

PRACTICUM HANDBOOK 2024-25



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

IMPORTANT NOTE

The policies in this handbook are effective from July 2024 to June 2025. Teacher Candidates (TCs) should also regularly check Pepper for practicum updates and announcements.

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WELCOME

Welcome to the Master of Teaching (MT) Practicum Program. This document, the MT Practicum Handbook, provides an overview of the practicum component of the MT program for Teacher Candidates (TCs), Associate Teachers (ATs), OISE Faculty Advisors (FAs), and school administrators. The MT Practicum Handbook is updated annually, and feedback about its content are always welcomed at mtpracticum@utoronto.ca.

The practicum provides TCs with opportunities to integrate academic preparation and educational studies in workplace learning and to demonstrate that they are meeting the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* (see links in section 1.1 below).

The MT Practicum Team is committed to working closely with our partner schools and Associate Teachers to make the practicum a successful and rewarding experience for all involved. A special thank you to MT school partners and ATs for valued contributions to our TCs and the MT program!

CONTACT INFORMATION

MASTER OF TEACHING PRACTICUM TEAM	
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PART 1: PRACTICUM-RELATED POLICIES

1.1 OISE STANDARDS OF PROFESSIONAL PRACTICE, BEHAVIOUR AND ETHICAL PERFORMANCE FOR TEACHER CANDIDATES

All Teacher Candidates (TCs) registered in OISE's Master of Teaching (MT) program leading to recommendation for certification by the [Ontario College of Teachers](#) accept that the teaching profession demands integrity and exemplary behaviour. OISE Standards of Professional Practice, Behaviour and Ethical Performance for teaching includes upholding the applicable standards for the teaching profession established with reference to:

- The [Standards of Practice for the Teaching Profession](#) and the [Ethical Standards of Practice for the Teaching Profession](#) of the Ontario College of Teachers;
- The [Education Act](#) of the Province of Ontario;
- [We the Teachers of Ontario](#) of the Ontario Teachers' Federation;
- The [Code of Student Conduct](#) of the University of Toronto;
- The [Ontario Human Rights Code](#);
- The [Criminal Code of Canada](#);
- The expectations of OISE's partner boards and schools.

These standards apply to TCs in all teaching or practice-related settings. By registering in OISE's MT program, a TC accepts that they will follow OISE Standards of Professional Practice, Behaviour and Ethical Performance.

OISE Standards of Professional Practice, Behaviour and Ethical Performance do not replace the legal and ethical standards defined by professional or regulatory bodies or those regulations applicable to host organizations nor those defined by other University of Toronto policies or procedures. Action respecting these OISE standards does not preclude any other action under other applicable University policies or procedures, action by program regulatory bodies, professional bodies or Boards of Education, or action under applicable law.

Breach of any of OISE Standards of *Professional Practice, Behaviour and Ethical Performance* may, after appropriate evaluation of a TC and in accordance with applicable procedures, be cause for dismissal or failure in a course, practicum, field placement or program.

All OISE TCs are expected to demonstrate high levels of both academic and professional integrity and behaviour. As associate members of the [Ontario Teachers' Federation](#) (OTF), Teacher Candidates should be aware of the regulations made under the [Teaching Profession Act](#). All OISE Teacher Candidates will uphold the relevant behavioural and ethical standards of the teaching profession and will refrain from taking any action that is inconsistent with the appropriate standards of professional behaviour and ethical performance.

These appropriate standards include:

- Acting in a manner consistent with a teacher professional who is in a 'position of trust' in relationships with students in their care during practicum and field experiences. As a teaching professional in a position of trust, teacher candidates must not use relationships with students for personal benefit, gain or gratification.
- Demonstrating dedication and commitment to students in their care.
- Respecting appropriate confidentiality of all students in their care. The standard of confidentiality permits discussion of information about the student with school authorities who have direct involvement with that student and the release of information as required by law.
- Respecting students' rights and dignity, emotional wellness, physical safety and cognitive development.
- Refraining from any act that may be reasonably construed as physical, emotional, or sexual abuse of students.
- Establishing, respecting, and maintaining appropriate professional boundaries in relationships with students, peers, colleagues and other professionals.
- Respecting and demonstrating willingness to work professionally with instructors, peers, colleagues and other professionals.
- Attending scheduled practicum and field placements and in the event of unforeseen circumstances, providing timely notice of absence to the appropriate person(s).
- Upholding all applicable aspects of the [Ontario Human Rights Code](#).
- Fulfilling the duties of a teacher as outlined in the [Education Act](#) of the province of Ontario (RR, 1990, Reg. 298 sec 20).
- Behaving in a way that upholds the ethical and behavioural standards established by the Ontario College of Teachers and applicable Canadian law including the [Criminal Code of Canada](#).

OISE Standards of Professional Practice, Behaviour and Ethical Performance represent minimum expected behaviour and ethical performance of Teacher Candidates; TCs should always strive for exemplary ethical and professional behaviour. Breaches related to *OISE Standards of Professional Practice, Behaviour and Ethical Performance* are a serious matter and represent failure to meet the standards of the program.

1.2 OISE EQUITY AND DIVERSITY POLICY

OISE is strongly committed to social justice and to the just treatment of each individual member of our community and the communities we serve. We are especially vigilant in ensuring that differences are not treated in ways that produce direct or indirect forms of discrimination. These differences have been named, for example, by the [Ontario Human Rights Code](#) and include aboriginal ancestry, race, colour, culture, ethnicity, language, ability, disability, class, age, ancestry, nationality, place of origin, faith, religion, gender expression, sex, sexual orientation, family status, marital status or gender identity. Although we have named differences by using the terminology of the Ontario Human Rights Code, we understand that this terminology is often contested and in flux.

Our commitment to social justice also means that those with whom we work and live, who experience individual or systemic discrimination for whatever reason, are provided with the means to overcome social and physical disadvantages to the best of our ability. Equitable treatment sometimes involves similar treatment and at other times involves differential treatment to bring about an equality of results.

In MT practicum experiences, this means that every effort must be made to support the above statement and the [University of Toronto's Statement on Equity, Diversity and Excellence](#). The above statement and the University policy are consistent with those found within our partner school boards. If a Teacher Candidate experiences discrimination of any kind, they should contact their Practicum Coordinator, the MT Partnership Coordinator or the [University of Toronto's Anti-Racism and Cultural Diversity Office](#) at 416-978-1259.

1.3 SEXUAL VIOLENCE AND SEXUAL HARASSMENT POLICY

The [University of Toronto's Policy on Sexual Violence and Sexual Harassment](#) applies to all OISE TCs.

Sexual violence is defined by Ontario Bill 132 and by the Policy as “any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, and sexual exploitation.” Sexual harassment as defined by the Ontario Human Rights Code includes but is not limited to engaging in a course of vexatious comments or conduct that is known or ought to be known to be unwelcome. Sexual harassment includes any sexual solicitation or advance made by a person in a position to confer, grant or deny a benefit or advancement to the person where the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome.

Sexual harassment also includes a reprisal or a threat of reprisal for the rejection of a sexual solicitation or advance, where the reprisal is made or threatened by a person in a position to confer, grant or deny a benefit or advancement to the person. It is conduct that creates an intimidating, hostile, or offensive working or learning environment, and which a reasonable person would realize was unacceptable. Sexual violence includes sexual assault and gender-based harassment, which may include but is not limited to unwelcome behavior such as:

- suggestive comments or gestures
- sexual innuendo or banter
- leering

- remarks about looks, dress, or lifestyle
- pressure for dates
- homophobic insults
- verbal abuse
- intrusive physical behaviour or contact
- non-consensual kissing, touching, fondling, penetration
- sexual solicitation or advance made by a person in a position of power
- a course of vexatious comment or conduct related to a person's sex, sexual orientation, gender expression or gender identity.

Some instances of sexual violence are very clear and are intentionally demeaning or discriminatory; others are ambiguous and may result from thoughtlessness or incomprehension. The Policy requires people to treat one in a manner that is free of sexual violence or sexual harassment so that members of the University community can study, work and live in a safe environment.

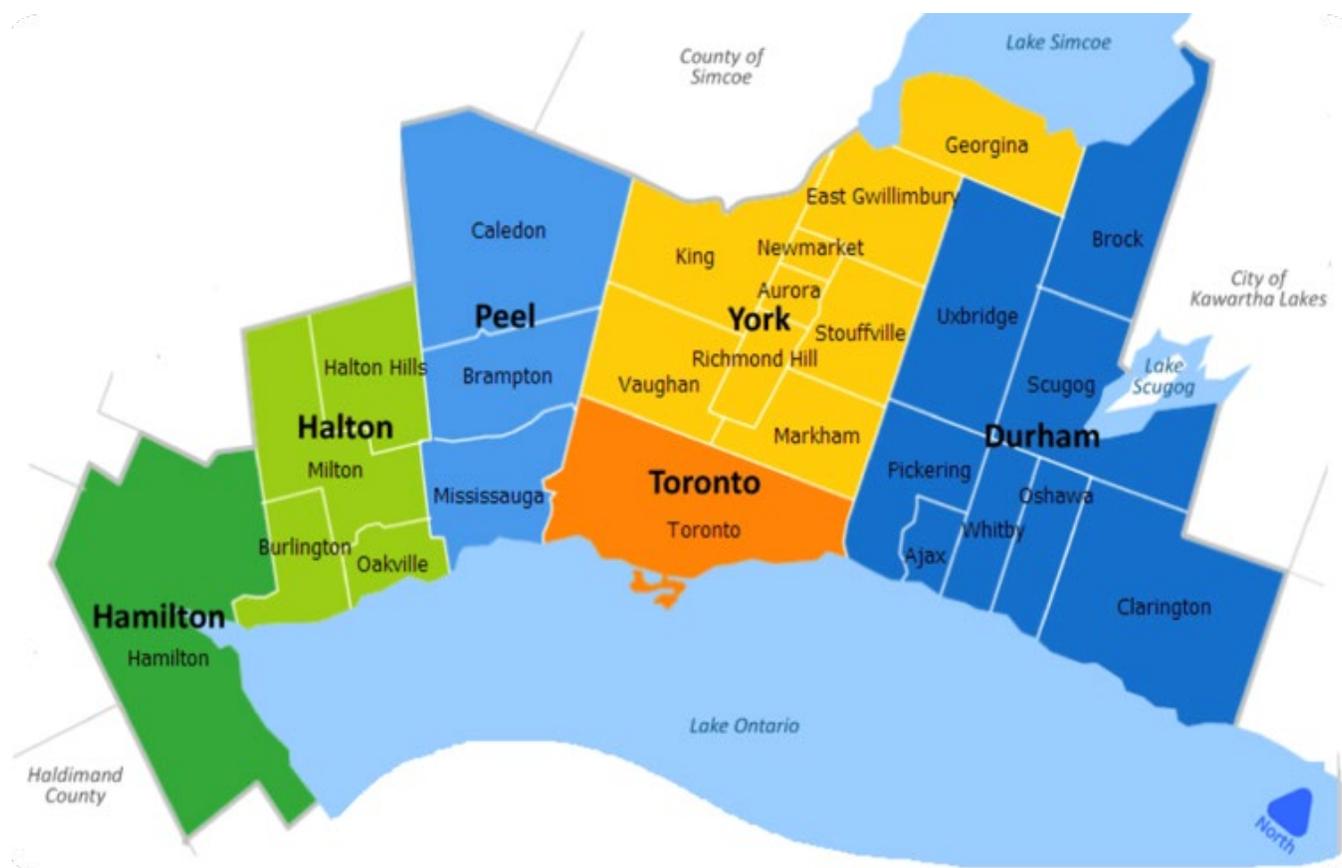
The Sexual Harassment Policy of the School Board/Site in which Teacher Candidates are completing their Practicum also applies. TCs with sexual harassment concerns should immediately contact their MT Practicum Coordinator, the MT Partnership Coordinator, or the [University of Toronto's Sexual Violence Prevention and Support Centre](#).

PART 2: GENERAL INFORMATION

2.1 PRACTICUM PLACEMENT PROCESS

TCs in the MT program are placed in one of eleven school boards in the Greater Toronto Hamilton Area (GTHA). Each TC will have three placements across the two-year program, including at least one practicum placement in each division of their program. When possible, TCs will be placed in each teaching subject for which they are being recommended for certification. All practicum placements must take place during the regularly scheduled practicum sessions: Year 1 Fall Term, Year 1 Winter Term, and Year 2 Winter Term. The complex placement process varies from board to board, and as such TCs should be aware that the scheduled dates cannot be changed. TCs are asked to review the information below to understand the process as much as possible, and to have realistic expectations about where they might be placed.

The first step is for TCs to select a board of preference for practicum placements. Since the University of Toronto has legal partnership agreements with only eleven boards, TCs must be placed in one of the following MT partner boards, with no exceptions:



School Board Partner	Category	Who Makes the Placement?
Hamilton Wentworth District School Board (HWDSB)	Partner-placed	HWDSB Staff
Halton District School Board (HDSB)	Partner-placed	HDSB Staff
Halton Catholic District School Board (HCDSB)	Partner-placed	HCDSB Staff
Peel District School Board (PDSB)	Partner-placed	PDSB Staff
Dufferin Peel Catholic District School Board (DPCDSB)	University-placed	MT Practicum Team
Toronto District School Board (TDSB)	University-placed	MT Practicum Team
Toronto Catholic District School Board (TCDSB)	Shared- responsibility	MT Practicum Team
Durham District School Board (DDSB)	Partner-placed	DDSB Staff
Durham Catholic District School Board (DCDSB)	Partner-placed	DCDSB Staff
York Region District School Board (YRDSB)	Partner-placed	YRDSB Staff
York Catholic District School Board (YCDSB)	Partner-placed	YCDSB Staff

I. UNIVERSITY-PLACED BOARDS (non-central)

University-placed indicates that the MT Practicum Team can reach out to schools in certain boards (DPCDSB, TDSB) directly to search for appropriate TC/AT matches. This category offers the greatest flexibility; TCs should anticipate a commute time of 90 minutes or less.



II. PARTNER-PLACED BOARD (central)

Partner-placed indicates that school board personnel are responsible to reach out to schools and to make TC/AT matches. These boards (DCDSB, DDSB, HWDSB, HDSB, HCDSB, PDSB, YCDSB and YRDSB) provide the MT program a list of placements that conform to our requests and to OCT accreditation requirements. This category offers the least flexibility, and TCs must be prepared to travel up to 90 minutes each way.



III. SHARED-RESPONSIBILITY BOARDS

Shared-responsibility indicates boards (TCDSB) that place restrictions on which schools OISE can contact directly; the MT Practicum Team can make placement decisions only when working within board-prescribed parameters. TCs selecting these boards should be prepared to travel up to 90 minutes each way.



IMPORTANT NOTES

- TCs should only request a board-placed practicum **if they are willing to accept the placement the board assigns to them**. Since OISE is not responsible for making the placements in these boards, we have no control over the assigned placements.
- TCs requesting placements in HWDSB, HDSB, HCDSB, PDSB, YRDSB, TCDSB, DDSB, or DCDSB must be prepared to commute up to 90 minutes each way. TCs requesting placements in TDSB, DPCDSB, or YCDSB must be prepared to commute up to 90 minutes each way.
- TCs are expected to fully attend the practicum as outlined on the [Practicum Schedule](#) (i.e., TCs must not adjust the schedule for any reason).
- When a board-placed practicum is unavailable, a MT Practicum Coordinator will contact the TC to arrange a placement in the TDSB (i.e., TDSB is the default board for all TCs regardless of their home address).
- A placement in a TC's board of preference is not guaranteed.
- A placement in a TC's teachable subject(s) (for TCs in JI and IS) is not guaranteed.
- A placement in both divisions is an OCT accreditation requirement; across the two-year program, TCs will be placed in both divisions (P and J for PJ TCs, J and I for JI TCs, I and S for IS TCs).
- JI TCs will not be placed in secondary schools, as most high school teachers teach Grades 9-12. However, IS TCs may be placed in an elementary school for a practicum in Grade 7 or Grade 8.
- MT Coordinators and Board Placement Officers are solely responsible for ALL aspects of the placement process, including identifying possible partner schools, contacting schools, speaking with school administrators and teachers, and arranging the placements. TCs must not have conversations with schools or teachers about possible placements or being a partner with the MT program, as there are many factors which might inhibit the MT program from being able to follow up with a school (e.g., a school might be involved with another teacher education program, a school may be part of a board that employs a centralized placement process, or there may be other reasons related to internal or board-based protocol).
- There are many factors involved in the placement process, including:
 - availability of ATs,
 - location of schools,
 - grade levels,
 - subject areas
 - the information provided by each TC on their Practicum Record (see Section 2.2).
- In any given year, there may be special programs and practicum opportunities offered for a limited number of TCs. In the past, these have included *Access Pathways for Black Educators*, *The Deepening Knowledge Project*, and the *Eenchokay Birchstick School*. If such programs are offered, they will be announced via Pepper with instructions for those interested in applying.

Recognizing the complexity of the placement process, TCs are expected to accept the assigned placement.

2.2 PRACTICUM RECORD (PR)

Each TC's Practicum Record (PR) is the primary means of sharing information with the MT Practicum Coordinators (PCs). Each PC uses the information in the PRs for the placement process. TCs are

responsible for keeping up-to-date information on their PR. Below are key details about how to complete each section of the PR.

MY PREFERRED BOARD

The MT program has partner schools within the eleven boards listed in the dropdown menu of this field. Placements are made only in these school boards. TCs can select only one board preference per year (i.e., a Year 2 TC will have an opportunity to indicate a new preference at the start of Year 2). Note that this is the expression of a preference and not equivalent to a guarantee.

NOTE: Catholic school boards have communicated to OISE that TCs placed in Catholic schools require that: (1) the TC is Catholic, and (2) that the TC is enrolled in (or has completed) the [Catholic Education Course](#) in the fall of Year 1 of the program. This course is not part of the MT program and involves an additional fee. Additionally, note that TCDSB requires TCs to submit proof of Catholicity.

Note that in any given year, the MT program may also partner with a small number of independent schools including non-public Catholic schools, Islamic schools, Jewish schools, etc. There is no guarantee of being placed in an independent school, but a TC can note their interest in these schools via the Additional Comments section of their Practicum Record.

MY PRACTICUM ADDRESS

A TC's address is a critical piece of information that Practicum Coordinators (PCs) use in the placement process. The address you provide should be the address where you will be living during the practicum. Include street name and number, city/town and postal code. Do not include your unit/apartment number. Ensure your address is as complete as possible, as PCs rely on this information when considering potential placements for you. You may also choose to list an address nearest to where you would like to be placed (e.g., your after-school workplace or the daycare centre where your children attend).

IMPORTANT: If you do not know your address because of an upcoming move, please provide the general area where you expect to be living, e.g., downtown Toronto, SW Mississauga, etc. Any additional information or details can be noted in "Additional Comments."

Information shared on your Personal Practicum Record (PPR) is for practicum purposes only and it does not change your official University of Toronto records on ACORN. You are still required to keep your ACORN records updated for official university correspondence, convocation name, etc.

ADDITIONAL COMMENTS

Please note in the “Additional Comments” box if there are special considerations that Practicum Coordinators should be aware of in the placement process, e.g., childcare location, accommodations¹, etc.

Please include the following in Additional Comments on your Practicum Record:

- If you have an immediate family member (child, sibling or parent) who attends or works at a school in the Board you have selected, or in a position at the Board level, please note this in ‘Additional Comments’, e.g., My sister is a teacher at ABC school in this board.
- Practicum-related accommodations (verbatim copy/paste from an official Letter of Accommodation) and the date of the Letter of Accommodation.
- Special interests or qualifications you have that connect to the kind of placement you are open to, e.g., music, arts, athletics, etc.

Please **do not** include the following in **Additional Comments**:

- Names of schools where you would like to be placed;
- A request for a placement in a board that is not listed in the drop-down menu, as we only place in MT partner boards.
- A preference to be placed close to your practicum address, *as we assume every TC prefers geographic proximity*.
- Grade level preferences, since PCs review your previous placement grades and take this into consideration. Please do not list the grades in which you wish to be placed.
- More than one address, e.g., one in “practicum address” and then another one in “Additional Comments” as this is confusing and requires additional follow-up from PCs and/or board placement personnel.
- **PJ and JI TCs interested in placements in French settings: please review the policies outlined in the MT Practicum Handbook**; do not share preferences if they do not align with these policies.
- JI TCs: As noted in the MT Practicum Handbook, *“We cannot place JI candidates in secondary schools,”* so please do not request this.
- Due to the changes in teacher education regulations, we cannot place TCs in full-time special education settings or in community-based settings such as hospitals or prisons, so please do not request these.

2.3 CONFLICT OF INTEREST POLICY

To maintain the integrity of the assessment and evaluation of a Teacher Candidate's performance in a practicum, a potential conflict of interest must be avoided. Please note in the “Additional Comments” field

¹ TCs should list the accommodations on their Practicum Record along with the date of the Letter of Accommodation issued by Accessibility Services. This will support the TCs Practicum Coordinator being aware of the practicum-related accommodations suggested by Accessibility Services. Reasons for accommodations are confidential, and any personal information shared on the Practicum Record will only be available to MT Coordinators; it is not viewable by other TCs, schools or Boards.

on your Practicum Record any schools in the board of your preference that would involve a conflict of interest.

This may include:

- A school where a family member is present, either as a student or staff member, or a family member who works at the board level;
- A school where a close friend works, attends, or is a parent;
- A school that is a place of previous employment or volunteer work, **and** with which the TC has maintained an on-going *personal* relationship with someone at the school (many volunteer and employment relationships are strictly *professional*, in which case this would likely NOT be a conflict of interest);
- A school from which a TC has graduated and has maintained an on-going *personal* relationship with a member of the school community.

TCs are expected to immediately communicate with their PC if their assigned placement is in a school where there is an on-going *personal* relationship with a member of the school community. If by chance you are placed at a school that involves a conflict of interest, please let your PC know immediately so that an alternate placement can be arranged if necessary.

Taking a proactive approach to a potential conflict of interest situation by noting it on your Practicum Record is in the best interest of the TC. At times, a conflict of interest does not become apparent to an Associate Teacher until later in a practicum, at which time a TC may be asked to leave a school and the practicum is deemed unsuccessful (refer to 'Unsatisfactory Practicum Performance' in this document).

2.4 ACCOMMODATIONS IN THE PRACTICUM

The MT program works in partnership with the [U of T's Accessibility Services Office](#) to support TCs who have a variety of learning needs. Our commitment to the accommodation process is guided by the rights of students with disabilities as outlined in the [Ontario Human Rights Code](#). The MT Practicum team sometimes receives inquiries from ATs and principals about why such accommodations are provided, with the fair question about how such accommodations would be possible after graduation when TCs become full-fledged teachers. It is important to remember, though, that practicum is a university course and that accommodations for any university course must be provided when warranted. It is equally important to note that upon graduation, newly minted teachers have a range of options that include work in the public sector, work in the private sector, part-time work, occasional teaching, etc. We must not assume that all TCs have the same end goal.

TCs who think they may qualify for accommodations should review the [University of Toronto's Accessibility Services](#) website and start the process to register by submitting the "[Student Intake Form](#)". Be sure to mention to your Accessibility Advisor that your program includes practice teaching components. When Accessibility Services, in discussion with the TC, recommends accommodations for practice teaching, the TC should list the accommodations (verbatim) on their Practicum Record, along with the date of the Letter of Accommodation issued by Accessibility Services. This will help the TC's Practicum Coordinator (PC) become aware of the practicum-related accommodations suggested by Accessibility Services. After the Letter of Accommodations has been developed, TCs should also contact their PC to

discuss communication of the accommodations to the TC's practicum school. Some accommodations relate just to the placement process and therefore need not be shared with the practicum school. When accommodations relate specifically to the practicum placement, the TC can discuss the most appropriate and comfortable way to share the accommodations with the practicum school with their PC.

It is highly recommended that TCs requiring accommodations contact Accessibility Services well in advance of the start of the academic year, e.g., in June/July/August.

If you require accommodations for religious or cultural reasons, kindly flag these to the attention of mtpracticum@utoronto.ca with as much advance notice as possible.

2.5 FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

The University of Toronto respects the privacy of all stakeholders. Personal information that you provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering admissions, registration, academic programs, university-related student activities, activities of student societies, safety, financial assistance and awards, graduation and university advancement, and reporting to government agencies for statistical purposes. At all times it will be protected in accordance with the [Freedom of Information and Protection of Privacy Act](#). If you have questions, please refer to [University of Toronto Privacy information](#) or contact the University Freedom of Information and Protection of Privacy Coordinator at 416-946-7303, McMurrich Building, Room 104, 12 Queen's Park Crescent West, Toronto, ON, M5S 1A8.

2.6 ELEMENTARY EDUCATION: JI AND PJ PLACEMENTS IN FRENCH

The MT program is an English teacher education program, which requires that all French placements (Core, Immersion and Extended) be completed in English language schools.

JUNIOR/INTERMEDIATE

The MT program supports the placement of Junior/Intermediate TCs in French when the following factors have been addressed.

1. The Teacher Candidate successfully demonstrates competency in French through two criteria:
 - a) Candidate successfully passes [OISE's French Proficiency Test](#) and
 - b) Junior/Intermediate candidates are enrolled in the Intermediate teachable French (Second Language) CTL7051.

Rationale:

Taking the French as a Second Language course is a requirement, as this will provide the pedagogical and philosophical underpinnings of French language instruction in Ontario schools.

2. All J/I TCs are required to do at least one practicum in an English-speaking classroom.

Rationale:

At least one practicum in an English-speaking classroom provides the candidate with an opportunity to demonstrate competency in this language. This facilitates OISE recommending candidates to the

Ontario College of Teachers for a Certificate of Qualification from an English teacher education program.

PRIMARY/JUNIOR

The MT program supports the placement of Year 2 Primary/Junior TCs in a French setting (French Core, French Immersion or French Extended) when the following criteria have been met:

- TC successfully passes **OISE's French Proficiency Test**, followed by
- TC successfully completes CTL3204H - *L'immersion française: enseignement et recherches* (French Immersion: Teaching and Research)
- TC successfully completes CTL7200H - Curriculum and Teaching in French as a Second Language – Primary/Junior.

2.7 SCHEDULE OF PRACTICUM PREPARATION DAYS AND PRACTICUM

YEAR 1 FALL	PRACTICUM PREPARATION DAYS (mandatory in-person attendance): November 1, 4 and 5, 2024 PRACTICUM BLOCK (mandatory in-person attendance): November 6 – December 6, 2024
YEAR 1 WINTER	PRACTICUM PREPARATION DAYS (mandatory in-person attendance): February 7, 21, and 24, 2025 PRACTICUM BLOCK (mandatory in-person attendance): February 25 – March 28, 2025
YEAR 2 WINTER	PRACTICUM PREPARATION DAYS (mandatory in-person attendance): February 7, 21 and 24, 2025 PRACTICUM BLOCK (mandatory in-person attendance): February 25 – April 8, 2025

PART 3: PRACTICUM-RELATED EXPECTATIONS

3.1 POLICE RECORD CHECK / VULNERABLE SECTOR SCREENING (VSS)

A Vulnerable Sector Screening (VSS) is a requirement to be placed in MT partner schools. VSS police checks **are not submitted to OISE**, but TCs are expected to input the “Date of Issue” into the “VSS Date of Issue” field on their Practicum Record on Pepper. Instructions on submitting a VSS check to the board in which a TC prefers to be placed can be found in the School Board Requirements folder on Pepper. Instructions for submission vary by board, and these will be posted by board no later than September 30 each year. TCs in both Year 1 and Year 2 should apply annually for their VSS no later than August 31.

3.2 WEEK-BY-WEEK EXPECTATIONS

IMPORTANT:

The expectations noted below are to be used as a **guiding framework and** can be adjusted to better meet the needs of a specific practice teaching situation. Detailed weekly expectation charts for each practicum can be found on the MT Practicum website in the [Weekly Expectations section](#).

PRACTICUM EXPECTATIONS				
YEAR 1 PRACTICUM	WEEK 1	WEEK 2	WEEK 3	WEEK 4
YEAR 1 Part 1 FALL	<ul style="list-style-type: none"> Inquiry Observation Active Engagement 	1/3 timetable Elementary: 1-2 lessons/day Secondary: 1 class/day	1/3 timetable Elementary: 1-2 lessons/day Secondary: 1 class/day	1/3-2/3 timetable Elementary: 2-3 lessons/day Secondary: 1-2 classes/day
YEAR 1 Part 2 WINTER	1/3 timetable Elementary: 1-2 lessons/day Secondary: 1 class/day	1/3-2/3 timetable Elementary: 1-2 lessons/day Secondary: 1 class/day	2/3 timetable Elementary: 3 lessons/day Secondary: 2 classes/day	2/3 timetable Elementary: 3 lessons/day Secondary: 2 classes/day
YEAR 2 PRACTICUM	WEEK 1	WEEKS 2 & 3	WEEK 4	WEEK 5 & 6
YEAR 2 WINTER	Observation continues & transitions to 1/3 timetable by end of week Elementary: 1-2 lessons/day Secondary: 1 class/day	1/3 - 2/3 timetable Elementary: 2-3 lessons/day Secondary: 1-2 classes/day	2/3 - full timetable Elementary: 3-4 lessons/day Secondary: 2-3 classes/day	2/3 - full timetable Elementary: 3-4 lessons/day Secondary: 2-3 classes/day

3.3 LESSON PLANS

All TCs are **required** to develop the skill of preparing detailed lessons plans, which should be completed and shared with the Associate Teacher (AT) **at least one day prior to delivery of the lesson**. Some ATs expect lesson plans at least two days prior to the lesson. TCs are responsible for asking their AT about this important expectation. Sharing lesson plans with an AT ahead of teaching the lesson will allow for time to plan, prepare, review the lesson plan with the AT, and make changes if necessary. TCs may choose from a variety of [lesson plan templates](#), as there are many ways to demonstrate an understanding of planning, connection to curriculum, accommodation of students' needs, and lesson design.

Some ATs and TCs may have questions about the use of Generative Artificial Intelligence (e.g., ChatGPT) for planning. Teachers use a variety of resources and tools when doing long-range planning, unit planning, lesson planning, etc. They also know the value of a “homemade” approach in crafting plans that reflect students' unique needs, employ pedagogical approaches that are current and culturally relevant, delve deeply into the curricula, and consider meaningful assessment. Accordingly, the Master of Teaching program understands that prepared resources and/or technology cannot satisfactorily replace a “homemade” approach but that they do have utility when combined with the “voice” and personal touch an experienced teacher brings. The following statement (which was created with input from ChatGPT) aligns with our commitment to fostering innovative teaching practices while upholding the principles of academic integrity and transparency.

Position Statement: Unless prohibited by board or school policies, the MT program believes that generative Artificial Intelligence tools (e.g., ChatGPT) may be sparingly used to support accommodations and/or as a supplementary tool to aid Teacher Candidates (TCs) in their lesson planning and unit planning, etc., provided that their Associate Teacher is informed and consents to its usage. Further, given that practicum is a university course and therefore is subject to University of Toronto policies regarding academic integrity, it is imperative that TCs diligently cite AI tools as a resource within their lesson plans (and any other practicum-related work), giving credit where it is due. Furthermore, to ensure transparency and accountability, at a minimum TCs are required to maintain a summary of the prompts and inquiries used on AI platforms during the planning process.

3.4 ATTENDANCE AND ABSENCES

3.4.1 GENERAL ATTENDANCE INFORMATION

The Ontario College of Teachers and the Ontario Ministry of Education regulate the number of days TCs are required to be in a practicum setting. MT policy requires that TCs be in attendance for the total number of days as noted in section 2.7 of this handbook and on the schedule in the [MT Practicum website](#). TCs are expected to make up every day of absence in a practicum** including the Practicum Preparation Days (PPDs). Make-up days are completed in the week after the completion of the practicum block (i.e., immediately following the scheduled practicum). As such, it would be unwise to schedule appointments or trips in the week following practicum; instead, plan for the unexpected. TCs cannot miss an OISE class to attend a practicum make-up day. ATs are asked to submit the Summative Evaluation after the completion of any required make-up days. Upon confirming the date(s) of any make-up day(s) with their AT, TCs are

expected to communicate the date(s) of any make-up day(s) to their Faculty Advisor and Practicum Coordinator.

** Too many absences across a practicum block may diminish the integrity of the practicum placement, and a TC may be required to complete a full make-up practicum block after the completion of classes in April/May. Year 2 TCs completing the practicum components of the program in April/May may be required to delay convocation until the following November, which in turn would delay certification with the Ontario College of Teachers.

IMPORTANT

Make-up practicum blocks due to an unsuccessful practicum or an unapproved departure from the practicum schedule will result in a TC paying an additional administrative fee of \$450.

Because attendance is of critical importance, TCs are expected to:

- Make medical and other personal appointments after school hours, and
- Limit absences to illness, religious observances, or bereavement.
- Notify other employers that they are unavailable to work during school hours throughout the duration of the practicum block.

A PA Day is not considered a day of absence, and TCs should be participating in PA Day activities if possible. Additional information about expectations related to PA Days can be found on page 22 of this Handbook.

In exceptional circumstances, a TC may request a deferral of a practicum due to health or medical reasons. A formal request of this nature should be made to the TC's PC. TCs will be directed to provide supporting documentation (e.g., medical note from a certified medical practitioner) to the Student Success Counsellor in the [Registrar's Office and Student Experience](#) (ROSE) at OISE. The request for a deferral will be discussed with the MT Partnership Coordinator.

If a TC elects not to start a scheduled practicum for reasons other than a health or medical deferral, or if a TC steps out of a practicum for any reason, then the practicum is immediately deemed to be unsuccessful. A make-up practicum will be scheduled² in April/May, and the TC will be required to pay the additional administrative fee of \$450.

3.4.2 COMMUNICATION OF ABSENCES

If a TC is absent during a practicum, which includes mandatory in-person Practicum Preparation Days (PPDs), they should immediately communicate the absence to all parties concerned with the placement as outlined below, bearing in mind that the K-12 students must not be negatively impacted by such an absence. Below are four key expectations related to an absence from the practicum:

² A make-up practicum will not be scheduled if this is the second unsuccessful practicum across the MT program. Please see more information under the section Failure to Meet Program Requirements of this document.

- TCs must notify the AT via the school office **before** school begins for the day, as the AT must know prior to the first bell.
- If the TC is scheduled to teach on the day of the absence, all lesson plans must be submitted to the AT before school begins.
- TCs must email both the FA and PC, notifying them of their absence.
- TCs must communicate the date of any make-up days (normally the week immediately following the practicum block) to the FA and PC once those dates are established with their AT.

3.4.3 PUNCTUALITY

TCs assume the same responsibilities of punctuality as regular members of the teaching staff. During the first Practicum Preparation Day (PPD), each TC should ask their AT about expected daily arrival and departure times and consistently demonstrate their commitment to these times.

TCs are encouraged to print off and complete the [AT-TC Communication form](#) available on the MT practicum website. This form, which can be found in the [Forms and Resources](#) section, is a tool to facilitate discussion between an AT and a TC about important practicum-related expectations.

3.4.4 PROFESSIONAL ACTIVITY DAYS

If a Professional Activity Day (PA Day) occurs during a practicum session, TCs are expected to attend, participate, and follow the recommendations of the AT and school principal.

3.4.5 CONFERENCES

TCs are required to fully attend all scheduled PPDs and practicum days and therefore should not request permission to miss a school-based day to attend a professional conference. The one exception is when a TC attends a professional conference at the invitation of the AT.

3.4.6 INCLEMENT WEATHER CLOSURES

TCs are expected to attend all practicum days when schools are open. Most school boards post weather-related decisions between 6:00 a.m. and 6:30 a.m. of the day in question. TCs might also contact their AT directly to confirm the status of a practicum school. If the school is closed due to weather conditions, TCs are not expected to attend, the day is not considered an absence, and the day does not need to be made up. In the case of a school closure due to weather, TCs are encouraged to connect with their AT to regarding plans/expectations for the following practicum day. If a board pivots to virtual learning for the day, TCs are expected to adapt accordingly.

3.5 CONFIDENTIALITY

Confidentiality is an expectation of OISE's Standards of Professional Practice, Behaviour and Ethical Performance for Teacher Candidates noted on pages 7-8 of this document and is also an expectation of the [Ontario Teachers' Federation](#).

Once TCs begin to work in a school setting, they become privy to knowledge about students' behaviour patterns, academic ability, emotional maturity, relationships with others, etc. In many cases, information of this nature is shared so that the TC might work more effectively with the group or with an individual student. In other cases, this information is simply acquired through observation in the classroom or school. TCs are also able to know more about staff members than would normally be learned from their "public image."

TCs must understand that such knowledge or subjective opinions should not be shared in the community, in the school, in the class, or **with anyone who has no legitimate need to know**. Care must be taken to refrain from expressing comments harmful to the reputation of any pupil or professional. Similarly, a TC has every right to expect that their participation and information will be treated with the same confidentiality and respect.

As associate members of the Ontario Teachers' Federation, TCs should be familiar with [We the Teachers of Ontario](#). Specifically, attention should be given to the sections on page 7 titled the "Duties of a Member to His or Her Pupils" and the "Duties of a Member to Fellow Members."

If any questions or concerns develop, the line of communication regarding a situation in the school is always first with the staff member involved, and then with the AT, the principal or vice-principal, and/or the FA.

3.6 USE OF SOCIAL MEDIA

The [Ontario College of Teachers has published an advisory for all teachers on the use of electronic communication and social media](#). TCs should be familiar with this advisory and use social media accordingly. An excerpt from this advisory is noted below:

Electronic communication and social media create new options for extending and enhancing education. However, as the number of channels of communication in society increases rapidly, so does the rate of misuse. Professional boundaries can blur. Even the most experienced members may be susceptible to unintentional mistakes. Maintaining professional boundaries in all forms of communication, technology-related or not, is vital to maintaining the public trust and appropriate professional relationships with students.

3.7 SUPERVISION OF K-12 STUDENTS

Any supervisory duties carried out by the TC in the practicum must be done while under the supervision of a teacher certified by the Ontario College of Teachers. These supervisory duties include class duty, yard duty, hall duty, lunch duty, out-of-class excursions, and extra-curricular activities. It is imperative that principals, vice-principals, ATs and TCs understand that TCs are not dues-paying members of a union affiliate and therefore do not have the same legal protections that teachers do. TCs should not be asked, coerced, or required to supervise K-12 students on their own.

3.8 SUPPLY TEACHING

If an AT is absent during the practicum, the TC is **not** permitted to act as their supply teacher. A certified teacher must be in the room with the TC. Even if a TC has a Transitional Certificate of Qualification and

Registration, ATs and principals must bear in mind that TCs **cannot** be left alone with K-12 students, as TCs do **not** have the same legal protections that members of teachers' unions do.

3.9 PARENT/TEACHER INTERVIEWS

Whenever possible and if appropriate, TCs are encouraged to attend parent/teacher interviews. This experience (as well as curriculum evenings and school family/community events) are invaluable during the teacher education experience.

3.10 EXTRA-CURRICULAR ACTIVITIES

TCs are encouraged to make a reasonable contribution to extra-curricular activities. They may assist in the coaching or conducting of an activity (i.e., drama club, school choir), but they are not permitted to have sole responsibility for any team or activity. TCs must conduct any extra-curricular activities under the supervision of a teacher certified by the Ontario College of Teachers, though not necessarily their own AT.

3.11 INJURIES AND WORKPLACE SAFETY AND INSURANCE BOARD (WSIB)

During the practicum dates outlined in this handbook, TCs are insured under the terms of the [Workplace Safety and Insurance Board \(WSIB\)](#). This coverage extends to field trips, overnight excursions, and extracurricular activities. However, please note that once the practicum (and any required make-up days) has been completed, the WSIB does not provide coverage for:

- TCs who volunteer their services;
- TCs who are on school premises solely for the purposes of visiting or casual observation;
- TCs who experience accidents or injuries while on the way to or from the practicum site.

If a TC has experienced an accident or injury while at practicum and during the specified practicum dates (including any make-up dates), please contact mtpracticum@utoronto.ca to ensure that all required WSIB forms and other supporting documentation are completed in a timely manner.

PART 4: DESCRIPTION OF ROLES

4.1 ROLE OF THE TEACHER CANDIDATE (TC)

GENERAL

- Is familiar with the policies, protocol and schedule of the practicum as outlined in the MT Practicum Handbook.
- Takes the initiative to seek information about the school and community prior to the practicum starting.
- Develops a collegial relationship with the AT as a teaching-learning partner in the classroom and school.
- When appropriate, shares any accommodations needed as might be outlined by Accessibility Services with the AT, principal, and FA. Note that the reasons for the accommodations do not need to be disclosed.
- Participates in a range of teaching and administrative tasks that are responsibilities/duties of any classroom teacher.
- Shadows the AT during all school duties and meetings.
- Demonstrates flexibility and adaptability.
- Is proactive in arranging convenient times with the AT to engage in planning, discussion of classroom events, and seeking feedback on lessons/interactions in the classroom/school.
- Develops criteria for self-assessment and recognizes areas that need improvement and/or attention.
- Engages in reflective and critical thinking about their teaching and implements feedback from the AT and the FA.
- Is punctual and fully attends the practicum.

CLASSROOM TEACHING

- Shows initiative and begins to take over routines, such as taking attendance, dismissal, bell work etc.
- Develops strong observation skills and aims to gain an awareness of all that is happening in the classroom/school.
- Becomes familiar with planning processes, record keeping techniques, and methods of student assessment and evaluation.
- Provides detailed lesson plans for all lessons and reflects on each lesson.
- Shares lesson and unit plans with AT in advance of teaching time in order to be able to appropriately revise to meet student needs and interests.
- Shows awareness of and attention to student needs and developmental levels by differentiating instruction, accommodating and/or modifying lesson planning and delivery.
- Is creative in securing the necessary resources to prepare lessons - Is always prepared and ready.

- Seeks opportunities to develop leadership skills.
- Becomes involved in extra-curricular activities outside of the classroom, either working with another teacher or initiating something new under the supervision of a qualified teacher.
- Conducts student observations, assessments, and evaluations as required in collaboration with the AT.

4.2 ROLE OF THE ASSOCIATE TEACHER (AT)

MODELING

- Acts as a model of good teaching practice and reflective practitioner.
- Is familiar with the goals and objectives of the practicum by reading the MT Practicum Handbook.
- Makes a workspace available for the TC in the classroom.
- Provides opportunities for the TC to participate in a range of teaching and administrative tasks normally viewed as a classroom teacher's responsibility.
- Shares short- and long-range plans with the TC and provides opportunities for the TC to gradually increase teaching time throughout the practicum block. Mutually decides on one to two areas on which to focus (and gradually increases with experience and confidence of the TC).
- Shares assessment and evaluation practices and clarifies expectations for the TC in this area.
- Acts as a resource for the TC, providing such things as ideas, materials, resources, guidance, and direction, including the necessary resources to prepare lessons, access to photocopying, textbooks, library resources, login information, etc.
- Encourages the TC to use strategies and skills that are taught in courses at OISE.
- Encourages and helps the TC understand the bigger picture of the school community and Ontario education system.
- Encourages the TC to engage in extra-curricular activities and to attend school events such as staff meetings, school and board PD, parent conferences, etc.

COACHING, CONSULTING AND COLLABORATING

- Is a strong mentor, listener, and coach.
- Commits the time to mentor the TC.
- Develops a professional and collegial atmosphere and works as a partner with the TC.
- Allows for creativity and initiative on the TC's part.
- Arranges convenient times with the TC to discuss strengths and interests, share personal goals and assignments that have an impact on the practicum, engage in planning, discuss classroom events, and reflect together.
- Assists the TC to develop criteria for self-assessment, appreciate personal strengths, and recognize areas that need attention.

- Carefully observes lessons with students and provides **regular, encouraging, and constructive feedback**.
- Accommodates individual needs that a TC may share with them and/or as outlined by Accessibility Services.

ASSESSMENT AND EVALUATION

- Provides formative feedback in a checklist at the mid-point in collaboration with the TC. This checklist is between the AT and the TC only and is not submitted to OISE (unless it indicates a TC is at-risk for unsuccessful completion of the practicum). However, both the AT and the TC should keep a copy of this form.
- Should a TC be “at risk” of not being successful during the practicum the TC must be aware of this status as soon as possible, the mid-point assessment needs to reflect the TC is at-risk, and the Faculty Advisor must be made aware of the concerns. When a TC is identified as being at-risk for failing the practicum, an Action Plan is formulated by the AT and FA and subsequently shared with the TC. If a TC becomes at-risk in the latter half of the practicum, the AT needs to share this information with both the TC and the FA immediately. An Action Plan will be implemented immediately, if time allows.
- Writes a detailed Summative Evaluation of the TC's performance and abilities. This must be submitted on time, as the practicum is a university course that is recorded on a TC's official transcript and must conform with institutional deadlines.

HONORARIUM FOR ASSOCIATE TEACHERS

The honorarium for hosting a TC in the MT program is \$250 per practicum block for hosting a Year 1 TC and \$300 per block for hosting a Year 2 TC in the extended practicum block. Payments are processed through each board's payroll department. ATs can expect to see the honorarium for the fall by the end of March, and for the winter by the end of July. Payment to independent schools will be arranged through the school principal for dissemination to individual ATs.

4.3 ROLE OF THE SCHOOL LIAISON

Please note: Some principals prefer to appoint a Liaison (i.e., one of the Associate Teachers or Vice-Principals) who coordinates TCs and ATs. The Liaison and/or the principal:

- Encourages teachers to consider being ATs with the MT program (e.g., share criteria, dates, and the process of becoming an AT).
- Becomes familiar with the MT program by reading the online material provided on the [MT Practicum website](#).
- Acts as the liaison between the school and OISE.
- Provides any professional development that the Liaison, the AT and/or the TC needs, when possible.
- Monitors/mediates any challenging situations that arise and communicates with the FA and PC when necessary.

- Enters the Associate Teachers' names in the MT practicum database.

IMPORTANT:

All teachers being entered into the database to be ATs need to first be approved (or nominated) by the principal. Teacher Liaisons cannot be responsible for determining if a fellow teacher (i.e., their union colleague) should be an AT or not.

- Encourages and helps the TCs understand the total school program, e.g., this might include a welcome on the first Practicum Preparation Day, a tour of the school, etc.
- Helps TCs become involved in extra-curricular activities if possible.
- Assists TCs in securing the necessary resources to being a TC in the school, e.g., access to photocopying, wi-fi, school handbook, library resources, etc.

4.4 ROLE OF THE SCHOOL ADMINISTRATOR

- Selects appropriate exemplary teachers to act as ATs and appoints a staff member to serve as the Liaison for the school.
- Actively supports the goals and expectations of the MT program.
- Ensures that a TC is never used as a supply teacher and is never asked to supervise students alone.
- Acts as the liaison to parents and the board regarding the MT program.
- Actively welcomes TCs as part of staff (e.g., introducing them in the school newsletters and over the PA, inviting them to staff meetings, PD, and school events).
- Supports any PD that the ATs and/or the TCs need, if possible.
- Encourages the TCs to gain understanding of the total school program as it serves the community.
- Gets to know the TCs by communicating informally, observing them teach, sharing school, board information, etc.
- Helps to accommodate individual needs that a TC may share and/or as outlined by Accessibility Services (e.g., learning disability, health challenges, family care, etc.).
- Becomes involved in any challenging situations that arise and communicates with the FA and PC when necessary.

4.5 ROLE OF THE FACULTY ADVISOR

- Acts as a support person to the TCs, ATs, Liaison, and school administrator(s).
- Schedules observations of TC lessons and provides feedback to the TC on the observed lesson.
- Provides support to TC as needed.
- Provides input about the expectations of the MT program and effective mentoring/coaching of TCs by ATs.

- Provides ATs with strategies/models for giving feedback to TCs.
- Intervenes when a TC is at risk. Mediates problem-solving situations. Provides support to TC and AT.
- Ensures that TC is fully aware of any challenges that have arisen and assists AT in providing guidance to improve by ensuring the formative assessment has been shared and an action plan has been created.
- Acts as a Liaison between the PC and AT when there are questions or issues related to make-up days.
- Asks for advice from the relevant PC when needed.

4.6 ROLE OF THE MT PRACTICUM ASSISTANT

- Identifies and communicates with MT partner schools, administrators, TCs, ATs, and FAs.
- Oversees practicum-related communications with all stakeholders, including school administrators, ATs, TCs, and FAs.
- Provides ongoing support to TCs, ATs and FAs.

4.7 ROLE OF THE MT PARTNERSHIP, PRACTICUM & EXPERIENTIAL LEARNING COORDINATOR

- Provides leadership and support for the MT Practicum Team.
- Acts as the practicum and partnership liaison on the MT Leadership Team.
- Supports the development of MT-school partnership initiatives and committees.
- Oversees practicum-related communications with all stakeholders, including school administrators, ATs, TCs, and FAs.
- Liaises with Student Services and other University of Toronto support services to meet the diverse needs of TCs in the MT practicum.
- Provides ongoing support to MT candidates, ATs, and FAs.

PART 5: ASSESSMENT AND EVALUATION PROCESS

“The primary purpose of assessment and evaluation is to improve student learning.”

Growing success: Assessment, evaluation and reporting in Ontario schools.
Ministry of Education, 2010

The principles underlying current approaches to assessment and evaluation in Ontario classrooms are equally important in the appraisal of practice teaching.

To maximize the learning of TCs during practicum, there are three distinct yet interconnected aspects of the assessment and evaluation process:

- Ongoing Constructive Feedback
- Formative Assessment
- Summative Evaluation

5.1 ONGOING CONSTRUCTIVE FEEDBACK

PURPOSE

The purpose of ongoing feedback is to provide TCs with regular input regarding strengths and areas for improvement. There are a variety of ways to provide feedback, including: informal debriefings, [lesson feedback forms](#), journals or notebooks, rubrics, and written feedback on lesson plans. Feedback should be given in a constructive manner. Research demonstrates that continual negative feedback does not promote growth.

TOOL(S)

There are a variety of tools and strategies to support ongoing feedback. ATs and TCs are encouraged to discuss the most suitable methods for ongoing feedback during Practicum Preparation Days, or at the very beginning of the practicum. There are some feedback forms available on the [MT Practicum website](#), including a form for an AT to use in providing feedback on a lesson plan, and a variety of reflection and feedback forms to be used by the TC and/or AT.

5.2 FORMATIVE ASSESSMENT

PURPOSE

The Formative Assessment is a checklist that is used to:

- demonstrate growth over a practicum block
- facilitate communication between a TC and an AT about a TC's performance

- identify goals for improvement
- identify at-risk TCs so that appropriate support can be put into place
- create a common set of assessment criteria
- provide ideas to support the writing of the Summative Evaluation.

The percentage of teaching increases in the second half of the placement. At the midpoint when the Formative Assessment is completed, “meeting expectations” refers to performance in the first half of the placement rather than what lies ahead.

TOOL(S)

The Formative Assessment is a checklist to be completed by the AT at the mid-point of the practice teaching block. The Formative can also be used at any other point in the practicum as a tool to inform growth of the TC as well as areas requiring further development. TCs are also encouraged to complete the Formative Assessment checklist as a means of self-assessment. The Formative Assessment checklist can be found in Appendix A of this handbook and is also available on the MT practicum website under [Forms and Resources](#).

If a TC is identified as “at-risk” for failing the practicum on the Formative Assessment, ATs are asked to provide this information and a copy of the Formative Assessment to the Faculty Advisor (FA) as soon as the “at-risk” determination has been made. Together the AT and FA develop an action plan that will assist the TC in moving forward in practicum.

Below are answers to some FAQs related to the Formative Assessment:

- **What is the starting point for assessing and evaluating a TC’s growth and performance?**
The Formative Assessment provides information about a TC’s growth and performance from the first days spent in the classroom (prior to the block).
- **What is the standard for the different levels on the Formative Assessment (e.g., performance “Frequently Demonstrated” to “Not Yet Demonstrated”)?**
The standard for the different levels on the Formative Assessment represents judgment about the growth and performance of a TC just entering the teaching profession. The standard should **not** be applied with reference to the performance of an experienced teacher.

5.3 SUMMATIVE EVALUATION

PURPOSE

To communicate a final appraisal (i.e., pass or fail), to provide TCs with specific descriptive evidence of their practice teaching performance, and to provide TCs with a document that is requested in the employment process.

A sample of the Summative Evaluation can be found in Appendix B. Each section of the Summative Evaluation should contain 5-10 sentences to describe the performance of the TC during the practicum. Descriptions that include specific examples are very helpful for potential employers. Criteria for evaluation

can be found on the Formative Assessment under each sub-section. ATs should seek the input of their TC in the crafting of the Summative Evaluation (using the *TC Self-Report on Teaching and Learning: Working Towards a Collaborative Summative*, found in Appendix D).

ATs are asked to electronically submit the Summative Evaluation to OISE on the final day of the practicum. ATs are also welcome to provide the TC with a hard copy of the completed Summative Evaluation, but this is not a requirement, as TCs can access the document on their Practicum Record once it is e-submitted. During the second-last week of the practicum, ATs will be sent a detailed email with instructions on how to complete and submit the Summative Evaluation, which must be submitted on time to conform with institutional deadlines.

5.4 UNSATISFACTORY PRACTICUM PERFORMANCE

In each practicum of the program, a TC must demonstrate performance in all areas of the formative assessment at a pass level by the end of the placement. A pass level is described at the bottom of the Formative Assessment checklist and is different for Year 1 and Year 2 TCs. Failure to reach a pass level will result in a failed practicum and a spring make-up practicum will be scheduled for the TC. Failure of two practicums at any time across the MT program will result in a failure of the MT program.

When an AT feels a candidate may be at risk of failing the placement, they should contact the Faculty Advisor (FA) **immediately**. At this time, an Action Plan will be developed with the TC, AT and FA. Note that an Action Plan is not developed if a TC is asked to leave a practicum before the expected completion date. A template for an Action Plan can be found in Appendix C. The Action Plan outlines the goals and suggestions as well as time frames that the TC must meet to be successful.

If a TC decides to leave a placement prior to the completion of the practicum, the TC receives an unsuccessful Summative Evaluation for the practicum and is required to complete a make-up practicum. If the make-up practicum is unsuccessful, the TC will be recommended for withdrawal from the MT program.

The Education Act (section 265) states that school principals are responsible for maintaining the safety and well-being of students, and at any time, the principal of a school has the authority to ask a TC to leave the premises of a school (Education Act, section 305.4). If a principal or AT terminates a TC's placement, the TC receives an unsuccessful Summative Evaluation for the practicum.

If a TC is unsuccessful in a practicum, a make-up practicum will be scheduled after the completion of classes in April/May. (Year 2 TCs completing the practicum components of the program in April/May must delay convocation until the following November, which in turn delays certification with the Ontario College of Teachers.) Any MT students finishing their requirements between May and August should apply to graduate by July 15th. See application on the [Application to Graduate - Master's students](#) page.

IMPORTANT

Make-up practicum blocks for an unsuccessful practicum involve TCs paying an additional administrative fee of \$450.

The appeal process for an unsuccessful practicum is outlined on the School of Graduate Studies website on the [Graduate Academic Appeals](#) page. As noted on this website, TCs must file an appeal within eight weeks after the date of the decision being appealed.

5.5 FAILURE TO MEET PROGRAM REQUIREMENTS

The Department of Curriculum, Teaching and Learning may terminate a TC's registration in the MT program if the TC:

- fails two practicum placements (at any time across the two years in the MT program);
- fails two or more courses;
- commits plagiarism (i.e., represents another author's ideas or expressions of work as their own);
- engages in academic or research misconduct (e.g., falsification of data);
- fails to act according to OISE's Standards of Professional Practice, Behaviour and Ethical Performance for Teacher Candidates.

APPENDIX

APPENDIX A: FORMATIVE ASSESSMENT

TC: _____

AT: _____

Grade / Subject: _____ Date: _____

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

	FD	OD	BD	NYD
PROFESSIONAL RESPONSIBILITIES				
Demonstrates initiative, active engagement and a positive, asset-based approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in inquiry and reflective practice, and is receptive and responsive to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates flexibility, adaptability, risk-taking and creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates preparedness for all practicum responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates regular attendance and punctuality (and follows MT protocol related to all absences)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DIVERSITY AND EQUITY				
Uses strategies and language that are inclusive and provides equitable learning for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates and promotes respect for all identities and abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporates appropriate accommodations and modifications as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INVOLVEMENT IN SCHOOL / COMMUNITY LIFE				
Demonstrates an interest in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates effectively with school personnel, parents and/or community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is cognizant of and adheres to school practices and routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UNDERSTANDING CURRICULUM AND THE LEARNER				
Demonstrates clear, engaging, supportive and instructionally effective language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a commitment to getting to know students' interests and strengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a variety of effective questioning to facilitate student inquiry and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of subject areas, child development and diverse learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASSESSMENT, PLANNING AND INSTRUCTION				
Plans lessons/units from an outcomes-based perspective using the Ontario provincial expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans include instructional strategies appropriate to students' developmental stages and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans include assessment strategies and assessment criteria appropriate to expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses appropriate assessment and evaluation tools and strategies to gather information about student learning and uses this information to inform planning and instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	FD	OD	BD	NYD
CLASSROOM MANAGEMENT				
Uses a variety of techniques that are fair and consistent in preventing and responding to misbehaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fosters respect and establishes a positive classroom climate with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops useful routines, communicates and adheres to procedures, revising them as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares materials, resources and sets up classroom appropriately for lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Formative Assessment (please check one): TC is **Meeting Expectations*** or **At-Risk of Failing****

* In light of the fact that the percentage of teaching is expected to increase in the second half of the placement, a designation of “meeting expectations” on the Formative Assessment should not be interpreted as the final outcome of the practice teaching experience.

** A TC is at-risk of failing if: A Year 1 TC has one or more checks in the Not Yet Developed column.
A Year 2 TC has one or more checks in the Not Yet Developed or Beginning to Demonstrate.

Associate Teacher Signature

Teacher Candidate Signature

Date



APPENDIX B: SUMMATIVE EVALUATION OF PRACTICUM EXPERIENCE

SAMPLE ONLY

Associate Teachers will be sent an email with instructions on how to electronically submit the completed Summative Evaluation. Each sub-section on the Summative should include 5-10 sentences to describe the performance of the Teacher Candidate during the practicum. Descriptions that include specific examples are very helpful for potential readers, (who are often potential employers). Criteria for evaluation can be found on the Formative Assessment under each sub-section.

Teacher Candidate: _____

Candidate's Division: P/J J/I I/S

Year 1 Fall Practicum: _____

Associate Teacher: _____

Year 1 Winter Practicum: _____

School: _____

Dates: _____ to _____

Board: _____

All grade levels and/or courses which candidate taught:

PROFESSIONAL RESPONSIBILITIES

DIVERSITY AND EQUITY

INVOLVEMENT IN SCHOOL / COMMUNITY LIFE

UNDERSTANDING CURRICULUM AND THE LEARNER

ASSESSMENT, PLANNING AND INSTRUCTION

CLASSROOM MANAGEMENT

ADDITIONAL COMMENTS

Overall appraisal of candidate (please check one): PASS or FAIL



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APPENDIX C: ACTION PLAN FOR TCS AT RISK IN THE PRACTICUM

Teacher Candidate (TC): _____
 Date of Action Plan Initiation: _____
 Date of Expected Completion: _____
 Dates for Follow Up: _____
 Follow Ups will be Supervised by: _____

AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
STOP	START
CONTINUE	SUGGESTIONS FOR IMPROVEMENT

Teacher Candidate (TC) Signature: _____
 Associate Teacher (AC) Signature: _____
 Faculty Advisor Signature: _____
 Practicum Coordinator Signature: _____



APPENDIX D: TC SELF-REPORT ON TEACHING AND LEARNING - WORKING TOWARDS A COLLABORATIVE SUMMATIVE

During practicum teaching blocks Teacher Candidates (TCs) engage in critical pedagogical reflection, as well as additional projects and activities both inside and outside of the classroom. The “TC Self-Report on Teaching and Learning” form provides TCs with an opportunity to share notes and thoughts about these moments of involvement and growth with their Associate Teacher. Associate Teachers are invited to consider and/or draw on the TC’s thoughts (below) as they craft the summative evaluation.

The TC Self-Report can be found at the **Assessment and Evaluation** tab on the [Forms and Resources](#) page of the Master of Teaching (MT) practicum website.

PROFESSIONAL RESPONSIBILITIES

DIVERSITY AND EQUITY

INVOLVEMENT IN SCHOOL / COMMUNITY LIFE

UNDERSTANDING CURRICULUM AND THE LEARNER

ASSESSMENT, PLANNING AND INSTRUCTION

CLASSROOM MANAGEMENT

ADDITIONAL COMMENTS



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