

# PRACTICUM SEMINAR PACKAGE

## EPT451: Foundations IV Practicum Seminar

In the Practicum Seminar course, which is highly integrated with the school-based experience, Teacher Candidates are supported in extending their knowledge of lesson planning from Term 1 to planning a unit comprised of a sequence of lessons focused on a particular topic, or area of study. The principles of backward design will be applied to the development and delivery of an effective integrated unit plan that includes differentiated instruction. Candidates are supported in their continuing reflection about their practicum experiences. Candidates will also continue to 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 EPT451: Foundations IV Practicum Seminar components, including the school-based practicum in order to graduate from the Bachelor of Primary Education Studies program.

### Resources:

<b>Prescribed Text</b>	<ol style="list-style-type: none"> <li>Schwartz, Susan, Pollishuke, Mindy. (2005). <i>Creating the Dynamic Classroom: A Handbook for Teachers</i>. Pearson Education. ISBN 0 13 196839 4</li> <li>Travers, Alan, Lalonde, J. Daniel. (2010/11). <i>What’s Next? A Job Search Guide for Teachers</i>, 17<sup>th</sup> Edition. Lakeside Publishing. ISBN 978-0-9781226-4-5</li> </ol>
<b>Essential Resources</b>	<ol style="list-style-type: none"> <li>Ontario Ministry of Education. <i>Growing Success: Assessment, Evaluating and Reporting in Ontario Schools, First Edition Covering Grades 1-12, 2010</i>. <a href="http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf">http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf</a></li> <li>Ontario College of Teachers. <i>Ontario College of Teachers Foundations of Professional Practice, Revised 2010</i>. <a href="http://www.oct.ca/publications/pdf/foundation_e.pdf">http://www.oct.ca/publications/pdf/foundation_e.pdf</a></li> </ol>

## OVERVIEW OF TEACHER CANDIDATE REQUIREMENTS

The four essential components of EPT451 are:

### 1. Observation

**You are required to complete the assignment, “Classroom/School Observation” and “Knowing the Learner” (see pp. 3-6) during the first week of January 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. Teaching opportunities should encourage the Teacher Candidate to integrate all subject areas including those introduced during Term 1. 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 evaluations, rather than to the **quantity** of teaching undertaken. An optimal scenario would be one in which the Candidates are teaching up to 50% within 4 weeks of the start of term. **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 2, April 11 – May 6, 2011			
Week 1	Week 2	Week 3	Week 4
Minimum of 50% teaching	Minimum of 75% teaching	100% 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 Presentation Portfolio in which best practices are identified and collected. Reflections help to develop a personal vision/philosophy of education that should be included in the Presentation Portfolio. **These reflections are to be recorded and filed in a section of the Practicum Binder entitled, “Observations and Reflections.”**

#### 4. Goals, Statement of Teaching Philosophy and Presentation Portfolio

EPT451 supports the Teacher Candidate in fulfilling the Ontario College of Teachers' Ethical Standards and Standards of Professional Practice at an appropriate level for beginning teachers. The goals the TCs establish and their statement of teaching philosophy form the basis of the Presentation Portfolio.

Assignments for EPT451: Foundations IV Practicum Seminar		
Assignment	Due	Location
<b>1. Classroom/School Observation, Knowing the Learner</b>	Week 2, Fri. Jan. 14	Handed in to FS on Jan. 14 To be stored in "Observations & Reflections" section of Practicum Binder
<b>2. Presentation Portfolio</b>		
<b>Part A – Term 2 Goals</b>	Week 9, Fri. Mar. 4	Goals submitted to FS during FS session To be stored in "Goals" section of Practicum Binder
<b>Part B - Statement of Teaching Philosophy</b>	Presented as part of Presentation Portfolio on either May 9 or May 10	Presented to SCs and FSs on specified date
<b>Part C – Sharing of the Presentation Portfolio</b>	Cohort 1-Mon. May 9 Cohort 2-Tues. May 10	Presented to SCs and FSs on specified date

\*FS=Faculty Supervisor

Electronic templates of assignments included in this Package will be posted on Interact under the EPT451 site, in the "Resources" section.

In-School Practicum Teaching Requirements for EPT451: Foundations IV Practicum Seminar		
Requirement	Timeline	Location
<b>1. In-School Practicum Teaching</b>	Two days a week, Four-week teaching block	Host School
<b>2. Practicum Binder</b>		
A. Summary of Lessons Taught,	Ongoing	"Lesson Plan" section of Practicum Binder
B. Additional Activities Outside the Classroom	Ongoing	"Lesson Plan" section of Practicum Binder
C. Learning Strategies Chart	Ongoing	"Lesson Plan" section of Practicum Binder
D. Lesson Plans	Ongoing	"Observations & Reflections" section of Practicum Binder
E. Ongoing Observations & Reflections	Ongoing	"Teaching & Learning Strategies" section of Practicum Binder

Study Schedule for EPT451: Foundations IV Practicum Seminar, Term 2 2010-2011				
Week	Date of Class	Topic	Required Readings/ Resources	Assessment
1	Jan. 3-7	5-Day School Observation and completion of <i>Classroom/School Observation</i> and <i>Knowing the Learner</i> assignment outlined in Practicum Seminar Package		
2	Fri. Jan. 14	Introduction to EPT451, Development of Term 2 goals, Finding Your Voice: Uncovering Your Philosophy, submit Classroom/School Observation and Knowing the Learner assignment, Term 2 Lesson Plan Template, Growing Success-Report Comments	-Subject Outline -Practicum Seminar Package	Both the <i>Classroom/School Observation</i> and <i>Knowing the Learner</i> are due to FS
3	Jan. 17-21	No Practicum Seminar Class		
4	Fri. Jan. 28	Integrated Unit Planning – Getting Started (Backward Design in Unit Planning), Access Copyright, Discuss Term 2 Goals, Job Preparation Skills	<i>What's Next? A Job Search Guide for Teachers</i>  <i>Growing Success</i>	
5	Fri. Feb. 4	Integrated Curriculum Conference, 8:30-4:00		
6	Feb. 7-11	No Practicum Seminar Class		
7	Feb. 14-18	No Practicum Seminar Class		
8	Feb. 21-25	No Practicum Seminar Class		
9	Fri. Mar. 4	Designing the Integrated Inquiry Unit – From Culminating Performance Task to Assessment Plan, Debrief the Integrated Curriculum Conference, Job Preparation Skills, Term 2 Goals are due	<i>What's Next? A Job Search Guide for Teachers</i>	Term 2 Goals due to Faculty Supervisor in FS session
10	Mar. 7-11	No Practicum Seminar Class		
11	Fri. Mar. 25	Assessment and Reporting, Statement of	<i>What's Next? A Job Search</i>	

		Teaching Philosophy, Discussion about Presentation Portfolios, Negotiating the Practicum Placement, Job Preparation Skills	<i>Guide for Teachers</i> <i>Growing Success</i>	
12	Mar. 28-Apr. 1	No Practicum Seminar Class		
13	Apr. 4-8	Teaching Block Orientation, 2 days at host school, no CSU classes		
14	Apr. 11-15	Practicum Block Week 1		Min.50% teaching
15	Apr. 18-22	Practicum Block Week 2		Min.75% teaching
16	Apr. 25-29	Practicum Block Week 3		100% teaching
17	May 2-6	Practicum Block Week 4		100% teaching
18	May 9-11	May 9 and 10 - Sharing of Presentation Portfolios  May 11 - Final Celebration		Presentation Portfolios Cohort 1-May 9 Cohort 2-May 10

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

## Assignments for EPT451: Foundations IV Practicum Seminar

### Assignment 1: Classroom/School Observation and Knowing the Learner

**Due Date:** Friday January 14, 2011  
**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, Teaching Tools and Strategies) 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* assignment during the observation week in January 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 teachers' 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 unique qualities and learning styles 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 their completed assignments to the Practicum Seminar on January 14. The completed assignments will 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.

## Assignment #1

### CLASSROOM/SCHOOL OBSERVATION

During the first week in January you are requested to continue to make close observations of certain features of the school in which you are working. 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 EPT451-Foundations IV-Practicum Seminar. **Please bring your completed assignment as a basis of discussion to your first Practicum Seminar which is on January 14, 2011. 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 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;
- **Note** what procedures are followed during a fire drill and a lockdown
- **Make a copy** of the teacher's timetable.

#### The Learning Environment

- **Draw** a plan of, or photograph the arrangement of all furniture (including children's desks and their initials) in the room;
- **Describe** briefly what furniture, 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** 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);

#### 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 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 information about three of the following:** responding to behavioural incidents such as bullying, what to do if an student accident occurs, use of the library, playground supervision, field trips, use of equipment/learning materials/resources, how the teachers manage paperwork (eg, forms, Ziploc bags);
- **Note** links between the school and the community (eg, School Council, special events, school newsletters, grade team/teacher newsletters, teacher websites);
- **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 briefly 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

### For the January 14 Practicum Seminar Session:

Write a 1-2 page summary reflection about your observation week. Answer the question, **“How do the observations you have made in the “Knowing the Learner” and “Classroom/School Observation” assignments, influence the creation of an inclusive classroom as a learning community (e.g., subject integration, display materials, learning styles).”**

You may use paragraph form or dot jots. The summary does not need to include APA citations or referencing.

Be prepared to **discuss these reflections in your Faculty Supervision group** on January 14.

## 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 and will be required to develop differentiated lesson plans that reflect the various strengths and needs of these students**. 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 **unique qualities and learning styles** students bring to the classroom. The purpose of this assignment is to **begin to understand this group of learners**. **Answer the following questions** (in paragraph form or dot jots) and explain your answers.

### Knowing the Learners in Your Classroom

1. How will the **gender composition** of your class **affect your instruction**?
2. When do the students have **opportunities to work** as a whole group, collaboratively and independently?
3. Are there any students with **special needs** in your classroom (eg, learning, medical, behavioural, social, emotional, physical, gifted)? What **considerations** will you need to make when you are teaching?
4. How will **different languages spoken** by students effect your instruction?
5. What **cultures and religions** do your students bring to the classroom? **Why is this important** for a teacher to know?
6. Is there any **other important information** to know about the learners in the classroom?

### Talk to Your Students

By talking to/interacting with the students in your class, **describe interesting characteristics they have that will be valuable for you to know as their Teacher Candidate** (eg, learning styles, interests, things they are proud of, things they need to improve). **How and why is this different in the primary and junior divisions?**

This component should be approximately 1-1.5 pages in length. You may use paragraph form or dot jots. The summary does not need to include APA citations or referencing.

**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.

## Assignment 2: Presentation Portfolio

### Part A: Term 2 Goals

### Part B: Statement of Teaching Philosophy

### Part C: Sharing of Presentation Portfolio

Task	Due Date	Value
<b>Part A:</b> Determine <b>Term 2 Goals</b> in preparation for Presentation Portfolio	Week 9, Fri. Mar. 4	Satisfactory or Unsatisfactory
<b>Part B:</b> Develop a <b>Statement of Teaching Philosophy</b>	Presented as part of Presentation Portfolio on either May 9 or May 10	Satisfactory or Unsatisfactory
<b>Part C:</b> Sharing of the <b>Presentation Portfolio</b>	Cohort 1-Mon. May 9 Cohort 2-Tues. May 10	Satisfactory or Unsatisfactory

### Rationale

These tasks build directly on the Growth Portfolio that was completed in Term 1. It provides Candidates with the opportunity to demonstrate successful performance in relationship to their Term 2 Goals within the context of the five Ontario College of Teachers Standards of Practice for the Teaching Profession. Candidates are to collect artifacts related to these goals that provide evidence of their 'best practice' and learning over their year at the Faculty of Education. They are also to use their goals and reflections to begin to develop their teacher voice/personal statement of their teaching philosophy. These activities will help Candidates design their Presentation Portfolio to support them in the application/interview process. This portfolio will form the basis of their Sharing/Celebration when they return for debriefing sessions on May 9 and 10 following the four-week teaching block. At that time Candidates will give a 20 minute presentation to a combination of peers, Site Coordinators and Faculty Supervisors that illustrates their growing competence as an early career professional about to embark on a career in education.

Teacher Candidates need to be able to identify professional goals in relation to their practicum experience based on the Ontario College of Teachers Standards of Practice for the Teaching Profession.

### Part A: Term 2 Goals

#### Task

Teacher Candidates are to state the goals to which they intend to give highest priority in this 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 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 Presentation Portfolio and be part of the portfolio presentation. Each goal must have evidence to support the achievement of the goal. This evidence is to be included in your Presentation Portfolio.

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

The goals must be completed and discussed with the Candidate's Faculty Supervisor on January 28, 2011. 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 Presentation Portfolio. All of the forms related to goal setting and should be included in the Presentation 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 A: Term 2 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 completed and submitted to your Faculty Supervisor on Friday March 4 during the FS session. 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 guide your own learning focus during your teaching block and the selection of artefacts collected for your Presentation Portfolio.

Standard	Outcome	
<b>1. Commitment to Students and Student Learning</b>	<ul style="list-style-type: none"> <li>• Communicates effectively with students</li> <li>• Recognizes student's place in, and contribution to, society as a learner</li> <li>• Demonstrates care and commitment to students</li> </ul>	
<b>Goal/s:</b>	<b>Indicators(s)</b> <i>(How will you know you achieved your goal?):</i>	<b>Artifacts/Evidence</b> <i>(What will you show during the presentation to indicate you have achieved your goal(s)?):</i>

Standard	Outcome	
<b>2. Professional Knowledge</b>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of the curriculum in appropriate subject areas</li> <li>• Demonstrates knowledge of the student and how they develop and learn</li> <li>• Demonstrates knowledge of the learning environment</li> </ul>	
<b>Goal/s:</b>	<b>Indicators(s)</b> <i>(How will you know you achieved your goal?):</i>	<b>Artifacts/Evidence</b> <i>(What will you show during the presentation to indicate you have achieved your goal(s)?):</i>

Standard	Outcome	
<b>3. Professional Practice</b>	<ul style="list-style-type: none"> <li>• Plans purposeful lessons and lesson sequences to achieve student learning expectations</li> <li>• Manages classrooms, interactions and behaviour</li> <li>• Uses authentic assessment for improved learning</li> <li>• Understands the role of structured reflection in enhancing teaching and learning outcomes</li> </ul>	
<b>Goal/s:</b>	<b>Indicators(s)</b> <i>(How will you know you achieved your goal?):</i>	<b>Artifacts/Evidence</b> <i>(What will you show during the presentation to indicate you have achieved your goal(s)?):</i>

Standard	Outcome	
<b>4. Leadership in Learning Communities</b>	<ul style="list-style-type: none"> <li>• Acts with responsibility in support of the learners and the community</li> <li>• Uses strategies to support 'learning communities'</li> </ul>	
<b>Goal/s:</b>	<b>Indicators(s)</b> <i>(How will you know you achieved your goal?):</i>	<b>Artifacts/Evidence</b> <i>(What will you show during the presentation to indicate you have achieved your goal(s)?):</i>

Standard	Outcome	
<b>5. Ongoing Professional Learning</b>	<ul style="list-style-type: none"> <li>• Demonstrates a commitment to lifelong learning</li> </ul>	
<b>Goal/s:</b>	<b>Indicators(s)</b> <i>(How will you know you achieved your goal?):</i>	<b>Artifacts/Evidence</b> <i>(What will you show during the presentation to indicate you have achieved your goal(s)?):</i>

Teacher Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Associate Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Part B: Statement of Teaching Philosophy

### Task

Based on experiences and reflections, Teacher Candidates are expected to draft a Statement of Teaching Philosophy highlighting their personal beliefs about the role of the teacher in the teaching and learning process. This statement should reflect Candidates' developing understanding with respect to the Essential Question: How do you create and sustain an inclusive classroom as a learning community?

The Statement of Teaching Philosophy should provide the foundation for the Presentation Portfolio. The statement should be approximately 50-100 words in length.

### Assessment criteria

- Statement of Teaching Philosophy reflects the Candidate's essential learning and reflections from their year.
- Clearly articulated and complete

## Part B: Statement of Teaching Philosophy

Name: \_\_\_\_\_ Faculty Supervisor: \_\_\_\_\_

Based on their experiences and reflections, Teacher Candidates are expected to draft a Statement of Teaching Philosophy highlighting their personal beliefs about the role of the teacher in the teaching and learning process. This statement should reflect a Candidate's developing understanding with respect to the Essential Question: How do you create and sustain an inclusive classroom as a learning community?

The Statement of Teaching Philosophy should provide the foundation for the Presentation Portfolio Candidates will share during the final week of the program in May. The Statement should be approximately 50-100 words in length. This Statement can also be used in job interviews.

### Statement of Teaching Philosophy

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Teacher Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_.

**To be presented as part of the Presentation Portfolio**

## Part C: Sharing of Presentation Portfolio

### Task

Teacher Candidates will compile a Presentation Portfolio to showcase their progress and achievements through their year as a Candidate, focusing on goals they have set for Term 2. The goals indicated in Part A, will determine the selection of artifacts that Candidates will collect for the Presentation Portfolio. This portfolio can be used for professional interviews.

### Assessment Criteria

The Presentation Portfolio will be assessed by Faculty and Site Coordinators with respect to 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”, “Professional Practice,” “Leadership in Learning Communities” and “Ongoing Professional Learning”), to a maximum of seven and supported with evidence/artifacts in the Portfolio presentation.
- Clearly articulated Statement of Teaching Philosophy supported by the Portfolio presentation
- *Relevance* (artifacts and presentation clearly address the identified goals and OCT Standards of Practice for the Teaching Profession)
- *Evidence* (artifacts and presentation reflect clear evidence of achievement of goals related to the OCT Standards of Practice for the Teaching Profession).
- *Connections* (goals set for Term 2 demonstrate clear links to Teacher Candidates’ experiences and feedback from AT and FS, and portfolio and presentation demonstrate clarity about Candidates’ developing philosophy of education)
- *Organization* (presentation is organized in a way that supports meaningful communication)
- *Innovation* (creativity in artifact collection, organization/presentation of portfolio)
- *Reflections\** (portfolio is organized to demonstrate how reflection on Term 2 goals helped Candidate achieve success and develop their statement of teaching philosophy)

\* Reflection related to the Presentation Portfolio is different from the regular reflections on lesson plans that are a part of the Lesson Plan collection. The reflective component for this assignment should be done more on a weekly basis and should be related to the Candidates’ developing sense of voice. The dilemma for the Candidates is to reflect on their experiences both in practicum and in the course discussions to determine who it is that they want to be as a teacher. These reflections will help them develop their philosophy of education that they are asked to present in their Portfolio Sharing session at the end of the term.

Your Presentation Portfolio sharing is to be **15 minutes** in length and there will be an additional 5 minutes provided for questions, answers and feedback.

In order to be “**Satisfactory**” you will need to **show evidence** of the achievement of your Term 2 **Goals**. You will also need to share your **Statement of Teaching Philosophy** as part of your presentation.

The presentation is meant to be fun! Take the time to show off all you have achieved!

## In-School Practicum Teaching Requirements for EPT451: Foundations IV Practicum Seminar

### Practicum Teaching

**Timeline:** Ongoing through Term 2, January 3-May 6, 2011  
**Value:** Satisfactory or Unsatisfactory

Teacher Candidates MUST SATISFACTORILY COMPLETE all EPT451: Foundations IV 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 four-week teaching block.
- **Status Reports** are given to Candidates **by the Associate Teacher** at mid-term (Friday February 18 and immediately following the completion of the first week of the block (Friday April 15).
- A final **Practicum Evaluation is completed by the Associate Teacher** by the end of the teaching block. (Friday May 6).
- 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. Teaching opportunities should encourage the Teacher Candidate to integrate all subject areas including those introduced during Term 1. 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 evaluations, rather than to the **quantity** of teaching undertaken. An optimal scenario would be one in which the Candidates are teaching approximately 50% within 4 weeks of the start of term. ***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.***

##### For the Spring Teaching Block:

Term 2, April 11 – May 6, 2011			
Week 1	Week 2	Week 3	Week 4
Minimum of 50% teaching	Minimum of 75% teaching	100% teaching	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 February 18) and immediately following the completion of the first week of the spring block (Friday April 15). 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 May 6). 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 EPT451: Foundations IV Practicum Seminar course. In order to be successful, Candidates must satisfactorily meet all expectations of the course.

## Practicum Binder

### Requirements:

- **Summary of Lessons Taught**
- **Additional Activities Outside the Classroom**
- **Learning Strategies Chart**
- **Lesson Plans**
- **Ongoing Observations and Reflections**

**Due Date:** Ongoing throughout the term  
**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 Lessons Taught 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 2 *Classroom/School Observation* and *Knowing the Learner* assignment, completed during the January Observation Week
2. Summary of Lessons Taught
3. Additional Activities Outside the Classroom
4. Learning Strategies Chart
5. Lesson Plans: Copies of all Lesson Plans that have been taught by the TC during the Practicum
6. Ongoing Observations and Reflections
7. Goals for Term 2
8. Statement of Teaching Philosophy

### Organization of Practicum Binder

Please organize the Practicum Binder using the following sections to keep on top of the requirements of EPT451 as outlined in this package:

#### Observations and Reflections

- *Classroom/School Observation* and *Knowing the Learner* (when returned by the FS)
- 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)
- Summary of Lessons Taught (pg. 15)
- Additional Activities Outside the Classroom (pg. 16)

#### Teaching and Learning Strategies

- Learning Strategies Chart (pg. 17)

#### Goals

- Goal Setting (once articulated later in Term 2, pg. 7-9)

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





