



"...tell the next generation..."

PSALM 78:4

Practicum Guidelines
FOR
Associate Teachers

2017

Table of Contents

The Associate Teacher	1
Benefits of Being an Associate Teacher	1
Qualities Valued in Associate Teachers.....	1
Introducing the Covenant Canadian Reformed Teachers College Practicum Program.....	3
Rationale for the Covenant Canadian Reformed Teachers College Practicum Program.....	3
Overarching Goals of the Practicum Program.....	3
Overview of Observation Days and Practicum Sessions for Diploma of Education.....	4
Overview of the Observation Days	4
Overview of the Practicum Sessions	4
Overview of the Practicum Sessions for Diploma of Teaching	4
Contact information	5
Supervising Faculty.....	5
CCRTC Policies for Practicum Sessions.....	5
Absences from Practicum Sessions	5
Practicum Assignments	5
Supervision	5
Involvement in Professional Activities	5
Lesson Plans.....	5
Orientation Days.....	5
Out-of-Province Placements.....	6
Professionalism	6
Special Education.....	6
Legal Responsibility of the Associate Teacher	6
Practicum Preparation.....	6
Preparing for a Teacher Candidate.....	6
Know the Expectations.....	6
Gather Materials	6
Prepare a Workspace.....	7
Plan Ahead.....	7
Communicate with Others in the School Community	7
Prepare for Initial Contact with the Teacher Candidate.....	7

Suggestions for Orientation Days	8
Before the School Day Starts	8
During the Day	8
At the End of the Day	8
Practicum Expectations	9
Role of the Associate Teacher.....	9
Diploma of Education	10
Year One.....	10
Year Two.....	11
Elementary Placement.....	11
Secondary Placement.....	12
Diploma of Teaching.....	13
Year One	13
Year Two	15
Expectations for Placement in a Learning Resource Room	18
Year Three.....	20
Session One.....	20
Session Two.....	22
Planning for Instruction.....	24
Rationale for CCRTC Lesson Plan Policy	24
The Associate Teacher’s Role in Lesson Planning	24
Lesson Plan Formats.....	25
Standard Lesson Plan.....	25
Serial Lesson Plan	25
Standard Lesson Plan Template	26
Serial Lesson Plan Template	28
Practicum Evaluation.....	29
The Associate Teacher’s Role in Evaluation.....	29
Evaluation Form Templates.....	29
Practicum Evaluation	29
Evaluation Form Templates for Induction Session	29
Induction Summative Evaluation.....	29
Principal’s Summary Report	29

Practicum Evaluation Form30
Induction Summative Evaluation Form34
Principal’s Summary Report Form.....36

The Associate Teacher

Benefits of Being an Associate Teacher

Being an associate teacher brings its own rewards, both personally and professionally:

- Having a teacher candidate in your classroom makes you think about why you do what you do. It's an opportunity to grow in your own professional practice.
- Having a teacher candidate gives you many opportunities to discuss the nature and purpose of Reformed education. The experience enriches your own understanding of and commitment to Reformed education.
- Teacher candidates bring enthusiasm, energy, and new ideas into your classroom. Being an associate teacher is an invigorating experience that revitalizes your own thinking and practice.
- It is recognized as a professional development option by school boards and principals.

Qualities Valued in Associate Teachers

Each associate teacher has his/her own strengths and particular gifts that contribute to the growth of teacher candidates. These gifts translate into qualities such as:

- *Committed.* Associate teachers are committed to being Reformed teachers and are willing to talk to teacher candidates about what Reformed education means to them.
- *Professional.* Associate teachers conduct themselves professionally and are willing to share and discuss their own practice with teacher candidates. They assess their own teaching and encourage teacher candidates to engage in self-assessment.
- *Collegial.* Associate teachers are team players on their staffs and are willing to make the teacher candidate part of the team. They are willing to share and exchange teaching ideas and methods, classroom management strategies, and planning and assessment methods with the teacher candidate. They make the teacher candidate feel welcome in the staffroom as well as the classroom.
- *Caring.* Associate teachers who remember what it is like to be a teacher candidate recognize when the teacher candidate needs support and encouragement and when he/she needs instruction or correction.
- *Organized.* Associate teachers who plan by the week can give teacher candidates an overview of his/her teaching duties a week at a time. They spread out teaching assignments to leave adequate time for observation. They set aside regular times in the school day for talking to teacher candidates.
- *Thorough.* Associate teachers provide regular feedback, conduct thorough assessments, and talk through evaluation forms with the teacher candidate.
- *Humble.* Associate teachers who recognize and admit their own weaknesses show compassion in dealing with the weaknesses of others, including those of the teacher candidate.
- *Open-minded.* Associate teachers who are willing to test new methods and ideas recognize the value of risk-taking. They encourage the teacher candidate to take the risks needed to develop his/her own teaching style.

- *Other-directed.* Associate teachers demonstrate a willingness to let go more and more of their control over planning, instruction, assessment, and discipline in order to help the teacher candidate become independent.
- *Flexible.* Associate teachers adjust schedules and plans according to the learning needs of the teacher candidate. They recognize and incorporate particular gifts a teacher candidate brings to the classroom.

Introducing the Covenant Canadian Reformed Teachers College Practicum Program

Rationale for the Covenant Canadian Reformed Teachers College Practicum Program

Practice teaching is an important part of teacher training at Covenant Canadian Reformed Teachers College (CCRTC). It is a combination of observation and teaching experience which will give teacher candidates opportunity to put the theory of teaching into classroom practice. Wide-ranging practicum experiences provide teacher candidates with opportunities to:

- watch teachers at work and to learn from their example and practice.
- develop their own teaching skills and their interactions with pupils and fellow teachers.
- test their ability to handle successfully the demands of a teaching career.
- engage in self-evaluation and become reflective practitioners.

Practicum sessions also benefit local schools and CCRTC. They provide an avenue through which ideas leading to best practice may flow between participating schools and CCRTC.

Overarching Goals of the Practicum Program

The faculty of CCRTC and teachers/principals in local schools collaborate to provide opportunities and support for teacher candidates:

1. to develop competency in the following core areas:
 - a. professionalism
 - b. curriculum knowledge
 - c. planning
 - d. instruction
 - e. classroom management
2. to develop and grow in their commitment to serving God and their neighbour in the context of teaching.
3. to develop and grow in their commitment to and understanding of Reformed education in the context of home, school, and church.

Overview of Observation Days and Practicum Sessions for Diploma of Education

Overview of the Observation Days

Program	SEMESTER ONE	SEMESTER TWO	TOTAL
Dip. Ed. Year One	Five successive Fridays at P/J or J/I	xxx	5 days
Dip. Ed. Year Two	Five successive Fridays at P/J or J/I (subject specialization)	xxx	5 days
TOTAL			10 days

Overview of the Practicum Sessions

Program	SEMESTER ONE	SEMESTER TWO	TOTAL
Dip. Ed. Year One	One session of three weeks in November	One session of five weeks in February/March	15 days 25 days
Dip. Ed. Year Two	One session of three weeks in November at P/J or J/I (subject specialization)	One session of five weeks in February/March, including an induction week	15 days 25 days
TOTAL			80 days

Overview of the Practicum Sessions for Diploma of Teaching

Program	SEMESTER ONE	SEMESTER TWO	TOTAL
Dip. Teach. Year One	One session of three weeks in November	One session of four weeks in February/March	15 days 20 days
Dip. Teach. Year Two	One session of three weeks in November	One session of four weeks in February/March	15 days 20 days
Dip. Teach. Year Three	One session of three weeks in November	One session of five weeks in February/March, including an induction week	15 days 25 days
TOTAL			110 days

Contact information

Covenant Canadian Reformed Teachers College

Address: 410 Crerar Drive, Hamilton, ON L9A 5K3
Phone: 905-385-0634
Fax: 905-385-8409
Email: covenant@covenantteacherscollege.com
Website: www.covenantteacherscollege.com

Supervising Faculty

Mr. Jack Huizenga	jhuizenga@covenantteacherscollege.com
Mr. Keith Sikkema	ksikkema@covenantteacherscollege.com
Dr. Christine van Halen	cvanhalen@covenantteacherscollege.com
Mr. Menco Wieske	mwieske@covenantteacherscollege.com

CCRTC Policies for Practicum Sessions

Absences from Practicum Sessions

A teacher candidate is obligated to inform his/her associate teacher if he/she is unable to attend school.

Practicum Assignments

Course-related practicum assignments initiated by CCRTC are the responsibility of the teacher candidate. She/He may request assistance from the associate teacher, but it is not the associate's responsibility to see to it that such assignments are completed.

Supervision

A faculty supervisor is assigned to each teacher candidate. The supervisor visits the teacher candidate at least once during a session and is available for additional consultation or a follow-up visit. The supervisor is the liaison between CCRTC and the associate teacher.

Involvement in Professional Activities

The CCRTC expects, as a rule, that all teacher candidates attend/participate in staff activities (e.g., staff/curriculum meetings, PA days, workshops). If a teacher candidate's involvement in an activity is in question, the final decision rests with the school principal.

Lesson Plans

All teacher candidates are required to prepare and submit to their associate teachers a *written* lesson plan for *all* teaching tasks no later than the beginning of a new school day. They are expected to use a lesson plan format adopted by CCRTC unless their placement (e.g., in a learning resource room) requires another format.

Orientation Days

All students are expected to attend an orientation day at the beginning of each practicum session. Normally the first Monday of a practicum session serves as an orientation day.

Out-of-Province Placements

The purchase of students' airplane tickets for out-of-province practicum placements should be coordinated through CCRTC administrator.

Professionalism

Teacher candidates are expected to display Christian professionalism in work ethic, relationships, dress, and attendance. Christian professionalism also includes adherence to the *Ontario Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* (2012).

Special Education

Teacher candidates in the Diploma of Teaching program are expected to complete one placement in a Special Education/Resource Room setting.

Legal Responsibility of the Associate Teacher

1. The teacher candidate will adhere to the *Ethical Standards for the Teaching Profession* (OCT, 2012) of care, trust, respect, and integrity. Implications for professional behaviour may be found in the Professional Advisories from the Ontario College of Teachers.
2. The associate teacher remains legally and professionally responsible for the students in his/her class for the entire duration of the practicum session also when he/she is not physically present in the classroom.
3. The principal, or his/her designate, assumes an associate teacher's legal responsibility when the associate teacher is absent.
4. During an induction session, offered in the final placement, the school principal assumes legal responsibility for the students in a class during the week that a teacher candidate takes on full responsibility for all teaching duties in that classroom.

Practicum Preparation

Preparing for a Teacher Candidate

Know the Expectations

- Expectations for each practicum session are outlined on the basis of a teacher candidate's current place in his/her program. Consult the section that corresponds to your teacher candidate's year (e.g., Diploma of Teaching, Year 2) to familiarize yourself with the requirements for a particular session.
- The expectations listed are *minimum* requirements. The decision to go beyond these expectations can be made when you and the teacher candidate feel confident that he/she is able to take on more.

Gather Materials

The following materials can be assembled ahead of time:

- classroom timetable

- seating plan
- list of students with special needs and schedules
- list of special health concerns within the school (e.g., allergies)
- copies of textbooks, teacher manuals, resource books
- schedule of your weekly supervision duties
- copy of your year/unit plans and/or course outlines
- copy of school handbooks

Prepare a Workspace

- Prepare a place in the classroom for the teacher candidate when she/he is not teaching the class.

Plan Ahead

- Plan the lesson topics for the first week of the practicum session and select those you wish to assign to the teacher candidate. As a rule of thumb, teach a lesson in a particular subject before you assign that subject to the teacher candidate.
- If feasible, select one or more units that could be assigned to the teacher candidate (see session expectations).
- Plan when you will hold conferences with the teacher candidate and make arrangements.

Communicate with Others in the School Community

- Inform parents of your pupils via a school or class newsletter that there will be a teacher candidate in your class.
- Prepare your students beforehand for the arrival of the teacher candidate (e.g., his/her name, duration of stay).
- Communicate with the principal and other teachers in the school about a uniform approach to, e.g.:
 - inviting teacher candidates to staff or other professional meetings.
 - allowing teacher candidates to observe in another classroom setting.
 - involving teacher candidates in extracurricular activities.
 - making teacher candidates feel welcome in the school.

Prepare for Initial Contact with the Teacher Candidate

- The teacher candidate is expected to contact you at least a week before an orientation day.
- Information teacher candidates typically ask for may include the following:
 - what time they should be at your school
 - directions to the school
 - where they should go upon arrival (e.g., office, directly to classroom)
 - health/safety policies they should know about (e.g., allergy alerts)
 - if they should bring P.E. clothing for the orientation day

- the dress code for the staff
- arrangements for lodging, if required
- topics of study (e.g., Bible, science, social studies)
- contact information (e.g., email addresses, phone numbers)

Suggestions for Orientation Days

Before the School Day Starts

- Welcome the teacher candidate when he/she arrives and introduce him/her to office personnel, the principal, and staff.
- Take the teacher candidate on a tour of the school.
- Read the introductory letter from CCRTC; take note of special requests.
- Explain the procedures for a fire drill or other emergencies.
- Alert the teacher candidate to any allergies and other medical situations.
- Provide the teacher candidate with materials (e.g., timetable, textbooks).

During the Day

- Involve the teacher candidate with the students wherever possible.
- Create opportunities for informal conversations.
- Encourage the teacher candidate to follow you to the staffroom during breaks and/or accompany you on yard duty.

At the End of the Day

- Review the day and answer any questions the teacher candidate may have about what he/she observed.
- Discuss the teaching assignments for the first week and provide the necessary resources (e.g., teacher manuals).

Practicum Expectations

Role of the Associate Teacher

Your role as associate teacher changes according to the learning needs of the teacher candidate. No two teacher candidates develop at the same rate or to the same extent. No single teacher candidate develops at an even pace in all areas of competency. As a result, your role as associate teacher moves along a sort of messy continuum in which you may, in the course of any single school day or session, be a model at one point, a facilitator or instructor at another moment.

← *legally responsible* →

model and instructor ↔ *guide and collaborator* ↔ *facilitator and colleague*

As an associate teacher you are:

- *legally responsible*. This role remains constant regardless of the levels of experience and competency exhibited by teacher candidates. You are and remain legally responsible for the safety and well-being of your students.
- *a model*. Your example as a model of professional conduct and practice continues to influence and shape teacher candidates as they grow towards independence. Lesson demonstrations and interaction with students or parents, for example, are important aspects of modeling.
- *an instructor*. You assume this role when you teach a teacher candidate how to formulate objectives, explain how to work with your reading program, or demonstrate how to use information technology to enhance learning.
- *a guide*. You guide teacher candidates when you make explicit the how and why of teaching practice. You ask questions to guide his/her observations or self-assessment. You provide guidance when you talk about your approach to discipline or the school's approach to assessment.
- *a collaborator*. In this role, you work together with the teacher candidate to plan, develop, and design. Together you may plan a field trip to a local outdoor education centre or map out a science unit on simple machines.
- *a facilitator*. You assume this role when you deliberately translate possibilities into opportunities. You may arrange for the teacher candidate to visit other classrooms or make scheduling changes to accommodate a cross-curricular application a teacher candidate wishes to pursue.
- *a colleague*. You recognize a teacher candidate's special gifts and encourage him/her to be an active participant in the life of the school. You share and exchange ideas with the teacher candidate. You value his/her contributions to professional practice as he/she works alongside you.

As a teacher candidate develops higher levels of competency in curriculum knowledge, planning, instruction, classroom management, and professionalism, your role becomes more and more that of facilitator and colleague.

Diploma of Education

Year One

	Session One (3 weeks)	Session Two (5 weeks)
Minimum average daily teaching time	<ul style="list-style-type: none"> By end of Week 1: 1 or 2 lessons per day By end of Week 2: 25% per day By end of Week 3: 30% per day; one day of 50% 	<ul style="list-style-type: none"> By end of Week 1: 2 lessons per day By end of Week 2: 25% per day By end of Week 3: 30% per day; one day of 50% By end of Week 4: 40% per day; two days of 50% By end of Week 5: 50% per day; one day of 100%
Teaching assignments	<p><i>Elementary placement</i> [Primary or Junior]</p> <ul style="list-style-type: none"> At least 2 Bible History and Church History lessons per week At least 5 additional lessons per week beginning with subject areas well supported by teacher manuals and textbooks 	<p><i>Elementary placement</i> [Primary or Junior]</p> <ul style="list-style-type: none"> A series of 2 or 3 lessons in a variety of subject areas including Bible History and Church History Individual lessons selected to expose the teacher candidate to a variety of subject areas including Physical Education, Art, French, and Music
Lesson planning	As a rule teacher candidates are expected to write detailed lesson plans in the format used by CCRTC for all teaching assignments	
Assessment as/of/for learning	Teacher candidates collect evidence of learning using existing assessment tools and/or design their own	Teacher candidates collect evidence of learning using existing assessment tools and/or design their own
Observation tasks	Teacher candidates are expected to use the time when they are not teaching or assisting the associate teacher to make observations that will inform decisions about classroom management and tailoring instruction (differentiated instruction, accommodation, modification)	Teacher candidates are expected to use the time when they are not teaching or assisting the associate teacher to make observations that will inform decisions about classroom management and tailoring instruction (differentiated instruction, accommodation, modification)
Professional responsibility	Teacher candidates should look for opportunities to assist colleagues and engage in professional activities	
CCRTC assignments	A cover letter will inform the associate teacher of CCRTC initiated assignments, but they remain the responsibility of the teacher candidate.	

Year Two

Elementary Placement

	Session One (3 weeks)	Session Two (5 weeks)
Minimum average daily teaching time	<ul style="list-style-type: none"> By end of Week 1: 50% of the day By end of Week 2: 75% of the day By end of Week 3: at least 2 full days 	<ul style="list-style-type: none"> By end of Week 1: 50% and one full day By end of Week 2: 75% and two full days By end of Week 3: 75% and three full days Week 4: induction week By end of Week 5: team teaching
Teaching assignments	<i>Elementary placement</i> [Primary or Junior] <ul style="list-style-type: none"> Teach all subjects Teach a unit 	<i>Elementary placement</i> [Primary or Junior] <ul style="list-style-type: none"> Teach all subjects Develop and teach a unit
Lesson planning	As a rule teacher candidates are expected to write detailed lesson plans in the format used by CCRTC for all teaching assignments	
Assessment as/of/for learning	Teacher candidates collect evidence of learning using existing assessment tools and/or design their own	Teacher candidates collect evidence of learning using existing assessment tools and/or design their own
Observation tasks	Teacher candidates are expected to use the time when they are not teaching or assisting the associate teacher to make observations that will inform decisions about classroom management and tailoring instruction (differentiated instruction, accommodation, modification)	Teacher candidates are expected to use the time when they are not teaching or assisting the associate teacher to make observations that will inform decisions about classroom management and tailoring instruction (differentiated instruction, accommodation, modification)
Professional responsibility	Teacher candidates should look for opportunities to assist colleagues and engage in professional activities	
CCRTC assignments	A cover letter will inform the associate teacher of CCRTC initiated assignments, but they remain the responsibility of the teacher candidate.	

Secondary Placement

	Session One (3 weeks)	Session Two (5 weeks)
Minimum average daily teaching time	<ul style="list-style-type: none"> By end of Week 1: 50% of the day By end of Week 2: 75% of the day By end of Week 3: at least 2 full days 	<ul style="list-style-type: none"> By end of Week 1: 50% and one full day By end of Week 2: 75% and two full days By end of Week 3: 75% and three full days Week 4: induction week By end of Week 5: team teaching
Teaching assignments	Secondary placement [Grades 9/10] <ul style="list-style-type: none"> Teach all classes in the area of specialization 	Secondary placement [Grades 9/10] <ul style="list-style-type: none"> Teach all classes in the area of specialization
Lesson planning	<ul style="list-style-type: none"> As a rule teacher candidates are expected to write detailed lesson plans in the format used by CCRTC for all teaching assignments Use Ministry of Education curriculum guidelines for lesson preparation Use the associate teacher's course syllabi Tailor the lessons according to type of course: Academic, applied, open Consider that the periods are 75 minutes in length 	
Assessment as/of/for learning	Teacher candidates collect evidence of learning using existing assessment tools and/or design their own	Teacher candidates collect evidence of learning using existing assessment tools and/or design their own
Observation tasks	Teacher candidates are expected to use the time when they are not teaching or assisting the associate teacher to make observations that will inform decisions about classroom management and tailoring instruction (differentiated instruction, accommodation, modification)	Teacher candidates are expected to use the time when they are not teaching or assisting the associate teacher to make observations that will inform decisions about classroom management and tailoring instruction (differentiated instruction, accommodation, modification)
Professional responsibility	Teacher candidates should look for opportunities to assist colleagues and engage in professional activities	
CCRTC assignments	A cover letter will inform the associate teacher of CCRTC-initiated assignments, but they remain the responsibility of the teacher candidate.	

Diploma of Teaching

Year One

	Session One	Session Two
Professionalism	<ul style="list-style-type: none"> act, speak, and dress professionally show respect for honour and reputation of teachers, students, volunteers, and parents attend staff activities (e.g., staff meetings, PTA Evenings, PA days) participate in staff duties (e.g., outdoor supervision) participate in assessing your own performance 	
Observation	<p>Week 1</p> <ul style="list-style-type: none"> make detailed written observations about: <ul style="list-style-type: none"> lessons modeled by the associate teacher classroom routines and rules <p>Weeks 2 and 3</p> <ul style="list-style-type: none"> make written observations about: <ul style="list-style-type: none"> student learning, social interaction teacher-student interactions (e.g., teacher responses to student answers and/or misbehaviour) teaching methods special class activities set goals for observation discuss observations with the associate teacher 	<ul style="list-style-type: none"> make written observations about: <ul style="list-style-type: none"> lessons modeled by the associate teacher classroom routines student learning, social interaction, etc. teacher-student interactions (e.g., teacher responses to student answers and/or misbehaviour) classroom management strategies observe in a resource room setting for a morning set goals for observation discuss observations with the associate teacher
Curriculum Knowledge	<ul style="list-style-type: none"> become familiar with student texts, workbooks, teacher's manuals, teaching resources for topics being taught work with a variety of student materials discuss purpose of activities with the associate teacher make connections between classroom curriculum and CCRTC curriculum methods courses and discuss them with the associate teacher read for background knowledge in context of current topics of study 	<ul style="list-style-type: none"> become familiar with student texts, workbooks, teacher's manuals, teaching resources for topics being taught work with a variety of student materials and, where applicable, assessment tools discuss purpose of activities with the associate teacher make connections between classroom curriculum and CCRTC curriculum methods courses and discuss them with the associate teacher

		<ul style="list-style-type: none"> • read for background knowledge in context of current topics of study
Planning	<ul style="list-style-type: none"> • write lesson plans for all assigned teaching tasks • plan one or more morning devotions • review plans with the associate teacher 	<ul style="list-style-type: none"> • write lesson plans for all teaching assignments • review lesson plans with the associate teacher • plan morning devotions • design student materials for 3 or more learning activities over course of session (e.g., writing prompt, worksheet, game, puzzle)
Instruction	<ul style="list-style-type: none"> • teach 3 lessons by end of first week • teach, on average, 25% of school day by end of session • teach a variety of subject areas by end of session including Bible • conduct opening devotions • practise narration skills • conduct a variety of tasks that do not require a lesson plan (e.g., reading/telling a story, singing/playing game with class) 	<ul style="list-style-type: none"> • teach 30% of school day by end of the session • teach single as well as a series of lessons in a variety of subject areas • conduct opening devotions • practise narration skills • conduct a variety of tasks that do not require a lesson plan (e.g., reading/telling a story, singing/playing game with class)
Classroom Management	<ul style="list-style-type: none"> • learn classroom routines and rules • incorporate routines into teaching and supervision • manage transitions between parts of a lesson or between two subjects 	<ul style="list-style-type: none"> • incorporate routines into teaching and supervision • manage transitions between parts of a lesson or between two subjects
Teacher Assisting	<ul style="list-style-type: none"> • assist the classroom teacher in a variety of contexts (e.g., helping individual students, duplicating materials, setting up materials and equipment, e.g., for Art or Physical Education, making a bulletin board display) • learn/practise teaching-related skills (e.g., writing on the blackboard/whiteboard, and operating equipment) 	

Year Two

	Session One	Session Two
Professionalism	<ul style="list-style-type: none"> • act, speak, and dress professionally • show respect for honour and reputation of teachers, students, volunteers, and parents • engage in self-assessment (e.g., in logbook entries, by filling in an evaluation checklist mid-session and discussing how it compares to that of the associate teacher, by discussing a video-tape of a lesson) • attend staff activities and participate in staff duties 	
Observation	<ul style="list-style-type: none"> • make written observations about <ul style="list-style-type: none"> ○ specific teaching methods ○ student groupings and learning ○ methods of assessment ○ functioning of school services (e.g., library), school-wide events (e.g., Book Day), ○ staff development activities (e.g., PA /CARE days) that impact teaching/learning ○ school handbooks (e.g., statement of purpose, programs and services, school policies) • set observation goals • observe a lesson by another teacher candidate in the school • discuss observations with the associate teacher 	
Curriculum Knowledge	<ul style="list-style-type: none"> • become familiar with student and teacher resources for topics being taught • work with a variety of student materials and assessment tools • discuss purpose of activities and assessment tools with the associate teacher • read for background knowledge in context of current topics of study • become familiar with Ministry expectations for subject content, delivery, and assessment specific to the grade level(s) of current placement • make connections between classroom curriculum and CCRTC curriculum methods courses and talk about them with the associate teacher • find additional resources and tools for your lessons • discuss with the associate teacher how he/she is working with Ministry documents <ul style="list-style-type: none"> ○ in selection of content and assessment practices ○ in year/unit plans 	
Planning	<ul style="list-style-type: none"> • use standard lesson plan format • use school units, Ministry documents to plan lessons, design student materials, and assessment tools for an entire unit 	<ul style="list-style-type: none"> • use standard and serial plan formats • use school units, Ministry documents to plan lessons, design student materials, and assessment tools for one or more

	<ul style="list-style-type: none"> • translate unit understandings and objectives into lesson-specific understandings and objectives • plan morning devotions regularly • design 3 or more examples of student materials (e.g., writing prompt) and assessment tools (e.g., checklist, rubric) for learning activities • prepare presentations using IT • review plans regularly with the associate teacher 	<p>units (e.g., Science, Social Studies (SS), novel study)</p> <ul style="list-style-type: none"> • translate unit understandings and objectives into lesson-specific understandings and objectives • plan morning devotions regularly • design 5 or more examples of student materials (e.g., writing prompt, worksheet) and assessment tools (e.g., checklist, rubric) for learning activities • prepare presentations using IT • review plans regularly with the associate teacher
	<ul style="list-style-type: none"> • develop skill and originality in formulating and/or planning: <ul style="list-style-type: none"> ○ clear objectives ○ affective intents that can be fostered ○ enduring understandings and essential questions ○ means of assessment that provide evidence of student learning ○ engaging learning activities ○ appropriate and effective teaching methods and instructional groupings • lesson sequences that address objectives and enduring understandings 	
Instruction	<ul style="list-style-type: none"> • teach 25-30% of school day by end of first week • teach 35-40% of school day by end of session • teach a unit (e.g., Science, SS) • teach all available subjects • conduct opening devotions regularly • assess student learning regularly and learn how to keep track of the results • use direct and indirect teaching strategies • work with large and small instructional groupings • incorporate IT into lesson presentations 	<ul style="list-style-type: none"> • teach 75% of school day by end of the session • teach at least one full morning or afternoon during weeks 3 and 4 • teach and assess learning for one or more units (e.g., Science, SS) • teach all available subjects • employ direct and indirect strategies • work with large and small instructional groupings • employ IT to enhance learning • conduct opening devotions regularly • assess student learning regularly and learn how to keep track of the results • teach a lesson while being observed by another teacher candidate • teach while being videotaped

Classroom Management	<ul style="list-style-type: none">• incorporate routines into teaching• manage subject transitions• employ classroom management strategies (e.g., overlapping)• deal with student misbehaviour in a decisive and responsible manner
Teacher Assisting	<ul style="list-style-type: none">• assist the classroom teacher in a variety of contexts

Expectations for Placement in a Learning Resource Room

	Year 2 (Session 1 or 2)
Professionalism	<ul style="list-style-type: none"> • act, speak, dress professionally • show respect for the honour and reputation of teachers, students, volunteers, and parents by: <ul style="list-style-type: none"> ○ practising confidentiality when accessing school records, including psycho-educational and other assessments ○ handling awareness of very specific circumstances in a student's life and family context with discretion • become familiar with the roles of the members of the learning resource team in the school • collaborate with the resource teacher(s), educational assistants, the classroom teacher, and possibly others, to meet the learning needs of the students
Observations	<ul style="list-style-type: none"> • make written observations about: <ul style="list-style-type: none"> ○ special needs students in the regular classroom instructional setting ○ their integration with peers ○ how individual students respond to instruction in the resource room setting • set observation goals • attend conferences involving the resource teacher, EA, and classroom teacher • attend a parent-teacher conference if feasible • observe para-professionals such as speech and language therapists, occupational therapists, and physiotherapists • attend a SERT (Special Education Resource Teachers) team meeting • discuss observations with the associate teacher
Curriculum Knowledge	<ul style="list-style-type: none"> • become familiar with programs, teacher/student materials, assessment tools • become familiar with modifications and adaptations of subjects • read and "interpret" reports (including the results of standardized tests and other assessment instruments) with the assistance of the associate teacher • become familiar with an Individualized Education Plan (IEP) and how a resource teacher works with it • become familiar with specific interventions, including the background to and applications of specific programs • become familiar with the use of assistive technology
Planning	<ul style="list-style-type: none"> • use a lesson plan format that reflects modifications/adaptations and is suitable for 1:1 instruction • implement recommendations for interventions • plan instructional activities based on an IEP • "maintain" an IEP to reflect progress and needs over the duration of the placement period in consultation with the associate teacher

	<ul style="list-style-type: none"> • translate IEP objectives and understandings into lesson-specific understandings and objectives • design student materials (e.g., writing prompt) and assessment tools (e.g., checklist, rubric) for learning activities • prepare power point presentations to enhance student learning if feasible • develop skill and originality in formulating and planning: <ul style="list-style-type: none"> ○ clear objectives ○ affective intents that can be fostered ○ enduring understandings and essential questions ○ means of assessment that provide evidence of student learning ○ engaging learning activities ○ appropriate and effective teaching methods • review plans regularly with the associate teacher
Instruction	<ul style="list-style-type: none"> • become familiar with the unique requirements of teaching in this setting (e.g., close observation of student response to instruction) • practise flexibility by changing instructional strategies or lesson pacing when required • conduct devotions regularly • assess student learning regularly and keep track of the results • use direct and indirect teaching strategies • incorporate IT (power point) into lesson presentations when feasible • discuss purpose of activities and assessment tools with the associate teacher • teach while being videotaped if feasible • discuss interpretation of assessment data with the associate teacher
Classroom Management	<ul style="list-style-type: none"> • incorporate routines into teaching • manage transitions between activities, student groupings • employ management strategies • deal with student misbehaviour in a decisive and responsible manner
Teacher Assisting	<ul style="list-style-type: none"> • assist the resource teacher in a variety of contexts

Year Three
Session One

	Session One
PROFESSIONALISM	<ul style="list-style-type: none"> • act, speak, and dress professionally • show respect for honour and reputation of teachers, students, volunteers, and parents (e.g., practise confidentiality) • participate in staff activities and duties • engage in self-assessment • give/receive feedback to another teacher candidate in school in a professional and collegial manner • attend a parent-teacher conference, discipline case conference if circumstances permit
OBSERVATION	<ul style="list-style-type: none"> • make written observations about: <ul style="list-style-type: none"> ○ teaching and learning ○ students ○ school policies, programs, services, events • observe and/or conduct research to pursue a topic of interest • observe a lesson by another teacher candidate for the purpose of offering constructive feedback • set observation goals • discuss observations and goals with the associate teacher
CURRICULUM KNOWLEDGE	<ul style="list-style-type: none"> • become familiar with student and teacher resources in use • work with a variety of student materials and assessment tools • become familiar with Ministry expectations for subject content, delivery, and assessment specific to the grade level(s) of current placement • examine year plans • examine local school units of study in terms of goals of Christian education, Ministry expectations • examine school-wide textbook series and/or programs (e.g., Math, Language Arts (LA)) • make curriculum connections to CCRTC curriculum methods courses • participate in staff curriculum-related work (e.g., curriculum meetings, PA days, workshops, textbook selection discussions)
PLANNING	<ul style="list-style-type: none"> • use individual and serial lesson plan formats • work from week plans to plan individual lessons • use school units, Ministry documents to plan lessons, design student materials, and assessment tools for entire units • translate unit understandings and objectives into lesson-specific understandings and objectives • plan with needs of different kinds of learners in mind • plan with special needs of individual learners in mind • plan morning devotions regularly • learn how to plan by the week with help of the associate teacher

	<ul style="list-style-type: none"> • incorporate ideas and methods learned in CCRTC curriculum methods courses (e.g., planning a field trip as part of a SS unit; 6+1 trait writing ideas) • review plans regularly with the associate teacher
INSTRUCTION	<ul style="list-style-type: none"> • teach 50% of school day by end of first week • teach an average of 60-75% of school day for remainder of session • teach one full morning or afternoon per week in weeks 1 and 2 • teach one full day in week three
	<ul style="list-style-type: none"> • teach all available subjects • make cross-curricular connections • teach entire units • assess student learning and keep track of the results • employ direct and indirect teaching strategies • employ large and small instructional groupings to enhance learning • apply principles of differentiated instruction where applicable • modify instruction to meet special needs of individual learners where applicable • use IT to enhance student learning • incorporate ideas and methods from CCRTC curriculum methods courses
CLASSROOM MANAGEMENT	<ul style="list-style-type: none"> • incorporate classroom routines into instruction • employ appropriate classroom management strategies • deal with student misbehaviour in a decisive and responsible manner
TEACHER ASSISTING	<ul style="list-style-type: none"> • assist the associate teacher whenever feasible • team teach with the associate teacher if feasible

Session Two

	Session Two (Induction Session)
Professionalism	<p>Weeks 1, 2, and 3</p> <ul style="list-style-type: none"> act, speak, and dress professionally show respect for honour and reputation of teachers, students, volunteers, and parents participate in staff activities and duties take the lead in assessing your own performance <p>Week 4</p> <ul style="list-style-type: none"> confer as needed with principal about classroom matters carry out all professional responsibilities normally assumed by the associate teacher <p>Week 5</p> <ul style="list-style-type: none"> enjoy the collegiality of planning and team-teaching one or more lessons with the associate teacher if feasible
Observation	<p>Weeks 1, 2, and 3</p> <ul style="list-style-type: none"> set goals for observation make written observations about classroom and school practices for instruction, assessment, discipline, etc. discuss observations with the associate teacher <p>Week 4</p> <ul style="list-style-type: none"> observe student behaviour and responses to your teaching <p>Week 5</p> <ul style="list-style-type: none"> reflect aloud with the associate teacher and keep notes about how practicum sessions in general and the induction session in particular have prepared you for becoming a teacher
Curriculum Knowledge	<ul style="list-style-type: none"> be familiar with teacher and student classroom resources be familiar with school and Ministry expectations for curriculum content, delivery, and assessment for a variety of subject areas make curriculum connections to CCRTC curriculum methods courses examine local school units of study in terms of goals of Christian education and Ministry expectations examine school-wide textbook series and/or programs (e.g., Math, LA) involve yourself in staff curriculum-related work (e.g., curriculum meetings, PA days, workshops, textbook selection discussions)
Planning	<p>Weeks 1, 2 and 3</p> <ul style="list-style-type: none"> plan lessons for entire units of study use both individual and serial planning formats make week plans with the associate teacher and independently design student materials for lesson activities design assessment tools where applicable incorporate differentiated instruction into lesson plans where applicable plan with special learning needs of individual students in mind

	<ul style="list-style-type: none"> incorporate cross-curricular and CCRTC-methods connections into plans (e.g., Art, field trip, trait-based writing) <p>Week 4</p> <ul style="list-style-type: none"> assume full responsibility for all planning (weekly, daily) and assessment <p>Week 5</p> <ul style="list-style-type: none"> plan for the week and for a high percentage of daily lessons collaborate with the associate teacher to plan team-teaching lessons if applicable
Instruction	<p>Weeks 1, 2 and 3</p> <ul style="list-style-type: none"> teach up to 80% of school day on average teach some whole and half days teach all available subjects actively assess student learning employ direct and indirect teaching strategies incorporate ideas and methods from CCRTC curriculum methods courses apply principles of differentiated and/or individual instruction where applicable employ small and large instructional groupings use IT to enhance student learning <p>Week 4</p> <ul style="list-style-type: none"> teach 100% of each school day <p>Week 5</p> <ul style="list-style-type: none"> teach 75-80% of school day on average team-teach with the associate teacher if opportunities allow
Classroom Management	<p>Weeks 1, 2 and 3</p> <ul style="list-style-type: none"> incorporate classroom routines manage transitions and instructional groupings independently deal with student misbehaviour in a decisive and responsible manner <p>Week 4</p> <ul style="list-style-type: none"> employ classroom management strategies to promote a good teaching and learning environment consult with principal when needed in dealing with student misbehaviour <p>Week 5</p> <ul style="list-style-type: none"> maintain a high level of responsibility for classroom management

Planning for Instruction

Rationale for CCRTC Lesson Plan Policy

CCRTC has adopted the following policy for lesson planning:

Teacher candidates are required to prepare and submit to their associate teachers a written lesson plan for all teaching tasks using a lesson plan format adopted by CCRTC unless a special placement (e.g., Learning Resource Room) requires a modified format.

The rationale for this policy includes the following considerations:

1. Repeated exposure to written lesson plans helps teacher candidates to think their way logically through all aspects of a lesson.
2. A written plan helps associate teachers to see how the teacher candidate has understood the teaching task and how he/she is planning to teach it.
3. A written plan forms a basis for discussion after the lesson has been taught. It serves as a written guide for both assessment and self-evaluation.
4. The lesson plan formats require students to give attention to all aspects of the teaching task and thus help teacher candidates develop a good understanding of:
 - the content of what is to be taught (e.g., Ontario Curriculum) and how it relates to the goals of Reformed education (i.e., **the what and the why of teaching**).
Understanding of this aspect is reflected in:
 - the big ideas identified for a unit or lesson
 - the knowledge and skills objectives and affective intent
 - which teaching methods and instructional groupings are best suited to the nature of the content and the learning needs of the students (i.e., **the how of teaching**).
Understanding of this aspect is reflected in the lesson sequence
 - how student learning can best be assessed (i.e., **the how well of teaching**).
Understanding of this aspect is reflected in the kind of evidence of learning identified

The Associate Teacher's Role in Lesson Planning

The associate teacher's role in lesson planning changes as the teacher candidate moves along a continuum of learning how to plan. He/she adjusts the level of involvement from role model and guide to collaborator in order to prepare the teacher candidate for assuming full responsibility for planning instruction.

Teacher candidates stand to learn the most from an associate teacher who:

- is willing to share what he/she has learned about lesson planning through classroom experience.
- is willing to assist the teacher candidate in developing lesson plans using the format adopted by CCRTC.
- welcomes a collaborative setting for lesson planning.

Suggestions for the associate teacher:

1. Familiarize yourself with the standard lesson plan format and plan to demonstrate lessons with the lesson plan format in mind.
2. Set aside conference time each day for working on lesson plans with the beginning teacher candidate.
3. Reserve critical comments about a lesson plan until after the lesson is taught even if you notice flaws in the lesson plan. It is better for the teacher candidate if you let him/her teach the lesson as planned and to learn from what went well or didn't go well.
4. Adopt a collaborative approach to the review of the student's lessons at the end of a teaching day. Use the lesson plan as an organizer for discussion to allow the student to assess his/her own planning abilities and teaching performance. Help him/her to use what was learned to plan his/her next lesson.

Lesson Plan Formats

CCRTC has adopted two formats, the Standard Lesson Plan and Serial Lesson Plan format.

Standard Lesson Plan

This form is used to plan a detailed individual lesson. A template of the standard format for writing lesson plans is shown on the following pages.

Serial Lesson Plan

Teacher candidates begin to use this format half-way through their programs. This format is intended for teaching tasks that repeat a number of the components of a lesson or those that require less detailed description. For example, a series of Bible lessons may repeat a theme or follow a standard lesson sequence that need not be repeated for each individual lesson. Short teaching tasks in subjects which occur 3 or 4 times a week (e.g., phonics, spelling, grammar) may be mapped out for the week using the serial lesson plan format because they require less detail to describe. The template can be adapted to accommodate as many lessons in that subject area as normally occur within one school week.

Standard Lesson Plan Template

Teacher Candidate: _____ Associate Teacher: _____

School: _____ Date: _____

Subject: _____ Grade: _____ Time: _____

Unit Title: _____

Big Idea(s):	
Lesson Topic:	
Ministry of Education Expectations:	
Learning Objectives: (Knowledge, Skill, Affective)	Evidence of learning: (Assessment of/for/as)
Classroom Management Considerations:	Modifications/Accommodations:
Resources Used for Preparation/Lesson ideas:	Materials/Equipment Needed:

Serial Lesson Plan Template

Subject:		Teacher Candidate:		Associate Teacher:		Grade:	
Unit Topic:							
Ministry Expectation(s):				Big Idea(s):			
Lesson Topic:		Lesson Topic:		Lesson Topic:			
Date: Time:		Date: Time:		Date: Time:			
Learning Objectives:		Learning Objectives:		Learning Objectives:			
Evidence of Learning		Evidence of Learning		Evidence of Learning			
Teaching/Learning Sequence:		Teaching/Learning Sequence:		Teaching/Learning Sequence:			
Resources Used:				Materials Needed:			

Practicum Evaluation

The Associate Teacher's Role in Evaluation

The associate teacher plays an important role in evaluating the performance of the teacher candidate. The form completed at the end of the session constitutes the most important evidence for establishing a final grade.

After you have completed the evaluation form, please discuss it with the teacher candidate. The form must be signed by you and the teacher candidate.

Evaluation Form Templates

The form described below is intended for all practicum sessions except for the final induction session. The other two forms are intended for the induction session only.

Practicum Evaluation

This form is a checklist that can be used to monitor progress in the course of the session. Associate teachers complete this form at the midpoint of the session. The teacher candidate, too, completes it to practice self-evaluation. The form serves to monitor progress and to set goals for the second half of the practicum session. In addition to the checklist there is space for anecdotal comments.

At the end of the session the associate teacher fills out this form once again as part of the final evaluation.

Evaluation Form Templates for Induction Session

Induction Summative Evaluation

This form is filled in by the associate teacher at the conclusion of the induction session. As part of this report, the associate teacher also considers the teacher candidate's ability to report on and assess his/her own performance during the week of independent teaching. The associate teacher uses this form to rank the teacher candidate's performance.

Principal's Summary Report

The principal or his/her designate is involved in the evaluation of the teacher candidate during the induction session. The principal, or designate, uses this form to report on the teacher candidate's ability to function as part of the school community.

Practicum Evaluation Form



"...tell the next generation..."

EST. 1978

410 Crerar Drive, HAMILTON, ON
 Tel.: 905-385-0634 Fax: 905-385-8409

E-mail: covenant@covenantteacherscollege.com

Session/Date: _____

School/Grade: _____

Associate Teacher: _____

Teacher Candidate: _____

To the associate teacher: For each of the following items, indicate whether the teacher candidate's:

- Achievement exceeds standard = 4
- Achievement clearly meets standard = 3
- Achievement approaches standard = 2
- Achievement clearly does not meet standard = 1

NOTE: Use N/A if you feel the item does not apply

COMMITMENT TO STUDENTS and STUDENT LEARNING				
The candidate:	1	2	3	4
1. shows care/compassion for students				
2. motivates students for learning				
3. establishes rapport and respect with students				
4. relates learning to the real world				
5. shows flexibility, modifies lessons as needed				
Comments:				

PROFESSIONAL KNOWLEDGE				
Curriculum and Planning: The candidate	1	2	3	4
1. shows adequate knowledge of subject matter and expectations				
2. presents a Christian point of view; integrates Biblical values across the curriculum				
3. is prepared to teach				
4. prepares lesson plans which include objectives, activities, assessment				
5. makes lesson plans available to the associate teacher and/or CCRTC supervisor beforehand				
6. ensures that objectives, teaching/learning activities, and assessment match				
7. uses initiative and creativity in planning				
8. makes good use of available resources for planning				
9. makes meaningful connections with other subject areas				
Comments:				

INSTRUCTION				
The candidate:	1	2	3	4
1. involves all students in the learning				
2. provides for individual differences				
3. employs a variety of instructional strategies and groupings effectively				
4. employs a variety of assessment strategies				
5. employs good questioning techniques				
6. responds appropriately to student answers				
7. supervises seatwork effectively				
Comments:				

PROFESSIONAL PRACTICE				
The candidate:	1	2	3	4
1. uses voice effectively				
2. uses oral and written language accurately and effectively				
3. uses blackboard effectively				
4. makes good use of teaching aids				
5. paces lessons appropriately				
6. manages transitions between activities/lessons effectively				
7. maintains classroom routines				
8. manages groups effectively				
9. is consistent, fair, and sensitive in preventing/responding to misbehaviour				
Comments:				

ONGOING PROFESSIONAL LEARNING				
The candidate:	1	2	3	4
1. is willing and able to evaluate own performance				
2. is interested in new methods, open to new ideas				
3. responds well to suggestions for improvement				
4. is willing to take risks				
Comments:				

LEADERSHIP IN LEARNING COMMUNITIES				
The candidate:	1	2	3	4
1. models Christian behavior				
2. is adaptable, flexible				
3. shows enthusiasm, has a positive attitude toward teaching				
4. demonstrates self-confidence and poise; has teacher presence				
5. shows respect for associate teacher, students, and other staff members				
6. is punctual, consistent, dependable				
7. dresses and acts professionally				
8. shares in non-teaching duties				
9. volunteers for extra assignments or duties				
Comments:				

OVERALL ASSESSMENT OF PRACTICUM SESSION (circle your choice)	1	2	3	4
--	---	---	---	---

Summary comments:

Associate Teacher's Signature

Teacher Candidate's Signature

Induction Summative Evaluation Form



Session/Date: _____

School/Grade: _____

Associate Teacher: _____

Teacher Candidate: _____

410 Crerar Drive, HAMILTON, ON
Tel.: 905-385-0634 Fax: 905-385-8409
E-mail: covenant@covenantteacherscollege.com

To the associate teacher: Please write an anecdotal summary under the following headings:

PLANNING (Lesson, week, unit)

CURRICULUM

INSTRUCTION

CLASSROOM MANAGEMENT

PERSONAL and PROFESSIONAL QUALITIES

OVERALL

4 3 2 1

Associate Teacher's Overall Appraisal: (check one)

Associate Teacher's Signature

Teacher Candidate's Signature

Principal's Summary Report Form



Session/Date: _____

School/Grade: _____

Associate Teacher: _____

Teacher Candidate: _____

410 Crerar Drive, HAMILTON, ON
Tel.: 905-385-0634 Fax: 905-385-8409
E-mail: covenant@covenantteacherscollege.com

To the principal (or his/her designate): Please write an anecdotal summary under the following headings:

PERSONAL AND PROFESSIONAL QUALITIES

INTERACTION WITH STAFF AND SCHOOL COMMUNITY

PERFORMANCE IN CLASSROOM (Optional)

Associate Teacher's Signature

Teacher Candidate's Signature

