

PRACTICUM SEMINAR PACKAGE

EPT450: Foundations II Practicum Seminar

In the Practicum Seminar course, which is highly integrated with the school-based experience, Teacher Candidates will be introduced to topics such as lesson design and curriculum planning, formal and informal assessment and reporting to parents. Candidates will also develop knowledge and skills regarding their rights and responsibilities as primary/junior teachers in Ontario according to legislation, and the Ontario College of Teachers “Standards of Practice for the Teaching Profession.”

Teacher Candidates **MUST SATISFACTORILY COMPLETE** all EPT450: Foundations II Practicum Seminar components, including the school-based practicum in order to graduate from the Bachelor of Primary Education Studies program.

Resources:

Prescribed Text	1. Schwartz, Susan, Pollishuke, Mindy. (2005). <i>Creating the Dynamic Classroom: A Handbook for Teachers</i> . Pearson Education. ISBN 0 13 196839 4
Essential Resources	<p>1. Ontario Ministry of Education. <i>Growing Success: Assessment, Evaluating and Reporting in Ontario Schools, First Edition Covering Grades 1-12, 2010</i>. http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf (This resource is not yet available to order from Service Ontario but can be accessed in pdf format using the URL above.)</p> <p>2. Ontario College of Teachers. <i>Ontario College of Teachers Foundations of Professional Practice, Revised 2010</i>. http://www.oct.ca/publications/pdf/foundation_e.pdf (This resource will be provided to you by CSU.)</p>

OVERVIEW OF TEACHER CANDIDATE REQUIREMENTS

The four essential components of EPT450 are:

1. Observation

You are required to complete the assignment, “Classroom/School Observation” and “Knowing the Learner” (see pp.8-10) during the first week of school in order to develop a stronger understanding of the classroom culture and the students in your class. Structured observations of and reflections on your Associate Teacher’s lessons as well as in other teachers’ classrooms and other areas of the school should continue throughout the Term, even during the block session. These observations are to be recorded and filed in a section of your Practicum Binder entitled, “Observations and Reflections.” **The Practicum Binder must be available to Associate Teachers (ATs), Site Coordinators (SCs), and Faculty Supervisors (FSs) at all times.**

2. Teaching

For the two day a week period:

Following the week of observation, Teacher Candidates will move through phases of team teaching and joint planning with Associate Teachers, to independent teaching of a small group of students for a number of weeks prior to assuming responsibility for the entire class. Teaching opportunities should encourage the Teacher Candidate to integrate Language, Mathematics, Health and Physical Education in rich authentic tasks. Learners achieve most effectively in a supportive and challenging environment. The teaching load should always take these factors into account and give priority to the **quality** of teaching with detailed thought and planning of every learning experience and evaluation, rather than to the **quantity** of teaching undertaken. **Teacher Candidates are required to document all lessons taught as well as activities in which they have been involved in the school. These summaries should be kept in the Practicum Binder in a section labelled “Lesson Plans.”**

Term 1, November 22 – December 10, 2010		
Week 1	Week 2	Week 3
Minimum of 50% teaching	Minimum of 75% teaching	100% teaching

3. Reflections

Candidates are to reflect on experiences during their practicum by engaging in dialogue with Associate Teachers and fellow Teacher Candidates, and by developing a Growth Portfolio in which the TC’s goals are identified and evidence of achievement of those goals is collected and presented. Reflections will help TCs to track their progress through term 1. **These reflections are to be recorded and filed in a section of the Practicum Binder entitled, “Observations and Reflections.”**

4. Goals and Growth Portfolio

EPT450 supports the Teacher Candidate in learning about the Ontario College of Teachers’ Ethical Standards and Standards of Professional Practice. TCs will create goals and track their progress through a Growth Portfolio.

Requirements for EPT450: Foundations II Practicum Seminar

Requirement	Due	Location
Classroom/School Observation	Week 4, Fri. Sept. 17	Handed in to FS on Sept. 17 To be stored in "Observations & Reflections" section of PB
Knowing the Learner	Week 4, Fri. Sept. 17	Handed in to FS on Sept. 17 To be stored in "Observations & Reflections" section of PB
Summary of Lessons Taught, Additional Activities Outside the Classroom	Ongoing	"Lesson Plan" section of PB
Lesson Plans	Ongoing	"Lesson Plan" section of PB
Ongoing Observations & Reflections	Ongoing	"Observations & Reflections" section of PB
Learning Strategies Chart	Ongoing	"Teaching & Learning Strategies" section of PB
Term 1 Goals	Week 10, Fri. Oct. 29 by 8:30am	Goals submitted by e-mail to FS To be stored in "Goals" section of PB
Growth Portfolio	Cohort 1-Mon. Dec. 13 Cohort 2-Tues. Dec. 14	Presented to SCs and FSs on specified date
In-School Practicum Teaching	Two days a week, Three-week teaching block	Host School

*FS=Faculty Supervisor, PB=Practicum Binder

Electronic templates of assignments included in this Package will be posted on Interact under the EPT450 site, in the "Resources" section.

Study Schedule for EPT450: Foundations II Practicum Seminar, Term 1 2010-2011

Week	Date of Class	Topic	Required Readings	Assessment
1	Aug. 23-27	Introduction to Subject Outline, Ontario College of Teachers (OCT) Standards, CSU Professional and Practice-Based Standards, Overview of TC requirements, Practicum Tips, Microteaching, Building Learning Communities	Subject Outline, Practicum Seminar Package	
2	Aug. 30-Sept. 3	Introduction to Site Coordinator, and Faculty Supervisor as well as Orientation in Term 1 Host School	Bachelor of Primary Education Studies Practicum Handbook	
3	Sept. 7-10	4-Day School Observation and completion of <i>School/Classroom Observation</i> and <i>Knowing the Learner</i> assignments outlined in Practicum Seminar Package	-Practicum Seminar Package - <i>Creating the Dynamic Classroom</i> , pp. 1-43	
4	Fri. Sept. 17	Learning Design and Program Planning, OCT Standards of Practice, Setting Goals for Term 1, Reflective Practice based on <i>Classroom/School Observation</i> and <i>Knowing the Learner</i>	<i>Creating the Dynamic Classroom</i> , pp. 44-68	Both the <i>Classroom/School Observation</i> and <i>Knowing the Learner</i> are due to FS
5	Sept. 20-24	No Class		
6	Fri. Oct. 1	Authentic Assessment and Student Learning, Goal Setting	<i>Creating the Dynamic Classroom</i> , pp. 169-188	
7	Oct. 4-8	No Class		
8	Oct. 12-15	Study Week, No Class		
9	Fri. Oct. 22	Equity and Social Justice Conference		
10	Oct. 25-29	No Class		Term 1 Goals due to FS via e-mail to Faculty Supervisor by Oct. 29 at 8:30am
11	Nov. 1-Nov. 5	No Class		
12	Fri. Nov. 12	Integration of Theory and Practice Through Planning, Authentic Assessment and Reporting	<i>Growing Success: Assessment, Evaluating and Reporting in Ontario Schools</i>	
13	Nov. 15-19	No Class		
14	Nov. 22-26	Practicum Block Week 1		Min.50% teaching
15	Nov. 29-Dec.3	Practicum Block Week 2		Min.75% teaching
16	Dec. 6-10	Practicum Block Week 3		100% teaching
17	Dec. 13-16	Reflective Practice: Sharing of Growth Portfolios, Careers Day, Job Preparation sessions		Growth Portfolios Cohort 1-Dec. 13 Cohort 2-Dec. 14

*Attendance at all Practicum Seminar Classes and Conferences is mandatory.

**Assessment 1: Part A – Classroom/School Observation
 Part B – Knowing the Learner**

Due Date: Friday September 17, 2010
Value: Satisfactory or Unsatisfactory

Rationale

Teacher Candidates will have the opportunity to observe key elements within the classroom environment (e.g., Organization/Routines, Learning Materials, Furniture Arrangement) to understand how an effective learning environment is the basis for an effective educational program. The TC will also observe the school environment to gain an understanding of the importance of school culture and climate. As well, Candidates will learn about the students in their classroom to gain an understanding of the learners they will be working with throughout the term.

Task

Teacher Candidates are required to complete the *Classroom/School Observation* and *Knowing the Learner* assignments during the observation week in September in order to develop a stronger understanding of the classroom and school cultures and the needs of the students in their class. Structured observations of and reflections on the Associate Teacher's lessons, as well as other teacher's rooms and other areas of the school, should continue throughout the term.

Knowing the Learner is to be completed by the Teacher Candidate, in collaboration with the Associate Teacher, during the first week of the term. Throughout the practicum, Teacher Candidates will be asked to develop implications for effective learning and teaching based on the profile of this group of learners. Where possible, Teacher Candidates are encouraged to observe the learners in different contexts (e.g., indoors/outdoors, with other staff, with parents, settings other than the classroom). *Knowing the Learner* should focus on the personal interests and abilities that students bring to the classroom. The purpose of the assignment is to begin to understand this group of learners.

These observations are to be recorded and filed in the section of your Practicum Binder entitled "Observation and Reflections." Candidates are to bring these completed assignments to the Practicum Seminar on September 17, to be used as a basis for discussion. They are to be submitted to the Faculty Supervisor during the Faculty Supervision section of the Practicum Seminar.

Assessment Criteria

- *Classroom/School Observation* - Clear and thorough description of the classroom and school environments
- *Knowing the Learner* – Candidate demonstrates an understanding of the learners in his/her classroom
- The submission should be presented such that it clearly captures the observations and reflections of the TC. The TC can choose to use dot jots, paragraphs, and/or diagrams to capture the information.

Assessment #1, Part A

CLASSROOM/SCHOOL OBSERVATION

During the observation week in September you are requested to look at your learning environment and consider how it supports learners. These observations will form the basis of your developing conceptualization of a school. They are to be included in your Practicum Binder ("Observations and Reflections" section) for fulfillment of course requirements in EPT450. **Please bring your completed assignment to your first Practicum Seminar which is on Sept. 17, 2010, as a basis of discussion. You will hand in this assignment to your Faculty Supervisor.**

Observations

(Keep a record of how **each** of the following items is addressed in your school.)

Organization/Routines

- **Note** how the classroom is organized to promote inclusion and a community of learners;
- **Note** how classroom norms, expectations and procedures are established;
- **Note** the groupings of children (and changes in relationship to different subjects);
- **Observe and describe** two instances of classroom behaviour which were resolved positively; describe these instances as clearly as possible;
- **Make a copy** of the teacher's timetable.

The Learning Environment

- **Note** the approximate size of the room and the number of children;
- **List** the furniture in the room, and **make notes** on the mobility and size of the furniture;
- **Draw** a plan of the arrangement of all furniture (including children's desks and their initials) in the room;
- **Describe** briefly what storage facilities, display space and chalk/whiteboard areas are available.

Learning Materials/Resources

- **Note** texts, books, resources; **note in particular those resources that reflect diversity and inclusion (e.g., culture, language, gender)**;
- **List** the charts, pictures, etc. that are displayed within the room, again **noting any that reflect diversity and inclusion**;
- List stationery supplies (e.g., paper, construction paper, notebooks, pencils, art supplies);
- **List** equipment (e.g., piano, TV, computers, manipulative material, phys. ed., arts, music) within the room or readily available to children and teacher;
- **List** reference materials available within the room (e.g., maps, encyclopedia, learning kits, CDRoms/DVDs);
- **Read** through additional material related to the classroom program;
- **Note** the accessibility of resources within classroom and other areas of the school (e.g., library/resource centre, gymnasium, playground, art/music room, levelled book room, supply room).

Teaching Tools and Strategies

- **List** assessment tools and strategies the teacher uses at this time of year to plan instruction;
- **List** strategies the teacher uses to develop an **inclusive learning community** that encourages a sense of belonging in the classroom; including instruction, observation and assessment;
- **Describe** how and when technology is available for students to use;
- **Describe** how the teacher uses technology.

The Teacher's Role

Make note of all of the tasks that your Associate Teacher (and other teachers, if possible) is required to undertake. You will probably find it convenient to organize them in the following way:

- **List** teaching tasks throughout the day/week;
- **List** non-teaching tasks (e.g., staff meetings, supervision, school improvement teams);
- **List** optional tasks (e.g., extra curricular, social activities);
- **List** other activities (e.g., home involvement/communication).

The School

With the help of your Site Coordinator and / or Associate Teacher seek out the following information:

- **Note** school policies regarding curriculum planning, discipline, sports activities, accidents, use of library, school organization, playground supervision, excursions, use of equipment, traffic and safety e.g., boarding buses, location of 40km/h zones;
- **Note** links between the school and the community;
- **Note** interesting features of the school (e.g., facilities, special programs, innovations, community involvement, annual events);
- **Take the initiative** in finding out as much as you can about the school as a whole – from other teachers, the principal/vice principal, librarian, occasional teachers, caretakers, secretary, etc.;
- **Ask** to see a copy of the school's staff and/or student handbook(s);
- **Learn about and describe** the school's mission/vision/values/goals.

During the Observation Week:

- **Visit** another classroom and observe a different teacher for a period;
- **If possible, ask** the principal about his/her vision for the school.

Summary Reflections

Prepare the following information and include it in your assignment. Be prepared to discuss your Summary Reflections at the September 17 Practicum Session.

Choose a few of the things you have observed and write about:

- how they support the learners in your classroom;
- how they can impact your practice as a teacher.

Assessment #1, Part B

KNOWING THE LEARNER

This assignment is to be completed by the Teacher Candidate, in collaboration with the Associate Teacher, in the first week of the term. Throughout the practicum, Teacher Candidates will be asked to develop effective learning and teaching strategies based on the profile of this group of learners. Where possible, Teacher Candidates are encouraged to observe the learners in different contexts (e.g., indoors/outdoors, with other staff, with parents, settings other than the classroom). Ways of gathering information might include observations, interviews with students, as well as discussions with Associate Teachers and other staff.

Knowing the Learner should focus on the personal interests and abilities students bring to the classroom. The purpose of this assignment is to begin to understand this group of learners. Answer the following questions and explain your answer as appropriate.

Knowing the Learners in Your Classroom	
How many students are in the class?	
What is the gender composition?	
Are students able to work collaboratively?	
Are students able to work independently?	
Are there any students with special needs (e.g., learning, medical, behavioural, social, emotional, physical, gifted)?	
What languages do your students speak? Are there any students who are English Language Learners (ELL)?	
Are there any family situations that are important to know about?	
What cultures and religions do your students bring to the classroom?	
Is there any other important information to know about the learners in the classroom?	
Interview Students	
What are your expectations for the school year?	
What are your interests?	
How do you learn best?	

Ethics and Confidentiality: In completing *Knowing the Learner*, Teacher Candidates must respect the Ontario College of Teachers Ethical Standards for the Teaching Profession and confidentiality. Associate Teachers are asked to discuss implications and specific school policies in these regards. Teacher Candidates are NOT to name particular children in their completion of *Knowing the Learner*, or any other assignments involving work samples.

Assessment 2: Practicum Binder (Summary of Lessons Taught, Additional Activities Outside the Classroom, Learning Strategies Chart, Lesson Plans, ongoing Observations and Reflections)

Due Date: Ongoing
Value: Satisfactory or Unsatisfactory

Rationale

Teacher Candidates will compile a Practicum Binder to form the basis of a summary of experiences during the practicum and act as a means of tracking their progress throughout the term.

Task

Candidates are required to maintain an up-to-date Practicum Binder and have it with them during their practicum placement *at all times*. The Practicum Binder should be accessible to the Site Coordinator and Associate Teacher and will be reviewed by the Faculty Supervisor during visits to the Teacher Candidate.

A Summary of Experiences Chart, Additional Activities Outside the Classroom Chart and Learning Strategies Chart are to be maintained throughout the term.

Candidates are to observe and reflect on experiences during their practicum by engaging in dialogue with Associate Teachers and fellow Teacher Candidates and by maintaining daily observations and reflections in which challenges and learning over the duration of the practicum period are recorded each day while in the host school. Reflections help to develop new understandings and appreciation of student learning, personal growth, and the nature of teaching.

These reflections are to be included in the Practicum Binder in the “Observations and Reflections” section.

The Practicum Binder is required to include the following items:

1. Term 1 *Classroom/School Observation* and *Knowing the Learner* assignments, completed during September Observation Week
2. Ongoing Observations and Reflections
3. Lesson Plans: Copies of all Lesson Plans that have been taught by the TC during the Practicum
4. Summary of Lessons Taught
5. Additional Activities Outside the Classroom
6. Learning Strategies Chart
7. Goals for Term 1

Organization of Practicum Binder

Please organize the Practicum Binder using the following sections to keep on top of the requirements of EPT450 as outlined in this package:

Observations and Reflections

- *School/Classroom Observation* and *Knowing the Learner* (when returned by the FS on Oct. 1)
- Ongoing observations and reflections (e.g., daily reflections each day at the host school, reflections on the bottom of each lesson plan template, feedback received from their AT, SC and/or FS. If this feedback is given orally and not in written form by AT, SC or FS the TC needs to record this verbal feedback)

Lesson Plans

- Lesson Plans (copies of all lessons planned and implemented by the TC, including the lesson plan from Microteaching)
- Summary of Lessons Taught (pg. 11)
- Additional Activities Outside the Classroom (pg. 11)

Teaching and Learning Strategies

- Learning Strategies Chart (pg. 12)

Goals

- Goal Setting (once articulated later in Term 1, pg. 14-15)

In addition, TCs may include host school handbook information, student/class lists, class newsletters, etc. As you take on more teaching responsibilities, you will also need to plan for ways to track student learning. These additional elements may be best organized within your own categories in the Practicum Binder. Please be sure not include student names in your Practicum Binder.

Assessment Criteria

- All items outlined above need to be up-to-date, clearly written, complete, easily understood by the Associate Teacher and Faculty Supervisor and appropriately organized in the Practicum Binder

**Assessment 3: Part A: Goals
Part B: Growth Portfolio**

Task	Due Date	Value
Part A: Goals	October 29, 2010 sent by TC via e-mail to Faculty Supervisor by 8:30am	Satisfactory or Unsatisfactory
Part B: Growth Portfolio	Cohort 1 – Mon. Dec. 13 Cohort 2 – Tues. Dec. 14	Satisfactory or Unsatisfactory

Rationale

These two tasks build directly on each other. Teacher Candidates need to be able to identify professional goals in relation to their practicum experience and demonstrate successful performance in relation to their Term 1 Goals which will be based on all five of the Ontario College of Teachers Standards of Practice for the Teaching Profession. Candidates are to collect artifacts that provide evidence of growth in their learning in relation to their goals throughout Term 1, and specifically during the three week teaching block. The goal setting will help to form the basis for Candidates to design a Growth Portfolio. The Growth Portfolio will track progress throughout Term 1, with a specific concentration on the three week teaching block. TCs will present portfolios on Dec. 13 (Cohort 1) or Dec. 14 (Cohort 2). At this time Candidates will give a 15 minute presentation to a combination of peers, Site Coordinators and Faculty Supervisors to illustrate growing competence as an early career professional.

Part A: Goals

Task

Teacher Candidates are to state the goals to which they intend to give highest priority in their practicum experience, and the indicators that they will use as evidence for assessing their outcomes. These goals should relate directly to the five Ontario College of Teachers Standards of Practice for the Teaching Profession (“Commitment to Students and Student Learning” “Professional Knowledge,” “Professional Practice,” “Leadership in Learning Communities” and “Ongoing Professional Learning”) and will form the basis of their teaching goals for the practicum. TCs must choose **one** or more clearly articulated goals from **each** of the five OCT Standards of Practice with a maximum of seven goals. Each goal must have evidence to support the achievement of the goal. This evidence is to be included in the Growth Portfolio and be part of the portfolio presentation.

Candidates are to complete the Goals in collaboration with their Faculty Supervisor and Associate Teacher.

The goals must be completed and sent by e-mail to their FS by Friday October 29 at 8:30am. Goals may be adjusted prior to the commencement of the block component, after due consideration of feedback from the Associate Teacher, Teacher Candidate, and Faculty Supervisor. These goals form the basis for the teaching block and the selection of artifacts collected for the Growth Portfolio.

Assessment Criteria

- **One** or more clearly articulated goals successfully aligned with **each** of the five Ontario College of Teachers Standards of Practice for the Teaching Profession (“Commitment to Students and Student Learning,” “Professional Knowledge” and “Professional Practice,” “Leadership in Learning Communities” and “Ongoing Professional Learning”) with a maximum of seven goals
- Indicators/evidence identified for each of the goals
- Clearly articulated and complete
- Achievable, realistic and specific

Part B: Growth Portfolio

Task

Teacher Candidates will compile a Growth Portfolio to demonstrate the growth they have made in Term 1 in relation to their identified goals. The goals indicated in Part A, will determine the selection of artifacts that Candidates will collect for the Growth Portfolio.

Assessment Criteria

The Growth Portfolio will be assessed by Faculty Supervisors and Site Coordinators using the following criteria:

- **One** or more clearly articulated goal for **each of five of the OCT Standards of Practice** (“Commitment to Students and Student Learning,” “Professional Knowledge” and “Professional Practice,” “Leadership in Learning Communities” and “Ongoing Professional Learning”), to a maximum of seven and supported with evidence/artifacts in the Portfolio presentation.
- *Internal Consistency* (artifacts and discussion clearly reflect the identified OCT Standards of Practice for the Teaching Profession)
- *Evidence of Growth/Success* (artifacts and presentation reflect clear evidence of growth toward meeting goals, or convincing discussion about why growth was minimal in relation to the OCT Standards of Practice for the Teaching Profession).
- *Insight* (goals set for Term 1 demonstrate clear links to experiences and feedback from AT and FS)
- *Organization* (presentation is organized in a way that supports meaningful communication)
- *Innovation* (creativity in artifact collection, organization/presentation of portfolio)

Assessment #3 – Part A

Goals

State the goals that you intend to give highest priority in this practicum experience, and the indicators that you will use as evidence for achieving your goals. These goals should relate directly to the Ontario College of Teachers Standards of Practice for the Teaching Profession and will form the basis of your teaching goals for the practicum. **Teacher Candidates are expected to set 1 or more goals in each of the 5 areas of the OCT Standards of Practice with a maximum of seven goals.**

These goals must be e-mailed to your Faculty Supervisor by Friday October 29 at 8:30am. Goals may then be adjusted prior to the beginning of the teaching block after due consideration of the feedback by the Associate Teacher, Teacher Candidate, and Faculty Supervisor. These goals will form the basis for the teaching block and the selection of artifacts collected for the Growth Portfolio.

Standard	Outcome
1. Commitment to Students and Student Learning	<ul style="list-style-type: none"> • Communicates effectively with students • Recognizes student's place in, and contribution to, society as a learner • Demonstrates care and commitment to students
Goal/s:	Indicators/Evidence:

Standard	Outcome
2. Professional Knowledge	<ul style="list-style-type: none"> • Demonstrates knowledge of the curriculum in appropriate subject areas • Demonstrates knowledge of the student and how they develop and learn • Demonstrates knowledge of the learning environment
Goal/s:	Indicators/Evidence:

Standard	Outcome
3. Professional Practice	<ul style="list-style-type: none"> • Plans purposeful lessons and lesson sequences to achieve student learning expectations • Manages classrooms, interactions and behaviour • Uses authentic assessment for improved learning • Understands the role of structured reflection in enhancing teaching and learning outcomes
Goal/s:	Indicators/Evidence:

Standard	Outcome
4. Leadership in Learning Communities	<ul style="list-style-type: none"> • Acts with responsibility in support of the learners and the community • Uses strategies to support 'learning communities'
Goal/s:	Indicators/Evidence:

Standard	Outcome
5. Ongoing Professional Learning	<ul style="list-style-type: none"> • Demonstrates a commitment to lifelong learning
Goal/s:	Indicators/Evidence:

Teacher Candidate Signature: _____ Date: _____

Associate Teacher Signature: _____ Date: _____

Faculty Supervisor Signature: _____ Date: _____

Assessment 4: Practicum Teaching

Due Date: Ongoing through Term 1, September 13-December 10, 2010

Value: Satisfactory or Unsatisfactory

Teacher Candidates MUST SATISFACTORILY COMPLETE all EPT450: Foundations II Practicum Seminar components, including the school-based practicum in order to graduate from the Bachelor of Primary Education Studies program.

Report Dates:

- **Observation Reports by Faculty Supervisors** are given once during the two-day a week teaching period and once during the three-week teaching block.
- **Status Reports** are given to Candidates **by the Associate Teacher** at mid-term (Friday October 22) and immediately following the completion of the first week of the fall block (Friday November 26).
- A final **Practicum Evaluation is completed by the Associate Teacher** by the end of the fall teaching block. (Friday December 10). Candidates should refer to the Practicum Handbook for Practicum Evaluation details.

Rationale

This assessment draws on school-based experiences to allow Candidates to demonstrate their professional knowledge and practice. This assessment task provides Candidates with an opportunity to understand, apply, and reflect on the relationships between student development, curriculum theory, lesson design and pedagogy in a classroom setting.

Task

For the two-day a week period:

Following the week of observation, Teacher Candidates will move through phases of team teaching and joint planning with Associate Teachers, to independent teaching of a small group of students for a number of weeks prior to assuming responsibility for the entire class. Teaching opportunities should encourage the Teacher Candidate to integrate Language, Mathematics, Health and Physical Education in rich authentic tasks. Learners achieve most effectively in a supportive and challenging environment. The teaching load should always give due consideration to these parameters and give priority to the **quality** of teaching with detailed thought and planning of every learning experience and evaluation, rather than to the **quantity** of teaching undertaken.

For the Fall Teaching Block:

Term 1, November 22 – December 10, 2010		
Week 1 Minimum of 50% teaching	Week 2 Minimum of 75% teaching	Week 3 100% teaching

Assessment Criteria

- **Two Practicum Observation Reports** (Appendix 5 in the Practicum Handbook) are completed during in-school observations by the Faculty Supervisor - once during the two-day a week period and once during the fall teaching block. These provide meaningful feedback reflective of the OCT Standards, specific to the following four areas:
 - **Preparation** (e.g. appropriate lesson plan format, appropriate objectives/outcomes, appropriate sequencing within lessons, suitable content, links to prior learning experiences, appropriate mental set/"hook", appropriate closure/check for understanding, aids/materials appropriate and organised prior to teaching, use of a variety of teaching resources, consideration of cross-curricular opportunities)
 - **Implementation** (e.g. implementation of procedures to open and close lessons, appropriate questioning, use of appropriate/variety teaching strategies, lessons well paced and fluent, successful lesson transitions, consideration of individual differences, consideration/variety of class organisation (whole class, small group), monitoring and providing of feedback)
 - **Communication** (e.g. appropriate use of voice, clear helpful directions, effective verbal/non-verbal communication, checking for understanding, appropriate questioning, use of wait time, structuring of oral reflection to maximize participation, speaking fluently, encouraging/listening to learner, modelling of correct written communication, use of appropriate language for learning situations)
 - **Classroom Management** (e.g. enthusiasm, warmth, supportiveness, awareness of different learning situations, rapport, recognition of/reaction to problems, commanding/expectation of respect, providing of appropriate feedback, anticipation of potential situations and adjustment of teaching accordingly, setting of realistic goals for learner behaviour, establishment and maintenance of effective routines, appropriate actions)
- **Two Status Reports** (Appendix 3 in the Practicum Handbook) are given to Candidates by the Associate Teacher at mid-term (Friday October 22) and immediately following the completion of the first week of the fall block (Friday November 26). These reports give formative feedback, based on the Ontario College of Teachers' Standards of Practice and are reported under the following headings:
 - Strengths

- Areas for Development
 - Expected Areas Not Yet Demonstrated
- A **final Practicum Evaluation** (Appendix 4 in the Practicum Handbook) is completed by the Associate Teacher by the end of the fall teaching block (Friday December 10). This is similarly based on the OCT Standards of Practice as follows:
 - a. Commitment to Students and Student Learning:
 - Communicates effectively with students
 - Recognizes student's place in, and contribution to, society as a learner
 - Demonstrates care and commitment to students
 - Develops positive relationships with students
 - b. Professional Knowledge
 - Demonstrates knowledge of the curriculum in appropriate subject areas
 - Demonstrates knowledge of the student and how they develop and learn
 - Demonstrates knowledge of the learning context/environment
 - c. Professional Practice
 - Plans purposeful lessons and lesson sequences to achieve specific student learning expectations with teacher guidance
 - Manages classrooms, interactions & behaviour
 - Understands the role of authentic assessment for improved learning
 - Understands the role of structured reflection in enhancing teaching and learning outcomes
 - d. Leadership in Learning Communities
 - Acts responsibly in support of the learners and the community
 - Uses strategies to support "learning communities"
 - e. Ongoing Professional Learning
 - Demonstrates a commitment to lifelong learning

A grade of Satisfactory or Unsatisfactory will be awarded for the EPT450: Foundations II Practicum Seminar course. In order to be successful, Candidates must satisfactorily meet all expectations of the course.