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PSALM 78:4

# PRACTICUM HANDBOOK

Diploma of Education

Diploma of Teaching

2023-2024

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## Introduction

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Field experience is an important component of the preservice teacher education program at Covenant Canadian Reformed Teachers College (CCRTC; the College). It offers teacher candidates who are preparing themselves for the teaching profession the opportunity to put theory into practice while immersing themselves in the teaching-learning process found in a typical classroom setting.

Under the mentorship of qualified experienced teachers who serve as associate teachers, teacher candidates in the Diploma of Education (EDU) program are expected to complete a minimum of 90 days on placement in a school that teaches the Ontario curriculum and in a setting that reflects their Primary/Junior (P/J) or Junior/Intermediate (J/I) area of concentration. As a rule, teacher candidates in the Diploma of Teaching (DT) program will complete 115 days of placement in the Primary/Junior (P/J) divisions. During their respective placements, teacher candidates are engaged in applying knowledge, honing skills, and deepening commitment while they grow as vocational professionals.

This *Practicum Handbook* serves as a comprehensive manual for teacher candidates and their associate teachers. In addition to conveying the expectations of each of the four practicum placements, the *Practicum Handbook* provides general information including guidelines, lesson templates, and evaluation forms for both the teacher candidate and the associate teacher.

If you have any questions, please contact the CCRTC Practicum Coordinator or a faculty supervisor.

# Rationale and Goals of the Field Experience

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## Rationale

At Covenant Canadian Reformed Teachers College, the field experience component of the teacher education program serves to provide teacher candidates the opportunity to put theory into practice by offering them a wide array of authentic teaching-learning opportunities in an elementary or secondary school. During their classroom placements, teacher candidates will observe and practise teaching, while developing their lesson planning, lesson delivery, and assessment skills. Practicum placements within their respective P/J or J/I areas of concentration 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. Over the course of a minimum of 90 days (EDU program) or 115 days (DT program) in the classroom, teacher candidates are expected to demonstrate personal professional growth by means of narrative reflective practice and self-assessment. To this end, a teacher candidate will submit a practicum portfolio of artifacts, including a log book, lesson plans and reflections, and (self-)evaluation forms as evidence at the conclusion of each placement.

The practicum placement offers teacher candidates a combination of observation and teaching experiences which will give them the opportunity to put the theory of teaching into classroom practice. Wide ranging practicum experiences provide teacher candidates with opportunities to:

- watch teachers at work and 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.

## Goals

The faculty of CCRTC and associate teachers collaborate to provide opportunities and support for teacher candidates to develop competency in the following four core areas:

### Planning and Preparation

- skills needed to plan lessons and units of study to meet school and Ontario Ministry expectations

### Instruction

- methods and strategies for teaching students and assessing their learning in adherence to school and Ontario Ministry curriculum expectations

### Commitment to Students and Student Learning

- ways in which teachers function professionally and effectively to meet the needs of a diverse population of learners in a safe, respectful, and inclusive learning environment

### Professionalism in Learning Communities

- growth and development in serving God and their neighbour as a vocational professional in the context of Reformed Christian schools
- conduct consistent with the Ontario College of Teachers (OCT) *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession*

# CCRTC Field Experience: Practica

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|------------------|---|

## Practicum Placements

Teacher candidates are placed in Reformed Christian elementary or secondary schools in Ontario that offer the Ontario curriculum. Candidates in the Diploma of Education program will be placed under the supervision of an associate teacher who is certified by the Ontario College of Teachers. 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) area of concentration in both single and split-grade combinations. Candidates in the Diploma of Teaching program will be exposed to a variety of grades within the Primary/Junior (P/J) divisions. As teacher candidates near the completion of their respective programs, an effort is made to place candidates at the grade level where they expect to be employed.

Each teacher candidate is assigned a CCRTC faculty supervisor. The supervisor will visit them at least once during a session. The faculty 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 in the form of a practicum portfolio.

EDU teacher candidates with a Junior/Intermediate (J/I) area of concentration may request a secondary school placement that aligns with a subject-specific focus. Typically, such a placement will occur in the second year of their studies (e.g., Practicum 3) and is linked to an independent study course featuring the subject-specific focus.

## Practicum Durations

### Diploma of Education Program

Teacher candidates in the Diploma of Education program will complete a total of 90 practicum days over the course of two years, based on the CCRTC schedule of dates:

| Year | Session     | Diploma of Education Program | Duration |
|------|-------------|------------------------------|----------|
| 1    | Practicum 1 | EDU 707 - Fall               | 20 Days  |
|      | Practicum 2 | EDU 708 - Winter             | 25 Days  |
| 2    | Practicum 3 | EDU 709 - Fall               | 20 Days  |
|      | Practicum 4 | EDU 710 - Winter             | 25 Days  |

### Primary-Junior (P/J) Divisions Teaching Requirements:

A practicum placement occurs in each of the four semesters of the Diploma of Education program, 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 teacher candidates with a Primary-Junior area of concentration to gain experience in both Primary and Junior divisions over the course of the program. Teacher candidates shall be placed in classrooms related to their program of professional education, that is, in the Primary (K-3) and Junior (4-6) divisions with no teachable subject.

### Junior-Intermediate (J/I) Divisions Teaching Requirements:

A practicum placement occurs in each of the four semesters of the Diploma of Education program, 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, CCRTC requires teacher candidates with a Junior/Intermediate area of concentration to gain experience in both the Junior (4-6) and Intermediate (7-10) divisions over the course of the program, with one teachable subject.

Teacher candidates who intend to teach at a secondary school may request a subject-specific Grade 9-10 placement during Practicum 3.

### Diploma of Teaching Program

Teacher candidates in the Diploma of Teaching program will complete a total of 115 practicum days over the course of three years, based on the CCRTC schedule of dates:

| Year | Session     | Diploma of Teaching Program | Duration |
|------|-------------|-----------------------------|----------|
| 1    | Practicum 1 | DT 701 - Fall               | 15 Days  |
|      | Practicum 2 | DT 702 - Winter             | 20 Days  |

| Year | Session     | Diploma of Teaching Program | Duration |
|------|-------------|-----------------------------|----------|
| 2    | Practicum 3 | DT 703 - Fall               | 15 Days  |
|      | Practicum 4 | DT 704 - Winter             | 20 Days  |
| 3    | Practicum 5 | DT 705 - Fall               | 20 Days  |
|      | Practicum 6 | DT 706 - Winter             | 25 Days  |

## Practicum Expectations Charts

Practicum placements are intended to provide the teacher candidate with carefully designed cumulative experiences. In the Diploma of Teaching program this typically includes a placement in a Resource Room setting in order to familiarize a teacher candidate with the services offered to students with special needs.

The expectations for each placement may be found in the charts below. Note that these are intended as guidelines and meant to provide direction regarding the expectations of teacher candidates during the practica. 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.

[EDU - Year One – Practicum 1 Expectations Chart](#) (See Appendix 1)

[EDU - Year One – Practicum 2 Expectations Chart](#) (See Appendix 2)

[EDU - Year Two – Practicum 3 \(Elementary\) Expectations Chart](#) (See Appendix 3)

[EDU - Year Two – Practicum 3 \(Secondary\) Expectations Chart](#) (See Appendix 3)

[EDU - Year Two – Practicum 4 Expectations Chart](#) (See Appendix 5)

[DT - Year One – Practicum 1 Expectations Chart](#) (See Appendix 6)

[DT - Year One – Practicum 2 Expectations Chart](#) (See Appendix 7)

[DT - Year Two – Practicum 3 Expectations Chart](#) (See Appendix 8)

[DT - Year Two – Practicum 4 Expectations Chart](#) (See Appendix 10)

[DT - Year Two – Practicum 3 or 4 – Resource Room Expectations Chart](#) (See Appendix 9)

[DT - Year Three – Practicum 5 Expectations Chart](#) (See Appendix 11)

[DT - Year Three – Practicum 6 Expectations Chart](#) (See Appendix 12)

## Professionalism

As professional educators, teachers are expected to conduct themselves in keeping with their profession as teachers. It includes adherence to the OCT's *Foundations of Professional Practice*.

## Professional Conduct

According to the Ontario Education Act, a teacher candidate has the same responsibilities to learners as a certified teacher does. 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, teacher 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:

- Exemplify the ethical standards of care, respect, trust, and integrity
- 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 his/her 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 and vocational professionals, graduates of CCRTC's program 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 teacher candidates will at all times adhere to the OCT's ethical standards of the teaching profession by demonstrating care, integrity, respect, and trust.

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. Teaching is considered a vocation or calling. In recognizing this, the teacher candidate will be cognizant of the importance of developing one's personal professional knowledge that will lead to becoming a vocational professional.

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 physical, mental, and spiritual well-being of colleagues, students, and all others with whom they interact in the school setting.

When teacher candidates enter 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 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 teacher candidates 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 at an out of town practicum placement, candidates need to present themselves 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 associate teachers remain legally and professionally responsible for the students in their class for the entire duration of the practicum session also when they are 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,
- when the school places another teacher in the class and when the teacher candidate assists with additional duties, such as supervision.

The school Principal, or 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.

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

### 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.

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 individual 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 OCT'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 teachers' 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 Coordinator to be placed in the teacher candidate's file.

## Logbooks

Teacher candidates are expected to reflect deeply and authentically on their personal professional learning journey throughout the teacher education program at CCRTC and particularly during their practicum placements. To this end the teacher candidate will keep a logbook consisting of daily entries that reflect aspects of their development as a vocational professional.

The purpose of writing in your logbook is to reflect on your teaching practice and the learning experiences of your students. This reflective writing challenges you to make connections between the theory of teaching as you learn it at CCRTC and the practice of teaching as you experience it in the classroom.

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](#) (see Appendix 26).

At all times, the teacher candidate will demonstrate Christian professionalism in the way they express themselves in their logbook. Although course assignments may inspire you to write on a certain topic, log books have a distinctly reflective purpose.

## 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.

For teacher candidates, the first concern is learning how to plan daily lessons. As they near the completion of the program, however, it will become increasingly important that they become familiar with year plans, course outlines, and unit plans existing in schools in order to help lay out the lessons for a week and plan individual lessons in context.

For more information on lesson plan reflections see [Appendix 29](#) on CCRTC Reflective Practices.

## 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. Understanding these aspects are 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. ways in which student learning can best be assessed (i.e., *as/for/of* learning) and how evidence of learning is identified accordingly.

## Lesson Plan Formats

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

The [Initial Lesson Plan](#) (see Appendix 13) 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](#) (see Appendix 14) 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. Teacher candidates are required to start using this format in the second practicum in their first year.

The [Serial Lesson Plan](#) (see Appendix 16) can be used by teacher candidates starting 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, in instances that 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 at the beginning of each week.**

DT Teacher Candidates who are placed in the resource room may use the [Resource Room Lesson Plan](#) (see Appendix 15) and the [Resource Room Serial Lesson Plan](#) (see Appendix 17) templates and modify them to reflect a format that has been developed by the associate teacher.

In addition to the lesson plan templates, teacher candidates should consult the [Guide to Lesson Planning](#) (see Appendix 18) on a regular basis. The in-depth guide 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.

## Practicum Assessment and Evaluation

The associate teacher (AT) plays an important role by providing helpful feedback to the teacher candidate (TC) by way of a formative interim report and by evaluating their performance in a summative report at the end of the practicum. At the half way mark of the placement, the AT and the TC fill out the [Formative Assessment: Interim Report](#) (see Appendix 19) independently and then meet to engage in a collaborative conversation. Comparing the TC's self-assessment with the AT's formative assessment often leads to a positive outcome that enables professional and personal growth.

At the end of the practicum the AT is expected to complete a summative evaluation of the performance of the TC throughout the practicum. The [Summative Evaluation: Final Report](#) (see Appendix 20) is organized into the same four sub-sections as the Formative Assessment: Interim Report. The AT will provide a global assessment and write a brief description for each sub-section. The AT will also provide an overall appraisal using the grading summary provided.

At the conclusion of a practicum session, the teacher candidate will submit signed original copies of the Interim Report and the Final Report to the CCRTC faculty supervisor by including them in the practicum portfolio.

## The Practicum Portfolio

After the practicum session the teacher candidate will present a practicum portfolio to the faculty supervisor in a conference on or before the due date. The portfolio must include a table of contents reflecting the following items in the order indicated below:

1. The signed original copy of the [Formative Assessment: Interim Report](#) and [Summative Evaluation: Final Report](#) (See Appendices 19 and 20)
2. Two full [lesson plans](#) that best reflect the teacher candidate's learning
3. Reflections on each of these two lesson plans (See [Appendix 29](#))
4. Practicum logbook (See [Appendix 25](#))
5. Other items (e.g. lesson plans, worksheets, handouts, collected material, etc.)

In this post-practicum conference the CCRTC faculty supervisor will take an active role in assessing the teacher candidate's work. In preparation for the portfolio discussion, the teacher candidate will:

1. organize the practicum portfolio so that it shows a comprehensive overview of all activities over the course of the session.

2. be prepared to speak about the practicum experiences and personal professional learning and growth, using the contents of the practicum portfolio by way of illustration.

## Video Analysis

An important component of the practicum assessment process is video analysis. The assessment will take place in a teaching studies class setting where peers will reflect and provide feedback on each other's teaching moments. The purpose of video analysis is for teacher candidates to engage in formative assessment about their own teaching and make changes to their instructional practices in a meaningful way. The goal is to identify gaps between their beliefs about good teaching and their actual teaching practices, and that they notice things about their own teaching that they did not remember.

### Expectations for Video Analysis

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

- Diploma of Education Program: Year 1 - Practicum 2 and Year 2 - Practicum 3
- Diploma of Teaching Program: Year 2 - Practicum 3 and Practicum 4

Teacher candidates have to prepare and record a short clip of about 10 minutes of instructional time, in which the teacher-candidate is engaged in active interaction with the class in an authentic instructional setting where he or she is actually trying to teach something to the class. The lesson in the clip needs to be carefully planned and the lesson plan needs to be handed in to the teaching studies instructor together with the clip. (For DT-2 and EDU-1 Students this is DT603/EDU607; for DT-3 and EDU-2 students this is DT605/EDU609.) The clip can be generated with the cooperation of the Associate Teacher.

### 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 by the teacher candidate and their CCRTC faculty supervisor, and may be shown in class for instructional purposes. 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 such use. The teacher candidate and the supervising faculty member will sign the *Removal and Deletion of Video Material Agreement* (see Appendix 31). This form will be submitted with the practicum portfolio and saved in the teacher candidate's student file.

## Removal and Deletion of Video Material Statement

As a rule, teacher candidates are expected to use their own personal device to contain the need for file distribution as much as possible.

To protect the privacy and identity of everyone who was recorded during this process, participants promise and declare that they will personally make sure that the video(s) by them recorded, or reviewed for the purpose of teacher candidate assessment during this practicum session, will be duly removed and deleted from every device, folder, and media that have been 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).

## Additional Expectations for the Final Practicum – EDU Practicum 4 and DT Practicum 6

Because the last practicum placement includes an 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

Preparation for the teaching vocation includes the ability to engage in self-assessment through reflective practice. As such, this becomes an important part of the evaluation process in each practicum session.

During the final practicum placement, 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 [Formative Assessment: Interim Report](#) and the [Summative Evaluation: Final Report](#) (see Appendices 19 and 20) to be completed by the associate teacher, the school principal or designate is asked to fill out the [Principal Anecdotal Report](#) (see Appendix 21) about the teacher candidate's professional conduct throughout the practicum session. At the conclusion of this practicum session, the teacher candidate will submit the signed original copies of the three 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](#) (see Appendix 29).

## The Role of the Faculty Supervisor

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

- as an evaluation visit that looks specifically at professionalism, lesson planning, teaching ability, classroom management, and the relationship with the associate teacher. Observations made here inform the final grade.
- as a way for the faculty supervisor to meet with the associate teacher to answer any questions and deal with practicum related matters;
- as an opportunity for teacher candidate support and feedback. Teacher candidates are required to devote one log book entry to this visit and to share the lesson plans of the lessons that are being observed.

Interactions between the teacher candidate and the faculty advisor offer opportunities for reflective practice on the teaching/learning process, including a conversation about the observation visit(s) and the debriefing sessions after the placement is finished. The debriefing sessions consist of a presentation, review, and follow-up of the practicum portfolio. If applicable to the placement, the teacher candidate will practise critical reflection by means of the video analysis debriefing.

The faculty supervisor will prepare a comprehensive evaluation using the [Faculty Supervisor Summary Report](#) (see Appendix 30) which will be placed in the teacher candidate's file.

## The Associate Teacher and Teacher Candidate Relationship

By accepting a teacher candidate into the classroom, an associate teacher not only agrees to let the teacher candidate practise and develop a variety of teaching skills, but also allows the teacher candidate to have a first-hand glimpse into the associate teacher's own theory and practice of teaching. Having a teacher candidate in the room puts whatever the associate teacher does under scrutiny. It is therefore quite normal for associate teachers who are well aware of their own weaknesses and shortcomings to feel a certain amount of tension and, perhaps, apprehension.

It is recognized that the mentor-mentee relationship is a complex one. Associate teachers will want to set a good example for the teacher candidate, yet reflective associate teachers know that in the process of doing so, the imperfections and blemishes in their work and character also may become apparent. Teacher candidates, on the other hand, enter the classroom of experienced teachers while being novices and learners themselves. Over time, candidates gain experience and skill but in the process, they will also reveal many of their own shortcomings and weaknesses. As emerging teachers, teacher candidates will make countless small mistakes and possibly also some glaring errors. They may experience frustrations or outright failures. Undoubtedly, their weaknesses as well as their 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). Associate teachers have to be able to trust that their honour and reputation are safe with the CCRTC teacher candidates. In

turn, teacher candidates need 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 the 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. More information about the 'how' and 'why' of conferences can be found in the [TC / AT Conference Guide](#) (see Appendix 22).

## Conflict between Associate Teachers and Teacher Candidates

In the event a teacher candidate or an associate teacher becomes involved in a conflict situation, the CCRTC Student Conflict Resolution <sup>(208)</sup> policy will be the guiding document to help resolve the situation. This document can be obtained through the CCRTC faculty supervisor, who may also be called on to help resolve the conflict.

## Required Documentation

In compliance with legal and local school requirements, teacher candidates are required to submit police issued proof of a vulnerable sector screening check when 18 years and older and a doctor's certificate as proof of tuberculosis (TB)-negative 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 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. Options for Fall Semester observation days 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 candidate will meet the associate teacher(s) and will be introduced to the students, school, and classroom routines. It also serves as a way for the teacher candidate 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 Guideline](#) (see Appendix 23). 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](#) (see Appendix 24).

## 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, books, or other resources 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.

## Information for the Associate Teacher

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### Benefits of Being an Associate Teacher

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

- Having a teacher candidate in the classroom makes the associate teacher think about the “what, how, and why” of teaching and learning. As such, it is an opportunity for growth in one's personal professional practice.
- Having a teacher candidate provides the associate teacher with many opportunities to discuss the nature and purpose of Reformed education. The experience enriches one's own understanding of and commitment to Reformed education.
- Teacher candidates bring enthusiasm, energy, and new ideas into a classroom. Being an associate teacher is an invigorating experience that revitalizes one's own thinking and practice.
- It is recognized as a professional development option by school boards and principals.

### Honoraria

Associate teachers who mentor teacher candidates during a practicum receive an honorarium based on \$50/per week/per teacher candidate (pro-rated if a candidate works with more than one teacher during the same practicum placement). 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 form shall be issued.

### Qualities Valued in Associate Teachers

Each associate teacher has unique 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](#) (see Appendix 26).

### Expectations of the Associate Teacher

The role of the 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, the role of the associate teacher moves along a sort of messy continuum in which in the course of

any single school day or session the associate teacher may 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](#) (see Appendix 27).

## Preparing for a Teacher Candidate

Preparing the classroom, the school, and oneself for spending a number of weeks in close relation with a teacher candidate we suggest attention is paid to the following areas:

- Know the teaching expectations for your teacher candidate (See below)
- 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 (see Appendix 28).

## The Associate Teacher's Expectations of Teacher Candidates

CCRTC has developed a series of progressive expectations to ensure that the four or six practica support teacher candidates as they engage in applying their theoretical knowledge, honing their developing skills, and deepening their commitment as vocational professionals.

In the charts linked below, you will find the specific expectations CCRTC has set for each practicum placement.

CCRTC has summarized the general and specific expectations for each practicum placement in the Diploma of Education program as follows:

- [EDU - Year One – Practicum 1 Expectations Chart](#) (See Appendix 1)
- [EDU - Year One – Practicum 2 Expectations Chart](#) (See Appendix 2)
- [EDU - Year Two – Practicum 3 \(Elementary\) Expectations Chart](#) (See Appendix 3)
- [EDU - Year Two – Practicum 3 \(Secondary\) Expectations Chart](#) (See Appendix 4)
- [EDU - Year Two – Practicum 4 Expectations Chart](#) (See Appendix 5)

CCRTC has summarized the general and specific expectations for each practicum placement in the Diploma of Teaching program as follows:

- [DT - Year One – Practicum 1 Expectations Chart](#) (See Appendix 6)
- [DT - Year One – Practicum 2 Expectations Chart](#) (See Appendix 7)
- [DT - Year Two – Practicum 3 Expectations Chart](#) (See Appendix 8)
- [DT - Year Two – Practicum 4 Expectations Chart](#) (See Appendix 10)
- [DT - Year Two – Practicum 3 or 4 Resource Room Expectations Chart](#) (See Appendix 9)
- [DT - Year Three – Practicum 5 Expectations Chart](#) (See Appendix 11)
- [DT - Year Three – Practicum 6 Expectations Chart](#) (See Appendix 12)

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

The associate teacher is asked to become familiar with the expectations that pertain to the teacher candidate's placement. 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. In case there are any questions, 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 candidates 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 Teacher Candidate Evaluation

The associate teacher plays an important role in evaluating the performance of the teacher candidate. This includes frequent conferencing throughout the duration of the practicum placement. 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. Suggestions for conference topics may be found in the [TC/AT Conference Guide](#) (see Appendix 22).

The associate teacher (AT) also plays an important role by providing helpful feedback to the teacher candidate (TC) and evaluating their performance at the end of the practicum. The AT

provides formative feedback at the mid-point of the practicum using the [Formative Assessment: Interim Report](#) (see Appendix 19). Before completing the checklist, the AT is encouraged to review the specific expectations identified on the Practicum Expectations Chart. The AT and the TC fill out the form independently and then meet to engage in a collaborative conversation. Comparing the TC's self-assessment with the AT's formative assessment often leads to a positive outcome that enables professional and personal growth.

At the end of the practicum the AT is expected to complete a summative evaluation of the performance of the TC throughout the practicum. The [Summative Evaluation: Final Report](#) (see Appendix 20) is organized into the same four sub-sections as the Formative Assessment: Interim Report.

However, unlike the checklist format of the latter document, the AT will provide a global assessment and write a brief description for each sub-section. The AT will also provide an overall appraisal using the grading summary provided. Below are some tips to support the writing of the summative evaluation:

- Refer back to the formative checklist as a reminder of the criteria under each sub-section of the summative evaluation.
- Refer back to notes and/or feedback forms you have used during the practicum.
- Be mindful of the teacher candidate's teaching experience by referring to the Practicum Expectation Chart.
- Be as specific as possible, commenting on areas of strength as well as identifying steps for further development.

Once the AT has completed the [Summative Evaluation: Final Report](#) (see Appendix 20) at the end of the placement, it is important to discuss it with the TC. Both forms must be signed by the AT and the TC, and handed in to the faculty supervisor as part of the TC's practicum portfolio.

## Course Connections

Course work and field experience are important components of the preservice teacher education program offered at Covenant Canadian Reformed Teachers College. Teacher candidates who are preparing themselves for the teaching profession are expected to connect theory to practice and practice to theory. To facilitate this process, CCRTC instructors are intentional about making connections between course learning outcomes and practicum placements, and vice versa.

In the Curriculum and Instruction domain, it is especially in the Teaching Studies course groupings where such connections are made most explicit. Details may be found in the [Practicum Preparation Components across the Teaching Studies Courses](#) document (see Appendix 32).

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# Appendix 1: EDU Year 1 - Practicum 1 Expectation Chart



## Practicum Expectation Chart EDU - PRACTICUM 1

|  |  |  |
|--|--|--|
| <p><b>Introduction - Practicum 1 (Year 1)</b></p> <p>Practicum experiences are designed to provide the Teacher Candidate (TC) the opportunity to put theory into practice under the guidance of an Associate Teacher (AT). The context may be described as follows:</p> <ul style="list-style-type: none"> <li>• Practicum 1 is the first of four classroom practica in the Diploma of Education program.</li> <li>• The TC enters this placement with 0 days of practicum experience.</li> <li>• The duration of this practicum is four weeks or 20 days, in a school that teaches the Ontario Curriculum.</li> </ul>   | <p><b>Specific Expectations</b></p> <p><b>A successful placement is one in which the Teacher Candidate:</b></p>  |  |
| <p><b>General Expectations</b></p> <p>The teacher candidate (TC) will arrange for an Observation Day, as an opportunity for the TC and the associate teacher (AT) to get acquainted, prior to this first placement.</p> <p>The first day is the <b>Orientation Day</b> during which the TC will closely observe the AT and the students, while becoming acquainted with classroom routines, curriculum, and school policies. The TC may be asked to assist the AT as required. Teaching begins on day two.</p> <p>Teaching <b>workload</b> goals and expectations:</p> <ul style="list-style-type: none"> <li>• Two lessons per day by the end of week one,</li> <li>• Three lessons per day by the end of week two</li> <li>• Four lessons per day during week three and four</li> </ul> <p>The TC's <b>responsibilities</b> in the P/J and J/I* divisions will include:</p> <ul style="list-style-type: none"> <li>• Conducting devotions</li> <li>• Teaching at least 2 Bible History or Church History lessons per week</li> <li>• Teaching at least 5 additional lessons per week beginning with subject areas well supported by teacher manuals and textbooks</li> </ul> <p><small>*In case the J/I placement is in Grade 7-8, the practicum placement will be subject-specific.</small></p> | <p><b>PLANNING AND PREPARATION</b></p> <ul style="list-style-type: none"> <li>• Plans individual lessons using the <a href="#">initial lesson plan template</a> with some support from the AT</li> <li>• Identifies learning goals and plans assessment tasks with support from the AT</li> <li>• Begins to include Ontario Ministry expectations</li> <li>• Incorporates feedback from AT into lesson revisions and / or future lessons</li> <li>• Prepares materials in advance</li> </ul> |  |
| <p><b>The Role of the Faculty Supervisor</b></p> <p>The Faculty Supervisor is ultimately responsible for the evaluation of the TC and as such will visit to observe the TC in the classroom and meet with the AT to discuss the progress.</p> <p>In case there are any concerns, the TC and/or the AT shall contact the Faculty Supervisor as soon as possible.</p>  | <p><b>Practicum Evaluation</b></p> <ul style="list-style-type: none"> <li>• Please use the <a href="#">formative assessment form</a> at the halfway point of the practicum.</li> <li>• Please use the <a href="#">summative evaluation form</a> at the end of the practicum.</li> </ul> <p>The TC will submit both signed forms to the Faculty Supervisor.</p>   | <p><b>Cultivating Success!</b></p> <p>CCRTC is grateful for the opportunity to work together with professional teachers in the training of the next generation of teachers.</p> <p>The practicum experience fosters a high level of collaboration and enriches the understanding of and commitment to Reformed Christian education.</p> <p>Through it, new teachers are formed and at the same time experienced teachers grow.</p> |
| <p><b>INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• Articulates lesson expectations and learning goals effectively; gives clear instructions</li> <li>• Develops appropriate pacing with practice</li> <li>• Follows lesson plan that has been set out and approved by the AT</li> </ul>  |  |  |
| <p><b>COMMITMENT TO STUDENTS AND STUDENT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Establishes positive rapport and fosters a respectful classroom environment</li> <li>• Maintains attention of the students with some intervention support from the AT</li> <li>• Begins to use a variety of classroom management strategies to respond to the needs of the class</li> <li>• Uses a variety of teaching strategies in order to meet the needs of the diverse population of learners with support from the associate teacher</li> <li>• Tracks and monitors student progress using the AT's strategies and tools</li> <li>• Begins to make observations about students to inform instruction</li> <li>• Begins to utilize a variety of assessment and evaluation tasks</li> </ul>   |  |  |
| <p><b>PROFESSIONALISM IN LEARNING COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>• Demonstrates Christian professionalism</li> <li>• Responds positively to suggestions and feedback</li> <li>• Demonstrates initiative</li> <li>• Looks for opportunities to assist the AT</li> </ul>   |  |  |

# Appendix 2: EDU Year 1 - Practicum 2 Expectation Chart



## Practicum Expectation Chart EDU – PRACTICUM 2

|   |  |   |
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| <p><b>Introduction - Practicum 2 (Year 1)</b><br/>Practicum experiences are designed to provide the Teacher Candidate (TC) the opportunity to put theory into practice under the guidance of an Associate Teacher (AT). The context may be described as follows:</p> <ul style="list-style-type: none"> <li>• Practicum 2 is the second of four classroom practica in the Diploma of Education program</li> <li>• The TC enters this placement with 20 days of practicum experience</li> <li>• The duration of this practicum is five weeks or 25 days, in a school that teaches the Ontario Curriculum.</li> <li>• By the end of this practicum the teacher candidate will have a total of 45 days of practicum experience</li> </ul>  | <p><b>Specific Expectations</b><br/><b>A successful placement is one in which the Teacher Candidate:</b></p>   |   |
| <p><b>General Expectations</b><br/>The first day is the <b>Orientation Day</b> during which the Teacher Candidate will closely observe the AT and the students, while becoming acquainted with classroom routines, curriculum, and school policies. The TC may be asked to assist the AT as required. Teaching begins on day two.<br/>Teaching <b>workload</b> goals and expectations:</p> <ul style="list-style-type: none"> <li>• Two lessons per day by the end of week one</li> <li>• Three lessons per day by the end of week two</li> <li>• Four lessons per day during week three through five with at least one full day of teaching each week.</li> </ul> <p>The TC's <b>responsibilities</b> in the P/J and J/I* divisions will include:</p> <ul style="list-style-type: none"> <li>• Conducting devotions</li> <li>• Teaching a series of 2 or 3 lessons in a variety of subject areas including Bible History or Church History</li> <li>• Teaching individual lessons selected to expose the teacher candidate to a variety of subject areas including Physical Education, Art, French, and Music</li> <li>• Participating in video analysis</li> <li>• Supporting the AT in the classroom and school as needed</li> </ul> <p><small>*In case the J/I placement is in Grade 7-8, the practicum placement will be subject-specific.</small></p> | <p><b>PLANNING AND PREPARATION</b></p> <ul style="list-style-type: none"> <li>• Plans individual lessons using the <a href="#">standard lesson plan template</a> with some support from the AT</li> <li>• Effectively connects assessment tasks to learning goals</li> <li>• Begins to include Ontario Ministry expectations and big ideas</li> <li>• Begins to look at planning with end-of-unit goals in mind</li> <li>• Incorporates feedback from AT into lesson revisions and/or future lessons.</li> <li>• Prepares all materials in advance.</li> </ul> | <p><b>INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• Articulates lesson expectations and learning goals effectively; gives clear instructions</li> <li>• Paces lessons effectively with a coherent flow.</li> <li>• Follows lesson plan that has been set out and approved by the AT</li> <li>• Begins to demonstrate flexibility in instruction and in response to emergent needs and situations.</li> </ul> |
| <p><b>The Role of the Faculty Supervisor</b><br/>The Faculty Supervisor is ultimately responsible for the evaluation of the TC and as such will visit to observe the TC in the classroom and meet with the AT to discuss the progress.<br/><br/>In case there are any concerns, the TC and/or the AT shall contact the Faculty Supervisor as soon as possible.</p>  | <p><b>Practicum Evaluation</b></p> <ul style="list-style-type: none"> <li>• Please use the <a href="#">formative assessment form</a> at the halfway point of the practicum.</li> <li>• Please use the <a href="#">summative evaluation form</a> at the end of the practicum.</li> </ul> <p>The TC will submit both signed forms to the Faculty Supervisor.</p>   | <p><b>Cultivating Success!</b><br/>CCRTC is grateful for the opportunity to work together with professional teachers in the training of the next generation of teachers.<br/><br/>The practicum experience fosters a high level of collaboration and enriches the understanding of and commitment to Reformed Christian education. Through it, new teachers are formed and at the same time experienced teachers grow.</p>  |
| <p><b>COMMITMENT TO STUDENTS AND STUDENT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Establishes positive rapport and fosters a respectful classroom environment</li> <li>• Maintains attention of the students with limited intervention support from the AT</li> <li>• Uses a variety of classroom management strategies to respond to the needs of the class with the help of the AT</li> <li>• Uses a variety of teaching strategies in order to meet the needs of the diverse population of learners</li> <li>• Continues to develop an understanding of the diverse needs of the students in the class</li> <li>• Tracks and monitors student progress using a variety of tools</li> <li>• Makes observations about students to inform instruction</li> <li>• Uses a variety of assessment and evaluation strategies</li> <li>• Begins to apply principles of assessment <i>for</i>, <i>as</i>, and <i>of</i> learning</li> </ul>   |  |   |
| <p><b>PROFESSIONALISM IN LEARNING COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>• Demonstrates Christian professionalism</li> <li>• Responds positively to suggestions and feedback</li> <li>• Demonstrates initiative</li> <li>• Looks for opportunities to assist AT and interact with colleagues</li> </ul>   |  |   |

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| <p><b>Introduction - Practicum 3 (Year 2)</b><br/>Practicum experiences are designed to provide the Teacher Candidate (TC) the opportunity to put theory into practice under the guidance of an Associate Teacher (AT). The context may be described as follows:</p> <ul style="list-style-type: none"> <li>Practicum 3 is the third of four classroom practica in the Diploma of Education program</li> <li>The TC enters this placement with 45 days of practicum experience.</li> <li>The duration of this practicum is four weeks or 20 days, in a school that teaches the Ontario Curriculum.</li> <li>By the end of this practicum the teacher candidate will have a total of 65 days of practicum experience</li> </ul>  | <p style="text-align: center;"><b>Specific Expectations</b></p> <p><b>A successful placement is one in which the Teacher Candidate:</b></p> <p><b>PLANNING AND PREPARATION</b></p> <ul style="list-style-type: none"> <li>Plans individual lessons using the <a href="#">standard lesson plan template</a> and series of lessons with the <a href="#">serial lesson plan template</a></li> <li>Effectively connects assessment tasks to learning goals and lesson flow</li> <li>Includes Ontario Ministry expectations and big ideas with end-of-unit goals in mind</li> <li>Incorporates feedback from AT into lesson revisions and/or future lessons</li> <li>Makes explicit links to cross-disciplinary content</li> <li>Welcomes co-planning / teaching opportunities</li> <li>Prepares all materials in advance</li> </ul>   |   |
| <p><b>General Expectations</b><br/>Because this placement includes the design and teaching of a unit, early contact between the TC and the AT is necessary to facilitate effective collaboration on unit development and implementation. The first day is the <b>Orientation Day</b> during which the TC will closely observe the AT and the students, while becoming acquainted with classroom routines, curriculum, and school policies. The TC may be asked to assist the AT as required. Teaching begins on day two.<br/>Teaching <b>workload</b> goals and expectations:</p> <ul style="list-style-type: none"> <li>Four lessons per day by the end of week one</li> <li>75% of the day by the end of week two</li> <li>75% of the day during week three and four with 2 full sequential teaching days.</li> </ul> <p>The TC's <b>responsibilities</b> in the P/J and J/I* divisions will include:</p> <ul style="list-style-type: none"> <li>Conducting devotions</li> <li>Teaching all subjects</li> <li>Teaching a unit</li> <li>Participating in video analysis</li> <li>Supporting the AT in the classroom and school as needed.</li> </ul> <p><small>*In case the J/I placement is in Grade 7-8, the practicum placement will be subject-specific.</small></p> | <p><b>INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>Articulates lesson expectations and learning goals effectively; gives clear instructions</li> <li>Paces lessons effectively with a coherent flow.</li> <li>Follows lesson and unit plans that have been approved by the AT</li> <li>Demonstrates flexibility in instruction and in response to emergent needs and situations.</li> </ul>   |   |
|   | <p><b>COMMITMENT TO STUDENTS AND STUDENT LEARNING</b></p> <ul style="list-style-type: none"> <li>Establishes positive rapport and fosters a respectful classroom environment</li> <li>Maintains attention of the students with minimum intervention support from the AT</li> <li>Uses a variety of classroom management strategies to respond to the needs of the class</li> <li>Uses a variety of teaching strategies in order to meet the needs of the diverse population of the learners through the incorporation of differentiated instruction</li> <li>Monitors student progress using a variety of tools</li> <li>Makes observations about students to inform instruction</li> <li>Uses a variety of assessment and evaluation strategies</li> <li>Designs and consistently applies the principles of assessment <i>for, as, and of learning</i></li> <li>Begins to collect and document evidence of learning</li> </ul> <p><b>PROFESSIONALISM IN LEARNING COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>Demonstrates Christian professionalism</li> <li>Responds positively to suggestions and feedback</li> <li>Demonstrates initiative</li> <li>Looks for opportunities to interact with colleagues</li> </ul> |   |
| <p><b>The Role of the Faculty Supervisor</b><br/>The Faculty Supervisor is ultimately responsible for the evaluation of the TC and as such will visit to observe the TC in the classroom and meet with the AT to discuss the progress.<br/>In case there are any concerns, the TC and/or the AT shall contact the Faculty Supervisor as soon as possible.</p>   | <p><b>Practicum Evaluation</b></p> <ul style="list-style-type: none"> <li>Please use the <a href="#">formative assessment form</a> at the halfway point of the practicum.</li> <li>Please use the <a href="#">summative evaluation form</a> at the end of the practicum.</li> </ul> <p>The TC will submit both signed forms to the Faculty Supervisor.</p>  | <p><b>Cultivating Success!</b><br/>CCRTC is grateful for the opportunity to work together with professional teachers in the training of the next generation of teachers.<br/>The practicum experience fosters a high level of collaboration and enriches the understanding of and commitment to Reformed Christian education. Through it, new teachers are formed and at the same time experienced teachers grow.</p> |

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| <p><b>Introduction - Practicum 3 (Year 2)</b><br/>Practicum experiences are designed to provide the Teacher Candidate (TC) the opportunity to put theory into practice under the guidance of an Associate Teacher (AT). The context may be described as follows:</p> <ul style="list-style-type: none"> <li>• Practicum 3 is the third of four classroom practica in the Diploma of Education program</li> <li>• The TC enters this placement with 45 days of practicum experience.</li> <li>• The duration of this subject-specific practicum is four weeks or 20 days, in a secondary school granting course credits towards the Ontario Secondary School Diploma.</li> <li>• By the end of this practicum the teacher candidate will have a total of 65 days of practicum experience.</li> </ul>  | <p style="text-align: center;"><b>Specific Expectations</b></p> <p><b>A successful placement is one in which the Teacher Candidate:</b></p> <p><b>PLANNING AND PREPARATION</b></p> <ul style="list-style-type: none"> <li>• Plans individual lessons using the <a href="#">standard lesson plan template</a> and series of lessons with the <a href="#">serial lesson plan template</a></li> <li>• Effectively connects assessment tasks to learning goals and lesson flow</li> <li>• Includes Ontario Ministry expectations and big ideas with end-of-unit goals in mind</li> <li>• Incorporates feedback from AT into lesson revisions and/or future lessons</li> <li>• Makes explicit links to cross-disciplinary content</li> <li>• Welcomes co-planning / teaching opportunities</li> <li>• Prepares all materials in advance</li> </ul> |   |
| <p><b>General Expectations</b><br/>This placement incorporates the TC’s teachable subject and includes the design and teaching of a unit and is linked to an independent study course. Early contact between the TC and the AT is necessary to facilitate effective collaboration. The first day is the <b>Orientation Day</b> during which the TC will closely observe the AT and the students, while becoming acquainted with classroom routines, curriculum, and school policies. The TC may be asked to assist the AT as required. Teaching begins on day two.<br/>Secondary teaching <b>workload</b> goals and expectations:</p> <ul style="list-style-type: none"> <li>• 1 class per day by the end of week one</li> <li>• 2 classes per day by the end of week two</li> <li>• 2-3 classes per day during week three and four</li> </ul> <p>The TC’s <b>responsibilities</b> will include:</p> <ul style="list-style-type: none"> <li>• Becoming familiar with the Gr. 9-10 Ontario curriculum expectations pertaining to the TC’s teachable subject</li> <li>• Conducting devotions</li> <li>• Teaching all relevant subjects</li> <li>• Teaching a unit</li> <li>• Participating in video analysis</li> <li>• Supporting the AT in the classroom and school as needed including supervision during non-teaching periods</li> </ul> | <p><b>INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• Articulates lesson expectations and learning goals effectively; gives clear instructions</li> <li>• Paces lessons effectively with a coherent flow.</li> <li>• Follows lesson and unit plans that have been approved by the AT</li> <li>• Demonstrates flexibility in instruction and in response to emergent needs and situations.</li> </ul>   | <p><b>COMMITMENT TO STUDENTS AND STUDENT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Establishes positive rapport and fosters a respectful classroom environment</li> <li>• Maintains attention of the students with minimum intervention support from the AT</li> <li>• Uses a variety of classroom management strategies to respond to the needs of the class</li> <li>• Uses a variety of teaching strategies in order to meet the needs of the diverse population of the learners through the incorporation of differentiated instruction</li> <li>• Monitors student progress using a variety of tools</li> <li>• Makes observations about students to inform instruction</li> <li>• Uses a variety of assessment and evaluation strategies</li> <li>• Designs and consistently applies the principles of assessment <i>for, as, and of</i> learning</li> <li>• Begins to collect and document evidence of learning</li> </ul> |
| <p><b>The Role of the Faculty Supervisor</b><br/>The Faculty Supervisor is ultimately responsible for the evaluation of the TC and as such will visit to observe the TC in the classroom and meet with the AT to discuss the progress.<br/>In case there are any concerns, the TC and/or the AT shall contact the Faculty Supervisor as soon as possible.</p>  | <p><b>Practicum Evaluation</b></p> <ul style="list-style-type: none"> <li>• Please use the <a href="#">formative assessment form</a> at the halfway point of the practicum.</li> <li>• Please use the <a href="#">summative evaluation form</a> at the end of the practicum.</li> </ul> <p>The TC will submit both signed forms to the Faculty Supervisor.</p>  | <p><b>Cultivating Success!</b><br/>CCRTC is grateful for the opportunity to work together with professional teachers in the training of the next generation of teachers.<br/>The practicum experience fosters a high level of collaboration and enriches the understanding of and commitment to Reformed Christian education.<br/>Through it, new teachers are formed and at the same time experienced teachers grow.</p>   |

# Appendix 5: EDU Year 2 - Practicum 4 Expectation Chart



## Practicum Expectation Chart EDU – PRACTICUM 4

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| <p><b>Introduction - Practicum 4 (Year 2)</b><br/>Practicum experiences are designed to provide Teacher Candidates the opportunity to put theory into practice under the guidance of an Associate Teacher. The context may be described as follows:</p> <ul style="list-style-type: none"> <li>• Practicum 4 is the final classroom practicum in the Diploma of Education program</li> <li>• The TC enters the placement with 65 days of practicum experience</li> <li>• The duration of this practicum is five weeks or 25 days, in a school that teaches the Ontario Curriculum.</li> <li>• By the end of this practicum the teacher candidate will have a total of 90 days of practicum experience</li> </ul>  | <p><b>Specific Expectations</b><br/><b>A successful placement is one in which the Teacher Candidate:</b></p>  |   |
| <p><b>General Expectations</b><br/>This practicum is the final placement and includes five consecutive days of independent teaching. The first day is the <b>Orientation Day</b> during which the TC will closely observe the AT and the students, while becoming acquainted with classroom routines, curriculum, and school policies. The TC may be asked to assist the AT as required. Teaching begins on day two.</p> <p>Teaching <b>workload</b> goals and expectations:</p> <ul style="list-style-type: none"> <li>• Four lessons per day by the end of week one,</li> <li>• ¾ of the day by the end of week two with <u>two full days</u> of teaching</li> <li>• ¾ of the day during week three with <u>three full days</u> of teaching</li> <li>• Week three or four is the independent teaching week where the student teacher assumes all teaching duties in the classroom</li> <li>• After the independent week: team teaching with AT</li> </ul> <p>The TC's <b>responsibilities</b> in the P/J and J/I* divisions will include:</p> <ul style="list-style-type: none"> <li>• Conducting devotions</li> <li>• Teaching all subjects</li> <li>• Teaching five consecutive days independently</li> <li>• Supporting the AT in the classroom and school as needed.</li> </ul> <p><small>*In case the J/I placement is in Grade 7-8, the practicum placement will be subject-specific.</small></p> | <p><b>PLANNING AND PREPARATION</b></p> <ul style="list-style-type: none"> <li>• Plans individual lessons using the <a href="#">standard lesson plan template</a> and series of lessons with the <a href="#">serial lesson plan template</a></li> <li>• Effectively connects assessment tasks to learning goals and lesson flow that address specific learning needs of all students</li> <li>• Includes Ontario Ministry expectations and big ideas with end-of-unit goals in mind</li> <li>• Incorporates feedback from AT into lesson revisions and/or future lessons</li> <li>• Makes explicit links to cross-disciplinary content</li> <li>• Actively engages in co-planning / teaching opportunities</li> <li>• Prepares all materials in advance</li> </ul> |   |
| <p><b>The Role of the Faculty Supervisor</b><br/>The Faculty Supervisor is ultimately responsible for the evaluation of the TC and as such will visit to observe the TC in the classroom and meet with the AT to discuss the progress.</p> <p>In case there are any concerns, the TC and/or the AT shall contact the Faculty Supervisor as soon as possible</p>   | <p><b>Practicum Evaluation</b></p> <ul style="list-style-type: none"> <li>• Please use the <a href="#">formative assessment form</a> at the halfway point of the practicum.</li> <li>• Please use the <a href="#">summative evaluation form</a> at the end of the practicum.</li> </ul> <p>The TC will submit both signed forms to the Faculty Supervisor.</p>  | <p><b>Cultivating Success!</b><br/>CCRTC is grateful for the opportunity to work together with professional teachers in the training of the next generation of teachers.</p> <p>The practicum experience fosters a high level of collaboration and enriches the understanding of and commitment to Reformed Christian education.</p> <p>Through it, new teachers are formed and at the same time experienced teachers grow.</p> |
| <p><b>INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• Articulates lesson expectations and goals effectively with clear instruction</li> <li>• Paces lessons effectively and adjusts pace in response to needs; lessons flow well with smooth transitions between subjects</li> <li>• Follows lesson and unit plans that has been approved by the AT; demonstrates an awareness of the teaching/learning process</li> <li>• Demonstrates flexibility in implementation by adapting instruction in response to emergent needs and situations.</li> </ul>   |   |   |
| <p><b>COMMITMENT TO STUDENTS AND STUDENT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Establishes positive rapport and fosters a respectful classroom environment</li> <li>• Maintains attention of the students with no intervention support from the AT</li> <li>• Uses a coherent set of classroom management strategies to respond to the needs of the class, including engaging tasks, and positive and constructive feedback to students</li> <li>• Uses a variety of teaching strategies in order to meet the needs of the diverse population of learners</li> <li>• Demonstrates a good understanding of the diverse needs of the students in the class through the incorporation of differentiated instruction</li> <li>• Tracks and monitors student progress using a variety of tools</li> <li>• Makes observations about students to inform instruction</li> <li>• Uses a variety of assessment and evaluation strategies</li> <li>• Designs and consistently applies the principles of assessment <i>for, as, and of</i> learning</li> <li>• Collects and documents evidence of learning</li> </ul>   |   |   |
| <p><b>PROFESSIONALISM IN LEARNING COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>• Responds positively to suggestions and feedback</li> <li>• Demonstrates initiative</li> <li>• Demonstrates Christian professionalism</li> <li>• Looks for opportunities to assist colleagues and engage in professional activities and responsibilities</li> </ul>   |   |   |

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| <p><b>Introduction - Practicum 1 (Year 1)</b></p> <p>Practicum experiences are designed to provide the Teacher Candidate (TC) the opportunity to put theory into practice under the guidance of an Associate Teacher (AT). The context may be described as follows:</p> <ul style="list-style-type: none"> <li>• Practicum 1 is the first of six classroom practicums in the Diploma of Teaching program.</li> <li>• The TC enters this placement with 0 days of practicum experience.</li> <li>• The duration of this practicum is three weeks or 15 days in an affiliated school.</li> </ul>  | <p><b>Specific Expectations</b></p> <p><b>A successful placement is one in which the Teacher Candidate:</b></p>  |   |
| <p><b>General Expectations</b></p> <p>The teacher candidate (TC) will arrange for an Observation Day, as an opportunity for the TC and the associate teacher (AT) to get acquainted, prior to this first placement.</p> <p>The first day is the <b>Orientation Day</b> during which the TC will closely observe the AT and the students, while becoming acquainted with classroom routines, curriculum, and school policies. The TC may be asked to assist the AT as required. Teaching begins on day two.</p> <p>Teaching <b>workload</b> goals and expectations:</p> <ul style="list-style-type: none"> <li>• three lessons by the end of week one</li> <li>• on average two lessons per day by the end of week two</li> <li>• three lessons per day by the end of week three</li> </ul> <p>The TC's <b>responsibilities</b> in the P/J division will include:</p> <ul style="list-style-type: none"> <li>• Conducting devotions</li> <li>• Teaching a variety of subject areas by end of session including Bible or Church History</li> <li>• Practising narration skills</li> <li>• Conducting a variety of tasks that do not require a lesson plan (e.g., reading/telling a story, singing/playing game with class)</li> <li>• Supporting the AT in the classroom and school as needed.</li> </ul> | <p><b>PLANNING AND PREPARATION</b></p> <ul style="list-style-type: none"> <li>• Plans individual lessons using the <a href="#">initial lesson plan template</a> with support from the AT</li> <li>• Identifies learning goals and plans assessment tasks with support from the AT</li> <li>• Incorporates feedback from AT into lesson revisions and / or future lessons</li> <li>• Prepares materials in advance</li> </ul> |   |
| <p><b>The Role of the Faculty Supervisor</b></p> <p>The faculty supervisor is ultimately responsible for the evaluation of the TC and as such will visit to observe the TC in the classroom and meet with the AT to discuss the progress.</p> <p>In case there are any concerns, the TC and/or the AT shall contact the Faculty Supervisor as soon as possible.</p>   | <p><b>Practicum Evaluation</b></p> <ul style="list-style-type: none"> <li>• Please use the <a href="#">formative assessment form</a> at the halfway point of the practicum.</li> <li>• Please use the <a href="#">summative evaluation form</a> at the end of the practicum.</li> </ul> <p>The TC will submit both signed forms to the Faculty Supervisor.</p>   | <p><b>Cultivating Success!</b></p> <p>CCRTC is grateful for the opportunity to work together with professional teachers in the training of the next generation of teachers.</p> <p>The practicum experience fosters a high level of collaboration and enriches the understanding of and commitment to Reformed Christian education. Through it, new teachers are formed and at the same time experienced teachers grow.</p> |
| <p><b>INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• Begins to articulate lesson expectations and learning goals</li> <li>• Begins to work towards giving clear instruction</li> <li>• Develops awareness of pacing with support from the AT</li> <li>• Follows lesson plans that have been approved by the AT</li> </ul>   |  |   |
| <p><b>COMMITMENT TO STUDENTS AND STUDENT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Begins to implement existing classroom routines and rules</li> <li>• Begins to incorporate routines into teaching and supervision with support from the AT</li> <li>• Manage transition between parts of a lesson or between two subjects with support from the AT</li> <li>• Begins to develop an awareness of a variety of teaching strategies in order to meet the needs of the diverse population of learners with support from the AT</li> <li>• Begins to make observations about students to inform instruction</li> <li>• Begins to utilize a variety of assessment and evaluation tasks with support from the AT</li> </ul>   |  |   |
| <p><b>PROFESSIONALISM IN LEARNING COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>• Demonstrates Christian professionalism</li> <li>• Responds positively to suggestions and feedback</li> <li>• Demonstrates initiative</li> </ul>  |  |   |

# Appendix 7: DT Year 1 – Practicum 2 Expectations Chart



## Practicum Expectations Chart DT - PRACTICUM 2

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| <p><b>Introduction - Practicum 2 (Year 1)</b></p> <p>Practicum experiences are designed to provide the Teacher Candidate (TC) the opportunity to put theory into practice under the guidance of an Associate Teacher (AT). The context may be described as follows:</p> <ul style="list-style-type: none"> <li>Practicum 2 is the second of six classroom practicums in the Diploma of Teaching program.</li> <li>Going into this practicum the student will have had 15 days of practicum experience.</li> <li>The duration of this practicum is four weeks or 20 days in an affiliated school.</li> </ul>   | <p style="text-align: center;"><b>Specific Expectations</b></p> <p><b>A successful placement is one in which the Teacher Candidate:</b></p>   |   |
| <p><b>General Expectations</b></p> <p>The first day is the <b>Orientation Day</b> during which the TC will closely observe the AT and the students, while becoming acquainted with classroom routines, curriculum, and school policies. The TC may be asked to assist the AT as required. Teaching begins on day two.</p> <p>Teaching <b>workload</b> goals and expectations:</p> <ul style="list-style-type: none"> <li>one lesson per day during week one</li> <li>two lessons per day during week two</li> <li>three lessons per day during week three and four</li> </ul> <p>The TC's <b>responsibilities</b> in the P/J division will include:</p> <ul style="list-style-type: none"> <li>Conducting devotions</li> <li>Teaching single as well as a series of lessons in a variety of subject areas</li> <li>Practising narration skills</li> <li>Conducting a variety of tasks that do not require a lesson plan (e.g., reading/telling a story, singing/playing game with class)</li> <li>Supporting the AT in the classroom and school as needed.</li> </ul> | <p><b>PLANNING AND PREPARATION</b></p> <ul style="list-style-type: none"> <li>The TC plans individual lessons using the <a href="#">standard lesson plan template</a> with support from the AT</li> <li>Begins to connect assessment tasks to learning goals</li> <li>Begins to include Ontario Ministry expectations</li> <li>Incorporates feedback from AT into lesson revisions and / or future lessons</li> <li>Prepares materials in advance</li> </ul> <p><b>INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>Articulates lesson expectations and learning goals</li> <li>Gives clear instructions</li> <li>Develops appropriate pacing with support from the AT</li> <li>Follows lesson plan that has been set out and approved by the AT</li> </ul> <p><b>COMMITMENT TO STUDENTS AND STUDENT LEARNING</b></p> <ul style="list-style-type: none"> <li>Implements existing classroom routines and rules</li> <li>Incorporate routines into teaching and supervision with support from the AT</li> <li>Manage transition between parts of a lesson or between two subjects.</li> <li>Begins to use a variety of teaching strategies in order to meet the needs of the diverse population of learners with support from the AT</li> <li>Recognizes the AT's strategies and tools for tracking and monitoring student progress</li> <li>Begins to make observations about students to inform instruction</li> <li>Begins to utilize a variety of assessment and evaluation tasks</li> </ul> <p><b>PROFESSIONALISM IN LEARNING COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>Demonstrates Christian professionalism</li> <li>Responds positively to suggestions and feedback</li> <li>Demonstrates initiative</li> </ul> |   |
| <p><b>The Role of the Faculty Supervisor</b></p> <p>The faculty supervisor is ultimately responsible for the evaluation of the TC and as such will visit to observe the TC in the classroom and meet with the AT to discuss the progress.</p> <p>In case there are any concerns, the TC and/or the AT shall contact the Faculty Supervisor as soon as possible.</p>   | <p><b>Practicum Evaluation</b></p> <ul style="list-style-type: none"> <li>Please use the <a href="#">formative assessment form</a> at the halfway point of the practicum.</li> <li>Please use the <a href="#">summative evaluation form</a> at the end of the practicum.</li> </ul> <p>The TC will submit both signed forms to the Faculty Supervisor.</p>  | <p><b>Cultivating Success!</b></p> <p>CCRTC is grateful for the opportunity to work together with professional teachers in the training of the next generation of teachers.</p> <p>The practicum experience fosters a high level of collaboration and enriches the understanding of and commitment to Reformed Christian education. Through it, new teachers are formed and at the same time experienced teachers grow.</p> |



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| <p><b>Introduction - Practicum 3 (Year 2)</b></p> <p>Practicum experiences are designed to provide the Teacher Candidate (TC) the opportunity to put theory into practice under the guidance of an Associate Teacher (AT). The context may be described as follows:</p> <ul style="list-style-type: none"> <li>Practicum 3 is the third of six classroom practica in the Diploma of Teaching program.</li> <li>Going into this practicum the teacher candidate will have had 35 days of practicum experience.</li> <li>The duration of this practicum is three weeks or 15 days, in an affiliated school.</li> </ul>  | <p align="center"><b>Specific Expectations</b></p> <p><b>A successful placement is one in which the Teacher Candidate:</b></p>   |  |
| <p><b>General Expectations</b></p> <p>The first day is the <b>Orientation Day</b> during which the TC will closely observe the AT and the students, while becoming acquainted with classroom routines, curriculum, and school policies. The TC may be asked to assist the AT as required. Teaching begins on day two.</p> <p>Teaching <b>workload</b> goals and expectations:</p> <ul style="list-style-type: none"> <li>two lessons per day by the end of week one,</li> <li>three lessons per day by the end of week two</li> <li>four lessons per day by the end of week three and four</li> </ul> <p>The TC's <b>responsibilities</b> in the P/J division will include:</p> <ul style="list-style-type: none"> <li>Conducting devotions</li> <li>Teaching at least 2 Bible History or Church History lessons per week</li> <li>Teaching at least 5 additional lessons per week beginning with subject areas well supported by teacher manuals and textbooks</li> <li>Participating in video analysis</li> <li>Supporting the AT in the classroom and school as needed.</li> </ul> | <p><b>PLANNING AND PREPARATION</b></p> <ul style="list-style-type: none"> <li>Plans individual lessons using the <u>standard lesson plan template</u> with some support from the AT</li> <li>Connects assessment tasks to learning goals</li> <li>Includes Ontario Ministry expectations and begins to include big ideas</li> <li>Incorporates feedback from AT into lesson revisions and / or future lessons</li> <li>Prepares materials in advance</li> </ul> <p><b>INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>Articulates lesson expectations and learning goals effectively</li> <li>Gives clear instructions</li> <li>Develops appropriate pacing with practice</li> <li>Follows lesson plan that has been set out and approved by the AT</li> </ul> <p><b>COMMITMENT TO STUDENTS AND STUDENT LEARNING</b></p> <ul style="list-style-type: none"> <li>Establishes positive rapport and fosters a respectful classroom environment</li> <li>Maintains attention of the students with some intervention support from the AT</li> <li>Begins to use a variety of classroom management strategies to respond to the needs of the class</li> <li>Uses a variety of teaching strategies in order to meet the needs of the diverse population of learners with support from the AT</li> <li>Tracks and monitors student progress using the AT's strategies and tools</li> <li>Makes observations about students to inform instruction</li> <li>Utilizes a variety of assessment and evaluation tasks</li> </ul> <p><b>PROFESSIONALISM IN LEARNING COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>Demonstrates Christian professionalism</li> <li>Responds positively to suggestions and feedback</li> <li>Demonstrates initiative</li> </ul> |  |
| <p><b>The Role of the Faculty Supervisor</b></p> <p>The faculty supervisor is ultimately responsible for the evaluation of the TC and as such will visit to observe the TC in the classroom and meet with the AT to discuss the progress.</p> <p>In case there are any concerns, the TC and/or the AT shall contact the Faculty Supervisor as soon as possible.</p>   | <p><b>Practicum Evaluation</b></p> <ul style="list-style-type: none"> <li>Please use the <u>formative assessment form</u> at the halfway point of the practicum.</li> <li>Please use the <u>summative evaluation form</u> at the end of the practicum.</li> </ul> <p>The TC will submit both signed forms to the Faculty Supervisor.</p>   | <p><b>Cultivating Success!</b></p> <p>CCRTC is grateful for the opportunity to work together with professional teachers in the training of the next generation of teachers.</p> <p>The practicum experience fosters a high level of collaboration and enriches the understanding of and commitment to Reformed Christian education.</p> <p>Through it, new teachers are formed and at the same time experienced teachers grow.</p> |



# Practicum Expectations Chart DT - PRACTICUM 3 or 4 Resource Room

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| <p><b>Introduction - Practicum 3 or 4 (Year 2)</b></p> <p>Practicum experiences are designed to provide the Teacher Candidate (TC) the opportunity to put theory into practice under the guidance of an Associate Teacher (AT). The context may be described as follows:</p> <ul style="list-style-type: none"> <li>• The Resource Room placement is the third or fourth of six practicums in the Diploma of Teaching program.</li> <li>• Going into this practicum the student will have had 35 or 50 days of practicum experience.</li> <li>• The duration of this practicum is three / four weeks or 15 / 20 days in an affiliated school.</li> </ul>   | <p><b>Specific Expectations</b></p> <p><b>A successful placement is one in which the Teacher Candidate:</b></p>   |  |
| <p><b>General Expectations</b></p> <p>The first day is the <b>Orientation Day</b> during which the TC will closely observe the AT and the students, while becoming acquainted with Resource Room routines, schedules, and school policies. The TC may be asked to assist the AT as required. Teaching begins on day two.</p> <p>Teaching <b>workload</b> goals and expectations:</p> <ul style="list-style-type: none"> <li>• several lessons per morning during week one and two</li> <li>• full mornings during week three (and four)</li> </ul> <p>The TC's <b>responsibilities</b> in the Resource Room will include:</p> <ul style="list-style-type: none"> <li>• Familiarizing oneself with student profiles and/or Individualized Education Plans (IEPs)</li> <li>• Observing AT-teacher and/or AT-parent conferences, if permitted to do so.</li> <li>• Conducting devotions if applicable</li> <li>• Teaching series of lessons to individual students or small groups in a variety of subject areas</li> <li>• Developing a wide range of instructional approaches using a variety of resources</li> <li>• Conducting tasks that do not require a lesson plan (e.g., reading/telling a story, singing/playing a game)</li> <li>• Supporting the AT in the classroom and school as needed.</li> <li>• Participating in classroom activities if possible.</li> </ul> | <p><b>PLANNING AND PREPARATION</b></p> <ul style="list-style-type: none"> <li>• The TC plans individual lessons using the Resource Room lesson plan template with support from the AT</li> <li>• Connects assessment tasks to learning goals</li> <li>• Includes references to expectations identified in IEPs or student profiles</li> <li>• Incorporates feedback from AT into lesson revisions and / or future lessons</li> <li>• Prepares materials in advance</li> </ul> <p><b>INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• Articulates lesson expectations and learning goals</li> <li>• Gives clear instructions</li> <li>• Develops appropriate pacing with support from the AT</li> </ul> <p><b>COMMITMENT TO STUDENTS AND STUDENT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Implements existing routines and rules</li> <li>• Incorporate routines into teaching and supervision with support from the AT</li> <li>• Manage transition between parts of a lesson or between two subjects.</li> <li>• Uses a variety of teaching strategies with support from the AT</li> <li>• Recognizes the AT's strategies and tools for tracking and monitoring student progress</li> <li>• Make observations about students to inform instruction</li> <li>• Begins to utilize a variety of assessment and evaluation tasks</li> <li>• Becomes familiar with student support services (e.g., speech, OT)</li> <li>• Observes Resource Room students in their classroom settings</li> </ul> <p><b>PROFESSIONALISM IN LEARNING COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>• Demonstrates Christian professionalism</li> <li>• Practices the highest level of confidentiality.</li> <li>• Responds positively to suggestions and feedback.</li> <li>• Becomes familiar with</li> <li>• Demonstrates initiative</li> </ul> |  |
| <p><b>The Role of the Faculty Supervisor</b></p> <p>The faculty supervisor is ultimately responsible for the evaluation of the TC and as such will visit to observe the TC in the classroom and meet with the AT to discuss the progress.</p> <p>In case there are any concerns, the TC and/or the AT shall contact the Faculty Supervisor as soon as possible.</p>  | <p><b>Practicum Evaluation</b></p> <ul style="list-style-type: none"> <li>• Please use the <a href="#">formative assessment form</a> at the halfway point of the practicum.</li> <li>• Please use the <a href="#">summative evaluation form</a> at the end of the practicum.</li> </ul> <p>The TC will submit both signed forms to the Faculty Supervisor.</p>  | <p><b>Cultivating Success!</b></p> <p>CCRTC is grateful for the opportunity to work together with professional teachers in the training of the next generation of teachers.</p> <p>The practicum experience fosters a high level of collaboration and enriches the understanding of and commitment to Reformed Christian education.</p> <p>Through it, new teachers are formed and at the same time experienced teachers grow.</p> |

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| <p><b>Introduction - Practicum 4 (Year 2)</b></p> <p>Practicum experiences are designed to provide the Teacher Candidate (TC) the opportunity to put theory into practice under the guidance of an Associate Teacher (AT). The context may be described as follows:</p> <ul style="list-style-type: none"> <li>• Practicum 4 is the fourth of six classroom practica in the Diploma of Teaching program</li> <li>• Going into this practicum the teacher candidate will have had 50 days of practicum experience.</li> <li>• The duration of this practicum is four weeks or 20 days, in an affiliated school.</li> </ul>  | <p><b>Specific Expectations</b></p>  |   |
| <p><b>General Expectations</b></p> <p>The first day is the <b>Orientation Day</b> during which the TC will closely observe the AT and the students, while becoming acquainted with classroom routines, curriculum, and school policies. The TC may be asked to assist the AT as required. Teaching begins on day two.</p> <p>Teaching <b>workload</b> goals and expectations:</p> <ul style="list-style-type: none"> <li>• two lessons per day by the end of week one,</li> <li>• three lessons per day by the end of week two</li> <li>• four lessons per day during week three through four with at least one full day of teaching each week.</li> </ul> <p>The TC's <b>responsibilities</b> in the P/J division will include:</p> <ul style="list-style-type: none"> <li>• Conducting devotions</li> <li>• Teaching a series of 2 or 3 lessons in a variety of subject areas including Bible History or Church History</li> <li>• Teaching individual lessons selected to expose the teacher candidate to a variety of subject areas including Physical Education, Art, French, and Music</li> <li>• Participating in video analysis</li> <li>• Supporting the AT in the classroom and school as needed.</li> </ul> | <p><b>A successful placement is one in which the Teacher Candidate:</b></p>  |   |
| <p><b>The Role of the Faculty Supervisor</b></p> <p>The faculty supervisor is ultimately responsible for the evaluation of the TC and as such will visit to observe the TC in the classroom, and meet with the AT to discuss the progress.</p> <p>In case there are any concerns, the TC and/or the AT shall contact the Faculty Supervisor as soon as possible.</p>   | <p><b>Practicum Evaluation</b></p> <p>Below are links to the practicum evaluation forms.</p> <ul style="list-style-type: none"> <li>• Please use the <a href="#">formative assessment form</a> at the halfway point of the practicum.</li> <li>• Please use the <a href="#">summative evaluation form</a> at the end of the practicum.</li> </ul> <p>The TC will submit both signed forms to the Faculty Supervisor.</p> | <p><b>Cultivating Success!</b></p> <p>CCRTC is grateful for the opportunity to work together with professional teachers in the training of the next generation of teachers.</p> <p>The practicum experience fosters a high level of collaboration and enriches the understanding of and commitment to Reformed Christian education. Through it, new teachers are formed and at the same time experienced teachers grow.</p> |
| <p><b>PLANNING AND PREPARATION</b></p> <ul style="list-style-type: none"> <li>• Plans individual lessons using the <a href="#">serial lesson plan</a> with some support from the AT</li> <li>• Effectively connects assessment tasks to learning goals</li> <li>• Includes Ontario Ministry expectations and big ideas</li> <li>• Begins to look at planning with end-of-unit goals in mind</li> <li>• Incorporates feedback from AT into lesson revisions and / or future lessons.</li> <li>• Prepares all materials in advance.</li> </ul>   |  |   |
| <p><b>INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• Articulates lesson expectations and learning goals effectively</li> <li>• Gives clear instructions</li> <li>• Paces lessons effectively with a coherent flow.</li> <li>• Follows lesson plan that has been approved by the AT</li> <li>• Begins to demonstrate flexibility in instruction and in response to emergent needs and situations.</li> </ul>  |  |   |
| <p><b>COMMITMENT TO STUDENTS AND STUDENT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Establishes positive rapport and fosters a respectful classroom environment</li> <li>• Maintains attention of the students with limited intervention support from the AT</li> <li>• Uses a variety of classroom management strategies to respond to the needs of the class with the help of the AT</li> <li>• Uses a variety of teaching strategies in order to meet the needs of the diverse population of learners</li> <li>• Continues to develop an understanding of the diverse needs of the students in the class</li> <li>• Tracks and monitors student progress using a variety of tools</li> <li>• Makes observations about students to inform instruction</li> <li>• Uses a variety of assessment and evaluation strategies</li> <li>• Begins to distinguish principles of assessment <i>for, as, and of</i> learning</li> </ul>  |  |   |
| <p><b>PROFESSIONALISM IN LEARNING COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>• Responds positively to suggestions and feedback</li> <li>• Demonstrates initiative</li> <li>• Demonstrates Christian professionalism</li> <li>• Looks for opportunities to interact with colleagues</li> </ul>  |  |   |

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| <p><b>Introduction - Practicum 5 (Year 3)</b></p> <p>Practicum experiences are designed to provide the Teacher Candidate (TC) the opportunity to put theory into practice under the guidance of an Associate Teacher (AT). The context may be described as follows</p> <ul style="list-style-type: none"> <li>Practicum 5 is the fifth of six classroom practica in the Diploma of Teaching program</li> <li>Going into this practicum the teacher candidate will have had 70 days of practicum experience.</li> <li>The duration of this practicum is four weeks or 20 days, in an affiliated school.</li> </ul>  | <p><b>Specific Expectations</b></p> <p><b>A successful placement is one in which the Teacher Candidate:</b></p>   |  |
| <p><b>General Expectations</b></p> <p>This placement includes the design and teaching of a unit, therefore early contact between the TC and the AT is necessary to facilitate effective collaboration on unit development. The first day is the <b>Orientation Day</b> during which the TC will closely observe the AT and the students, while becoming acquainted with classroom routines, curriculum, and school policies. The TC may be asked to assist the AT as required. Teaching begins on day two. Teaching <b>workload</b> goals and expectations:</p> <ul style="list-style-type: none"> <li>four lessons per day by the end of week one</li> <li>75% of the day by the end of week two</li> <li>75% of the day during week three and four with two full sequential teaching days.</li> </ul> <p>The TC's <b>responsibilities</b> in the P/J division will include:</p> <ul style="list-style-type: none"> <li>Conducting devotions</li> <li>Teaching all subjects</li> <li>Teaching a unit</li> <li>Supporting the AT in the classroom and school as needed.</li> </ul> | <p><b>PLANNING AND PREPARATION</b></p> <ul style="list-style-type: none"> <li>Plans individual lessons using the <a href="#">standard lesson plan template</a> and series of lessons with the <a href="#">serial lesson plan template</a></li> <li>Effectively connects assessment tasks to learning goals and lesson flow</li> <li>Includes Ontario Ministry expectations and big ideas with end-of-unit goals in mind</li> <li>Incorporates feedback from AT into lesson revisions and/or future lessons</li> <li>Makes explicit links to cross-disciplinary content</li> <li>Welcomes co-planning / teaching opportunities</li> <li>Prepares all materials in advance</li> </ul> |  |
| <p><b>The Role of the Faculty Supervisor</b></p> <p>The faculty supervisor is ultimately responsible for the evaluation of the TC and as such will visit to observe the TC in the classroom and meet with the AT to discuss the progress.</p> <p>In case there are any concerns, the TC and/or the AT shall contact the Faculty Supervisor as soon as possible.</p>  | <p><b>Practicum Evaluation</b></p> <ul style="list-style-type: none"> <li>Please use the <a href="#">formative assessment form</a> at the halfway point of the practicum.</li> <li>Please use the <a href="#">summative evaluation form</a> at the end of the practicum.</li> </ul> <p>The TC will submit both signed forms to the Faculty Supervisor.</p>  | <p><b>Cultivating Success!</b></p> <p>CCRTC is grateful for the opportunity to work together with professional teachers in the training of the next generation of teachers.</p> <p>The practicum experience fosters a high level of collaboration and enriches the understanding of and commitment to Reformed Christian education.</p> <p>Through it, new teachers are formed and at the same time experienced teachers grow.</p> |
| <p><b>INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>Articulates lesson expectations and learning goals effectively</li> <li>Gives clear instructions</li> <li>Develops appropriate pacing with practice</li> <li>Follows lesson plan that has been approved by the AT</li> </ul>  |   |  |
| <p><b>COMMITMENT TO STUDENTS AND STUDENT LEARNING</b></p> <ul style="list-style-type: none"> <li>Establishes positive rapport and fosters a respectful classroom environment</li> <li>Maintains attention of the students with some intervention support from the AT</li> <li>Begins to use a variety of classroom management strategies to respond to the needs of the class</li> <li>Uses a variety of teaching strategies in order to meet the needs of the diverse population of learners</li> <li>Begins to address the diverse needs of the students in the class through the incorporation of differentiated instruction.</li> <li>Tracks and monitors student progress using a variety of tools</li> <li>Makes observations about students to inform instruction</li> <li>Uses a variety of assessment and evaluation strategies</li> <li>Designs and consistently applies the principles of assessment for, as, and of learning</li> <li>Begins to collect and document evidence of learning</li> </ul>   |   |  |
| <p><b>PROFESSIONALISM IN LEARNING COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>Demonstrates Christian professionalism</li> <li>Responds positively to suggestions and feedback</li> <li>Demonstrates initiative</li> <li>Looks for opportunities to interact with colleagues</li> </ul>  |   |  |

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| <p><b>Introduction - Practicum 6 (Year 3)</b></p> <p>Practicum experiences are designed to provide the Teacher Candidate (TC) the opportunity to put theory into practice under the guidance of an Associate Teacher (AT). The context may be described as follows:</p> <ul style="list-style-type: none"> <li>Practicum 6 is the final classroom practicum in the Diploma of Teaching program</li> <li>Going into this practicum the teacher candidate will have had 90 days of practicum experience, which leads to a total of 115 teaching days upon completion of this practicum</li> <li>The duration of this practicum is five weeks or 25 days, in an affiliated school.</li> </ul>  | <p style="text-align: center;"><b>Specific Expectations</b></p> <p><b>A successful placement is one in which the Teacher Candidate:</b></p>   |   |
| <p><b>General Expectations</b></p> <p>The first day is the <b>Orientation Day</b> during which the TC will closely observe the AT and the students, while becoming acquainted with classroom routines, curriculum, and school policies. The TC may be asked to assist the AT as required. Teaching begins on day two.</p> <p>Teaching <b>workload</b> goals and expectations:</p> <ul style="list-style-type: none"> <li>four lessons per day by the end of week one,</li> <li>75% of the day by the end of week two with <u>two full days</u> of teaching</li> <li>75% of the day during week three with <u>three full days</u> of teaching</li> <li>Week three or four is the independent teaching week where the student teacher assumes all teaching and duties in the classroom</li> <li>After independent week: team teaching with AT.</li> </ul> <p>The TC's <b>responsibilities</b> in the P/J division will include:</p> <ul style="list-style-type: none"> <li>Conducting devotions</li> <li>Teaching all subjects</li> <li>Teaching at least one unit</li> <li>Teaching five consecutive days independently.</li> <li>Team teaching with and supporting the AT in the classroom and school as needed.</li> </ul> | <p><b>PLANNING AND PREPARATION</b></p> <ul style="list-style-type: none"> <li>Plans individual lessons using the <u>standard lesson plan template</u> and series of lessons with the <u>serial lesson plan template</u></li> <li>Effectively connects assessment tasks to learning goals and lesson flow that address specific learning needs of all students</li> <li>Includes Ontario Ministry expectations and big ideas with end-of-unit goals in mind, and prepares all materials in advance</li> <li>Incorporates feedback from AT into lesson revisions and/or future lessons</li> <li>Makes explicit links to cross-disciplinary content</li> <li>Actively engages in co-planning / teaching opportunities</li> </ul> | <p><b>INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>Articulates lesson expectations and goals effectively with clear instruction</li> <li>Paces lessons effectively and adjusts pace in response to needs; lessons flow well with smooth transitions between subjects</li> <li>Follows lesson and unit plans that have been approved by the AT; demonstrates an awareness of the teaching/learning process</li> <li>Demonstrates flexibility in implementation by adapting instruction in response to emergent needs and situations.</li> </ul>  |
| <p><b>The Role of the Faculty Supervisor</b></p> <p>The faculty supervisor is ultimately responsible for the evaluation of the TC and as such will visit to observe the TC in the classroom and meet with the AT to discuss the progress.</p> <p>In case there are any concerns, the TC and/or the AT shall contact the Faculty Supervisor as soon as possible.</p>   | <p><b>Practicum Evaluation</b></p> <ul style="list-style-type: none"> <li>Please use the <u>formative assessment form</u> at the halfway point of the practicum.</li> <li>Please use the <u>summative evaluation form</u> at the end of the practicum.</li> </ul> <p>The TC will submit both signed forms to the Faculty Supervisor.</p>  | <p><b>COMMITMENT TO STUDENTS AND STUDENT LEARNING</b></p> <ul style="list-style-type: none"> <li>Establishes positive rapport and fosters a respectful classroom environment</li> <li>Maintains attention of the students with no intervention support from the associate teacher</li> <li>Uses a coherent set of classroom management strategies to respond to the needs of the class, including engaging tasks, and positive and constructive feedback to students</li> <li>Uses a variety of teaching strategies in order to meet the needs of the diverse population of learners</li> <li>Demonstrates a good understanding of the diverse needs of the students in the class through the incorporation of differentiated instruction</li> <li>Tracks and monitors student progress using a variety of tools</li> <li>Makes observations about students to inform instruction</li> <li>Uses a variety of assessment and evaluation strategies</li> <li>Designs and consistently applies the principles of assessment <i>for, as, and of</i> learning</li> <li>Collects and documents evidence of learning</li> </ul> <p><b>PROFESSIONALISM IN LEARNING COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>Demonstrates Christian professionalism</li> <li>Responds positively to suggestions and feedback</li> <li>Demonstrates initiative</li> <li>Looks for opportunities to assist colleagues and engage in professional activities and responsibilities</li> </ul> <p><b>Cultivating Success!</b></p> <p>CCRTC is grateful for the opportunity to work together with professional teachers in the training of the next generation of teachers. The practicum experience fosters a high level of collaboration and enriches the understanding of and commitment to Reformed Christian education. Through it, new teachers are formed and at the same time experienced teachers grow.</p> |

## Appendix 13: Initial Lesson Plan Template

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

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

Subject: \_\_\_\_\_ Grade: \_\_\_\_\_ Time: \_\_\_\_\_

### LESSON CONTENT

|        |
|--------|
| Topic: |
|--------|

### LESSON OBJECTIVES / EVIDENCE OF LEARNING

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

### RESOURCES AND MATERIALS

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

## LESSON SEQUENCE

| Time | Teacher Candidate Activity  | Student Activity and Grouping   |
|------|---|---|
|      | <p><b>Beginning</b><br/> <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><b>Middle</b><br/> <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><b>End/Follow-up</b><br/> <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 14: 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 15: Resource Room Lesson Plan Template

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

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

Student Name(s) \_\_\_\_\_ Grade: \_\_\_\_\_ IEP \_\_\_ / Profile \_\_\_

|   |  |
|---|--|
| Lesson Focus:   |  |
| IEP/Profile Goal:<br>Accommodations or Modifications:<br>Reminders re. this student (e.g., challenges; interests; visual, auditory, tactile needs): |  |
| Ministry of Education Expectations:   |  |
| Desired Intent (Knowledge, Skill, Affective Objectives):<br><i>Student is expected to:</i><br><br><i>This lesson will foster:</i>                   |  |
| Evidence of Learning:   | Assessment of Learning: <i>of/for/as</i> |

|  |  |   |
|--|--|---|
| Student(s) Management Considerations:        |  | Modifications/Accommodations:                             |
| Resources Used for Preparation/Lesson ideas: |  | Materials/Equipment Needed:                               |
| Teaching/Learning                            |  |   |
| Time   | Teaching/Assessment Sequence:<br>What are you doing?   | Learning Sequence:<br>What is (are) the student(s) doing? |
|  | <p>Beginning:</p> <p><i>Building trust; warming up; how will I hook the student and activate prior knowledge?</i></p> <p>Middle:</p> <p><i>How will you keep the student(s) engaged? What will you do when the attention span peters out?</i></p> <p>End: <i>How will you respond to the student(s)? (positive reinforcement; encouragement)</i></p> |   |

**Reflection (mine and the student's) - How did it go? Changed plans? Why?**

**Comments:** (e.g., did you change the plan? why? were additional accommodations necessary?)

**Student response:** (e.g., level of engagement; prior knowledge; objectives achieved; level of difficulty)

**Follow-up:** (e.g., reminders for next lesson; additional resources; feedback from AT; communication log)

## Appendix 16: Serial Lesson Plan Template

**Teacher Candidate:** \_\_\_\_\_ **Associate Teacher:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Subject:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Time:** \_\_\_\_\_

|                             |       |                             |                   |                             |       |
|-----------------------------|-------|-----------------------------|-------------------|-----------------------------|-------|
| 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 17: Resource Room Serial Lesson Plan Template

**Teacher Candidate:** \_\_\_\_\_ **AT:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student(s):** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Subject & Unit:** \_\_\_\_\_ **IEP:** YES / NO **Profile:** YES / NO

|  |  |
|--|--|
| Big Idea(s):   |  |
| Lesson Topic:  |  |
| Ministry of Education Expectations:  |  |
| IEP General and Specific Objectives:   |  |
| Reminders re. this student (e.g., challenges; interests; visual, auditory, tactile needs): |  |
| Learning Objectives:<br>(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:                        |

## Resource Room Serial Lesson Plan Template

|                                  |                                  |                                  |
|----------------------------------|----------------------------------|----------------------------------|
| 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:                |                                  |

**Reflective Comments:** (e.g., did you change the plan? why? were additional accommodations necessary?)

**Student response:** (e.g., level of engagement; prior knowledge; objectives achieved; level of difficulty)

**Follow-up:** (e.g., reminders for next lesson; additional resources; feedback from AT; communication log; connection to classroom learning)

**IEP comments:** (e.g., [how] were goals met?; should goals be adjusted? In what way? Unexpected discoveries re. student's interests, knowledge, other . . .)

## Appendix 18: 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 and referenced 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 three 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". Krathwohl<sup>1</sup> 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 McTighe<sup>2</sup> 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.

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

<sup>2</sup> 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](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.

| <b>Bloom's Revised Taxonomy (Anderson and Krathwohl, 2001)</b> |  |  |  |   |   |  |
|--|--|--|--|---|---|--|
|  | <b>Remembering</b>   | <b>Understanding</b>   | <b>Applying</b>  | <b>Analyzing</b>  | <b>Evaluating</b>   | <b>Creating</b>  |
| <b>Bloom's Definition</b>                                      | 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<br>Define<br>Find<br>How<br>Label<br>List<br>Match<br>Name<br>Omit<br>Recall<br>Relate<br>Select<br>Show<br>Spell<br>Tell<br>What<br>When<br>Where<br>Which<br>Who<br>Why | Classify<br>Compare<br>Contrast<br>Demonstrate<br>Explain<br>Extend<br>Illustrate<br>Infer<br>Interpret<br>Outline<br>Relate<br>Rephrase<br>Show<br>Summarize<br>Translate | Apply<br>Build<br>Choose<br>Construct<br>Develop<br>Experiment with<br>Identify<br>Interview<br>Make use of<br>Model<br>Organize<br>Plan<br>Select<br>Solve<br>Utilize | Analyze<br>Assume<br>Categorize<br>Classify<br>Compare<br>Conclusion<br>Contrast<br>Discover<br>Dissect<br>Distinguish<br>Divide<br>Examine<br>Function<br>Inference<br>Inspect<br>List<br>Motive<br>Relationships<br>Simplify<br>Survey<br>Take part in<br>Test for<br>Theme | Agree<br>Appraise<br>Assess<br>Award<br>Choose<br>Compare<br>Conclude<br>Criteria<br>Criticize<br>Decide<br>Deduct<br>Defend<br>Determine<br>Disprove<br>Estimate<br>Evaluate<br>Explain<br>Importance<br>Influence<br>Interpret<br>Judge<br>Justify<br>Mark<br>Measure<br>Opinion<br>Perceive<br>Prioritize<br>Prove<br>Rate<br>Recommend<br>Rule on<br>Select<br>Support<br>Value | Adapt<br>Build<br>Change<br>Choose<br>Combine<br>Compile<br>Compose<br>Construct<br>Create<br>Delete<br>Design<br>Develop<br>Discuss<br>Elaborate<br>Estimate<br>Formulate<br>Happen<br>Imagine<br>Improve<br>Invent<br>Make up<br>Maximize<br>Minimize<br>Modify<br>Original<br>Originate<br>Plan<br>Predict<br>Propose<br>Solution<br>Solve<br>Suppose<br>Test<br>Theory |

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

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

# Appendix 19: Formative Assessment: Interim Report

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

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

School/Grade: \_\_\_\_\_

Session/Date: \_\_\_\_\_

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

|  | NYD | BD | OD | FD |
|--|-----|----|----|----|
|--|-----|----|----|----|

## CURRICULUM and PLANNING

|   |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Shows adequate knowledge of subject matter and expectations             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Plans to present a Christian point of view, integrating Biblical values | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Makes lesson plans available to the associate teacher beforehand        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepares lesson plans which include objectives, assessment, activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ensures that objectives, assessment, and activities match               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Plans a variety of assessment FOR learning tasks                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses initiative and creativity in planning                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Makes good use of available resources for planning                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Makes meaningful connections with other subject areas                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## INSTRUCTION

|   |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Is prepared to teach  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Presents a Christian point of view, integrating Biblical values         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Involves all students   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provides for individual differences                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Employs a variety of instructional strategies and groupings effectively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Employs a variety of assessment and evaluation strategies               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Employs good questioning techniques                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Responds appropriately to student answers                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Supervises seatwork effectively   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses voice effectively  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Makes good use of teaching aids   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Paces lessons appropriately   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Manages transitions between activities/lessons effectively              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

|  | NYD | BD | OD | FD |
|--|-----|----|----|----|
|--|-----|----|----|----|

### COMMITMENT TO STUDENTS and STUDENT LEARNING

|  |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Upholds ethical standards (care, trust, integrity, respect) for all students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Motivates students for learning  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Models enthusiasm for learning   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Establishes rapport with students  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Relates learning to the real world   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shows flexibility, modifies lessons as needed                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provides helpful feedback to students  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fosters respect and establishes a positive learning environment              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is consistent, fair, and sensitive in preventing/responding to misbehaviour  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Maintains classroom routines   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Manages groups effectively   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### PROFESSIONALISM IN LEARNING COMMUNITIES

|  |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Demonstrates Christian professionalism                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates flexibility, adaptability, and risk taking      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shows enthusiasm, has a positive attitude toward teaching    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates self-confidence and poise; has teacher presence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shows respect for associate teacher and other staff members  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates consistent and punctual attendance              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dresses and acts professionally                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shares in non-teaching duties                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Volunteers for extra assignments or duties                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Engages in reflective practice and is responsive to feedback | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Perseveres and makes an effort when responding to challenges | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates commitment and dedication to teaching           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## SUMMARY COMMENTS

*In light of the formative assessment above, comment on areas of strength and identify any steps for further development.*

---

Associate Teacher's Signature

---

Teacher Candidate's Signature



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

PSALM 78:4

# Appendix 20: Summative Evaluation: Final Report



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

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

School/Grade: \_\_\_\_\_

Session/Date: \_\_\_\_\_

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

## CURRICULUM and PLANNING

|   | NYD                      | BD                       | OD                       | FD                       |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Shows adequate knowledge of subject matter and expectations             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Plans to present a Christian point of view, integrating Biblical values | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Makes lesson plans available to the associate teacher beforehand        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepares lesson plans which include objectives, assessment, activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ensures that objectives, assessment, and activities match               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Plans a variety of assessment FOR learning tasks                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses initiative and creativity in planning                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Makes good use of available resources for planning                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Makes meaningful connections with other subject areas                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Summary<sup>3</sup>

Comment:

|      |                          |      |                          |           |                          |             |                          |
|------|--------------------------|------|--------------------------|-----------|--------------------------|-------------|--------------------------|
| Fair | <input type="checkbox"/> | Good | <input type="checkbox"/> | Excellent | <input type="checkbox"/> | Exceptional | <input type="checkbox"/> |
|------|--------------------------|------|--------------------------|-----------|--------------------------|-------------|--------------------------|

<sup>3</sup> For each sub-section: a) Write a brief description of the performance of the Teacher Candidate during the practicum and b) check one of the boxes to indicate your global assessment.

## INSTRUCTION

|   | NYD                      | BD                       | OD                       | FD                       |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Is prepared to teach  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Presents a Christian point of view, integrating Biblical values         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Involves all students   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provides for individual differences                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Employs a variety of instructional strategies and groupings effectively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Employs a variety of assessment and evaluation strategies               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Employs good questioning techniques                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Responds appropriately to student answers                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Supervises seatwork effectively   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses voice effectively  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Makes good use of teaching aids   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Paces lessons appropriately   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Manages transitions between activities/lessons effectively              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Summary

|          |                          |      |                          |           |                          |             |                          |
|----------|--------------------------|------|--------------------------|-----------|--------------------------|-------------|--------------------------|
| Comment: |                          |      |                          |           |                          |             |                          |
|          |                          |      |                          |           |                          |             |                          |
| Fair     | <input type="checkbox"/> | Good | <input type="checkbox"/> | Excellent | <input type="checkbox"/> | Exceptional | <input type="checkbox"/> |

## COMMITMENT TO STUDENTS and STUDENT LEARNING

|  | NYD                      | BD                       | OD                       | FD                       |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Upholds ethical standards (care, trust, integrity, respect) for all students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Motivates students for learning  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Models enthusiasm for learning   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Establishes rapport with students  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Relates learning to the real world   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shows flexibility, modifies lessons as needed                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provides helpful feedback to students  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fosters respect and establishes a positive learning environment              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- Is consistent, fair, and sensitive in preventing/responding to misbehaviour
- Maintains classroom routines
- Manages groups effectively

### Summary

Comment:

|      |                          |      |                          |           |                          |             |                          |
|------|--------------------------|------|--------------------------|-----------|--------------------------|-------------|--------------------------|
|      |                          |      |                          |           |                          |             |                          |
| Fair | <input type="checkbox"/> | Good | <input type="checkbox"/> | Excellent | <input type="checkbox"/> | Exceptional | <input type="checkbox"/> |

## PROFESSIONALISM IN LEARNING COMMUNITIES

|  |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Demonstrates Christian professionalism                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates flexibility, adaptability, and risk taking      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shows enthusiasm, has a positive attitude toward teaching    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates self-confidence and poise; has teacher presence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shows respect for associate teacher and other staff members  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates consistent and punctual attendance              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dresses and acts professionally                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shares in non-teaching duties                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Volunteers for extra assignments or duties                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Engages in reflective practice and is responsive to feedback | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Perseveres and makes an effort when responding to challenges | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates commitment and dedication to teaching           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### Summary

Comment:

|      |                          |      |                          |           |                          |             |                          |
|------|--------------------------|------|--------------------------|-----------|--------------------------|-------------|--------------------------|
|      |                          |      |                          |           |                          |             |                          |
| Fair | <input type="checkbox"/> | Good | <input type="checkbox"/> | Excellent | <input type="checkbox"/> | Exceptional | <input type="checkbox"/> |

## ASSOCIATE TEACHER'S OVERALL APPRAISAL

Please select a grade as your assessment of the Teacher Candidate's overall practicum experience.

|          |  |          |  |               |  |                  |  |
|----------|--|----------|--|---------------|--|------------------|--|
| C - Fair |  | B - Good |  | A - Excellent |  | A+ - Exceptional |  |
|----------|--|----------|--|---------------|--|------------------|--|

## SUMMARY COMMENTS FOR TEACHER CANDIDATE

*In light of the evaluation above, comment on areas of strength and identify any steps for further development.*

---

Associate Teacher's Signature

---

Teacher Candidate's Signature



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

PSALM 78:4

## Appendix 21: 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 22: TC/AT 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 23: Orientation Day Readiness Guideline

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 24: 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 25: 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. At the midpoint of your practicum 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 step-by-step 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. 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. During the Independent teaching session: No daily entries but one final entry at the end of the week, reflecting on the experience.
5. Final Week: 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;

### Independent Teaching Reflection

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 26: Valued Qualities in Associate Teachers

Each associate teacher has unique strengths and particular gifts that contribute to the growth of teacher candidates into vocational professionals. 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 27: AT Role and Expectation Reminders

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* →

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*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 28: Preparing for a TC in Your Classroom

### 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 when the teacher candidate 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 29: CCRTC Reflective Practices

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?

# Appendix 30: CCRTC Faculty Supervisor Summary Report

Session/Date: \_\_\_\_\_ Associate Teacher(s): \_\_\_\_\_

School/Grade: \_\_\_\_\_ Teacher Candidate: \_\_\_\_\_

CCRTC Supervisor: \_\_\_\_\_

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

\_\_\_\_\_  
 CCRTC Supervisor                      Date                      Teacher Candidate                      Date



## Appendix 31: Removal and Deletion of Video Material Agreement

In order to successfully meet the practicum requirements, teacher candidates are required to complete two video analysis assessment sessions. In keeping with the privacy statement, as found in the Practicum Handbook (p. 16), teacher candidates promise to delete all video material from their devices.

### Video Session One

#### Placement Details

- Session: \_\_\_\_\_
- Year: \_\_\_\_\_

#### Reviewed

- Class: \_\_\_\_\_
- Date: \_\_\_\_\_

By signing below, I confirm that all video material, relating to this practicum session video analysis, has been removed from my devices.

---

Teacher Candidate Name (Printed)

---

Teacher Candidate Signature

Session One Complete

---

Faculty Supervisor Signature

### Video Session Two

#### Placement Details

- Session: \_\_\_\_\_
- Year: \_\_\_\_\_

#### Reviewed

- Class: \_\_\_\_\_
- Date: \_\_\_\_\_

By signing below, I confirm that all video material, relating to this practicum session video analysis, has been removed from my devices.

---

Teacher Candidate Name (Printed)

---

Teacher Candidate Signature

Session Two Complete

---

Faculty Supervisor Signature

On the basis of the above, the following grade has been assigned for this Video Analysis Component of the practicum experience:

- Pass/Complete
- Fail/Incomplete

---

CCRTC Principal Signature

## Appendix 32: Practicum Preparation Components across the Teaching Studies Courses

| <b>DT 601 / EDU 607</b>   | <b>DT 602 / EDU 608</b>  | <b>DT 603</b>  | <b>DT 604</b>  | <b>DT 605 / EDU 609</b>  | <b>DT 606 / EDU 610</b>  |
|---|--|--|--|--|--|
| <b>Introduction to Teaching</b>   | <b>Technology in the Classroom</b>   | <b>Creating the environment for learning</b>   | <b>Approaches to teaching and learning</b>   | <b>Planning for Instruction</b>  | <b>Entering the Teaching Profession</b>  |
| Practicum Handbook <ul style="list-style-type: none"> <li>• intro to practicum expectations chart</li> <li>• intro to practicum evaluation form</li> <li>• professionalism</li> <li>• conferencing (??)</li> <li>• preparing for faculty visit</li> </ul> | Practicum Handbook <ul style="list-style-type: none"> <li>• review practicum expectations chart</li> <li>• professionalism</li> <li>• preparing for faculty visit</li> </ul> | Practicum Handbook <ul style="list-style-type: none"> <li>• review practicum expectations chart</li> <li>• professionalism</li> <li>• preparing for faculty visit</li> </ul> | Practicum Handbook <ul style="list-style-type: none"> <li>• review practicum expectations chart</li> <li>• professionalism</li> <li>• preparing for faculty visit</li> </ul> | Practicum Handbook <ul style="list-style-type: none"> <li>• review practicum expectations chart</li> <li>• professionalism</li> <li>• preparing for faculty visit</li> </ul> | Practicum Handbook <ul style="list-style-type: none"> <li>• review practicum expectations chart</li> <li>• professionalism</li> <li>• preparing for faculty visit</li> </ul> |
| Observation Day   |  | Teaching in the Resource Room  |  | Observation day (unit plan)  | Reflecting on past practicums  |
|   | EDU: Video Analysis 1  | DT: Video Analysis 1   | DT: Video Analysis 2   | EDU: Video Analysis 2  |  |
| Lesson Planning <ul style="list-style-type: none"> <li>• initial lesson plan template</li> </ul>  | Lesson Planning <ul style="list-style-type: none"> <li>• standard lesson plan template</li> </ul>  | Lesson Planning <ul style="list-style-type: none"> <li>• connection between objectives and assessment</li> </ul>   | Lesson Planning <ul style="list-style-type: none"> <li>• serial lesson plan template</li> </ul>  | Lesson Planning <ul style="list-style-type: none"> <li>• review use of serial lesson plan template</li> </ul>  | Lesson Planning <ul style="list-style-type: none"> <li>• planning for the independent teaching week.</li> </ul>  |
| Professional Portfolio (Reminder to collect material; summary)  | Professional Portfolio (Reminder to collect material; summary)   | Professional Portfolio (Reminder to collect material; summary)   | Professional Portfolio (Reminder to collect material; summary)   | Professional Portfolio (Reminder to collect material; summary)   | Professional Portfolio (Reminder to collect material; summary)   |
| Reflective Writing <ul style="list-style-type: none"> <li>• general introduction with a focus on writing logbook entries</li> </ul>   | Reflective Writing <ul style="list-style-type: none"> <li>• general introduction with a focus on writing lesson plan reflections</li> </ul>                                  | Reflective Writing <ul style="list-style-type: none"> <li>• logbook entries with an emphasis on analysis</li> </ul>  | Reflective Writing <ul style="list-style-type: none"> <li>• lesson plan reflections with an emphasis on analysis</li> </ul>  | Reflective Writing <ul style="list-style-type: none"> <li>• review reflective writing and apply by reflecting deeply on implementation of unit plan</li> </ul>               | Reflective Writing <ul style="list-style-type: none"> <li>• review reflective writing and describe specific expectations for final practicum</li> </ul>                      |