

The Initial Practicum Handbook



May 2018

**Laurentian University
School of Education**

935 Ramsey Lake Road
Sudbury, Ontario
P3E 2C6

Telephone: 705-675-1151, ext. 3208 or 4380

Fax: 705-673-6596

Table of Contents: Initial Practicum Handbook

Page:

Mission Statement of Laurentian University.....	4
Mission Statement of the English-Language Bachelor of Education Program.....	4
Conceptual Framework.....	4
Practicum Personnel.....	5
Important Dates for the Professional Year.....	6
Practicum Calendar.....	7
A) PRACTICUM INFORMATION FOR EVERYONE.....	8
i) Purpose.....	8
ii) Structure.....	8
iii) Responsibilities.....	8
B) PRACTICUM INFORMATION FOR PRINCIPALS.....	9
C) PRACTICUM INFORMATION FOR ASSOCIATE TEACHERS.....	11
i) General Information.....	12
ii) Associate Teacher Checklist.....	13
iii) Assessment of the Initial Practicum.....	14
D) PRACTICUM INFORMATION FOR EDUCATION STUDENTS.....	15
i) Assignment of Education Students in the Practicum.....	16
Students with Special Needs.....	17
ii) Essential Tasks Education Students Must Complete.....	17
iii) Duties/Requirements of the Education Student.....	17
Attendance/Absence.....	17
First Day Checklist.....	19
Notes on Professionalism.....	19
Cause for Withdrawal from the Placement.....	20
iv) Determination of Final Grade in the Initial Practicum.....	20
1) Formative Assessment by the Associate Teacher and the Faculty Advisor/Consultant.....	20
2) Written Assignments for the Initial Practicum.....	21
v) Practicum Concerns.....	21
1) Communication.....	21
2) Harassment.....	21
3) Incomplete or Failed Practicum.....	21
vi) The Initial Practicum Portfolio.....	22
vii) Initial Practicum Schedule.....	24
viii) General Information on Lesson Planning.....	25
1) The Backward Design Process.....	25
2) Expectations/Opportunities for Learning.....	25
3) Pre-assessment of the Learners.....	25
4) Physical Environment, Materials and Resources.....	25
5) Organizing the Material to be Learned.....	25
6) Planning for the Unexpected.....	26
7) Independent Practice or Activity to Consolidate the Learning.....	26
8) Assessment and/or Evaluation.....	26
9) Reflections on the Lesson.....	26

10) Checklist for Teaching/Learning Strategies.....	27
E) INITIAL PRACTICUM FORMS & DOCUMENTS	28
i) Advance Classroom Information Form	29
ii) Associate Teacher Expectations Interview	30
iii) Formative Assessment SAMPLE.....	31
iv) Achievement Chart for Practicums.....	33
v) Practicum Improvement Plan.....	36
vi) Observation Chart.....	37
vii) Classroom Management Reflection.....	38
viii) LU Initial Practicum Lesson Planning Form.....	39
G) Safety Orientation Checklist	41
H) Letter to Placement Employers.....	42
I) Debriefing Form.....	43
J) Associate Information Form.....	44
Appendices 1-11	45
1) The Standards of Practice for the Teaching Profession.....	46
2) The Ethical Standards for the Teaching Profession.....	46
3) Laurentian University Statement of Student Rights and Responsibilities.....	47
4) Duties of Teachers from the Ontario Education Act.....	48
5) Regulation Made Under the Teaching Profession Act.....	49
6) Laurentian University Code of Student Conduct (non-academic) 2016.....	50
7) Laurentian University Policy Statement on Academic Dishonesty 1982.....	51
8) Laurentian University Statement of Personal Suitability for the English Language B.Ed. Program.....	52
9) Reporting Child Abuse and Neglect It's Your Duty.....	52
10) OTF Guidelines Regarding Harassment Complaints That Arise During Practicum Placements.....	55
11) Policy on a Respectful Workplace and Learning Environment.....	57

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:

<https://laurentian.ca/assets/files/Programs/Education/Conceptual%20framework.pdf>

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

Director, School of Education:
George Sheppard
Phone: (705) 675-1151, ext. 4287
E-mail: gsheppard@laurentian.ca

Practicum Coordinator:
Alicia Dalanyi
Phone: (705) 675-1151, ext. 3208
Fax: 705-673-6596
E-mail: adalanyi@laurentian.ca

Department Secretary :
Ashley Young
Phone: (705) 675-1151, ext. 4380
E-mail: ayoung4@laurentian.ca

Pre-Practicum Placement Assistant
Carolyn Crang
Phone : (705) 675-1151, ext. 4385
E-mail : ccrang@laurentian.ca



Important Dates for the Professional Year

Practicum Dates:

- **Initial Practicum:** April 30 to May 25 2018, (May 21, Victoria Day Holiday)-19 days
- **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)-28 days

Other Important Dates:

- September 4th 2018: School of Education autumn classes begin
- October 8-12, 2018: Thanksgiving, Reading Week
- December 22, 2018 to January 7, 2019: December Winter 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, Break for Professional Year students
- April 19, 2019: Good Friday, no school
- April 22, 2019: Easter Monday, no school

**School of Education
Professional Year
Academic Calendar 2018-2019**

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

<u>June 2018</u>						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

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

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

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

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

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

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

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

<u>February 2019</u>						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

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

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

(shading = practicum, bolded dates = Victoria and Labour days, Thanksgiving, December break,, Family Day, March break, Easter weekend)

A) PRACTICUM INFORMATION FOR EVERYONE

i) Purpose of the Practicum

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 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 working in the schools or alternate host settings in Ontario.

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).

ii) Structure of the Practicum

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 the student's completion of the undergraduate degree and classroom component of EDUC 3004.
3. Two **Professional Year Practicum** sessions (**PYP**), with various **associate teachers**, for a total of 12 weeks in assigned schools in the final year of the Concurrent B. Ed. program.

iii) Responsibilities in the Practicum

Success of the practicum program requires the combined efforts of all the participants – school principals, in-school coordinators, associate teachers, faculty advisor/consultants and education students. For the **IP**:

- **Principals** nominate, as **associate teachers**, exemplary members of their staffs who 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**, either a teacher or an administrator, who assists in facilitating activities for education students, associate teachers and faculty advisor/consultants.
- **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/consultant.

B)

Practicum Information

For

Principals

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/consultant, associate teachers, and education students
- If required, consult with faculty advisor/consultant and associate teachers regarding student teacher 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 possible 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/consultant
- Facilitate time for the associate teacher, faculty advisor/consultant and education students to hold professional meetings or "pre" and "post" teaching conferences
- Ensure that a supply teacher is present in the classroom if the associate teacher is absent and notify the practicum supervisor that this is the case.

Notes on the Absence of the 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 occasional 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.
4. Exceptions may be made if, in the opinion of the principal and the faculty advisor/consultant, the occasional 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.

c)

Practicum Information

For

Associate Teachers

**Thank you to associate teachers for hosting
Laurentian University Education students.**

i) The Initial Practicum (IP)

General Information:

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

The Initial Practicum takes place in May, immediately following the education student's completion of their undergraduate degree. It is the pre-service candidate's first formal practice teaching experience. Up to this point in the continuing education program at Laurentian University, the education student has completed three 40 hour Pre-Practicum Placements (PPPs) in schools and other educational organizations. As well, the student has completed Education and Schooling and Special Education/Educational Psychology courses. The candidate has also completed numerous workshops regarding safety in schools, the Ontario College of Teachers Standards of Practice and Ethical Standards and an introduction to the teaching federations' workshop. Finally, the student has taken an *introductory* 18 hour course in lesson planning and classroom management. The bulk of the coursework for the Bachelor of Education degree will be taken in the professional year (September to April), following this May practicum.

Communication between the associate teacher and education student is crucial to a successful Initial Practicum. As a leader, *the associate teacher needs to explicitly communicate his/her expectations regarding the practicum to the student.* School procedures and routines, board policies, safety and other important guidelines should be discussed with the education student at the beginning of the placement. As well, the education student needs to be sure to clarify his/her role as a student teacher and feel free to ask questions about any aspect of the school or the teaching process. The education students have had limited experience in a school setting as a professional, and may be unaware of all of the professional requirements of a teacher. The student's faculty advisor/consultant and the practicum supervisor are available to assist the associate teacher should any difficulties arise.

Initial Practicum Schedule:

April 30 - May 2, 2018	Observation days, Safety Orientation Checklist, Letter to Placement Employers, Associate Info/Honorarium request form emailed or faxed.
May 3-4, 2018	Team lesson planning and team teaching, Observation chart e-mailed to Faculty Advisor
May 7-25, 2018	Education student teaches one 30 to 60 minute lesson per day and completes Formative Self-assessment May 11 & 25. Formative Assessment completed by associate and e-mailed on May 25. Debrief and Classroom Management Reflection emailed 25 May.

Observation Days:

This Initial Practicum is the student's first opportunity to plan and deliver whole-class instruction on their own in a school. It is suggested that the associate teacher work closely with the education student to gradually lead the student to the point where he/she is able to deliver a successful 30-60 minute lesson on his/her own. As such, three days of observation is suggested at the beginning of the placement. During the observation period, it is recommended that the associate teacher set aside a period of time each day to describe the lessons, the planning involved, assessment strategies used, classroom management techniques, routines in the classroom, students who require accommodations and/or modifications, and provide other important information to the education student.

Team Lesson Planning and Team Teaching:

Following the three days of observation, the education student and associate teacher can plan one or two lessons together, and deliver those lessons in a team approach. The student may need guidance in pacing, questioning, voice projection, monitoring classroom behaviour, or other aspects of teaching. Debriefing at the end of each

day is an important part of this process, as it will give the education student an opportunity to analyze the lessons and reflect on possible changes and/or improvements.

Education Student Teaches One 30-60 Minute Lesson Per Day:

At the beginning of the second week, the education student can begin to plan and deliver one 30-60 minute lesson each day on his/her own, with much support and guidance from the associate teacher. A debrief at the end of each day, examining the student’s lesson plan and delivery, teaching techniques and classroom management is suggested. The **Formative Assessment sample** (pp. 31-32) can be used as a guide during the debriefing session, to examine some of the most critical teaching areas. After the analysis of the day’s lesson, the education student should show the associate teacher his/her lesson plan for the following day. The teacher can then guide the student to possible changes needed in the lesson plan.

Assignments:

During the Initial Practicum, the education student has been given the task of completing an “Associate Teacher Expectations Interview,” and “Observation Chart,” and a Classroom Management assignment which will guide the student to look for important practices in the classroom.

ii) The Associate Teacher’s Checklist:
This checklist will serve as a reminder of the many important roles of an associate teacher:
<ul style="list-style-type: none"> ✓ Submit the “Advance Classroom Information” form prior to the beginning of the Initial Practicum. This form can be completed online, and e-mailed to Alicia Dalanyi, Practicum Coordinator. The form can be found at the Laurentian School of Education website, under the link “Associate Teachers Information” or at the address below http://www.laurentian.ca/content/associate-teachers-information <p>The form will be forwarded to the education student for his/her information.</p>
<ul style="list-style-type: none"> ✓ Read the IP Handbook, paying particular attention to the section titled “Practicum Information for Associate Teachers” to become aware of expectations of the student teacher during the IP
<ul style="list-style-type: none"> ✓ On the first day, meet with the student to complete the Associate Teacher Expectations Interview (p.30). This will help clarify the student teacher’s role in the classroom. Also please help student complete the Associate Teacher Information/Honorarium Request form (p.44) so we have the correct contact information for you, as well as the address you’d like the honorarium cheque sent to
<ul style="list-style-type: none"> ✓ Provide opportunities for education students to observe best practices in a variety of teaching/learning situations
<ul style="list-style-type: none"> ✓ Facilitate occasions for education students to observe in other classrooms if possible
<ul style="list-style-type: none"> ✓ Guide education students in the planning process and make suggestions about teaching strategies and the availability of resources
<ul style="list-style-type: none"> ✓ Meet with the education student daily to discuss the lesson given by the student. The Formative Assessment (pp. 31-32) is a good tool to foster discussion about the important qualities of teaching
<ul style="list-style-type: none"> ✓ Meet with education students daily in order to examine lesson plans before they are implemented and make specific recommendations for growth – building on strengths and concentrating on areas where improvement is indicated
<ul style="list-style-type: none"> ✓ Advise education students on ways to become involved in whole school activities or how to take advantage of opportunities for professional development or interaction with parents/guardians
<ul style="list-style-type: none"> ✓ Meet with the faculty advisor/consultant if possible, when the faculty advisor/consultant is in the school for the student evaluation

- ✓ On **May 4, 2018**, review the **Formative Assessment**, verbally or in writing, with the education student. A sample is available in this handbook on pages 31-32. **The official form will be sent to associate teachers electronically.** This early assessment **should not** be submitted to the Practicum Coordinator.
- ✓ **Complete one Formative Assessment** of the student teacher, in writing, for submission to the Practicum Office by **May 25, 2018**. You may choose to complete this form digitally and email it back to ADalanyi@laurentian.ca or complete a hard copy version by hand. You may fax either version to Alicia Dalanyi at 705-673-6596. **Please do not give the assessment – either in blank form or filled in - to the education student.**

Concerns regarding punctuality, attendance, or other issues that could affect successful completion of the Initial Practicum should be forwarded (via phone and/or e-mail) to the Practicum Coordinator AND Faculty advisor/consultant IMMEDIATELY.

iii) Assessment of the Initial Practicum

The associate teacher plays a crucial role in the education student’s success in this first placement. Daily debriefs with the student regarding his/her teaching, classroom management, and self-assessments will provide valuable feedback.

Formative Assessment:

During the IP, associate teachers and a faculty member will assess the student teacher using the Formative Assessment for the Initial Practicum, see pages 31-32. The Achievement Chart for Professional Year Practicums, located on pages 33-35, more fully explains the qualities and skills found in the categories in the Formative Assessment. This rubric has only 2 levels—“Meets Expectations” and “Does Not Meet Expectations.” However, within the “Meets Expectations” category there may be varying levels of success. This rubric can be used as a guide to completing the IP Formative Assessment, but only a “Meets Expectations” or “Does Not Meet Expectations” grade is to be awarded for each category.

Once the Formative Assessment is completed by the associate teacher at the end of the placement, it should be forwarded to the practicum supervisor by e-mail or fax. This form is kept in the student’s file at the School of Education. The student is given a copy to be used to improve his/her teaching and for employment purposes. This form is valuable in that it will serve as a starting point for progression through the practicums in the student’s professional year.

It is not expected that students in the IP will immediately achieve exceptional competencies in every area, but very poor performance on the IP may require remediation by the student or preclude continuation in the professional year. A practicum meeting shall be held after the IP to discuss student teacher progress. Faculty members from the School of Education reserve the right to exercise their collective professional judgment about continuation in the professional year. See Appendix 8 “Statement of Personal Suitability.”

In Ontario, the successful completion of the practicum component is a requirement for the successful completion of a Bachelor of Education. For that reason, the practicum supervisor and faculty advisor/consultant should be immediately informed of any serious issue with the IP formative assessment. If there is the **possibility** of a **“Does Not Meet Expectations” grade or incomplete IP** both the associate and student teacher should contact the School of Education as early as possible. If feasible and time permits, a **Practicum Improvement Plan** will be implemented for that placement and an additional visit may be scheduled (see page 36).

The associate teacher’s Formative Assessment should be e-mailed or faxed to Alicia Dalanyi, Practicum Coordinator, ADalanyi@laurentian.ca, 705-673-6596

D)

Practicum Information

For

Education
Students

PRACTICUM INFORMATION FOR EDUCATION STUDENTS

Education students should familiarize themselves with the ENTIRE Initial 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. In some instances, officials at school boards make the final arrangements/determinations.

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 behaviors (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 advisor/consultants, school board administrators and representatives of the 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 supervisor for clarification or help.

Education students MUST NOT make individual arrangements for practicum placements.

Education students have been surveyed regarding where they would like to be placed within public school boards in Ontario. All efforts will be made to place students in their requested location, or within one of the two local school boards, (Rainbow District School Board or Sudbury District Catholic School Board). Should a student request a placement, and that placement is secured, the student will be required to go to that placement. Placements cannot be changed.

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

The Practicum Supervisor will make all efforts to:

- Place P/J students in primary/junior grades
- Place J/I students in junior/intermediate grades
- Place J/I students in a placement relating to their Intermediate teachable.

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 supervisor. **It should be noted, however, that geographic considerations (ie. distance from home to associate school) will not be considered as the basis for an appeal.**

Practicum Coordinator: Alicia Dalanyi

Phone: (705) 675-1151, ext. 3208 E-mail: ADalanyi@laurentian.ca Fax: (705) 673-6596

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, and Faculty Advisor). The Practicum Committee, in conjunction with board officials and with the assistance of Laurentian's Special Needs 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 to the Education Office that they possess a valid and current **Police Records Check with Vulnerable Sector**. A photocopy of this documentation is due in the School of Education Office prior to the placement. Some boards may require an original copy of a police check done by a local police force.
- In addition, some boards may require a TB test. It is up to the education student to ensure that they have all the required elements for their practicum.

iii) Duties/Requirements of the Education Student:

Education students MUST comply with each of the following procedures:

- **Communication** between the associate teacher and the education student is key to a successful practicum. Education students should ensure that they ask questions regarding school and board policies and procedures, exactly what the teacher expects, and ensure that they clarify the parameters of the practicum. As this IP is their first formal teaching experience, students should make clear that they are just beginning whole class instruction, that they welcome suggestions and ideas, and that they will follow the lead of their associate teacher in their interactions within the school.
- **Attendance:** The Initial Practicum runs from April 30-May 25, 2018. Education students are required to be at the associate school **EVERY** day it is open. If, for any reason, an 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. **All absences must be reported IMMEDIATELY to the Practicum Coordinator, the faculty advisor/consultant, the associate teacher, and the associate school.** Any absence of three 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 time may require another placement to meet all practicum 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 Dates:** Education students are required to be at the associate school for the **entire duration** of the Initial Practicum. Appointments should be scheduled outside school hours. Students are **not** to

make arrangements with their associate teacher to change the dates of the Initial Practicum. Education students who are ill must contact the associate teacher AND faculty advisor/consultant at least 30 minutes prior to the start of the school day. If you are unable to speak directly to your associate teacher AND faculty advisor/consultant, you **MUST** leave messages for them. The practicum supervisor must be notified as well. A 30-minute make-up lesson may be required by the associate teacher and/or faculty advisor/consultant, for each day missed. If the illness lasts longer than 3 days, a note from a medical doctor will be required by the practicum supervisor at the end of the practicum.

- **Practicum Times:** At a MINIMUM, arrive at the school at LEAST 30 minutes prior to the beginning of 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:** Sketch out/discuss the 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 make constructive criticism and suggestions. The first two lessons should be designed with the associate teacher and delivered together on May 3 and 4. After that, the student should design his/her own 30 minute lessons, with help from the associate if required, and deliver one each day from May 7 to 25.
- **Review/Debrief of Lessons:** With the associate teacher, review lessons you have taught EACH day, focusing on personal and professional qualities, planning and preparing, implementation, communication, and classroom management. The Formative Assessment should be used as a guide.
- **Self-Assessment by Education Student:** In the IP, you must engage in self-assessment using the sample Formative Assessment (pp.31-32). 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. Finally, by discussing the categories on the Formative Assessment throughout your placement, there should be no surprises on the final Formative Assessment that the associate teacher sends to the practicum office.
- **Regarding Duties of the Associate Teacher:** Shadow the associate teacher. The education student **must assume all duties** of his/her associate teacher including such duties as hallway, lunchroom, recess, 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.
- **First Day Checklist:** 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 complete the following:**

First Day Checklist

✓ Ensure that your associate teacher has a copy of the Initial Practicum Handbook—he/she should receive one by mail. If not, provide the link to the School of Education website.
✓ Briefly describe the IP Handbook and information pertinent to your associate teacher, especially pages 11-14, Practicum Information for Associate Teachers
✓ Review the Advance Information form that your associate teacher has submitted
✓ Review the timeline for observation/teaching (ie. April 30-May 2: observation only; May 3-4: observation and team teach ONE approximately 30 minute lesson per day; May 7-25: teach one 30 minute lesson per day and continue observation)
✓ Complete the Associate Teacher Expectations Interview with your associate p.30 and the Associate Information/Honorarium Request Form (p.44)
✓ Review the Formative Assessment, pages 31-32, and establish dates and times for completion of self-assessments and conferences
✓ Discuss the content of EDUC 3004 and your education courses and workshops, so that your associate teacher knows what you have covered so far
✓ Establish a routine for submitting lesson plans in advance to your associate teacher and for review/debrief of lessons you have taught
✓ Ask how you can become involved in the school both within and outside classroom hours
✓ Ask about important safety policies and procedures in the classroom and throughout the school and board
✓ Ask about other expectations/ideas your associate teacher may have

Notes on Professionalism:

All education students are expected to behave in accordance with the following professional documents (see appendices).

Please read CAREFULLY:

- 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 9.

As an education student, you are an associate member of the 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.oct.ca/standards/ethical_standards.aspx

At one level, this means that 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. As those presentations have noted, you must be careful during your practicum placements to avoid boundary violations. Experts advise that you should always maintain professional communications and relationships with students (i.e. do not engage in communication with them via email, instant messaging, chat rooms or telephone, etc.) both inside and outside the classroom, see the Ontario College of Teacher's Professional Advisory on Social Media http://www.oct.ca/publications/PDF/Prof_Adv_Soc_Media_EN.pdf. Except in an emergency, never be alone with a

student. The Elementary Teachers' Federation of Ontario has a website that discusses these issues and you should review it carefully before embarking on your placements.

<http://www.etfo.ca/AdviceForMembers/PRSMattersBulletins/Pages/Allegations%20of%20Sexual%20Misconduct.aspx>

Also, as a matter of course, all teachers must be punctual and reliable, they should never make unwarranted comments about other school personnel or students, 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/consultant, 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 INITIAL PRACTICUM

In order to qualify for a Bachelor of Education at Laurentian University, education students must successfully complete the three distinct components of Practicum (see page 8), which is made up of three Pre-Practicum Placements, one Initial Practicum and two Professional Year Practicums. During their practicum, education students may be assessed and evaluated by their associate teachers, faculty advisor/consultant, and on occasion, by the school principal or vice-principal.

While a faculty advisor/consultant will visit all students, associate teachers and/or education students may request additional visits at any time during the IP.

There are also assignments associated with the practicum: observation chart, Associate Information Form, Associate Teacher Expectations Interview, classroom management assignment, self-assessment and debriefing document. Education students must complete these assignments, fax or e-mail them if required to their faculty advisor/consultant or practicum supervisor as requested, and place copies in their portfolios.

While in the associate schools, education students must engage in continuous reflective self-assessment. During the IP, candidates should be familiar with the qualities, actions, skills and knowledge commonly expected of teachers, and be prepared to achieve required competencies in the five main domains: 1. Personal and Professional Qualities, 2. Planning and Preparation, 3. Implementation, 4. Communication, 5. Classroom Management.

Successful completion of the Initial Practicum will be determined after an examination by the Practicum Committee of the School of Education of the following:

1) Formative Assessment by Associate Teacher and Faculty Advisor/Consultant:

During the IP education students will be assessed by both the associate teacher and faculty advisor/consultant. The tool that will be used is the Formative Assessment, on pages 31-32 of the IP Handbook. Education students are expected to use the sample for self-assessment during the IP session. This assessment is designed to foster discussion and reflection and to help improve student teaching performance. Signed copies of the Formative Assessments completed by associates/faculty advisors/consultants will be distributed by the practicum office.

The practicum coordinator and faculty advisor/consultant should be immediately informed of any serious issues 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 36)

2) Written Assignments for the Initial Practicum

Education students must complete assignments including the observation chart due May 4 (e-mailed to the faculty advisor/consultant), Associate Information Form (p.44 that must be faxed to the school of education on the first day), self-assessments (not handed in but kept in binder), and classroom management assignment and debriefing document due May 25 (email to ADalanyi@laurentian.ca). Copies of these items - along with the Associate Teacher Expectations Interview and lesson plans - must also be placed in the education student’s portfolio. See pages 22-23 for requirements for the IP Portfolio.

Continuation in the Professional Year

It is not expected that education students in the IP will immediately achieve a grading of “Meets Expectations” in every area, but exceptionally poor performance on the IP may require remediation by the student or preclude continuation in the professional year. A practicum meeting shall be held after the IP to discuss EACH education student’s progress. Faculty members from the School of Education reserve the right to exercise their collective professional judgment about continuation in the professional year.

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 placement. Student teachers should attempt to resolve issues with their associate teachers. However, if the issue cannot be resolved, the student teacher should immediately contact the faculty advisor/consultant and the practicum supervisor.

2) Harassment

According to the Laurentian University Code of Student Conduct (non-academic) 2016, see Appendix 6, members of the university community have the right to enjoy freedom from harassment. “Harassment refers to a course of vexatious comment or conduct that is known to be or ought reasonably to be known to be unwelcome/unwanted and that is based on one of the prohibited grounds as defined by the Ontario *Human Rights Code*.” See Appendix 11 Excerpt - for full **Policy on A Respectful Workplace and Learning Environment** see: <http://www.laurentian.ca/NR/rdonlyres/1B75CB50-B7CB-4CA3-AD64-13D70AD6BC5C/0/PolicyonARespectfulWorkplaceandLearningEnvironment.pdf>

If education students believe they are being harassed they are encouraged to immediately contact their faculty advisor/consultant and/or the Equity, Diversity and Human Rights Office, A-126, 675-1151 (ext. 3427). Further discussions may be required with representatives of the Ontario Teachers Federation or the Ontario College of Teachers.

3) Incomplete or Failed Practicum

After the IP, the case of any student teacher who receives an overall grade of “Does Not Meet Expectations” by the associate teacher or faculty advisor/consultant will be discussed during a practicum 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. 36). The faculty advisor/consultant 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. In 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 INITIAL PRACTICUM PORTFOLIO

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 **3-inch binder for the IP Portfolio**. This portfolio **must** be kept with the student teacher at all times and be available for review by either the associate teacher or the faculty advisor/consultant upon request. The portfolios are used in tandem with this Initial Practicum Handbook.

The student teacher should prepare the IP Portfolio BEFORE the IP begins, and bring it to the associate school each day. Education students will continue to use this portfolio in the professional year of the program. The portfolio should have **dividers** set up in sections as follows:

- | | |
|---|---|
| a) Timetable | f) Formative Assessments/Self-Assessments |
| b) Observation Chart | g) Evaluations/Reflections |
| c) Associate Teacher Expectations Interview | h) Debrief Reflection |
| d) Lesson Plans | i) Initial Practicum Handbook |
| e) Classroom Management Assignment | j) 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) Observation Chart

During the first three days of your practicum, while you are observing in the associate school, complete the Observation Chart, found on page 37. You are to record your observations in the eight different categories,

paying particular attention to exceptional situations. This chart may be copied and used as many times as necessary. This assignment is to be e-mailed to your faculty advisor/consultant on **May 4, 2018**.

c) Associate Teacher Expectations Interview

The Associate Teacher Expectations Interview found on page 30 is designed to establish good communication between the associate teacher and the student teacher. After completing the interview, place your note in your binder.

d) Classroom Management Assignment

The classroom management assignment found on page 38 is designed to familiarize yourself with the principle of least intervention. This assignment should be e-mailed to the Practicum Coordinator ADalanyi@laurentian.ca by **May 25, 2018**. A copy of this assignment should be kept in your portfolio.

e) Lesson Plans

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

f) Formative Assessments/Self-Assessments

You **MUST** keep copies of ALL self-assessments and formative assessments including ones completed by your associate teacher and your faculty advisor/consultant, bearing in mind that this document is accessible to a number of people. The formative assessments will become part of your teaching portfolio and possibly be used in a job interview.

g) Evaluations/Reflections

You might want to reflectively assess some critical incidents that happened during this practicum, either to you, or to students in the classroom, or in your interactions with the students. What did you learn from these incidents?

h) Debrief Reflection

Students will reflect upon their Initial Practicum by completing the questions in the Debrief document, see page 43, and forwarding a copy to the Practicum Coordinator at ADalanyi@laurentian.ca on **May 25, 2018**.

i) Initial Practicum Handbook

A copy of this IP Handbook will be provided to all students and should be included in the student's binder for reference by the student, associate teacher, faculty advisor/consultant, principal or others.

j) Other

In this section of the portfolio, 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, school yard 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.**

Remember to keep your IP Portfolio with you at all times.

vii) INITIAL PRACTICUM SCHEDULE, MAY 2018

Week 1: April 30 to May 4, observation at associate school May 3 and 4, plan and teach one 30-60 minute lesson per day with the associate teacher, observe and assist associate throughout the first week
Week 2: May 7-11, teach one 30-60 minute lesson per day, observe and assist associate May 11, student self-assessment, associate teacher provides feedback using formative Assessment
Week 3: May 14-18, teach one 30-60 minute lesson per day, observe and assist associate May 18, associate teacher provides feedback using formative assessment
Week 4: May 21-25, teach one 30-60 minute lesson per day, observe and assist associate May 25: student self-assessment, associate teacher completes final formative assessment and submits to LU practicum office.
Particular Focus: Education students will focus on following the <u>Standards of Practice for the Teaching Profession</u> Appendix 1: <ul style="list-style-type: none">- Commitment to Students and Student Learning- Professional Knowledge- Professional Practice- Leadership in Learning Communities- Ongoing Professional Learning As well, education students will focus on <u>The Ethical Standards for the Teaching Profession</u> , Appendix 2: Care, Respect, Trust, Integrity

Education students **MUST**:

- Attend **ALL** EDUC 3004 classes and meetings at Laurentian University
- Complete the Associate Teacher Expectations Interview on 30 April
- Complete the Letter to Placement Employers p.42 also, on the first day in the classroom, and fax it to Alicia Dalanyi FAX (705)-673-6596.
- Complete the Associate Information Form on page 44 and fax that to Alicia Dalanyi FAX (705) 673-6596.
- Complete the Observation Chart p.37 and e-mail it to your faculty advisor/consultant on Friday, May 4, 2018
- Complete all days at the associate school during the IP
- Gradually take on teaching responsibilities with individuals, small groups and the whole class, **working within the larger plans of the associate teacher**
- Begin planning and teaching with the associate teacher, one 30-60 minute lesson per day, starting on Thursday May 3, 2018
- Plan and teach one 30-60 minute lesson per day starting on May 7, 2018.
- Be assessed, using the Formative Assessment form on pages 31-32, by both the associate teacher and the faculty advisor/consultant
- Complete two Self-Assessments, May 11 and 25, 2018, using the sample Formative Assessment on pages 31-32. **The official form will be sent electronically to associate teachers.**

viii) GENERAL INFORMATION ON LESSON PLANNING

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. There are numerous books, websites and other resources available for you to understand lesson planning. The Curriculum Resource Centre in the Alphonse Raymond building is a good starting place.

You MUST use the Laurentian University IP Lesson Plan format (see pages 39-40) for all lessons you deliver in the Initial Practicum

As an education student, in the beginning stages of lesson planning, you should take the following general information into consideration when planning and implementing your 30-60 minute lessons each day:

1) The Backward Design Process

- Identify desired results
- Determine acceptable evidence
- Plan learning experiences and instruction

Reference: Wiggins G., McTighe, J., (1998). Understanding by Design. Alexandria, VA. Association for Supervision and Curriculum Development. p.181.

2) Expectations/Opportunities for Learning

Expectations and opportunities for learning must:

- Relate at least **one overall and one specific expectation** to the corresponding Ministry of Education curriculum document(s).
- Be worded in terms of observable behavior: “The students will...”
- Be few in number for each lesson.
- State the criteria for success whenever possible.

e.g. When given a battery, a light bulb and a piece of copper wire, the grade 5 students will figure out how to make the bulb work.

Reference: Eby, J.W., Martin, D.B. (2000). Reflective Planning, Teaching and Evaluation for the Elementary School. Upper Saddle River: Prentice Hall. p.112.

3) Pre-Assessment of the Learners

- 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? How will it 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?

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 and/or Evaluation

- 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 in relation to (a) and (b)?



Checklist for Teaching/Learning Strategies

ACTIVITY-BASED STRATEGIES

- _ Activity/Learning Centres
- _ Carousel
- _ Debate
- _ Field Trip
- _ Game
- _ Oral Presentation
- _ Panel Discussion
- _ Rehearsal / Repetition / Practice
- _ Retelling
- _ Simulation
- _ Survey

ARTS-BASED STRATEGIES

- _ Ceremony
- _ Chanting
- _ Choral Reading
- _ Choreography
- _ Collage
- _ Docudrama
- _ Forum Theatre
- _ Improvisation
- _ Mask Making
- _ Puppetry
- _ Reader's Theatre
- _ Role Playing
- _ Sketching to Learn
- _ Story Theatre
- _ Storyboard
- _ Tableau

COOPERATIVE STRATEGIES

- _ Buddy System
- _ Collaborative Teaching
- _ Community Links
- _ Conflict Resolution
- _ Discussion
- _ Interview
- _ Jigsaw
- _ Literature Circles
- _ Mentoring
- _ Numbered Heads
- _ Peer Practice
- _ Peer Teaching
- _ Round Robin
- _ Round Table
- _ Think/Pair/Share

DIRECT INSTRUCTION STRATEGIES

- _ Advance Organizer
- _ Book Talks
- _ Cloze
- _ Conferencing
- _ Demonstration
- _ Directed Reading-Thinking Activities
- _ Expository Text Frames
- _ Flash Cards
- _ Guest Speaker
- _ Guided Exploration
- _ Guided Reading
- _ Guided Writing
- _ Lecture
- _ Making Words
- _ Mnemonic Devices
- _ Practice and Drill
- _ Programmed Learning
- _ Prompt
- _ Read Along
- _ Read Aloud
- _ Reciprocal Teaching
- _ Review
- _ Seminar/Tutorial
- _ Socratic Dialogue
- _ Story Mapping
- _ Storytelling
- _ Task Cards
- _ Textbook
- _ Visual Stimuli
- _ Visualization
- _ Word Cycle
- _ Word Sort
- _ Word Wall
- _ Workbook/Work Sheets

INDEPENDENT LEARNING STRATEGIES

- _ Homework
- _ Independent Reading
- _ Independent Study
- _ Learning Contract
- _ Learning Log/Journal
- _ Memorization
- _ Note Making
- _ Portfolio

- _ Reading Response
- _ Reflection
- _ Report
- _ Response Journal

INQUIRY AND RESEARCH MODELS

- _ Cognitive Skills Model
- _ Decision-Making Models
- _ Historical/Geographic Inquiry
- _ Inquiry Process
- _ Mathematical Problem Solving
- _ Problem-Based Models
- _ Questioning Process
- _ Research Process
- _ Scientific Method
- _ Technical Design Process
- _ Writing Process

LEARNING STYLES

- _ Bodily-Kinesthetic Intelligence
- _ Interpersonal Intelligence
- _ Intrapersonal Intelligence
- _ Logical-Mathematical Intelligence
- _ Musical-Rhythmic Intelligence
- _ Verbal-Linguistic Intelligence
- _ Visual-Spatial Intelligence

TECHNOLOGY / Media-Based APPLICATIONS

- _ Communication Applications
- _ Computer-Aided Design (CAD)
- _ Computer-Assisted Instruction
- _ Database Applications
- _ Email Applications

- _ Graphic Applications
- _ Internet Technologies
- _ Media Presentation
- _ Media Production
- _ Multimedia Applications
- _ On-line Public Access Catalogues
- _ Spreadsheet Applications
- _ Time-Management Applications

THINKING SKILLS STRATEGIES

- _ Analysing Bias/Stereotype
- _ Anticipation Guide
- _ Brainstorming
- _ Case Study
- _ Classifying
- _ Concept Clarification
- _ Concept Mapping
- _ Estimating
- _ Experimenting
- _ Expressing Another Point of View
- _ Fair Test
- _ Graphing
- _ IDEAL Problem Solving
- _ Issue-Based Analysis
- _ Lateral Thinking
- _ Manipulatives
- _ Map Making
- _ Media Analysis
- _ Mental Calculation
- _ Metacognitive Reflection
- _ Mind Map
- _ Model Making
- _ Oral Explanation
- _ Problem Posing
- _ Problem Solving
- _ Process Notes
- _ Semantic Feature Analysis
- _ Seriation
- _ Statistical Analysis
- _ Think Aloud
- _ Visual/Graphic Organizers
- _ Writing to Learn

E)

Initial Practicum Forms & Documents

ADVANCE CLASSROOM INFORMATION FORM

FROM ASSOCIATE TEACHERS, FOR EDUCATION STUDENTS

Please print

Student Teacher:	
Associate teacher:	
Associate teacher's	
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: Alicia Dalanyi at ADalanyi@laurentian.ca

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. Is there anything you think I should know to help make this placement successful?

LAURENTIAN UNIVERSITY SCHOOL OF EDUCATION

Formative Assessment for the Initial Practicum

Name of Person Completing Form: _____ _____	Today's Date: _____
Education Student's Name: _____ Placement Dates (dd/mm/yr): From ____/____/____ To ____/____/____ Number of days completed so far: _____ Days Absent so far: _____ Associate teacher: _____ Faculty/Consultant: _____	Board: _____ School: _____ Grades: _____ Courses: _____

Please complete with check marks and comments if appropriate

Level: 1—Does Not Meet Expectations

Level 2—Meets Expectation to varying degrees

Category:	1	2	Comments:
Personal and professional qualities (ie. 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:

This form is sent electronically to associate teachers. If you have not received the form contact Alicia Dalanyi at (705) 675-1151 (3208) or ADalanyi@laurentian.ca.

Overall Grade (circle one): Meets Expectations

Does Not Meet Expectations

PRINT NAME _____

SIGNATURE: _____

DATE _____ / _____ / _____

Day Month Year

Please e-mail to Alicia Dalanyi, Practicum Coordinator at: ADalanyi@laurentian.ca

or fax to 705-673-6596 by May 25, 2018

ACHIEVEMENT CHART FOR INITIAL PRACTICUMS

Category	Level 2: Meets Expectations	Level 2: Meets Expectations	Level 2: Meets Expectations	<u>Level 1: Does Not Meet Expectations</u>
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 degree of respect for diversity and equity	Delivers lesson in a manner which demonstrates some degree of 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	Constructs and delivers appropriate questions and	Constructs and delivers appropriate questions and	Constructs and delivers inappropriate questions and/or responses

	responds with a high degree of effectiveness	responds with a considerable degree of effectiveness	responds with some degree of effectiveness	
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 unpredictable situations	Adjusts to unpredictable situations with a high degree of effectiveness	Adjusts to unpredictable situations with a considerable degree of effectiveness	Adjusts to unpredictable situations with some degree of effectiveness	Does not adjust to unpredictable situations



Practicum Improvement Plan (please print)

Completed by:	Date Completed:
Education Student's Name: _____	Board: _____
Placement Dates (dd/mm/yr) From ____/____/____ To ____/____/____	School: _____
Number of days completed so far: _____	Grades: _____
Associate teacher: _____	Courses: _____
Faculty/Consultant: _____	

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/consultant: _____ Date: _____

OBSERVATION CHART (due 4 May 2018)

NAME: _____ (Copy as necessary)

DIVISION: _____ (E-mail to faculty advisor/consultant)

<p><i>Physical Characteristics of the Learning Environment</i></p> 	<p><i>Classroom Management Strategies</i></p> <hr style="border: 0.5px solid black;"/> <p>*Progressive Discipline Practices:</p>
<p><i>Pupil Organization for Learning</i></p> 	<p><i>Instructional Strategies</i></p>
<p><i>Inclusive Practices consideration of Diversity/Equity and Special Needs</i></p> 	<p><i>Measures Used for Assessment/ Evaluation of Students</i></p>
<p><i>Important Health and Safety Policies</i></p> <hr style="border: 0.5px solid black;"/> <p><i>*Safe School Policy and Procedures (lockdowns etc.)</i></p> 	<p><i>Additional Teacher Responsibilities</i></p>

Classroom Management Reflection (due May 25)

(E-mail to ADalanyi@laurentian.ca)

During EDUC 3004 you discussed using a three-step response plan to address student misbehavior, (Burden, 2010, p. 220). Step one required the teacher to provide situational assistance, step two required mild responses, and step three moderate responses.

Drawing on your classroom experiences during the Initial Practicum, provide at least one example of when you had to use one or more steps to address misbehavior. Reflect upon what you have learned from that experience (i.e. what worked, what didn't, would you do anything differently)? Your response should be two pages (i.e. 500 words maximum) in length.

Remember: Do not put the student's or associate teacher's name in your response. If you must use a name, make one up.

Burden, P. (2010). *Classroom management: Creating a successful K-12 learning Community* (4th ed.). San Francisco: Wiley Jossey Bass.





Primary/Junior/Intermediate Lesson Plan Template 2017-2018

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)

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)
		<ul style="list-style-type: none"> • Knowledge and Understanding <ul style="list-style-type: none"> • Thinking • Communication • Application

Big Idea(s):

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

- | | |
|------------------|--------------------|
| • Responsibility | • Independent Work |
| • Collaboration | • Organization |
| • Initiative | • Self-Regulation |

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..." (Complete as a class)

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? Ex. "I can..." (Co-construct: In order to meet the learning goal, I can...)

Describe the Assessment Task Check all that apply:	Task:	Assessment Purpose:	Assessment Tool:	Assessment Tracking:
	<ul style="list-style-type: none"> • Observation • Conversation • Product 	<ul style="list-style-type: none"> • For Learning • As Learning • Of Learning 	Anecdotal Records <ul style="list-style-type: none"> • Checklist • Rubric • Other _____ 	<ul style="list-style-type: none"> • Anecdotal Records • Traffic Light/Symbols • Grade (A of L only) • Level (A of L only) • Documentation • Other _____

Considerations for Inclusion, Equity and Diversity:
How will I ensure inclusion of all learners? How must I differentiate instruction for different students?

Materials/Resources/Citations: What will you need to prepare in advance? (Books, Articles, Websites, Other)

Teacher Resources	
Human Resources	
Student Materials	
Equipment/Rooms	
Safety Considerations	

Lesson Sequence:

Timing	Grouping			Beginning: Minds On/Time to Teach (<i>hook</i>):
	W	S	I	
	W = Whole class; S = Small group; I = Independent			
				<i>Connected Questions: What will I ask to prompt deeper thinking?</i>
				Middle: Application/Action/Time to Practice: <i>Connected Questions: What will I ask to prompt deeper thinking?</i>
				End: Consolidation/Time to Share <i>Connected Questions: What will I ask to prompt deeper thinking?</i>

Bloom's Taxonomy: Did I ask questions for (check all that apply):

- 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 and b) subsequent lessons

G) 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	Date
Student Signature		Date

H) **SAMPLE ONLY**

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.

Initial Practicum Debrief

May 2018

NAME:

DIVISION:

1. During my Initial Practicum, I felt comfortable with

2. During my Initial Practicum, I wish I knew more about...

3. The best thing about the Initial Practicum was...

4. The most challenging part of the Initial Practicum was.....

5. The best thing that the School of Education could do in the future to make the Initial Practicum better is....

Please e-mail to ADalanyi@laurentian.ca ca on May 25, 2018



Associate Information Form

Due: April 30, 2018

(to be completed by student and associate then e-mailed to ADalanyi@laurentian.ca or faxed to (705) 673-6596 on the first day of placement.)

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 Alicia Dalanyi at 705-675-1151 (3208) or ADalanyi@laurentian.ca.

A handwritten signature in cursive script that reads "Alicia Dalanyi".

Alicia Dalanyi
Practicum Coordinator

Please indicate below the address where the cheque should be mailed:

Name _____

Address _____

City/Town _____

Postal Code _____

Appendices

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/standards/standards_of_practice.aspx?lang=en-CA

Appendix 2: The Ethical Standards for the Teaching Profession

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/standards/ethical_standards.aspx?lang=en-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

(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/en/about_otf/wtt02/regtpa.php

Appendix 6: 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 7: 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 academic dishonesty" will be entered on the student's academic Transcript and Grade Report upon receipt 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://laurentian.ca/vpacademic/POLICIES/ACADEMICDISHONESTY.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: 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

© Queen's Printer for Ontario, 2005

ISBN 0-7794-7559-3

100M/03/00 - 7710-95037P01

A complete copy of this document may be found at:

<http://www.children.gov.on.ca/NR/CS/Publications/AbuseNeglect-en.pdf>

Appendix 10: 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 11: Policy on a Respectful Workplace and Learning Environment



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.