

**Laurentian University School of Education
Professional Year Practicum Calendar
Sept. 2018 April 2019**

Practicum Dates:

Professional Year Practicum 1: November 12 to December 21, 2018—30 days

Professional Year Practicum 2: March 18 to April 26, 2019 (April 19-22 Easter Break) —27 days

Other Important Dates:

September 4, 2018: School of Education autumn classes begin

October 8-12, 2018: Thanksgiving, Reading Week

December 22, 2018 to January 7, 2019: December Break, no classes

January 7, 2019: School of Education winter classes begin

February 18, 2019: Founders Day and Family Day, no school

March 11-15, 2019: Elementary and Secondary School March Break, and Break for Professional Year students

April 19, 2019: Good Friday, no school

April 22, 2019: Easter Monday, no school



A)

Practicum Information

For

Everyone

A) PRACTICUM INFORMATION FOR EVERYONE

i) Purpose

The practicum is an integral part of the pre-service teacher education program. In conjunction with in-faculty professional theory courses, it provides education students with the actual classroom experience required to become reflective practitioners. **Thus,**

B)

Practicum
Information

For

Principals

B) PRACTICUM INFORMATION FOR

will be evaluated on the five principal domains: pers

D)

Practicum Information

For

Education
Students

D) PRACTICUM INFORMATION FOR EDUCATION STUDENTS

Education students MUST familiarize themselves with the ENTIRE Professional Year Practicum Handbook, and should understand all components.

i) Assignment of Education Students in the Practicum

The practicum coordinator assigns education students to schools, taking into account academic matters, linguistic competence (i.e. French Immersion), the location of the school, and grade levels/courses taught by the associate teacher.

PLACEMENTS ARE NOT NEGOTIABLE. Schools have volunteered to host Laurentian University education students. Associate teachers have volunteered to mentor and guide education students. The relationships between the School of Education and teachers, schools, and school boards are vital to the success of our program. Education students MUST support these relationships through their professional behaviours (See the Standards of Practice for the Teaching Profession—Appendix 1 and The Ethical Standards for the Teaching Profession—Appendix 2).

The Practicum Office will work closely with education students, associate teachers, faculty advisors, school board administrators and representatives of Ontario Teachers' Federation to provide appropriate field experiences for all participants. If questions or concerns arise, an immediate call should be placed to the practicum coordinator for clarification or help.

Education students *MAY NOT*

Students with Special Needs

In order to best support students with Special Needs, the School of Education strongly recommends disclosing all documents from Accessibility Services to any persons who will be involved with the placement (e.g. practicum coordinator, associate teacher, faculty advisor). The Practicum Committee, in conjunction with board officials and with the assistance of Laurentian's Accessibility Services Office, will consider potential alternatives for accommodating students with special needs or another issue within a variety of

Interview your Associate teacher to complete the **Associate Expectations Interview** found on page 36. (Keep in binder for review by faculty advisor.)

Review the **Advance Classroom Information** form that your associate teacher has submitted. This is for the education student's information and does not have to pass through the Practicum Office once placement has begun.

Review the **timeline** for observation/teaching (i.e. how much teaching you are required to complete during each week of the practicum)

Review the **Formative Assessment** form, and establish dates for completion of self-assessments and conferences (these completed forms must remain in your binder). No need to send to Practicum Office unless there are concerns.

Concurrent students might discuss the content of EDUC 3004 and the Initial Practicum. Concurrent students should also discuss the content of EDUC courses thus far in the professional year, so that your associate teacher knows what you have learned.

Establish a **routine** for submitting lesson plans in advance to your associate teacher and for review of lessons you have taught.

Offer your contact information (phone and perhaps cell number) and ask how you can contact your associate in an emergency.

Ask how **you can become involved** in the school both inside and outside classroom hours.

Review the following information:

Practicum Dates: Education students are required to be at the associate school for the **entire duration** of each practicum. Appointments should be scheduled outside school hours. Students **MUST NOT** make arrangements with their associate teacher to change the dates of the practicum.

Daily Attendance: Education students are required to be at the associate school **EVERY** day, as scheduled in the Professional Year Academic Calendar, pages 5-6. Ifl Year

Regarding Duties of the Associate Teacher: The education student **must assume all duties** of his/her associate teacher including such duties as hallway, lunchroom, recess, or outdoor supervision, attendance taking, extracurricular

All teachers must be punctual and reliable and they must prepare lessons ahead of time. In terms of dress, grooming, and speech, pre-service candidates will naturally be expected to act like other members of the profession. This means education students must dress according to their particular school's expectations. Generally speaking, revealing clothing, body-piercing, and

formula for calculating a grade exists. Certainly though a preponderance of level ones will likely constitute a failed practicum.

An achievement chart that mirrors the evaluation forms can be found on pages 42

2) Harassment

According to the Laurentian University Code of Student Conduct (non-

e) Reflections

After each lesson you should complete the reflection section of the lesson plan. You may also want to reflectively assess some critical incidents that happened during the practicums, either to yourself, or to students in the classroom, or in your interactions with the students. What did you learn from these incidents? How will these incidents change the way you teach? What did the students learn from these incidents?

f) Assignments

1. Associate Information Form- see page 32
2. **Student Declaration of Understanding, Letter to Placement Employers and Safety Orientation Checklist** (pp. 33-35)
3. Associate Expectations Interview—see page 36
4. Observation Chart—see page 37
5. Self-Assessment—see pages 40-41
6. Debriefing-see page 46

g) Professional Year Practicum Handb322.61 568.06 Tmp00BvB9(a)-5(g)10(e)4(46)JTJm[)96(e)4(ss

6) Planning for the Unexpected

What will I do if my students:

Don't understand?

Appear neutral or unresponsive?

Have already mastered the concept?

Have finished the assignment ahead of others?

7) Independent Practice or Activity to Consolidate the Learning

What will the students do on their own to internalize the knowledge?

of Learning

What is the most appropriate assessment/evaluation strategy?

How will I determine if the expectations were achieved?

9) Reflections on the Lesson

viii) PROFESSIONAL YEAR PRACTICUM SCHEDULE

Professional Year Practicum #1 6 Weeks in Duration
Week One: Nov. 12-16, 2018
Week Two: Nov. 19-23, 2018
Week Three: Nov. 26-30, 2018
Week Four: Dec. 3-7, 2018
Week Five: Dec. 10-14, 2018
Week Six: Dec. 17-21, 2018
Debriefing: January 10 2019

Particular Focus:

Standards of Practice strands

- Commitment to Students and Student Learning
- Professional Knowledge
- Teaching Practice
- Lesson Planning and Implementation
- Communication Skills
- Classroom Management
- Ongoing Formative Feedback

Professional Year Practicum #2 6 Weeks in Duration

Week One: March 18-22, 2019

Week Two: March 25-29, 2019

Week Three: April 1-5, 2019

Week Four: April 8-12, 2019

Week Five: April 15-19, 2019

Week Six: April 22-26, 2019

E)

Practicum Forms & Documents



Associate Information Form

(to be completed by associate then e-mailed to practicum@laurentian.ca)

1. Name of associate teacher _____
(first) (last)

2. Associate’s e-mail address _____@_____
(please print)

*The Formative Assessment will be sent to this email address so it must be accurate.

3. Grade(s) you will be teaching _____

Honorarium Request

Thank you for taking a student teacher from the School of Education at Laurentian University into your classroom. Once we have received your summative evaluation, we will request an honorarium cheque be mailed to you. Please note, it takes approximately eight weeks for these cheques to get to you. If you have not received the cheque in eight weeks following the submission of your evaluation, please call or e-mail the practicum coordinator.

Alicia Dalanyi
Practicum coordinator

Please indicate below to whom and where the cheque should be addressed:

Legal Name _____

Address _____

City/Town _____

Postal Code _____



The government of Ontario, through the Ministry of Training, Coll

SAMPLE ONLY This form is available from the Practicum Office



SAFETY ORIENTATION CHECKLIST

Placement Employer: This checklist may be used to document health and safety orientation

Name:

Division:

OBSERVATION CHART

(Copy and expand as necessary)

<i>Physical Characteristics of the Learning Environment</i>	<i>Classroom Management Strategies</i>
<i>Pupil Organization for Learning</i>	<i>Instructional Strategies</i>

Self Assessment

(Page 2)

Additional Comments:

SAMPLE

Overall Grade (circle one): **Satisfactory** **Unsatisfactory**

PRINT NAME _____

SIGNATURE: _____

DATE _____ / _____ / _____
Day Month Year

Keep this self assessment in your binder for your Faculty advisor to review.

ACHIEVEMENT CHART FOR PRACTICUMS

Category

Level 4-Outstanding

Level 3-Successful

**Level 2-Somewhat
Successful**

Level 1-

				issues in lesson planning
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Constructs and delivers appropriate questions and responses	Constructs and delivers appropriate questions and responses with a high degree of effectiveness	Constructs and delivers appropriate questions and responses with a considerable degree of effectiveness	Constructs and delivers appropriate questions and responses with some degree of effectiveness	Constructs and delivers inappropriate questions and/or responses
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**Laurentian University School of Education
Practicum Improvement Plan**

Completed by:

Practicum Debriefing

NAME:

DIVISION:

1. During my placement, I felt comfortable with
2. During my placement, I wish I knew more about...
3. The best thing about this placement was...
4. The most challenging part of this placement was.....
5. The best thing that the School of Education could do in the future to make this placement better is....

Please e-mail to your Faculty advisor and ayoung4@laurentian.ca on 21 Dec 2018. On 26 April 2019 submit debrief to ayoung4@laurentian.ca

F)

School of Education

Lesson Plan

Highlight those that apply:

Describe the Assessment Task:

Task:

Assessment Purpose:

Assessment Tool:

Timing:	Grouping: W= Whole Class S= Small Group I= Independent	
		Beginning: Minds On/ Time to Teach (hook):
		Middle: Application/ Action/ Time to Practice:
		End: Consolidation/ Time to Share:

Connected Questions: To be included in Beginning, Middle and End of Lesson
 What questions will I ask? (in 4-6-8-10-12-14-16-18-20-22-24-26-28-30-32-34-36-38-40-42-44-46-48-50)

Teacher Candidate: Education Student Name

Date: Date lesson is being taught

Grade(s): 6

Subject(s)/Course: Math

Duration: 50 minutes

Curriculum Area/Strand(s): Geometry and Spatial Sense

Topic: Angles

Rationale: Why am I teaching this lesson?

I am teaching this lesson so that students can learn about angles and be able to explain what an acute, obtuse and right angle looks like.

Context Information: Where does this lesson fit into my overall unit planning? (Introductory, Middle, or Culminating)

This is an introductory lesson to the unit on angles.

Prior Knowledge and Experience: Prior to this lesson students will be able to...

Students will be using prior knowledge and put it to the test.

Highlight those that apply:

Describe the Assessment Task:

Task:

Assessment Purpose:

Assessment Tool:

**Assessment
Tracking:**

Timing:	Grouping: W= Whole Class S= Small Group I= Independent	
20 mins	W	<p>Beginning: Minds On/ Time to Teach (hook):</p> <p>I will start the lesson by explaining what the three different angles are (Right, Acute, and Obtuse.) I will draw different angles on the board and have students measure the angle and state what kind of angle they are.</p> <p>Questions: How can we remember the difference between acute and obtuse? Why is measuring angles important/ what is it used for? Have we heard of angles being used in our everyday? ie. Skateboarding, spins, etc. What shapes have angles? How do we know the angle that we are measuring? When do we draw a square and when is our angle marker round?</p>
60 mins	S	<p>Middle: Application/ Action/ Time to Practice:</p> <p>I will give students a work sheet to complete what we just did on the board. I will then take up the worksheet with the students to make sure that they all have the right idea. I will then explain the Angles Around the World sheet. Students will work with a partner or a group of three and race to see who makes it around the world first. If they finish faster than others I will tell them to map it out again but this time use a different colour.</p> <p>Questions: What direction are we moving around the world? Can we go in the opposite direction? What needs to change?</p>
20 mins	W, I	<p>End: Consolidation/ Time to Share:</p> <p>At the end of the lesson I will get the students to draw/write what the different angles are. For example, I will ask the students to draw me a right angle or I will ask students to draw me an angle that is 45°.</p> <p>Questions: What are the three types of angles? What is the difference between an obtuse and acute angle? How do we mark an angle? Can we draw an angle with 45°?</p>

Connected Questions: To be included in Beginning, Middle and End of Lesson

What questions will I ask to prompt deeper thinking?
How will I build on student responses?

Bloom's Taxonomy: Did I ask questions for:

Remembering- What are the three angles?

Understanding- What are the differences?

Applying

Analyzing

Evaluating

Creating- Can you draw an angle at 45°?

Did students meet the learning goal(s) and success criteria? How do I know?

The students met my learning goals for this lesson. They were very successful in remembering the three different types of angles. When I went over their worksheets instead of taking them up like I had planned I saw most students knew how to use a protractor as well as properly label the different angles. For the students that were struggling, I will take the time out of the next activity to make sure they understand how to use a protractor and the difference between right, acute, and obtuse.

What worked well? Why?

The students really like the around the world game. It showed how competitive they are. I can use this game as a tool when students finish their work in future lessons.

What will I do differently in the future?

a) If teaching the lesson again

I would have more worksheets on angles as some students finished it really fast and they could have used more practice before moving onto the next task.

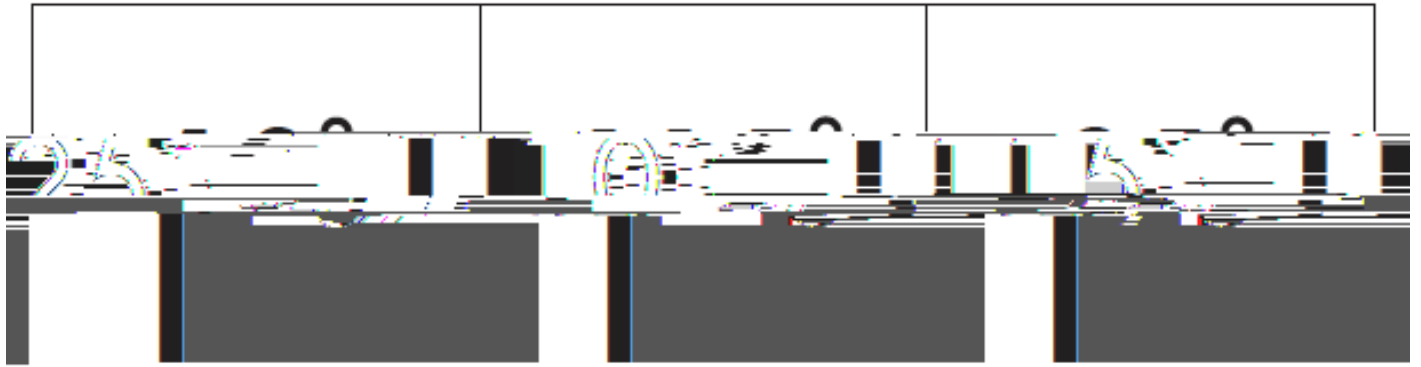
b) For subsequent lessons

In the next lessons, I will have students create art out of the different angles.



Once Around the World





Appendices 1-11 Tm(A

Appendix 1: The Standards of Practice for the Teaching Profession (2006 revised version)

Introduction

The Standards of Practice for the Teaching Profession provide a framework of principles that describes the knowledge, skills, and values inherent in Ontario's teaching profession. These standards articulate the goals and

Appendix 3: Laurentian Statement of Students Rights and Responsibilities

Consistent with the Statement of Commitment to Students in which Laurentian pledges “to uphold the basic rights of students”, the University acknowledges the following general student rights and responsibilities:

1. Upon becoming a member of the University, every student retains her or his rights and freedoms, and continues to benefit from the protections afforded by Federal, Provincial and Municipal laws as well as the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code. Moreover, the policies and regulations of the University are designed

Appendix 4: DUTIES OF TEACHERS, from the EDUCATION ACT R.S.O. 1990, CHAPTER E.2

SECTION 264. (1) It is the duty of a teacher and a temporary teacher, teach

(a) to teach diligently and faithfully the classes or subjects assigned to the teacher by the principal; learning

(b) to encourage the pupils in the pursuit of learning; religion and morals

(c) to inculcate by precept and example respect for religion and the principles of Judaeo-Christian morality and the highest regard for truth, justice, loyalty, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance and all other virtues;

co-operation

(d) to assist in developing co-operation and co-ordination of effort among the members of the staff of the school; discipline

discipline

(e) to maintain, under the direction of the principal, proper order and discipline in the teacher's classroom and while on duty in the school and on the school ground;

language of instruction

(f) in instruction and in all communications with the pupils in regard to discipline and the management of the school,

(i) to use the English language, except where it is impractical to do so by reason of the pupil not understanding English, and except in respect of instruction in a language other than English when such other language is being taught as one of the subjects in the course of study, or

(ii) to use the French language in schools or classes in which French is the language of instruction except where it is impractical to do so by reason of the pupil not understanding French, and except in respect of instruction in a language other than French when such other language is being taught as one of the subjects in the course of study;

timetable

(g) to conduct the teacher's class in accordance with a timetable which shall be accessible to pupils and to the principal and supervisory officers;

professional activity days

(h) to participate in professional activity days as designated by the board under the regulations;

absence from school

(i) to notify such person as is designated by the board if the teacher is to be absent from school and the reason therefore;

school property

(j) to deliver the register, the school key and other school property in the teacher's possession to the board on demand, or when the teacher's agreement with the board has expired, or when for any reason the teacher's employment has ceased; and textbooks

(k) to use and permit to be used as a textbook in a class that he or she teaches in an elementary or a secondary school,

(i) in a subject area for which textbooks are approved by the Minister, only textbooks that are approved by the Minister, and

(ii) in all subject areas, only textbooks that are approved by the board;

duties assigned

(l) to perform all duties assigned in accordance with this Act and the regulations. R.S.O. 1990, c. E.2, s. 264 (1); 2003, c. 2, s. 20 (1).

Sign language

(1.1) Despite clause (1) (f), a teacher or temporary teacher may use American Sign Language or Quebec Sign Language in accordance with the regulations. 1993, c.11, s. 36.

(1.2) Repealed: 2001, c. 14, Sched. A, s. 7.

(1.3) Repealed: 2001, c. 14, Sched. A, s. 7.

Refusal to give up school property

(2) A teacher who refuses, on demand or order of the board that operates the school concerned, to deliver to the board any school property in the teacher's possession forfeits any claim that the teacher may have against the board. R.S.O. 1990, c. E.2, s. 264 (2).

Appendix 5: Regulation Made Under the Teaching Profession Act

The Ontario Teachers' Federation (OTF) was established by the Teaching Profession Act of 1944 as the professional organization for teachers in Ontario. All teachers (as defined in the Teaching Profession Act) are required by law to belong to the Federation as a condition of teaching in the publicly-funded school system of Ontario. In essence, the OTF is an "umbrella organization" comprised of affiliated associations that enjoy considerable autonomy (L'Association des enseignantes et des enseignants franco-ontariens, the Elementary Teachers' Federation of Ontario, the Ontario English Catholic Teachers' Association, and the Ontario Secondary School Teachers' Federation). Each Affiliate works within its own constitution and sends representatives to the OTF Board of Governors, which is the governing body of the Federation. Teachers employed in the publicly-funded school system of Ontario, and pre-service candidates who enter schools during practicum, must abide by several key pieces of legislation. One of these is the "Regulation Made Under the Teaching Profession Act." Important excerpts that affect pre-service candidates include:

Appendix 6: Laurentian University Policy Statement on Academic Dishonesty 1982

The University takes a most serious view of such offences against academic honesty as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced.

Plagiarism

Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when: a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work, b) parts of the work (e.g. phrases, ideas through paraphrase or sentences) are taken from another source without reference to the original author, c) the whole work (e.g. an essay) is copied from another source, and/or d) a student submits or presents a work in one course which has also been submitted or presented in another course (although it may be completely original with that student) without the knowledge or prior agreement of the instructors involved.

Cheating

Cheating at tests or examinations includes, but is not limited to, dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, or memoranda not authorized by the examiner or leaving answer papers exposed to view **of other candidates**.

Penalties

A student guilty of academic dishonesty may be subject to the imposition of one or more penalties, of which those listed below shall be exemplary:

- a) assignment of a grade of zero in the assignment, test or exam;
- b) assignment of a grade of zero in the course in which the offence is committed;
- c) suspension from attendance in all courses in which the student is registered at the time the offence was committed, and loss of credit for any course or courses which have not been completed or in which no grade or final evaluation has been registered at the time the offence was committed;
- d) suspension from the Faculty;
- e) expulsion from the Faculty;
- f) suspension from the University;
- g) expulsion from the University.

Withdrawal from a course will not preclude proceedings in respect of academic offences committed in the course, and the right to withdraw may be refused where an academic offence is alleged.

Instructor's Action

The initial responsibility for punitive action lies with the Instructor. The Instructor may assign a zero for that particular assignment, test or exam, or may assign a zero in the course. The Instructor will advise **the student**, the Department Chair/School Director, the Dean of the student's faculty, the Registrar, and, in the case of part-time students, the Director of the Centre for Continuing Education and Part-time Studies of the action taken.

Suspension or Expulsion by Dean

The Dean of the Faculty may exercise his authority to suspend or expel the student from the Faculty. The suspension or expulsion will be confirmed in writing to the student by registered mail and **the Vice-President (Academic)**, the Department Chair/School Director and the Registrar will be notified.

Suspension or Expulsion by Vice-President (Academic)

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9. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 and that the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to prevent the harm.

10. The child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition.

11. The child has been abandoned, the child's parent has died or is unavailable to exercise his or her custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody.

12. The child is less than 12 years old and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, those services or treatment.

13. The child is less than 12 years old and has on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately.

Appendix 11

