

Professional Year Practicum Handbook 2018-2019

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MISSION STATEMENT OF LAURENTIAN UNIVERSITY

Laurentian is Northeastern Ontario's comprehensive university. Dedicated to accessibility and excellent academic programming, teaching and research, it reflects the region it serves with an environmentally sound approach to human development and the universal quest for knowledge. Through its unique system of federated and affiliated institutions, commitment to bilingualism, and lifelong learning and collaborative outreach programs, Laurentian serves the needs and aspirations of regional citizens with particular provision for Franco-Ontarians and First Nations peoples. It prides itself on the personal and equitable treatment of its members, the quality of its programs and services for students and the excellence of its graduates.

MISSION STATEMENT OF THE LAURENTIAN ENGLISH- LANGUAGE BACHELOR OF EDUCATION PROGRAM

The Bachelor of Education Program is dedicated to fostering the development of a new generation of dedicated and exceptional educators who will:

- **Behave in such a way as to bring honour and dignity to the profession**
- **Regard as their first duty the effective education of their pupils**
- **Apply a critical approach to their teaching and foster respect for diversity and acceptance of equity**
- **Strive for a high degree of professional competence in their teaching, using holistic teaching approaches**
- **Demonstrate personal suitability for a career in education**



Conceptual Framework

Our Concurrent Education Program is conceptualized on the following components: an embedded Aboriginal focus with a concern for equity and sustainability; partnership with other key players in the teacher education continuum (EDU, OCT, OTF, superintendents); a rich, diverse practical engagement with teaching in multiple settings; conceptual underpinnings from both constructivism, and social reconstructionism with its emphasis on social and curricular equity, and engagement with the real world. See link at <https://laurentian.ca/program/education>

**Laurentian University
School of Education
Practicum Office Contact Information**

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

September 2018							October 2018							November 2018						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1		1	2	3	4	5	6					1	2	3
2	3	*4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	
30																				

December 2018							January 2019							February 2019						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1			1	2	3	4	5						1	2
2	3	4	5	6	7	8	6	*7	8	9	10	11	12	3	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28		
30	31																			

March 2019							April 2019						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	29	30				
31													

- *First Day of classes
- Placement
- Thanksgiving, reading week, December break, Family Day, March break and Easter break

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

1) 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, successful completion of the practicum is a requirement for successful completion of the Bachelor of Education program.** The practicum is also consistent with the mission of Laurentian University in that it provides education students with the opportunity to develop critical thinking, humane values, and practical teaching skills in partnership with professional educators in northeastern Ontario and elsewhere.

The practicum is designed to allow education students to demonstrate that they are meeting The Standards of Practice for the Teaching Profession, The Ethical Standards for the Teaching Profession established by the Ontario College of Teachers (OCT), and Laurentian University's Statement of Personal Suitability (see appendices 1, 2 and 8).

2) Structure: Concurrent

In **concurrent** education, the practicum accounts for six full credits in the pre-service program and consists of the following **three distinct components**:

1. 120 **Pre-Practicum Placement (PPP)** hours, spent with various **host teachers**, 40 hours per year for three years of the concurrent B. Ed. program.
2. A 4 week **Initial Practicum (IP)** with an **associate teacher** in an assigned school/educational facility in May following completion of the undergraduate degree.
3. Two **Professional Year Practicum sessions (PYP)**, with various **associate teachers**, for a total of 12 weeks in assigned schools in the final professional year of the Bachelor of Education program.

3) Responsibilities

Success of the practicum program requires the combined efforts of all the participants – school principals, in-school coordinators, associate teachers, faculty advisors and education students. For the **Professional Year Practicum**:

- **Principals** nominate **associate teachers** who are exemplary members of their staffs that have a **demonstrated interest** in cooperative teacher education and a level of expertise that makes them effective role models for education students.
- Each participating school nominates an **in-school coordinator** who is either a teacher or an administrator who assists in facilitating activities for education students, Associate teachers, and Faculty advisors.
- **Faculty advisors/consultants** from the School of Education provide support to all participants and serve as a liaison between the School of Education and the participating schools.
- **Education students** contribute meaningfully to the classes to which they are assigned, complete all required assignments in a professional manner and cooperate fully with all school personnel and the faculty advisor.

B)

Practicum
Information

For

Principals

B) PRACTICUM INFORMATION FOR PRINCIPALS

The support and encouragement of education students by the school principal is a vital part of the practicum experience. Therefore the principal should, above all, select associate teachers who are members in good standing with the Ontario College of Teachers, and who can best act as role models and mentors in demonstrating and discussing best teaching practices.

As well, **principals**

- May act as the in-school coordinator, or appoint a designate who will work with the faculty advisor(s), associate teachers, and education students
- If required, consult with faculty advisor(s) and associate teachers regarding education student assignments prior to the arrival of the education students
- Try to meet education students when they arrive at the school for the first time and as often as needed thereafter
- Facilitate the introduction of the education student to the staff
- Provide opportunities for education students to learn about the culture of the school and the composition of the school community
- Provide occasions for education students to observe teaching/learning activities at a variety of grade levels and subject areas
- Inform parents/guardians and pupils about the practicum program and reasons for the school's involvement with the education students
- Observe education students in the classroom if asked to do so by the associate teacher or the faculty advisor
- Facilitate time for the associate teacher, faculty advisor(s) and education students to hold professional meetings or "pre" and "post" teaching conferences

Notes on Absence of Associate Teacher

1. **Education students may not be left on their own in the absence of the associate teacher.**
2. Education students may stay in a classroom presided over by a qualified supply teacher for a maximum of three days.
3. When the absence of the associate teacher is expected to be lengthy, the education student should be placed with another associate teacher. The principal should notify the practicum coordinator if this situation arises.
4. Exceptions may be made if, in the opinion of the principal and the practicum coordinator, the supply teacher is an experienced individual who meets the criteria for an excellent role model and mentor and is willing to act as an associate teacher.
5. Should the associate teacher be absent on the practicum day scheduled for the faculty advisor's visit, the principal should help ensure that the faculty evaluation can proceed as planned.

c)

Practicum Information

For

Associate
Teachers

C) PRACTICUM INFORMATION FOR ASSOCIATE TEACHERS

i) Practicum Sessions During the Professional Year

Associate teachers are recommended by school principals from a pool of **volunteers** who are committed to providing education students with models of excellent teaching practice. As such, they must be committed to helping education students grow and develop professionally in an atmosphere of trust and respect.

The Associate teacher's Checklist	
<input type="checkbox"/>	Submit the “ Advance Classroom Information ” sheet prior to the beginning of the Practicum. The form will be emailed to you from the practicum coordinator, you can complete and return it to practicum@laurentian.ca . If you choose, you can complete the form in this Professional Year Handbook (see page 31) and scan or fax it to the practicum coordinator prior to the beginning of the Practicum.
<input type="checkbox"/>	Read the applicable sections of the Practicum Handbook to become aware of expectations of the education student during each week of the placement.
<input type="checkbox"/>	Provide the student with the information required to complete the “ Associate/Honorarium Information Form ” on page 32. This form should be emailed/faxed to the practicum coordinator on or before the first day of placement.
<input type="checkbox"/>	Clarify with the education student his/her role in the classroom. The “ Associate Teacher Expectations Interview ” found on page 36 may assist with this.
<input type="checkbox"/>	Provide opportunities for education students to observe best practices in a variety of teaching/learning situations.
<input type="checkbox"/>	Facilitate occasions for education students to observe in other classrooms.
<input type="checkbox"/>	Guide education students in the planning process and make suggestions about teaching strategies and the availability of resources.
<input type="checkbox"/>	Meet with education students daily in order to examine/review lesson plans BEFORE they are implemented and make specific recommendations for growth, building on strengths and concentrating on areas where improvement is indicated.
<input type="checkbox"/>	Provide regular verbal and written feedback to the student teacher. You may choose to use the “ Formative Assessment ” found on p. 38-39
<input type="checkbox"/>	Advise education students on ways to become involved in whole school activities or how to take advantage of opportunities for professional development and interaction with parents/guardians.
<input type="checkbox"/>	Be as flexible as possible in scheduling so that the faculty advisor can properly meet and evaluate the education student during the visit.

<input type="checkbox"/>	If possible, meet with the faculty advisor, when the advisor is in the school for the education student's evaluation.
<input type="checkbox"/>	If possible, complete one or more Formative Assessments with the student. <u>These forms do NOT need to be sent into the School of Education.</u> Rather, they should serve as tools for <u>discussion</u> between the Associate teacher and the education student.
<input type="checkbox"/>	Complete one Summative Evaluation form. Please Note: The Summative Evaluation will be sent to you by e-mail. If you do not receive the form, please e-mail practicum@laurentian.ca to request the forms. Do not provide your teacher candidate with this form. It is to be sent to the practicum coordinator. Retain a copy of the evaluation for your records

Concerns regarding punctuality, attendance or other issues that could affect successful completion of the practicum should be forwarded to the practicum coordinator AND faculty advisor IMMEDIATELY. Please do not wait for a visit to inform the faculty advisor of any problems.

ii) Professional Year Practicum Assessment and Evaluation

1) Formative assessment by associate teachers

During each practicum, the associate teacher should complete – with check marks and brief comments – the two page **Formative Assessment** found on page 38-39. **Ideally, there should be two Formative Assessments before the final Summative Evaluation.** The Formative Assessment form, along with the student's self-assessment, will form a basis for discussions on professional growth that should occur throughout the practicum. The Formative Assessment does NOT need to be returned to the School of Education. A copy may be given to the education student for his/her records.

The practicum coordinator and faculty advisor should be immediately informed of any serious issues with the Professional Year Practicum Formative Assessments. If there is the possibility of a **failed or incomplete practicum**, both the associate and education student should contact the School of Education as early as possible after the assessment has been made. If possible, a Practicum Improvement Plan will be implemented (see page 45).

2) The associate teacher and the student self-assessment

Using the Formative Assessment form, education students will be required to complete self-assessments during the PYP sessions. The number and timing of these self-evaluations should be determined in accordance with the associate teacher. Ideally, the education student and associate teacher should discuss their formative assessments and compare the relevant points in a conference. Two self-assessments must be completed by the student during each Professional Year Practicum, but more may be required as directed by the associate teacher and/or faculty advisor. Together, these items serve as a useful tool in fostering professional growth. **These evaluations must be kept in the candidate's portfolio.**

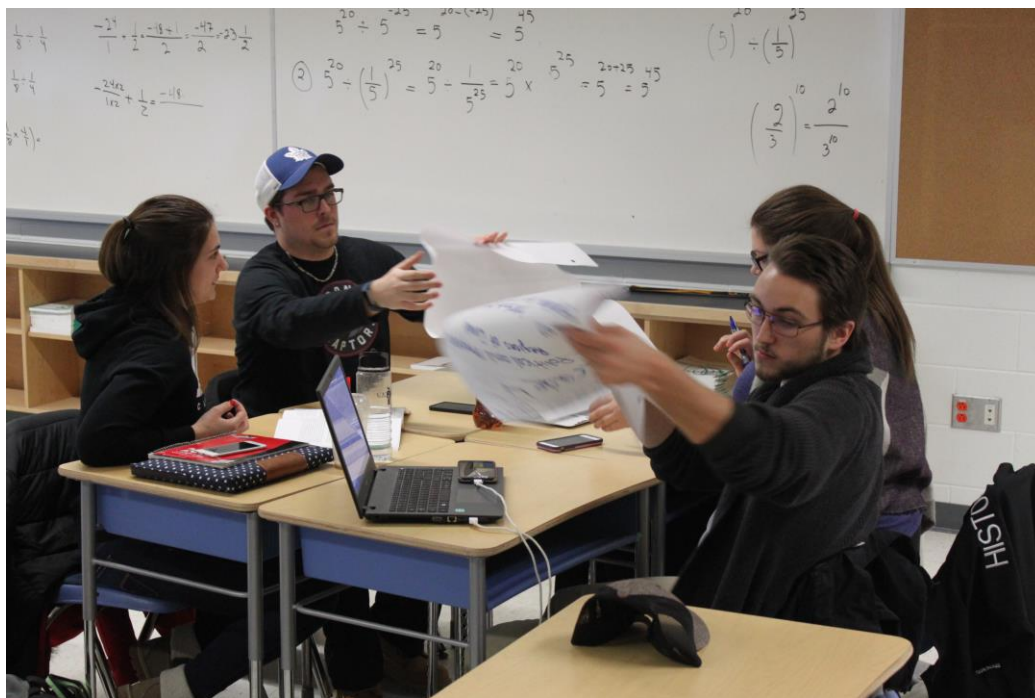
3) Summative Evaluation by associate teacher and faculty advisor

The associate teacher will complete a final Summative Evaluation at the end of the practicum. This form will be sent to the associate teacher by e-mail. Education students

will be evaluated on the five principal domains: personal and professional qualities; planning and preparing; implementation; communication; and classroom management, with comments ranging from “Outstanding” to “Does Not Meet Expectations.” The qualities and actions are not necessarily of equal value, so no simple 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 42-44. Education students, associate teachers and faculty advisors are required to use this chart as a guide when completing the Formative Assessments and Summative Evaluation.

All Summative Evaluations for 2018 should be e-mailed to practicum@laurentian.ca. If you do not receive a copy of the Summative Evaluation by e-mail, contact the practicum coordinator, at (705) 675-1151 ext. 3208. **Education students should NOT be given a copy.** Copies of the evaluation will be forwarded to the education students by the Practicum Office.



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 make individual arrangements for practicum.

Practice teaching can be expensive. You are responsible for costs such as transportation and living accommodation. A commute of one hour to your practicum is not unusual. In some cases, you may be required to travel to a practicum that is not accessible by public transportation. In these cases, you will be required to make your own arrangements for transportation and or accommodation.

The Practicum coordinator will:

- Place P/J students in primary/junior grades
- Place J/I students in junior/intermediate grades
- Make every attempt to place J/I students in a placement relating to their teachable subject.

Practicum Distribution Appeals: If the Practicum Placement Request form has been completed and, in the view of the student, the Practicum Office has made a **mistake** (based on, for example, issues of religion, language, or special needs) students should request an immediate appeal. A "Practicum Distribution Appeal Form" available at the School of Education office, must be completed and submitted to the Practicum coordinator. **It should be noted, however, that geographic considerations (i.e. distance from home to associate school) will not be considered as the basis for an appeal.**

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 practicum settings. Failure to disclose, however, will likely prevent modifications/accommodations from occurring.

ii) Essential Tasks Education Students Must Complete:

- Education students must provide proof in September to the Practicum Office that they possess a valid and current **Criminal Records Check with Vulnerable Sector**, which will cover the entire duration of the practicum. Up to date OHS and AODA certificates must also be provided to the Practicum Office. All students must check with the Board(s) they are being placed in to determine if they have additional requirements.
- Education students are responsible for providing the Practicum Office with the completed **Student Declaration of Understanding, Letter to Placement Employers and Safety Orientation Checklist** (pp. 33-35) forms on the first day of placement. These forms can be obtained from the Practicum Office. **These forms must be scanned and emailed to practicum office ayoung4@laurentian.ca or (fax: 705-673-6596) on the first day of placement.**

iii) Duties/Requirements of the Education Student:

- **Education students MUST comply with each of the following procedures:**

First Day: The first day at your associate school is an important one. It is a day to meet the principal, your associate teacher, other teaching and staff members, and students you will be teaching. It is also a day to tour the school, familiarize yourself with the school schedule, your classroom schedule, duties of your associate teacher, and how you will fit into your placement. **At this time, you MUST meet with your associate teacher and:**

- Briefly describe the **Professional Year Handbook** and information pertinent to your associate teacher, especially page 12, Practicum Information for associate teachers. Your associate teacher should have received a copy of the Professional Year Handbook in the mail. If not, provide them with your copy until theirs arrives.
- Complete the **Associate teacher Information/Honorarium Form** on page 32. (If the associate teacher has already sent this to the Practicum Office, no need to resend.)
- Student Declaration of Understanding, Letter to Placement Employers and Safety Orientation Checklist** (pp. 33-35) and email to ayoung4@laurentian.ca.

- 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. If, for any reason, the education student is unable to attend a practicum day, she/he has a responsibility to act as any teacher would. In the case of sudden illness, a phone call **must** be made to the associate school AND the Associate teacher, at least a half hour before school begins that day to notify both parties of the education student's absence. **If you are unable to speak directly to your associate teacher, you MUST leave a message. The practicum coordinator and your faculty advisor must be notified as well.** A make-up lesson may be required by the associate teacher and/or faculty advisor. Any absence of 3 days or more must be accounted for by a medical certificate, written by a medical doctor, and presented to the practicum coordinator at the end of the practicum. ***Incomplete practicum days may require a further practicum to meet all program requirements.**

- **Policy on Sanctioned Practicum Absences:** Normally sanctioned absences for practicum are restricted to illness, compassionate circumstances, or religious observance.
Other potentially sanctioned absences may include:
 - a) Official scheduled Laurentian varsity games/high level athletic endeavors (such as provincial or national championships etc.) if sufficient notice is given to the practicum office; the associate/practicum placement school must agree.
 - b) associate/practicum placement school-driven conferences (with sufficient notice given to the practicum office and approval being granted)
 - c) other events/occurrences of an exceptional nature and approved by practicum committee and associate/practicum placement school (with sufficient notice given to the practicum office)
- **Practicum Times:** At a MINIMUM, arrive at the school at LEAST 30 minutes prior to the beginning of the school day and leave no earlier than 30 minutes after school ends. In general, **the education student's time in the school should be the same as the associate teacher's time in the school.**
- **Lesson Plans:** Submit lesson plans for **EACH** lesson to be taught, the day **BEFORE** the lesson is to be taught. This will give the associate teacher time to review the lesson plan, and make constructive criticism and suggestions. Lessons may be handwritten OR word-processed but must follow the LU lesson plan form (see page 47-50). All lesson plans must be kept in the practice teaching binder and be available for review by the faculty advisor at all times.
- **Review of Lessons:** With the Associate teacher, review lessons you have taught EACH day. Make notes in the reflection section of the lesson plan.
- **Self-Assessment by the Education Student:** In the practicum you must engage in self-assessment using the Assessment form found on pages 40-41 or online. This serves two purposes. First, it will better familiarize you with the skills, knowledge, and attributes that are necessary to become a competent teacher (i.e. personal and professional qualities, planning and preparing, implementation, communication, and classroom management). Second, completing these assessment tools provides you with ideas for discussion during your conferences with the associate teacher. It is useful to compare how you see your practice teaching performance, and how the associate teacher does. Points of agreement, and especially disagreement, should be explicitly dealt with during your conferences.
- **Summative Evaluation by the Faculty Advisors:** Faculty advisors will complete a Summative Evaluation for the first Professional Year Practicum and possibly the second.
- **Summative Evaluation by the Associate Teacher:** Associate teachers will complete a Summative Evaluation for each practicum. This should be completed near the end of the practicum. This form will be sent to associate teachers by e-mail and submitted to the practicum office.

- **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 activities, attendance on committees and division meetings, staff meetings, Professional Development days, parent-teacher conferences (when invited to participate), and any other duties that the associate teacher has assumed.
- **Professionalism:**
 - All education students are expected to behave in accordance with the following documents (see appendices). Please read **CAREFULLY:**
 - Laurentian University Statement of Personal Suitability for the English-Language Bachelor of Education Program, Appendix 8
 - Standards of Practice for the Teaching Profession, OCT, Appendix 1
 - Ethical Standards for the Teaching Profession, OCT, Appendix 2.
 - Duties of Teachers. Operation of Schools –General. R.R.O 1990, Reg. 298, Appendix 4.
 - Regulation Made Under the Teaching Profession Act. Ontario Education Statutes and Regulations, Appendix 5.
 - Reporting Child Abuse and Neglect: It’s Your Duty. Appendix 7

As an education student, you are an associate member of Ontario Teachers Federation and are governed by its regulations. The “Regulation Made Under the Teaching Profession Act” notes that a member of the OTF “shall strive at all times to achieve and maintain the highest degree of professional competence and to uphold the honour, dignity, and ethical standards of the teaching profession.”

http://www.otffeo.on.ca/wpcontent/uploads/sites/2/2013/09/WTT_TPA_policiesbylawsetc.pdf

Education students should never gossip about other school personnel or students. Moreover, as educators, we are in a position of trust, and our primary concern must always be for our students and their physical and emotional well-being. In Ontario, Regulation 437/97 defines what constitutes professional misconduct for members of the teaching profession. Abusing a student physically, sexually, verbally, psychologically, or emotionally constitutes professional misconduct and it can lead to investigations by the police, the OCT, and/or the CAS/CFS. In Ontario, allegations against teachers concerning inappropriate conduct have increased markedly in recent decades. As an education student, you have been counseled during mandatory OTF presentations and other sessions to govern yourself accordingly. You should be familiar with the OCT’s Professional Advisory “Use of Electronic Communication and Social Media

<https://www.oct.ca//media/PDF/Advisory%20Social%20Media/ProfAdvSocMediaENPRINT.pdf>

Experts advise that you should always maintain professional communications and relationships with students (i.e. do not engage in personal communication with them via email, instant messaging, social networking websites, or telephone, etc.) both inside and outside the classroom. Except in an emergency, never be alone with a student. The Elementary Teachers' Federation of Ontario has a website that discusses many of these issues and you should review it carefully before embarking on your placements. <http://survivethrive.on.ca/en/topic/52/all>

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 tattoos are frowned upon, so education students need to govern themselves according to these regulations and conventions. Education students should investigate the dress code at their school before they arrive by asking the associate teacher or principal what type of dress is appropriate.

Cause for Withdrawal from the Practicum

Education students will be **immediately** withdrawn from any practicum in the following circumstances:

- A charge of physical, emotional, or sexual abuse
- When, in the opinion of the associate teacher, principal or faculty advisor, continued placement could have a detrimental effect on the school's program, students, or staff
- Failure to meet the Laurentian University Statement of Personal Suitability for the English Language B.Ed. Program (see Appendix 8).

iv) DETERMINATION OF FINAL GRADE IN THE PRACTICUM

In order to qualify for a Bachelor of Education at Laurentian University, education students must successfully complete three Pre-Practicum Placements, one Initial Practicum and two Professional Year placements.

Faculty advisors will visit concurrent practicum students during the I.P. and PYP 1. Associate teachers and/or education students may request additional visits at any time during the practicum.

There are also assignments associated with the practicum component (i.e. observation chart, associate information form, associate expectations interview, self-assessment and debriefing) that education students must complete and place in their binders. While in the associate schools, education students must engage in continuous self-assessment.

1) Assessment by Associate teacher and Faculty advisor:

During the Professional Year Practicums education students will be assessed by both the associate teacher and faculty advisor. The form that will be used is the Formative Assessment form, on pages 38-39 of this handbook. Education students are expected to use it for self-assessment during the practicums. This assessment is designed to foster discussion and reflection and to help improve student teaching performance.

2) Evaluation by Associate teacher and Faculty advisor:

The associate teacher will complete a final Summative Evaluation at the end of the practicum. The faculty advisor will also complete a Summative Evaluation, after observing the education student conducting a lesson, at some point during the student's first practicum. This form will be sent to the associate teacher by e-mail. Education students will be evaluated on the five principal domains: personal and professional qualities; planning and preparing; implementation; communication; and classroom management, with comments ranging from "Outstanding" to "Does Not Meet Expectations." The qualities and actions are not necessarily of equal value, so no simple

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 42-44. Education students, associate teachers and faculty advisors are encouraged to use this chart as a guide when completing the Formative Assessments and Summative Evaluations.

The practicum coordinator and faculty advisor should be immediately informed of any serious issue with these formative assessments. If there is the possibility of an assessment of **“Does Not Meet Expectations” or an incomplete practicum**, both the associate and student teacher should contact the School of Education as early as possible. If necessary and time permits, a **Practicum Improvement Plan** will be implemented (see page 45).

3) Written Assignments for the Practicums

Education students must also complete several tasks and assignments

- Associate Information Form—see page 32 (email to practicum coordinator)
- **Student Declaration of Understanding, Letter to Placement Employers and Safety Orientation Checklist** (pp. 33-35) (given to you with your placement letter—faxed to the School of Education on first day of placement).
- Associate Expectations Interview—see page 36 (keep in binder)
- Observation Chart—see page 37 (e-mail to faculty advisor and keep in binder)
- Self Assessment—see pages 41-42 (keep in binder)
- Debriefing—see page 46 (hand into faculty advisor on last day of PYP1 and email practicum@laurentian.ca April 2019)

4) Appeals: Academic Grievance Policy

Students who are not satisfied with an evaluation by a faculty advisor should follow the following procedures:

1. If at all possible, students with academic grievances should meet with the advisor involved if they are requesting that a grade or comment be amended on a formative assessment or summative evaluation.
2. If after meeting with the advisor the student remains dissatisfied (or should the student be unable to meet with the advisor for any valid reason), he/she should approach the Practicum coordinator instead.
3. The Practicum coordinator will present the student’s concerns to the Practicum Committee (faculty members who are in a conflict of interest should recuse themselves). The committee is empowered to modify comments, and if it does so the new Practicum Report must then be signed by the Chair of the committee.

v) PRACTICUM CONCERNS:

1) Communication

Students are reminded that open communication is often the key to resolving, or preventing, many difficulties. This is especially true in the teaching/learning context of a practicum. Student teachers should attempt to resolve issues with their associate teachers. However, if the issue cannot be resolved, the education student should immediately contact the practicum coordinator and faculty advisor.

2) Harassment

According to the Laurentian University Code of Student Conduct (non-academic) 2016, see Appendix 10, members of the university community have the right to enjoy freedom from harassment. Harassment is defined as “a course of vexatious comments or conduct toward one or more individuals that is known or ought to be reasonably known to be unwelcome, and is based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, gender, sexual orientation, age, marital status, family status, handicap, or record of offences of that person or persons, as defined by the Ontario Human Rights Code.” See: <http://www.ohrc.on.ca/en/ontario-human-rights-code> and the “Policy on a Respectful Workplace and Learning Environment”, at <https://laurentian.ca/stub-193>.

If education students believe they are being harassed, they are encouraged to immediately contact their faculty advisor and/or the Office of Diversity, Equity and Human Rights, L-305, 675-1151 (ext. 3422). Further discussions may be required with representatives of the Ontario Teachers’ Federation or the Ontario College of Teachers.

3) Incomplete or Failed Practicum

After each Professional Year Practicum, the case of any education student who receives an overall grade of “Unsatisfactory” by the associate teacher or faculty advisor will be discussed during a Practicum Committee meeting. The student will be informed in a timely manner of any decision. Students may be prevented from continuing in the program, can be required to repeat a practicum, or may be informed of some other determination at that time.

If it is determined that the student may continue in the program but needs to demonstrate considerable improvement during the next practicum, a practicum improvement plan will be completed (p. 45). The faculty advisor and student will work together to determine the nature of the practicum improvement plan.

Students are reminded that successful completion of the practicum is a requirement for successful completion of the program. With regard to decisions about suitability for remaining in the practicum program, the faculty of the Laurentian University School of Education will rely heavily on The Standards of Practice for the Teaching Profession (Appendix 1), The Ethical Standards for the Teaching Profession (Appendix 2) established by the Ontario College of Teachers (OCT) and Laurentian University’s Statement of Personal Suitability for the English Language B.Ed. Program. (Appendix 8).

vi) THE PROFESSIONAL YEAR PRACTICUM BINDER

Professional teachers must keep meticulous records for a number of purposes. For example:

- A daybook as a record of teaching/learning experiences for their own information and that of school board administrators and Ministry inspectors;
- A record of their students’ performance, using a wide variety of evaluative measures in every subject area, in order to gauge social, emotional, and academic progress over time and to report on such progress to parents and to administrators;
- A record of ongoing professional development in order to meet standards set by the Ontario College of Teachers.

Education students, as part of the professional learning process, must practice careful documentation of their classroom experiences, activities, lesson plans, reflections and learning as they progress through each phase of the practicum program – PPPs, IP, and PYPs. According to Ontario Regulation 437/97 “Failing to keep records as required” constitutes professional misconduct for a teacher. In other words, keeping records in the prescribed manner is a requirement for all educators. To successfully complete the practicum component of the concurrent B.Ed. program, education students must keep complete records as directed.

Education students **must** purchase a **practicum binder**—preferably a 3” one. The practicum binder **must** be kept with the education student at all times and be available for review by either the associate teacher or the faculty advisor upon request. An absence of lesson plans in the binder will likely result in failure of the practicum. Assignments must be completed as directed by faculty. The binders are used in tandem with this **Professional Year Practicum Handbook**.

The education student should use **dividers** to set up sections as follows in the binder used for this purpose:

- a) Timetable
- b) Observations
- c) Lesson Plans
- d) Formative Assessments/Self-Assessments/Summative Evaluations
- e) Evaluations/Reflections
- f) Assignments
- g) Professional Year Practicum Handbook
- h) Other

a) Timetable

In this section, put the associate teacher’s timetable or daily teaching schedule, showing times and subject titles. Highlight the classes that you will be teaching. Keep seating plans and class lists in this section also. **Remember as an educator, information about students you are teaching must be kept confidential.**

b) Observations

You will likely be observing in a number of different associate teachers’ classrooms during these weeks. Keep a chart for each classroom in which you observe, and place the completed charts in your practicum binder. The chart can be found in the “Forms” section of this handbook, on page 37.

c) Lesson Plans

Keep all of your completed lesson plans in this section of the practicum binder as well as any written feedback from the associate teacher or faculty advisor. At the beginning of this section, include a summary page showing the date and time each lesson was taught, the subject, grade and topic.

d) Formative Assessments, Self-Assessments, and Summative Evaluations

You **MUST** keep copies of ALL self-assessments, formative assessments and summative evaluations, including ones completed by your associate teacher and your faculty advisor. The formative assessments and summative evaluations (given to you at the end of practicum) will become part of your teaching portfolio and possibly be used in a job interview.

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 Handbook

Education students may download the Professional Year Practicum Handbook from Lunet. This handbook must be kept in the education student's practicum binder for reference.

h) Other

In this section of the Practicum Binder, keep other information.

- Additional teaching ideas
- Names of texts, kits, other resources for teaching
- Notes or letters from students
- Photographs of the classroom, bulletin boards, schoolyard etc.
- **N.B. Do not photograph or videotape students without parents' permission. Some schools may have sent home a blanket letter for signing at the beginning of the year. Even so, it's best to check since some parents may have refused permission.**

vii) GENERAL INFORMATION ON LESSON PLANNING

Backwards Design

As a teacher you will spend much of your time lesson planning (and then reflecting on what you did to make it better for next time). Researchers Grant Wiggins and Jay McTighe have explained how the best teachers approach a lesson (and longer units) with the end in view first. Rather than start with the textbook, or some favourite activity from the past, good planners think about the desired results ahead of time. Typically that means you know really well the overall and specific expectations of the curriculum for that subject and grade and you think early on about the various assessments to be used, even before you settle on any activities or start gathering resources.

Differentiated Learning and Teaching

At the same time you have to keep in mind the concept of differentiated or responsive instruction. So always think about your learners' needs, offer choice like flexible groupings, and use a variety of resources and assessment techniques.¹

¹For more information on backward design see Wiggins, Grant and Jay McTighe. "What is Backward Design?," in *Understanding by Design*. 1st edition, Upper Saddle River, NJ: Merrill Prentice Hall, 2001, pp. 7-19. A good overview on responsive instruction is available in the pamphlet "Reach Every Student

When planning your lesson, the following should be taken into consideration:

1) The Four Questions of Curriculum Planning

1. Why teach this lesson?
2. What shall I teach?
3. How will I organize the material?
4. How will I evaluate the students' learning?

2) Expectations/Opportunities for Learning

Expectations and opportunities for learning must:

- Relate to at least one overall expectation in the corresponding Ministry of Education curriculum document(s).
- Be worded in terms of observable behaviour – “The students will...”
- Be few in number for each lesson (two or three specific expectations at most)
- State the criteria for success whenever possible.

3) Assessment “for” Learning

- What do the students already know about this topic?
- How can I find out?
- What must I remember regarding the needs of individual learners?

4) Physical Environment, Materials and Resources

- How will I arrange the physical environment? Group the students?
- What resources do I need to teach this lesson?
- What materials do the students need to participate?

5) Organizing the Material to be Learned

- Motivation: What will I do to make a connection between the students and this topic? Pique their interest?
- Statement of Purpose: What will I say to explain the importance of learning this material?
- Teacher modeling or demonstration: What will I do to show the students what is expected?
- Guided Practice: What will we do together as the students learn to succeed at this new task?
- Sequence: How should I sequence the material?
- Questioning: What are the key questions that I will use at various stages?
- Timing: How much time should be allotted to various components of the lesson?
- Understanding: What will I do at each stage to see if the students understand so far?

Through Differentiated Instruction," at

<http://www.edu.gov.on.ca/eng/teachers/buildingfutures/files/pdf/differentiated7and8.pdf> Toronto: Ministry of Education, 2008. The four questions of curriculum planning are from Tyler, Ralph. *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press, 1949. Two essential resources on assessment and evaluation are *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto: Queen's Printer, 2010 and *Learning for All-A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013*

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?

8) Assessment “as” and “of” Learning

- What is the most appropriate assessment/evaluation strategy?
- How will I determine if the expectations were achieved?

9) Reflections on the Lesson

- To what extent did the students achieve the learning that I expected them to?
- What did I learn about my own effectiveness as a teacher?
- What are the next steps that I must take?

All lessons must be completed using the LU lesson planning format.



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 and reflective dialogue on the part of the education student about pupils in the classroom and the education student's own teaching

Week 1 – November 12-16, 2018:

- Education student assigned to an associate teacher.
- Confirm completion of Associate Information Form/Honorarium Request Form
- **Student Declaration of Understanding, Letter to Placement Employers and Safety Orientation Checklist** (pp. 33-35) send to ayoung4@laurentian.ca
- Associate expectations interview and observation chart (Keep in binder)
- Education student assists with non-teaching activities in the classroom as directed by the associate teacher.
- After two days of observation, education students begin teaching one or two lessons per day.
- One conference involving both the education student and associate teacher, using the Formative Assessment and Self-Assessment as a basis for discussion.

Weeks 2 to 6– November 19-December 21, 2018:

- Gradual increase in teaching responsibilities building up to 50% teaching, 50% observation by week five.
- At least one conference per week involving both the education student and associate teacher using the Formative Assessment and Self-Assessment as a basis for discussion.
- Complete de-briefing form and e-mail it to your faculty advisor and ayoung4@laurentian.ca December 21, 2018
- Summative Evaluation, completed by associate on December 21, 2018

Assessment and Evaluation of First Professional Year Practicum

- Daily feedback from Associate teacher to student teacher
- If possible, two Formative Assessments by associate teacher, during weeks two and four. The assessments do not need to be forwarded to the School of Education, unless there is a problem.
- Summative evaluation by **associate teacher**, December 21, 2018 (sent to practicum office)
- Two (2) Self-Assessments by education student, during weeks two and four. (binder)
- Summative Evaluation by **faculty advisor** after pre-conference with education student (and Associate teacher if possible), watching student teach a lesson, post-conference with education student.

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

Particular Focus:

Growth in all strands of Standards of Practice for the Teaching Profession

- Refinement of communication skills and classroom management strategies

- Planning and teaching theme or unit

- Ongoing Formative Assessment

- Critical, reflective dialogue about pupils in the classroom and the student's own teaching

Week 1: March 18-22, 2019

- Education student observes and completes the Associate Information Form, Work Placement Agreement and Associate Expectations Interview and Observation Chart.
- Education student observes on Monday and Tuesday
- Education student teaches one lesson on Wednesday and Thursday
- 50% observation, 50% teaching on Friday
- One conference involving both the education student and associate teacher, using the Formative Assessment and self-evaluation as a basis for discussion

Weeks 2 and 3: March 25-April 5, 2019

- Gradual increase in teaching responsibilities up to 25% observation, 75% teaching
- One conference involving both the education student and associate teacher, using the Formative Assessment and self-evaluation as a basis for discussion.

Weeks 4-6: April 8-26, 2019:

- Gradual increase in teaching responsibilities up to 100% by end of practicum.
- One conference involving both the education student and associate teacher, using the Formative Assessment and self-evaluation as a basis for discussion.
- Summative Evaluation, completed by April 26, 2019 for student in the concurrent program.

Assessment and Evaluation of Second Professional Year Practicum

- If possible, two Formative Assessments by associate teacher. The assessments do not need to be forwarded to the School of Education, unless there is a problem.
- Summative Evaluation by associate teacher, completed by April 26, 2019 (sent to practicum office)
- Two (2) self-assessments by education student, during week two and week four. (Kept in binder)
- **Students will be visited during the PYP #2 by faculty advisors from Laurentian only if required**

The practicum coordinator and faculty advisor should be immediately informed of any serious issue with the Formative Assessments. If there is the possibility of a failed or incomplete practicum, both the associate and education student should contact the School of Education as early as possible. If necessary, a practicum improvement plan will be implemented (see page 45) before the final evaluation occurs and prior to the student's last week of practice teaching.

E)

Practicum Forms & Documents

**ADVANCE CLASSROOM INFORMATION FORM
FROM ASSOCIATE TEACHERS
FOR EDUCATION STUDENTS**

Please print

Education Student: tbd	
Associate teacher:	
E-mail Address:	Phone:
School:	Address:
Dates:	Grade(s):
Subjects to be Taught	Units, Topics, Books, Learning Materials etc.

Class Composition (i.e.) Total number, grade/split grades, students with teaching assistants present, etc.:

Special Events Occurring During This Time Period and Date(s):

E-mail to: practicum@laurentian.ca or fax to 705-673-6596

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 _____

Student Declaration of Understanding

**Workplace Safety and Insurance Board or Private Insurance Coverage
 For Students on Program Related Placements**

Student coverage while on placement:

The government of Ontario, through the Ministry of Training, Colleges and Universities (MTCU), reimburses WSIB for the cost of benefits it pays to Student Trainees enrolled in an approved program at Laurentian University. Ontario students are eligible for Workplace Safety Insurance Board (WSIB) coverage while on placements that are required by their program of study.

MTCU also provides private insurance through ACE-INA to students should their unpaid placement required by their program of study take place with an employer who is not covered under the *Workplace Safety and Insurance Act* and limited coverage where placements are arranged by their postsecondary institution to take place outside of Ontario (international and other Canadian jurisdictions). However, students are advised to maintain insurance for extended health care benefits through a student insurance plan or other insurance plan.

Please be advised that Laurentian University will be required to disclose personal information relating to the unpaid work placement and any WSIB claim or ACE-INA claim to MTCU.

This Agreement must be completed prior to the commencement of the work placement, signed to indicate the Student Trainee’s acceptance of the unpaid work placement conditions and a copy provided to Laurentian University’s placement coordinator.

Declaration:

I have read and understand that WSIB or private insurance coverage will be provided through the Ministry of Training, Colleges and Universities while I am on a placement as arranged by Laurentian University as a requirement of my program of study.

I understand that all accidents sustained while participating in an unpaid work placement must be immediately reported to the Placement Employer and Laurentian University’s placement coordinator. An MTCU Postsecondary Student Unpaid Work Placement Workplace Insurance Claim form must be completed in the event of injury.

I understand the implications and have had any questions answered to my satisfaction.

Student Name:		Student Signature:	
Program:		Date:	
Organization:	Total Placement Hours	Visa Student? <input type="checkbox"/> Y <input type="checkbox"/> N	
Parent/Legal Guardian’s Name (for student less than 18 years of age) <i>please print</i> :			
Signature:		Date	

Letter to Placement Employers

Process for Workplace Insurance for Postsecondary Students on Unpaid Work Placements

The Ministry of Training, Colleges and Universities (MTCU) has implemented a new process for students enrolled in an approved Ontario university program that requires them to complete placements in a workplace as part of their program of study.

The Government of Ontario, through the Ministry of Training, Colleges and Universities (MTCU), pays the WSIB for the cost of benefits provided to Student Trainees enrolled in an approved program at Laurentian University and participating in unpaid work placements with employers who are either compulsorily covered or have voluntarily applied to have Workplace Safety and Insurance Board (WSIB) coverage.

MTCU also covers the cost of private insurance with ACE-INA Insurance for Student Trainees enrolled in an approved program at Laurentian University and participating in unpaid work placements with employers that are not required to have compulsory coverage under the Workplace Safety and Insurance Act.

The Workplace Educational Placement Agreement (WEPA) Form has been replaced by the *Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form*. Placement Employers and Training Agencies (universities) are not required to complete and sign the online *Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form* for each placement that is part of the student’s program of study in order to be eligible for WSIB coverage. Instead, this form only needs to be completed when submitting a claim resulting from an on-the-job injury/disease. Please note that universities will be required to enter their MTCU-issued Firm Number in order to complete the online claim form.

The MTCU *Guidelines for Workplace Insurance for Postsecondary Students of Publicly Assisted Institutions on Unpaid Work Placements* and the new claim form are posted on the Ministry’s public website at: <http://www.tcu.gov.on.ca/pepg/publications/placement.html>.

Please note that all WSIB or ACE-INA Insurance procedures must be followed in the event of an injury/disease.

Declaration

By signature of an authorized representative, the Placement Employer hereby agrees to the following:

- That it will immediately report to the University any workplace injury or disease involving a student on an unpaid work placement.
- Where the Placement Employer is covered by the WSIB, the Placement Employer will comply with all WSIB reporting procedures. If the Placement Employer is not covered by the WSIB, then it will comply with the ACE-INA reporting procedures found in the MTCU *“Guidelines for Workplace Insurance for Postsecondary Students of Publicly Assisted Institutions on Unpaid Work Placements.”*
- When the Placement Employer is covered under the Workplace Safety and Insurance Act, a Form 7 will be completed and submitted to the University within three days of learning of a work related accident.
- The Placement Employer agrees to complete a **Letter of Authorization to Represent the Placement Employer** and to provide it to the University along with the completed Form 7.
- The Placement Employer agrees that it will provide the Student Trainee with health and safety training and take appropriate precautions to ensure that the Student Trainee is supervised in order to protect the Student Trainee from health and safety hazards that may be encountered at the placement organization.
- The Placement Employer agrees to provide written confirmation that the Student Trainee has received the appropriate health and safety training.
- In the event of a claim, the Placement Employer agrees that it will review the Student Trainee’s restrictions and, where possible, modify the program as required in order to accommodate the Student Trainee to facilitate a return to the program.

Organization:	Date:
Title:	Signature:
Employer’s organization is covered under the Workplace Safety & Insurance Board? <input type="checkbox"/> Yes <input type="checkbox"/> No	

A signed copy of this document is to be returned to Laurentian University’s placement coordinator, prior to the commencement of the work/education placement, and a copy is to be kept by the placement employer.

SAFETY ORIENTATION CHECKLIST

Placement Employer: This checklist may be used to document health and safety orientation provided to a student(s) prior to exposure to any hazards in your workplace. This checklist, or another format documenting orientation, must be returned to Laurentian University's placement coordinator.

Student Name:	Student Number
Organization Name:	
COMPLETE DURING ORIENTATION	✓
Name of immediate supervisor and Joint Health and Safety Committee representative (JHSC) or Safety Representative	
Worker/supervisor rights and responsibilities	
Safe work procedures and operation of equipment	
Use of Personal Protective Equipment (PPE)	
Identification of restricted or prohibited areas, tools, equipment and machinery	
Hazards in the workplace that may affect the student, how they're controlled and how to deal with them	
What to do and who to see if the student has a safety concern	
What to do when there is a fire or other emergency (e.g., evacuation procedures)	
Location of fire exits and fire extinguishers	
Location of the first aid supplies, equipment, facilities: <ul style="list-style-type: none"> ▪ Names of staff responsible for first aid ▪ How to record first aid treatment 	
Procedures for reporting accidents and injuries	
Workplace Hazardous Materials Information System (WHMIS)	
Workplace policies and procedures on: <ul style="list-style-type: none"> ▪ Workplace Harassment ▪ Violence prevention ▪ Working in isolation ▪ Smoking/Drinking/Substance abuse 	
Location of other important information <ul style="list-style-type: none"> ▪ Materials Safety Data Sheet (MSDS) ▪ Joint Health & Safety Committee Minutes ▪ Instructions for safe operation of each piece of equipment (if applicable) ▪ Important telephone numbers 	
<i>Other hazards covered during orientation should be documented and attached on an additional sheet.</i>	
Signatures	
Supervisor Name	Signature
Student Signature	Date

ASSOCIATE TEACHER EXPECTATIONS INTERVIEW

Open communication is often the key to resolving or preventing many of the difficulties that arise during the practicum. The student teacher is to complete this interview during the first day of placement.

1. What are your expectations of me as a student teacher?
2. What kind of a classroom environment do you prefer (active, quiet, group work, individual work, etc.)?
3. How can I make this placement successful?
4. How do you like to give feedback (oral or written), (after each lesson, daily, weekly?)
5. When is a good time for me to ask questions (anytime, after class ends, during preparation, etc.)?
6. Are there any allergies in the classroom and or school that I should be aware of?
7. Is there anything you think I should know to help make this placement successful?

**keep in binder*

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>
<i>Inclusive Practices consideration of Diversity/Equity and Special Needs</i>	<i>Measures Used for Assessment/Evaluation of Students</i>
<i>Important Health and Safety Policies</i>	<i>Additional Teacher Responsibilities</i>

* e-mail to Faculty advisor on 16 November 2018 (PYP1) and to practicum@laurentian.ca on 22 March 2019 (PYP2)

School of Education Formative Assessment for the Professional Year Practicum

Completed by: _____	Education Student's Name _____
Placement Dates (day/month/year) From ____/____/____ To ____/____/____ Number of days completed so far: _____ Days Absent so far: _____ Associate teacher: _____ Faculty advisor/consultant: _____	Board: _____ School: _____ Grades: _____ Courses: _____ Today's Date _____

Please Complete With Check Marks and Comments if Appropriate

Category: 1—Does not meet Expectations 2—Somewhat Successful 3— Successful 4--Outstanding

Category:	1	2	3	4	Comments:
Personal and professional qualities (i.e. Initiative, dependability, reflection, discretion, incorporation of criticism)					
Planning and preparing (i.e. selection of curriculum materials and resources, preparation of appropriate lesson plans)					
Implementation (i.e. lesson matches plan, knowledge of subject matter/child development, use of appropriate resources, teaching and evaluation techniques)					
Communication (clear voice throughout lessons, models appropriate language via proper questioning and active listening)					
Classroom Management (maintains routines in safe physical environment with student engagement, appropriate discipline and adjustment to unpredictable situations)					

Formative Assessment

(Page 2)

Additional Comments:

SAMPLE

Overall Grade (circle one): Satisfactory Unsatisfactory

PRINT NAME _____

SIGNATURE: _____

DATE _____ / _____ / _____
Day Month Year

If there are concerns, please e-mail Practicum coordinator at practicum@laurentian.ca

School of Education Self Assessment for the Professional Year Practicum

Name: _____	Today's Date _____
Placement Dates (day/month/year) From ____/____/____ To ____/____/____ Number of days completed so far: _____ Days Absent so far: _____ Associate teacher: _____ Faculty advisor/consultant: _____	Board: _____ School: _____ Grades: _____ Courses: _____

Please Complete With Check Marks and Comments if Appropriate

Category: 1—Does not meet Expectations 2—Somewhat Successful 3— Successful 4—Outstanding

Category:	1	2	3	4	Comments:
Personal and professional qualities (i.e. Initiative, dependability, reflection, discretion, incorporation of criticism)					
Planning and preparing (i.e. selection of curriculum materials and resources, preparation of appropriate lesson plans)					
Implementation (i.e. lesson matches plan, knowledge of subject matter/child development, use of appropriate resources, teaching and evaluation techniques)					
Communication (clear voice throughout lessons, models appropriate language via proper questioning and active listening)					
Classroom Management (maintains routines in safe physical environment with student engagement, appropriate discipline and adjustment to unpredictable situations)					

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- Does Not Meet Expectations
Personal and Professional Qualities:				
Quality:	The Candidate:			
Demonstrates initiative and enthusiasm	Demonstrates a high degree of initiative and enthusiasm	Demonstrates a considerable degree of initiative and enthusiasm	Demonstrates some degree of initiative and enthusiasm	Demonstrates no initiative or enthusiasm
Demonstrates dependability and punctuality	Demonstrates a high degree of dependability and punctuality	Demonstrates a considerable degree of dependability and punctuality	Demonstrates some degree of dependability and punctuality	Is not dependable or punctual
Demonstrates self-evaluation and reflection	Demonstrates a high degree of self-evaluation and reflection	Demonstrates a considerable degree of self-evaluation and reflection	Demonstrates some degree of self-evaluation and reflection	Demonstrates no self-evaluation or reflection
Exhibits proper discretion and sound professional judgment	Exhibits a high degree of proper discretion and exercises sound professional judgment	Exhibits a considerable degree of proper discretion and sound professional judgment	Exhibits some degree of proper discretion and sound professional judgment	Exhibits indiscretion or unsound professional judgments
Incorporates constructive criticism/suggestions into daily teaching	Incorporates constructive criticism/suggestions into daily teaching to a high degree	Incorporates constructive criticism/suggestions into daily teaching to a considerable degree	Incorporates constructive criticism/suggestions into daily teaching to some degree	Does not incorporate constructive criticism/suggestions into daily teaching
Planning and Preparing:				
Action:	The Candidate:			
Selects appropriate learning expectations from relevant curriculum documents	Selects appropriate learning expectations from relevant curriculum documents with a high degree of effectiveness	Selects appropriate learning expectations from relevant curriculum documents with a considerable degree of effectiveness	Selects appropriate learning expectations from relevant curriculum documents with some degree of effectiveness	Does not select appropriate learning expectations
Prepares appropriate resources for lesson	Prepares appropriate resources for the lesson with a high degree of effectiveness	Prepares appropriate resources for the lesson with a considerable degree of effectiveness	Prepares appropriate resources for lesson with some degree of effectiveness	Does not prepare appropriate resources for lesson
Creates a lesson plan that encourages student participation and interaction	Creates a lesson plan that encourages student participation and interaction with a high degree of effectiveness	Creates a lesson plan that encourages student participation and interaction with a considerable degree of effectiveness	Creates a lesson plan that encourages student participation and interaction with some degree of effectiveness	Does not create a lesson plan that encourages student participation and interaction
Conducts lesson planning in proper sequence. (i.e. attention acquired, topic introduced, activities conducted, and lesson concluded)	Conducts a lesson plan that follows proper sequence with a high degree of effectiveness	Conducts a lesson plan that follows proper sequence with a considerable degree of effectiveness	Conducts a lesson plan that follows proper sequence with some degree of effectiveness	Does not conduct a lesson plan that follows proper sequences
Demonstrates respect for diversity and equity in lesson planning (i.e. special needs, etc.)	Demonstrates a high degree of respect for diversity/equity issues in lesson planning	Demonstrates a considerable degree of respect for diversity/equity issues in lesson planning	Demonstrates some degree of respect for diversity/equity issues in lesson planning	Does not demonstrate respect for diversity/equity

				issues in lesson planning
Chooses instructional materials and techniques carefully to support the lesson	Chooses instructional materials and techniques to support the lesson with a high degree of effectiveness	Chooses instructional materials and techniques to support the lesson with a considerable degree of effectiveness	Chooses instructional materials and techniques to support the lesson with some degree of effectiveness	Does not choose instructional materials and techniques to support the lesson
Implementation:				
Action:	The Candidate:			
Leads a lesson that matches the plan	Leads a lesson that matches the plan with a high degree of effectiveness	Leads a lesson that matches the plan with a considerable degree of effectiveness	Leads a lesson that matches the plan with some degree of effectiveness	Leads a lesson that does not match the plan
Demonstrates knowledge of subject matter/child development	Demonstrates thorough knowledge of subject matter/child development	Demonstrates considerable knowledge of subject matter/child development	Demonstrates some knowledge of subject matter/child development	Demonstrates no knowledge of subject matter/child development
Uses instructional resources	Uses instructional resources with a high degree of effectiveness	Uses instructional resources with a considerable degree of effectiveness	Uses instructional resources with some degree of effectiveness	Does not use instructional resources effectively
Uses teaching strategies that are varied, appropriate, and engaging	Makes thorough use of teaching strategies that are varied, appropriate, and engaging	Makes considerable use of teaching strategies that are varied, appropriate, and engaging	Makes some use of teaching strategies that are varied, appropriate, and engaging	Does not use teaching strategies that are varied, appropriate, and engaging
Develops effective strategies for assessment and evaluation	Develops highly effective strategies for assessment and evaluation	Develops considerably effective strategies for assessment and evaluation	Develops somewhat effective strategies for assessment and evaluation	Does not develop strategies for assessment and evaluation
Delivers lesson in a manner which demonstrates respect for diversity and equity	Delivers lesson in a manner which demonstrates a high degree of respect for diversity and equity	Delivers lesson in a manner which demonstrates a considerable respect for diversity and equity	Delivers lesson in a manner which demonstrates some respect for diversity and equity	Delivers a lesson which demonstrates no respect for diversity or equity
Concludes lesson appropriately and gives clear instructions for follow up	Concludes lesson and gives clear instructions for follow up with a high degree of effectiveness	Concludes lesson and gives clear instructions for follow up with a considerable degree of effectiveness	Concludes lesson and gives clear instructions for follow up with some degree of effectiveness	Does not conclude lesson and/or give clear instruction for follow up
Communication:				
Action:	The Candidate:			
Speaks clearly and audibly	Speaks in a manner that is clear and audible to a high degree	Speaks in a manner that is clear and audible to a considerable degree	Speaks in a manner that is clear and audible to some degree	Does not speak in a manner that is clear and/or audible
Gains student attention at the beginning of the lesson and states main expectations clearly	Gains student attention and states main expectations with a high degree of effectiveness	Gains student attention and states main expectations with considerable degree of effectiveness	Gains student attentions and states main expectations with some degree of effectiveness	Does not gain student attention and/or state main expectations
Models correct/appropriate oral/written language	Models correct/appropriate oral/written language to a high degree	Models correct/appropriate oral/written language to a considerable degree	Models correct/appropriate oral/written language to some degree	Models incorrect or inappropriate oral/written language

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
Employs active listening	Employs active listening with a high degree of effectiveness	Employs active listening with a considerable degree of effectiveness	Employs active listening with some degree of effectiveness	Does not employ active listening
Classroom Management:				
Action:	The Candidate:			
Maintains, classroom routines and expectations within a safe learning environment	Maintains, to a high degree, classroom routines and expectations within a safe learning environment	Maintains, to a considerable degree, classroom routines and expectations within a safe learning environment	Maintains, to some degree, classroom routines and expectations within a safe learning environment	Does not maintain classroom routines and expectations within a safe learning environment
Arranges the physical environment to suit the lesson	Arranges physical environment with a high degree of effectiveness	Arranges physical environment with a considerable degree of effectiveness	Arranges physical environment with some degree of effectiveness	Does not arrange physical environment effectively
Uses instructional time effectively	Uses instructional time in a highly effective manner	Uses instructional time in a considerably effective manner	Uses instructional time in a somewhat effective manner	Does not use instructional time in an effective manner
Employs appropriate discipline strategies (i.e. awareness of off-task behavior and positive reinforcement of productive behavior)	Employs appropriate discipline strategies that are highly effective	Employs appropriate discipline strategies that are considerably effective	Employs appropriate discipline strategies that are somewhat effective	Does not employ appropriate discipline strategies
Adjusts to unpredicted situations	Adjusts to unpredicted situations with a high degree of effectiveness	Adjusts to unpredicted situations with a considerable degree of effectiveness	Adjusts to unpredicted situations with some degree of effectiveness	Does not adjust to unpredicted situations



**Laurentian University School of Education
 Practicum Improvement Plan**

Completed by:	Date Completed:
Education Student's Name: _____ Placement Dates (day/month/year) From ___/___/___ To ___/___/___ Number of days completed so far: _____ Associate teacher: _____ Faculty advisor: _____	Board: _____ School: _____ Grades: _____ Courses: _____

Elements Requiring Improvement:

Expectations:

Steps/Actions Required:

Supports:

Indicators of Success:

Education Student's Name: I _____ (please print) agree to take these steps to improve.

Student's Signature: _____ Date: _____

Signature of Faculty advisor: _____ Date: _____

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



Primary/Junior/Intermediate Lesson Plan Template

Teacher Candidate:

Date:

Grade(s):

Subject(s)/Course:

Duration:

Curriculum Area/Strand(s):

Topic:

Planning the Lesson:

Rationale: Why am I teaching this lesson?

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

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

Learning Expectations: What are students expected to learn? Where is this reflected on the report card?

Overall Curriculum Expectation(s)

Specific Expectations(s)

Achievement Chart Categories

(Check all that apply)

- Knowledge and Understanding
 - Thinking
- Communication
 - Application

Big Idea(s):

Cross Curricular Connections:

Learning Skills and Work Habits: Which learning skills and work habits will be addressed? Check all that apply.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Responsibility • Collaboration • Organization | <ul style="list-style-type: none"> • Initiative • Self-Regulation • Independent Work |
|---|---|

Assessment: How will I know students are learning? How will I assess learning expectations?

Learning Goal(s): Describe curriculum expectations in student friendly language. ex "We will..."

Success Criteria: Describe what success looks like. What do you want to see/hear? What will students know, understand, or be able to do by the end of the lesson?

Highlight those that apply:

Describe the Assessment Task:	Task:	Assessment Purpose:	Assessment Tool:	Assessment Tracking:
	Observation	For Learning	Anecdotal Records	Anecdotal Records
	Conversation	As Learning	Checklist	Traffic Light/Symbols
	Product	Of Learning	Rubric	Grade (A of L only)
			Other _____	Level (A of L only)
				Documentation
				Other _____

Considerations for Equity, Diversity, and Social Justice: How will I ensure inclusion of all learners?

Differentiated Instruction: How will I differentiate instruction for all learners?

Learning Materials (Content):

Ways of Learning (Process):

Ways of Demonstrating Learning (Product):

Accommodations:

Modifications:

Materials/Resources: What will you need to prepare in advance?

Teacher Resources	
Human Resources	
Student Materials	
Equipment/ Rooms	
Safety Considerations	
Resources/Citations (Books, Articles, Websites, Other)	

Homework/Reminders/Personal Notes:

Lesson Sequence:

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 to prompt deeper thinking?

How will I build on student responses?

Bloom's Taxonomy: Did I ask questions for:

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

Reflection:

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

What worked well? Why?

What will I do differently in the future?

- a) If teaching the lesson again
- b) For subsequent lessons



Primary/Junior/Intermediate Lesson Plan Exemplar

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

Planning the Lesson:

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.

Learning Expectations: What are students expected to learn? Where is this reflected on the report card?

Overall Curriculum Expectation(s)	Specific Expectations(s)	Achievement Chart Categories (Check all that apply)
Classify and construct polygons and angles;	Classify and construct polygons and angles;	<input checked="" type="checkbox"/> Knowledge and Understanding • Thinking • Communication <input checked="" type="checkbox"/> Application

Big Idea(s):

The big idea for this lesson is to make sure that students know how to tell the difference between angles and be able to properly name the angle.

Cross Curricular Connections:

N/A

Learning Skills and Work Habits: Which learning skills and work habits will be addressed? Check all that apply.

- | | |
|--|--|
| <ul style="list-style-type: none"> • Responsibility X Collaboration • Organization | <ul style="list-style-type: none"> • Initiative X Self-Regulation • Independent Work |
|--|--|

Assessment: How will I know students are learning? How will I assess learning expectations?

Learning Goal(s): Describe curriculum expectations in student friendly language. ex "We will..."
 We will be able to name and explain each of the different kinds of angles.
 We will be able to form angles.

Success Criteria: Describe what success looks like. What do you want to see/hear? What will students know, understand, or be able to do by the end of the lesson?
 For this lesson to be successful students will be able to properly use a protractor and understand what the different angles are.

Highlight those that apply:

Describe the Assessment Task:	Task:	Assessment Purpose:	Assessment Tool:	Assessment Tracking:
The task for today is to race your friend by one at a time going around the world. I will observe the students to make sure they can race around the world properly.	Observation	For Learning	Anecdotal Records	Anecdotal Records
	Conversation	As Learning	Checklist	Traffic Light/Symbols
	Product	Of Learning	Rubric	Grade (A of L only)
			Other	Level (A of L only)
			_____	Documentation Other_____

Considerations for Equity, Diversity, and Social Justice: How will I ensure inclusion of all learners?

FNMI Connection: Medicine Wheel instead of Globe
 Have a different learner at the board for every angle that we have to measure.
 If students are not at the board, provide them the opportunity to complete in their seats.

Differentiated Instruction: How will I differentiate instruction for all learners?

Learning Materials (Content):

I will provide assistance to the students as they work.
 A pre-made worksheet with angles will be given to some students

Ways of Learning (Process):

Students can use a string to mark the angle with their protractor

Ways of Demonstrating Learning (Product):

Some students can verbally state the kind of angle
 Some students will have pre-made angles and show that they can measure them

Accommodations:

Some students can draw angles on a separate piece of paper and label them (instead of around the globe).

Modifications:

Some students will measure pre-made angles and determine the kind of angle (right angle, obtuse, acute).

Materials/Resources: What will you need to prepare in advance?

Teacher Resources	-Clear sheets to put the world sheet on -Worksheets (https://drive.google.com/file/d/0BwivNc00Yu1RclYzYU1xUFFJWkE/view)
Human Resources	
Student Materials	-Protractor -White erase marker -String -Worksheet
Equipment/ Rooms	
Safety Considerations	
Resources/Citations (Books, Articles, Websites, Other)	Worksheet/Activity: http://deceptivelyeducational.blogspot.com/2016/02/race-around-world-angles-game.html

Homework/Reminders/Personal Notes:

Ensure all materials are set aside prior to lesson commencement

Lesson Sequence:

Timing:	Grouping: W= Whole Class S= Small Group I= Independent	
20 mins	W	Beginning: Minds On/ Time to Teach (hook): 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. 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?
60 mins	S	Middle: Application/ Action/ Time to Practice: 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. Questions: What direction are we moving around the world? Can we go in the opposite direction? What needs to change?
20 mins	W, I	End: Consolidation/ Time to Share: 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'. 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'?

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'?

Reflection:

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

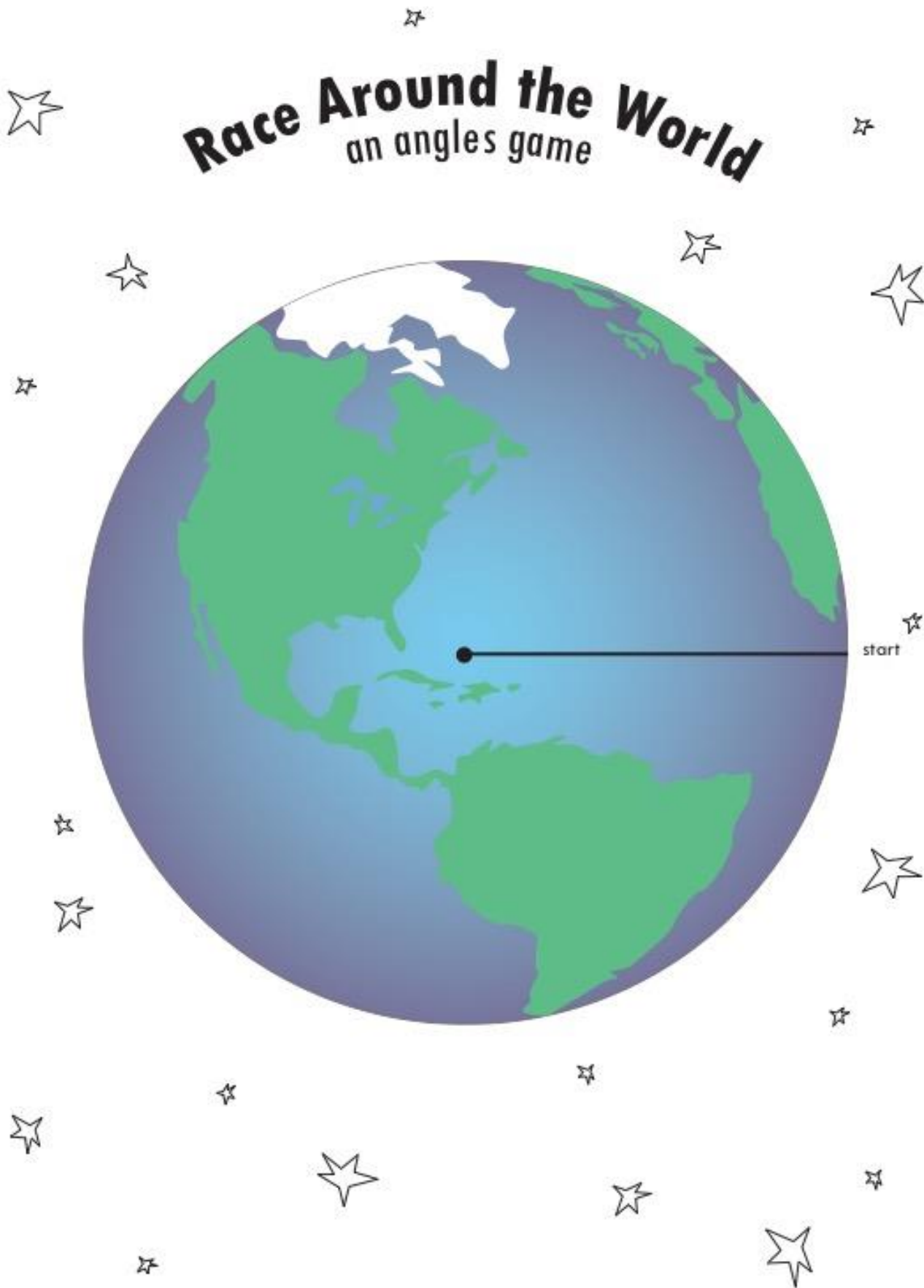
I would have more worksheets on angles as some students finished it really fast and they could have used more practice before moving onto the next task.

b) For subsequent lessons

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

Race Around the World

an angles game



10°	115°	25°
100°	30°	45°
90°	65°	120°
5°	15°	40°
60°	5°	10°

Appendices 1-11



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 aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers.

The Purposes of the Standards of Practice for the Teaching Profession are:

- * to inspire a shared vision for the teaching profession
- * to identify the values, knowledge and skills that are distinctive to the teaching profession
- * to guide the professional judgment and actions of the teaching profession
- * to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

These Standards of Practice, along with the list of key elements and full explanatory statements, can be viewed in their entirety at:

<http://www.oct.ca/>

Appendix 2: The Ethical Standards for the Teaching Profession

(revised 2006)

Introduction

The Ethical Standards for the Teaching Profession represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning.

Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The Purposes of the Ethical Standards for the Teaching Profession are:

- * to inspire members to reflect and uphold the honour and dignity of the teaching profession
- * to identify the ethical responsibilities and commitments in the teaching profession
- * to guide ethical decisions and actions in the teaching profession
- * to promote public trust and confidence in the teaching profession.

The Ethical Standards for the Teaching Profession are:

Care

The ethical standard of Care includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

Respect

Intrinsic to the ethical standard of Respect is trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Trust

The ethical standard of Trust embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Integrity

Honesty, reliability and moral action are embodied in the ethical standard of integrity. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

Complete explanations of these key statements can be found at:

<http://www.oct.ca/>

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 to maintain an environment conducive to teaching, learning and scholarly activity. In combination, these rights and freedoms include the right to think, speak, write, learn, study, associate with others and pursue cultural, social and other interests. Students have the individual and collective responsibility to abide by the laws of the land and the University’s policies and regulations so that their rights and freedoms can be expressed in an orderly way which also allows for the rights and freedoms of others.
2. Every student has the right to fair and equitable treatment by the University with respect to teaching, evaluation and access to general services. This treatment is also to be free from harassment or discrimination as defined in the Ontario Human Rights Code and University policies including the Harassment Policy and Complaint Procedures. In turn, students have the responsibility to treat others equitably and fairly and not to harass and discriminate against other individuals and groups.
3. In their status as members of the University community, students have the right to use facilities designated for their use or for the use of the University community generally. They have the responsibility to abide by any regulations governing the use of such facilities.
4. Students have the right to have made available to them in writing, upon request, the policies and regulations of the University. Students may access these policies in campus offices designated by the Office of Student Affairs. They have the responsibility to avail themselves of, and to become familiar with, the regulatory and policy information contained in official publications as released by the University, and to abide by them.
5. Students have the right to inquire into, and be informed about all University policies and regulations. They have the responsibility to abide by reasonable instructions given orally or in writing by any official authorized by the University to secure compliance with policies and regulations, practices and procedures, when the official is acting in an official capacity.
6. Students have a right to participate fully in University governance where their participation is established in legislation and/or mandated by University policies. Students have a responsibility to ensure that their positions in University governance have been obtained democratically and/or legally. They should also represent the views and uphold the interests of their student constituency within the particular governing body.
7. They have a right to make representations, such as complaints and petitions concerning behaviour of any member of the University community, to the appropriate student association or University authority without fear of reprisal. They have the responsibility to make their representations in an orderly and appropriate manner and to notify University officials of any violation of their rights as students.
8. Students have a right to express their views and to press for improvements to the policies and regulations which affect them by means of peaceful assemblies, demonstrations and lawful picketing. Students have a responsibility to ensure that their right to be heard, individually or collectively, does not substantially disrupt the legitimate activities of the University or nullify the rights of other members of the University community.
9. Students and other members of the University community have a right to a physical environment which is safe and secure. Students have a responsibility to observe occupational health and safety guidelines, directions and policies, to abide by rules and regulations regarding entry to facilities and access to equipment, and to refrain from any conduct or activity which is a danger or a nuisance to others.
10. Students have a right to the security and confidentiality of all personal information they provide to the University for its academic, administrative, and financial purposes. Students have a responsibility to ensure that the information they provide for the University’s official use is true and correct.
11. Students have a right to a proper record of their academic, administrative and financial dealings with the University. Students are responsible for the completion of the necessary applications and forms for the proper administration of their academic and other contractual relationships with the University. Students also have a responsibility to ensure that their financial obligations to the University are met and that any amounts outstanding are cleared within the prescribed periods; otherwise, academic or other University records shall be withheld.

Approved at Senate April 16, 1998

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:

General Duties of Members

13. A member shall strive at all times to achieve and maintain the highest degree of professional competence and to uphold the honour, dignity, and ethical standards of the teaching profession.

Duties of a Member to His or Her Pupils

14. A member shall,

- (a) regard as his first duty the effective education of his pupils and the maintenance of a high degree of professional competence in his teaching;
- (b) endeavour to develop in his pupils an appreciation of standards of excellence;
- (c) endeavour to inculcate in his pupils an appreciation of the principles of democracy;
- (d) show consistent justice and consideration in all his relations with pupils;
- (e) refuse to divulge beyond his proper duty confidential information about a pupil; and
- (f) concern himself with the welfare of his pupils while they are under his care.

Duties of a Member to the Public

16. A member shall,

- (a) endeavour at all times to extend the public knowledge of his profession and discourage untrue, unfair or exaggerated statements with respect to teaching; and
- (b) recognize a responsibility to promote respect for human rights.

Duties of a Member to Fellow Members

18. (1) A member shall,

- (a) avoid interfering in an unwarranted manner between other teachers and pupils;
 - (b) on making an adverse report on another member, furnish him with a written statement of the report at the earliest possible time and not later than three days after making the report;
 - (c) notwithstanding section 18 (1) (b), a member who makes an adverse report about another member respecting suspected sexual abuse of a student by that other member need not provide him or her with a copy of the report or with any information about the report. (WB02)
 - (d) refuse to accept employment with a board of trustees whose relations with the Federation are unsatisfactory; and
 - (e) where he is in an administrative or supervisory position, make an honest and determined effort to help and counsel a teacher before subscribing to the dismissal of that teacher.
- (2) Under clause (c) of subsection (1), the onus shall be on the member to ascertain personally from the Federation whether an unsatisfactory relationship exists.
- (3) A member shall not attempt to gain an advantage over other members by knowingly underbidding another member, or knowingly applying for a position not properly declared vacant, or by negotiating for salary independently of his local group of fellow-members.

A complete version of the regulation, along with more information on the OTF, can be found at http://www.otffeo.on.ca/english/docs/WTT_TPA_policiesbylawsetc.pdf

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)

If, **in addition to** expelling a student from a Faculty, the Dean **concludes** that the severe sanction of suspension or expulsion from the University is warranted, such a recommendation **will** be made to the Vice-President (Academic) who may act to expel or suspend the student from the University.

Appeals

1. A student who is assigned a grade of zero in an assignment, test or examination or is assigned a grade of zero in the course may appeal the grade to the appropriate Department or School Appeals Committee.
2. A student who is suspended or expelled from a Faculty may appeal that decision to the appropriate Faculty Appeals Committee (Faculty Council where no formal appeals committee exists).

3. A student who is suspended or expelled from the University may appeal that decision to the Senate Committee on Student Appeals.

The final appeal in all student petitions shall be the Senate Committee on Student Appeals.

Transcript Notation

1. The symbols AD (Academic Dishonesty) will be entered in the grade column (beside the zero) on the student's academic Transcript and Grade Report for those courses in which a final grade of zero is submitted.

2. The notation "suspended (or expelled) from the Faculty (University) for academicdishonesty" will be entered on the student's academic Transcript and Grade Report uponreceipt of such notice by the Registrar from the Dean or Vice-President (Academic).

3. The symbols RW (required to withdraw) will be entered in the grade column on the student's academic Transcript or Grade Report in the courses in which he/she was registered for that session except for the courses in which a "0" was given as a penalty or which have already been completed and a grade assigned.

4. The record of a student will be cleared of the notation "suspended (or expelled) for academic dishonesty" upon readmission to and successful completion of a degree programme. The zero grades given because of cheating will remain but the symbol AD will be changed to F. The symbols RW will remain as such.

A full copy of the policy, including information on readmission to the university, may be found at

<http://www.laurentian.ca/NR/rdonlyres/8FA02033-B1E1-469B-AF6F-EBE092D2F801/0/AcademicIntegrityDec2010.pdf>

Appendix 7: Reporting Child Abuse and Neglect It's Your Duty

The Child and Family Services Act (CFSA) recognizes that each of us has a responsibility for the welfare of children.

Introduction

We all share a responsibility to protect children from harm – a responsibility that extends to those situations where children suffer abuse and neglect in their own homes.

Ontario's Child and Family Services Act (CFSA) provides for protection for these children. Section 72. of the Act states that members of the public, including professionals who work with children, must promptly report any suspicions that a child is or may be in need of protection to a children's aid society. The Act defines the phrase "child in need of protection" and sets out what must be reported to a children's aid society. This definition is set out in detail on the following pages. It includes physical, sexual and emotional abuse, neglect, and risk of harm. This brochure explains the "duty to report" section of the Child and Family Services Act and answers common questions about your reporting responsibilities. It also reprints relevant portions of Section 72. for your convenience. It does not provide specific legal advice. Please consult a lawyer or a children's aid society about any specific situation.

Who is a "child in need of protection"?

The Child and Family Services Act defines a child in need of protection as a child who is or who appears to be suffering from abuse and/or neglect. The Act clearly specifies how you can identify these children in Section 72. (1). [CFSA s.72.(1)]

Who is responsible for reporting a child in need of protection?

Anyone who has reasonable grounds to suspect that a child is or may be in need of protection must promptly report the suspicion and the information upon which it is based to a children's aid society. Section 72. (1) describes the specific circumstances that must be reported (See pages 7 and 8). [CFSA s.72.(1)]

What are "reasonable grounds" to suspect child abuse or neglect?

It is not necessary for you to be certain a child is or may be in need of protection to make a report to a children's aid society. "Reasonable grounds" refers to the information that an average person, exercising normal and honest judgment, would need in order to make a decision to report.

What does the Act mean when it says a person has an "ongoing duty to report" child abuse or neglect?

Even if a report has already been made about a child, you must make a further report to the children's aid society if there are additional reasonable grounds to suspect that the child is or may be in need of protection. [CFSA s.72.(2)]

Can I rely on someone else to report?

No. You have to report directly to a children's aid society. You must not rely on anyone else to report on your behalf. [CFSA s.72.(3)]

Do professionals and officials have any special responsibilities to report?

Professionals and officials have the same duty as any other member of the public to report their suspicion that a child is in need of protection. However, the Act recognizes that people working closely with children have a special awareness of the signs of child abuse and neglect, and a particular responsibility to report their suspicions. Any professional or official who fails to report a suspicion that a child is or may be in need of protection is liable on conviction to a fine of up to \$1,000, if they obtained the information on which that suspicion is based in the course of their professional or official duties. [CFSA s.72.(4), (6.2)]

Who does the Act consider a person who performs professional or official duties?

People who perform professional or official duties with respect to children include:

- health care professionals, including physicians, nurses, dentists, pharmacists and psychologists;
- teachers and school principals;
- social workers and family counsellors;
- priests, rabbis and other members of the clergy;
- operators or employees of day nurseries;
- youth and recreation workers (not volunteers);
- peace officers and coroners;
- solicitors;
- service providers and employees of service providers; and
- any other person who performs professional or official duties with respect to a child. These are examples only. A person not listed above who does work that involves children may still be considered to perform professional or official duties under the duty to report requirements of the Act. If you are unsure whether you are considered to be a professional with the duty to report, ask your local children's aid society, professional association or regulatory body. [CFSA s.72.(5)]

What about professional confidentiality?

A professional must report that a child is or may be in need of protection, even when the information is otherwise confidential or privileged. This duty overrides the provisions of any other provincial statute, and specifically overrides any provisions that would otherwise prohibit someone from making a disclosure. Only solicitors may not divulge “privileged” information about their clients. [CFSA s.72.(7),(8)]

Will I be protected from liability if I make a report?

Yes. If a civil action is brought against you for making a report, you will be protected unless you acted maliciously or without reasonable grounds for the suspicion. [CFSA s. 72.(7)]

What happens when I call a children’s aid society?

The children’s aid society will investigate the information you provide. Children’s aid society workers have the responsibility and the authority to investigate allegations and to protect children. The workers may, as part of the investigation and plan to protect a child, involve the police and other community agencies. All children’s aid societies provide emergency service 24 hours a day, seven days a week.

How do I contact a children’s aid society or get more information?

You can find your local children’s aid society in the telephone book. In some communities, the children’s aid society is known as “family and children’s services” or “child and family services.” If you do not have a telephone book, call the operator and ask to be connected either to your local children’s aid society, or to the police, who can immediately put you in touch with your local children’s aid society. You can also find the address and telephone number of Ontario’s 53 children’s aid societies at ww.oacas.org, the website of the Ontario Association of Children’s Aid Societies.

Anyone who suspects that a child is or may be in need of protection should contact a children’s aid society immediately.

What is the age of the children to whom the “duty to report” applies?

The duty to report applies to any child who is, or appears to be, under the age of 16 years. It also applies to children subject to a child protection order who are 16 and 17 years old.

Legislation: Section 72. (1) of the Child and Family Services Act

Despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect one of the following, the person shall forthwith report the suspicion and the information on which it is based to a society:

1. The child has suffered physical harm, inflicted by the person having charge of the child or caused by or resulting from that person’s,
 - i. failure to adequately care for, provide for, supervise or protect the child, or
 - ii. pattern of neglect in caring for, providing for, supervising or protecting the child.
2. There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person’s,
 - i. failure to adequately care for, provide for, supervise or protect the child, or
 - ii. pattern of neglect in caring for, providing for, supervising or protecting the child.
3. The child has been sexually molested or sexually exploited, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child.
4. There is a risk that the child is likely to be sexually molested or sexually exploited as described in paragraph 3.
5. The child requires medical treatment to cure, prevent or alleviate physical harm or suffering 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, the treatment.
6. The child has suffered emotional harm, demonstrated by serious
 - i. anxiety,
 - ii. depression,
 - iii. withdrawal,
 - iv. self-destructive or aggressive behaviour, or
 - v. delayed development,and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child’s parent or the person having charge of the child.
7. The child has suffered emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 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, services or treatment to remedy or alleviate the harm.
8. 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 resulting from the actions, failure to act or pattern of neglect on the part of the child’s parent or the person having charge of the child.

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.

If someone has reasonable grounds to suspect that a child is or may be in need of protection, they must make a report directly to a children's aid society.

Ministry of Children and Youth Services

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Ce document est également

disponible en français

A complete copy of this document may be found at:

<http://www.children.gov.on.ca/htdocs/english/documents/topics/childremsaid/Reportingchildabuseandneglect.pdf>

Appendix 8: Laurentian University Statement of Personal Suitability for the English-Language B. Ed. Program

Students are admitted to the School of Education on the assumption that they have the potential academic ability and personal suitability for a career in education. The school of education reserves the right to dismiss a student from the program if he or she is not making satisfactory progress, is failing to meet the criteria for beginning competence as a teacher, or demonstrates a behavior or an attitude that is unsuitable for a teaching career. For example, education students must attend compulsory information meetings, instructional sessions, and advisory groups. Other elements, including appropriate participation in those compulsory events -- as well as the submission of satisfactory assignments -- are essential requirements for remaining in the program.

The School also reserves the right to suspend a student who, notwithstanding his or her academic performance, fails to adhere to ethical and professional standards consistent with *Regulations Made Under the Teaching Profession Act*, *The Standards of Practice for the Teaching Profession* and *The Ethical Standards for the Teaching Profession* of the Ontario College of Teachers.

Dismissal or suspension will only be undertaken after consultation among the faculty and with the student. A student who is required to withdraw from the program may petition the Senate Committee on Academic Relations and Awards after one calendar year. The student must submit appropriate documentation showing how he/she has addressed concerns about the professional or ethical behavior or personal suitability for the profession. A positive recommendation from the director is required before the Committee will consider the request for readmission.

Appendix 9: OTF Guidelines Regarding Harassment Complaints That Arise During Practicum Placements

Context

“A member shall strive at all times to achieve and maintain the highest degree of professional competence and to uphold the honour, dignity, and ethical standards of the teaching profession.” - Regulation made under the Teaching Profession Act

In situations of harassment, it is imperative that processes and supports are in place to ensure teachers can fulfill aspects of their professional responsibilities in a competent manner. In general, liability occurs when people act negligently or incompetently.

There are many intricacies and complexities inherent in the teacher candidate - associate teacher relationship. With regard to the specific question of harassment, the following realities must be considered:

- Concerns identified may range from personality clashes to bad behaviour to harassment under the Human Rights Code.
- The overlap of responsibilities and the application of appropriate policies and legislation can be challenging. A number of policies potentially apply in claims of harassment, including the school board’s harassment policies, OTF and Affiliate bylaws and policies on harassment, the university’s harassment policy and the Ontario Human Rights Code.
- This is the transition from a “student to teacher” relationship to a “professional to professional” relationship.
- As associate members of the Federation, teacher candidates are subject to the exact same responsibilities as full members of the Federation, although they do not have all the same rights. This means that they are subject to the same member to member duties, as stipulated in the Regulation made under the Teaching Profession Act. In particular, when making an adverse report about a fellow member, they are required under clause 18.1.b to furnish the member with a written statement of the report within three days.

In attempting to resolve accusations of harassment, it is important to consider the above realities. In the context of a professional relationship, it is incumbent upon the faculties, OTF, and the Affiliates to provide support to resolve the issues in a collegial manner.

Preferred Process for Addressing Complaints of Alleged Harassment made by an Associate teacher about a Teacher Candidate

In cases where the associate teacher believes he/she is the subject of harassment, the following process is recommended:

- The associate teacher should discuss the issue with a Federation representative, typically, the local President. Depending on the severity and nature of the concern, the associate teacher should be encouraged to first take it up with the teacher candidate. If the associate teacher is uncomfortable doing so, the associate teacher should contact the Faculty advisor/consultant, and propose a meeting with Federation and faculty support to mediate the situation.
- If the matter cannot be resolved in this way, the associate teacher might choose to pursue it in a more formal venue. Typically this would entail a complaint made by the associate teacher to the university, which would then follow the university’s harassment policy.
- OTF Guidelines Regarding Harassment Complaints That Arise During Practicum Placements

In cases where an associate teacher believes he/she is the subject of a complaint of harassment made by a teacher candidate, the following process is preferred:

- The associate teacher should discuss the issue with a Federation representative, typically, the local President. Together, the local President and associate teacher should ascertain whether a formal complaint has been registered by the teacher candidate and in what venue(s). This is an important step since teacher candidates who believe they are the subject of harassment by an associate teacher may potentially register their complaints in a wide variety of jurisdictions, including the school principal, school board office, faculty of education or university, and the Ontario College of Teachers.

- If a formal complaint has NOT been registered by the teacher candidate, the associate teacher should be encouraged to take up the matter with the teacher candidate. If the associate teacher is uncomfortable doing so, the associate teacher should contact the Faculty advisor/consultant, and propose a meeting with Federation and faculty support to mediate the situation.
- If a formal complaint HAS been registered by the teacher candidate, the regular mechanisms that the Federation has in place for dealing with complaints against members should immediately be activated.

In cases where a teacher candidate believes he/she is the subject of harassment, the following process is recommended:

- The teacher candidate should discuss the issue with the Faculty advisor/consultant. Depending on the severity and nature of the concern, the teacher candidate should be encouraged to first take it up with the associate teacher. If the teacher candidate is uncomfortable doing so, the Faculty advisor/consultant should contact the associate teacher, and propose a meeting with Federation support to mediate the situation.
- If the matter cannot be resolved in this way, the teacher candidate might choose to pursue it in a more formal venue. Typically this would entail a complaint made by the teacher candidate to the school principal, who would then follow the board's harassment policy. In such cases, the teacher candidate is obliged to provide the associate teacher with a written statement of the complaint registered with the principal within three days.

Appendix 10: Laurentian University Code of Student Conduct (non-academic) 2016

A complete copy of the new code of student conduct is available at the following link:

English

[https://intranet.laurentian.ca/policies/2016.Jun.17%20-%20Code%20of%20Student%20Conduct%20\(EN\).pdf](https://intranet.laurentian.ca/policies/2016.Jun.17%20-%20Code%20of%20Student%20Conduct%20(EN).pdf)

French

[https://intranet.laurentian.ca/policies/2016.Jun.17%20-%20Code%20of%20Student%20Conduct%20\(FR\).pdf](https://intranet.laurentian.ca/policies/2016.Jun.17%20-%20Code%20of%20Student%20Conduct%20(FR).pdf)

Appendix 11



APPENDIX B

POLICY ON A RESPECTFUL WORKPLACE AND LEARNING ENVIRONMENT **APPENDIX B – Examples and Relationships between members of the Laurentian University Community**

1. Examples of Human Rights Discrimination and Legally Justified Reasons

1.1 Examples of discrimination include, but are not limited to:

- refusing to hire or promote or dismissing a woman because she is or may become pregnant.
- refusing a student with a disability, reasonable accommodations required for an exam.
- preventing an individual from attending a course, or refusing him or her employment or refusing him or her any other advantage based on a prohibited ground such as sex, race, disability or sexual orientation.
- indirect discrimination: for example a receptionist is instructed not to accept a job application from applicants who are from a particular racial or ethnic background.

1.2 The following are examples of legally justified reasons for authorizing behaviours that would otherwise be prohibited:

- A right under the Human Rights Code is not infringed by implementing a special program designed to relieve hardship or economic disadvantage or to assist disadvantaged persons or groups to achieve or attempt to achieve equal opportunity or that is likely to contribute to the elimination of the infringement of rights under the Human Rights Code of Ontario (article 14(1) of the Code).
- Dismissing an employee for the sole reason that the person is incapable of performing or fulfilling the essential duties or requirements of the position because of a disability and that no reasonable accommodation* is possible does not infringe his or her rights (article 17(1) of the Ontario Human Rights Code). (*Note: Article 17(2) of the Code states that a person will not be found “incapable unless the needs of this person cannot be accommodated without undue hardship on the person responsible for accommodating those needs, considering the cost, outside sources of funding, if any, and health and safety requirements”).
- The right to equal treatment under the Code is not infringed by restricting services and facilities because of sex where the use of the services or facilities is restricted to persons of the same sex on the ground of public decency (Article 20(1) of the Code).

2. Examples of Human Rights Harassment

2.1 Examples of Human Rights harassment under the Code include but are not limited to:

- unwelcome remarks, slurs, jokes, taunts, or suggestions about a person’s race, national or ethnic origin, colour, religion, age, sex, marital status, family status, physical or mental disability, sexual orientation, or pardoned conviction.