IMPORTANT NOTE
This handbook is being updated in July 2022, and any updates to the information shared in this Handbook will be communicated to Teacher Candidates in the Practicum Announcements folder on Pepper.

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WELCOME

Welcome to the Master of Teaching Practicum Program! The MT Practicum Handbook provides an overview of the practicum component of the MT program for Associate Teachers, School Administrators, Teacher Candidates, and OISE Faculty Advisors.

The MT Practicum Handbook is updated every year, and your feedback and suggestions about its content are always welcome! Feedback or questions can be sent to mtpracticum@utoronto.ca.

The practicum provides Teacher Candidates with an opportunity to integrate academic preparation and educational studies in workplace learning. The practicum also provides Teacher Candidates with an opportunity to demonstrate they are meeting the 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 Associate Teachers for your valued contribution to our Teacher Candidates 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 registered in OISE’s Master of Teaching 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:

1. The Standards of Practice for the Teaching Profession and the Ethical Standards of Practice for the Teaching Profession of the Ontario College of Teachers;
2. The Education Act of the Province of Ontario;
3. We the Teachers of Ontario of the Ontario Teachers’ Federation;
4. The Code of Student Conduct of the University of Toronto;
5. The Ontario Human Rights Code;
6. The Criminal Code of Canada and
7. The expectations of schools and communities that act as OISE’s partners and field sites.

These standards apply to Teacher Candidates in all teaching or practice-related settings. By registering in OISE’s Master of Teaching program, a Teacher Candidate 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 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 including the Criminal Code of Canada.

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

All OISE Teacher Candidates 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 at all times.
- 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](https://www.ontario.ca/laws/r3101).
- 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](https://laws-lois.justice.gc.ca/eng/cc-ccr.html).

*OISE Standards of Professional Practice, Behaviour and Ethical Performance* represent minimum expected behaviour and ethical performance of Teacher Candidates; all Teacher Candidates should strive for exemplary ethical and professional behaviour at all times. 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 in everything it does. This means that we are committed to the just treatment of each individual member of our community and the communities we serve. It also means that we are especially vigilant to ensure 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. It should be understood that equitable treatment sometimes involves similar treatment and at other times involves differential treatment in order to bring about an equality of results.

In the Master of Teaching 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 Teacher Candidates.

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. Teacher Candidates 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

Teacher Candidates in OISE’s Master of Teaching Program are placed in one of ten boards of education in the Greater Toronto Area (GTA). 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 in the Fall and Winter terms, and Year 2 in the Winter term. Dates cannot be changed for any reason. The placement process varies from board to board, and is quite complex. 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 in the process involves TCs selecting a board of preference for their practicum placements. (This preference can change for Year 2.) TCs can only (there are no exceptions) be placed in one of the following 10 MT partner boards:

- Dufferin-Peel Catholic District School Board (DPCDSB)
- Durham Catholic District School Board (DCDSB)
- Durham District School Board (DDS)
- Halton Catholic District School Board (HCDSB)
- Halton District School Board (HDSB)
- Peel District School Board (PDSB)
- Toronto Catholic District School Board (TCDSB)
- Toronto District School Board (TDSB)
- York Catholic District School Board (YCDSB)
- York Region District School Board (YRDSB)

Placements in 7 of the 10 boards are made by the board office. We refer to this as a central placement process. There are two different placement processes for central placement boards.

I. CENTRAL PLACEMENT BOARDS

In six partner boards OISE sends a list of TCs requesting placements to a Placement Officer in each Board. These boards include DCDSB, DDSB, HCDSB, PDSB, YCDSB and YRDSB. The board’s Placement Officer is responsible for making the placements and then sending OISE the list of placements.

The following information is sent to the above six central placement boards: TC name, division, subject (applicable for JI and IS), town/area, main intersection, and car (yes or no).
II. CENTRAL PLACEMENT BOARD

In one central placement boards, specifically HDSB, TCs submit a placement request form directly to the board office (in addition to noting their board preference on their Practicum Record). The link to the HDSB placement request form will be sent to TCs in late June. The Board’s placement officer is responsible for making the placements and then sending OISE the list of placements for each TC.

III. NON-CENTRAL PLACEMENT BOARDS

MT Coordinators are responsible for placing TCs who have noted TDSB, TCDSB or DPCDSB as their board preference. These boards are non-central placement boards, which means MT Coordinators can contact schools directly. The MT Program partners with specific schools within these boards. TCs who select TCDSB as their board of preference are required to submit a placement request form directly to the board office, in addition to noting the preference on their Practicum Record. The link to the TCDSB placement request form will be sent to TCs in late June.
IMPORTANT NOTES

- TCs should only request a placement in one of the central placement boards 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 YRDSB, YCDSB and PDSB must be prepared to commute up to 90 minutes each way. TCs placed in other boards must be prepared to commute up to 60 minutes each way.

- TCs are expected to fully attend the practicum as outlined on the Practicum Schedule (and not adjust the schedule for any reason).

- At times a central board is not able to find a placement for a TC, in which case the Practicum Coordinator will contact the TC and arrange a placement in the TDSB.

- 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.

- Since most secondary teachers teach across both Intermediate and Senior grades, JI Teacher Candidates cannot be placed in secondary schools.

- 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 Associate Teachers,
  - location of schools,
  - grade levels,
  - subject areas, and the
  - information provided by each TC on their Practicum Record.

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 (PC). Each PC uses the information in the PRs for the placement process. TCs are responsible for keeping the information on their PR up-to-date. Below are key details about how to complete each section of the PR.

**MY PREFERRED BOARD**

The MT program has partner schools within the Boards listed on this menu. Placements are only made in these school boards. TCs can select only one board preference (and there will be an opportunity to change this choice in Year 2).

NOTE: Catholic school boards have communicated to OISE that TCs placed in Catholic schools require that the TC be Catholic, and that the TC enroll in the Catholic Education course in the fall of Year 1 of the program. This course is not part of the MT Program, and requires an additional fee.

**MY PRACTICUM ADDRESS**

A TCs address is a critical piece of information that 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. Ensure your address is as complete as possible, as Practicum Coordinators rely on this information when considering potential placements for you.

**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, 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 (previously known as ROSI or Repository of Student Information). 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., child care, accommodations1, etc.

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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.
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 as they are stated in a Letter of Accommodation only 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 – MT Coordinators review your previous placement grades and take this into consideration so please do not list the grades that you would prefer to be placed in.
- 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 MT Practicum Coordinators and Board placement personnel.
- PJ and JI TCs interested in placements in French settings: please review the policies outlined on pages 14-15 in the MT Practicum Handbook and do not share preferences that do not align with these policies.
- JI TCs: As noted on page 13 of 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 special education settings, or in community-based settings, 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 on your Practicum Record any schools in the board of your preference that would involve a conflict of interest.

This may include:

1. A family member is present at the school in your board of preference, either as a student or staff member, or if a family member works at the Board level;
2. A personal friend is a member of the school community;
3. The school is a place of previous employment or volunteer work, **and** 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);

4. The TC is a graduate of the school and has maintained an on-going personal relationship with a member of the school community.

Teacher Candidates are expected to immediately communicate to their Practicum Coordinator 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 Practicum Coordinator 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 Teacher Candidate. At times a conflict of interest does not become apparent to an Associate Teacher until later in a practicum, at which time a Teacher Candidate 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 Master of Teaching program works in partnership with the **U of T’s Accessibility Services Office** to support Teacher Candidates with 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**.

Please review the [University of Toronto’s Accessibility Services](https://www.utoronto.ca/academicaffairs/accessibility) 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 Teacher Candidate (TC), recommends accommodations for practice teaching, the TC 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 TC’s Practicum Coordinator being aware of the practicum-related accommodations suggested by Accessibility Services. After the Letter of Accommodations has been developed, TCs should also contact their Practicum Coordinator to discuss communication of the accommodations to the TC’s practicum school. Some accommodations relate just to the placement process and therefore do not need to 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 Practicum Coordinator.

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

### 2.5 FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

The University of Toronto respects your privacy. 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 Master of Teaching 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 Master of Teaching program supports the placement of Junior/Intermediate Teacher Candidates 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 Teacher Candidates 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 Master of Teaching program supports the placement of Primary/Junior Teacher Candidates in French classrooms 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) Candidate successfully completes the Additional Qualification (AQ) French as a Second Language Part 1 course in the spring or summer in between Years 1 and 2.

FSL Part 1 is the only AQ course that students currently enrolled in a preservice program are allowed to take PRIOR to being certified as a teacher by the Ontario College of Teachers. Due to this exception, enrolment in the course may require a special letter of request to the provider of the AQ course, e.g., Executive Director, Continuing and Professional Learning, OISE.
2. A Primary/Junior placement in French can only take place in Year 2.

Rationale:
Successful completion of the AQ French as a Second Language course will provide the pedagogical and philosophical underpinnings of French language instruction in Ontario schools.

2.7 SCHEDULE OF PRACTICUM PREPARATION DAYS AND PRACTICUM

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<th>PRACTICUM PREPARATION DAYS: November 7-11, 2022</th>
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<tr>
<td>Fall</td>
<td>PRACTICUM: November 14 – December 9, 2022</td>
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<thead>
<tr>
<th>YEAR 1</th>
<th>PRACTICUM PREPARATION DAYS: February 21-24, 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>PRACTICUM: February 27 – March 31, 2023</td>
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<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>PRACTICUM PREPARATION DAYS: February 3, 10 and 16, 2023</th>
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<tbody>
<tr>
<td>Winter</td>
<td>PRACTICUM: February 21 – April 6, 2023</td>
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PART 3: PRACTICUM-RELATED EXPECTATIONS

3.1 POLICE RECORD CHECKS/VULNERABLE SECTOR SCREENING (VSS)

A Vulnerable Sector Screening (VSS) is a requirement to be placed in Master of Teaching partnership schools. VSS police checks are not submitted to OISE, but TCs are expected to input the “Date of Issue” date 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 expects to be placed can be found in the School Board Requirements folder on Pepper. Instructions will be posted by board as they are received from each board (likely by end of September). TCs in both Year 1 and Year 2 should apply for their VSS by the end of August each year.

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.

<table>
<thead>
<tr>
<th>PRACTICUM EXPECTATIONS</th>
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<tbody>
<tr>
<td><strong>YEAR 1 PRACTICUM</strong></td>
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<tr>
<td><strong>YEAR 1 Part 1 FALL</strong></td>
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<td><strong>YEAR 1 Part 2 WINTER</strong></td>
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<td><strong>YEAR 2 PRACTICUM</strong></td>
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<td><strong>YEAR 2 WINTER</strong></td>
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3.3 LESSON PLANS

All Teacher Candidates are required to prepare detailed lessons plans. Lesson plans need to be completed and shared with the Associate Teacher (AT) at least one day prior to 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.

Teacher Candidates should keep a record of all lesson plans in a practicum binder. TCs may choose from a variety of lesson plan templates as long as they cover all of the elements of lesson design.

3.4 PRACTICUM BINDER

Both Year 1 and Year 2 TCs are encouraged to keep a practicum binder (electronic or hard copy). This practicum binder is an organizer in which to keep observations, lesson and unit plans, schedules, notes, reflections and any other pertinent information relevant for the Practicum. In the binder/e-folder, TCs can include all daily lesson plans, assignments, rubrics, seating plans, etc., and share this with their Faculty Advisor.

3.5 ATTENDANCE AND ABSENCES

3.5.1 GENERAL ATTENDANCE INFORMATION

The Ontario College of Teachers and the Ontario Ministry of Education regulates the number of days Teacher Candidates are required to be in a practicum setting. MT policy requires that Teacher Candidates 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**. Make-up days are completed in the week after the completion of the practicum block. 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. After confirming the date of the make-up day(s) with their AT, TCs are expected to communicate the date(s) of their make-up days 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 will 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 must delay convocation until the following November, which in turn delays certification with the Ontario College of Teachers).

IMPORTANT

Make-up practicum blocks due to an unsuccessful practicum require TCs to pay an additional administrative fee of $450.

Because attendance is of critical importance, Teacher Candidates are expected to:
• Make medical and other personal appointments after school hours, and
• Limit absences to illness, religious observances, or bereavement.

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 p. 22 of this Handbook.

In very 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 their Practicum Coordinator. TCs will be directed to provide documentation to support the request, (e.g. medical note from a certified medical practitioner) with 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 Teacher Candidate 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 scheduled\(^2\) in April/May and the TC will be required to pay the additional administrative fee of $450.

### 3.5.2 COMMUNICATION OF ABSENCES

If a Teacher Candidate is absent during a practicum or Practicum Preparation Day (PPD), they should immediately communicate the absence to all parties concerned with the placement. It should also be ensured that the instruction received by the students is not compromised by the Teacher Candidate’s absence.

Below are four key expectations related to an absence during a practicum or PPD:

1. **Teacher Candidates must** notify the AT via the school office before school begins for the day. The AT **must** know before the school day begins.
2. 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.
3. Teacher Candidates must also send an email to both the Faculty Advisor and Practicum Coordinator, notifying them of the absence.
4. TCs also need to communicate the date of any make-up days to the Faculty Advisor and Practicum Coordinator once those dates are established with their AT.

### 3.5.3 PUNCTUALITY

Teacher Candidates assume the same responsibilities of punctuality as regular members of the staff. During the first Practicum Preparation Day, each TC should ask their Associate Teacher about expected daily arrival and departure times and demonstrate their commitment by abiding by these times.

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\(^2\) 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 are encouraged to print off and complete the AT-TC Communication form available on the MT practicum website. This form is a helpful tool in facilitating a discussion between an AT and a TC about very important practicum-related expectations (TCs can find this form under “General Forms and Documents” on the practicum website).

3.5.4 PROFESSIONAL ACTIVITY DAYS

If a professional activity day occurs during a practicum session, Teacher Candidates are expected to attend, participate, and follow the recommendations of the Associate Teacher and school Principal.

3.5.5 CONFERENCES

TCs are required to fully attend all scheduled Practicum Preparation Days and Practicum Days, and 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 Associate Teacher.

3.5.6 SNOW DAYS

TCs are expected to attend a Practicum Preparation Day and/or practicum day when schools are open. School board websites and social media accounts generally post decisions about school closures due to weather between 6:00 a.m. and 6:15 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 touch base about plans/expectations for the following practicum day.

3.6 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 in the course of participating in the classroom or school. TCs are also in a position to know more about staff members than would normally be learned from their “public image”.

It is important that TCs understand that such knowledge or opinions should not be shared in the community, in the school or 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 his or her participation will be treated with the same confidentiality and mutual respect.
As associate members of the Ontario Teachers’ Federation, TCs should be familiar with the document *We the Teachers of Ontario*. Specifically, the “Duties of a Member to His or Her Pupils” and the “Duties of a Member to Fellow Members” can be found on page 7 of the document.

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 Liaison Teacher, the principal or vice-principal, and/or the Faculty Advisor.

### 3.7 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](https://www.ontarioteachers.org/). Teacher Candidates 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. Members must be aware of the numerous challenges and the ramifications associated with the use of electronic communication and social media.

> It is the purpose of this advisory to identify potential dangers and to offer suggestions about how to avoid them.

> For the purposes of this advisory, electronic communication and social media encompass software, applications (including those running on mobile devices), e-mail and web sites, which enable users to interact, create and exchange information online. Examples include, but are not limited to, sites such as Facebook, Twitter, LinkedIn, Flickr, YouTube, and Wikipedia ([Maintaining Professionalism – Use of Electronic Communication and Social Media - Updated - Professional Advisory](https://www.ontarioteachers.org/)). The Ontario College of Teachers has also prepared a 6-minute video presentation on the use of electronic communication and social media that can be accessed on the [Maintaining Professionalism – Use of Electronic Communication and Social Media - Updated - Professional Advisory](https://www.ontarioteachers.org/) page.

### 3.8 SUPERVISION

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 advisory duties include class duty, yard duty, hall duty, lunch duty, supervision of out-of-class excursions, or extra-curricular activities. During supervisory duties TCs must pay full attention to students. Use of cell phones during supervision is strictly forbidden.
3.9 SUPPLY TEACHING

Please note that in the event that an AT is absent during the practicum, the TC is NOT permitted to act as a supply teacher. A certified teacher MUST be in the room with the TC.

3.10 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.

3.11 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 a team or activity. TCs must conduct any extra-curricular activities under the supervision of a teacher certified by the Ontario College of Teachers.
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 Associate Teacher, Principal and Faculty Advisor. (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.
- Is flexible and reacts positively to all changes.
- 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 attention.
- Engages in reflective and critical thinking about one’s teaching, and accepts and acts on feedback provided from both the Associate Teacher and the Faculty Advisor.
- 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 prepared and ready at all times.
• Looks for opportunities to use leadership skills.
• Becomes involved in extra-curricular activities outside of the classroom - either works with another teacher or initiates something new under the supervision of a qualified teacher.
• Conducts student observations, assessments, and evaluations as required in collaboration with the associate teacher.

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 work space 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 responsibility of a classroom teacher.
• 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.
• Is a resource to the TC, perhaps 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 gain an understanding of the total school program as it serves the community.
• 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, 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 the form of a checklist at the mid-point in collaboration with the TC. This form is between the AT and the TC 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 Teacher Candidate 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 shared with the TC. If a TC becomes at-risk in the latter half of the practicum, the Associate Teacher needs to share this information with both the TC and the Faculty Advisor immediately. An action plan will be implemented immediately, if time allows.

• Writes a detailed Summative Evaluation of the TC’s performance and abilities.

**HONORARIUM FOR ASSOCIATE**

The honorarium to host a Teacher Candidate in the MT program is $250 per practicum block for hosting a Year 1 TC, and $300 to host a Year 2 Teacher Candidate 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 February or March, and for the winter by the end of June or July. Payment to independent schools will be arranged through the school principal for dissemination to individual Associate Teachers.

**4.3 ROLE OF THE SCHOOL LIAISON**

Please note: Some principals prefer to appoint a School Liaison (one of the Associate Teachers/Vice-Principal) who coordinates Teacher Candidates and Associate Teachers. Some principals prefer to act as the school liaison. If a school liaison is appointed, they will:

• Encourage teachers to consider being Associate Teachers with the MT program, e.g., share criteria, dates and the process to become an AT at a staff meeting or via email to teachers.

• Is familiar with the Master of Teaching 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 Associate Teacher and/or the Teacher Candidates feel is needed, when possible.
• Monitors/mediates any challenging situations that arise and communicates with the Faculty Advisor/Practicum Coordinator when necessary.
• Enters the Associate Teachers’ names in the MT practicum database.

**IMPORTANT:**
All teachers being entered into the database to be Associate Teachers need to first be approved (or ‘nominated’) by the Principal. As Federation members, Teacher Liaisons cannot be responsible for determining if a teacher should be an AT or not. This is the responsibility of the Principal or VP.

• Encourages and helps the Teacher Candidates to gain an understanding of 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 Teacher Candidates 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 Associate Teachers, and one to serve as the Liaison Teacher for the school.
• Actively supports the goals and expectations of the MT Program.
• Ensures that a Teacher Candidate is never used as a supply teacher.
• Acts as the liaison to parents and the board regarding the Master of Teaching program.
• Actively welcomes TCs as part of staff, 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 believe is needed.
• 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 Faculty Advisor and Practicum Coordinator when necessary.

### 4.5 ROLE OF THE FACULTY ADVISOR

• Acts as a support person to the TCs, ATs, Liaison Teacher, 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 Practicum Coordinator and the Associate Teacher when there are questions or issues related to make-up days.
• Asks for advice from the relevant Practicum Coordinator when needed.

4.6 ROLE OF THE PRACTICUM COORDINATOR/COHORT COORDINATOR

• Identifies and communicates with MT partner schools, administrators and Associate Teachers.
• Supports the development of MT-school partnership initiatives and committees.
• Provides ongoing support to Teacher Candidates, Associate Teachers and Faculty Advisors.

4.7 ROLE OF THE MT PARTNERSHIP COORDINATOR

• Provides leadership and support for the MT Practicum Team.
• Acts as the practicum and partnership liaison on the MT Leadership Team.
• Oversees practicum-related communications with all stakeholders, including school administrators, associate teachers, teacher candidates, and faculty advisors.
• Liaises with Student Services and other U. of T. support services to meet and support the diverse needs of Teacher Candidates in the MT practicum.
• Provides ongoing support to MT candidates, associate teachers and faculty advisors.
PART 5: ASSESSMENT AND EVALUATION PROCESS

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

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

In order to maximize the learning of Teacher Candidates during a Practicum, there are three distinct yet interconnected aspects of the assessment and evaluation process:

1. Ongoing Constructive Feedback
2. Formative Assessment
3. Summative Evaluation

5.1 ONGOING CONSTRUCTIVE FEEDBACK

PURPOSE
To provide Teacher Candidates with regular, ongoing input regarding strengths and areas where improvement is necessary. 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. Please note 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
- be a tool to facilitate communication between a TC and an AT about a TC’s performance
- help identify goals for improvement
• help 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.

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

**TOOL(S)**

The Formative Assessment is a checklist to be completed by the Associate Teacher 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 Teacher Candidate as well as areas requiring further development. Teacher Candidates are also encouraged to complete the Formative Assessment checklist, as a means of self-assessment and share this with their AT.

The Formative Assessment checklist can be found in Appendix A of this handbook, and is also available on the MT practicum website on the [Forms and Resources section](#).

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 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.

Some FAQs related to the Formative Assessment:

• **What is the starting point for assessing and evaluating a TC’s growth and performance?**
  
  A formative assessment tool 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 Teacher Candidate 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 Teacher Candidates with specific descriptive evidence of their practice teaching performance, and to provide Teacher Candidates 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 should contain 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. Criteria for evaluation can
be found on the Formative Assessment under each sub-section. Associate Teachers are invited to consider the input of their Teacher Candidate in the crafting of the Summative Evaluation form called TC Self-Report on Teaching and Learning: Working Towards a Collaborative Summative (See Appendix D).

Associate Teachers are asked to electronically submit the Summative Evaluation to OISE on the final day of the practicum. Associate Teachers 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, Associate Teachers will be sent a detailed email with instructions on how to complete and submit the Summative Evaluation.

5.4 UNSATISFACTORY PRACTICUM PERFORMANCE

In each practicum of the program, a Teacher Candidate 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 One and Year Two Teacher Candidates. 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 practicum 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 immediately. At this time an Action Plan will be developed with the TC, AT and Faculty Advisor. (An Action Plan is not developed when a TC is asked to leave a practicum early). 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 Teacher Candidate must meet in order to be successful.

If a Teacher Candidate makes a decision to leave a placement prior to the completion of the practicum, the Teacher Candidate 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 Teacher Candidate will be recommended for withdrawal from the Master of Teaching program.

The Education Act (section 265) states that 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 Teacher Candidate to leave the premises of a school (Education Act, section 305.4). If a Principal or Associate Teacher requests that a Teacher Candidate leave the placement, the Teacher Candidate receives an unsuccessful Summative Evaluation for the practicum.

If a Teacher Candidate 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 requires TCs pay 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 your registration in the Master of Teaching program if you:

1. fail two practicum placements (at any time across the 2-year MT program);
2. fail two or more courses;
3. commit plagiarism, i.e., represent another author's ideas or expressions of work as your own work;
4. engage in academic or research misconduct, e.g., falsification of data; or
5. fail 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: __________

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

Uses a variety of techniques that are fair and consistent in preventing and responding to misbehaviour

☐ ☐ ☐ ☐

Fosters respect and establishes a positive classroom climate with students

☐ ☐ ☐ ☐

Develops useful routines, communicates and adheres to procedures, revising them as needed

☐ ☐ ☐ ☐

Prepares materials, resources and sets up classroom appropriately for lessons

☐ ☐ ☐ ☐

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:

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

<table>
<thead>
<tr>
<th>AREAS OF STRENGTH</th>
<th>AREAS FOR IMPROVEMENT</th>
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<th>STOP</th>
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<tr>
<th>CONTINUE</th>
<th>SUGGESTIONS FOR IMPROVEMENT</th>
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Teacher Candidate (TC) Signature: ________________________________
Associate Teacher (AC) Signature: ________________________________
Faculty Advisor Signature: ________________________________
Practicum Coordinator Signature: ________________________________

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FOR STUDIES IN EDUCATION

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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 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 MT practicum website.

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