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PSALM 78:4

PRACTICUM HANDBOOK

2021-2022

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Introduction

The *Practicum Handbook* of Covenant Canadian Reformed Teachers College (CCRTC; the College) is a comprehensive document for both the associate teacher and the teacher candidate. As such, it seeks to convey expectations, provides guidelines, and addresses matters raised in commonly-posed questions.

Field experiences form a significant component within the two teacher training programs offered: The 2-year Diploma of Education (EDU) program and the 3-year Diploma of Teaching (DT) program. The *Practicum Handbook* describes the practicum placements of both programs.

Questions about any aspects that are not covered in this handbook may be directed to the Practicum Coordinator or to faculty supervisors.

Aims and Goals of the Field Experience

Description

At CCRTC, the practicum experience is designed to provide teacher candidates the opportunity to put theory into practice. During classroom placements, teacher candidates will observe and practice teaching, while developing their lesson planning, lesson delivery, and assessment skills. Practicum placements within their area of specialization (P/J or J/I) also allow teacher candidates to acquire the skills to work with colleagues, develop their understanding of students, and respond to a wide range of student needs. With a minimum of 90 days in the classroom, teacher candidates are required to demonstrate narrative reflective practice and self-assessment by providing a practicum portfolio of artifacts (including a log book) as evidence of their learning in key areas (CCRTC Academic Calendar, 2021 - p. 36).

Rationale

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

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

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 Field Experience

The faculty of CCRTC and teachers/principals in local schools collaborate to provide opportunities and support for teacher candidates to develop competency in the following core areas:

- professionalism refers to conduct that is expected of teachers in a Christian school

- curriculum knowledge refers to being familiar with school and Ministry expectations for the content, delivery, and assessment practices of the school curriculum
- planning refers to the skills needed to plan lessons and units of study to meet school and Ministry expectations
- instruction refers to the methods and strategies for teaching students and assessing their learning
- classroom management refers to the ways in which teachers organize and run their classroom so that teaching and learning can take place effectively and productively
- commitment refers to growth and development in serving God and their neighbour in the context of Reformed education generally and teaching specifically

The CCRTC Practicum Field Experience

Contact Information

Covenant Canadian Reformed Teachers College

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

Supervising Faculty

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

Practicum Placements

Teacher candidates are placed in elementary or secondary schools in Ontario that offer the Ontario curriculum. Candidates in the EDU program will be placed under the supervision of an associate teacher who holds an OCT Certificate of Qualification and Registration. Over the course of the practicum sessions, each teacher candidate is exposed to a variety of grade levels reflecting the Primary/Junior (P/J) or Junior/Intermediate (J/I) specialization in both single and split-grade combinations. As they near the completion of the program, an effort is made to place candidates at the grade level where they expect to be employed.

Each teacher candidate is assigned a supervisor from CCRTC faculty. The supervisor will visit them at least once during a session. The CCRTC supervisor is also on call to provide advice or assistance as needed. At the conclusion of a practicum session all items required for evaluation purposes will be submitted to the CCRTC faculty supervisor.

Honoraria

Associate teachers who mentor teacher candidates during a practicum receive an honorarium based on \$50/per week/per candidate (pro-rated if a candidate works with more than one teacher during the same practicum component). Information for payment of honoraria is

collected at the College. If the total honoraria paid to an individual in one calendar year exceeds \$500, a T4A shall be issued.

Practicum Expectations

Course Codes and Expectations for a total of 90 practicum days based on the CCRTC schedule of dates:

Year	Session	EDU Program	Duration	DT Program	Duration
1	Practicum 1	EDU 707 - Fall	20 Days	DT 701 - Fall	15 Days
	Practicum 2	EDU 708 - Winter	25 Days	DT 702 - Winter	20 Days
2	Practicum 3	EDU 709 - Fall	20 Days	DT 703 - Fall	15 Days
	Practicum 4	EDU 710 - Winter	25 Days	DT 704 - Winter	20 Days
3	Practicum 5			DT 705 - Fall	20 Days
	Practicum 6			DT 706 - Winter	25 Days

EDU Teaching Expectations – Primary-Junior (P/J)

A practicum placement occurs in each of the four semesters, spanning a period of two academic years. CCRTC’s teacher education program places an emphasis on the theory / practice connection. To fulfil the OCT requirements of Regulation 347/02 and Regulation 176/10, the College requires Primary-Junior candidates to gain experience in both Primary and Junior divisions over the course of the program. Candidates in the Primary-Junior program must be placed in classrooms related to their program of professional education, that is, in primary (K-3) and junior (4-6) with no teachable subject.

EDU Teaching Responsibilities – Junior – Intermediate (J/I)

To fulfil the OCT requirements of Regulation 347/02 and Regulation 176/10, CCRTC requires Junior-Intermediate candidates to gain experience in both the junior (4-6) and intermediate (7-10) divisions over the course of the program, with one teachable subject.

DT Teaching Responsibilities

Teacher candidates who are in the 3-year Diploma of Teaching program do not qualify for grade levels that require a teachable subject. As a rule, they will be placed in grades within the Primary or Junior divisions and will complete a placement in a Learning Resource Room.

Expectation Charts

The recommendations in the expectation charts below are intended as guidelines and provide direction regarding the responsibilities of teacher candidates during the practicum. We recognize that teacher candidates bring different expertise and experiences to their placements. Some may be ready to take on teaching responsibilities at an early point in their practicum; others may need more time to observe the students and the associate teacher.

[Diploma of Education - Year One - Expectation Chart](#)

[Diploma of Education - Year Two - Expectation Chart](#)

[Diploma of Teaching - Year One - Expectation Chart](#)
[Diploma of Teaching - Year Two - Expectation Chart](#)
[Learning Resource Room Expectation Chart](#)
[Diploma of Teaching - Year Three - Expectation Chart](#)

Professionalism

As professional educators, teachers are expected to conduct themselves in keeping with their profession as teachers. It includes adherence to the Ontario College of Teachers (OCT) *Foundations of Professional Practice* (2016).

Professional Conduct

According to the Ontario Education Act, a teacher candidate has the same responsibilities to learners as a certified teacher. All teacher candidates are expected to develop and demonstrate the attributes and behaviours of a professional teacher. During the course of their practicum placements, as well as at other times, candidates are accountable for their actions in relation to: pupils; pupils' parents or guardians; teachers; school and school system officials (including Ministry officials); teachers' professional organizations; faculty, staff and fellow teacher candidates of the CCRTC; and the general public. These attributes and behaviours are expressed in the following documents:

- *Standards of Practice for the Teaching Profession* (Ontario College of Teachers, Foundations of Professional Practice, 2016);
- *Ethical Standards for the Teaching Profession* (Ontario College of Teachers, Foundations of Professional Practice, 2016);
- *The Professional Learning Framework for the Teaching Profession* (Ontario College of Teachers, Foundations of Professional Practice, 2016)
- [Essential Advice for the Teaching Profession](#) (Ontario College of Teachers, 2018)
- Education Act (Revised Statutes of Ontario, as amended);
- Regulation 298 Operation of Schools General (Revised Regulations of Ontario, as amended); Regulation under the Teaching Profession Act, sections 13 through 18 (Ontario Teachers' Federation).
- Regulation 437/97, Professional Misconduct (Ontario College of Teachers).
- *Professional Advisory: Professional Boundaries* (Ontario College of Teachers, 2020)

Teacher Candidates will:

- Be punctual and reliable
- Speak and act towards students with respect and dignity, and deal judiciously with them, acknowledging their rights and sensibilities
- Acknowledge that the culture of teaching demands professional courtesy, self-reflection, and a compassionate and nurturing manner
- Hold the safety and security of students in higher regard than personal rights and privileges
- Treat colleagues, students and parents with professional courtesy and consideration

The teacher candidate must remember that the priority in the associate teacher's classroom is always student learning. The candidate's role is to support student learning

while focusing on their own professional education. The structure of the program recognizes the need for a partnership among teacher candidates, associate teachers, school administration and the Practicum Supervisor. The key to this partnership is open communication among participants. Professionalism requires teacher candidates to take some responsibility for actively maintaining this open communication with participant groups.

Teacher candidates who fail to maintain a professional standard of conduct may receive a failing grade in the practicum, regardless of other factors to be considered in the evaluation of practicum performance. Such candidates may be required to withdraw from the program. The Principal (or delegate) makes such decisions after consultation with appropriate persons involved in the case and after a hearing with the teacher candidate. Teacher candidates may appeal such decisions following the process of the CCRTC conflict resolution policy.

Professional Ethics

As future teachers, graduates of CCRTC's programs will be responsible for the physical safety, the emotional health and educational well-being of students in schools. This responsibility has ramifications for the ethical expectations for a CCRTC teacher candidate's conduct. The College expects all of its teacher candidates to demonstrate that they have the knowledge, attitudes, and capacities needed to be responsible for the educational well-being, physical safety, and emotional health of students before they are placed in a school or other practice teaching situations. It further expects that they will at all times demonstrate care, integrity, respect, and trust (OCT, 2012). A teacher candidate's eligibility to undertake a practicum requires approval by the Principal. Approval will be based on whether the candidate meets the academic and professional requirements of the College.

Christian Professionalism

In the setting of the Christian school, however, teacher conduct is far more than adherence to certain standards of behaviour for a particular profession. Teachers are united not only by a common educational purpose, but also through their communion with Christ and each other in the bond of faith.

Professionalism in the Christian school is to be seen in the context of the communion of saints. As members of Christ's church, teachers are obliged to deal with each other, with their students, and with parents as fellow heirs in Jesus Christ. They, too, are duty-bound "to employ their gifts readily and cheerfully for the benefit of others" (Heidelberg Catechism, LD 21). Within the context of the communion of saints, teacher professionalism is conduct that supports, stimulates, and protects the spiritual well-being of colleagues, students, and all others with whom they interact in the school setting.

When a teacher candidate enters the school setting, they become part of the daily interaction among teachers, students, volunteers, and parents. Demonstrating Christian professionalism with others in the school community is part of their learning experience. In preparation for the practicum sessions teacher candidates are reminded to:

- Consider the well-being of others more important than personal opinions, preferences, or tastes, and to model good habits in spoken and body language, dress, and behaviour out of love for Christ and for the members of his body. It is important they make sure

their conduct does not become a stumbling block for others. This extends to contact within the broader community. An example of this would be that when benefiting from people's hospitality, the candidate needs to present him or herself in a professional manner to their host and never take free lodging and transportation for granted. Rather they should be prepared to offer fair compensation.

- Respect confidentiality. As a teacher candidate becomes part of a school community, many things will be heard and seen that should not become public knowledge. To air confidential information about a particular student in the class in front of others who do not need to know this information is a failure to protect the honour and reputation of that student. Similarly, candidates may become witness to instances of unprofessional conduct on the part of certain teachers. The student lounge at CCRTC should not become the place to recount such incidents. Gossip and slander break down; speaking the truth in love to those who need to hear it, builds up the body of Christ.
- Communicate with the associate teacher(s) so that one line is drawn in dealing with the students in matters of discipline or instruction. Their well-being is at stake.
- Learn how to be a team player by devoting time and abilities to help others. When members of the body of Christ are a hand and a foot to each other, they enjoy mutual help and support. Teacher candidates will often be on the receiving end of such assistance and encouragement. Candidates should receive such help with thankfulness and recognize God's care for them in it.
- Be open and receptive to comments, suggestions, and criticisms. They are meant for good. Teacher candidates need to learn to recognize the constructive criticism they receive as one of the means whereby the Holy Spirit moulds and shapes them after the image of Christ.

Involvement in Professional Activities

As a rule, CCRTC expects that a teacher candidate attends/participates 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.

Legal Responsibility

At all times the associate teacher remains legally and professionally responsible for the students in their class for the entire duration of the practicum session also when he/she is not physically present in the classroom. This means that teacher candidates can NEVER take on the legal responsibility of classroom teachers, or take on paid responsibility during practicum.

This includes such situations as:

- when the associate teacher is absent from classroom duties and,
- the school places another teacher in the class and when candidates assist with additional duties, such as supervision.

When there is any confusion regarding legal responsibility in the practicum, the situation should be discussed with the CCRTC faculty supervisor.

The Principal, or their designate, assumes an associate teacher's legal responsibility when the associate teacher is absent.

During the final practicum placement when a teacher candidate takes on full responsibility for all teaching duties in that classroom for one week during the independent teaching session, the associate teacher continues to hold full legal and professional responsibility.

Responsible Communication

Maintaining professional boundaries in all forms of communication, technology-related or not, is vital to maintaining trust and appropriate professional relationships with students. This includes all communications in learning management systems. Communication by means of electronic devices such as email and social media is therefore also subject to careful professional consideration. Teacher candidates are responsible for making themselves familiar with local policies. On its website the Ontario College of Teachers (OCT) provides clear direction about communication conduct with a focus on four domains:

- Interact with students appropriately
- Understand privacy concerns
- Act professionally
- Pause and ask yourself important questions

For the full advisory, see the OCT website (e.g., <https://www.oct.ca/resources/advisories/use-of-electronic-communication-and-social-media>).

REMINDER: As per CCRTC policy, photos taken during practicum that identify specific students must not be posted on social media or used in any way.

Responsibilities during Extra-Curricular Activities

Teacher candidates are invited to make a reasonable contribution to extra-curricular activities, while maintaining a focus on classroom learning. They may co-direct or co-coach with an associate teacher, but must not have sole responsibility for a team or activity. Under no circumstances should a school activity interfere with CCRTC course work and responsibilities. Candidates can contribute to any extra-curricular activity. It need not be one in which their associate teacher is involved. Activities that take candidates away from teaching time for more than one day are discouraged, as candidates are expected to meet the Ministry's mandatory number of teaching days.

Safety

Safety is an important consideration when teacher candidates are preparing learning experiences for the students in their host classrooms. Ensuring safety is a particularly significant consideration in activities such as the following:

- day-to-day planning for the use of physical space in the classroom
- planning activities in specific curricular areas, such as physical education, science, drama, technology
- planning extra-curricular activities, whether in or out of the classroom
- planning excursions off school property

It is important that teacher candidates consult with their associate teacher(s) in advance of any lesson or activity where student safety may be a concern. This consultation recognizes and reinforces the associate teacher's primary responsibility for the students in their class.

In addition to ensuring the safety of students, teacher candidates also have a responsibility to protect themselves. According to workplace safety rules (Bill 18, *Stronger Workplaces for a Stronger Economy Act*, 2014, Schedule 4), teacher candidates must complete any training provided by the school in which they are placed. If accidents or incidents of any unusual nature occur, it is essential that teacher candidates comply with the local procedures articulated in the school's handbooks. Even though there may appear to be no complications arising from the event, written documentation should be kept. A report on the incident must also be submitted to the CCRTC Practicum Placement Coordinator to be placed in the teacher candidate's file.

Lesson Planning

Teaching is a deliberate activity that requires planning. The classroom teacher plans by the year, by the unit, by the week, and by the day. Experienced teachers do not write out detailed lesson plans for every lesson they teach. That does not mean that they do not carefully plan out how they will go about a particular lesson. They often draw on previous experience as they formulate a mental plan of action.

During a practicum placement the associate teacher and the teacher candidate will collaborate in planning for instruction. This means that lesson plans will be made available to the associate teacher prior to teaching the lesson.

A teacher candidate's first concern is learning how to plan the daily lesson. As they near the completion of the program, however, it will become increasingly important that they develop fluency with year plans, course outlines, and unit plans existing in schools in order to help lay out the lessons for a week and plan the daily lessons.

Rationale for CCRTC Lesson Plan Policy

CCRTC faculty has adopted the following policy for lesson planning:

Teacher candidates are required to prepare and submit to their associate teacher(s) 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:

- Repeated exposure to written lesson plans helps teacher candidates to think their way logically through all aspects of a lesson.
- A written plan helps the associate teacher to see how the teacher candidate has understood the teaching task and how he/she is planning to teach it.
- 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.
- 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:
 - a. the big ideas identified for a lesson within a unit of study
 - b. the knowledge and skills objectives, and affective intent

- c. 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), and indicated by way of the lesson sequence
- d. how student learning can best be assessed (i.e., the **how well** of teaching, and indicated by way of the kind of evidence of learning identified).

Lesson Plan Formats

CCRTC has adopted three formats: The Initial Lesson Plan, the Standard Lesson Plan, and Serial Lesson Plan.

The [Initial Lesson Plan](#) is used to introduce first-year teacher candidates on their first placement to the basic mechanics of lesson planning. This template allows the students to focus on making a good connection between lesson objectives and assessment and evaluation.

The [Standard Lesson Plan](#) is used to plan a detailed individual lesson. In addition to making the connection between objectives, assessment, and evaluation, this template focusses the planning through the lens of overarching big ideas, and has teacher candidates consider assessment *for*, *as*, and *of* learning in planning their lessons.

The [Serial Lesson Plan](#) can be used by teacher candidates half-way through their program of study. 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. This format may be used with short teaching tasks in subjects which occur 3 or 4 times a week. For example, phonics, spelling, grammar, or math lessons 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. Please note: **Every serial lesson plan used for a series of lessons will start with a full standard lesson plan**

In addition to the lesson plan templates, teacher candidates should consult the *Guide to Lesson Planning* on a regular basis. The in-depth [Guide to Lesson Planning](#) includes a list of guiding questions that good planners ask, as well as a step by step process of crafting learning experiences based on the work of Wiggins and McTighe (2005) who argue that lesson planning should begin first with the teacher identifying the desired learning outcome for students.

The Practicum Placement Assessment and Evaluation

Opportunities for reflective practice on the teaching/learning process occur through the entire placement. However, formal reflective exercises occur at two distinct phases of a teacher candidate's placement: (1) With the associate teacher, during the discussions throughout the practicum weeks and (2) with the CCRTC faculty supervisor during the debriefing sessions after the placement is finished. The debriefing sessions include the evaluation reports, the practicum portfolio, and a conversation about the observation visits. In addition, during two placements the teacher candidate will be expected to practise critical reflection by means of video analysis. The faculty supervisor will prepare a comprehensive evaluation using the [Practicum Supervisor Summary Report](#) which will be placed in the teacher candidate's file.

Supervisor Visit

During the practicum you will receive one onsite visit from your CCRTC supervisor. This visit serves the following three purposes:

- as an evaluation visit that looks specifically at professionalism, lesson planning, teaching ability, classroom control, and the relationship with the associate teacher. Observations made here inform the final grade;
- as a way for the supervisor to meet with the associate teacher to answer any questions and deal with practicum related matters;
- as a vehicle for student support and feedback. You are required to devote one log book entry to this visit.

You are required to share your lesson plans of the lessons that are being observed during the visit.

The Practicum Portfolio

After the practicum session you will present the portfolio to your supervisor in a conference on or before the due date. The portfolio must include the following items in the order indicated below:

1. The signed original copy of the final Practicum Evaluation Form
2. Two lesson plans that best reflect your learning
3. Reflections on each of these two lesson plans
4. Your logbook
5. A video clip that records a moment of active teaching (If applicable)
6. Other items

In this conference you will take an active role in assessing your performance. In preparation for it, you should:

1. organize your practicum portfolio so that it shows your activity over the course of the session to best advantage
2. be prepared to speak about your experiences and your learning using the contents of your portfolio to illustrate aspects of your work

Evaluation Form

The [Practicum Evaluation Form](#) is a checklist which identifies specific areas for assessment and is intended for use in all sessions. The areas for assessment correspond with the standards outlined by the Ontario College of Teachers: Standards of Practice for the Teaching Profession (2016), *Foundations of Professional Practice* (pp. 11-13). The associate teacher will use this form at least twice during a practicum session – once at the midpoint as an informal review and again at the very end as the final evaluation. The completed forms provide the associate teacher with a record of the candidate's growth which will be reflected in the comment sections of the form.

Teacher candidates are strongly encouraged to complete the evaluation form by way of self-evaluation at the mid-way point during their placement prior to receiving the midway evaluation from their associate teacher. Sharing and comparing the teacher candidate's self-evaluation and

the associate teacher's evaluation provides a valuable opportunity for constructive feedback and goal-setting.

At the conclusion of a practicum session, the teacher candidate will submit the final and signed original copy of the Practicum Evaluation Form to the CCRTC faculty supervisor by including it in the practicum portfolio.

Video Analysis

Another component of the practicum assessment is video analysis. This is a tool commonly used in Canadian faculties of education. Numerous studies indicate the benefits of using video analysis for teacher training. When done effectively, video analysis can result in a teacher candidate's self-reflection changing from a general under- or overestimation of their performance at the beginning of the process to a greater level of critical self-examinations of their own teaching practices.

The goal of video analysis and the role of the teacher educator/CCRTC faculty supervisor is to employ professional practices whereby teacher candidates share knowledge and make changes to their instructional practices in a meaningful way, positively impacting their future students' learning. Research shows that video assessment helps teacher candidates to:

- identify gaps between their beliefs about good teaching and their actual teaching practices;
- articulate their tacit assumptions and purposes about teaching and learning;
- notice things about their own teaching that they did not remember;
- focus their reflections on multiple aspects of classroom teaching and assess the strengths and weaknesses of their teaching.

Expectations for Video Analysis

CCRTC recommends that video recordings will be made during the following placements:

- Diploma of Education: Year 1 Practicum 2 - Year 2 Practicum 1
- Diploma of Teaching: Year 2 Practicum 2 - Year 3 Practicum 1

For the purpose of assessment, a video clip needs to be produced that shows the teacher candidate actively engaged in teaching a lesson or part of a lesson. The clip is to be 5 – 7 minutes long. The clip can be generated with the cooperation of the associate teacher and needs to be shared with the CCRTC faculty supervisor together with the [Video Analysis Debriefing Form](#).

Privacy Considerations

At all times CCRTC seeks to respect the privacy policies set by the school in which the practicum placement occurs. To ensure best practice, the video recording will be used only by the teacher candidate and their CCRTC faculty supervisor. To protect the privacy of the students in the practicum placement classroom as well as the privacy of the teacher candidate we recommend the following:

- For privacy purposes it would be best if the clip is recorded with the teacher candidate's own device. If that is not possible, the video needs to be deleted from the recording device as soon as it has been shared with the teacher candidate.
- After the review has been completed, the CCRTC faculty supervisor and the teacher candidate will ensure the recorded material is deleted from their devices. This includes, but is not limited to, emails, and download folders.
- The video recording will only be used for its intended purposes and will be deleted after the assessment takes place. The associate teacher, teacher candidate, and the supervising faculty member will sign the [Video Analysis Privacy Statement](#). This form will be submitted with the practicum portfolio and saved in the teacher candidate's student file.

Additional Expectations for the Final Practicum

Because the last practicum placement includes independent teaching session where the teacher candidate takes responsibility for the entire running of the classroom, there are a number of evaluation considerations put in place:

Reflection and Self-Assessment Report

Throughout the program there has been an emphasis on the important quality of a classroom teacher's ability to engage in self-assessment through thoughtful reflection. This ability to engage in self-assessment is an important part of the evaluation of the final practicum session as well. During this session, the teacher candidate will be expected to write an extensive reflection and self-assessment of the experiences during the independent teaching session. The purpose of this exercise is to help foster the habits of mind of a thoughtful practitioner who is constantly considering ways to improve or enhance the teaching and learning conditions in the classroom. This self-assessment report is to be handed in to the faculty supervisor at the end of the session as part of the practicum portfolio.

Evaluation Forms for Independent Teaching Session

In addition to the standard [Practicum Evaluation Form](#) that is used by the associate teacher, the principal, or designate, is asked to fill out the [Principal Anecdotal Report](#) about the teacher candidate's professional conduct throughout the practicum session. At the conclusion of this practicum session, the teacher candidate is to submit the signed original copies of these two forms to the CCRTC faculty supervisor by including them in the practicum portfolio.

Additional information on the CCRTC faculty supervisor visit and specific logbook expectations can be found in the [CCRTC Reflective Practices Module](#).

Information for Teacher Candidates and Associate Teachers

The Associate Teacher and Teacher Candidate Relationship

By accepting a teacher candidate into his or her classroom, the associate teacher not only agrees to let the student practice and develop their teaching skills, but also allows the teacher candidate to have a first-hand glimpse into their own theory and practice of teaching. Having a teacher candidate in the room puts whatever an associate teacher does under scrutiny. The

associate teacher who is well aware of their own weaknesses and shortcomings will feel a certain amount of tension, and perhaps, apprehension.

On the one hand, the associate teacher will want to set a good example for the teacher candidate. The reflective associate teacher knows that, in the process, the imperfections and blemishes in their work and character also may become apparent.

On the other hand, teacher candidates enter the classroom of experienced teachers while being a novice and a learner themselves. Over time, candidates gain experience and skill but in the process they will also reveal many of their own shortcomings and weaknesses. As beginning an emerging teacher, a teacher candidate will make countless small mistakes and possibly also some glaring errors. They may experience frustrations or outright failures. Doubtless, these weaknesses as well as the strengths will become apparent to the associate teacher.

In this context, the relationship between teacher candidate and associate teacher has to be one of mutual trust and respect. As in all relationships, each party is duty-bound to uphold the honour and reputation of the other (Heidelberg Catechism, LD 43). The associate teacher has to be able to trust that their honour and reputation are safe with the CCRTC teacher candidates. In turn, the teacher candidate needs to be able to trust that their honour and reputation are safe with the associate teacher. This mutual trust is to be expressed in mutual respect - a respect that is not abandoned at the first indication that there are shortcomings and weaknesses on either side of the relationship. Respect and care for the well-being of others in the workplace are important aspects of Christian professionalism.

Conferences between Associate Teachers and Teacher Candidates

The conference between a teacher candidate and their associate teacher is an invaluable part of the practicum session. Whether they are short or long, formal or informal, conferences contribute to the development of both the teacher candidate and the associate teacher as reflective practitioners. Time should be set aside for conferences between student and associate teacher. More information about the how and why of conferences can be found in the [AT/TC Conference Guide](#).

Conflict between Associate Teachers and Teacher Candidates

In the event a teacher candidate or an associate teacher becomes involved in a potential conflict situation, the CCRTC Student Conflict Resolution ⁽²⁰⁸⁾ policy will be the guiding document to help resolve the situation. This document can be obtained through the CCRTC faculty supervisor.

Information for Teacher Candidates

This section provides information specifically intended for the teacher candidate.

Required Documentation

In compliance with legal and local school requirements, teacher candidates are required to submit police issued proof of a vulnerable sector check and a doctor's certificate as proof of tuberculosis (TB) free status. It is the teacher candidate's responsibility to submit this documentation to the CCRTC office prior to the first practicum placement.

Observation Days

Teacher candidates in the first year of the EDU or DT program will be required to attend an observation day to help them prepare for their first practicum experience. This observation day facilitates effective communication with the associate teacher and functions as a means for the teacher candidate to become acquainted with the practicum classroom. The observation days for the fall practicum session are listed on the Schedule of Dates in the *CCRTC Academic Calendar*.

Orientation Day

The orientation day signals the start of the actual practicum session. The teacher candidates will meet their associate teachers and will be introduced to the students, school, and classroom routines. It also serves as a way for the teacher candidates to become aware of any special needs and the learning materials that may be needed. It is possible that on this day the teacher candidate will be asked to assist the associate teacher. For more detailed information about how to get ready for the practicum session and orientation day please consult the [Orientation Day Readiness Module](#). To be prepared to make the practicum session a successful and satisfying teaching experience please also consult the [General Procedures and Guidelines for the Practicum Session](#).

Absence during a Practicum Session

The only legitimate reasons for absence during a practicum session are illness and personal or family emergencies. Should such an occasion occur, it is the teacher candidate's responsibility to inform the associate teacher immediately, provide the reason for the absence, and make arrangements for the teaching assignments for which the teacher candidate was responsible. Enough time needs to be given for the associate teacher to plan the day without the teacher candidate. The teacher candidate is responsible for ensuring that any teaching manuals or books which the associate teacher may need will be available at the school in a timely manner.

The teacher candidate will also inform their CCRTC faculty supervisor of the absence.

Logbooks

One of the areas in which you as a teacher candidate will be expected to demonstrate Christian professionalism is in the way you express yourself in your logbook.

For more information about when and how to write in the logbook, what to write about, or logbook evaluation, please consult the [CCRTC Logbook Expectations](#).

Information for Associate Teachers

This section provides information specifically intended for 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 the “what, how, and why” you do what you do. It’s an opportunity to grow in your own professional practice.

- Having a teacher candidate provides you with 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 their own strengths and particular gifts that contribute to the growth of teacher candidates. These gifts translate into qualities such as can be found in the [Valued Qualities Description](#).

Expectations 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. For an overview of these roles see the [AT Roles and Expectations](#).

Preparing for a Teacher Candidate

In order to prepare yourself, your school, and your class for spending a number of weeks in close relation with a teacher candidate we suggest to pay attention to the following areas:

- Know the teaching expectations for your teacher candidate
- Gather the necessary materials
- Prepare a workspace
- Plan ahead
- Communicate with others in the school community
- Prepare for initial contact with the teacher candidate
- Prepare for the Orientation Day

A more detailed outline for each of these areas can be found in the [Preparing for a TC](#) document.

Expectations of Teacher Candidates

In the tables linked below you will find the expectations CCRTC has set for the practicum component of the Diploma of Education and the Diploma of Teaching program respectively. Note that some expectations apply specifically to a secondary placement.

[Diploma of Education - Year One - Expectation Chart](#)

[Diploma of Education - Year Two - Expectation Chart](#)

[Diploma of Teaching - Year One - Expectation Chart](#)

[Diploma of Teaching - Year Two - Expectation Chart](#)

[Learning Resource Room Expectation Chart](#)

Diploma of Teaching - Year Three - Expectation Chart

As the teacher candidate progresses through the program, the practicum expectations increase significantly and culminate in the capstone independent teaching session which takes place at the very end of a candidate's studies.

In your role as an associate teacher you are asked to familiarize yourself with these expectations. Please remember that these are guidelines only. CCRTC recognizes that adjustments may need to be made, taking into consideration the teacher candidate's abilities, the classroom environment, and other factors that play a role in school life. If you have any questions, you are asked to contact the teacher candidate's CCRTC faculty supervisor directly, or the CCRTC Practicum Coordinator.

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. Typically, the associate teacher will adjust 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 they have 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.
- is open to suggestions for the associate teacher:
- becomes familiar with the lesson plan format and plans to demonstrate lessons with the lesson plan format in mind.
- sets aside conference time each day for working on lesson plans with the beginning teacher candidate.
- reserves critical comments about a lesson plan until after the lesson is taught even if you notice flaws in the lesson plan. Allow the teacher candidate to teach the lesson as planned and to learn from what went well or didn't go well.
- adopts 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 candidate to assess their own planning abilities and teaching performance. Help them to use what was learned to plan the next lesson.

The Associate Teacher's Role in Evaluation

The associate teacher plays an important role in evaluating the performance of the teacher candidate. The [Practicum Evaluation Form](#) completed at the half way point and at the end of the session constitutes the most important evidence for establishing a final grade.

A collaborative approach at the midpoint of the placement often sets a positive tone for an assessment conversation. Prior to the conversation encourage a teacher candidate to complete a self-evaluation using the evaluation form. Comparing the self-evaluation with the associate

teacher's evaluation often leads to a positive outcome that enables professional and personal growth in the teacher candidate over the remainder of the placement.

Once the associate teacher has completed the final evaluation form at the end of the placement it is important to discuss it with the teacher candidate. The form used at the end of the session must be signed by the associate teacher and the teacher candidate.

Course Connections

Practicum Preparation Components across the Teaching Studies Courses (Appendix 21)

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Appendix 1: Practicum Expectations for 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 Learning 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 	

	Session One	Session Two
	<ul style="list-style-type: none"> • read for background knowledge in context of current topics of study 	<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 units (e.g., Science, Social Studies (SS), novel study)

	Session One	Session Two
	<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 	<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

	Session One	Session Two
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

	<p>Year 2 (Session 1 or 2)</p> <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

	Session One
	<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 • 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 (Independent Teaching 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 independent teaching 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

	Session Two (Independent Teaching Session)
	<ul style="list-style-type: none"> plan with special learning needs of individual students in mind 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 the 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

Appendix 2: Practicum Expectations for Diploma of Education

In compliance with the requirements of the Ontario College of Teachers, the practical experience takes place under the supervision of appointed CCRTC faculty members for a total of 90 days over the course of two years. All placements are in schools that follow the Ontario curriculum. You will be assigned to and assessed by experienced associate teachers who are members of the Ontario College of Teachers. Your instructional settings are classrooms that reflect the area of concentration in your program of professional education: Primary (K – Gr.3) and Junior (Gr.4 – 6), if your area of concentration is P/J; Junior (Gr. 4-6) or Intermediate (Gr. 7-8 or Gr.9/10 subject-specific), if your area of concentration is J/I.

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	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)	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: independent teaching 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: independent teaching 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.	

Appendix 3: Initial Lesson Plan

Teacher Candidate: _____ Associate Teacher: _____

School: _____ Date: _____

Subject: _____ Grade: _____ Time: _____

LESSON CONTENT

Topic:

LESSON OBJECTIVES / EVIDENCE OF LEARNING

Learning Objectives: Knowledge and Skills <i>What should students <u>know</u> and/or <u>be able to do</u> as a result of this lesson?</i>	Evidence of Learning <i>For each objective, how will students show that they are learning/have learned what you taught?</i>
Students will know: Students will be able to:	Knowledge: Skills:
Affective Intent <i>What attitude, sense of wonder, appreciation, love, or habit of mind will you foster in this lesson?</i>	

RESOURCES AND MATERIALS

Teacher Resources and Materials	Student Materials
<i>What did you use to prepare or for this lesson? What materials will you need to teach this lesson?</i>	<i>What materials will students need in order to learn during this lesson?</i>
Resources I used: Materials I need:	

LESSON SEQUENCE

Time	Teacher Activity	Student Activity and Grouping
	<p>Beginning <i>How will you start this lesson? How will you introduce the topic and catch students' attention?</i></p>	<p><i>What will students be doing? How will they be grouped?</i></p>
	<p>Middle <i>What steps will you follow to help students learn? What method(s) will you be using as you proceed? How will you keep students engaged and check that they are learning?</i></p>	<p><i>What activities will students be engaged in? How will they be grouped for instruction?</i></p>
	<p>End/Follow-up <i>How will you end this lesson and sum up what was learned?</i></p>	<p><i>What follow-up, synthesis, or extension activity will students be engaged in? How will they be grouped?</i></p>

Appendix 4: 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 <i>of/for/as</i>)
Classroom Management Considerations:	Modifications/Accommodations:
Resources Used for Preparation/Lesson ideas:	Materials/Equipment Needed:

Appendix 5: 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:			

Appendix 6: Guide to Lesson Planning

Definitions of Terms Used in the Standard Lesson Template

Big Ideas – An idea is big if it helps us make sense of otherwise meaningless, isolated, inert, or confusing facts. It is the picture that connects the dots; it is powerful. Examples include the water cycle and food chain.

Ministry of Education Expectations – The lesson topic must be linked to the overall and specific expectations as they are outlined in the various curriculum documents published by the Ontario Ministry of Education.

Learning objectives – Brief statements that describe for a student what he or she should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations. (*Growing Success – Assessment, Evaluation, and Reporting in Ontario Schools*)

Affective objectives – Objectives from the affective domain are often closely linked to a big idea that can be understood only by faith. They target the inclinations and attitudes of the hearts of the students in recognition of the work of the Holy Spirit. These objectives may be difficult to measure but can often be observed in the behavior or actions of the students (e.g., delight in the patterns of numbers, trust in God's providence). They can be fostered and stimulated by the teacher.

Evidence of learning – Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. (The following definitions are taken from: Ontario Ministry of Education (2010). *Growing Success – Assessment, Evaluation, and Reporting in Ontario Schools* (pp. 143-144))

Assessment as learning – The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.

Assessment for learning – The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

Assessment of learning – The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that

quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

Accommodation – A term used when a student has an IEP (Individual Education Plan). It refers to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade. (Taken from: Ontario Ministry of Education (2004). *The Individual Education Plan (IEP), A Resource Guide* (pp. 25-26))

Modification - A term used when a student has an IEP (Individual Education Plan). It refers to changes made in the age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations. (Taken from: Ontario Ministry of Education (2004). *The Individual Education Plan (IEP), A Resource Guide* (pp.25-26))

Teaching-learning Sequence – An ordered description of the steps and activities in which teacher and students are involved in order to achieve/foster learning as described in the objectives. A lesson sequence identifies the instructional activities of the teacher and what the students will be doing during each of these activities. A lesson sequence can be made easier to follow by:

- using numbers to identify the parts of the lesson sequence
- using clear and strong verbs to begin each section

Instructional strategy – The teaching strategy which a teacher employs to bring about desired learning. Good educational practice makes use of strategies that vary from direct instruction (teacher assumes a great deal of responsibility for the learning) to independent instructional strategies (student assumes a great deal of responsibility for the learning). For some more information about teaching strategies visit: <https://literacybasics.ca/training/instructional-strategies/>

Grouping for instruction – The classroom organization of students into large or small groups, pairs, individuals to enhance learning.

Groupings may change within the space of a single lesson. The nature of the learning task and the role of the learner in that task are factors which a teacher considers when deciding how students will be grouped for instruction/learning.

Guiding Questions for Lesson Planning

Not everything a teacher does or thinks while preparing a lesson is recorded on a lesson plan. The following questions encourage you to think like a teacher before, during, and after you write a formal lesson plan.

Wiggins and McTighe (2005) argue that lesson planning should begin first with the teacher identifying the desired learning outcome for students. With this end in mind, teachers then plan the tasks that will provide evidence that students have achieved the desired results. Having

established the outcomes and the evidence, the teacher then crafts the learning experiences. In summary, these three steps are:

- Identify desired results.
- Determine acceptable evidence.
- Plan learning experiences.

Step One: Identify Desired Results

Thinking about the content

- What is the lesson topic?
- How does the lesson topic connect to the big idea(s) of the unit?
- Which Ministry of Education expectations are linked to this lesson?
- What preparation will be necessary to equip myself with adequate background knowledge?

Thinking about the learning objectives

- What are the learning objectives for this lesson?
- Do these objectives flow from and build upon the big idea(s) and lesson topic?

Knowledge Objectives

- What do I expect students to know/understand as a result of this lesson?
- Do the objectives address a variety of cognitive levels (see Bloom's Revised Taxonomy).
- Which facet(s) of understanding do these objectives target (see Wiggins and McTighe's Six Facets of Understanding)
- What verbs will I use to identify the objectives?

Skills Objectives

- What do I expect students to be able to do as a result of this lesson?

Affective Objectives

- What is the affective intent I wish to convey in this lesson?
- What central truth conveyed in this lesson will nurture the students' life of faith?
- How will the content appeal to the hearts of my students?
- How will students develop their understanding of the relevancy of what they have learned?

Step Two: Determine Acceptable Evidence

Thinking about assessment

- What opportunities will I give students to provide evidence of learning the objectives?
- How will I engage students in assessment as learning?
- How will I use assessment *for* learning to provide students with feedback about where they are in their learning?
- When and how will I conduct assessment *of* learning in order to evaluate student learning?

- What objectives might I not be able to assess?

Thinking about the students

- How does this topic connect to what the students have already learned?
- What will be new learning for the students?
- What misconceptions, faulty learning, or partial learning may I have to correct?
- Will I have to make provision for students who missed previous lessons?
- What accommodations or modifications should I make for students with specific learning needs?

Step Three: Plan Learning Experiences

Thinking about the lesson sequence

- As I plan out the teaching/learning/assessment sequence, I need to keep two questions at the forefront:
 1. What are you doing?
 2. What are your students doing?

Beginning

- How will I link the new learning to what students already know?
- How will I generate interest, motivate, or hook the students?
- How will I introduce a problem or a sense of disequilibrium?
- How will I introduce the big idea(s) of this lesson?
- What teaching method(s) will best serve my purpose?
- What instructional grouping will best serve my purpose?
- How much time will I spend on the beginning of the lesson?
- How will I explain to the students what the goals/objectives of this lesson are so that they know where we are headed?

Middle

- What steps will I follow to realize my learning objectives?
- What activities will I ask students to engage in so that the learning objectives are realized?
- What activities will help the learners grasp the big idea(s) of the lesson/unit?
- What teaching method(s) best serve the goal of learning?
- What instructional grouping(s) best serve the goal of learning?
- What alternatives could I pursue if learning breaks down?
- How will I monitor student learning-in-progress?
- How much time will I spend on the middle of the lesson?

End

- How will I pull the lesson together in a synthesis or summary?
- How will I highlight the key learning(s) of the lesson?
- How will I return to the big idea(s) at the end of the lesson?
- What kind of follow-up activity would reinforce or deepen understanding?

Materials and resources

- What resources do I need to prepare for this lesson?
- What materials/equipment do I need to teach this lesson?
- What resources should I have available for students who finish before the rest of the class and/or who need to be challenged by enrichment activities?

After planning

- Are my objectives realistic?
- Do my assessment plans match up with my objectives?
- Can I find my objectives back in my lesson sequence?
- Have I provided opportunities for my big ideas and affective intent to function?
- Have I adequately provided for learning differences among the students?
- Is my timing realistic? Have I over/under-planned for the time available?

General Guidelines for Writing Lesson Plans

To make the requirements for written lesson plans work smoothly, you should:

1. enlist the help of the associate teacher when and where appropriate. Year One students in the Diploma of Teaching program in particular should work on lesson planning with their associate teachers a day before the lessons have to be taught. Lesson planning is difficult and associate teachers can give valuable advice and suggestions that will prevent glaring errors and possible failure.
2. hand in a copy of each lesson plan to the associate teacher or CCRTC faculty supervisor at the beginning of the school day.
3. use the lesson plan templates adopted by CCRTC unless the placement suggests a different approach (e.g., Learning Resource Room).
4. use the guiding questions to think your way through a lesson. Not all questions will apply every time, nor will you write down all your thoughts as you work your way through the questions. They guide your thinking and help you consider aspects of teaching and learning that are not obvious.
5. keep a copy of each lesson plan in your portfolio. When you go over the plan with your associate teacher at the end of the day (or with your practicum supervisor at the end of a visit), make notes of suggestions for planning that will help you in the planning of subsequent lessons.
6. select two lessons which best represent your own learning about teaching and student learning as a requirement for the evaluation component (p. 38) of the regular practicum session. While the lessons are still fresh in your memory, write a reflection for each of the two lesson plans that you selected using the guiding reflection questions (pp. 48-49) provided in the section on practicum evaluation

Choosing Verbs for Instructional Objectives

A well-selected strong verb describes accurately the objective's intent, and helps determine a fitting assessment strategy. The following two charts (pp. 28-29) provide examples of strong verbs based on two different classifications: Bloom's Taxonomy (1956) as revised by Anderson and Krathwohl (2001), and Wiggins and McTighe's Six Facets of Understanding (2005).

Like Bloom's original taxonomy, the *Revised Taxonomy* helps in writing objectives (and assessment items) of increasing complexity in cognitive processing, from simple "Lower Order Thinking," to complex "Higher Order Thinking". Krathwohl¹ defines the core verbs as follows:

- **Remember** – Retrieving relevant knowledge from long-term memory.
- **Understand** – Determining the meaning of instructional messages, including oral, written, and graphic communication.
- **Apply** – Carrying out or using a procedure in a given situation.
- **Analyze** – Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose.
- **Evaluate** – Making judgments based on criteria and standards.
- **Create** – Putting elements together to form a novel, coherent whole or make an original product.

The Six Facets of Understanding are an analysis of the component parts of understanding. They focus on constructing, demonstrating, and transferring *meaning*, rather than developing and demonstrating *cognitive depth*. The six facets outlined by Wiggins and McTighe² can easily be summarized by specifying the particular achievement each facet reflects. When we truly understand, we

- **can explain:** provide thorough, supported, and justifiable accounts of phenomena, facts, and data.
- **can interpret:** tell meaningful stories; offer apt translations; provide a revealing historical or personal dimension to ideas and events; make it personal or accessible through images, anecdotes, analogies, and models.
- **can apply:** effectively use and adapt what we know in diverse contexts.
- **have perspective:** see and hear points of view through critical eyes and ears; see the big picture.
- **can empathize:** find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior direct experience.
- **have self-knowledge:** perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; we are aware of what we do not understand and why understanding is so hard.

These facets are different but related, in the same way that different criteria are used in judging the quality of a performance. For example, good essay writing is composed of persuasive, organized, and clear prose. All three criteria need to be met, yet each is different from and somewhat independent of the other two. The writing might be clear but unpersuasive; it might be well organized but unclear and somewhat persuasive.

¹ Krathwohl, David R. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory into Practice*, 41(4), 212-218.

² Wiggins, G. P., and McTighe, J. (2008). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

Similarly, a student may have a thorough and sophisticated explanation but not be able to apply it, or see things from a critical distance but lack empathy. The facets reflect the different connotations of understanding we considered in the previous chapter, yet a complete and mature understanding ideally involves the full development of all six kinds of understanding.

Bloom's Revised Taxonomy (Anderson and Krathwohl, 2001)						
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
	Choose Define Find How Label List Match Name Omit Recall Relate Select Show Spell Tell What When Where Which Who Why	Classify Compare Contrast Demonstrate Explain Extend Illustrate Infer Interpret Outline Relate Rephrase Show Summarize Translate	Apply Build Choose Construct Develop Experiment with Identify Interview Make use of Model Organize Plan Select Solve Utilize	Analyze Assume Categorize Classify Compare Conclusion Contrast Discover Dissect Distinguish Divide Examine Function Inference Inspect List Motive Relationships Simplify Survey Take part in Test for Theme	Agree Appraise Assess Award Choose Compare Conclude Criteria Criticize Decide Deduct Defend Determine Disprove Estimate Evaluate Explain Importance Influence Interpret Judge Justify Mark Measure Opinion Perceive Prioritize Prove Rate Recommend Rule on Select Support Value	Adapt Build Change Choose Combine Compile Compose Construct Create Delete Design Develop Discuss Elaborate Estimate Formulate Happen Imagine Improve Invent Make up Maximize Minimize Modify Original Originate Plan Predict Propose Solution Solve Suppose Test Theory

Performance Verbs based on the Six Facets of Understanding (Grant Wiggins and Jay McTighe, 2000)

Explanation	Interpretation	Application	Perspective	Empathy	Self-knowledge
demonstrate derive describe design exhibit express instruct justify model predict prove show synthesize teach	create analogy critique document evaluate illustrate judge make sense of provide metaphors read between the lines represent tell a story of translate	adapt build create debug decide design exhibit invent perform produce propose solve test use	analyze argue compare contrast criticize infer	assume role of be like be open believe consider imagine relate role play	be aware of realize recognize reflect self-assess

Appendix 7: Practicum Evaluation Form

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

COMMITMENT TO STUDENTS and STUDENT LEARNING				
The candidate:	1	2	3	4
shows care/compassion for students				
motivates students for learning				
establishes rapport and respect with students				
relates learning to the real world				
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 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	1	2	3	4
Associate teacher's Overall Appraisal				
Summary comments:				

Associate Teacher's Signature

Teacher Candidate's Signature

Appendix 9: Principal's Anecdotal Report

Session/Date: _____

School/Grade: _____

Associate Teacher: _____

Teacher Candidate: _____

To the Principal (or designate):

Please write an anecdotal summary under the following headings:

PERSONAL AND PROFESSIONAL QUALITIES

INTERACTION WITH STAFF AND SCHOOL COMMUNITY

PERFORMANCE IN CLASSROOM (Optional)

Principal's Signature

Teacher Candidate's Signature

Appendix 10: AT/TC Conference Guide

The conference between teacher candidate and associate teacher is an invaluable part of the practicum session. Whether they are short or long, formal or informal, conferences contribute to the development of both the teacher candidate and the associate teacher as reflective practitioners. Time should be set aside for conferences between student and associate teacher.

Conferences serve multiple purposes at all levels of the practicum program, but the importance of some purposes will diminish as teacher candidates gain experience. Associate teachers meet with you in a conference setting in order:

1. **to write or evaluate lesson plans.** For the beginning teacher candidate, lesson planning should be a guided activity in which the associate teacher helps him/her write a draft plan for the following day. The conference provides the setting for guided planning in Year One of the Diploma of Education Program. The associate teacher also uses the conference setting to discuss the lesson plans which teacher candidates write independently later in their practicum experience. Teacher candidates at more advanced levels of the Practicum Program may need the assistance of the associate teacher in planning a series of lessons or a unit of study.
2. **to talk through observation activities.** Especially the beginning teacher candidate benefits from discussions with the associate teacher about observations made during the day. Purposeful and guided observation tasks can be turned into teachable moments in the conference setting. Use the conference setting to ask questions about things you have observed during the day.
3. **to teach the teacher candidate self-evaluation skills.** The associate teacher will ask you questions that help you to evaluate your own performance. You will talk about the lessons you have taught in terms of what you could have done differently, what needs re-teaching, or why you did something in a certain way. Associate teachers may also help teacher candidates learn the importance of self-evaluation by using examples from their own demonstration lessons to illustrate what they would do differently the next time, or why they think an aspect of their lessons did not go well. The goal of self-evaluation is to seek improvement and growth in your personal qualities, your pedagogical skill and knowledge, and your understanding of what it means to be a Reformed teacher. At the halfway mark of the session the associate teacher may ask you to complete the Practicum Evaluation Checklist to assess your performance and compare it to the checklist your associate teacher has completed.
4. **to provide the teacher candidate with feedback about their performance.** Thoughtful and genuine feedback from an associate teacher helps to shape you as a teacher. It is always difficult to receive criticism, but when it is given in the spirit of helping you to become a better teacher, it should not discourage you. Associate teachers can give you valuable suggestions and help you find your way out of difficulties. A word of commendation from the associate teacher will give you fresh courage and resolve.

5. **to model reflection about one's own practice and theory of teaching.** When the associate teacher thinks aloud about their own views of teaching and learning within the context of Reformed education, he/she passes on valuable insights to the teacher candidate about what it means to think Christianly about education that is covenantal in character. As teacher candidate, you may ask "What do you think about?" questions in the context of teaching and learning.

6. **to offer encouragement.** It is often in the conference setting that you will benefit from timely words of encouragement offered by the associate teacher. They are well acquainted with the frustrations and discouragements that confront teachers. Your associate teacher's own example in how he/she deals with difficulties can also be instructive.

Appendix 11: Orientation Day Readiness Module

The orientation day signals the start of the actual practicum session. You will meet your associate teacher and will be introduced to the students, school, and classroom routines. It also serves as a way for you to become aware of any special needs and the learning materials you may need. It is possible that on this day you will be asked to assist the associate teacher.

Preparing for the Orientation Day

Once the practicum placement schedule becomes available, contact your associate teacher by email, using the standard email template that will be made available to you by the practicum placement coordinator. This template can be modified to allow for an individual touch or if you need to should ask for general information about teaching topics.

What Happens on Orientation Day?

The associate teacher will provide you with some guidance as to how the day will go and what you are expected to do, but the success of the day is also largely dependent on you. The following list provides you with some suggestions for what to do and what you may expect:

1. Arrive at least 30 minutes before classes begin so that there is time for introductions and for getting settled. The associate teacher will provide you with a place to sit and observe, usually at the back of the classroom. The associate teacher may take you on a tour of the building and/or introduce you to the principal and other available staff members before school begins or during the course of the day. At some point in the day, the associate teacher will also show you how to operate the photocopier and where to find supplies. If there is any doubt about which supplies may or may not be freely used, ask.
2. Before classes begin, inform the associate teacher about any course-related assignments or observation goals you may have for the day and/or session. Ask if the associate teacher has any particular observation suggestions for you.
3. Take notes on what you see happening during the course of the day so that you have a good idea of the routines and procedures in the classroom. Jot down any questions you may wish to ask later. Take note of students who leave the room during the course of the day for certain subjects or for other reasons such as music lessons or therapy sessions.
4. Take notes while the associate teacher is teaching and, where applicable, try to identify parts of the lesson: review of a previous lesson, introduction to new lesson, content, objectives, teaching methods, instructional groupings, how assessment took place, the sequence of the lesson, how the lesson was concluded. You may wish to keep track of how much time is spent on the various parts of the lesson.
5. Try to learn the names of the students during the course of the day. Involve yourself with them whenever it is possible and appropriate. Whenever the associate teacher is circulating the room to supervise seat work, get up and move through the classroom. Observe carefully how the teacher interacts with the students. Offer to help, if an extra pair of hands is needed.
6. Make a point of addressing each student at least once during the day.
7. Make yourself familiar with the student textbooks and workbooks that are in use. Find out what IT is available and how it is used in the classroom.

8. Start working on observation tasks assigned by CCRTC, or on ones that either you or the associate teacher have set.
9. Accompany the associate teacher for any inside or outside supervision duties he/she may have and ask about playground rules that teachers on duty enforce, such as are there certain areas that are off limits for students or are certain activities or games not allowed for safety reasons?
10. Be prepared for a conference with the associate teacher, who will give you your teaching assignments. You will also have an opportunity to ask questions about the operation of the classroom.
11. Before you leave for the day, make sure you have the books or materials you need to prepare for your teaching assignments.
12. Exchange contact information with the associate teacher so that you can reach each other outside of school hours should that be necessary. It may be good to ask for the contact information of the principal as well in case you need to report an absence to him/her. Check with the associate teacher what the school policy is for reporting absences.
13. At the end of the orientation day, write in your log book about your experiences while they are still fresh in your memory. Conclude this initial entry by setting some goals for yourself and/or expectations for the coming session.

Appendix 12: General Procedures and Guidelines for the Practicum Session

The following guidelines are intended to help you as teacher candidate make the practicum session a successful and satisfying teaching experience:

1. Be punctual. Every day arrive early enough to give you time to make preparations for your teaching and allow for time to talk to your associate teacher before school about specific tasks or goals for the day.
2. Be conscientious and thorough about lesson planning and use the required lesson plan formats.
3. Be prompt and organized. At the beginning of the day hand in to your associate teacher and/or CCRTC faculty supervisor lesson plans and, where applicable, student materials you designed before you teach those lessons. Keep a copy of all plans and activities you designed for your portfolio.
4. Be courteous and friendly to all school personnel whether they are teachers, the secretary, or parent volunteers.
5. Be consistent and genuine with the students. Let them sense your care for them and for their learning in your interaction with them both inside and outside of the classroom.
6. Be neat in the way you dress and in the manner you work. Clean up after yourself in the resource room as well as in the classroom. Be careful with the supplies and materials you use which belong to the school or your associate teacher.
7. Be reliable and show that you can be counted on to do what is expected of you. Reliability is an essential characteristic for becoming a team player.
8. Be helpful. Offer to help the associate teacher when an extra pair of hands might be appreciated. Such opportunities might arise while the associate teacher is helping students with seat work, distributing supplies, setting up equipment, or marking student work. Some associate teachers will involve you naturally; with others you may have to look for opportunities to be helpful.
9. Be enthusiastic. Show a positive attitude and a willingness to be involved in school activities that extend beyond the classroom setting.
10. Be receptive and responsive to suggestions and criticism. They are offered for your benefit and you should try to work with them.
11. Show initiative. Use the time given to you for observation to good advantage. Offer your services when it seems appropriate to do so.
12. Be prepared every day for a conference with the associate teacher. Don't leave for home until it is clear that the associate teacher has finished any after school work with you. If, for some reason, you have to leave early, inform the associate teacher well in advance.

Appendix 13: CCRTC Logbook Expectations

Logbooks

One of the areas in which you will be expected to demonstrate Christian professionalism is in the way you express yourself in your logbook.

Purpose for Keeping a Logbook

Effective teachers reflect on their practice and, in the process, revise or deepen their understanding of teaching and learning. The purpose of keeping a logbook is to help you become a reflective, self-directed practitioner, a teacher who evaluates their own teaching practice and theory for the benefit of their students. At the beginning of the session you set goals in your first entry which you revisit as you move through the practicum session. Reflective practice consists of identifying elements in the teaching-learning process as it takes place in a classroom and in a school. It can be subdivided into:

- Content reflection [Observing “the what”] – generally based on observation
- Process reflection [Observing “the how”] – generally based on observation and some dialogue
- Premise [Digging into “the why”] – and may include a conversation with your AT and/or others

You are encouraged to practise “critical reflection” (i.e., reflect on the practicum experience in light of your own understanding of becoming/being a teacher) to help you identify your own areas of strength and areas for growth in the mirror of another teacher’s classroom.

Demonstrating Professionalism

Although the logbook is a personal account of your practicum experience, CCRTC faculty expects a professional perspective from you. Your writing should reflect your respect for the honour and reputation of the students, the associate teacher, and all other school personnel. You may indeed describe problems and frustrations, but are expected to do so in a manner that shows your care for the well-being of all with whom you are working.

Associate teachers know that you keep a logbook as part of CCRTC requirements. He/She has to trust that you will demonstrate Christian professionalism as you make your entries. You are not required at any time to show the logbook to your associate teacher. For this reason, you should not leave your logbook lying around as if it were a public document.

When and How

Although there is no hard and fast rule for when you should write, how much, or about what, the following suggestions provide some guidelines for engaging in writing that is informal in format, but professional in character:

1. Select a format that works best for you. Some teacher candidates prefer to use a notebook; others work better on computer.
2. You should write in your journal for each day in your practicum session, including the orientation day.
3. Your first entry should include an expression of some goals or expectations you have for the session. Goals may include, for example, a particular methodology you wish to

develop, a classroom management skill you wish to work on, or particular topics you plan to write about on a regular basis.

4. Come back to your goals and assess, revise, or add goals in the course of the session.
5. Your final entry should be followed by a concluding section in which you sum up what you have learned, or how this session has benefitted you. Go back to the expectations or goals you set out in the first entry or in entries where you revise or add to your goals and reflect on how well they were realized. Use your conclusions to formulate goals for your next practicum.
6. Because the logbook is a CCRTC assignment, you should complete it outside of school hours.
7. The notes you take as you observe will help jog your memory as you reflect on the happenings of the day. Try not to make an entry into a blow-by-blow recounting of everything that you did on a particular day. Choose a few topics as your focus for each entry.

Logbook Evaluation

At the end of a practicum session, you will hand in your logbook to your supervisor who will read it and assign a grade to it. What do faculty members look for?

1. Indications here and there that you are making connections between the theory of teaching as you learn it at CCRTC, and the practice of teaching as you see, or don't see, it in the classrooms.
2. Insightful comments about the teaching and learning process. Such writing includes insights you have gained about what it takes to be a good teacher. In your descriptions of the learning behaviours of students, you have opportunity to reflect on your understanding of how students of varying abilities learn.
3. Reflection on your own developing teaching practice. Analyses of lessons that went well or badly, for example, help you to describe your own learning.
4. Insights into the functioning of a school as a learning community. How is learning promoted, not only in the classroom, but also beyond its walls?
5. Insights into how members of a staff work together not only for the benefit of the students, but also for their own mutual support and encouragement.

What Do I Write About?

Initially, teacher candidates write about what they see happening in the classroom. Everything is new and, therefore, worthy of recording. Entries focus on the students, the way the classroom operates under the direction of the associate teacher, and the teacher candidate's own teaching experiences. As you gain classroom experience, however, you will want to spend less time on general impressions in order to focus on more specific topics. CCRTC faculty members are always willing to suggest possible focus topics such as the following:

- Classroom management skills Learning behaviours
- Discipline issues Social interaction among students
- Writing across the curriculum Providing for different abilities
- Collaborative learning Case studies (individual students)
- Important teacher qualities Asking questions

- Class atmosphere or tone Inquiry methods
- Classroom devotions A specific methodology
- Teachers as team players Field trips
- Hands-on learning Developing thinking skills in students
- Teaching discernment Assessment practices
- Function of the school library
- Logbook entries may also be used to write about topics derived from CCRTC assignments.

Final Practicum Logbook Expectations

1. In a logbook entry prior to your practicum, identify what *your* learning goals are.
2. Week 1 - 3 write 4 daily entries (use themes) every week, and a “culminating” one, globally looking back over each week: “What have I learned? Am I meeting my goals? Do I need to re-set my goals? What do I really like about this classroom, this school? etc.”
3. One entry needs to be devoted to the supervisor’s class visit and discussion.
4. Week 4 – Independent teaching session: No daily entries but one final entry at the end of the week, reflecting on the experience.
5. Week 5: One entry dealing with commenting on how helpful this placement is for you at this time; how it helped you for your task; and how you met your goals;

Appendix 14: Valued Qualities in Associate Teachers

Each associate teacher has their 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 their 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 their 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.

Appendix 15: AT Role and Expectation Module

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 their 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 their 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.

Appendix 16: Preparing for a TC Module

Know the Expectations

- Expectations for each practicum session are outlined on the basis of a teacher candidate's current place in their 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., their 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).

Appendix 17: CCRTC Reflective Practices Module

Part of the evaluation for each practicum session is based on your ability to engage in self-assessment through reflection on your own practice. For each regular session you are expected to submit two such reflections.

A lesson reflection is a thoughtful consideration of the content, presentation, tone, and effect of your teaching. The goal is to make you a better teacher who considers both the academic, emotional, and spiritual well-being of the students.

Each reflection will be different and no particular set of criteria can be applied equally to all teaching situations. The following questions are intended to guide your thinking - not to dictate or to limit the scope of your reflection.

Lesson Planning

- Was I adequately prepared to teach this lesson? What could I have done differently?
- What things did I overlook in my planning?
- Did I make use of adequate resources for myself and for the students in my planning?
- Did I have enough background knowledge to teach this lesson?

Lesson Presentation

- Did my lesson move well and did I stay focused? Did I allow it to get off-topic (purposefully or unintentionally)?
- When and how did I introduce, develop or reinforce the big idea(s)?
- Did my lesson become derailed by classroom management issues?
- Did I pace the lesson appropriately?
- Was I really prepared to teach this lesson? Why/why not?
- Was my communication effective? How do I know?
- Were the teaching methods I used effective in terms of student interest and learning? Could I have chosen a more effective method?
- What was I doing during the lesson follow-up? Why? Could I have been more effective here?
- Did I make appropriate and effective use of technology during my lesson? Could I have done something else?
- What really worked well in my presentation? What could I improve/change?
- Did I stick to my lesson plan? Did I change my lesson sequence? Why? Was the change an improvement?
- Did I complete all parts of my lesson plan? Did I estimate the time needed accurately and pace the lesson accordingly?
- Was my use of questioning effective? How did I keep all students involved?
- Was there a teacher assistant in the room and how did that affect my teaching? What was their role and how did we work together?

Lesson Content

- How did this lesson fit into the unit to which it belongs (i.e., in terms of what comes before it, what will come after it)?
- How did I hook the students? Did my opening activity focus or distract their attention?
- What big idea(s) were important to this lesson? How well did students grasp it/them?
- Did I maintain a good level of interest in the content? Why/why not?
- How did I pull the content together at the end? Could I have done something different here?
- Could I make the content relevant for the students? What might I have done differently?
- How will I link this lesson to the next one in this subject area?

Student Learning

- Did students learn what I had set out to teach them? How do I know?
- What was the purpose of my follow-up activity? Did it accomplish what I intended?
- Were my assessment as/of/for strategies effective? Did they indicate what the students learned?
- How will I keep a record of the learning I assessed in this lesson?
- What am I going to do with the results of my assessment?
- What helped or hindered learning during this lesson?
- What should be re-taught or reviewed so that students understand and apply what they learned?
- How did students show that they understood the big idea(s)?
- How did students show that the affective domain objectives were met?
- Was the tone of my teaching right? Could students sense my care for them? What could I have done differently?
- What provision did I make for special needs learners? What might I have done differently?

Conclusion

- Sum up what was/were the most important thing(s) you learned from this teaching experience.
- Sum up how you feel about this lesson (your level of enjoyment in teaching it, your sense of satisfaction in having taught it).
- How would you rate your delivery of this lesson on a 1 to 4 scale?

Independent Teaching Reflection and Self-assessment Report

An important quality for the classroom teacher is the ability to engage in self-assessment through thoughtful reflection. Your ability to engage in self-assessment is an important part of the evaluation of the final practicum session with the independent teaching session. During this session, you as teacher candidate will be expected to write an extensive reflection and self-assessment of your week of independent teaching. The purpose of the exercise is to help you foster the habits of mind of a thoughtful practitioner who is constantly considering ways to improve or enhance the teaching and learning conditions in the classroom. In keeping with this purpose, the focus of your writing should be on self-assessment and personal growth and learning as a teacher-to-be.

Your report should include the following headings as you write about your experiences and your learning:

1. Planning
2. Curriculum
3. Instruction
4. Classroom Management and Discipline
5. Professional and Personal Qualities
6. Summing it Up: how has this session prepared you for your first year as a teacher?

Appendix 18: Practicum Supervisor Summary Report

Session/Date: _____ Associate Teacher(s): _____

School/Grade: _____ Teacher Candidate: _____

CCRTC Supervisor: _____

Associate Teacher: Please find the report attached.	Grade:	
CCRTC Supervisor:	Grade:	
Log Book:	Grade:	
Lesson Plans and Reflections:	Grade:	
Classroom Visit:	Grade:	
Practicum Portfolio:	Grade:	
Overall:	Final Grade:	

 CCRTC Supervisor Date Teacher Candidate Date

Appendix 19: CCRTC Video Analysis Privacy Statement

Declaration of Removal and Deletion of Video Material

To protect the privacy and identity of everyone who was recorded during this process, I promise and declare that I will personally make sure that the video(s) by me recorded, or reviewed for the purpose of student-teacher assessment during this practicum session, will be duly removed and deleted from every device, folder, and media that I have used to store or share this video.

This removal includes, but is not limited to, any portable device (such as cellphones, memory sticks, or laptops), any cloud service (such as google drive, emails, or WhatsApp), as well as any drive where this video might have been inadvertently stored (such as a download folder, or an unemptied trash bin).

_____ Associate Teacher's Signature	_____ Date
_____ Teacher Candidate's Signature	_____ Date
_____ Supervising Faculty Member's Signature	_____ Date

Appendix 20: Video Analysis Debriefing Form

Procedure:

1. The video analysis is meant as an assessment tool to help the teacher candidate reflect on his or her actual teaching performance. It is not to be used in the practicum evaluation. It is therefore to be viewed and discussed separately from the practicum portfolio in a designated meeting within one week after the practicum session.
2. before watching the clip, discuss with the teacher-candidate the scenario to be observed, including details such as the age of the students, the activity they will be watching, and the purpose of the activity;
3. while and after watching the clip, have the teacher-candidate complete a survey (Appendix 1) in which he or she indicates the effectiveness of the lesson compared to the purpose of the activity;
4. after watching the clip and the completion of the survey, have the teacher-candidate participate in an instructor-led discussion about what was observed. In this discussion the instructor should focus on the Reformed Christian applications of the *Foundations of Professional Practice* and the *Ethical Standards for the Teaching Profession* (produced by the Ontario College of Teachers) as demonstrated by means of teacher disposition, creating a nurturing environment, effective teacher/student communication, etc....
5. After having gone through this process please take note of and communicate any improvements you may be able to suggest to make this experience more effective.

CCRTC Video Analysis Debriefing Protocol – Updated 2019

Post Video Survey

This post video survey is created to express your reflections about your own teaching practises. The survey is divided into two parts: Evidence of authentic teaching and a review of the teaching process.

Observation of evidence of authentic teaching:

1. Are you really teaching every student? How is that evident?
2. Are all students engaged? How is that evident?
3. Did you teach what you planned to teach? What was it?
4. Were you clear?
5. Did every student learn it?
6. Were you responsive to student needs?
7. What did you like about the way you taught this lesson?
8. What would you try to do different or avoid doing in the future?
9. Overall, on a scale of 1 – 10, how would you rate your teaching strength in this clip?

Reflective Analysis:

1. Upon review, did the lesson go as well as you felt it had?
2. What was different in how you thought it went and what it looked like in the clip?
3. Did you notice something in clip that you did not remember?

4. Did you notice anything on the clip that you were not aware of?
5. Do you feel that your students were served well by how you taught this material?
6. How would you describe the classroom atmosphere?
7. Do you think your lesson could be used as an example of effective teaching?

Appendix 21: Practicum Preparation Components across the Teaching Studies Courses

DT 601-1	DT 602-2	DT 603-1	DT 604-2	DT 605-1	DT 606-2
Introduction to Teaching	Technology in the Classroom	Teaching for Understanding	Teaching Strategies and Narration	Planning for Instruction	Entering the Teaching Profession
Introduction to the Practicum Handbook Orientation Day Practicum Evaluation Form Conferencing Preparing for Faculty Visit		Review of the Practicum Handbook Preparing for Faculty Visit		Review of the Practicum Handbook Preparing for Faculty Visit	
		Teaching in the Resource Room			
			Video Analysis (Introduction)	Video Analysis (Review)	
Lesson Planning (Basic Lesson Plan)	Lesson Planning (Introduction of standard lesson plan)	Lesson Planning (Connection between objectives and assessment)	Lesson Planning (Introduction of serial lesson plan)	Lesson Planning (Review Use of serial lesson plan)	Planning expectations during the low observation week.
Professionalism (Introduction)	Professionalism (Reminder)	Professionalism (Reminder)	Professionalism (Reminder)	Professionalism (Reminder)	Professionalism (Reminder)
Professional Portfolio (Reminder to collect material)	Professional Portfolio (Reminder to collect material)	Professional Portfolio (Reminder to collect material)	Professional Portfolio (Reminder to collect material)	Professional Portfolio (Reminder to collect material)	Professional Portfolio (Reminder to collect material)
Reflective Writing (Introduction)	Reflective Writing (Progressive Development)	Reflective Writing (Progressive Development)	Reflective Writing (Progressive Development)	Reflective Writing (Progressive Development)	Reflective Writing (Progressive Development) Specific Expectations
Practicum Expectations	Practicum Expectations	Practicum Expectations	Practicum Expectations	Practicum Expectations	Practicum Expectations