

Faculty of Education

Field experience handbook



for experiential learning
September 2019 to December 2020

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TEACHER CANDIDATES must read through the Field Experience Handbook in its entirety and are expected to be familiar with all information contained within.



FACULTY OF EDUCATION

FIELD EXPERIENCE HANDBOOK

FOR EXPERIENTIAL LEARNING

SEPTEMBER 2019 – DECEMBER 2020

FACULTY OF EDUCATION MISSION STATEMENT AND VISION

Mission

Grounded strongly in our “Education and Digital Technology” research agenda, the Faculty of Education fosters the development of critical thinking, digital literacies, and e-learning in future generations of education professionals.

Vision

Our Faculty strives to be a world leader in the development of socially responsible education professionals by engaging them in cutting-edge inquiry and knowledge construction within technologically-rich environments.

OVERALL FACULTY OF EDUCATION PROGRAM OUTCOMES

The overall program learning outcomes are based on the Ontario College of Teachers’ Standards of Practice for the Teaching Profession. The Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession serve as the foundation for Ontario programs of professional teacher education. They describe what it means to be a teacher. The Faculty of Education provides Teacher Candidates with opportunities to observe and to develop exemplary teaching practices. For further description of the Standards of Practice and Ethical Standards, please see the appendices.

BACHELOR OF EDUCATION PROGRAM FOUNDATIONAL PRINCIPLES

The Ontario Tech University program ensures that teacher candidates are prepared to enter the teaching profession with an appropriate foundation of knowledge and set of cognitive skills to be successful. Professional Knowledge in the B.Ed. program at Ontario Tech is guided by these principles:

1. Ongoing reflection informs teaching and learning.
2. Learning to teach is supported by the interplay of theory and practice.
3. Learning is a collaborative process of constructing personal meaning.
4. Digital technologies are embedded within the learning experience.
5. Diversity, equity and respect enrich the teaching and learning process and promote healthy communities.

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INTRODUCTION

WHO WE ARE

The University of Ontario Institute of Technology (Ontario Tech University) opened its doors to students for the first time in September 2003. Ontario Tech's Faculty of Education offers a 16-month (four consecutive semester) Primary/Junior program as well as an Intermediate/Senior Bachelor of Education program for Sciences, Mathematics, English, History, and Health and Physical Education. The Faculty of Education also offers an Intermediate/Senior concurrent education program in conjunction with the Faculty of Science.

ACCESSING INFORMATION VIA THE INTERNET

If you would like to access information regarding our Bachelor of Education program and/or the Field Experience, please refer to the website <http://education.uoit.ca>

GOAL OF THE FIELD EXPERIENCE:

- To provide Teacher Candidates with opportunities in school settings for growth as professional teachers and learners

PURPOSE OF THE FIELD EXPERIENCE HANDBOOK:

- To provide information regarding all aspects of the Field Experience component of the Faculty of Education at the University of Ontario Institute of Technology
- To provide Teacher Candidates, Associate Teachers, Principals, Vice-Principals, school office staff, board personnel and University Liaisons with clear and specific expectations, guidelines, and descriptions of the Field Experience component of Ontario Tech's Bachelor of Education program to facilitate the communication process
- To make the Field Experience a positive, cooperative and collaborative experience for all

THANK YOU

The Field Experience component of Ontario Tech University's Bachelor of Education program would not be possible without the participation and mentorship of exemplary teachers and schools. Ontario Tech appreciates and values expertise, commitment and time given by Associate Teachers, Principals, and School/Board staff. We are committed to working closely with schools and Associate Teachers to make this a successful and rewarding experience. We thank you for your time, energy and patience.

FIELD EXPERIENCE OVERVIEW

VALUE OF THE FIELD EXPERIENCE

- allows the Teacher Candidates to learn and grow as teachers through experiencing the day-to-day realities of teaching in school settings
- provides Teacher Candidates with periods of observation and interaction in 3 different classrooms
- allows the Teacher Candidates to appreciate and to gain insights regarding school culture and the professional community in which they work
- provides Teacher Candidates an extended opportunity to be a member of a school community

DATES - 2019-2020*

Throughout the course of the year Teacher Candidates will experience the realities of the teaching profession by completing three Field Placements and more than 80 days in schools.

BACHELOR OF EDUCATION PROGRAM

FIELD EXPERIENCE I TAKES PLACE:

- Observation Fridays – September 13, 20, October 25, November 1, 8, 2019
- Practicum Block – November 18 – December 17, 2019

FIELD EXPERIENCE III TAKES PLACE:

- Observation Start-Up Week – September 8-11, 2020
- Observation Fridays – TBA
- Practicum Block – November 23 – December 18, 2020

FIELD EXPERIENCE II TAKES PLACE:

- Observation Week – February 3-7, 2020
- Practicum Block - March 23 – April 23, 2020

*(*DATES SUBJECT TO CHANGE)*

ARRANGING THE FIELD EXPERIENCE

FACTORS TO CONSIDER

Coordinating placements within a variety of boards is a complex process based on the following factors:

- The availability of Associate Teachers at various grade levels or subject areas
- Teacher Candidates' teachable subjects

PROCESS

The Practicum Specialist makes Field Experience placement arrangements with a school board contact person. The contact establishes formal arrangements for partnerships between Ontario Tech and the various schools within a particular board.

Coordinating placements is established with the individual boards by the Ontario Tech Practicum Specialist. **Teacher Candidates shall NOT seek out schools or Associate Teachers.** School boards do not look favourably upon this practice. Teacher Candidates must adhere to this process.

The school Principal assigns Teacher Candidates to specific Associate Teachers. In most cases, the Teacher Candidates will be assigned to one Associate Teacher, however, in some individual cases; the Field Experience placement may be divided between two or more Associate Teachers.

Associate Teachers may arrange opportunities for Teacher Candidates to observe and perhaps teach classes of colleagues who are not appointed Associate Teachers. While these colleagues may provide some input into the evaluation process, the responsibility for determining the formal evaluation of Teacher Candidates rests with the Associate Teacher(s) to whom the Teacher Candidates have been assigned.

Changes in school enrollment, staffing, administration and grade assignment may occur. As a result, Field Experience placements may change due to such circumstances. For this reason, the Faculty of Education asks all those involved to be patient while demonstrating professional etiquette regarding this placement process.

NOTE: The Faculty of Education reserves the right to assign Teacher Candidates and to place Teacher Candidates in any Field Experience placement, regardless of the Teacher Candidate's request of preferred location.

LAPTOPS IN THE FIELD EXPERIENCE – BYOD-TELE

Ontario Tech is a technology-rich learning environment and integrates appropriate use of electronic devices as it forms an integral part of the program.

BYOD-TELE refers to Bring Your Own Device which means that Teacher Candidates are responsible for bringing their own device (eg. Laptop, tablet) to class. By participating in BYOD-TELE, Teacher Candidates have the freedom to select devices they like and want to use. The ability to effectively use digital technologies is an essential skill for educational and technological leaders. As a student in our program, Teacher Candidates will have many opportunities to develop strategies and skills working with a variety of digital tools.

Teacher Candidates should bring their device to school every day and use it for note taking during class time and lesson planning. Teacher Candidates are encouraged to find ways to use the technology when appropriate in consultation with their Associate Teacher. Devices can be used for:

- Making observations
- Preparing lessons
- Using the Internet for resources
- Applying Ministry software specific to particular subject areas
- Sharing resources, presentations and information with Associate Teachers, students and teachers

SCHOOLS

APPRECIATION

Ontario Tech recognizes the hard work, dedication and time put forth by Associate Teachers, Principals, School Secretaries and other school board education partners.

Ontario Tech sincerely appreciates the time, effort, commitment and contributions made by its partnered school boards.

Ontario Tech will provide Associate Teachers an honorarium of \$100 per Teacher Candidate per session. If two or more Associate Teachers share a Teacher Candidate, the honorarium will be divided in an equitable manner with any other Associate Teacher(s) who hosted the Teacher Candidate. Upon receipt of the Associate Teacher's final evaluation of the Teacher Candidate, a cheque, made out to the Associate Teacher, will be sent out to the Associate Teacher's school. Please allow 6 - 8 weeks for processing.

Thank you for your participation in the education, growth and professional development of our Ontario Tech Teacher Candidates.

TEACHER CANDIDATES

OVERVIEW OF ROLE

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 and Ethical Standards. Please see the appendices for information regarding the Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession of the Ontario College of Teachers. Failure to comply with any of the standards may result in ineligibility for practicum, the immediate withdrawal from the Field Experience placement, and possibly the Bachelor of Education program. This is in accordance with Ontario Tech's Professional Unsuitability policy in the Academic Calendar 2019-2020 and Appendix N on page 65 of this handbook.

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. Please see Appendix C on page 34.

Teacher Candidates must consistently demonstrate professionalism, both on-campus and when they are guests in the schools and classrooms and must act accordingly.

RESPONSIBILITIES:

PROFESSIONALISM ON-CAMPUS

- Demonstrates commitment to learning;
- Models respect for diverse spiritual and cultural values and practices, and for the environment;
- Exercises positive influence, professional judgement, confidentiality, and empathy in practice;
- Seeks to understand other people's perspectives;
- Communicates clearly, consistently and respectfully with colleagues, instructors and staff;
- Models effective listening skills (e.g., demonstrates active listening, demonstrates comprehension);
- Demonstrates consistent punctuality (e.g. completing assignments, returning resources, arriving/departing on time);
- Maintains responsibilities for the duration of the activity (e.g. small group work, shared assignments);
- Engages in respectful and professional relationships and interactions with colleagues and other community members;
- Accepts and assimilates constructive feedback in a positive manner;
- Shows initiative (e.g., demonstrates leadership qualities, demonstrates helpfulness without prompting, participates in large and small group activities);
- Upholds the Ontario College of Teachers Standards of Practice and Ethical Standards;
- Demonstrates openness to new and diverse perspectives of teaching and learning;
- Accepts responsibility for their actions.

PROFESSIONALISM IN THE FIELD

- Read and be familiar with the guidelines in the Field Experience Handbook.
- Become familiar with the host school's handbook to gain understanding of the school culture, expectations and procedures.

- Follow school board, school and Ontario Tech policies, as well as class routines.
- Be prompt, punctual and reliable.
- Show initiative.
- Demonstrate a professional attitude by observing the school's dress code, maintaining confidentiality, and cooperating with all school personnel.
- Submit appropriate forms to the Associate Teacher and Ontario Tech as required.
- Cell phones, Blackberries or any other electronic devices are to be used during classroom time for instructional/professional purposes only.

OBSERVATION TIMES

- Observe the Associate Teacher's instructional techniques, strategies, methods of establishing effective class management and a positive environment, including ways to motivate and build rapport with students.
- Use time appropriately. (Teacher Candidates should not complete assignments or prepare their own lesson plans while the Associate Teacher is teaching).
- Seek understanding and clarification from the Associate Teacher as to how to assist small groups or individuals.
- Seek the Associate Teacher's support and guidance regarding instructional techniques and strategies.

OBTAINING FEEDBACK

- Be considerate and flexible when arranging time with the Associate Teacher and University Liaison to discuss planning, lessons and feedback.
- Display openness to new ideas, and be responsive and open to the Associate Teacher's suggestions, alternative strategies and recommendations.
- Seek guidance and assistance from the Associate Teacher and University Liaison as required.
- 25-50% of Foundations mark related to Field Experience will be assigned by University Liaison (see pg. 20)

PLANNING AND TEACHING

- Plan and prepare lessons using the appropriate lesson plan templates (please see appendices) after consulting with the Associate Teacher.
- Submit lesson plans to the Associate Teacher at least 24 hours prior to implementation.
- Ensure that any materials needed for the lesson are prepared well ahead of time. (Please refer to page 65, Academic Misconduct)
- The Teacher Candidate is responsible for the security of all teaching tools, including the laptop computer and other electronic devices.
- Complete administrative tasks normally completed by the Associate Teacher (e.g., attendance, distribution or collection of forms etc.) if required.
- Participate in any out-of-class regularly scheduled duties with the Associate Teacher (e.g., lunch duty, bus duty, yard duty, hall duty, PA days) for the full duration of the duty.
- Reflect daily on the expectations of the lesson, the actual experience of teaching the lesson and what was learned through this process. Reflections should identify strengths and areas to work on.

ASSOCIATE TEACHERS

OVERVIEW OF ROLE

The Associate Teacher's role is critical to the education, success and growth of Teacher Candidates as educators. The Faculty of Education appreciates the time, effort and dedication of Associate Teachers in working with Teacher Candidates. Associate Teachers not only demonstrate exemplary practices, but also mentor, guide and assist Teacher Candidates in becoming teachers. Associate Teachers are the key to the success of our Field Experience.

NOTE: For any questions or concerns, contact the Practicum Specialist. Please see the inside back cover for contact details.

RESPONSIBILITIES:

GENERAL

- Communicate progress, concerns and questions to the Practicum Specialist.
- Ensure that whenever the Teacher Candidate is with a class of students or completing any official duties (e.g., cafeteria duty, bus duty, yard duty, and trip supervision), she or he is under the supervision of a member of the Ontario College of Teachers. Please note: Teacher Candidates are NOT to act as parent volunteers or occasional teachers.
- Provide the Teacher Candidate with guidance on how she or he can circulate or assist with individual or small groups of students.
- Provide opportunities for the Teacher Candidate to utilize technology (e.g., to instruct a small group, to do a presentation, to prepare lesson plans, to share resources with the Associate Teacher or other teachers).

WELCOMING

- Welcome the Teacher Candidate into the classroom and introduce them as a colleague to the students, other staff members and administration.
- Provide Teacher Candidates with a tour of the school.
- Provide Teacher Candidates with a space to work/sit and keep belongings.
- Provide Teacher Candidates with a school handbook, staff list, class/teaching schedule, duty schedules, and any other pertinent information required by a teacher in the school.

PLANNING AND TEACHING

- Allow for adequate observation time at the beginning of the placement and a gradual and well-paced increase in responsibilities (see Tips for Associate Teachers on page 9 for ideas).
- Plan how to use the Teacher Candidate's subject specialties or talents in classroom activities.

- Allow the Teacher Candidate to take the lead on general routines (this may include entry/dismissal routines, opening exercises, attendance) in order to introduce the Teacher Candidate to leading the class.
- Plan activities so the Teacher Candidate can work with individual students or small groups to observe behaviours, abilities and learning patterns and come to know individuals within the classroom.
- Provide Teacher Candidate with an appropriate topic and guidance for lessons, and establish times to examine the Teacher Candidate's lesson plan prior to implementation.
- Allow the Teacher Candidate to use the laptop or other electronic device in planning and teaching experiences where appropriate.
- Guide the Teacher Candidates in the development of effective lesson planning using the Ontario Tech template.

GIVING FEEDBACK

- Set aside time each day to engage in informal conversations with the Teacher Candidate to discuss strengths and areas for improvement.
- Review, observe and provide written comments about lesson/unit plans and their implementation (can be written right on lesson plan in the sections for comments, or in a notebook) by giving alternative strategies, suggestions and recommendations.

EVALUATION

INTERIM REPORT:

- At the end of Week Two of the Practicum Block, please complete the Practicum Interim Report (see page 37 for instructions), give a copy to the Teacher Candidate, offer suggestions for improvement, and keep a copy as the Practicum Specialist may request to see the Interim Report.
- If the Teacher Candidate is experiencing difficulty, see *Associate Teacher's Steps to Take if the Teacher Candidate is Having Difficulty* (page 25), including contacting the University Liaison and Practicum Specialist.

FINAL REPORT:

- **The *Associate Teacher Field Experience Final Report* is a web-based version of the Practicum Interim Report and is completed in the *Field Experience Portal* online. Please refer to the Tip Sheet and Field Experience Portal letter in your Associate Teacher information package. Assistance and support is available from the Practicum Office.**
- ***NOTE: Final Evaluation reports are used by Teacher Candidates when they are applying for teaching positions.***

GENERAL TIPS FOR ASSOCIATE TEACHERS:

- Be patient; some Teacher Candidates may require extra assistance or support.
- Try to offer encouragement where appropriate. Please remember that the Teacher Candidate may be nervous and a little praise may go a long way.
- Teacher Candidates are not teachers - yet! As a mentor, provide constructive feedback so that they can work on the areas that require improvement.
- Keep this handbook handy just in case you have questions or concerns.
- You are the professional. The Teacher Candidate will learn so much from simply being with you! Your feedback and exemplary teaching will provide great learning opportunities for the Teacher Candidate.
- Sometimes, it is difficult to give constructive criticism for fear of hurting the Teacher Candidate's feelings. The Teacher Candidates know that your job is to assist them in becoming the best educators they can be. They are prepared to accept constructive feedback from you-the teacher!
- Have the Teacher Candidate assist students who require individual assistance. Please advise the Teacher Candidate of any special needs or medical needs that she or he may need to know about the student.
- Allow the Teacher Candidate to work with a small group of students. Please be specific as to what task you wish the Teacher Candidate to complete.
- Prior to a larger group lesson, you may want to have the Teacher Candidate prepare a mini-lesson for a small group of students.
- Teacher Candidates require permission to attend Parent/Teacher interviews, PA Day activities and any out of school activities. Permission is at the discretion of the Principal and Associate Teacher.

TIPS FOR GRADUALLY ALLOWING A TEACHER CANDIDATE TO TAKE OVER THE MANAGEMENT OF GENERAL ROUTINES:

- Start small. The Teacher Candidate can learn so much about establishing relationships with students, classroom management and communication just by leading the class through general routines such as entry/exit routines, attendance, collection of money or forms, and taking up homework. Conducting routines offers excellent opportunities for Teacher Candidates to initiate the whole group experience.
- Please allow for sufficient observation time by the Teacher Candidate to view routines.

- Examples of routines might include:
 - entry procedures
 - attendance, late routine, and processes for ensuring absent students can access the work/lesson upon returning
 - bell work or “to do now”
 - taking up homework
 - routines for responding to parent communication
 - collecting money or forms / distributing forms
 - communication routines with EAs and ECEs
 - any routine that is specific to your class (i.e. washroom breaks)
 - routines for booking access to technology
 - dismissal

TIPS FOR PROVIDING ORAL FEEDBACK TO TEACHER CANDIDATES:

- Your feedback is key to the Teacher Candidate’s learning and growth. Try to block out a few minutes each day to discuss specific strengths and areas for the Teacher Candidate to improve upon.
- You may want to set aside a few minutes either at the beginning of the day, during a preparation period, over lunch, or at the end of the day.
- Have informal chats while walking to the office or staffroom.
- Offering feedback regarding specific items such as classroom management or communication is essential and useful. While offering feedback such as “great lesson” may gratify the Teacher Candidate, finding one specific component that made the lesson “great” and perhaps one specific component for improvement is very helpful.
- Use the Practicum Interim Report to assist with the oral feedback process. The performance indicators listed on the observation sheets include all of the “look-fors” that will be included in the Associate Teacher Field Experience Final Report.

TIPS FOR PROVIDING WRITTEN FEEDBACK TO TEACHER CANDIDATES:

- Finding time to provide written feedback can be difficult. While the Teacher Candidate is teaching, you may want to keep a notebook handy to jot down specific strengths and weaknesses. You may prefer to keep a running monologue of everything that is happening so that you can comment more fully later.
- Notes can be as simple as listing one or two strengths and one or two areas for improvement a day.
- You may want to type comments on a computer as the Teacher Candidate is teaching.
- Add a few notes on the Teacher Candidate's lesson plan (in the section designed for your comments) as she or he is teaching and going through the lesson. Remember to keep a copy of the lesson plan notes for yourself.
- Keep several copies of the Practicum Interim Report, and simply highlight the "look-fors" as you see them throughout the lesson, or jot suggestions or recommendations next to specific performance indicators.
- Select one area to comment on each day (for example, focus on communication for one lesson and class management for another etc.)

TIPS FOR HELPING A STRUGGLING TEACHER CANDIDATE:

- Try to offer one or two suggestions for improvement at a time, rather than giving the Teacher Candidate a lengthy list of areas to improve.
- Try to find a few positive areas to offer feedback, if appropriate (e.g., about effort, an idea, or positive attitude).
- For more detailed instructions, please refer to ***Steps to Take if the Teacher Candidate is Experiencing Difficulty*** on page 25.
 - We realize that this can be a challenging experience, so please seek support from the Practicum Specialist. We are here to assist you.

Once again, thank you, Associate Teachers, for your expertise, time and commitment to educating future teachers.

CHECKLIST FOR FIELD EXPERIENCE I

DATE	TEACHER CANDIDATE	ASSOCIATE TEACHER	PRACTICUM OFFICE
NOV. 18 - 19, 2019	<ul style="list-style-type: none"> <input type="checkbox"/> arrive at least 30 minutes prior to the beginning of the day and sign in <input type="checkbox"/> circulate when appropriate (e.g., seatwork, small group activities) and assist as suggested by Associate Teacher <input type="checkbox"/> assist with the Associate Teacher's scheduled out-of-class responsibilities (e.g., cafeteria duty, hall duty, yard duty, bus duty, meetings, etc.)* <input type="checkbox"/> ensure understanding of general routine responsibilities for next day <input type="checkbox"/> begin lesson planning; submit lesson plans to Associate Teacher for approval at least 24 hours in advance 	<ul style="list-style-type: none"> <input type="checkbox"/> provide Teacher Candidate with guidance as to how she or he can circulate or assist with individual or small groups of students <input type="checkbox"/> discuss with Teacher Candidate any general routines (this can include entry/dismissal routines, opening exercises, and attendance) that the Teacher Candidate might be able to lead next day (see Tips for Associate Teachers on page 9 for more ideas) <input type="checkbox"/> provide some time for Teacher Candidate's questions <input type="checkbox"/> provide Teacher Candidate with appropriate topic and guidance for lessons and establish time to review Teacher Candidate's lesson plans (see Tips for Associate Teachers on page 9 for more ideas) 	<ul style="list-style-type: none"> <input type="checkbox"/> the University Liaison will be available for questions or concerns regarding the Field Experience Placement <input type="checkbox"/> the Practicum Specialist will assist with any questions or concerns (please see back cover for contact list) <input type="checkbox"/> the University Liaison will communicate with the Associate Teacher and Teacher Candidate as required
NOV. 20- 22, 2019	<ul style="list-style-type: none"> <input type="checkbox"/> arrive at least 30 minutes prior to the beginning of the day and sign in at office <input type="checkbox"/> take lead of the general routines (this can include entry/dismissal routines opening exercises, attendance) as discussed with Associate Teacher <input type="checkbox"/> Teacher Candidate should be prepared to teach at least one lesson <input type="checkbox"/> debrief with Associate Teacher to receive informal feedback.** <input type="checkbox"/> circulate when appropriate (e.g., seatwork, small group activities) and assist as suggested <input type="checkbox"/> assist with Associate Teacher's scheduled out-of-class responsibilities (e.g., cafeteria duty, hall duty, yard duty, bus duty, meetings, etc.) * 	<ul style="list-style-type: none"> <input type="checkbox"/> allow for Teacher Candidate to take lead of general routines (this can include entry/dismissal routines, opening exercises, attendance) <input type="checkbox"/> provide Teacher Candidate with informal feedback regarding implementation and management of general routines. ** <input type="checkbox"/> provide Teacher Candidate with guidance as to how she or he can circulate or assist with individual or small groups of students <input type="checkbox"/> provide some time for Teacher Candidate's questions <input type="checkbox"/> provide Teacher Candidate with appropriate topic and guidance for next day's lesson*** and establish time to review Teacher Candidate's lesson plan (see Tips for Associate Teachers for more ideas) <input type="checkbox"/> examine the Teacher Candidate's lesson plan *** 	<ul style="list-style-type: none"> <input type="checkbox"/> the University Liaison will be available for questions or concerns regarding the Field Experience Placement <input type="checkbox"/> the Practicum Specialist will assist with any questions or concerns (please see back cover for contact list) <input type="checkbox"/> the University Liaison will communicate with the Associate Teacher and Teacher Candidate as required

*The Teacher Candidate must be supervised by a member of the Ontario College of Teachers when completing duties at all times.

** Informal feedback can be a few notes in a notebook, identifying strengths and areas to improve

***May include formal lesson implementation and any other situation when the Teacher Candidate leads the class in activities such as taking up homework, taking up quizzes, independent reading, checking agendas, morning routines, walking the class to the gym, dismissing students at bell time and any other general routines regularly led by the Associate Teacher

CHECKLIST FOR FIELD EXPERIENCE I

DATE	TEACHER CANDIDATE	ASSOCIATE TEACHER	PRACTICUM OFFICE
NOV 20-22, 2019 (CONT..)	<input type="checkbox"/> continue observation notes when Associate Teacher is teaching <input type="checkbox"/> discuss with Associate Teacher appropriate topic for next day's lesson*** and establish (and adhere to) a time to review lesson plan with Associate Teacher <input type="checkbox"/> submit lesson plans at least 24 hrs in advance <input type="checkbox"/> teach one lesson*** in any subject area as designated by Associate Teacher		
NOV. 25- DEC 6, 2019 <hr/> DEC. 9- 17, 2019	<input type="checkbox"/> continue role as previously outlined <input type="checkbox"/> teach 25% (minimum) to 50% instruction*** time and remainder of day is observational time <hr/> <input type="checkbox"/> continue role as previously outlined <input type="checkbox"/> teach 50% (maximum) instruction*** time and 50% observation time <input type="checkbox"/> all class tests, assignments, teacher and school resources, including school keys, MUST be returned on or before the last day of placement	<input type="checkbox"/> continue role as previously outlined <input type="checkbox"/> please provide continued oral and written feedback (the Practicum Interim Report evaluation tool may be used as a guideline for oral and written feedback) <input type="checkbox"/> please complete the Practicum Interim Report on page 37 by the end of Week Two and give a copy to the Teacher Candidate and please keep a personal copy for reference <input type="checkbox"/> if necessary, follow the Steps to Take if the Teacher Candidate is Experiencing Difficulty on page 25, including contacting the University Liaison <input type="checkbox"/> ensure all tests, assignments and resources, including school keys, are returned prior to completing the Final Report <input type="checkbox"/> please complete the web-based Associate Teacher Field Experience Final Report by December 20, 2018 (honorarium will be forwarded upon receipt of the evaluation)	<input type="checkbox"/> depending upon the Teacher Candidate's progress, the University Liaison and/or Practicum Specialist may visit the Teacher Candidate

*The Teacher Candidate must be supervised by a member of the Ontario College of Teachers when completing duties at all times.

** Informal feedback can be a few notes in a notebook, identifying strengths and areas to improve

***May include formal lesson implementation and any other situation when the Teacher Candidate leads the class in activities such as taking up homework, taking up quizzes, independent reading, checking agendas, morning routines, walking the class to the gym, dismissing students at bell time and any other general routines regularly led by the Associate Teacher

CHECKLIST FOR FIELD EXPERIENCE II

DATE	TEACHER CANDIDATE	ASSOCIATE TEACHER	PRACTICUM OFFICE
MAR. 23 - 24, 2020	<ul style="list-style-type: none"> <input type="checkbox"/> arrive at school at least 30 minutes prior to the beginning of the school day <input type="checkbox"/> upon arrival at school, sign in at office, introduce self, and request location of Associate Teacher <input type="checkbox"/> take observation notes for Field Experience Binder <input type="checkbox"/> assist when appropriate with regular classroom duties <input type="checkbox"/> assist with the Associate Teacher's scheduled out-of-class responsibilities (e.g., cafeteria duty, hall duty, yard duty, bus duty, meetings, etc.)* <input type="checkbox"/> circulate when appropriate (e.g., seatwork, small group activities) and assist students when necessary, and as suggested by Associate Teacher <input type="checkbox"/> discuss with Associate Teacher appropriate topics for lessons; submit lesson plans at least 24 hrs in advance 	<ul style="list-style-type: none"> <input type="checkbox"/> inform Office Staff and Administration of the Teacher Candidate's arrival <input type="checkbox"/> welcome and introduce Teacher Candidate to class, staff members and administration <input type="checkbox"/> provide a small area for Teacher Candidate's belongings (e.g., coat, bag, laptop) <input type="checkbox"/> arrange, establish and designate an area for Teacher Candidate to sit and observe <input type="checkbox"/> provide Teacher Candidate with teaching/class/duty/meeting schedules <input type="checkbox"/> provide Teacher Candidate with a tour of the school <input type="checkbox"/> provide some time for Teacher Candidate's questions <input type="checkbox"/> provide Teacher Candidate with guidance as to how she or he can circulate or assist with individual or small groups of students 	<ul style="list-style-type: none"> <input type="checkbox"/> the Practicum Specialist will provide the Teacher Candidate, Associate Teacher and school administration with the Field Experience Handbook <input type="checkbox"/> the Practicum Specialist or Field Experience Course Instructor will provide the Teacher Candidate with guided observation questions <input type="checkbox"/> the University Liaison will be available for questions or concerns regarding the Field Experience placement
MAR. 25 – 27, 2020	<ul style="list-style-type: none"> <input type="checkbox"/> continue role as above <input type="checkbox"/> take lead of the general routines (this can include entry/d dismissal routines opening exercises, attendance) <input type="checkbox"/> begin teaching 1 out of 3 classes at secondary or approximately for 30% of the day at elementary*** 	<ul style="list-style-type: none"> <input type="checkbox"/> continue role as above <input type="checkbox"/> provide Teacher Candidate with informal feedback regarding implementation and management of general routines ** <input type="checkbox"/> provide some time for Teacher Candidate's questions <input type="checkbox"/> provide Teacher Candidate with appropriate topic and guidance for lessons and establish time to review Teacher Candidate's lesson plans (see Tips for Associate Teachers on page 9 for more ideas) 	<ul style="list-style-type: none"> <input type="checkbox"/> the University Liaison will be available for questions or concerns regarding the Field Experience placement <input type="checkbox"/> the Practicum Specialist will assist with any questions or concerns (please see back cover for contact list)

*The Teacher Candidate must be supervised by a member of the Ontario College of Teachers when completing duties at all times.

** Informal feedback can be a few notes in a notebook, identifying strengths and areas to improve

***May include formal lesson implementation and any other situation when the Teacher Candidate leads the class in activities such as taking up homework, taking up quizzes, independent reading, checking agendas, morning routines, walking the class to the gym, dismissing students at bell time and any other general routines regularly led by the Associate Teacher

CHECKLIST FOR FIELD EXPERIENCE II

DATE	TEACHER CANDIDATE	ASSOCIATE TEACHER	PRACTICUM OFFICE
MAR. 30 – APR. 17, 2020	<input type="checkbox"/> continue role as previously outlined <input type="checkbox"/> teach approximately 50% of day instruction*** time and the remainder of the day is observation time	<input type="checkbox"/> continue role as previously outlined <input type="checkbox"/> please provide continued oral and written feedback (the Practicum Interim Report evaluation tool may be used as a guideline for oral and written feedback) <input type="checkbox"/> please complete the Practicum Interim Report on page 37 by the end of Week Two and give a copy to the Teacher Candidate and please keep a personal copy for reference	<input type="checkbox"/> Depending on the Teacher Candidate's progress, the University Liaison and/or Practicum Specialist may visit the Teacher Candidate
APR. 20 – 23, 2020	<input type="checkbox"/> continue role as previously outlined <input type="checkbox"/> increasing instruction time to no more than 60 – 75% of the day is at the discretion of the Associate Teacher <input type="checkbox"/> all class tests, assignments, teacher & school resources, including school keys, MUST be returned on or before the last day of placement	<input type="checkbox"/> if necessary, follow the Steps to Take if the Teacher Candidate is Experiencing Difficulty on page 25, including contacting the University Liaison <input type="checkbox"/> ensure all tests, assignments and resources, including school keys, are returned prior to completing the Final Report <input type="checkbox"/> please complete the web-based Associate Teacher Field Experience Final Report by May 1, 2019 (honarium will be forwarded upon receipt of the evaluation)	

*The Teacher Candidate must be supervised by a member of the Ontario College of Teachers when completing duties at all times.

** Informal feedback can be a few notes in a notebook, identifying strengths and areas to improve

***May include formal lesson implementation and any other situation when the Teacher Candidate leads the class in activities such as taking up homework, taking up quizzes, independent reading, checking agendas, morning routines, walking the class to the gym, dismissing students at bell time and any other general routines regularly led by the Associate Teacher

CHECKLIST FOR FIELD EXPERIENCE III

DATE	TEACHER CANDIDATE	ASSOCIATE TEACHER	PRACTICUM OFFICE
SEPT 8-11, 2020	<ul style="list-style-type: none"> <input type="checkbox"/> arrive at least 30 minutes prior to the beginning of the school day <input type="checkbox"/> upon arrival, sign in at office, introduce self, and request location of Associate Teacher <input type="checkbox"/> take notes to assist in completion of guided observation questions assignment <input type="checkbox"/> assist with the Associate Teacher's scheduled out-of-class responsibilities (e.g., cafeteria duty, hall duty, yard duty, bus duty, meetings, etc.)* <input type="checkbox"/> circulate when appropriate (e.g., seatwork, small group activities) and assist as suggested by Associate Teacher 	<ul style="list-style-type: none"> <input type="checkbox"/> inform Office Staff and Administration of the Teacher Candidate's arrival <input type="checkbox"/> welcome and introduce Teacher Candidate to class, staff members and administration <input type="checkbox"/> provide a small area for Teacher Candidate's belongings <input type="checkbox"/> arrange, establish and designate an area for Teacher Candidate to sit and observe <input type="checkbox"/> provide Teacher Candidate with teaching/class/duty/meeting schedules <input type="checkbox"/> provide Teacher Candidate with a tour of the school <input type="checkbox"/> provide some time for Teacher Candidate's questions <input type="checkbox"/> provide Teacher Candidate with guidance as to how she or he can circulate or assist with individual or small groups of students 	<ul style="list-style-type: none"> <input type="checkbox"/> the Practicum Specialist will provide the Teacher Candidate, Associate Teacher and school administration with the Field Experience Handbook <input type="checkbox"/> the Practicum Specialist or Field Experience Course Instructor will provide the Teacher Candidate with guided observation questions
NOV. 23-24, 2020	<ul style="list-style-type: none"> <input type="checkbox"/> arrive at school at least 30 minutes prior to the beginning of the school day <input type="checkbox"/> upon arrival at school, sign in at office, introduce self, and request location of Associate Teacher <input type="checkbox"/> take notes to assist in completion of guided observation questions assignment <input type="checkbox"/> assist when appropriate with regular classroom duties <input type="checkbox"/> assist with the Associate Teacher's scheduled out-of-class responsibilities (e.g., cafeteria duty, hall duty, yard duty, bus duty, meetings, etc.)* <input type="checkbox"/> circulate when appropriate (e.g., seatwork, small group activities) and assist students when necessary, and as 	<ul style="list-style-type: none"> <input type="checkbox"/> inform Office Staff and Administration of the Teacher Candidate's arrival <input type="checkbox"/> welcome and introduce Teacher Candidate to class, staff members and administration <input type="checkbox"/> provide a small area for Teacher Candidate's belongings (e.g., coat, bag, laptop) <input type="checkbox"/> arrange, establish and designate an area for Teacher Candidate to sit and observe <input type="checkbox"/> provide Teacher Candidate with teaching/class/duty/meeting schedules <input type="checkbox"/> provide Teacher Candidate with a tour of the school <input type="checkbox"/> provide some time for Teacher Candidate's questions <input type="checkbox"/> provide Teacher Candidate with guidance as to how she or he can circulate or assist with individual or small groups of students <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> the Practicum Specialist will provide the Teacher Candidate, Associate Teacher and school administration with the Field Experience Handbook <input type="checkbox"/> the Practicum Specialist or Field Experience Course Instructor will provide the Teacher Candidate with guided observation questions <input type="checkbox"/> the University Liaison will be available for questions or concerns regarding the Field Experience placement

*The Teacher Candidate must be supervised by a member of the Ontario College of Teachers when completing duties at all times.

** Informal feedback can be a few notes in a notebook, identifying strengths and areas to improve

***May include formal lesson implementation and any other situation when the Teacher Candidate leads the class in activities such as taking up homework, taking up quizzes, independent reading, checking agendas, morning routines, walking the class to the gym, dismissing students at bell time and any other general routines regularly led by the Associate Teacher

CHECKLIST FOR FIELD EXPERIENCE III

DATE	TEACHER CANDIDATE	ASSOCIATE TEACHER	PRACTICUM OFFICE
	<p>suggested by Associate Teacher</p> <p><input type="checkbox"/> begin lesson/unit planning</p>	<p><input type="checkbox"/> Teacher Candidates are prepared for unit planning</p>	<p><input type="checkbox"/> Teacher Candidates are prepared for unit planning</p>
NOV. 25-27, 2020	<p><input type="checkbox"/> continue role as above</p> <p><input type="checkbox"/> take lead of the general routines (this can include entry/dismissal routines opening exercises, attendance)</p> <p><input type="checkbox"/> begin teaching up to 30% of day</p> <p><input type="checkbox"/> planning may include unit plans</p> <p><input type="checkbox"/> submit lesson plans at least 24 hrs in advance</p>	<p><input type="checkbox"/> continue role as above</p> <p><input type="checkbox"/> provide Teacher Candidate with informal feedback regarding implementation and management of general routines **</p> <p><input type="checkbox"/> provide time for Teacher Candidate's questions</p> <p><input type="checkbox"/> provide Teacher Candidate with appropriate topic and guidance for lessons and establish time to review Teacher Candidate's lesson plans (see Tips for Associate Teachers on page 9 for more ideas)</p>	<p><input type="checkbox"/> the University Liaison will be available for questions or concerns regarding the Field Experience placement</p> <p><input type="checkbox"/> the Practicum Specialist will assist with any questions or concerns (please see back cover for contact list)</p>
NOV. 27 - DEC. 12, 2020	<p><input type="checkbox"/> continue role as previously outlined</p> <p><input type="checkbox"/> teach up to 70% of the day instruction time***</p> <p><input type="checkbox"/> increasing instruction time to no more than 60-70% is at the discretion of the Associate Teacher</p>	<p><input type="checkbox"/> continue role as previously outlined</p> <p><input type="checkbox"/> please provide continued oral and written feedback (the Practicum Interim Report evaluation tool may be used as a guideline for oral and written feedback)</p> <p><input type="checkbox"/> please complete the Practicum Interim Report on page 37 by the end of Week Two and give a copy to the Teacher Candidate and please keep a personal copy for reference</p>	<p><input type="checkbox"/> depending upon the Teacher Candidate's progress, the University Liaison and/or Practicum Specialist may visit the Teacher Candidate</p>
DEC 12 – 18, 2020	<p><input type="checkbox"/> continue role as previously outlined</p> <p><input type="checkbox"/> approximately 70-100% of the day instruction day and remainder is observation time</p> <p><input type="checkbox"/> all class tests, assignments, teacher and school resources, including school keys, MUST be returned on or before the last day of placement</p>	<p><input type="checkbox"/> if necessary, follow the Steps to Take if the Teacher Candidate is Experiencing Difficulty on page 25, including contacting the University Liaison</p> <p><input type="checkbox"/> ensure all tests, assignments and resources, including school keys, are returned prior to completing the Final Report</p> <p><input type="checkbox"/> please complete the web-based Associate Teacher Field Experience Final Report by December 20, 2020 (honorarium will be forwarded upon receipt of the evaluation)</p>	

*The Teacher Candidate must be supervised by a member of the Ontario College of Teachers when completing duties at all times.

** Informal feedback can be a few notes in a notebook, identifying strengths and areas to improve

***May include formal lesson implementation and any other situation when the Teacher Candidate leads the class in activities such as taking up homework, taking up quizzes, independent reading, checking agendas, morning routines, walking the class to the gym, dismissing students at bell time and any other general routines regularly led by the Associate Teacher

PRINCIPALS

OVERVIEW OF ROLE

The Field Experience in schools provides a critical component in educating Teacher Candidates. The Faculty of Education appreciates the Principal's invitation and acceptance of Teacher Candidates into the school. The Principal's role is largely one of encouragement, leadership and inclusion. By welcoming and involving Teacher Candidates into the daily school life, the Teacher Candidates will be part of the full teacher experience that extends beyond the classroom.

Thank you, Principals, for hosting Ontario Tech Teacher Candidates into your school.

RESPONSIBILITIES:

- Carefully select and consult teachers to be mentors and act as Associate Teachers.
- Welcome the Teacher Candidates to the school and provide introductions to the school community where appropriate (e.g., staff meetings, division meetings, staff room).
- Provide any information the Teacher Candidate may require or request regarding school or board policies.
- Be aware of any potential on-site problems requiring administrative supervision.
- These problems can be documented and ***Steps to Take if the Teacher Candidate is Experiencing Difficulty*** on page 25 can be implemented.
- Provide modelling, guidance, leadership and support for Teacher Candidates and Associate Teachers.
- Ensure that the Teacher Candidate works on a continuing basis only with the assigned Associate Teacher(s) (the Teacher Candidate may at times visit and observe other classrooms).
- Help facilitate opportunities for Teacher Candidates to experience all facets of the school community (e.g., invite Teacher Candidate to staff meetings, assemblies, allow for Teacher Candidate to assist with extra-curricular activities, where appropriate).
- Please be aware that the Teacher Candidates will be bringing laptop computers or other electronic devices into the school. The Teacher Candidate is responsible for the security of all teaching tools, including the laptop computer.

- Ensure that whenever Teacher Candidates are with students, they are under the supervision of a member of the Ontario College of Teachers and a school board employee.
- Ensure that Teacher Candidates are NOT used as occasional teachers.
- Visit Teacher Candidates in host classrooms if desired.
- Complete a formative evaluation of the Teacher Candidate if desired.
- Report, as required for other staff members, any accident involving the Teacher Candidate while on school board property.
- Teacher Candidates require permission to attend Parent/Teacher interviews, PA Day activities and any out of school activities. Permission is at the discretion of the Principal and Associate Teacher.

SCHOOL OFFICE ADMINISTRATORS

Oftentimes, the Teacher Candidate's first contact person in a Field Experience placement is the School Office Administrator. The Faculty of Education appreciates the time, effort and assistance extended by School Office Administrators in involving Ontario Tech Teacher Candidates in the daily school experience.

The Faculty of Education especially appreciates the School Office Administrator's assistance in:

- Welcoming the Teacher Candidates and University Liaisons to the school
- Distributing any mail or messages to the Associate Teachers, Principal or Teacher Candidate
- Directing University Liaisons to the appropriate classrooms during visits
- Reporting a Teacher Candidate's absence on behalf of the Associate Teacher (only if the Teacher Candidate does not report his or her absence, or does not report to the school as expected) to the Practicum Specialist at 905.721.8668 ext. 2688.

Thank you, School Office Administrators.

We realize school offices are very busy places and we appreciate your work and assistance.

UNIVERSITY LIAISON

OVERVIEW OF ROLE

An Ontario Tech University Liaison (Foundations Instructor) is assigned to each Teacher Candidate. The University Liaison is available to the Teacher Candidate and to the Associate Teacher to provide information and discuss issues regarding the Field Experience. If the University Liaison is not available, please contact the Practicum Specialist.

RESPONSIBILITIES:

- Assess Foundations course assignments (25 - 50%) that are connected to the Field Experience (i.e., Professionalism and Field Experience Binder). The interplay of theory and practice as a critical component of the learning-to-teach process. Teacher Candidates must integrate the concepts from the course (i.e. professional, theoretical, research) to the Field Experience. Teacher Candidates are encouraged to use the provided criteria and rubrics specific to the assignments (see Blackboard) as self-assessment tools. The Field Experience Handbook describes the expectations for Teacher Candidate in detail. Teacher Candidates are required to re-read to ensure understanding. The instructors will use the criteria and rubric to assess Teacher Candidate progress in the field. The final grade for Foundations is determined through the instructor's assessment of Field Experience-related assignments as well as other Foundations course-related assignments, and a pass in the Field Experience practicum. **Please see Blackboard for full description and assessment criteria for this assignment.** Due: On-going; your University Liaison/Foundations Instructor will assess during Field Experience.
- Maintain contact with the Teacher Candidates and Associate Teachers through telephone or electronic communication and school visits as required.
- Conduct on-site school visits and engage in additional telephone, electronic or on-site communications as required. Refer to checklist for Field Experience on pages 12 to 17.
- Communicate with Associate Teachers and Principals when visiting the school.
- Provide professional guidance to Teacher Candidates through Foundations classes.
- Provide specific assistance to Teacher Candidates through individual conferences, suggest materials or resources, and discuss observations and assessments made during classroom visits.
- Work with the Practicum Specialist to help solve any challenges that may occur in Field Experience placements, including assisting the Associate Teacher in the development, implementation and follow-up of an Improvement Action Plan for Teacher Candidates experiencing difficulty.
- Collaborate with the Associate Teacher, Practicum Specialist and other Faculty members to determine the Teacher Candidate's suitability for continuing in the Field Experience placement.

PRACTICUM SPECIALIST

OVERVIEW OF ROLE

The Practicum Specialist organizes and arranges Field Experience placements in conjunction with board personnel, acts as a third-party evaluator when required and acts as a University Liaison.

RESPONSIBILITIES:

- Arrange Field Experience placements through establishing partnerships with boards.
- Provide orientation for Associate Teachers new to Ontario Tech's Faculty of Education.
- Along with the Practicum Assistants, provide orientation and support for Associate Teachers when using the web-based version of the Associate Teacher Field Experience Final Report. .
- Appoint University Liaisons to Teacher Candidates.
- Provide on-going support and assistance to University Liaisons.
- Collaborate with the Associate Teacher and other faculty members to determine the Teacher Candidate's suitability for continued Field Experience placement.
- Coordinate the resolution of problems/issues that occur in Field Experience placements.
- Where applicable, arrange make-up placements for Teacher Candidates.
- Develop and update the Field Experience Handbook.

ELIGIBILITY FOR PRACTICUM

PROCESS TO DETERMINE ELIGIBILITY FOR PRACTICUM PLACEMENT:

- During the semester, any Teacher Candidate identified as having incomplete coursework or being in repeated breach of the Faculty of Education professionalism requirements will meet with the Director, B.Ed. Program and the Academic Advisor in order to address these issues and concerns.
- Based on this review, any Teacher Candidate who has been identified as potentially ineligible to begin the practicum will meet with the Director, B.Ed. Program and the Practicum Specialist.
- Based on the relevant information, the Director, B.Ed. Program will make a recommendation to the Dean regarding the Teacher Candidate's eligibility to proceed to a Practicum Placement, or be deferred until all course work requirements are met.
- When the Director, B.Ed. Program is satisfied that the Teacher Candidate has met the requirements and completed all incomplete course work, steps will be taken to arrange a future Practicum Placement.
- Reason for Referral for Practicum Eligibility may include:
 - Experiencing difficulty in overall course performance
 - Maintaining below a 2.7 grade point average
 - Failure to date in the term's Field Experience course
 - Lack of professionalism
 - Irregular and/or late attendance
 - Other

EVALUATION

Type of Evaluation	DETAILS	GIVEN BY	WHEN
Daily Feedback	<ul style="list-style-type: none"> Teacher Candidates benefit greatly when they receive realistic and constructive feedback on a regular basis. (see Tips for Associate Teachers on page 9 for suggestions regarding feedback). 	ASSOCIATE TEACHER	Daily
Practicum Interim Report (Formative Evaluation)	<ul style="list-style-type: none"> Using the Practicum Interim Report on page 37, the Associate Teacher rates the Teacher Candidate's overall level of each of the performance indicators or "look-fors" if applicable. Please see Appendices F & G for more detailed instructions and the evaluation forms. Share the Practicum Interim Report results with the Teacher Candidate, and make a copy for the Teacher Candidate so that the opportunity for improved performance can be identified. (A copy may be requested by the University Liaison.) If the Teacher Candidate receives any Level 1's on the Practicum Interim Report, please follow the Steps to Take if the Teacher Candidate is Experiencing Difficulty on page 25. 	ASSOCIATE TEACHER	At the end of Week Two during the Block
Field Experience Final Report (Summative Evaluation)	<ul style="list-style-type: none"> The Field Experience Final Report is a web-based version of the Practicum Interim Report. Support is available through the Practicum Office 	ASSOCIATE TEACHER	During last week(s) of Field Placement

CONSIDERATIONS WHEN EVALUATING THE FIELD EXPERIENCE

- The Teacher Candidate's performance should be assessed on the basis of standards maintained by a Teacher Candidate rather than those maintained by an experienced teacher at the particular stage in the year.
- Please remember that some Teacher Candidates will require extra assistance, guidance and encouragement.
- If two Associate Teachers work with a Teacher Candidate for relatively equal amounts of time, they are asked to each prepare or each contribute to the Practicum Interim Report and the Associate Teacher Field Experience Final Report.
- **If a Teacher Candidate experiences difficulty during the placement, the Associate Teacher should refer to the Steps to Take if the Teacher Candidate is Experiencing Difficulty on page 25, including contacting the Practicum Specialist as early as possible.**

CAUSE FOR IMMEDIATE TEACHER CANDIDATE WITHDRAWAL FROM THE FIELD EXPERIENCE PLACEMENT

1. A report by school personnel and/or University Liaison of physical or sexual abuse.
2. A report by school personnel and/or University Liaison of unprofessional conduct as regulated by the Education Act, The Teaching Profession Act and the Ontario College of Teachers Act.
3. An assessment by school personnel and/or University Liaison that the Teacher Candidate's behaviour seriously or chronically affects the emotional or physical health of pupils.
4. In the opinion of the Faculty of Education or the Associate Teacher or school Principal, evidence that continued placement could have a detrimental effect on the school's staff, program, students or Teacher Candidate.
5. Legitimate factors that affect the Teacher Candidate's performance to the extent that successful completion of the placement is unlikely.
6. When the Teacher Candidate is withdrawn from a Field Experience placement, the Practicum Specialist will meet with the Associate Teacher and other school and University personnel as necessary. The Practicum Placement Review Committee will determine whether the withdrawal will result in failure for that placement.

ASSOCIATE TEACHER'S STEPS TO TAKE IF THE TEACHER CANDIDATE IS EXPERIENCING DIFFICULTY

It is important to note that these steps serve as guidelines. Since all situations vary, the issues that occur will be dealt with in an appropriate and collaborative manner based on the professional judgment of the Associate Teacher, University Liaison, Practicum Specialist and other Ontario Tech faculty members.

1. **The Associate Teacher is encouraged to keep appropriate documentation** and if the Teacher Candidate demonstrates a Level 1 rating in any of the 'Look Fors' on the Practicum Interim Report.
2. Using the Practicum Interim Report as a basis for discussion, the Associate Teacher should discuss the areas for improvement and concerns with the Teacher Candidate by offering constructive suggestions, guidance and assistance where necessary.
3. The Associate Teacher should set reasonable and realistic goals for improvement, to be demonstrated by the Teacher Candidate by a date determined by the Associate Teacher in conjunction with the University Liaison (or designate) if applicable. The Practicum Specialist will be available to provide support, suggestions and guidance to the Associate Teacher in developing the Improvement Action Plan (I.A.P.) and in monitoring subsequent performance of the Teacher Candidate.
4. The Associate Teacher should inform the school Principal, contact the Practicum Specialist, complete the **Improvement Action Plan (I.A.P.)** on page 46, and give copies to both the Teacher Candidate and the Practicum Specialist. The I.A.P. can be faxed to the University Liaison at 905-721-1707.
5. The Practicum Specialist will ensure that the Teacher Candidate understands the concerns outlined in the I.A.P., as well as the necessary action required to improve and continue in the placement by the specified timeline.
6. The Associate Teacher and/or the University Liaison will monitor subsequent performance of the Teacher Candidate and determine whether or not the Teacher Candidate may continue the placement.
7. The University Liaison will inform the Practicum Specialist of the Teacher Candidate's progress. The University Liaison, Associate Teacher and Practicum Specialist will discuss next steps and take the appropriate action.
8. If removed from a Field Experience placement, the Teacher Candidate may make a written request to the Practicum Committee for another make-up placement at the same level. Please see Make-up Placements on page 26 for more details.

MAKE-UP PLACEMENTS

Teacher Candidates, who do not successfully earn a pass for one of the Field Experience placements, can request a make-up placement. The Teacher Candidate will make a written request to the Practicum Specialist. The written request should clearly reflect insight gained from the previous placement, and the action required by the Teacher Candidate to achieve success in a future placement. The written request should also demonstrate appropriate professional conduct.

The Practicum Specialist, in consultation with the Practicum Committee, 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.

If the request is granted, the Practicum Specialist will establish a placement in consultation with school board personnel.

If the request for a make-up placement is successful, the Practicum Specialist will make arrangements for the additional placement. **There will be an additional administrative fee levied.** If the request is denied, the Dean will inform the Teacher Candidate in writing that he/she has been removed from the program.

If a Teacher Candidate returns in 2020 to complete a make-up placement, the Teacher Candidate must register as a returning student (i.e. complete a re-admit form through the Registrar's Office) to register in the Field Experience course. Part-time student fees and partial laptop fee will be levied. Upon successful completion of the make-up placement, the Teacher Candidate will be permitted to participate in the subsequent Faculty of Education Convocation. In addition, the retake of the Field Experience course may be required and is at the discretion of the Practicum Specialist in consultation with the Dean.

The Teacher Candidate is permitted to complete only one make-up Field Experience 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.

DEFERRED PLACEMENTS

It may become necessary for Teacher Candidates to defer a Field Placement. If this becomes necessary, please contact the Practicum Specialist in order that appropriate actions are put in place to facilitate changes. If the deferral is for medical reasons, a doctor's note may be required.

TEACHER CANDIDATE WITHDRAWAL

Teacher Candidates who decide to withdraw from the B.Ed. Program while out on Field Experience will notify the Practicum Specialist and the University Liaison.

DETERMINATION OF FINAL GRADE OF THE FIELD EXPERIENCE

- In order to be eligible for the Bachelor of Education degree, Teacher Candidates must achieve a pass in the Field Experience which is a component of Foundations course work.
- The Associate Teacher will recommend a final grade of Pass or Fail for the Field Experience Practicum to the Practicum Specialist.
- A passing grade from the Associate Teacher is required.
- The Practicum Specialist will recommend a final grade of Pass or Fail to the B.Ed. Director of the Faculty of Education.

APPEALS PROCESS

Teacher Candidates may appeal their grade in the Field Experience course or their removal from the program. Please see the appeals procedure in the ***Ontario Tech Academic Calendar***, also available in Appendix N.

TEACHER CERTIFICATION PROCESS

Teacher Candidates who successfully complete the Bachelor of Education will be recommended to the Ontario College of Teachers for both the Certificate of Registration and the Certificate of Qualification from the Ontario College of Teachers.

It is the responsibility of the Teacher Candidate to make arrangements for Ontario Tech to submit transcripts to the Ontario College of Teachers when they become available. The Ontario College of Teachers determines the Teacher Candidate's eligibility for an Ontario Certificate of Qualification and registration with the College, thereby qualifying the Teacher Candidate to teach in Ontario's publicly-funded schools.

Successful Ontario Tech Bachelor of Education graduates should refer to the New Ontario Graduates Registration Guide available from the Ontario College of Teachers. This guide lists the specific requirements for teacher-licensing in Ontario and can be found at <http://www.oct.ca>.

GENERAL INFORMATION FOR ALL TEACHER CANDIDATES

WORKLOAD

The Field Experience Placements and university course work will be very heavy and demanding. For this reason, Teacher Candidates are strongly discouraged from working part-time while completing the Bachelor of Education program. By putting forth the required time and energy, Teacher Candidates are more likely to achieve positive results in this 16 month program, and have a more successful start to their teaching careers.

PARKING

School parking facilities are often limited. Teacher Candidates are advised to inquire with the host school about parking facilities in order to make arrangements regarding parking and transportation.

TRANSPORTATION

It is the responsibility of the Teacher Candidate to ensure a reliable means to travel to Field Experience Placements. The Field Placements can involve a very heavy workload with long hours, and it is imperative that Teacher Candidates consider this when organizing transportation.

DRESS CODE

Teacher Candidates are expected to dress in a professional manner. Since dress code policies vary from school to school, Teacher Candidates should consult with the Associate Teacher or Principal regarding specific dress code policies. Personal grooming and hygiene are also important factors.

LUNCH

Teacher Candidates are advised to bring a lunch on the first day of the Field Experience placement, after which availability of lunch facilities, scheduled lunch time, and neighbouring food establishments can be determined.

PLACEMENT MODIFICATION

Teacher candidates requiring modification in Field Placement dates are to complete a form which is available in the Practicum Office. This form must be completed and submitted to the Practicum Specialist for approval **before** making any changes to your placement. This form is required for **any** modification of more than 3 days in a Field Placement.

FIELD TRIPS

Teacher Candidates are able to attend field trips and overnight trips. Please inform the Practicum Office.

PROFESSIONAL ACTIVITY/DEVELOPMENT

Teacher Candidates require permission from the Principal and Associate Teacher to attend Parent/Teacher interviews, PA Day activities and out of school activities. If a Teacher Candidate is unable to attend a PA/PD, a make-up day should be arranged.

FIELD EXPERIENCE ATTENDANCE REQUIREMENTS

ABSENCES

If, for any reason, a Teacher Candidate is absent during a field experience, the following protocol must be followed:

1. The Teacher Candidate shall notify the Associate Teacher via the school office before school begins for the day. Failure to do so may result in a withdrawal from the practicum.
2. In cases where the Teacher Candidate is absent and has not notified the Associate Teacher, the School Secretary or Principal is asked to contact the Practicum Specialist on the Associate Teacher's behalf, either via telephone at 905.721.8668 x2688 or e-mail at Ron.McKelvey@ontario tech.ca.
3. The Teacher Candidate shall notify both the University Liaison and the Practicum Specialist, via e-mail or phone, immediately after notifying the school.
4. Teacher Candidates are expected to submit lesson plans when absent. If the Teacher Candidate is scheduled to teach on the day of absence, the Teacher Candidate must submit lesson plans to the Associate Teacher before school begins for the day.
5. **An absence of three or more days due to illness will require a medical certificate** to be submitted to the Practicum Specialist upon return to the Ontario Tech campus.
6. Teacher Candidates shall make-up any missed Field Experience days. Make-up days must be approved by the Practicum Office. Details must be mutually agreed upon by the Associate Teacher, Principal and Teacher Candidate.
7. Failure to complete make-up time prior to grade submission deadlines may prohibit the Teacher Candidate from participating in the June convocation.
8. If five or more days are missed during a Field Placement, the Associate Teacher should complete the Incomplete Field Experience Form found on page 64.

ARRIVAL TIME

Teacher Candidates are expected to arrive at their assigned classroom at least 30 minutes prior to the official school start time. Schools require non-staff members to sign in at the main office. Please check and adhere to the sign-in policy of the individual school. Prior to the first Field Placement, it is the Teacher Candidate's responsibility to determine the directions to the school and the school start time. A late arrival due to lack of preparation contravenes professional standards.

DEPARTURE TIME

Teacher Candidates are expected to remain in the school for at least 30 minutes at the end of the school day or as determined with the Associate Teacher.

PERSONAL APPOINTMENTS

Please ensure that personal appointments are scheduled outside of the Field Placement hours, which will vary from school to school.

ELECTRONIC DEVICES

While in the host school, device use should be limited to professional purposes, and should NOT detract from the Teacher Candidate's involvement and interaction with students and staff. Teacher Candidates should use the locking mechanism at all times. Please refer to page 3.

SUPERVISORY DUTIES

Any supervisory duties carried out by the Teacher Candidate must be supervised by a member of the Ontario College of Teachers. These supervisory duties could include yard duty, hall duty, lunch duty, or supervision of out-of-class excursions.

CO-CURRICULAR ACTIVITIES

Teacher Candidates are encouraged to make a reasonable contribution to co-curricular activities. They may assist in the coaching or conducting of an activity, but they are NOT permitted to have sole responsibility for a team or activity. 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 Field Placement classroom responsibilities or university course work.

LESSON PLANS

Lesson plans should be completed and shared with the Associate Teacher at least 24 hours before teaching. This will allow for adequate time to review the lesson plan with the Associate Teacher, and make changes if necessary. Teacher Candidates should discuss ahead of time with the Associate Teacher convenient times for the Associate Teacher to review the lesson plan.

DIGITAL FIELD EXPERIENCE BINDER

Teacher Candidates are to keep a Digital Field Experience Binder, much like teachers are expected to keep a Day Book to organize lessons, routines, and schedules. The Digital Field Experience Binder is a professional document for keeping observation notes, lesson or unit plans, schedules, notes, reflections and any other pertinent information. Please refer to the appendices for specific details on how the Digital Field Experience Binder is to be organized. University Liaisons will examine the Digital Field Experience Binder when visiting Teacher Candidates in the schools. NOTE: Contents of the Digital Field Experience Binder will be useful for building a Professional Portfolio.

POLICE CHECK

Teacher Candidates must complete a police Vulnerable Sector Check in order to go out on placement. School Boards require students placed in Ontario schools to complete a satisfactory screening in order to complete a Field Experience placement in the schools. Entry to placement will be denied without this document requirement. Denial of entry into the schools will thereby require make-up time. Lack of adherence to the given deadlines may be reflected in the overall Teacher Candidate evaluation.

HEALTH AND SAFETY ACT

In order to satisfy requirements to begin Field Experience placement, Teacher Candidates are required to complete a learning module found on the Ministry of Labour website:

<http://www.labour.gov.on.ca/english/hs/training/workers.php>

Upon completion of the module, Teacher Candidates will receive a certificate of completion. Please keep a hard copy in your Field Experience Binder. Where Boards require other specific module training, Teacher Candidates will receive this information and directions from the Practicum Office.

HARASSMENT AND DISCRIMINATION

The Harassment and Discrimination Policy of the University of Ontario Institute of Technology describes behaviours which constitute harassment and discrimination, and the procedures to be followed to resolve such complaints. This policy applies to all University students and staff members while they are pursuing University business. This includes the placement of Teacher Candidates in schools during the Field Experience. **Where a student brings a complaint against another student alleging harassment or discrimination, the Policy on Student Conduct and Disciplinary Procedures in Non-Academic Matters shall apply.** The Harassment and Discrimination Policy of the school board with which candidates are placed also applies. If Teacher Candidates and Associate Teachers have any concerns of this nature, they should contact the Human Resources Department for Ontario Tech.

Please review the *Ontario Federation of Teachers' Guidelines Regarding Harassment Complaints that Arise during Practicum Placements (Appendix O)*.

INSURANCE AND RISK MANAGEMENT

Insurance and Risk Management, within the Finance and Strategy Division of Durham College and the University of Ontario Institute of Technology, is responsible for all insurance issues. This would include; claims handling process, co-op programs and placement, student trips, on and off campus events, construction, subrogation/recovery program, contract review, etc.

Defined *Insurance* – manages the external and self-insurance programs; develops innovative and cost-effective means of protection to suit the growing needs of the institutions.

Risk Management – to identify and assess the activities within the institutions in order to mitigate unanticipated and accidental losses to the institutions.

Please visit the Insurance and Risk Management web site at <http://www.usgc.ontario tech.ca/> for information on planning events, forms, co-op programs, placement, contract review, or contact Jacquelyn Dupuis, Director, Risk Management, 905-721-8668 extension 5673.

WORK/EDUCATION PLACEMENT AGREEMENT/POST-SECONDARY

Completion of this form provides Workplace Safety and Insurance coverage for Teacher Candidates while out on field placement. The Practicum Office will coordinate the completion of these forms.

ACCIDENT REPORTS

If candidates are involved in incidents where students, staff members or Teacher Candidates themselves are injured, Associate Teachers and Principals are responsible for reporting these cases to the appropriate school official in accordance with the policy of the School Board. Candidates must notify the University Liaison immediately and prepare an Accident/Incident Report Form available from Ontario Tech's Human Resources Department.

OCCASIONAL TEACHING

If an Associate Teacher is absent during a Field Experience day, the school must follow its normal procedures with respect to on-calls and/or obtaining an occasional teacher. Teacher Candidates may **NOT** be hired as occasional teachers, nor may they act as occasional teachers while in the Bachelor of Education Program.

APPENDIX A: THE STANDARDS OF PRACTICE FOR THE TEACHING PROFESSION

(excerpted from OCT's *Standards of Practice for the Teaching Profession* at http://www.oct.ca/standards/standards_of_practice.aspx?lang=en-CA)

The *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* serve as the foundation for professional teacher education in Ontario.

The purposes of the *Standards of Practice for the Teaching Profession* are:

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The *Standards of Practice for the Teaching Profession* are:

COMMITMENT TO STUDENTS AND STUDENT LEARNING

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

PROFESSIONAL KNOWLEDGE

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

PROFESSIONAL PRACTICE

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

LEADERSHIP AND LEARNING COMMUNITIES

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

ONGOING PROFESSIONAL LEARNING

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

APPENDIX B: THE ETHICAL STANDARDS FOR THE TEACHING PROFESSION

(excerpted from OCT's *Standards of Practice for the Teaching Profession* at http://www.oct.ca/standards/ethical_standards.aspx?lang=en-CA)

The ***Ethical Standards for the Teaching Profession*** represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning.

Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The purposes of the ***Ethical Standards for the Teaching Profession*** are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

The ***Ethical Standards for the Teaching Profession*** are:

CARE

The ethical standard of Care includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

RESPECT

Intrinsic to the ethical standard of Respect is trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

TRUST

The ethical standard of Trust embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

INTEGRITY

Honesty, reliability and moral action are embodied in the ethical standard of Integrity. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

APPENDIX C: EXCERPT FROM THE TEACHING PROFESSION ACT: THE REGULATION MADE UNDER THE TEACHING PROFESSION ACT

General Duties of Members

13. A member shall strive at all times to achieve and maintain the highest degree of professional competence and to uphold the honour, dignity, and ethical standards of the teaching profession.

Duties of a Member to Her/His Pupils

14. A member shall,
- (a) regard as her/his first duty the effective education of his pupils and the maintenance of a high degree of professional competence in his teaching;
 - (b) endeavour to develop in her/his pupils an appreciation of standards of excellence;
 - (c) endeavour to inculcate in her/his pupils an appreciation of the principles of democracy;
 - (d) show consistent justice and consideration in all her/his relations with pupils;
 - (e) refuse to divulge beyond her/his proper duty confidential information about a pupil; and
 - (f) concern herself/himself with the welfare of his pupils while they are under her/his care.

Duties of a Member to the Public

16. A member shall,
- (a) endeavour at all times to extend the public knowledge of her/his profession and discourage untrue, unfair or exaggerated statements with respect to teaching; and
 - (b) recognize a responsibility to promote respect for human rights.

Duties of a Member to the Federation

17. A member shall co-operate with the Federation to promote the welfare of the profession.

Duties of a Member to Fellow Members

18. (1) A member shall,
- (a) avoid interfering in an unwarranted manner between other teachers and pupils;
 - (b) on making an adverse report on another member, furnish her/him with a written statement of the report at the earliest possible time and not later than three days after making the report;
 - (c) notwithstanding section 18 (1) (b), a member who makes an adverse report about another member respecting suspected sexual abuse of a student by that other member need not provide her/him with a copy of the report or with any information about the report. (WB02)
 - (d) refuse to accept employment with a board of trustees whose relations with the Federation are unsatisfactory; and
 - (e) where he/she is in an administrative or supervisory position, make an honest and determined effort to help and counsel a teacher before subscribing to the dismissal of that teacher.
- (1.1) Notwithstanding clause (b) of subsection (1), a member who makes an adverse report about another member respecting suspected sexual abuse of a student by that other member need not provide her/him with a copy of the report or with any information about the report.
- (2) Under clause (c) of subsection (1), the onus shall be on the member to ascertain personally from the Federation whether an unsatisfactory relationship exists.
- (3) A member shall not attempt to gain an advantage over other members by knowingly underbidding another member, or knowingly applying for a position not properly declared vacant, or by negotiating for salary independently of his local group of fellow-members.

APPENDIX D – IMPORTANT TEACHING SKILLS

Important Teaching Skills:

These skills take work and concentration on your part – but they are important components of being an excellent teacher.

- ★ **Enthusiasm!** - show some energy and enthusiasm for learning - it will be infectious!
- ★ **Exciting and interesting lessons** - all curriculum-related. Try to move beyond lecturing and giving out handouts from the 'teachers' guides' all the time.
- ★ **Creativity**...We want to see lessons that interest students (don't photocopy some pre-written lesson out of a book or off the Internet ...you may use the ideas but we want your OWN lesson)
- ★ **Organization** - students are quick to realize teachers who don't have things together - you need to be a good role model for them and organize your time and lessons effectively
- ★ **Planning** - make sure all parts of lesson plan are **FULLY developed** with detail and thought
- ★ **Language** - speak clearly, slowly and with good choice of words (NOT 'okay', 'you guys' etc.) and with pronunciation that everyone can understand.
- ★ **Maintain good eye contact** with whole class (move head and look at all students)
- ★ **Move around the room** - (don't just stand at front of room)
- ★ **Watch timing**...best to do a good job on *part* of a lesson, than rush and get through a *whole* lesson - pace yourself, use a watch, watch the clock etc.
- ★ **Higher order questioning** skills!...make them think! Incorporate into your lessons by writing them in your strategies/content section.
- ★ **Classroom management**...maintain control and proper discipline - don't talk when students are talking - get them all listening first!
- ★ **Professionalism at all times** - this means with all university faculty, and all school staff (manners, dress, phone contact, confidentiality, staff room discussions etc.)
- ★ **Assessment and evaluation** strategies – consider those in the Field Experience Handbook - but also talk to your associate, watch him/her and incorporate into your lesson

APPENDIX E: ASSOCIATE TEACHER CHECKLIST FOR DAILY FEEDBACK

PLANNING AND PREPARATION

- Appropriate curriculum expectations
- Knowledgeable of subject matter
- Logical sequence of lesson
- Resources to enhance knowledge/learning
- Variety of learning/teaching strategies
- Differentiated instruction

IMPLEMENTATION

- Motivates students
- Effective instructions/questions
- Appropriate timing
- Integration of Technology
- Effective transitions
- Consolidation of lesson

CLASSROOM MANAGEMENT

- Promotes class safety and wellness
- Consistency in routines and expectations
- Deals with disruptive behaviour

ASSESSMENT AND EVALUATION

- Ongoing monitoring of student work
- Appropriate assessment of student work/progress
- Use of feedback and observation

APPENDIX F: PRACTICUM INTERIM REPORT

NAME OF TEACHER CANDIDATE:

NAME OF ASSOCIATE TEACHER:

GRADE/SUBJECT AREA:

SCHOOL & SCHOOL BOARD:

INSTRUCTIONS FOR USE :

- 1) Photocopy the entire contents of Appendix F and fill in the required fields above.
- 2) Rate the Teacher Candidate in the seven competency areas by circling the level that the Teacher Candidate demonstrates for the particular performance indicator (e.g., Level 1, Level 2, Level 3, and Level 4). Please refer to the rubric that follows for descriptions of each level.
- 3) Extra comment space is provided below the performance indicators.
- 4) Examples of performance indicators are merely provided as guidelines.
- 5) Please share the *Practicum Interim Report* results with the Teacher Candidate and have the Teacher Candidate sign this report.
- 6) Make a copy of the report and give a copy to the Teacher Candidate. Please have them upload a copy of the report to their e-binder.
- 7) If the Teacher Candidate receives any Level 1 on any one of the performance indicators listed in the *Practicum Interim Report*, please follow the *Steps to Take if the Teacher Candidate is Experiencing Difficulty (page 25)*. Please contact the Practicum Specialist and complete an *Improvement Action Plan* found in the appendices.
- 8) Please note that the final web-based/Internet Associate Teacher Field Experience Final Report is simply a web-based version of this interim report, using the same performance indicators or "look-fors".
- 9) In the final evaluation, a level 1 rating in any two areas of competency corresponds to a grade of "Fail".
- 10) Lastly, please remember that Teacher Candidates are teachers in training and they should be evaluated accordingly.

I HAVE SEEN THE PRACTICUM INTERIM REPORT.

Teacher Candidate's Signature:

Date:

Teacher Candidate:		Placement Period:	
School:		School Board:	
Associate Teacher(s):		Grade(s) Subject Area(s):	
University Liaison:		Approved by Ontario Tech Field Experience Office	<input type="checkbox"/>
<p>Level 4 = exemplary Level 3 = good Level 2 = adequate Level 1 = unsatisfactory n/a (not applicable) = not able to be assessed and/or observed</p> <p>Note: Please refer to the rubric in the Field Experience handbook for a clearer description of each competency level.</p>			Pass: <input type="checkbox"/> Fail: <input type="checkbox"/>
Overall Comments:			

A. COMMITMENT COMPETENCY						
The Teacher Candidate:						
1.	demonstrates commitment to social justice, democracy, and the well-being and development of all students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2.	models respect for diverse spiritual and cultural values and practices, and for the environment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3.	demonstrates dedication and awareness of individual student needs in her/his efforts to teach and support student learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4.	encourages students to be problem-solvers, decision-makers, life-long learners, and contributing members of a changing society	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
5.	exercises positive influence, professional judgement, confidentiality, and empathy in practice	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
Comments:						

B. COMMUNICATION COMPETENCY					
The Teacher Candidate:					
1. speaks clearly and understandably (e.g., volume, pronunciation, modulation, articulation)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2. uses correct oral and written conventions (e.g., mechanics of the English language as well as subject specific terms and symbols) in a variety of contexts and formats	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3. uses effective and appropriate non-verbal communication (e.g., eye contact, facial expressions, body language)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4. seeks to understand other people's perspectives	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
5. communicates in a respectful tone and manner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
6. uses appropriate wait time (e.g., gives student appropriate time to process questions before responding)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
7. uses probing and prompting techniques (e.g., rephrases questions, provides cues)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
8. models effective listening skills (e.g., demonstrates active listening, demonstrates comprehension)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
Comments:					

C. KNOWLEDGE COMPETENCY					
The Teacher Candidate:					
1. demonstrates mastery of Ontario curriculum specific to grade and subject areas (i.e. content knowledge)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2. demonstrates knowledge of scaffolding, appropriate to student needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3. demonstrates knowledge of diverse instructional and assessment methods (i.e. pedagogical knowledge)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4. demonstrates knowledge of subject specific instructional methods (i.e. pedagogical content knowledge)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
5. demonstrates an understanding of learners, their learning, and development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
6. demonstrates awareness of social contexts	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
Comments:					

D. PROFESSIONALISM COMPETENCY					
The Teacher Candidate :					
1. dresses and grooms appropriately	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2. demonstrates punctuality (e.g. submits lesson plans on time, completing assignments, returning resources, arrives on time as per direction of Associate Teacher)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3. attends to duties (with the Associate Teacher) for the duration of the activity (e.g. bus duty, lunch duty, yard duty)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4. engages in respectful and professional relationships and interactions with students, colleagues, parents, and other community members	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
5. accepts and assimilates constructive feedback in a positive manner					
6. shows initiative (e.g., demonstrates leadership qualities, demonstrates helpfulness without prompting, participates in extra activities)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
7. volunteers assistance when needed (e.g., assists Associate Teacher or students)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
8. attends professional development activities and staff/division/department meetings with Associate Teacher	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
9. upholds the Ontario College of Teachers Standards of Practice and Ethical Standards	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
10. demonstrates openness to new and diverse perspectives of teaching and learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
11. engages in on-going reflective practice informed by research to foster professional growth	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
Comments:					

E. CLASSROOM MANAGEMENT COMPETENCY					
The Teacher Candidate:					
1. maintains a positive, professional, and approachable disposition	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2. demonstrates self-control (e.g., avoids power struggles, belittling statements and sarcasm, maintains appropriate voice volume and body language)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3. promotes positive learning environments to include considerations of diversity, equity, class safety, and wellness	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4. demonstrates consistency in maintaining classroom norms, and expectations	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
5. effectively utilizes verbal and non-verbal management techniques (e.g. circulation throughout the class, eye-contact, pauses, proximity, verbal cues, gaining attention of students)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
6. distributes materials in a well-planned and organized manner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
7. responds with sensitivity to the diverse and individual needs of students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
8. uses strategies to maintain student engagement and on-task behaviours throughout the lesson (e.g., circulates as needed, verbal cues, pause, proximity)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
9. responds to disruptive student behaviours in an appropriate manner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
10. implements proactive and preventive strategies as needed (e.g., considers potential problem areas)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
Comments:					

F. PLANNING COMPETENCY					
The Teacher Candidate:					
1. demonstrates an understanding of the contexts in which the learning takes place (e.g., the rationale of the lesson, how the lesson fits into the overall unit or long range plan)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2. integrates pertinent Ontario curricula and policies for planning, instruction, and assessment relevant and appropriate for student growth	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3. incorporates motivational techniques into plan (e.g., making topic relevant to students' interests, allowing for student participation)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4. pre-assesses learners and learning environment specific to lesson	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
5. incorporates a variety of effective instructional strategies into lesson plan (e.g., teacher-directed, student-centered, cooperative learning)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
6. includes lesson summary or closure in the plan	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
7. incorporates some type of application of the learning into plan (e.g., opportunities for students to complete relevant activities or tasks)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
8. sequences lesson components with sufficient detail and description (e.g., appropriately scaffolds, progresses logically)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
9. lists a variety (i.e., higher order) of key questions in plan (e.g., incorporates Bloom's Taxonomy)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
10. allocates appropriate time for lesson activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
11. plans for opportunity (ies) for students to construct own knowledge as appropriate (e.g., use of labs, hands-on activities, problem-solving)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
12. plans for organization of materials and effective distribution of materials	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
13. considers some modifications and adaptations to address student needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
14. plans to gather evidence of student learning (e.g., summative and/or formative assessment)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
15. where possible, plans for effective use of technology to promote student learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
16. ensures that the Field Experience Binder is organized and up-to-date, containing all of the required elements	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
Comments:					

G. IMPLEMENTATION COMPETENCY					
The Teacher Candidate:					
1. motivates students (e.g., makes topic relevant to students' interests, allows for student participation)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
2. gives effective instructions and directions (e.g., clear, logical, written, oral)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
3. uses clear, concise and effective questioning techniques that incorporate a range of thinking skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
4. encourages participation from all students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
5. promotes meaningful dialogue with students to provide feedback during the teaching/learning process (e.g., listens to responses, responds appropriately)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
6. sequences the lesson components appropriately	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
7. demonstrates appropriate pacing and timing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
8. makes effective transitions throughout the lesson (e.g., from conducting lesson to giving instruction, to collecting and distributing materials)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
9. applies various theories of learning to instruction and assessment to engage all learners	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
10. supports student learning by differentiating instruction as appropriate	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
11. adjusts lessons to circumstances (e.g., able to resume lesson after interruption)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
12. provides students with opportunities to construct own knowledge (e.g., use of manipulatives, labs, hands-on activities)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
13. incorporates some type of application of learning in the lesson (e.g., opportunities for students to complete relevant activities or tasks)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
14. integrates effective use of technology to promote student learning as appropriate	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
15. provides opportunities for lesson closure or summary	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	n/a <input type="checkbox"/>
Comments:					

APPENDIX G: PRACTICUM EVALUATION RUBRIC

The intent of this rubric is to provide further clarification of the various levels. Please use this as a guideline to assist you in determining the levels for each of the “look-fors” in the Field Experience Reports.

Directions: Circle one cell for each area of competency. Use the following as a guideline.

Area of Competency	Level 1 (unsatisfactory)	Level 2 (adequate)	Level 3 (good)	Level 4 (exemplary)
Commitment	The Teacher Candidate must increase awareness of the well-being of all pupils and learners in the classroom.	The Teacher Candidate demonstrates some commitment to the well-being of pupils. An increased awareness to individual differences and student self-esteem would benefit the Teacher Candidate.	The Teacher Candidate demonstrates an overall commitment to the well-being of pupils, through polite and respectful interactions, that promote student self-esteem.	The Teacher Candidate always demonstrates commitment to the well-being of all pupils, through polite and respectful interactions, that promote student self-esteem of all learners including those with special needs and exceptionalities.
Communication	The Teacher Candidate demonstrates poor communication skills. The Teacher Candidate must develop strengths in a wider range of communication skills to be a successful teacher.	The Teacher Candidate demonstrates satisfactory communication skills. More attention is needed in some areas to further enhance effective communication.	The Teacher Candidate demonstrates effective communication skills in daily teaching and interactions.	The Teacher Candidate consistently and effectively incorporates clear communication skills into daily teaching and interactions, promoting successful communication with students and colleagues.
Knowledge	The Teacher Candidate demonstrates minimal knowledge of subject matter and must work to further develop understanding of curriculum.	While the Teacher Candidate demonstrates satisfactory knowledge of subject matter, further development is needed to accurately and effectively provide instruction.	The Teacher Candidate demonstrates strong knowledge of subject matter in relevant Ontario curriculum areas.	The Teacher Candidate demonstrates excellent knowledge of subject matter, with the ability to expand and enhance learning.

Professionalism	The Teacher Candidate lacks a demonstration of professionalism. The Teacher Candidate must develop a greater repertoire of professional attributes for the teaching profession.	The Teacher Candidate sometimes demonstrates a professional attitude towards others. An increased awareness to professional development would enhance the Teacher Candidate's overall professionalism.	The Teacher Candidate demonstrates a sound professional attitude and disposition towards teaching responsibilities and others.	The Teacher Candidate has a full repertoire of professional attributes, demonstrating a respectful and courteous disposition.
Classroom Management	The Teacher Candidate utilizes very few effective classroom management strategies. Increased awareness to the classroom environment is essential for success.	The Teacher Candidate utilizes some appropriate classroom management strategies. Increased awareness to the classroom environment and more effective techniques would improve management skills.	The Teacher Candidate demonstrates an understanding of classroom management strategies and utilizes several classroom techniques during teaching.	The Teacher Candidate successfully utilizes a variety of proactive and preventative classroom management strategies when teaching.
Planning	The Teacher Candidate demonstrates poor planning and preparation skills. The Teacher Candidate must utilize more time, resources, as well as teaching and learning strategies to successfully and effectively plan learning experiences.	The Teacher Candidate demonstrates adequate planning and preparation skills. Increased attention to details with respect to teaching and learning strategies would enhance learning experiences.	The Teacher Candidate demonstrates good planning and preparation.	The Teacher Candidate demonstrates excellent planning and preparation. A wide range of teaching and learning strategies, as well as lesson appropriate accommodations and assessment strategies are evident in planning.
Implementation	High levels of assistance and guidance are required for the Teacher Candidate to implement effective instruction.	The Teacher Candidate implements lessons utilizing appropriate strategies, only requiring some guidance at times. A greater variety of teaching strategies would enhance instruction.	The Teacher Candidate independently and effectively implements lessons, utilizing sound teaching strategies and motivational techniques.	The Teacher Candidate independently and effectively implements lessons, utilizing a variety of teaching strategies and motivational techniques, easily adapting instruction to meet learners' needs.

**APPENDIX H: ONTARIO TECH FACULTY OF EDUCATION
TEACHER CANDIDATE IMPROVEMENT ACTION PLAN
(I.A.P.)**

The I.A.P. is to be completed by the Associate Teacher and/or University Liaison or designate.

Name of Teacher Candidate:	
Name of Associate Teacher:	
Name of School:	
Address of School:	
Grade and/or Subject :	
Areas of Concern (feel free to attach previous anecdotal notes and/or copies of lesson plans with comments):	
Required Action Necessary for Continuation in this Field Experience Placement:	
The Teacher Candidate must clearly demonstrate to the Associate Teacher or the University Liaison that the areas of concern (as indicated above) have shown improvement. The action (as indicated above) must be clearly evidenced by the Associate Teacher and/or the University Liaison by the date of _____.	
_____ (ASSOCIATE TEACHER'S SIGNATURE)	_____ (DATE)
I have read this Improvement Action Plan and understand the action required for continuation in this Field Experience placement.	
_____ (TEACHER CANDIDATE'S SIGNATURE)	_____ (DATE)
Please fax this sheet to the Practicum Office at 905.721.1707	

**APPENDIX H – CONTINUED: ONTARIO TECH FACULTY OF
EDUCATION TEACHER CANDIDATE IMPROVEMENT ACTION PLAN
(I.A.P.) FOLLOW-UP SUMMARY**

This I.A.P. Follow-Up Summary is to be completed by the Associate Teacher and/or the University Liaison or designate.

1. After completing the **Steps to Take if Teacher Candidates are Experiencing Difficulty** as outlined by Ontario Tech, the Teacher Candidate required an I.A.P. dated _____.

2. In order for _____ (name of Teacher Candidate) to continue in the Field Experience placement, the Teacher Candidate was required to demonstrate specific actions (as outlined in the I.A.P.) by _____ (date of timeline deadline).

3. The Teacher Candidate **did** or **did not** (circle one) demonstrate the required action necessary for continuation in this Field Experience placement by this date.

If the Teacher Candidate **did not** demonstrate the required action, please explain (feel free to attach previous anecdotal notes and/or copies of lesson plans with comments):

(ASSOCIATE TEACHER'S OR UNIVERSITY LIAISON'S SIGNATURE)

(DATE)

I have read this Improvement Action Plan Follow-Up Summary.

(TEACHER CANDIDATE'S SIGNATURE)

(DATE)

Please fax this sheet to the Practicum Office at 905.721.1707

APPENDIX I: TEACHING AND LEARNING STRATEGIES

(From Curriculum Unit Planner: Teaching and Learning Strategies © Queens Printer for Ontario, 2002)

ACTIVITY-BASED STRATEGIES

- Activity/ Learning Centres
- Carousel
- Debate
- Field Trip
- Game
- Oral Presentation
- Panel Discussion
- Rehearsal / Repetition / Practice
- Retelling
- Simulation
- Survey

ARTS-BASED STRATEGIES

- Ceremony
- Chanting
- Choral Reading
- Choreography
- Collage
- Docudrama
- Forum Theatre
- Improvisation
- Mask Making
- Puppetry
- Reader's Theatre
- Role-Playing
- Sketching to Learn
- Story Theatre
- Storyboard
- Tableau

LEARNING STYLES

- Bodily - Kinesthetic
- Interpersonal
- Intrapersonal
- Logical - Mathematical
- Musical - Rhythmic
- Verbal - Linguistic
- Visual - Spatial
- Naturalist

INDEPENDENT LEARNING STRATEGIES

- Homework
- Independent Reading
- Independent Study
- Learning Contract
- Learning Log/Journal
- Memorization
- Note Making
- Portfolio
- Reading Response
- Reflection
- Report
- Response Journal

COOPERATIVE LEARNING STRATEGIES

- Buddy System
- Collaborative Teaching
- Community Links
- Conflict Resolution
- Discussion
- Interview
- Jigsaw
- Numbered Heads
- Peer Practice
- Peer Teaching
- Round Robin
- Round Table
- Think/Pair/Share

INQUIRY AND RESEARCH MODELS

- Cognitive Skills Model
- Decision-Making Models
- Historical/ Geographic Inquiry
- Mathematical Problem Solving
- Problem-Based Models
- Questioning Process
- Research Process
- Scientific Method
- Technical Design Process
- Writing Process

TECHNOLOGY / APPLICATIONS

- Communication Applications
- Computer-Assisted Design (CAD)
- Computer-Assisted Learning
- Database Applications
- Email Applications
- Graphic Applications
- Internet Technologies
- Media Presentation
- Media Production
- Multimedia Applications
- On-line Public Access
- Spreadsheet Applications
- Time-Management Applications

APPENDIX I- CONTINUED: TEACHING AND LEARNING STRATEGIES

From Curriculum Unit Planner: Teaching and Learning Strategies © Queens Printer for Ontario, 2002)

DIRECT INSTRUCTION STRATEGIES

- Advance Organizer
- Book Talks
- Cloze
- Conferencing
- Demonstration
- Directed Reading
- Expository Text Frames
- Flash Cards
- Guest Speaker
- Guided Exploration
- Guided Reading
- Guided Writing
- Lecture
- Making Words
- Mnemonic Devices
- Practice and Drill
- Programmed Learning
- Prompt
- Read Along
- Read Aloud
- Reciprocal Teaching
- Review
- Seminar/Tutorial
- Socratic Dialogue
- Story Mapping
- Storytelling
- Task Cards
- Textbook
- Visual Stimuli
- Visualization
- Word Cycle
- Word Sort
- Word Wall
- Workbook/Word Sheets

THINKING SKILLS STRATEGIES

- Analysing Bias/Stereotype
- Anticipation Guide
- Brainstorming
- Case Study
- Classifying
- Concept Clarification
- Concept Mapping
- Estimating
- Experimenting
- Graphing
- IDEAL Problem-Solving
- Issue-Based Analysis
- Lateral Thinking
- Expressing Another Point of View
- Fair Test
- Manipulatives
- Map Making
- Media Analysis
- Mental Calculation
- Metacognitive Reflection
- Mind Map
- Model Making
- Oral Explanation
- Problem Posing
- Problem Solving
- Process Notes
- Semantic Feature Analysis
- Seriation
- Statistical Analysis
- Think Aloud
- Visual /Graphic Organizers
- Writing to Learn

APPENDIX J: ASSESSMENT AND EVALUATION STRATEGIES

(From Curriculum Unit Planner: Assessment/Evaluation Strategies © Queens Printer for Ontario, 2002)

ANECDOTAL RECORD

- is a short narrative describing both a student behaviour and the context in which the behaviour occurred. An anecdotal record should objectively report specific and observed behaviours and may describe student performance in detail in writing. An anecdotal record provides rich portraits of an individual student's achievement and includes observations that have special significance and cannot be obtained from other classroom assessment strategies.

CHECKLIST

- is a list of actions, descriptions, skills, concepts, behaviours, processes, and/or attitudes that a rater (teacher) checks off as he or she observes them. A checklist includes a written list of performance criteria that are used to assess student performance through observation, or to assess written work or other product forms such as oral presentations, art and media works, and models. A checklist is a diagnostic, reusable tool that can be helpful in charting student progress.

CLASSROOM PRESENTATION

- is an assessment that requires students to verbalize their knowledge, select and present samples of finished work, and organize their thoughts in order to present a summary of learning about a topic.

CONFERENCE

- is a formal or an informal meeting between the teacher and a student and/or parent for a variety of educational purposes.

ESSAY

- is a writing sample used to assess student understanding and/or ability to analyse and synthesize information. An essay is a pencil and paper assessment in which a student constructs a response, with supporting details or arguments, to a question, topic, or brief statement.

EXHIBITION/DEMONSTRATION

- is a performance in which a student explains and applies a process, procedure, etc., in concrete ways to show individual achievement of specific skills and knowledge.

INTERVIEW

- is a face-to-face conversation in which all parties (teacher, student, and parent) use inquiry to share their knowledge and understanding about an issue, topic, or problem of mutual interest.

LEARNING LOG

- is an ongoing, visible record made by a student of what he or she does or thinks while working on a particular task or assignment.

OBSERVATION

- is a process of systematically viewing and recording student behaviour for the purpose of making programming decisions. Observation can take place anytime or in any setting, to assist the teacher in making the decisions required for effective teaching.

PERFORMANCE TASK

- is an assessment strategy in which students create, produce, perform, or present, in ways that engage "real world", meaningful, and substantive issues or problems, in order to demonstrate a skill or proficiency.

APPENDIX J- CONTINUED: ASSESSMENT AND EVALUATION STRATEGIES

PORTFOLIO

- is a purposeful collection of samples of a student's work that is selective, reflective, and collaborative. The portfolio is a visual demonstration of the range, depth, and progress of a student's achievement, capabilities, strengths, weaknesses, knowledge, and skills over time and across a variety of contexts.

QUESTIONS AND ANSWER (ORAL)

- is a strategy whereby the teacher poses a question and the student answers it by speaking rather than by writing. Question and answer helps to determine whether students understand what is being or has been presented, or to extend thinking, generate ideas, or solve problems.

QUIZ, TEST, EXAMINATION

- is an assessment strategy that requires students to respond to prompts in order to demonstrate their knowledge (orally or in writing) or their skills (e.g., through performance). Quizzes are usually short, examinations usually longer.

RATING SCALE

- is a simple tool for assessing the extent to which specific facts, skills, attitudes, and/or behaviours are observed in a student's work or performance. A rating scale assesses performance on a several-point range from low to high, from as few as 3 points to as many as 10 points. A rating scale is based on a set of criteria that allows the teacher to judge the quality of a performance, product, attitude, or behaviour via a continuum.

RECORDING DEVICES

- consult the Ontario Curriculum Planner for more detail

RESPONSE JOURNAL

- is a student's personal record of frequently written reflective responses to material he or she is reading, viewing, listening to, or discussing. (See also "Response Journal" in Teaching/Learning Strategies: Independent Learning Strategies)

RUBRIC

- is a scoring scale that consists of a set of achievement criteria and descriptions of levels of achievement for a particular task

SELECT RESPONSE

- is a pencil-and-paper assessment found in quizzes, tests, and examinations, in which the student is to identify the one correct answer. The select response is a commonly used formal procedure for gathering objective evidence about student learning, specifically in memory, recall, and comprehension.

SELF-ASSESSMENT

- is a pencil is the process by which the student gathers information about and reflects on his or her own learning. Self-assessment is the student's own assessment of personal progress in knowledge, skills, processes, or attitudes. Self-assessment leads a student to a greater awareness and understanding of himself or herself as a learner.

APPENDIX K: ONTARIO TECH LESSON PLAN TEMPLATE INFORMATION

At Ontario Tech University Faculty of Education, Teacher Candidates are to use the core components of lesson planning in all of their lessons both at Ontario Tech and on their Field Experience placements. These core components will be explored in Faculty of Education classes.

Teacher Candidates must ensure that the core components are easily displayed and fully developed with pertinent lesson planning details. This consistency in lesson planning aids Associate Teachers in knowing what is expected in terms of lesson planning. The lesson plans should be kept in a chronological fashion in the Field Experiences Binder.

Teacher Candidates are expected to use the Ontario Tech Lesson Plan Template during practicum and may use the abridged version in the final practicum block—only on the approval of the University Liaison. These templates will be made available in the Foundations course and on the Faculty of Education website.

Subject / Course:	TC Name:
Grade Level:	Date:
Topic:	Time of Class:
AT Name:	Room # / Location:

1. Lesson Overview / Summary (via [The Big 3 Questions \(UbD summary\)](#)) Provide a **general overview of your lesson** so that anyone can **quickly** see where the learner is going and what the learner needs to do to get there.)

- i. **What is it that students will learn and be able to do?**

- ii. **How will you know that they learned or are able to do “it”?**

- iii. **How will you guide/facilitate them through the process to get them to “it”?**

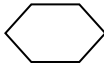
2. Instructional expectations (Specific expectation(s) or PART of an expectation from the [ON Elementary Curriculum](#) and [ON Secondary Curriculum](#) to be assessed and **other learning opportunities** that occur throughout lesson)

a) *Specific Expectations:*

b) [Other learning opportunities](#)(K-8) other [learning opportunities](#) (9-12)

- Responsibility – specifically,
- Organization – specifically,
- Independent Work – specifically,
- Collaboration – specifically,
- Initiative – specifically,
- Self-regulation – specifically,
- Other – specifically,

3. Content: Only list content related material – **NOT** how you will teach it;
 This is a reference section for you, the teacher or anyone else who uses your lesson plan, regarding **content**;
 Might include diagrams, facts, maps, definitions, terminology, examples, **anything that may be necessary for you to understand to address students’ questions, extend their thinking or scaffold learning**;
 If easier, add attachment and indicate here to “see attachment”; **ADD or DELETE rows as needed.**

Content Name	Content Details
e.g., hexagon	e.g., a polygon with 6 sides  (from the Ontario Curriculum, Grades 1-8, Mathematics)

4. Pre-assessment and Addressing Needs: Consider the students you will be teaching and anything that will affect their learning or your teaching strategies (e.g., include academic, social/emotional, physical and diversity needs,+ provide strategies to address the needs and/or accommodations/modifications (if - how you will differentiate learning for student? N.B. use initials of students rather than full names).

a) Students

Preassessment:	Addressing Needs: (OTF Resource , and/or ELL resource OR ELL for K OR ELL 3-12)
Academic Needs:	
Behavioural/Social/Emotional Needs:	
Physical Needs:	
Diversity Needs:	

- b) **Learning Environment:** (describe or sketch the learning environment to include the setup of workspaces, equipment, materials, relevant to lesson, etc. – **you may wish to include a map/layout of the classroom on a separate sheet** and reference here)

5. Required Resources: (List **ALL resources** required to conduct this lesson such as website URLs, paper, pencils, lab equipment, markers, rulers, paint, books, maps, videos, posters, handouts, number of copies, etc.)

- E.g., rulers – one per student (21)
-
-

6. Agenda: (Consider a quick overview of the lesson and **list key elements in lesson to write or draw on white/blackboard as an agenda** for students and you to follow; keep it concise and catchy; for non-readers, use symbols or images)

Will be posted on (Where will you place the agenda?):

Will use images to support text because:

Today:

- 1.
- 2.
- 3.
- 4.

7. Learning Goals and Success Criteria: (**Learning Goals** identify what students are expected to know and be able to do – in student friendly, clear language – based on the expectations and other learning opportunities; shared with students at the beginning of a learning cycle (i.e., lesson, unit, point in a unit, etc.) [EXAMPLE](#) of development. **Success Criteria** (describe in very specific terms, what successful attainment of the learning goals look like/sound like; how will students specifically provide evidence of their learning to demonstrate their knowledge and skills, also refer to achievement charts for the subject; co-constructed with students?))

a) Learning goals:

b) Success criteria:

8. Scaffolding via Gradual Release of Responsibility and Planning the Feedback:

Provide step-by-step description of how you will introduce and organize the instruction.
How will you introduce lesson? How will you motivate them? How will students be engaged in a meaningful way?
How will you organize the learning experience? Include specific sequence of instruction;
What will you say/do? How will you model? What will students do? How will you transition from one part of lesson to another? How will you distribute materials? What specific questions will you ask? What are a few students’ anticipated responses or actions? How will you gradually release responsibility? What will students do with others? How will the lesson end? How will key components be summarized or reviewed?

Feel free to add or delete rows as needed.

Timing e.g., (1:00 – 1:05pm) & Strategy Summary	Description
	<p>Agenda Item:</p> <p>Level of scaffolding:</p> <p><input type="checkbox"/> “I do it” (demonstration or modelling) <input type="checkbox"/> “You do it together” (guided practice) <input type="checkbox"/> “We do it” (shared practice) <input type="checkbox"/> “You do it” (independent practice)</p> <p>Sequence of <u>instruction/strategies</u> for this component of lesson:</p> <p>Assessment (purpose)</p> <p><u>Why assess?</u></p> <p><input type="checkbox"/> for learning (diagnostic or formative) <input type="checkbox"/> as learning (formative) <input type="checkbox"/> of learning (summative)</p> <p>Assessment (How?)</p> <p>How will you gather evidence of student learning?</p> <p><input type="checkbox"/> observations of: <input type="checkbox"/> student/teacher conversations (whole class, small group, individual questioning) regarding as: <input type="checkbox"/> student tasks / products that provide students with ways to demonstrate learning, specifically:</p>

	<p>Agenda Item:</p> <p><u>Level of scaffolding:</u> <input type="checkbox"/> "I do it" (demonstration or modelling) <input type="checkbox"/> "You do it together" (guided practice) <input type="checkbox"/> "We do it" (shared practice) <input type="checkbox"/> "You do it" (independent practice)</p> <p>Sequence of <u>instruction/strategies</u> for this component of lesson:</p> <p>Assessment (purpose) <u>Why assess?</u> <input type="checkbox"/> for learning (diagnostic or formative) <input type="checkbox"/> as learning (formative) <input type="checkbox"/> of learning (summative)</p> <p><u>Assessment (How?)</u> How will you gather evidence of student learning?</p> <input type="checkbox"/> observations of: <input type="checkbox"/> student/teacher conversations (whole class, small group, individual questioning) regarding as: <input type="checkbox"/> student tasks / products that provide students with ways to demonstrate learning, specifically:
	<p>Agenda Item:</p> <p><u>Level of scaffolding:</u> <input type="checkbox"/> "I do it" (demonstration or modelling) <input type="checkbox"/> "You do it together" (guided practice) <input type="checkbox"/> "We do it" (shared practice) <input type="checkbox"/> "You do it" (independent practice)</p> <p>Sequence of <u>instruction/strategies</u> for this component of lesson:</p> <p>Assessment (purpose) <u>Why assess?</u> <input type="checkbox"/> for learning (diagnostic or formative) <input type="checkbox"/> as learning (formative) <input type="checkbox"/> of learning (summative)</p> <p><u>Assessment (How?)</u> How will you gather evidence of student learning?</p> <input type="checkbox"/> observations of: <input type="checkbox"/> student/teacher conversations (whole class, small group, individual questioning) regarding as: <input type="checkbox"/> student tasks / products that provide students with ways to demonstrate learning, specifically:

Reflective Practice: (Select and respond to a prompt below. Please do not continually use the same prompt after each lesson. Consider the rationale behind WHY you have selected today's prompt.)

Reflective prompts:

1. How do I know the students learned? What could I improve?
2. How do I think the lesson went in general? Why? What evidence supports this?
3. How might I have improved my questioning strategies? Why? What next steps will support this?
4. How might I improve my own instructional practice? Why?
5. What specific areas of the lesson could I have improved? Why? How might I improve my future lessons?
6. What questions do you have now that you have implemented this lesson? Why do you have those questions? How will you address your question?
7. What went really well in your teaching? Why do you think it went well?
8. What was most challenging for you in planning and implementing this lesson? Why? How did you or will you address this challenge?
9. How did this lesson reflect your vision of teaching and learning?
10. What did you learn about yourself as a "teacher" after planning and implementing this lesson? Why? What are your next steps?
11. One that really surprised me during this lesson was....because....
12. Now that I have implemented the lesson, I am particularly proud of _____ because _____

Reflection via Selected Prompt #_____:

APPENDIX L: DIGITAL FIELD EXPERIENCE BINDER

Purpose of Digital Field Experience Binder

Teacher Candidates are expected to keep a Digital Field Experience binder, much like teachers are expected to keep a Day Book to organize lessons, routines and schedules. The Digital Field Experience Binder is a professional record in which to keep observations, lesson or unit plans, schedules, notes, reflections and any other pertinent information required for the Field Experience.

University Liaisons will examine the Field Experience Digital Binder, when visiting Teacher Candidates in the schools, expecting the Digital Binder to be appropriately organized, complete, and easy to navigate.

General Organization Tips:

- 1) The Digital Field Experience Binder template guides the Teacher Candidate to organize the required materials. (Refer to pages 60 & 61 for tabbed sections.)
- 2) Computer generated lessons, reflections and observations are uploaded and inserted into the appropriate section. This practice is similar to how teachers need to have day plans and lesson plans just in case they are absent and an occasional teacher or on-call teacher is called in to teach the class.
- 3) Lesson plans should be completed minimally 24 hours before teaching. This will allow for adequate time to review the lesson plan with the Associate Teacher and make changes if necessary. Ensure that a suitable time frame is established with the Associate Teacher, so that the Associate Teacher has sufficient time to go over the lesson plan prior to implementation.
- 4) In the situations where the same lesson is taught on rotary (e.g., the same Science lesson will be taught to two Grade 8 classes), only one lesson plan is required. The pre-assessment and reflection sections, however, need to be completed each time the same lesson is taught, to reflect upon the different classes and experience.
- 5) Keep the Digital Binder information in chronological order, with the most recent lessons and observations at the top of each appropriate section.
- 6) Keep up with the personal reflections. Try to reflect on how the lesson was successful and how it could be improved. While the length of reflections will vary from lesson to lesson, aim for a quality reflection rather than quantity.
- 7) Teacher Candidates will prepare Digital Field Experience Binder prior to visiting the class for the first Field Experience Day to facilitate the process of gathering and organizing the required information. For each semester's placement a new Digital Field Experience Binder will be created.

APPENDIX L - CONTINUED: DIGITAL FIELD EXPERIENCE BINDER

Sections of Digital Binder	Details of Section Contents
Teaching Timetable	Teaching Timetable refers to your Associate Teacher's class and teaching timetable which lists the subjects and times that they occur. This section can also include any other pertinent schedules that affect your teaching. For example, you may want to include a duty schedule (highlight the duties you are responsible for (WITH your Associate Teacher), a computer lab schedule, physical education schedule and any other relevant schedules. Upload these to your Digital Binder
Teacher Candidate-Led Routines	<p>This section should contain specific class routines that you are responsible for. Classify the routines into two categories: Management Related (e.g., opening exercises, entry/dismissal, travelling to other classes, washroom etc.) and Curriculum Related (e.g., taking up homework, bellwork, agendas, problem of the day, independent reading, incomplete homework procedures etc.). For each routine, break the description into two parts: Procedure and Purpose. For example:</p> <p>Curriculum Related Routines</p> <p><u>A. Problem of the Day</u></p> <p>Procedures:</p> <ol style="list-style-type: none"> 1. Prior to the students' arrival, the teacher posts a problem on the whiteboard below a sign that says "Problem of the Day". This problem is usually based on the previous day's lesson. Occasionally, the problem is based on the news or current events. 2. The "Problem of the Day" is completed in a separate notebook that the teacher keeps in a bin specifically for this task. Upon morning entry, students retrieve their notebooks from the bin and begin to work on the problem. 3. When the teacher is ready to begin the lesson (when all students have arrived), the notebooks are gathered by two designated students and stored in the bin for the next day. <p>Purpose:</p> <p>The "Problem of the Day" not only reviews the last day's lesson, but it also acts as a management technique, by focusing the students and giving them a task to complete until everyone arrives. Most students are motivated to complete this activity because the teacher does evaluate the notebook at the end of the week.</p>
Observation Notes	<p>This refers to the anecdotal observations you make while observing the Associate Teacher teach and manage the class interactions. This section should have a separate page for each of the topics listed below with specific observations regarding that particular topic.</p> <ul style="list-style-type: none"> • Management Strategies • Instructional Strategies • Program Organization • Student Organization • Instructional Materials • Methods of Evaluation • Responsibilities of the Teacher Outside of the Classroom (including health and safety issues) • Provisions Made for Exceptional Students • Accommodations/Modifications

APPENDIX L - CONTINUED: DIGITAL FIELD EXPERIENCE BINDER

Sections of Digital Binder	Details of Section Contents
<p>Observation Notes (continued)</p>	<p>When you are observing your Associate Teacher, please date the observations.</p> <p>For example:</p> <p><u>Instructional Strategies:</u> Oct.1 - During Math, the teacher used a think-pair-share to have students consider strategies for completing word problems.</p> <p>Oct.1 - During Science, the teacher used a bodily-kinesthetic (Multiple Intelligences) approach for students to review the parts of an animal cell. The students took on different roles and acted out the functions of the cell membrane, nucleus, nucleolus, endoplasmic reticulum, cytoplasm and mitochondria.</p> <p><u>Management Strategies:</u> Oct. 8 - teacher put hand in air to get class attention, the class followed suit and became quiet</p>
<p>Lesson Plans</p>	<p>This section should contain a daily organizer (the schedule of the day or a copy of your Associate Teacher's daybook) with highlighted section(s) of what portion of the schedule or day plan your lessons fit into.</p> <p>Immediately following the daily organizer, include the detailed lesson plan and any other materials (handouts, answer key, overhead etc.) required for the lesson. The reflection should also follow the lesson plan in this section. It's best to complete the reflection in the evening, so some time can be spent thinking about the lesson successes and areas to improve upon.</p> <p>For example: On Nov. 5th, a Teacher Candidate who teaches a Grade 8 Science lesson and a Grade 8 Spelling Lesson, records his/her lessons and materials for November 5th, in the following order in the binder:</p> <ol style="list-style-type: none"> 1. The daily organizer (schedule or day plan) <ul style="list-style-type: none"> - with the highlighted Science and Spelling subject areas 2. Science Lesson Plan (for Grade 8) <ul style="list-style-type: none"> - student activity (handout) - answer key - reflections 3. Spelling Lesson Plan (for Grade 8) <ul style="list-style-type: none"> - copy of the game that the students will play after input - reflections
<p>Other</p>	<p>This section can include anything else (uploaded in .pdf, .jpeg, .docx etc. format) such as:</p> <ul style="list-style-type: none"> • photographs of bulletin boards • school newsletters • school policies – behaviour code • other handouts given to the class by the Associate Teacher. (Please ASK permission from any teacher before taking a photocopy of a worksheet—including copies discarded at the photocopier. Demonstrate this professional etiquette.) • any other pieces of information appropriate to the Field Experience

OBSERVATION RECORD

MANAGEMENT STRATEGIES

NOTE:

- How does the teacher establish and maintain a positive classroom climate?
- What are the expectations for student behaviour in the classroom, halls, lunchroom, on school property?
- Procedures for attendance, opening exercises, washroom, dismissal
- List all the routines – particularly transitions from one activity to the next (don't forget to list the full routine and its procedure/purpose that YOU are responsible for in your Routine pages)
- Describe the use of positive reinforcement
- What are the teacher's methods of dealing with unacceptable behaviour?
- Quiet signal and other signals
- List effective discipline techniques
- Any student-directed management strategies

INSTRUCTIONAL STRATEGIES

NOTE:

- List all the ways that teachers can structure a lesson
- Consult the Ontario Curriculum Unit Planner (Teacher Companions – Teaching/Learning Strategies, and FE Handbook) for more info and ideas of things to look out for!
- Learning centres, discussion, lecturing, games, research, programmed learning etc.

PROGRAM ORGANIZATION

NOTE:

- Program routines, subject integration, routines and teaching responsibilities for special classes
- Team teaching; role of teacher assistants and classroom volunteers
- Describe how the teacher organizes the program for learning (e.g., science program organization—how many weeks per chapter or unit? How often do students complete labs?)
- Math – inclusion of manipulatives?

STUDENT ORGANIZATION

NOTE:

- List all ways you see students grouped/organized/arranged for learning experiences
- Refer to a class list, seating chart, special arrangements
- Grouping procedures: whole class, small groups, independent study, peer learning etc.

INSTRUCTIONAL MATERIALS

NOTE:

- Make an ongoing list of materials you see teachers using for instruction (specific names of materials and vendors/company names may help you in purchasing next year)
- Use of chalkboard, bulletin boards, audio visual equipment, computers, books, kits, concrete materials
- Location of and access to supplies and resources
- Arrangement of materials (e.g. for labs, station-based learning/centres etc.) – what ways were the materials/manipulatives arranged for best learning

METHODS OF ASSESSMENT AND EVALUATION

NOTE:

- Tracking, anecdotal records, student work folders, rubrics, tests, assignments etc.
- Consult the Ontario Curriculum Unit Planner (Teacher Companions – Assessment Strategies) for more info and ideas of things to look out for!
- Include any examples (if possible)

RESPONSIBILITIES OF THE TEACHER OUTSIDE THE CLASSROOM

NOTE:

- List what your teacher does outside of the classroom (describe in short detail)
- Duty (yard, lunch, bus etc.)
- Curriculum and staff meetings, communication with parents etc.

PROVISIONS MADE FOR EXCEPTIONAL LEARNERS

NOTE:

- Describe how provisions are made for exceptional learners
- Provide examples of how the teacher or special education teacher made provisions (or TA etc.)
- What accommodations are available for students with learning exceptions
- Other learners who need attention within the regular classroom

APPENDIX M: INCOMPLETE FIELD EXPERIENCE FORM

If for any reason the Teacher Candidate does not complete a practicum block, this form must be completed by the Associate Teacher, only if the Teacher Candidate attended the Field Experience placement for five or more days.

Name of Teacher Candidate:	
Name of Associate Teacher:	
Name of School:	
Address of School:	
Grade and/or Subject :	
<p>The Teacher Candidate named above did not complete the Field Experience placement with the Associate Teacher named above for the following reason(s):</p> 	
_____ (Associate Teacher’s Signature)	_____ (Date)
Associate Teacher - Please fax this sheet to the Practicum Office at 905.721.1707	

APPENDIX N: UOIT ACADEMIC APPEALS PROCESS AND PROFESSIONAL UNSUITABILITY

Excerpts from the 2019-2020 Undergraduate Academic Calendar regarding academic conduct and professional unsuitability are listed below. For grade reappraisals and other academic regulations, please refer to the Academic Calendar.

Academic conduct and professional suitability

Faculty members and students share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aims and principles of the pursuit of education, as well as the intellectual property of others. Academic misconduct impedes these goals, disrupts the activities of the university community and is punishable by appropriate disciplinary action. It is the responsibility of students to be aware of the actions that constitute academic misconduct, the procedures for launching and resolving complaints, and the penalties for commission of acts of misconduct. A lack of familiarity with the university's policy on academic conduct and misconduct on the part of a student does not constitute a defence against its application.

Academic misconduct

Academic misconduct includes, but is not limited to:

- Unreasonable infringement on the freedom of other members of the academic community (e.g., disrupting classes or examinations, harassing, intimidating, or threatening others);
- Violation of health and safety regulations in a laboratory or other setting.
- Cheating on examinations, assignments, reports, or other work used to evaluate student performance. Cheating includes, among other things, copying from another student's work or allowing one's own work to be copied, submitting another person's work as one's own, fabrication of data, consultation with an unauthorized person during an examination, use of unauthorized aids, or submitting work prepared in collaboration with other member(s) of a class, when collaborative work on a project has not been authorized by the instructor.
- Impersonating another student or allowing oneself to be impersonated for purposes of taking examinations, or carrying out laboratory or other assignments.
- Plagiarism, which is the act of presenting the ideas, words, or other intellectual property of another as one's own, including images, designs, processes, computer software, digital, audio and video files, Internet resources and other works without appropriate attribution or credit. The use of other people's work must be properly acknowledged and referenced in all written material.
- Obtaining by improper means examination papers, tests, or similar materials; use or distribution of such materials to others.
- Falsifying academic records, including tests and examinations, or submitting false credentials for purpose of gaining admission to a program or course, or for any other purpose.
- Misrepresentation of facts, whether written or oral, which may have an effect on academic evaluation. This includes making fraudulent health claims, obtaining medical or other certificates under false pretences, or altering certificates for the purpose of misrepresentation.
- Submission of work when a major portion has been previously submitted or is being submitted for another course, without the expressed permission of all instructors involved.

Professional unsuitability

Students in programs leading to professional certification must demonstrate behaviour appropriate to practice in those professions. Where a dean determines that behaviour inconsistent with the norms and expectations of the profession has been exhibited by a student, that student may be immediately withdrawn from the program by the dean or subject to one or more of the sanctions described below.

A student demonstrating professional unsuitability may be immediately suspended from any practicum, field work or similar activity at the discretion of the dean pending a final decision.

Sanctions

If a student is deemed to have committed academic misconduct or are alleged to have demonstrated

behaviour inconsistent with professional suitability, one or more of the following disciplinary sanctions may be imposed. The severity of the sanction will be determined by the nature of the misconduct or professional unsuitability and the student's past record of conduct. Students found guilty of successive acts of misconduct will receive increasingly severe sanctions, not limited to the following:

- Resubmission of the piece of academic work in respect of which the misconduct was committed, for evaluation.
- A written reprimand, warning the student that the behaviour was unacceptable and that further misconduct will lead to additional sanctions. A copy of the reprimand will be placed in the student's file, but no notation will appear on the transcript.
- Submission of a failing grade in an examination, test, assignment or course.
- Disciplinary probation for the remainder of the student's registration in his/her current program of study. A note to this effect will be placed in the student's file, and a notation may appear on his/her transcript. Any further offence will lead to a more severe sanction.
- Expunging of grades or revoking of degrees.
- Restraining orders or monetary restitution where appropriate in the case of threats, harassment, or damage to property.
- Suspension from attendance in a course, a program, a faculty, or the university, for a period not less than one term (fall or winter) and not exceeding three years as deemed appropriate. While suspended, a student may not register, and loses the right to attend lectures, write examinations, and receive payment from university sources. Courses taken elsewhere during the period of suspension are not eligible for transfer credit. Notice of suspension will be placed in the student's file and will appear on his/her transcript. The conditions of suspension will specify the length of time such notice will remain on the student's transcript.
- Permanent expulsion from the university. A note to this effect will be placed in the student's file and will remain on his/her transcript.
- Such other sanctions as deemed appropriate.

Launching and resolving complaints

With respect to all accusations of academic misconduct or professional unsuitability, students are presumed innocent until the contrary has been established. Decisions regarding the commission of academic misconduct or professional unsuitability shall be determined using the balance of probabilities as the standard of proof. A record of all allegations of misconduct, along with details of the resolution, will be entered into the central transcript kept by the Office of the Registrar.

Faculty and staff who have reason to believe that an act of academic misconduct or professional unsuitability has been committed should report the matter promptly based on the determination of the act being a lesser or major offence.

- Lesser academic offences include assignments and tests that are worth 25% or less of the total possible grade for the course that are first offences. In other words, if an assignment or test is worth 20% but it is a 2nd offence, then the case should be treated as a major (or more serious) academic offence.
- Major academic offences include assignments and tests that are worth more than 25% of the final grade or is a repeat offence, or the nature of the offence is severe, or the offence is related to a Final Examination.

Students who have reason to believe that an act of academic misconduct has been committed should report the matter promptly to the instructor responsible for the course in which the act was committed.

Alleged acts of professional unsuitability should be reported to the dean or dean's designate of the faculty in which the student is enrolled.

Dealing with lesser academic offences

In the following circumstances, the course instructor may choose to deal with allegations of academic misconduct:

- The offence relates to a piece of academic work representing 25 per cent or less of the final grade in the course.
- The student has committed no other academic offence before.
- The student admits to having committed the offence.
- The student consents to the sanction proposed by the course instructor.

In such circumstances, the sanction proposed by the course instructor will consist of resubmission of a piece of academic work, a written reprimand, or submission of a failing grade for the piece of work. The course instructor may also choose to deal with these cases personally or to refer them to the course dean or dean's designate for action. The student may also elect to have the matter referred to the course dean or dean's designate. Before acting, the course instructor must check with the Office of the Registrar to see whether any record of any previous academic offence(s) had been deposited in the student's file. For a first lesser academic offence, the course instructor is responsible for notifying the student of the offence and securing the student's written acknowledgement that they had committed the offence, that they agree to the sanction, and that they agree that no appeal may be taken from this sanction. Upon notification, the student will have five working days in which to respond to the allegation. If no response is received within the time period, the instructor will refer the matter to the course dean or dean's designate for formal resolution. In any event, the course instructor shall notify the Office of the Registrar of the offence. This material will be placed in the student's file for future reference but no notation will appear on the academic record. Lesser academic offences resolved by agreement between the course instructor and the student may not be appealed.

Complaints resolved by the dean or dean's designate

If a complaint of academic misconduct cannot be resolved by a course instructor, or if the course instructor or the student refers the complaint to the course dean or dean's designate, the dean or dean's designate shall be responsible for addressing the complaint.

A student will not be permitted to withdraw from the course in which the offence was alleged to have been committed until the matter is resolved and sanction imposed. Once notified of an unresolved complaint relating to academic misconduct and/or professional unsuitability, the dean or dean's designate shall notify the Office of the Registrar to put the student's account on hold and refer the matter to an academic integrity committee comprised of the dean's designate and two members of the academic staff to investigate the complaint and recommend a resolution. In cases where the resolution may result in the expunging of grades, the revoking of degrees, or in the student being suspended or expelled, the deans or dean's designates of both the faculty responsible for the course in which the offence was committed and the faculty in which the student is enrolled must consult and agree on the sanctions coming from the offence. If the deans or dean's designates cannot agree on the sanctions, the final resolution will rest with the Provost or Provost's designate. Once a final resolution has been determined, the course dean or dean's designate will notify the parties and the Office of the Registrar in writing.

Dealing with professional unsuitability

All allegations of professional unsuitability must be addressed by the student's home dean or dean's designate.

Procedures for formal resolution

The dean or dean's designate must inform the student, in writing, of the allegations, the possible sanctions and a copy of the pertinent policy statement. The student will be given five working days to prepare a response. The academic integrity committee will meet with the student to hear the response. The student is entitled to be accompanied by up to two advisors at this meeting, provided 48 hours advance written notice is given of the identity of the advisors.

The academic integrity committee shall conduct an investigation of the allegations and response, and make its recommendation to the dean or dean's designate within 10 further working days. The dean or dean's designate will notify the parties and the Office of the Registrar of the decision in writing.

Transcript notations and appeal process

Transcript notations for academic misconduct will include the following range of notations: grade of F assigned for [course number] for academic misconduct; suspended for academic misconduct for [dates of suspension]; suspended for professional unsuitability; and permanently expelled for academic misconduct. Transcript notations will normally be recorded on the academic transcript for a minimum of two years.

A student may apply to the academic appeals committee to have the notice of suspension and/or transcript notation expunged from his/her academic record after a minimum of two years from the last offence. If the appeal is granted, the Office of the Registrar will be notified to remove the notation.

Transcript notations for students who are suspended for professional unsuitability or permanently expelled for academic misconduct will remain on their academic record and cannot be appealed.

Academic accommodation for students with disabilities

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation can find more information about Student Accessibility Services at uoit.ca.

Appeals to the Academic Appeals Committee

Decisions eligible for appeal

An exhaustive list of formal decisions eligible for appeal to the Academic Appeals Committee is set out below. All other decisions shall be deemed final.

- Decisions of the dean/delegate relating to:
 - Academic Standing (review of academic standing);
 - Grade Reappraisals and Appeals; or
 - Time Limits; or
 - The imposition of disciplinary penalties during an appeal.
- Decisions of the Academic Integrity Committee relating to academic conduct/misconduct or professional suitability
- On the basis of procedural irregularity only, any other decision for which the Academic Appeals Committee grants leave to appeal.

Process for submitting an appeal

Appeals submitted to the Academic Appeals Committee must be submitted within 10 working days of the original faculty-level decision and must contain:

- The specific decision which is being appealed;
- The form of redress requested;
- The specific grounds on which the appeal is made;
- A summary of the evidence in support of these grounds;
- The complete text of the decision being appealed; and
- The text of the relevant procedural regulations (if any) allegedly violated or otherwise deemed applicable to the case.

Appeals to the Academic Appeals Committee will be permitted only on the grounds of:

- New evidence, i.e., evidence relevant to the decision made at the faculty level, but through no fault of the appellant not presented at that level. Generally speaking, events or performance subsequent to the faculty-level decision are not to be construed as new evidence; or
- Evidence of procedural irregularity in the original consideration of the case.

Status during an appeal

Under normal circumstances, disciplinary penalties will not be enforced before an appeal is decided, nor will official transcripts be issued. In cases where continued attendance by the student would have a detrimental effect on the student or others (including, but not limited to circumstances where issues of safety and security to the individuals or property are involved), the dean of the relevant faculty may determine that the penalty imposed by the faculty will stay in effect until the completion of the appeal proceedings. If the appeal is granted, formal registration will be reinstated or the matter remitted back to the dean or provost for reconsideration as appropriate.

APPENDIX O: OTF GUIDELINES REGARDING HARASSMENT COMPLAINTS THAT ARISE DURING PRACTICUM PLACEMENTS

OTF Guidelines Regarding Harassment Complaints That Arise During Practicum Placements - (December 2008)

Context

“A member shall strive at all times to achieve and maintain the highest degree of professional competence and to uphold the honour, dignity, and ethical standards of the teaching profession.”

- Regulation made under the Teaching Profession Act

In situations of harassment, it is imperative that processes and supports are in place to ensure teachers can fulfill aspects of their professional responsibilities in a competent manner. In general, liability occurs when people act negligently or incompetently.

There are many intricacies and complexities inherent in the teacher candidate - associate teacher relationship. With regard to the specific question of harassment, the following realities must be considered:

- Concerns identified may range from personality clashes to bad behaviour to harassment under the Human Rights Code.
- The overlap of responsibilities and the application of appropriate policies and legislation can be challenging. A number of policies potentially apply in claims of harassment, including the school board's harassment policies, OTF and Affiliate bylaws and policies on harassment, the university's harassment policy and the Ontario Human Rights Code.
- This is the transition from a “student to teacher” relationship to a “professional to professional” relationship.

- As associate members of the Federation, teacher candidates are subject to the exact same responsibilities as full members of the Federation, although they do not have all the same rights. This means that they are subject to the same member to member duties, as stipulated in the Regulation made under the Teaching Profession Act. In particular, when making an adverse report about a fellow member, they are required under clause 18.1.b to furnish the member with a written statement of the report within three days.

In attempting to resolve accusations of harassment, it is important to consider the above realities. In the context of a professional relationship, it is incumbent upon the faculties, OTF, and the Affiliates to provide support to resolve the issues in a collegial manner.

Preferred Process for Addressing Complaints of Alleged Harassment made by an Associate Teacher about a Teacher Candidate

In cases where the associate teacher believes he/she is the subject of harassment, the following process is recommended:

- The associate teacher should discuss the issue with a Federation representative, typically, the local President. Depending on the severity and nature of the concern, the associate teacher should be encouraged to first take it up with the teacher candidate. If the associate teacher is uncomfortable doing so, the associate teacher should contact the Faculty Advisor, and propose a meeting with Federation and faculty support to mediate the situation.
- If the matter cannot be resolved in this way, the associate teacher might choose to pursue it in a more formal venue. Typically this would entail a complaint made by the associate teacher to the university, which would then follow the university's harassment policy.

**APPENDIX O -CONTINUED: OTF GUIDELINES REGARDING
HARASSMENT COMPLAINTS THAT ARISE DURING PRACTICUM
PLACEMENTS**

**Preferred Process for Addressing
Complaints of Alleged Harassment
made by a Teacher Candidate about an
Associate Teacher**

In cases where an associate teacher believes he/she is the subject of a complaint of harassment made by a teacher candidate, the following process is preferred:

- The associate teacher should discuss the issue with a Federation representative, typically, the local President. Together, the local President and associate teacher should ascertain whether a formal complaint has been registered by the teacher candidate and in what venue(s). This is an important step since teacher candidates who believe they are the subject of harassment by an associate teacher may potentially register their complaints in a wide variety of jurisdictions, including the school principal, school board office, faculty of education or university, and the Ontario College of Teachers.

- If a formal complaint has NOT been registered by the teacher candidate, the associate teacher should be encouraged to take up the matter with the teacher candidate. If the associate teacher is uncomfortable doing so, the associate teacher should contact the Faculty Advisor, and propose a meeting with Federation and faculty support to mediate the situation.

- If a formal complaint HAS been registered by the teacher candidate, the regular mechanisms that the Federation has in place for dealing with complaints against members should immediately be activated.

**Preferred Process for Teacher
Candidates to Follow for Complaints of
Alleged Harassment**

In cases where a teacher candidate believes he/she is the subject of harassment, the following process is recommended:

- The teacher candidate should discuss the issue with the Faculty advisor. Depending on the severity and nature of the concern, the teacher candidate should be encouraged to first take it up with the associate teacher. If the teacher candidate is uncomfortable doing so, the Faculty advisor should contact the associate teacher, and propose a meeting with Federation support to mediate the situation.

- If the matter cannot be resolved in this way, the teacher candidate might choose to pursue it in a more formal venue. Typically this would entail a complaint made by the teacher candidate to the school principal, who would then follow the board's harassment policy. In such cases, the teacher candidate is obliged to provide the associate teacher with a written statement of the complaint registered with the principal within three days.

**ONTARIO TECH UNIVERSITY
FACULTY OF EDUCATION CONTACT LIST**

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