 4 (Wednesday - Practicum)
6	October 10	Statutory holiday	
	October 11 to 14	Week 5	Week 5 (Wednesday - Practicum)
7	October 17 to 21	Week 6	Week 6 (Wednesday - Practicum)
	October 24 to 28	Reading week	
8	Oct. 31 to Nov. 4	Week 7	Week 7 (Wednesday - Practicum)
9	November 7 to 11	Week 8	Week 8 (Wednesday - Practicum)
10	November 14 to 18	Week 9 (Wednesday - Practicum)	Week 9 (Wednesday - Practicum)
11	November 21 to 25	Week 10 (Wednesday - Practicum)	Week 10 (Wednesday - Practicum)
12	Nov. 28 to Dec. 2	Practicum	Practicum
13	December 5 to 9	Practicum	Practicum
14	December 12 to 16	Practicum	Practicum
15	December 19 to 23	Practicum	Practicum
	December 24 to January 8,2023	Winter Break	

Winter 2023

Week	Dates	Year 1	Year 2
1	January 9 to 13	Week 1 (Wednesday - Practicum)	Practicum
2	January 16 to 20	Week 2 (Wednesday - Practicum)	Practicum
3	January 23 to 27	Week 3 (Wednesday - Practicum)	Practicum
4	Jan. 30 to Feb. 3	Week 4 (Wednesday - Practicum)	WEEK OFF
5	February 6 to 10	Week 5 (Wednesday - Practicum)	Week 1
6	February 13 to 17	Week 6 (Wednesday - Practicum)	Week 2
7	February 20	Statutory holiday	
7	February 21 to 24	Week 7 (Wednesday - Practicum)	Week 3
9	Feb. 27 to March 3	Week 8 (Wednesday - Practicum)	Week 4
10	March 6 to 10	Week 9 (Wednesday - Practicum)	Week 5
	March 13 to 17	March Break	
11	March 20 to 24	Week 10 (Wednesday - Practicum)	Week 6
12	March 27 to 31	Practicum	Week 7
13	April 3 to 6	Practicum	Week 8
	April 7	Statutory holiday	
	April 10	Statutory holiday	
14	April 11 to 14	Practicum	Week 9
15	April 17 to 21	Practicum	Week 10
16	April 24 to 28	Practicum April 28 - Year 2 Orientation	Week 11

Make-Up Practicum (May/June 2023)

Conceptual Framework: Teacher Education as developing "Communities of Inquiry"

We use the word *communities* to represent the multiple communities that teacher candidates and faculty members engage in during the preparation of new teachers. These include, but are not limited to:

- B.Ed. classrooms
- Practicum classrooms
- School communities
- Global communities
- Research communities
- Service learning communities
- Virtual communities

Our focus on communities is grounded in work on situated learning and communities of practice which suggests that social practice is the primary, generative source of learning (Lave & Wenger, 1991; Wenger, 1998). Opportunities to dialogue and engage in meaningful and sustained collaborative work are well recognized as ways of encouraging inquiry into teachers' classroom practice and supporting the enactment of new ideas (Cochran-Smith & Lytle, 2009; Fullan, 2001; Hargreaves, 2009). Teachers, both beginning and experienced, derive support, motivation and direction from collaborative work and discussion as they grapple with new thinking, practices and understandings that emerge through research, policy, classroom practice or readings.

The focus on communities is not new in our thinking about teacher education at the University of Ottawa but rather, this focus helps to articulate and focus on some of the work that is already happening within our Faculty of Education. While we recognize that all B.Ed. classes can be seen as strong communities, and that teacher candidates move into school and classroom communities, there are particular initiatives that extend this notion of community. For instance, some professors have made connections with school classrooms and take their teacher education students to those classrooms to observe, assist, and then through discussion, connect the school classroom experience to the more theoretical discussions they have in their own courses. Other professors send their students out into the community to provide service to a variety of educational communities and to discuss those experiences in their teacher education classes with the view of linking theory and research to those experiences. Hence, the notion of community not only includes the courses and classrooms within the teacher education program but also extends to communities beyond the program, all of which helps to provide forums for inquiry and learning.

We use the word 'inquiry' to reflect our view of teachers as both 'teacher' and 'learner' as they engage in examining what it means to teach and what it means to learn. In some cultures, teacher and learner are not separate words, which would better represent the idea that both teachers and learners play these dual roles. For instance, in Maori, the word 'ako' is used to mean to learn, study, instruct, teach, and advise.

We do not see the role of the Faculty of Education as creating teachers as technicians, merely implementing prescribed curricula, instructional techniques, and policy. Rather we see our role as supporting beginning teachers as they bump up against relevant literature, current thinking, curricula, educational policies, and the actions and thinking of teachers as they engage in inquiry into their own views and practices. Thus as well as developing the skills and knowledge of beginning teachers, we also present opportunities and experiences for them to develop a *stance of inquiry* (Cochran-Smith & Lytle, 2009). Therefore, within the various communities, teacher candidates are encouraged to critically examine and inquire into:

- Classroom practice (in general, their own, and the practices of those they observe through the program)

- Student learning and understanding

- Ontario curricula and initiatives

- Domain-specific understandings

- What it means to create and take part in communities of learning

- Perspectives on schooling

- Issues of equity and diversity

We view the teacher education program as an opportunity for beginning teachers to engage in a dynamic and iterative cycle of inquiry within a variety of communities. It is within these communities that our teacher candidates are exposed to ideas of teaching and learning, engage in discussion about these ideas, and are provided with opportunities to test out their professional knowledge and practice in a variety of settings.

Teacher Education Program Learning Outcomes

The teacher education program is committed to developing teachers within communities of inquiry through

1) Creating, promoting, and participating in communities of inquiry

Graduates of the program:

- Participate in communities of inquiry

  - Demonstrate commitment to personal and professional learning to inform their own practice

  - Recognize that professional learning occurs in various ways and contexts

  - Participate in local and extended learning communities and/or communities of inquiry and practice

- Create communities of inquiry

  - Create collaborative and respectful learning communities within their own teaching situations

  - Work collaboratively with colleagues, families and community members to meet the needs of students

- Recognize the role of teacher as researcher and model a stance of inquiry
- Promote communities of inquiry
    - Recognize the values and roles of various educational contexts and communities
    - Demonstrate a sense of responsibility to community both locally and globally
    - Recognize various perspectives of the purposes of schooling
- Demonstrate care, integrity, and respect as outlined in the OCT ethical standards of practice in all aspects of their work

2) Commitment to students and student learning

Graduates of the program:

- Recognize and respect each student's uniqueness and provide opportunities for all students to learn and demonstrate their learning
- Demonstrate the value of the diversity of Canadian society, for instance, in relation to socioeconomic class, ethnicity, sexual orientation, gender, and ability, and the influence of these on student learning needs
- Promote student well-being including physical, intellectual, social, and emotional welfare

3) Inquiry into Professional Knowledge

Graduates of the program:

- Demonstrate an understanding of current theories and research on how students develop and learn
- Are familiar with research-based practices (assessment and instruction) that promote learning and address a broad range of learners
- Demonstrate knowledge of current curriculum, research, theory, and policy in relevant subject disciplines
- Understand the importance of integrating and aligning curriculum, instruction, and assessment
- Understand the interplay of theories and beliefs in influencing educational perspectives and practices
- Identify the legal roles and responsibilities of a teacher in Ontario

4) Inquiry into professional practice

Graduates of the program:

- Incorporate the aspects of their professional knowledge in their professional practice
- Demonstrate a repertoire of teaching and assessment approaches that respond to the complexity of teaching and learning and address the needs of a broad range of learners
    - Use current theories and research to inform planning and pedagogical decisions
    - Integrate technology, resources and tools in teaching, learning and assessment
    - Encourage creative engagement with subject matter that promotes critical thinking
    - Use a range of assessment strategies for a variety of purposes

Collaborative Teaching and Learning Inquiry Model: Value of the Practicum Experience

The teacher education program is an opportunity for beginning teachers to engage in a dynamic and collaborative cycle of inquiry within a variety of communities, including the school setting. It is within these various communities

that our Teacher Candidates are exposed to ideas of teaching and learning, engage in discussions about these ideas, and are provided with opportunities to develop their professional knowledge and practice. This inquiry is supported by two courses: PED 3150 "Becoming a Teacher Through Inquiry into Teaching" in Year 1 and PED 3151 "Enacting Collaborative Inquiry in Professional Practice" in Year 2.

The practicum are based on a collaborative teaching and learning inquiry model that:

- Allows Teacher Candidates to learn and grow as teachers through observing and participating and engaging in the day-to-day realities of teaching and learning;

- Provides Teacher Candidates with periods of observation, co-planning and collaborative classroom interaction in multiple school settings whether in Primary/Junior, Junior/Intermediate and Intermediate/Senior Divisions;

- Allows the Teacher Candidates to appreciate and gain insights regarding school culture and the professional community in which they work;

- Provides a context within which Teacher Candidates are able to question, reflect, and entertain uncertainty as they examine and articulate their own understandings of teaching and learning and their development of self as a teacher;

- Provides opportunities for Teacher Candidates to grow as adaptive experts who start with student engagement and individual needs at the core of their teaching practices. This "inquiry habit of mind" requires educators to unpack their assumptions of schooling, learning, and teaching, as part of a cycle of inquiry to better address the diverse needs of the learners in their classrooms.

Adaptive experts: *"... they are able to flexibly retrieve, organise and apply knowledge to new problems and are not restricted to executing established routines of practice. Adaptive experts know what to do when known routines do not work, and when they need to expand the depth and breath of current expertise by integrating knowledge from various domains to solve new problems that cannot be solved by what they did previously"* (Timperley, 2010, p. 6).

Collaborative Teaching and Learning Inquiry Model

Developing Adaptive Expertise: unfolding cycles of personal and professional growth

[Graphic adapted from Timperley (2012)]
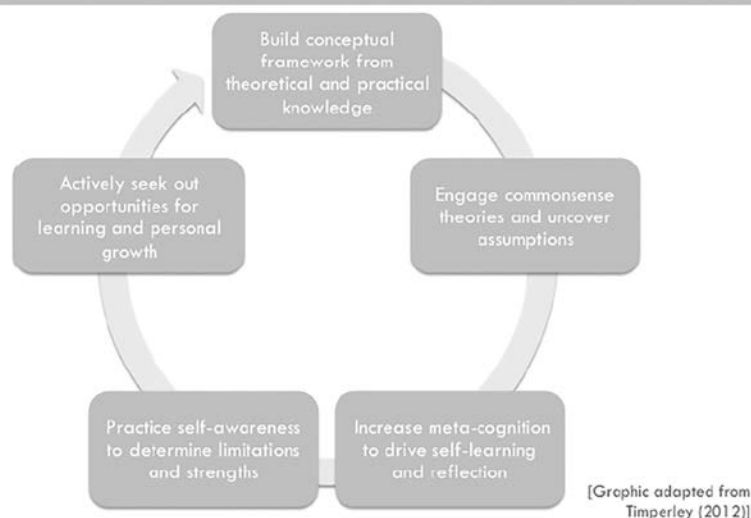
This model of teacher education recognises that the cycle of learning is continuous and is enhanced with experience.

Teacher Candidates will continue to develop their knowledge and skills in a similar way in both years of the program. The components of practicum are similar to the approaches and gradual release used in balanced literacy programs, where the Teacher Candidate is expected to develop more independence and competency over the course of the practicum.

Understanding the job market and context in which our Teacher Candidates find themselves once they graduate, the emphasis in practicum is on the quality of teaching versus the quantity of teaching.
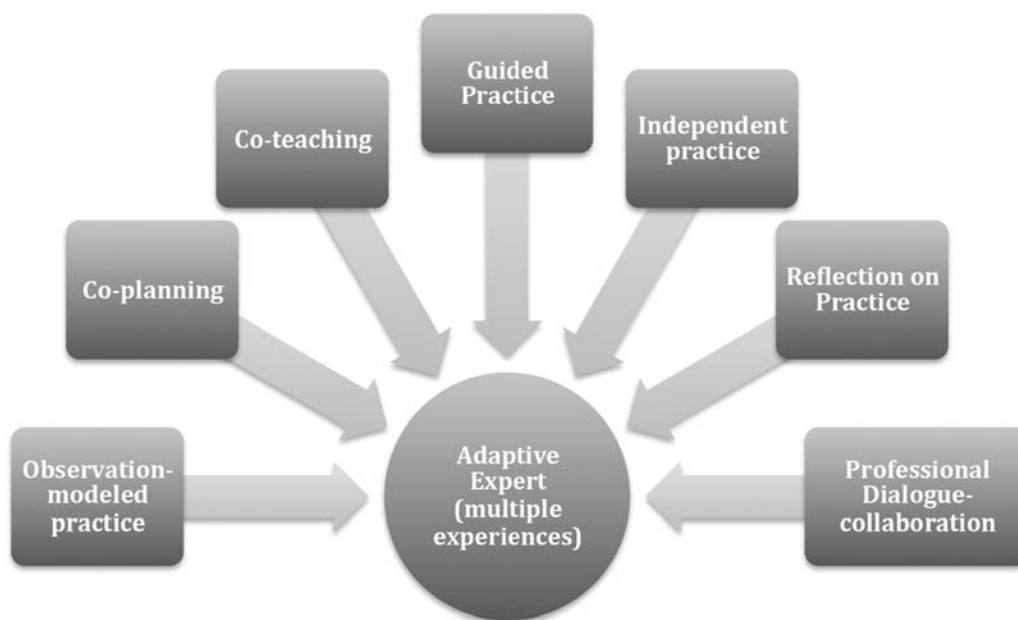
Collaborative Teaching Process: Roles & Responsibilities

Teacher Candidate:
- Co-planning and co-teaching with associate teacher
- Gradual increase of responsibility and independence in teaching role
- Building positive relationships with students and school, community, staff
- School community involvement
- Developing skills of self-awareness as a teacher through reflection, self-assessment and goal setting

Associate teacher:
- Appropriate modeling of best teaching practices
- Providing constructive, ongoing feedback
- Gradual release of teaching responsibilities
- Professional mentorship
- Supporting Teacher Candidates in navigating curriculum, OME initiatives, and school context

Faculty representative:
- Liaison between Faculty of Education, Teacher Candidate, and Associate teacher
- Supporting the associate teacher and the Teacher Candidate in practicum experiences

- Providing feedback to Teacher Candidate through school visits and observations

- Providing professional and ethical foundations for teaching practice

- Nurturing the development of reflective practice and the habits of effective teaching

School partners:
- Building connections between Teacher Candidates and various stakeholders in the school community

- Supporting Teacher Candidates in inquiry based learning through mentorship and modeling of professional learning

Placement Process

The practicum office arranges all practicum placements based on a range of complex factors. The placement process is done with care by the practicum office, taking into account previously agreed upon processes and procedures with local school board and educational partners and University rules and regulations.

- Teacher candidates must arrange their own transportation to and from practicum. While Teacher Candidate preferences are taken into account, they are not choices. Teacher candidates can be placed in a school 90 minutes by public transportation from the postal code provided.

- Teacher Candidates will not be placed at a school at which a family member is on staff or any school where they have children who attend attend. Teacher Candidates must inform the Practicum Office in advance of being placed if there is a school where they have relatives. Teacher candidates should experience different settings from their past work or volunteer experiences. They should inform the Practicum Office in advance of schools where they have had work or volunteer experience. Teacher Candidates are placed in different school settings for Year 1 and Year 2 practicum.

- To provide flexibility to schools and model collaborative practices practicum placements may be divided between two or more Associate Teachers. At the request of the Associate Teacher, two Teacher Candidates may

- be assigned to one Associate Teacher.

- Associate Teachers may arrange opportunities for Teacher Candidates to observe and perhaps teach classes of other colleagues. While these colleagues may provide some input into the evaluation process, the responsibility for determining the formal evaluation of the Teacher Candidate(s) rests with the Associate Teacher(s) to whom the Teacher Candidates have been assigned.

- Faculty Representatives will observe the Teacher Candidate and provide feedback to both the Associate Teacher and the Teacher Candidate.

- For any questions or concerns, please contact the Practicum Office: practica@uOttawa.ca.

Changes in school enrolment, staffing, administration, and grade assignment may occur before or during the school year. As a result, Practicum placements may change. For this reason, the Faculty of Education asks all those involved to be patient and demonstrate professional etiquette regarding this placement process.

A Teacher Candidate's eligibility to undertake Practicum requires the approval of the Director of Teacher Education. Approval will be based upon the following:

- The Director, the Program Specialist of Teacher Education and the Practicum Coordinator will meet prior to each placement block to determine each Teacher Candidate's eligibility to undertake the Practicum experience.

- Teacher Candidates identified as having incomplete coursework or being in repeated breach of the Faculty of Education attendance requirements will meet with the Director or Program Specialist of Teacher Education in order to address issues and concerns.

- Based on the relevant information, the Director of Teacher Education will make a decision regarding the Teacher Candidate's eligibility to proceed to a Practicum placement, or be deferred until all requirements are met.

- In the event of a deferral, when the Director of Teacher Education is satisfied that the Teacher Candidate has met the requirements, steps will be taken to arrange a future Practicum placement, which may involve an additional administrative fee to be paid by the Teacher Candidate.

Note: Two successfully completed evaluated practicum are required for the completion of the Teacher Education Program. If a Candidate receives two Practicum failures, the Teacher Education Program will be terminated for that Candidate, as per <u>Faculty Regulations</u>[1].

Roles and Responsibilities

Associate Teachers

As models of excellence in classroom teaching, professionalism, and collaboration, Associate Teachers are critical to preparing Teacher Candidates in becoming teachers. They also provide the essential feedback and mentoring to the Teacher Candidate as they develop their professional practice.

During Practicum, the role of the Associate Teacher is three-fold:

- To mentor and guide the Teacher Candidate in their development as a teacher by **providing ongoing feedback (oral and written**) on professionalism, planning, communication, instruction, student engagement, classroom management, and assessment.

- During the practicum to assess and evaluate the performance of the Teacher Candidate in the five teaching competencies using the Practicum Evaluation Rubric and the Interim and Final Reports.

- To inform the Faculty Representative that there are concerns with the Teacher Candidate's progress by following the *Steps to Take if a Candidate is Experiencing Difficulty*

Mentoring and Collaboration

The following are suggestions to facilitate the mentoring process:

- Welcome and introduce the Teacher Candidate to the school and the classroom community.

- Encourage the Teacher Candidate to become involved in the life of the school. With school administration and Lead Associate teacher support provide a range of school experiences during community service learning.

- Discuss expectations and set goals collaboratively with the Teacher Candidate.

- Plan for observation, co-planning, modelling, guided practice, and co-teaching time throughout the placement, and provide a collaboratively determined and well-paced increase in responsibilities and independence.

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[1]   www.education.uOttawa.ca/en/undergrad/teachered/faculty-regulations

- Provide opportunities for the Teacher Candidate to assume responsibility for general school and classroom responsibilities and routines.

- Co-plan activities so that the Teacher Candidate can learn and practice engaging strategies in order to develop knowledge of the classroom context and student needs.

- Set aside time each day to engage in conversations with the Teacher Candidate to discuss strengths and areas for improvement. Feedback sessions should be arranged at your convenience, such as before or after school or during planning and evaluation time.

- Guide the Teacher Candidate in the development of effective lesson and unit planning. Teacher Candidates benefit from co-planning, modeling, and specific suggestions for planning and implementing lessons. As Teacher Candidates develop their confidence and competence they move into planning lessons and units of study more independently.

- Review all lesson plans prepared by the Teacher Candidate and provide feedback on planning and assessment with adequate time for the Candidate to make necessary changes, preferably the day before.

- If the Teacher Candidate fails to provide an adequate written lesson plan, they should not teach the class and the Faculty Representative should be informed. As the Associate Teacher, please feel free to use your professional judgment and intervene when necessary, as you are responsible for the learning and management in your classroom.

- Review, observe, and provide written comments about lesson/unit plans and their implementation by giving alternative strategies, suggestions, and recommendations for better engagement and connection with students.

Renumeration

- There is a 400 dollar payment associated with each practicum placement. If a Teacher Candidate's placement is split between Associate Teachers, the payment is shared. A cheque, made out to the Associate Teacher(s), will be mailed to the school address. Please allow 6 – 8 weeks for processing after the completion of practicum.

Teacher Candidates

The Faculty of Education requires that Teacher Candidates carry out their professional duties in accordance with the expectations of members of the profession as outlined in the *Standards of Practice for the Teaching Profession* and *Ethical Standards of the Ontario College of Teachers*.

The Teacher Candidate is considered an associate member of the Ontario Teachers' Federation and must therefore act in accordance with the Duties of Teachers contained in the *Regulation made under the Teaching Profession Act* (June 1, 2006)

Failure to comply with any of the standards may result in the immediate withdrawal from the Practicum placement and possibly from the Bachelor of Education program. This is in accordance with the Faculty of Education's ethics policy.

Inquiry, Learning, and Collaboration Expectations

- Become familiar with, understand, and follow school, board, and the University of Ottawa policies, as well as school-specific procedures.

- Demonstrate initiative, a positive engaging professional attitude, and a willingness to learn in all interactions in the school community.

- Observe and record the Associate Teacher's instructional techniques, strategies, and methods of establishing an effective and a positive learning environment, including ways to engage and build rapport with students.

- Clarify and problem-solve with the Associate Teacher as to how to engage individual students.

- Maintain a Practicum placement daybook. This is an essential tool for Teacher Candidates as it reflects their professional presence in the classroom and school. It should reflect daily detailed planning and professional responsibilities throughout Practicum. Lesson and unit planning should be readily available to associate teachers, school principal and faculty representatives.

- Complete administrative tasks normally completed by the Associate Teacher (e.g., attendance, distribution or collection of forms) as part of daily routines of the classroom.

- Participate in any out-of-class regularly scheduled duties with the Associate Teacher (e.g., lunch duty, bus duty, yard duty, hall duty - for the full duration of the duty), Professional Development (PD) days, Professional Learning Communities (PLCs) and meetings with staff and parents (as appropriate).

- Plan and prepare lessons using the appropriate lesson plan templates. Submit lesson plans to the Associate Teacher at **least 24 hours prior to implementation** to receive feedback where required. Associate Teachers can request lesson and unit plans in a time frame that best meets the needs of the students in the class and reflects the need of the teacher candidate to incorporate feedback to improve practice.

- With the support of the Associate Teacher plan and instruct lessons/units to both small and large groups of students and assess their progress. As you develop your skills and confidence in the classroom; planning, implementing and assessing student learning will be done more independently. Ensure that any materials needed for the lesson are prepared well ahead of time.

- Reflect daily on the expectations of the lesson, the actual experience of teaching the lesson, and on what was learned through this process. Reflections should identify strengths, areas for growth, and one or two SMART Goals for improving the effectiveness of student learning.

- Make arrangements with the Associate Teacher to obtain regular feedback to identify areas for improvement. Regular feedback should occur – before school, after school or during planning time – at the Associate Teacher's discretion.

- Display openness to new ideas, and a responsive attitude to the Associate Teacher's suggestions, alternative strategies, and recommendations.

- Maintain a written record of comments and suggestions made by the Associate Teacher. These comments should become next steps in the planning process. Reflect on how these strategies can help your professional growth.

- Incorporate the Associate Teacher's suggestions and guidance into your professional practice through an inquiry model of adaptive practice.

- Complete and submit goal-setting and self-evaluations for Practicum to PED 3150/3151 professors. Share all lesson and unit planning with PED 3150/3151 professor as requested.

Vulnerable Sector Screening (VSS)

- For each year of the program, an updated Vulnerable Sector Screening (VSS) is required. The VSS and other required documentation will be collected by uOttawa's Office of Risk Management.

- Each year, the VSS must be valid from September 1 - June 30. This means that to meet this requirement, the VSS must be issued after June 29 the year prior.

- With any specific questions, please contact the Office of Risk Management at edu_immunise@uOttawa.ca.

- The University of Ottawa will not be responsible for a canceled or delayed practicum due to a missing or flagged Vulnerable Sector Screening.

- Teacher Candidates should carry their VSS records in their practicum documentation to the school.

Workplace Training

- Teacher Candidates are expected to complete on-line workplace training appropriate to the Board of Education to which they are assigned. The certificate from the training should be included in their practicum daybook. This information will be sent to Teacher Candidates by the practicum office each year in advance of practicum.

- If a Teacher Candidate is involved in an accident while at school it must be reported in writing to the practicum office as soon as possible. Candidates will then be directed to uOttawa's Office of Risk Management.

Absences

- Consistent attendance in practicum is necessary to meet the program and OCT requirements for graduation. Teacher candidates are reminded that their engagement and presence in practicum is reflected in their professional reputation. Teacher Candidates, in collaboration with their Associate Teacher and Faculty Supervisor, will arrange to make up days missed in order to successfully meet practicum expectations and OCT requirements.

- In the event of an absence notify the school and the Associate Teacher well in advance of the beginning of the school day. As a professional courtesy, any lesson plans and materials for the day must be e-mailed to the Associate Teacher. Teacher Candidates must notify their Faculty Representative and the Practicum office at practica@uOttawa.ca

- Teacher candidates are permitted to attend a mandatory religious service during working hours in keeping with the duty to accommodate provided for in the Ontario Human Rights Code. Teacher candidates must inform in advance their Associate Teachers, Faculty Representatives and the Practicum Office of their religious obligations during practicum hours.

- Teacher candidates are reminded to keep their students health and safety in mind in the case of an illness. In the event of absences for illness totaling 3 days or more a medical certificate must be provided to the Practicum Office.

- Teacher candidates can miss three days for bereavement. Days missed beyond this must be made up. Please inform the Associate Teacher, the Faculty Supervisor and the Practicum Office at (practica@uOttawa.ca)

- Absences for any other reasons must be made up at the end of the practicum placement.

- Teacher candidates who need to be absent from practicum due to extra-ordinary circumstances must contact the Director's Office (teached@uOttawa.ca) and the Practicum Office (practica@uOttawa.ca) in writing. Each case will be examined individually and make-up days will be determined in collaboration with the Faculty Representative and the Associate Teacher.

- **A Teacher Candidate who leaves a practicum for any reason other than illness, without permission of the Director of Teacher Education, will be considered to have failed the placement.** Following an interview and possible remediation, a make-up round may be arranged. The fee for a failed practicum will be applied.

Co-Curricular Activities

- Teacher Candidates are encouraged to engage in the school community and make a contribution to co-curricular activities. Teacher Candidates must conduct any co-curricular activities under the supervision of a member of the Ontario College of Teachers.

- Under no circumstances should a school activity interfere with Practicum classroom responsibilities or University course work.

Arrival and Departure Times

- Teacher Candidates are expected to arrive at their assigned classroom at least 30 minutes prior to the official school start time and stay at the school at least 30 minutes at the end of the day or as determined by the Associate Teacher. According to the Education Act, under duties of a teacher: "unless otherwise assigned by the principal, be present in the classroom or teaching area and ensure that the classroom or teaching area is ready for the reception of pupils at least fifteen minutes before the commencement of classes in the school in the morning and, where applicable, five minutes before the commencement of classes in the school in the afternoon";

- Schools require non-staff members to sign in at the main office and adhere to the visitor policy of the individual school.

Unqualified Supply Teaching

- Our TELC (Teacher Education Liaison Committee), which represents the teacher federations in Ontario, have asked us to remind teacher candidates of the potential risks of unqualified supply teaching in Ontario or in other jurisdictions. Although Teacher Candidates are associate members of OTF and are expected to act according to the Standards of Practice, they do not have the same protection provided to full members. If an allegation, an incident, or significant issue arises. As Teacher Candidates are pursuing teaching as a career, any incident or investigation of an allegation may impact upon their ability to complete the Teacher Education program or be certified by the Ontario College of Teachers. We want all partners to be well aware of the risks.

Supply Teaching with OCT Temporary Certificate

Teacher Candidates who have an OCT Temporary Certificate will be eligible for transferring supply teaching days for practicum days under the following conditions. This eligibility is dependent on the OCT, Ministry of Education and uOttawa Teacher Education Program decisions and could be subject to change:

a) They are a Year 2 Teacher Candidate (2022-2023).

b) When it occurs on a regularly scheduled practicum day,

c) When it is for a maximum of 1 day/week,

d) When it occurs in the school where practicum has been scheduled and matches the division (ex. primary/junior) in which they are to be certified,

e) When the Associate Teacher is in support of the day or days missed from the practicum classroom. ATs should always have sufficient time in order to assess the skills and competencies of Teacher Candidates.

f) When it is reported, by the Teacher Candidate, to the Faculty Supervisor and the Practicum Office (practica@uOttawa.ca) using the attendance policy as outlined in the Practicum Guide,

g) When the supervision of the supply day is assumed by the school principal,

h) The final evaluation of practicum is the responsibility of the Associate Teacher in collaboration with the school principal,

i) Teacher candidates who have been granted a temporary certificate will be subject to the respective board of education's hiring process and conditions of employment.

j) Issues when supply teaching are handled through the school board's policies and procedures. The supervising principal reports incidents and follow-up steps to the Practicum Office and the Faculty Supervisor. The Faculty's procedure for teacher candidates in difficulty may be applied including the professional ethics policy.

k) We remind teacher candidates that it is common courtesy and a professional expectation that they need to ensure that their AT has all the materials needed to cover any practicum expectations for the day (lessons to be taught) missed.

Principals and Lead Associate Teachers

- Consult and encourage teachers to become Associate Teachers.

- Collaborate with Lead Associate Teacher and school staff to determine school-based learning priorities that could engage teacher candidates in the school.

- Welcome the Teacher Candidates to the school and provide information the Teacher Candidate may require regarding school or board policies.

- Provide modelling, leadership, and support for Teacher Candidates and Associate Teachers.

- Help facilitate opportunities for Teacher Candidates to experience all facets of the school community [e.g., invite Teacher Candidates to staff meetings, assist with extra-curricular activities, and attend student/parent interviews (as appropriate)].

- Ensure that whenever Teacher Candidates are with students, they are under the supervision of a member of the Ontario College of Teachers.

- Collaborate with Associate Teachers to complete summative and formative evaluations of the Teacher Candidate if necessary and participate in the process if a Teacher Candidate experiences difficulty.

- Report, as required for other staff members, any accident involving the Teacher Candidate while on school/board property.

Faculty Representative: PED 3150/3151 Professor

- Facilitate the PED 3150 "Becoming a Teacher Through Inquiry into Teaching" and/or PED 3151 "Enacting Collaborative Inquiry in Professional Practice" classes.

- Oversee preparation of the Teacher Candidate for Practicum, including: goal setting, letters of introduction, and clarification of expectations.

- During Practicum, maintain regular contact with Teacher Candidates and Associate Teachers through telephone or electronic communication to provide support and to clarify information and/or expectations as needed.

- Visit Teacher Candidates in their practicum setting at least once during the academic year. Provide feedback to Associate Teacher and Teacher Candidate. Document clearly communication, action plan suggestions and feedback for each Teacher Candidate.

- Provide guidance to Teacher Candidates based on professional collaboration and discussion between all partners. Document clearly all communication, discussion, observation and problem-solving involving a teacher candidate's progress.

- Advise the Practicum Office, Director of Teacher Education and the Assistant Director of Teacher Education of any Teacher Candidate in difficulty. Follow procedures for a Teacher Candidate experiencing difficulty to ensure they are supported. A final determination will be made as to their performance after this time.

- Assess the Teacher Candidate's placement daybook, reflections, goals, and self-assessment, and advise on areas for improvement.

Expectations for Observation in Practicum

The ultimate purpose of observation in practicum is to provide Teacher Candidates with opportunities to become familiar with school communities, to participate in and contribute to the wide range of educational experiences in school, and to learn and gain insights regarding school/classroom culture and the professional community. It is an essential component of the practicum experience.

What does Observation in Practicum entail?

- For Year 1 teacher candidate's observation in practicum will consist of one day a week (Wednesdays) November 16 and 23, 2022. For Year 2 Candidates the observation time includes the first week of school.

- With the adaptive expert model, the development of each Teacher Candidate may be different and there is flexibility in the process. The Faculty has expectations for high levels of professionalism, initiative and engagement demonstrated by Teacher Candidates in their practicum placements.

What to expect at the beginning of Observation in Practicum for Year 1 Teacher Candidates?

- Become familiar with school culture and environment, including expectations for teachers, students, and volunteers in the building.

- Get to know school routines including procedures for signing in, parking, class schedules, duty times, and access to photocopier and other technology in the school.

- Observe in the classroom and begin to build rapport between Associate Teacher, other staff, and students in the classroom.

- Meet with Lead Associate Teacher or/and Principal to discuss possible school based projects or observation opportunities in the school.

- Become familiar with, understand, and follow school, board, and the University of Ottawa policies, as well as school-specific procedures for student safety.

- Demonstrate initiative, a positive engaging professional attitude, and a willingness to learn in all interactions in the school community.

- Observe and record the Associate Teacher's instructional techniques, strategies, and methods of establishing effective class management and a positive environment, including ways to engage and build rapport with students.

- Use your observations to engage in a professional dialogue with your Associate Teachers. The questions you ask should help in your understanding of the strategies and approaches used in planning and implementing of the school-based and/or class activities and in understanding the ways students are learning.

- Over the course of the observation time Teacher Candidates collaborate with teachers to support student learning in school-based and classroom-based programs, and should begin to co-plan and co-teach at least one classroom learning activity.

- Demonstrate growth in professionalism, initiative, comfort and confidence in the classroom and school settings.

Expectations for Practicum

Learning to teach is a complicated process so there will be individual variations in a Teacher Candidate's development. By the end of the eight-week evaluated practicum, the Teacher Candidate should show competence in teaching at the division assigned and the context in which they are teaching. This means that they should meet or be developing towards the expectations in the five competency areas (professional competency, communication, knowledge, commitment to students, and planning and implementation). The practicum evaluation rubric is available for clarification. Examples of the timeframe for Year 1 and Year 2 are provided as a guide.

Over the eight-week practicum the tasks for each person are:

- Teacher Candidate:
    - Gradual increase of responsibility and independence in teaching role
    - Demonstrate competence (meets most expectations) in teaching at the assigned division (planning, implementing, managing and assessing student learning) by the end of practicum

- Associate teacher:
    - Constructive, ongoing feedback through professional mentorship.
    - Gradual release of teaching responsibilities and independence in planning, implementing, managing, and assessing student learning by the end of practicum

- Faculty representative:
    - Liaison between Faculty of Education, Teacher Candidate, and Associate Teacher
    - Support Associate Teacher and Teacher Candidate in practicum experiences, especially if candidate experiences difficulty

- School partners:
    - Support Associate Teacher and Teacher Candidates in evaluated practicum experience

Year 1 Practicum Timeframe

What to expect for the four-week block in December?

- The four-week placement in December provides the teacher candidate with an opportunity to observe, teach and participate in the routines and course schedule/classes of the Associate Teacher over four weeks fulltime.

- Teacher candidates should continue to support individual, small group and/or large group learning. In some classes this might be an opportunity to co-plan and co-teach a unit of study or specific lessons, to conduct an inquiry, or to co-develop learning centers.

- If the teacher candidate has not already done so, within the two weeks they should co-plan and deliver with assistance at least two large group instruction activities.

- Teacher candidates should assist in co-planning and co-evaluating an assessment piece or pieces. This brings the teacher candidate learning from their curriculum course into action.

- Teacher candidates should receive and act on the feedback regarding their progress to date in their practicum placement.

What to expect during Wednesdays in January to March?

The Wednesdays in our model is to provide a bridge between theory and practice. Learning to teach is a complex process and the communities of practice at their practicum schools and in their University courses allow for deep professional discussions about curriculum and pedagogy. Teacher candidates use their observations and experiences in practicum in their University course learning. They can apply real life examples and reinforce their understandings of the diversity in student learning. The Wednesdays offer our teacher candidates a consistency of experience over time. They are able to see how a classroom changes and the developmental changes in students over the course of months. The Wednesdays provide the continuity to help teacher candidates build confidence and competence in their skills as a teacher. During the Wednesdays teacher candidates can;

- Co-Plan, Co-Teach stand-alone lessons or specific course tasks like labs, student-conferencing, or on-going project based work. (ie: genius hour, reader's theatre, mindfulness activities)

- Assume more independence and responsibility for daily routines

- Create individual lesson plans. We recognise that this requires more communication between teacher candidate and associate teacher but it does provide better continuity. (ie: stand alone lessons that might occur once a week, labs or demonstration days, special activities, extra guided reading)

- Co-plan unit plan as the teacher candidate can access extra support in University teachable and curriculum courses

- Assume more responsibility and independence in planning and teaching

Interim Evaluation: Week of February 13th - 17th, 2023
- Demonstrates developing towards expectations in all competency areas. Any does not meet expectations should be discussed with Faculty Representative and the process for teacher candidates experiencing difficulty should be initiated.

What to expect for five week block in March and April?
- Implementing unit plan

- Increased independence in planning, implementing, assessing and managing learning activities

Final Evaluation: 27th, 2023
- Demonstrates competence by meeting most expectations in the competency areas.

Year 2 Practicum Timeline

September 1 to 9 & Wednesdays
- Participation in school or board professional learning. Observation

- Provide AT support for class set up and preparation for first day of school. Getting to know routines and students

- Assuming more independence and responsibility for routines, small group teaching, independent lessons

- Implements lessons planned with Associate Teacher

Seven Week Block in December and January
- Individual Lesson Planning with feedback

- Implementing unit plan

- Increased independence in planning, implementing, assessing and managing learning activities

- Increased involvement in school activities and classroom collaboration with resource support staff

Interim Evaluation: Week of December 12th - 16th, 2022
- Demonstrates developing towards expectations in all competency areas. Any does not meet expectations should be discussed with Faculty Representative and the process for teacher candidates experiencing difficulty should be initiated.

Final Evaluation: January 27, 2023
- Demonstrates competence by meeting most expectations in competency areas. A practicum can be deemed successful if a teacher candidate has several developing towards expectations

Assessment and Evaluation

- The Teacher Candidate's performance in Practicum should be assessed in the context in which they are placed as a developing teacher rather than compared to the performance of an experienced teacher. A rubric is available for reference in the appendix.

- Teacher Candidates continue to develop their skills through observation, guided practice, independent practice, and the constructive feedback and mentoring of Associate Teachers. Co-teaching and co-planning are essential to this development.

- If a Teacher Candidate experiences difficulty at any during the Practicum placement, the Associate Teacher should refer to the '**Steps to take if the Teacher Candidate is experiencing difficulty'**. Please note that a Letter of Concern may be completed at any point during the practicum experience when expectations are not being met.

Assessment & Evaluation Checklist

The following chart *provides guidelines* for the assessment and evaluation of Teacher Candidates:

	Details	Given By	Date
Daily feedback	- Provide **oral feedback daily** on five competencies: professional commitment, communication, knowledge, classroom management, and planning and implementation. - Maintain a written record of suggestions provided by Associate Teacher. - Reflect of lessons learned and incorporate into daily practice.	**ASSOCIATE TEACHER** **TEACHER CANDIDATE**	Daily
Weekly feedback	- During Practicum provide **written feedback weekly** on the full range of competencies, as listed above. - Please note that if the Teacher Candidate experiences difficulty at any time, the **Steps to take if a Teacher Candidate is Experiencing Difficulty** should be followed. - Please note that a **Letter of Concern** may be completed at any point during the practicum when expectations are not being met. - Incorporate weekly feedback into weekly goals and self-reflections. - Submit Lesson plans to Associate Teacher in required time frame. - Submit lesson plans to Faculty Representative through BrightSpace (Goggle Drive) for PED 3150/3151. - Read goals and reflections and provide feedback and suggestions to Teacher Candidates as necessary.	**ASSOCIATE TEACHER** **TEACHER CANDIDATES** **FACULTY REPRESENTATIVE**	Week

	Details	Given By	Date
Practicum Interim Report (Formative Evaluation)	• Using the *Practicum Interim Report*, the Associate Teacher evaluates the Teacher Candidate's overall level of each of the performance indicators. • Use the Practicum Evaluation Rubric in preparing the Interim Report. • The Associate Teacher shares the Practicum Interim Report with the Teacher Candidate. • The Teacher Candidate makes a copy for their own records and signs the Practicum Interim Report which indicates that the report was provided. • The Teacher Candidate e-mails or delivers a copy of the report in person to the Faculty Representative and to the Practicum Office: practic2@uOttawa.ca • A Teacher Candidate who receives **any** ratings of *Does Not Meet Expectations* on the Practicum Interim Report, the **Steps to take if the Teacher Candidate is experiencing difficulty should be initiated.**	**ASSOCIATE TEACHER** **TEACHER CANDIDATE** **FACULTY REPRESENTATIVE**	YEAR 1- PRACTICUM Interim due week of February 13-17, 2023 YEAR 2 - PRACTICUM Interim due during week of December 12-16, 2022
Practicum Final Report (*Summative Evaluation*)	• Support in the preparation of the Final Report is available through the Faculty Representative. • The Final Report must be completed and shared with the Teacher Candidate. Both the Associate Teacher and the Teacher Candidate should sign the Final Report. The Associate Teacher should keep a copy and provide the original to the Teacher Candidate. • The Final Report is e-mailed or delivered in person to the Practicum Office and the Faculty Representative practic2@uOttawa.ca • **It is the Candidate's responsibility to ensure the practicum office receives a copy of the Final Report and that the original is kept for personal records.**	**ASSOCIATE TEACHER** **TEACHER CANDIDATE**	YEAR 1- PRACTICUM April 27, 2023 YEAR 2 - PRACTICUM January 27, 2023
Practicum	• Artefacts from the Practicum, including the completed **Goal Setting Sheet**, *and **The Practicum Self-Evaluation Form** must be shared with the Faculty Representative, following Practicum.	**TEACHER CANDIDATE/ FACULTY REPRESENTATIVE**	PED 3150/3151 Class

Steps to take if a Teacher Candidate is Experiencing Difficulty

It is important to note that these steps *serve as guidelines*. Since situations vary, the issues that occur will be dealt with in an appropriate and collaborative manner based on the professional judgement of the Associate Teacher, Faculty Supervisor, Director of Teacher Education Practicum Office, and Program Specialist of Teacher Education.

• Notify the Principal, the Faculty Representative, and the Practicum Office of the Teacher Candidate's name and the key areas of difficulty. A classroom observation by a Faculty Representative will be scheduled in collaboration with the Associate Teacher.

- Using the teaching competencies as a basis for discussion, the Associate Teacher and the Faculty Representative should discuss areas for improvement and/or concerns with the Teacher Candidate. A plan of action offering constructive suggestions, guidance, and assistance should be collaboratively developed.

- In situations of serious concerns, the Associate Teacher and the Faculty Representative collaboratively write a Letter of Concern. A copy of the Letter of Concern is to be provided to the Practicum Office. Please note that a Letter of Concern can be completed at any point during the practicum when expectations are not being met.

- The Associate Teacher and the Faculty Representative will ensure that the Teacher Candidate understands the concerns outlined in the Letter of Concern, as well as the necessary action required to improve and continue in the placement by the specified timeline.

- The Associate Teacher and the Faculty Representative will monitor subsequent performance of the Teacher Candidate. The Associate Teacher in consultation with the Faculty Representative and the Principal will make the determination of the final evaluation.

- If the Candidate fails to meet objectives as set out in the Letter of Concern and/or is deemed inappropriate for being in a classroom, the Principal will terminate the Practicum in collaboration with the Associate Teacher and the Faculty Representative. The Director of Teacher Education will complete a letter of withdrawal.

- If the Practicum is terminated, a final report must be prepared by the Associate Teacher and a Failure must be indicated on the report.

- The Teacher Candidate will meet with the Director and/or Program Specialist of Teacher Education. A plan of action will be developed to address areas of concern.

- The Teacher Candidate must make a written request to the Director and/or Program Specialist of Teacher Education for a make-up practicum. The written request should reflect insight gained from the previous placement and the action required by the Teacher Candidate to achieve success in a future placement.

- Teacher candidates can be asked to leave a school placement at the request of the Principal or Associate Teacher, the circumstances surrounding these situations are investigated thoroughly and a decision for next steps is made by the Director's Office.

Make-up Practicum Placements

It may be that a Teacher Candidate is unable to complete their practicum placement (therefore practicum course) during the scheduled time frame. For exceptional circumstances, a practicum period will be offered in May/June.

A: Withdrawal from practicum prior to the commencement of Practicum.
- Candidates who are unable to complete practicum during the regularly scheduled time can request that the undergraduate office un-enroll them from the practicum course (fall and winter terms). They can then request to be re-registered for the spring term.   - In order to make this request, candidates will need to send an email indicating the reason for this request to the undergraduate office (educprog@uOttawa.ca), the practicum office (practica@uOttawa.ca), and the Director's Office (teached@uOttawa.ca). Candidates can include any additional documentation (ex. a letter from your doctor) to support your request.   - Please note that there are financial and academic implications of this decision, as it may influence registration status as a student and it will delay graduation from the program to fall.

B: Deferral from Practicum after the commencement of Practicum:
• The Faculty Representative must be involved in the decision to leave a Practicum. Documentation will be required in all medical deferral requests. • Deferrals of Practicum after the commencement of Practicum are given only in very exceptional circumstances. Candidates cannot obtain a deferral without the approval of the Program Specialist or the Director of Teacher Education. • Candidates will not automatically receive a make-up Practicum within the academic year. • An administrative fee for the make-up practicum may be charged to the Candidate.
C: Make-up Practicum as a result of unsatisfactory performance:
• Teacher Candidates who receive a grade of Unsatisfactory (E) for one of the Practicum placements can request a make-up placement. The Teacher Candidate must make a written request to the Director of Teacher Education. The written request <u>should clearly reflect insight gained from the previous placement and the action required by the Teacher Candidate to achieve success in a future placement</u>. The written request should also demonstrate appropriate professional conduct. • The Candidate must meet with the Program Specialist and/or the Director of Teacher Education. • The Director of Teacher Education will consider the written request and examine all documentation to determine whether or not a make-up placement is granted. • Depending on the seriousness of the issue, make-up placements may be refused, and the Teacher Candidate's right to continue in the Bachelor of Education program may be revoked through the professional ethics committee as described in the Faculty's Professional Ethics policy. • If the request is granted, a Candidate will typically be asked to complete a remediation plan. The Practicum Coordinator, in consultation with school board personnel, will establish a placement. There will be an additional administrative fee levied. • If the request is denied, the Director of Teacher Education will inform the Teacher Candidate in writing that they have been removed from the program. • Make-up placements may be carried to the following academic year. Upon successful completion of the make-up placement, the Teacher Candidate will be permitted to participate in the subsequent Faculty of Education convocation. • The Teacher Candidate is permitted to complete only one make-up Practicum placement. If the make-up attempt is unsuccessful, the Teacher Candidate will not be given another opportunity to raise the grade and will not be recommended for the B.Ed. Degree.

Withdrawal from Practicum: Professional Ethics

- Teacher Candidates must at all times comply with the Ontario College of Teachers' (OCT) ***Ethical Standards for the Teaching Profession, Standards of Practice for the Teaching Profession*** and the ***Teaching Profession Act*** and ***The Faculty of Education Regulation on Professional Ethics***. Any violation of these standards will result in the immediate withdrawal of the Candidate from the Practicum and the initiation of the process is outlined in the Regulation.

Professional Standards

- OCT Ethical Standards
- OCT Standards of Practice
- Teaching Professions Act (Excerpt)

- Faculty of Education Regulation on Professional Ethics
- Notice of Collective Disclosure

Practicum evaluation forms

The Teacher Candidate's performance in Practicum should be assessed within the context of the placement as a developing teacher rather than compared to the performance of an experienced teacher. The interim and final evaluation forms for Practicum reflect the developmental nature of learning to teach. The following are tools to assist in the assessment and evaluation process of Teacher Candidates. The following forms have been created in Adobe to comply with the Ontario Government and University of Ottawa accessibility standards. To optimally use these forms please download and save on your desktop. Open the form from your desktop. All forms can be found on the Teacher education partners webpage.

- Interim practicum report *this form must be downloaded and saved on desktop to save changes
- Final practicum report *this form must be downloaded and saved on desktop to save changes
- Letter of concern

University of Ottawa: Policy on Student Rights & Responsible Conduct

Policy 130 – Student Rights and Responsible Conduct will be effective as of May 1, 2022.

Faculty of Education Regulation on Professional Ethics

As future teachers, graduates of the Faculty of Education's Bachelor of Education and Certificate of Education programs will be responsible for the physical safety, the psychological health and educational well-being of students (children, adolescent or adult) in schools. In Ontario, teacher candidates are associate members of the Ontario Teachers Federation and subject to its standards of professional ethics during their practicum. Under the *Ethical Standards for the Teaching Profession of the Ontario College of Teachers*, teachers must also demonstrate care, integrity, respect and trust in all of their interactions with students, parents, other teachers, school personnel and with members of the public.

While the Faculty of Education recognizes that its teacher candidates are learning their professional responsibilities as teachers, it expects all of its teacher candidates to demonstrate that they have the knowledge, attitudes and capacities needed to be responsible for the physical safety, the psychological health and educational well-being of students (children, adolescent or adult) before they are placed in a school or other practice teaching situation. It further expects that they will at all times demonstrate care, integrity, respect and trust in their interactions with each other, with the representatives of the Faculty of Education and during their practicum with students (children, adolescent or adult), parents, other teachers, principals, other school personnel and with members of the public.

The following procedures apply to this regulation:

Prior to the Practicum

a) Only those teacher candidates who demonstrate that they can act with care, respect, integrity and trust and that they have the knowledge, attitudes and capacities needed to be responsible for the physical safety, the psychological health and educational well-being of students (children, adolescent or adult) will be placed in the practicum.

b) If a teacher candidate has not demonstrated the required qualities (care, integrity, respect or trust), or if the Faculty has well founded reason the believe that the teacher candidate may endanger the physical safety, psychological health or educational well-being of students (children, adolescent or adult), the director of the Teacher Education or *Formation à l'enseignement* program may deny a practicum placement to the teacher candidate. In the absence of the program director, the decision to refuse a practicum must be made by the Vice-Dean Academic Programs or the Dean.

The teacher candidate must be informed in writing of this determination and the reasons for it within five working days.

During the Practicum

a) A teacher candidate will be immediately withdrawn from the practicum if he or she puts at risk the physical safety, the psychological health or educational well-being of students (children, adolescent or adult), or otherwise demonstrates an absence of care, respect, integrity or trust. A student who personally withdraws from the practicum will be considered to have failed it.

b) Such determination may be made by the school principal, by another school board official such as a director of education, or by the Director of Teacher Education or of Formation à l'enseignement, the Vice Dean (Academic Programs) or the Dean of Education. The teacher candidate must be informed in writing of this determination and the reasons for it, normally within five working days of the withdrawal from the practicum

c) In the event of such a determination, the teacher candidate will only be placed in another practicum by the Director of Teacher Education or of Formation à l'enseignement, or in his or her absence the Vice-Dean (Academic Programs) or the Dean of Education, when the teacher candidate demonstrates that he or she:

    i) No longer poses a risk to students (children, adolescent or adult);

    ii) is capable of acting with care, respect, integrity and trust, and;

    iii) Has the knowledge, attitudes and capacities needed to be responsible for their physical safety, psychological health and educational well-being.

Denial or Withdrawal from Practicum

In the event that a teacher candidate is denied or withdrawn from the practicum under this regulation, a committee consisting of three regular professors will examine the case.

a) The committee must normally meet within ten working days of the written notification to the teacher candidate of the decision to deny a practicum.

b) The committee may make one of three decisions:

    i) It may uphold the denial of a practicum placement;

    ii) It may identify conditions that the teacher candidate must satisfy before being placed in a practicum; or,

    iii) It may authorize the placement of the teacher candidate in another practicum.

c) The teacher candidate may make a written submission to the committee and may request to appear before it.

d) The committee must provide written reasons for its decision.

e) In the event that the committee upholds the decision to bar the teacher candidate from the practicum, a grade of F will be noted on the teacher candidate's transcript for the practicum and the teacher candidate will be withdrawn from the program.

f) In the event that the committee identifies conditions that the teacher candidate must satisfy before being placed in a practicum, a grade of E will be noted on the teacher candidate's transcript for the practicum.

Right of Appeal

The teacher candidate may appeal the decision of the committee through the normal procedures associated with a grade appeal as defined by the Senate of the University of Ottawa.

University of Ottawa: Policy on Sexual Violence

The University of Ottawa will not tolerate any act of sexual violence. This includes acts such as rape and sexual harassment, as well as misconduct that take place without consent, which includes cyberbullying. The University, as well as various employee and teacher candidate groups, offers a variety of services and resources to ensure that all uOttawa community members have access to confidential support and information and to procedures for reporting an incident or filing a complaint. For more information, please visit Sexual violence: support and prevention.

Equity and Anti-Racism Policy

All professors offering a course in the Faculty of Education must include in their course outlines the proposed statement:

The Teacher Education program is committed to ensuring that all members of the educational community are treated with respect and that all the teacher candidates, Faculty, staff and educational partners have the right to study, work and live in a safe environment free of discrimination and harassment. This commitment is in accordance with the Faculty of Education's Equity, Diversity and Inclusion and Anti-Racism policies, The Faculty will apply this policy transparently in compliance with relevant legislation (Charter of Rights and Freedoms, the Ontario Human Rights Code).

Teacher candidates who experience incidents of discrimination, racism, harassment, or racial intolerance in their interactions in the teacher education program; in courses, practicum, or in the informal activities of the program; are provided support through the Teacher Education Director's Office. This support could include confidential assistance to report an incident or make a complaint, collaborative problem-solving, restorative practices to find a solution, or referral to University resources and supports. Teacher candidates are asked to contact teached@uOttawa.ca to make an appointment with the Director of Teacher Education.

APPENDIX 1: PRACTICUM EVALUATION RUBRIC

Please Note:

- *The practicum evaluation should be based on the developmental nature of learning to teach. In filling out the practicum report please keep in mind the teacher candidate's stage of preparation in the program. Teacher candidates continue to develop their skills through observation, guided practice and the constructive feedback and mentoring of Associate Teachers.*

- *There are three categories for evaluating teaching competencies: Does Not Meet Expectations, Developing Towards Expectations, Meets Expectations*

- *If the Teacher Candidate receives any ratings of "Does Not Meet Expectations", the PED 3150/PED 3151 professor or the Practicum Coordinator must be contacted and a Letter of Concern may be collaboratively generated.*

- *If the Teacher Candidate receives any ratings of "Developing Towards Expectations", clear suggestions for improvement should be provided to the Teacher Candidate.*

- *Under the 'comment section' within each competency the Associate Teacher is encouraged to add descriptions of the positives that really stand out for the teacher candidate and/or to make suggestions in areas where the teacher candidate needs improvement.*

A. PROFESSIONAL COMMITMENT COMPETENCY

COMPETENCY	Does Not Meet Expectations	Meets Expectations
Professional Interactions: Demonstrates professionalism in interactions**.** Demonstrates a positive rapport with students.	The Teacher Candidate demonstrates a lack of professionalism in interactions.	The Teacher Candidate demonstrates professionalism in interactions.
Professional Relationships: Interacts respectfully with members of school community. Demonstrates an understanding of the Associate Teacher/Teacher Candidate mentoring relationship.	The Teacher Candidate has difficulty interacting respectfully and/or demonstrates a lack of understanding of the Associate Teacher/Teacher Candidate relationship.	The Teacher Candidate interacts respectfully and demonstrates an understanding of the associate teacher/teacher candidate relationship.
Professional Responsibility: Fulfills responsibilities identified by the Associate Teacher and the University Practicum Handbook (e.g. duties, reinforcing school rules, extracurricular activities, meeting required deadlines)	The Teacher Candidate has ongoing difficulty fulfilling the responsibilities identified by the Associate Teacher and the University Practicum Handbook.	The Teacher Candidate fulfills the responsibilities identified by the Associate Teacher and the University Practicum Handbook.
I**nitiative:** Demonstrates that they are is a 'self-starter' and acts on suggestions and guidance from the Associate Teacher.	The Teacher Candidate shows little initiative and has ongoing difficulty acting on the suggestions and guidance from the Associate Teacher.	The Teacher Candidate shows initiative and incorporates suggestions from the Associate Teacher to improve their professional practice.

B. COMMUNICATION COMPETENCY

COMPETENCY	Does Not Meet Expectations	Meets Expectations
Verbal Communication: Speaks clearly and understandably (e.g. pronunciation, modulation, volume, articulation). Uses correct oral conventions (e.g. mechanics of the English language as well as subject specific terms and symbols).	The Teacher Candidate has ongoing difficulty with verbal communication.	The Teacher Candidate communicates clearly and appropriately.
Non-Verbal Communication: Uses effective and appropriate non-verbal communication (e.g. eye contact, facial expressions, body language). Reads non-verbal communication and responds appropriately. (e.g. scans class to identify students who are not engaged)	The Teacher Candidate has ongoing difficulty using, reading or responding to non-verbal communication.	The Teacher Candidate uses, reads and responds to non-verbal communication appropriately.
Written Communication: Uses correct written conventions (e.g. mechanics of the English language, as well as subject specific terms and symbols). Writes clearly and understandably (e.g. appropriate size and script text, legible text, layout of board work, overhead, multimedia).	The Teacher Candidate has ongoing difficulty with written communication.	The Teacher Candidate uses written communication appropriately.
Listening and Responding: Uses appropriate wait time (e.g. gives student appropriate time to process questions before responding). Uses probing and prompting techniques (e.g. rephrases questions; provides cues). Models effective listening skills (e.g. demonstrates active listening; demonstrates comprehension).	The Teacher Candidate has ongoing difficulty demonstrating appropriate listening and responding skills.	The Teacher Candidate demonstrates appropriate listening and responding skills.

C. KNOWLEDGE COMPETENCY

COMPETENCY	Does Not Meet Expectation	Meets Expectations
Subject Knowledge: Demonstrates fundamental knowledge of subject matter for teaching the assigned grade level**.** Provides clear explanations and demonstrates appropriate subject knowledge and related skills.	The Teacher Candidate demonstrates a considerable lack of subject matter knowledge and/or has difficulty conveying the subject matter.	The Teacher Candidate demonstrates appropriate subject matter knowledge and conveys subject matter in appropriate ways.
Developmental Nature of Learners: Responds to questions regarding lesson content in a knowledgeable and appropriate manner. Builds upon student responses to expand and extend the discussion and learning.	The Teacher Candidate has ongoing difficulty responding to questions and building on student responses.	The Teacher Candidate is responding appropriately to questions and building on student responses.

COMPETENCY	Does Not Meet Expectation	Meets Expectations
Curriculum: Demonstrates an understanding of the context in which the learning takes place (e.g., the rationale of the lesson, how the lesson fits into the overall unit or long range plans). Demonstrates growth in understanding the Ontario curriculum expectations specific to grade and subjects taught.	The Teacher Candidate has ongoing difficulty demonstrating an understanding of the learning context and Ontario curriculum.	The Teacher Candidate demonstrates appropriate growth in understanding of the learning context and Ontario curriculum.

D. COMMITMENT TO STUDENTS COMPETENCY

COMPETENCY	Does Not Meet Expectations	Meets Expectations
Positive Learning Environment: Demonstrates a friendly, positive, and professional manner. Promotes class safety and wellness. Demonstrates a professional presence in the classroom that helps to ensure students' attention and respect.	The Teacher Candidate is experiencing ongoing difficulty creating a positive learning environment and a professional presence.	The Teacher Candidate is demonstrating a positive learning environment and a professional presence.
Managing Classroom Environment: Demonstrates consistency in maintaining classroom routines and expectations. Utilizes appropriate verbal and non-verbal classroom management techniques (e.g., circulates throughout the class, makes eye-contact, uses pauses and proximity).	The Teacher Candidate is experiencing ongoing difficulty in developing classroom routines and expectations and/or using classroom management techniques appropriately.	The Teacher Candidate is demonstrating consistent classroom routines and expectations and uses classroom management techniques appropriately.
Student Engagement: Uses proactive and preventative strategies for engaging students Demonstrates an understanding of student's needs and responds in a culturally appropriate and flexible manner.	The Teacher Candidate is experiencing ongoing difficulty in using strategies for engaging students and/or understanding and responding to student needs.	The Teacher Candidate is developing strategies for engaging students and meeting their needs.
Collaborative Problem-Solving and Planning: Demonstrates an understanding of the need for collaborative planning and differentiation to address student learning needs. (e.g. working with the Associate Teacher, school staff).	The Teacher Candidate demonstrates little understanding of the need for collaborative planning and differentiation.	The Teacher Candidate demonstrates understanding of the need for collaborative planning and differentiation.

E.PLANNING AND IMPLEMENTATION COMPETENCY

COMPETENCY	Does Not Meet Expectations	Meets Expectations
Development of Lesson Plans Utilises a lesson plan template including appropriate reference to Ontario curriculum. (e.g. overall and specific expectations) Provides in lesson plan sufficient detail and timing for each part of the lesson. Uses appropriate resources to enhance lesson (e.g. visuals, library/resources, technology, internet). Incorporates a variety of appropriate instructional strategies into lesson plan (e.g., teacher-directed, student-centered, cooperative learning, technology). Incorporates techniques for student engagement into plan (e.g., topic relevant to students' interests, appropriate questioning, student participation, use of manipulatives, labs, hands-on activities). Incorporates opportunities for consolidation (e.g., summarizes key components of lesson) and application (e.g., follow-up activity, seatwork, homework). Plans to gather evidence of student learning and next steps. (e.g., checking for understanding, summative and/or formative assessment). Incorporates strategies to address student needs. (e.g. Students with IEPs, students at risk, English Language Learners)	With guidance and support, the Teacher Candidate has ongoing difficulty creating and developing a lesson plan. *The Teacher Candidate does not use a lesson template or include Ontario curriculum expectations.* *The Teacher Candidate provides in lesson plan insufficient detail and timing for each part of the lesson. Uses few resources to enhance lesson.* *The Teacher Candidate does not incorporate or incorporates few techniques for student engagement into plan.* *The Teacher Candidate does not incorporate or incorporates few opportunities for consolidation and application.* *The Teacher Candidate does not incorporate plans to gather evidence of student learning and next steps.* *The Teacher Candidate does not incorporate appropriate strategies to address student needs.*	Within a collaborative community of inquiry, the Teacher Candidate is creating and developing appropriate lesson plans. *The Teacher Candidate uses lesson template or includes Ontario curriculum expectations.* *The Teacher Candidate provides in lesson plan sufficient detail and timing for each part of the lesson. Uses appropriate resources to enhance lesson.* *The Teacher Candidate incorporates appropriate techniques for student engagement into plan.* *The Teacher Candidate incorporates appropriate opportunities for consolidation and application. The Teacher Candidate incorporates appropriate plans to gather evidence of student learning and next steps.* *The Teacher candidate incorporates appropriate strategies to address student needs.*
Development of Unit Plans Demonstrates a continuity of plan and progression of learning (e.g. scope and sequence, culminating tasks). Demonstrates backwards design and differentiation.	With guidance and support, the Teacher Candidate has ongoing difficulty creating and developing unit plans.	Within a collaborative community of inquiry, he Teacher Candidate is creating and developing a appropriate unit plans.

COMPETENCY	Does Not Meet Expectations	Meets Expectations
Implementation of Lesson Plan: Ensures all materials are organized and ready for use prior to instruction. Uses clear and effective instructional and questioning techniques that incorporate a range of thinking skills. Promotes relevant purposeful talk and student dialogue. Demonstrates appropriate pacing and timing. Makes effective transitions prior to and throughout the lesson (e.g., starting the lesson, conducting the lesson, giving instruction, collecting and distributing materials). Employs instructional strategies that engage all learners. (e.g., way one starts and ends the lesson, hands-on activities, technology). Adjusts lessons to circumstances (e.g., able to resume lesson after interruption, addressing student needs). Ensures consolidation of student learning and closure of lesson.	With guidance and support, the Teacher Candidate has ongoing difficulty implementing a lesson. *The Teacher Candidate has difficulty using clear and effective instructional and questioning techniques that incorporate a range of thinking skills and/or promoting relevant purposeful talk and student dialogue.* *The Teacher Candidate has difficulty demonstrating appropriate timing and pacing and/or managing transitions.* *The Teacher Candidate has difficulty in employing instructional strategies to engage all learners and/or adjusting lessons to circumstances.*	Within a collaborative community of inquiry, the Teacher Candidate appropriately implements a lesson. *The Teacher Candidate uses instructional and questioning techniques that incorporate a range of thinking skills and promotes relevant purposeful talk and student dialogue.* *The Teacher Candidate demonstrates appropriate timing and pacing and manages transitions.* *The Teacher Candidate employs instructional strategies to engage all learners and adjusts lessons to circumstances.*
Assessment - Student Learning: Assesses student work fairly, accurately and in a timely manner. Encourages students to seek ways to improve responses when giving answers in class, and/or in assignments/tests.	With guidance and support, the Teacher Candidate has ongoing difficulty implementing assessment strategies.	Within a collaborative community of inquiry, the Teacher Candidate implements appropriate assessment strategies.

APPENDIX 2: SUMMARY OCT ACCREDITATION GUIDE

Check	Topic	Professional Knowledge	Ways to Demonstrate
	Ontario Curriculum	The structure and purposes of the current Ontario curriculum and provincial policy documents, including those related to students with special needs, and their use in planning instruction and assessment. The explicit use of front matter, professional terminology, and practices in program planning, assessing and communicating about student work. The embedded and infused elements of the curriculum policy documents, frameworks, strategies including environmental education, safe schools, equity and inclusive education, character development, critical thinking, mental health, financial literacy and critical literacy education. Specific curricular knowledge included in the subject area — for example, citizenship education in social studies, history and geography curricula, patterning in mathematics Use of students' backgrounds, experiences and knowledge and connecting them to curriculum in culturally relevant and responsive ways. The ways in which curricula can be effectively integrated to meet expectations across subjects and support student learning and achievement.	Unit plans that reflect evidence of learning goals, success criteria, feedback mechanisms, and instructional practices based on student strengths, interests and needs. Lesson and unit plans that reflect different kinds of demonstrations of learning, for example, e-products, performances, community-based investigations. Practicum reflections on the effectiveness of strategies to incorporate literacy and numeracy in subject area teaching. Modeling of ways to use technologies to engage students and support learning of subject area skills and knowledge. Modeling of ways to incorporate First Nation, Métis and Inuit resources and perspectives in relation to the subject area.
	Use of Educational Research and Data Analysis	How to access, interpret, evaluate and use educational research literature as well as large and small scale assessment data to make informed decisions about its usefulness in a particular context. Collection and use of data in conjunction with other information and knowledge to make instructional decisions to facilitate learning. Knowledge of and capacities to engage in the iterative process of inquiry to facilitate student learning. Capacities to collaborate with other colleagues around shared questions and areas of interest, looking at evidence and research, theory or other bodies of knowledge in order to make precise, personalized pedagogical decisions and determine next steps.	Article review, incuding implications for classroom teaching. Action inquiry report. Case study requiring application of assessment data Use of research and large and small scale data in assignments. For example, use of EQAO mathematics results to plan mathematics unit.

Check	Topic	Professional Knowledge	Ways to Demonstrate
	Inquiry-based Research, Data and Assessment to Address Student Learning	Their role as teacher inquirers seeking further understanding of their students and their own practice to enhance student learning. The importance of teachers taking "an assessment *for* learning and *as* learning approach" to their own professional learning as models and capacities to undertake reflection. Understanding of the wide range of sources of data (behaviours, written work and other products, conversations, oral communication and presentations) and how to collect and analyze these data. Understanding of the student as the focus and source of information to inform planning and assessment.	Article review, including implications for classroom teaching. Action inquiry report. Practicum reflection on action inquiry initiative occurring in the school. Lesson and unit plans that demonstrate the use of observation and other student data to inform instruction.
	Use of Technology as a Teaching and Learning Tool	The intersection of technology, pedagogy and content knowledge for instruction, assessment, creation, collaboration, and communication. Locating and evaluating technology resources and tools for different purposes and to model critical viewing, representing, and thinking for students. Ensuring and modeling safe, ethical, healthy, and responsible use of technology and digital social media tools. Using technology to enhance differentiation, collaborative learning, and construction and mobilization of knowledge as well as to encourage innovation, intellectual curiosity, and creativity. The understanding of students as knowledge creators and the role of technology in supporting this.	Lesson Plans that include student use of technologies, including assistive and adaptive technologies. Digital artifacts produced by pre-service teachers and their students. (e)Portfolios Practicum reflection on the effectiveness of digital technology in supporting students with special needs. Unit plans that demonstrate student use of technology to make connections to the real world.
	Theories of Learning and Teaching and Differentiated Instruction	Various learning theories and research-based concepts and their related pedagogical practices in developing pedagogy, instruction and assessment for individual students, groups and classes. Elements and practices of differentiated instruction to support the learning of all students. The student as the focus and source of information to inform planning and assessment. Learners have different capabilities and different preferences for certain learning modes and strategies. The roles of self-awareness and meta-cognition in supporting student self-regulation.	Assignments that reflect explicit application or reflection of learning theories. Lesson and unit plans that reflect application of learning theories in specific subject areas, such as mathematics. Practicum reflection on the implementation of research-based, evidence-informed lessons or unit plans. Case studies of differentiated instruction, including for First Nation Métis and Inuit students. Reflection on a practice-based experience of differentiating instruction for students with special needs.

Check	Topic	Professional Knowledge	Ways to Demonstrate
	Classroom Management and Organization	Methods for creating inclusive, productive learning communities with meaningful, relevant and culturally responsive lessons and instructional approaches that engage learners. A repertoire of techniques for structuring the classroom environment for optimal learning for all students in many different learning arrangements and designs — for example, individual, small group and whole class experiences. Methods to allow students to see themselves in the curriculum through their backgrounds, experiences and knowledge in culturally relevant and responsive ways, including those that reflect traditional First Nation, Métis and Inuit ways of being and knowing. Capacities to draw upon a range of strategies for preventing and addressing off-task behaviour, including the use of student information to plan learning that builds on student assets and interests to meet learning needs.	Classroom management plan incorporating specific methods to build and maintain authentic, respectful connections between students and create a positive classroom community. Lesson or unit plan acknowledging specific classroom management considerations. Reflection of capacity to optimize learning time and draw upon a broad range of practices to respond to and restore positive behaviour, encourage self-regulation and community responsibility. Reflection on effective classroom management strategies used during teaching placement.
	Child and Adolescent Development and Student Transitions	Theories of human development and the interconnected physical, social, emotional, communication/language, and cognitive domains. First Nation, Métis and Inuit understandings about human development including a focus on the interconnections and relationships between spirit, emotions, intellect and body as well as the understanding of growth through connectedness. Theories regarding development and learning and their uses and limitations in developing pedagogy, instruction, and assessment for individual students. Transitions from elementary to secondary school, from secondary school to the next appropriate pathway, and ways in which to support students through these changes, particularly students with special education needs. Student progress along their individual growth continuum from K- 12, including transitions — such as school entry, change from one activity, setting, classroom or grade change, or school moves — and practices that support these changes, including students with special education needs. The teacher's role in identifying promising practices for use with individual students to support successful orientation in secondary school and into the world of work and further learning.	Lesson plans/course outlines/readings which incorporate information and/or strategies pertaining to programs and policy documents such as the following: *Student Success / Learning to 18 Initiatives*; *Specialist High Skills Majors*; or *credit recovery, Ontario Youth Apprenticeship Programs*. Assignments/evaluations/reflections that highlight the selection and utilization of instructional and assessment practices commensurate with an understanding of development and learning — for example, distributed practice, collaborative learning, problem solving. Lesson plans/assignments/ that include practices such as questioning, problem-based learning, simulations that can facilitate learning. Unit plans that involve experiential learning, ceremony, ritual and other First Nation, Métis and Inuit ways of living and learning. Use of case studies involving transition plans and Individual Education Plans (IEPs). Reflection on practicum and/or life experience related to issues involving human development or student transitions

Check	Topic	Professional Knowledge	Ways to Demonstrate
	Student Observation, Assessment and Evaluation	Gathering data by observing students individually, in interaction with the learning environment, learning materials and each other. Use of various sources of student data to make instructional decisions to facilitate learning for example: behaviours, written work and other products, conversations, oral communication and presentations, and peer and self-assessment. Use of strategies and tools in assessment for learning and as learning, and the relationship of assessment to setting learning goals, developing success criteria, establishing feedback mechanisms, and interpreting evidence of learning.	Assignments that involve student observation. Student assignments incorporating the use of observational data to create differentiated learning opportunities for their students. Practicum observation, assessment and evaluation requirements during practicum experiences. Practicum lesson and unit plans that are explicitly informed by observational and assessment data of students.
	Supporting English Language Learners	An asset-based approach to supporting culturally and linguistically diverse students acquiring English as another language. English as a Second Language and English Language Development programs and models of support. Classroom environments that reflect, engage, and celebrate the cultural and linguistic diversity of all students. Use of digital resources in supporting English language learners enabling them to become autonomous learners. Effective communication with parents / caregivers of students who are culturally and linguistically diverse.	Lesson and unit plans that reflect differentiation for students who are culturally and linguistically diverse. Case study involving a team-based approach to programming for a student who is culturally and linguistically diverse. Practicum reflection on the effectiveness of a specific instructional or assessment strategy for a student who is an English language learner. Practicum reflection on the effectiveness of digital resources to support specific learning goals of a student who is an English language learner.
	Supporting French Language Learners	The value, elements, sensitivities and challenges of life-long language learning in minority contexts, including linguistic insecurity, interdependence of language and culture, varieties of French languages repertoires, authentic oral and written communication, listening and speaking. An asset-based approach to supporting culturally and linguistically diverse students acquiring French as another language. The role of the teaching staff of a French-language school in a minority language community. Teaching and learning strategies in a minority situation, including the foundations of a cultural approach to teaching. Use of digital resources in supporting both French language learners and newcomer students and enabling them to become autonomous learners.	Assignment to compile a personal bank of French language resources that are pertinent to the candidate's future teaching. Assignment regarding differentiation of an established unit plan to address the different language learning needs of the students in their classroom. Team simulation such as programming for the case study of a newcomer student who has had little formal schooling due to civil strife in their home country. Practicum reflection on the effectiveness of a specific instructional or assessment strategy for a student who is a French language learner.

Check	Topic	Professional Knowledge	Ways to Demonstrate
	Pedagogy, Assessment and Evaluation for Specific Curriculum Area	Central concepts, knowledge, skills and processes associated with particular subject areas. Fundamental principles of effective assessment and how they relate to effective planning and instruction in particular subject areas. The standards related to thinking, planning, processing, communicating and application of learning in particular subject areas. Ways to differentiate content, process and product in particular subject areas. Ways to address students' common misunderstandings or skills needs in particular subject areas. The understanding that every teacher has a responsibility to teach literacy and numeracy throughout all grades and subject disciplines. Ways to integrate literacy and numeracy in subject area learning. Strategies for incorporating First Nation, Métis and Inuit pedagogies in particular subject area teaching. The ways in which the instructional goals, content understanding, and skills in one subject area connect with others to allow interdisciplinary planning and instruction.	Reflection of pedagogical knowledge, assessment and evaluation in course syllabi. Use of content and performance standards found in the achievement chart categories for the various subjects in student lesson and unit plans. Evidence in lesson and unit plans of students connecting subject area skills and knowledge with real-life situations. Evidence in lesson and unit plans of using students' interests to engage them in the subject matter. Practicum reflection on the use of assessment as and for learning in the subject area.
	Special Education	An asset-based approach (that is, focusing on student strengths and interests to address learning needs and a belief that all students can learn, that success builds a sense of efficacy and that teachers create the conditions for success). Multiple and complex causes of behavioural concerns and practices to address them. The larger context of special education, including Individual Education Plans (IEPs), the Identification, Placement and Review Committee process, exceptionalities, accommodations/modifications, alternative programming and reporting (for example, alternate report card, transitions, and how to differentiate). Learning exceptionalities, initial strategies to try, and the roles of external professionals. The uses of assistive and adaptive technologies in support of student learning. First Nation, Métis and Inuit ways of thinking about the kinds of differences associated with special education needs.	Use of case studies and IEPs to create particularized goals, instructional plans and transition plans. Reflections on practicum and life experience in relation to issues in special education, e.g. use of Applied Behavioural Analysis. Assignments which require assessment of strengths and learning needs, responsive planning and personalized instruction for a student with a learning challenge, such as Fetal Alcohol Spectrum Disorder. Use of a range of instructional supports, such as assistive and adaptive technology. Use of a range of instructional strategies, such as differentiated instruction and Universal Design for Learning.

Check	Topic	Professional Knowledge	Ways to Demonstrate
	Mental Health, Addictions and Well-Being	All students can benefit from building capacities to manage stress, building healthy relationships and self reflection. Their role in assisting students to develop skills that can improve their resilience, social/emotional well being and mental wellness by providing a safe, supportive, inclusive and engaging classroom environment for all students. Their role in recognizing when a student may be experiencing distress and helping the student and family to access appropriate support. Identifying when stigma is occurring and reducing stigma, promoting positive mental health, and building student social emotional learning skills. Using an asset-based approach for all students and their families.	A comprehensive classroom management plan that includes building a safe, healthy and inclusive classroom and learning environment, with consideration of diverse populations including First Nation, Métis, and Inuit, and facilitating development of social and collaborative skills and other learning skills. An assignment (before or during practicum) that outlines the process for supporting individual students. Reflection on practicum experiences and outcomes in relation to student well-being including issues such as mental health and addictions. Seminars, web-based resources, speakers regarding systemic practices in health promotion involving students and their families.
	Education Law and Standards of Practice	The professional, ethical, and legal responsibilities of teachers (for example: *Education Act*, *Ontario College of Teachers Act*, Standards of Practice and Ethical Standards, professional advisories, *in loco parentis*, Ontario Human Rights Code, *Teaching Profession Act*, Ministry Policies, and *Child and Family Services Act*). The teacher's role and responsibilities in ensuring safe schools (for example, via the Education Act, Ontario Schools Code of Conduct, and criminal law and the Accepting Schools Act, among others). The teacher's duty to report, as outlined in the *Education Act*, the *Ontario College of Teachers Act*, and the *Child and Family Services Act*. That a teacher's duty of care — including avoiding negligence — also entails being a role model (appropriate on-duty and off-duty conduct, for example).	Reflections from practice regarding the promotion of respectful behaviour. Course assignment regarding the development of a field trip itinerary that includes consideration of legal obligations and professional responsibilities (e)Portfolio

Check	Topic	Professional Knowledge	Ways to Demonstrate
	Professional Relationships with Colleagues	The standards of practice in relation to professional conduct, collaboration, communication, and relationships with colleagues and other stakeholders. The roles and responsibilities of professionals who interact with the school system. Building a positive and inclusive school climate under a "whole schools approach". Recognition of supports and resources to be accessed and sensitivity regarding when these resources should be sought, in development of individual educational plans or interventions for students, assessment, evaluation and differentiation of instruction and program.	Reflection on practicum and life experience regarding team approaches to support student well-being and learning.
	Knowledge of the Ontario Context	Equity, diversity, inclusion and social justice and the key role of teachers in identifying and eliminating barriers and creating social change. The use of culturally relevant and responsive content, instruction and assessment to engage all students, support positive identity development, and address individual students' strengths, interests, and needs, particularly for members of under-served communities or groups. The responsibility of teachers to take into consideration the histories and contemporary experiences of members of marginalized and/or under-served communities. The importance of working from an asset-based orientation. Cultural proficiency and cross-cultural and intercultural communication and relationship-building.	Elders, cultural and faith leaders, LGBTQ speakers and representatives from diverse communities who give presentations and demonstrations of different cultural ways of knowing and being. Faculty support of teacher candidate interest in social issues in the school and in the community. Lesson and unit plans that explicitly incorporate materials and activities representing diverse approaches to the knowledge and skills in the Ontario curriculum.

Check	Topic	Professional Knowledge	Ways to Demonstrate
	First Nation, Métis and Inuit Perspectives, Cultures, Histories and Ways of Knowing	The cultural and linguistic assets contributed by First Nation, Métis, and Inuit families and communities to each child's positive identity development, learning, and well-being. The importance of histories, cultures, contributions, perspectives, and treaties to contemporary First Nation, Métis and Inuit communities. The colonial experiences of First Nation, Métis, and Inuit peoples, such as residential school experiences, and the ongoing impact of these experiences on First Nation, Métis and Inuit communities and their members. The development of relationships with First Nation, Métis and Inuit community partners, Elders, and Senators to support culturally relevant and responsive curriculum and assessment practices, including those reflecting Indigenous pedagogies. The diversity of languages within First Nation, Métis and Inuit communities and ways of supporting multilingual language development.	Assignment where students compile a list of digital and web First Nation, Métis and Inuit resources related to the subject areas and ages they plan to teach. Experiential learning on the land. Assignments and activities in which candidates meet community members and Elders, hear First Voices, and engage in First Nation, Métis and Inuit communities and cultural experiences. Practicum reflection on lessons and units incorporating First Nation, Métis and Inuit perspectives on historical events, environmental concerns, such as health.
	Politique d'aménagement linguistique (PAL) de l'Ontario	The vision, value and elements of the interdependence of language and culture to support student learning, identity, and well-being. Their role as French-language models for their students and helping students to learn about French-speaking cultures. Use of students' backgrounds, experiences, and languages to create a classroom environment that reflects and celebrates the linguistic and cultural diversity of all students, promotes a positive cultural identity, and provides engaging and challenging learning opportunities. Engagement and communication with Francophone and Francophile community partners.	Assignment that reflects knowledge of aspects of culture in diverse French-speaking communities. Micro-teaching assignment that demonstrates awareness of current approaches to French language teaching and learning. Practicum reflection on working in a linguistic and cultural situation. Practicum observations and reflections on the link between the school, family and community in a Francophone context. Practicum reflection on the effectiveness of specific approaches to French language learning.

Check	Topic	Professional Knowledge	Ways to Demonstrate
	Safe and Accepting Schools/Creation of a Positive School Climate	Equity, diversity and social justice and the integral role of the teacher in identifying and eliminating barriers and creating social change. Legislation such as the *Accepting Schools Act*, and provincial Equity and Safe Schools Strategies intended to make schools safe, inclusive and accepting places to learn. Culturally relevant and responsive curriculum content, instruction and assessment using Ontario curricula to engage all students and meet individual students' strengths and needs, to promote healthy schools, and the health and well-being of students and families. Effective practices to incorporate culture, language, backgrounds and experiences, community knowledge, perspectives and student contributions and how these elements are connected to identities, including students of First Nation, Métis, and Inuit heritage, of multicultural identities, and those marginalized due to sexual orientation and gender identity. Intercultural communication and increased cultural knowledge and understanding of social justice issues and the strong connection between equity and excellence related to high expectations for all. Advancing social responsibility and environmental citizenship.	Student teaching statements of students' self-awareness regarding their social, cultural and political location and the ways in which that influences their perspectives. Classroom management plan incorporating capacities in building authentic, respectful connections between students and creating a positive classroom community and school climate. Experiential learning opportunities to learn about themselves and differences, cultural proficiency and facility in cross-cultural and intercultural communication. Critical incidents that students write about and discuss.
	Parent Engagement and Communication	The shared interest of schools, families and community in student well-being, learning and development. The positive ways in which families can contribute to each student's learning. Developing positive reciprocal relationships with families, individually and collectively. The importance of shared high expectations. Seeking help to understand and help address barriers that may prevent some parents from fully participating in their children's learning (for example, language, transportation, their own school experiences). Proactive and positive communication with parents and caregivers.	Assignment that requires community observation and a school-based communication plan. Assignment — compilation of ideas for family outreach and parental engagement, including uses of digital technology. Practicum reflection on effective ways the school engages parents.

Check	Topic	Professional Knowledge	Ways to Demonstrate
	Practicum	The capacity to be flexible, adaptive and creative in drawing upon their repertoire of practices, bodies of knowledge, and concepts/theories in order to facilitate student success The capacity to discern relevant elements of research and theory for consideration when addressing problems of practice The capacity to work and learn collaboratively with colleagues, including associate teachers, teacher candidates, and other educators, in order to support student and professional learning The capacity to be reflective and self-assess in order to respond to changing, dissonant and challenging conditions The capacity to reflect on their own professional judgement, problem-solving, and learning from teaching placements.	Summary reports from associate teachers and faculty advisors Practicum binders Lesson plans Multi-media presentations Reflections (e)Portfolios

APPENDIX 3: COURSE DESCRIPTIONS

Primary / Junior Course Titles and Descriptions

Please see: catalogue.uOttawa.ca/en/undergrad/teacher-education-primary-junior-division/#programrequirementstext

Junior / Intermediate Course Titles and Descriptions

Please see: catalogue.uOttawa.ca/en/undergrad/teacher-education-junior-intermediate-division/

Intermediate / Senior Course Titles and Descriptions

Please see: catalogue.uOttawa.ca/en/undergrad/teacher-education-intermediate-senior-division/