



Contemporary Practices in Ontario Programs of Professional Education

PRACTICE TEACHING RESOURCE 2010

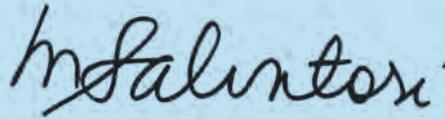
Message from the Registrar

I am pleased to present *Contemporary Practices in Ontario Programs of Professional Education: Practice Teaching Resource 2010*, a resource about innovative practices in Ontario's faculties and schools of education, district school boards and schools.

This resource was developed in partnership with the Ontario Teachers' Federation and the Ontario Association of Deans of Education in response to the recommendation in the College's 2006 report *Preparing Teachers for Tomorrow* that resources should be created to share promising practices and knowledge about the practicum that is so vital to the professional preparation of new teachers.

I want to congratulate the members of the resource writing team, representing more than 25 organizations within the education community, whose insights and contributions are reflected in these pages. This resource would not have been possible without their generous investment of time and energy.

The programs and practices highlighted in this resource demonstrate once again that pre-service teacher education programs in Ontario are among the best in the world. I invite you to share in, and benefit from, the innovative work being done in faculties, boards and schools across Ontario.

A handwritten signature in black ink that reads "M. Salvatori". The signature is written in a cursive style with a large initial "M" and a long, sweeping underline.

Michael Salvatori, OCT
Registrar and Chief Executive Officer
Ontario College of Teachers



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Introduction

About This Resource

In its report *Preparing Teachers for Tomorrow*, released in 2006, the Council of the Ontario College of Teachers recommended the development of a series of resources, focused on various aspects of teacher education, to facilitate the sharing of knowledge and to showcase promising practices across Ontario.

As the first of these resources, this document provides a brief overview of the practicum in Ontario and highlights contemporary practices throughout the province that show promise and that may assist faculties of education, district school boards and schools in their continuing efforts to refine and enhance the practicum experience for teacher candidates and all practicum partners.*

Participating Organizations

This document was developed by the Ontario College of Teachers in association with a practicum resource writing team representing a broad spectrum of practicum partners and education stakeholders and a steering committee with representation from the Ontario Teachers' Federation and the Ontario Association of Deans of Education. Members of the practicum resource writing team represented faculties of education, district school boards, schools, teachers' federations and other education partners, including:

- Association des directions et directions adjointes des écoles franco-ontariennes
- Association des enseignantes et des enseignants franco-ontariens

- Brock University Faculty of Education
- Catholic Principals' Council of Ontario
- Charles Sturt University Ontario
- Council of Ontario Directors of Education
- École des sciences de l'éducation de l'Université Laurentienne
- Elementary Teachers' Federation of Ontario
- Laurentian University School of Education
- Nipissing University Faculty of Education
- Ontario Catholic Supervisory Officers' Association
- Ontario English Catholic Teachers Association
- Ontario Ministry of Education
- Ontario Principals' Council
- Ontario Public Supervisory Officials' Association
- Ontario Secondary School Teachers' Federation
- Ontario Teachers' Federation
- Queen's University Faculty of Education
- Ontario Catholic Supervisory Officers' Association
- SUNY Potsdam School of Education and Professional Studies
- Trent University School of Education and Professional Learning
- Tyndale University College Department of Education
- University of Ottawa Faculty of Education
- University of Ontario Institute of Technology
- University of Western Ontario Faculty of Education
- University of Windsor Faculty of Education
- Wilfrid Laurier University Faculty of Education
- York University Faculty of Education.

Members of the practicum resource writing team are listed in Appendix A.

Content and Organization

This resource was developed to provide an overview of the programs, strategies and practices in use across Ontario that ensure that our teacher candidates receive a high-quality practicum experience in preparation for their important work as Ontario teachers.

To support the work of the resource writing team, an informal review of selected practicum handbooks and similar guides in Ontario was conducted by the Ontario College of Teachers. The results of this review are summarized in the Background and Context section of this document.

The Contemporary Practices section of this document is based on descriptions of current practices submitted by members of the resource writing team and individuals within the organizations they represent. It also reflects submissions received from deans of Ontario's faculties of education, who were invited to contribute to this resource.

*In this resource the term "faculty" can mean a publicly assisted Ontario faculty or school of education, a faculty of education at a border college or a privately funded university. The term "school" refers to a publicly funded elementary or secondary school in Ontario.

Background and Context

The summary below reflects the work of the resource writing team, the survey of selected practicums in Ontario undertaken by the Ontario College of Teachers, and supplementary information excerpted from the 2009 *Report on Associate Teachers in Ontario* produced by the Ministry of Education.

Terminology Used in This Resource

Pre-Service Teacher Education

A program of study that provides students with the knowledge, skills and experience necessary to enter the teaching profession. Students may obtain a Bachelor of Education while they complete an undergraduate degree in another discipline (**concurrent program**) or following the completion of an undergraduate degree (**consecutive program**). Many faculties and schools of education enable students to study on a **full-time** or **part-time** basis.

Practicum

The practice teaching component of pre-service teacher education, through which the student (**teacher candidate**) has the opportunity to observe and practise teaching in a school setting while being supported by an experienced teacher (**associate teacher**) and the faculty or school of education through a **faculty advisor**.

Practicum Goals and Design

Purpose of the Practicum

All faculties conceive of the practicum as an integral and critical component of pre-service teacher education. One faculty notes that the practicum allows teacher candidates to “integrate theoretical, practical and experiential knowledge in the understanding of and resolution of professional issues.” The practicum provides extended contextualized learning opportunities to become a member of the teaching profession and to demonstrate the *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*.

Faculty guidelines recognize the partner role of school boards, host placement schools and speak directly or indirectly about “a community of learners.” The practicum enables teacher candidates to interact with students and teachers and to explore “their personal suitability for a career in education.” Most guidelines contain references to “reflection” and “thinking critically” about one’s practice. In addition, the local context is often reflected in the conceptualization of the practicum experience.

Components of the Practicum

The practicum involves both teacher candidate supervision with targeted feedback and ongoing coaching. The practicum or “practice teaching” component of the pre-service program involves placing teacher candidates in host schools and classrooms so they become immersed in the daily teaching and learning process. Teacher candidates observe experienced teachers who, as associate teachers, serve as guides and coaches.

According to the Accreditation of Teacher Education Programs Regulation, the requirements for the practicum experience portion of the program are as follows:

1. The practicum must include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.
2. The practicum must be completed in accordance with the requirements of the Teachers’ Qualifications Regulation.
3. The practicum enables every student to participate in settings related to each division and at least one of the subject areas of the program relevant to the student.
4. An experienced teacher supervises the student teachers and assesses their practicum.
5. A faculty member is appointed as an adviser for each student in accordance with the Accreditation of Teacher Education Programs Regulation.

The practice of having associate teachers observe teacher candidates and provide focused feedback is common to all practicum experiences. While the process of observation and assessment may differ from faculty to faculty, the practice of supervision remains constant.

Design of the Practicum

Individual faculties view the practicum experience slightly differently, and the length of the placement and emphasis on what is considered important varies. There is no fixed pattern in regard to the actual time spent in the practicum beyond the fact that all meet, and most far exceed, the mandatory 40 days requirement specified in provincial regulations.

The scheduling of practicum experiences is also varied. All faculties divide the experience in some way throughout the school year. Some have student teachers observing from the first week of school, while others wait until later in the fall. Some have the experience divided into four components and others two or three. It is important to note that some faculties offer both concurrent and consecutive programs and in some cases a master's degree, each of which will have varied requirements in terms of time spent during the practicum. Accordingly, a variety of models is used to achieve the total number of practicum days, as reflected in the practicum guidelines of each individual faculty.

Practicum Guidelines and Resources

All faculties provide guidelines or a handbook. Some integrate all components into their handbooks, while others provide different resources for the consecutive and concurrent programs and for the Primary/Junior, Junior/Intermediate and Intermediate/Senior programs. A few have developed separate mini-resources for associate teachers. Most faculties also provide Web-based information and resources.

Individual faculty handbooks differ in their focus and content, although much of the information contained in these handbooks appears to be similar. The handbooks differ in terms of what is considered important for the teacher

candidate to know and/or be aware of. All handbooks include information on the means by which the teacher candidate will be assessed and evaluated. In addition, they all designate roles and responsibilities for the main stakeholders, including:

- faculty adviser
- teacher candidate
- school board
- associate teacher.

Some handbooks also describe the role and responsibilities of the faculty co-ordinator and the role of office administration.

In faculty handbooks the practicum experience may be referred to as “field experience” or “practice teaching.” Teacher candidates may also be referred to as “student teachers.”

Research Results: Number of Practicum Days

(Ministry of Education, 2009)

	CONSECUTIVE PROGRAM			CONCURRENT PROGRAM		
	Minimum	Maximum	Average	Minimum	Maximum	Average
Publicly funded Ontario faculties	42	82	60	50	126	77
Border colleges	70	75	72	N/A	N/A	N/A
Private/offshore universities	60	92	76	N/A	N/A	N/A

Source: Report on Associate Teachers in Ontario, July 2009, Teaching Policy and Standards Branch, Ontario Ministry of Education

Faculty Role and Practice

Role of the Faculty Adviser

The faculty adviser is perceived as the main liaison between the faculty and the school. A faculty adviser is seen as the bridge between research and practice, linking the teacher candidate to the individual faculty. As reflected in the selected guidelines reviewed for this resource, it is typically the responsibility of the faculty adviser to:

- review the handbooks and the program in the spring prior to the school year
- meet with the principal and have someone in the school selected as an in-school co-ordinator
- prepare the associate teacher
- liaise with the school on an ongoing basis
- in some cases observe and give feedback to teacher candidates, either independently or in consultation with the associate teacher
- grade a practicum portfolio that the student has prepared
- ensure that both the formative and summative assessments have been completed and that the formal marks have been submitted
- attempt to resolve any difficulties that may arise during the practicum experience
- in some cases, provide a staff orientation to the practicum.

Role of the Practicum Co-ordinator

The practicum co-ordinator facilitates and manages teacher candidate placement and liaisons with partner school boards and schools. The practicum co-ordinator must typically:

- promote and maintain school board partnerships
- work collaboratively with school boards, board placement officers, principals and associate teachers
- support faculty advisers
- arrange placements and alternate/additional placements, which may be required as a result of failed, compromised or delayed placements
- implement faculty protocols when difficulties arise
- co-ordinate the recognition of associate teachers.

Teacher Candidate Role and Practice

Goal and Focus of the Practicum

Teacher candidates are required to successfully pass the practicum component with no “incomplete or unsatisfactory” practicum placements or, in the case of an unsuccessful practicum, perform at a successful teaching level after remediation. For most faculties the emphasis is on building collegial relationships with the host teachers. Schools are expected to model “learning communities.” In one district school board, teacher candidates are provided with the *New Teacher Professional Learning Calendar* and invited to attend professional learning sessions provided by the board. There is frequently a scaffolding of the opportunities for the teacher candidate based on the direct observation of the associate teacher – beginning with no teaching and building to a gradual release of control, along the lines of an internship, in which the teacher candidate is teaching between 75 and 100 per cent of the time.

Expectations

Many faculties provide detailed checklists of expectations. The expectations vary in approach and emphasis, depending on the individual faculty. However, common to most faculties is the expectation that teacher candidates will:

- demonstrate that they are meeting *The Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*
- act in accordance with the regulations of the Ontario Teachers' Federation (in their capacity as associate members)
- contribute meaningfully and demonstrate initiative, commitment and enthusiasm
- provide the associate teacher with lesson plans in advance, usually 24 hours before teaching, to allow for feedback and revision
- self-reflect on personal strengths, challenges and goals
- be prompt, punctual and reliable; be in attendance at the school both before and after the school day, typically for a period of 15 to 30 minutes, to ensure that the day's work can be completed
- keep the associate teacher and faculty adviser informed of absences due to illness or unexpected personal events
- carry out a number of key tasks and routines, such as contacting the associate teacher two weeks before the placement, obtaining the school handbook and staff lists, regularly checking the faculty web site for updates and maintaining a teaching book or practicum binder including his or her lesson plans

- take part in the life of the school through, for example, participation in field trips, extracurricular activities and on-call duties under the supervision of qualified teachers (all faculty handbooks specify that teacher candidates cannot supervise students on their own or be used as supply teachers)
- dress appropriately and professionally, seeking advice on the dress code of the school
- provide their own and transport to and from the placement as well as living expenses, if necessary.

Preparation for the Practicum

Most faculties provide a specific course or courses that teacher candidates take to prepare for this experience. Some are provided before teacher candidates are placed in host schools. Others may be ongoing. In one faculty, for example, the Intermediate/Senior practicum seminar meets approximately once a month. Course content varies depending on panel placement and the focus of the individual faculty. It also varies across consecutive and concurrent programs. One faculty provides eight three-hour seminars. Another faculty provides pre-practicum courses taught by faculty advisers. Teachers' federations also provide a variety of resources and professional development opportunities for teacher candidates.

Resources for Teacher Candidates and Associate Teachers

Faculty handbooks often contain relevant forms and information to assist both teacher candidates and associate teachers. These materials vary across faculties, as follows:

- Most include a calendar of practicum days.
- All mention requiring a police check.
- All have templates for the formative and summative assessments.
- Most include detailed rubrics for those assessments, varying from three to five levels of grading.
- Most include a model for lesson plans, which differs from faculty to faculty.
- All include information regarding conflicts and disputes.
- Most include the *Standards of Practice for the Teaching Profession* in the appendix.
- Some include relevant information from the associations and federations.
- Some include detailed checklists for teacher candidates, faculty advisers and associate teachers.
- Some include specific direction for the gradual release of control.
- Some contain information on alternative placements (museums, galleries, not-for-profits, the Ministry of Education) or overseas placements.
- Some include information from the Ministry on differentiated assessment and instruction.

School Board Role and Practice

Relationship between Faculties and District School Boards

All faculties perceive school boards as “partners.” Some have members of school boards sitting on joint committees. Some faculties designate the specific school boards that accept their students, while others make reference to school board partnerships more generally. The differences between placement in Catholic and non-Catholic schools/school boards is often delineated. Some faculties also make reference to independent schools as partners.

One district school board identifies the specific faculties aligned with it, with a caveat that “Principals who are contacted by universities other than those listed above are to direct those university contacts to the Principal of Leadership Development.” Another district school board asks all universities to deal directly with a single point of contact at the board.

Expectations for the Administrative Team

All faculties recognize the role of the principal and/or school administration. In most receiving schools there is a school-based site co-ordinator who may also be an associate teacher and who provides direct co-ordination for the larger faculties. One of the faculties reviewed provides a description of the role of the office administrator and remuneration for the office administrator’s time and efforts.

Faculties generally agree on the role of the principal, who is “responsible for the direction of the practicum program, the associate teachers and teacher candidates in the school.” A principal is generally expected to:

- select exemplary teachers
- select an in-school co-ordinator or act as the in-school co-ordinator
- meet and greet – “meet the education students” and “be welcoming,” with emphasis on reinforcing a supportive and positive climate and culture
- act as a coach
- provide learning opportunities, for example, invite teacher candidates to participate in school-based professional development
- provide an alternate if the associate teacher is away for more than three days
- observe the teacher candidate (typically a may, rather than a shall)
- offer assistance if difficulties arise during the practicum experience
- introduce teacher candidates to other staff, such as custodians, secretaries and support staff
- inform parents, guardians and students about the practicum program and the reason for the school’s involvement.

The teacher candidate, under the direction of the principal or the school-based site co-ordinator, is often provided with the school handbook, the school calendar, codes of behaviour, computer access and a workspace.

Expectations for Associate Teachers

Associate teachers volunteer and are selected as “exemplary teachers” by principals. Some associate teachers work with an in-school site co-ordinator while others work directly with the faculty adviser. Guidelines often specify that associate teachers should have at least two years of teaching experience along with demonstrated leadership or exemplary practice.

Faculties generally provide detailed lists of expectations for associate teachers, and there is a general consensus on their role, with the expectation that the associate teacher will:

- welcome and introduce the teacher candidate to other staff
- share the norms of behaviour with teacher candidates
- find a space for the teacher candidate to work
- model “effective teaching,” model routines and “demonstrate excellence” in the classroom
- allow for “adequate observation time”
- plan activities so that the teacher candidate sees a variety of instructional strategies and student interactions
- “model, sequence, scaffold and provide feedback on an ongoing basis,” providing for gradual release of control
- plan how to use the teacher candidate’s “strengths and expertise” and “assist and guide”

- act as a guide in effective lesson planning; procedures typically allow the associate teacher 24 hours to review the teacher candidate's draft lesson plans and sometimes indicate that the teacher candidate should not be allowed to teach if the lesson plan is not adequate
- observe and provide daily "constructive feedback" and "time for reflection"
- complete the formative and summative evaluations, sometimes with input from the faculty adviser
- "assess and evaluate through written and verbal comments and practicum reports"
- attempt to resolve difficulties with teacher candidates and in some cases remove the teacher candidate if deemed injurious to students' ongoing education experience
- adhere to a practicum improvement plan or process.

The Ottawa Catholic School Board provides specific directions for Catholic associate teachers to consider "when preparing the next generation of teachers," including the following:

- integrate Catholic graduate expectations into the curriculum
- help student teachers understand and situate themselves in the role of the Catholic teacher
- have a minimum of two years experience.

Associate Teacher Remuneration

Reimbursement for the associate teacher varies from faculty to faculty. In some cases the funds are paid directly to the associate teacher. In others, faculties provide remuneration to the principal for distribution. Remuneration is sometimes designated for the purpose of buying needed resources for the host school.

The Ministry of Education *Report on Associate Teachers in Ontario* (2009) indicates that 10 of the 14 publicly funded Ontario faculties surveyed (71 per cent) pay associate teachers between \$6 and \$8 per day,* and notes the following:

- One Ontario publicly funded faculty provides a subsidy to schools with three or more teacher candidates, which associate teachers can use toward professional development or training.
- Eight (42 per cent) of the 19 institutions surveyed (which included publicly funded faculties, border colleges and private/offshore universities) may assign more than one teacher candidate to an associate teacher for a practicum placement. In these instances the associate teacher will be paid accordingly.
- Three of the faculties surveyed had a co-ordinator at each school whose payment was based on the number of teacher candidates placed at the school. This co-ordinator could be an associate teacher who, in this case, would have a slightly higher remuneration than other associate teachers at the school.

- Charles Sturt University reimburses school boards the cost of their associate teachers' release time (one day per placement) and the cost of their site co-ordinators' release time (2.5 days per placement).
- Fourteen of the 19 faculties surveyed (74 per cent) recognize their associate teachers in additional ways other than remuneration. Examples of additional recognition are: a thank-you letter, a wall certificate, a draw for prizes, a reception at the end of the school year, money to use toward AQ courses and an associate teacher awards program. The cost of additional recognition ranges from approximately \$1,500 to \$10,000.

*The Ministry report notes that not all universities pay associate teachers based on a per diem rate. For those universities that do not, a per diem pay rate was calculated based on the maximum remuneration an associate teacher assigned one teacher candidate could earn in one year, divided by the total number of practicum days.

Assessment and Evaluation of the Practicum

There is variation in the areas of emphasis among faculties in regard to assessment and evaluation. Most use either the *Standards of Practice for the Teaching Profession* or a variation of the key themes reflected in these standards.

Generally, rubrics are provided to detail indicators of successful practice. The levels range from three to five, depending on the faculty, but most use four levels, corresponding to the levels used in Ontario curriculum policy documents. The following is a sampling from faculty guidelines:

- planning lessons and units, delivering lessons using a variety of instructional strategies, using a variety of assessments, evaluating and reporting, performing consistently at an acceptable level indicative of success for a novice teacher
- commitment to pupils and pupil learning, leadership and community, ongoing professional learning, professional knowledge (planning and implementing), management and communication
- commitment, communication, knowledge, professionalism, classroom management, planning and implementation
- commitment to students and student learning and teaching practice
- assessment, planning and instruction, classroom management, understanding the curriculum and the learners, diversity and equity, professionalism, involvement in school/community
- planning and preparation, implementation, classroom management, assessment and evaluation, professionalism.

Faculties provide a feedback loop through which the associate teacher gives daily directed feedback and liaises with the faculty adviser. The faculty adviser is also responsible for feedback based on observations and discussions with the associate teacher. Principals are often called upon in regard to resolving difficulties. Some faculties group student teachers together in cohorts to enhance professional learning.

Most faculties require that a practicum portfolio be created to record the teacher candidate's ongoing experiences in the school and the classroom. Some faculties provide specific practicum portfolio checklists for teacher candidates to follow. A few also require that a personal reflective portfolio be developed for assessment purposes. Some faculties require the completion of specific assignments, which may include an observation chart, a standards of practice assignment, self-assessments and debriefing documents.

Resolving Difficulties

All faculties provide a formal process for dealing with cases in which the teacher candidate is experiencing difficulties. All include a paper trail through which incidents are logged. Most provide a template for use in recording the issue, the suggestions for improvement and the eventual results, although the details differ. Faculties describe a variety of reasons for serious teacher candidate difficulty, including “unprofessional behaviour,” “violation of ethics and standards” and issues of “competency.” Some faculty handbooks make reference to mandatory Ontario Teachers' Federation presentations, relevant

teachers' federation web sites and the video, *Be Wary, Be Wise*. The participants and processes involved in resolving difficulties generally follow similar guidelines:

- Initially, the teacher candidate and the associate teacher are participants.
- Following this, the faculty adviser becomes involved as does the principal if the difficulty is not resolved.
- The overall faculty practicum co-ordinator may become involved as well.
- There is some form of formal written feedback, in some cases an official form to fill in, such as a practicum growth plan.
- The teacher candidate is given time to improve, is monitored again, and a second round of feedback is given; the time allowed for improvement differs from “reasonable time” to “five days.”
- In extreme cases the teacher candidate may be removed from the initial placement after consultation.
- An alternate placement is arranged, and the teacher candidate must pass the practicum experience to successfully complete their program of professional education.
- An appeal process can be triggered at the individual university:
 - Most have a university committee to resolve these type of disputes.
 - In some cases the dean is the final arbitrator.
 - Some faculties have a defined, multi-step process in place.

The Practicum in Varied Contexts

French-Language Programs

French-language schools in Ontario have a specific mandate to meet the education needs of students learning and living in a minority-language context as well as to preserve and promote their language and cultural heritage. French-language teacher education programs are mandated to train teachers to provide quality programs and learning activities that are consistent with Ontario's learning objectives and that promote francophone language and culture.

Providing practicum experiences for these teachers can present challenges. There are 425 French-language schools in the province, including about 92 secondary schools. Many of the schools are in remote or rural settings. Many secondary schools are now set up for Grades 7 to 12. More than 700 teacher candidates are registered in French-language teacher education programs and require practicum opportunities. Placement challenges include:

- ratio of available placement opportunities to number of teacher candidates
- distance from institutions
- many small schools and multiple level classrooms
- pressure on larger French-language schools to accept a greater number of teacher candidates because of proximity to institutions
- associate teacher experience requirement; there may be many beginning teachers in the system

- providing placement in two divisions – at Junior/Intermediate and Intermediate/Senior levels – given the Grades 7 to 12 school organization
- integrating and supporting French-speaking new-Canadian teacher candidates in Ontario French-language schools, given the minority language context
- securing placements for technological studies teacher candidates, given the number of secondary schools and technological studies courses offered.

Aboriginal Programs

Selected guidelines were reviewed to explore Aboriginal programs and perspectives, including those of Queen's University, Lakehead University, Laurentian University and Seven Generations Education Institution – a First Nations postsecondary institution that offers a community-based university diploma/degree for both Aboriginal and non-Aboriginal teacher candidates in partnership with Queen's University.

Queen's University offers courses in educational studies that are intended to develop professional knowledge and skills in specialized areas at the operational level. This includes a course titled Introduction to Aboriginal Education, intended for candidates who are not in the Aboriginal teacher education program track and serving as an introductory course for candidates wishing to develop a basic understanding and appreciation of Aboriginal education, identified as “a unique and evolving field of study which brings together different disciplines and perspectives of knowledge grounded in the world view of North American Aboriginal cultures.” Similarly, the Laurentian University School of Education Concurrent Educa-

tion Program adds a unique dimension to initial teacher certification by imbuing all of its program course work with Aboriginal issues and content.

Lakehead University references an Aboriginal designation in its practicum guidelines with its Protocol for Specific Circumstances: Aboriginal Population Preference. The guidelines indicate that “candidates who identify themselves as being in Native Education or have a degree in Indigenous Learning, a teachable in Native Studies, or a preference for a placement in a remote/isolated setting, will be referred to the Department of Aboriginal Education for placement recommendations. Placements, in addition to meeting standard criteria, will be in either a remote/isolated or urban Northwestern Ontario community which has a high Aboriginal population.”

Seven Generations Education Institute indicates that its Aboriginal teacher education program is suited to Aboriginal students who wish to obtain their teacher certification as well as those with Aboriginal education experience or an interest in Aboriginal education. Courses are adapted to local contexts and needs and include Aboriginal perspectives and balancing Aboriginal-specific and student-centred learning with knowledge of the teaching/learning process and research on Aboriginal education. This program is unique in that the majority of its foundational courses are specific to Aboriginal education, and practicum placement in a First Nations school is mandatory.

Aboriginal teacher education programs are also offered at Brock University, the University of Ottawa and Nipissing University.

Contemporary Practices

School, Board and Community Partnerships

Family of Schools Cohort Model

The family of schools cohort model is a partnership between the Faculty of Education at York University and selected families of schools, located in close geographical proximity, that are willing to host a significant cohort of 20 or more teacher candidates and collectively become a concurrent teacher education site. A faculty member assigned to each site establishes and maintains regular communication with and support of teacher candidates, teachers and students in the school. The family of schools identifies possible school-community partners as placement sites for the community practicum placement required of first-year teacher candidates, and teacher candidates are given the opportunity to better understand the school and community prior to undertaking their school-based practicum experiences. School administrators, teaching professionals and teacher candidates have identified improved dialogue, collegiality, support and program coherence as benefits of this pilot model.

Find It Online

This symbol indicates that more detailed information and resources are available online to supplement the program or practice descriptions in this section of the resource. See Appendix B for direct links. E-mail contacts are also provided in Appendix B for each of the programs and practices described in this section.

Risk Watch Partnership

Risk Watch is a community program that provides education on injury prevention to elementary students in the Sudbury area. The Risk Watch partnership enables second-year teacher candidates at the Laurentian University School of Education to teach selected components of the Risk Watch program in a Rainbow DSB or Sudbury Catholic DSB school, as an introduction to the classroom. Through this pre-practicum placement, teacher candidates can begin to teach prepared lessons in an organized and established classroom and with a certified teacher present for support and informal feedback. Resources have been developed and are provided to teacher candidates so they can simply prepare for and deliver their lessons. As a result, teacher candidates are introduced to the classroom from a teacher's perspective, have the chance to teach lessons in small, manageable segments, are given the opportunity to use classroom management strategies with the support of the classroom teacher, and can begin developing their own teaching style.

Liaison Officers

The University of Ottawa has hired retired teachers and administrators from school boards in the Ottawa, Toronto and Windsor regions to act as advisers and ambassadors. These ambassadors – some of whom have previously taught in the faculty's professional seminar – build relationships in the field, assist in identifying appropriate placements, provide support for teacher candidates, associate teachers and principals, and help to bridge the university and field cultures. Although originally undertaken as a cost-reduction measure, this model is proving to be superior in many respects to the earlier faculty-adviser model. With the addition of these ambassadors, there are now more partners available to address disputes and assist teacher candidates with exceptional experiences or problems in the practicum and to provide support for teacher candidates, associate teachers and principals. In addition, the ambassadors play a fundamental role in maintaining and recruiting experienced associate teachers who are motivated to become involved in the professional development of future teachers.

Community of Schools Model for the Practicum

In partnership with the Thames Valley DSB, the University of Western Ontario has decentralized the placement of teacher candidates to create a more flexible and personalized placement process and to enhance school partnerships and communication. Within this community-of-schools model, placements are now managed by field co-ordinators – retired principals from the board – who are also responsible for working with principals within a family of schools to recruit and prepare associate teachers. In addition, the faculty and board are collaborating on identifying selection criteria for associate teachers, developing and offering workshops to help prepare associate teachers for their role, and planning for the development of a strong cadre of associate teachers through long-term support and renewal. This approach is supported by considerable research evidence on the benefits of faculties and schools working closely together, making commitments to each other, and investing heavily in associate teachers. Both the faculty and board anticipate that this model will result in stronger and more consistently positive practicum experiences for teacher candidates, professional growth and development for associate teachers, and greater satisfaction with the practicum experience for all participants.

📌 The Westview Partnership

York University’s Westview Partnership, a comprehensive co-operative partnership with a neighbourhood family of schools in the former North York Board of Education (now Toronto DSB), has evolved over 17 years to both enhance the practicum experience for teacher candidates and enable education opportunity for students. Twenty-three schools are involved in the partnership, which consists of two streams. The first stream enables Bachelor of Education candidates to volunteer for community placements in their first year of study and to optionally choose later practicum placements within the family of schools. The second stream consists of 11 programs, across a wide variety of faculties at York, that support JK to Grade 12 students and encourage them to pursue postsecondary education. Teacher candidates unfamiliar with heavily urbanized education settings benefit from involvement in a stable and well-established program. In turn, the university – including the Faculty of Education and other faculties – benefits from building strong community connections and visibility. For students, the program has become a pathway to university, teacher education in particular, and a model for developing high school partnerships in the province.

📌 Learning Disabilities Association Partnership

Laurentian University has partnered with the Learning Disabilities Association of Sudbury to provide teacher candidates with the opportunity to learn more about the issues, challenges and practicalities of teaching and working with students with learning disabilities. Through the partnership, all third-year concurrent education students are assigned to a 40-hour voluntary placement with a focus on learning disabilities. They receive 12 hours of training about learning disabilities from a variety of community partners and are subsequently placed in either the “school program” or the “coaching program.” In the coaching program, candidates are assigned to coach a Grade 7 or 8 student who has been identified as having a learning disability for two hours per week in a public library location. Teacher candidates work with students on assignments, homework or lessons provided in the learning disabilities manual. In the school program, candidates are assigned to a school – in the Rainbow DSB or the Sudbury Catholic DSB – where they are placed by the principal with a resource teacher or classroom teacher and work with students who have been identified as having learning disabilities. While all partners benefit from this partnership, teacher candidates in particular increase their knowledge of learning disabilities, which affect five to 10 percent of the general population, and gain practical experience that will benefit them in their careers.

Community-Based Practicum Seminar

Many practicum experiences associated with teacher preparation involve only school-based experiences. Through this program, teacher candidates in their first year of study at York University enrol in a practicum seminar that explores learning as it occurs in communities, schools and universities, differing perspectives on conflicts and values in learning, and knowledge construction within formal and informal contexts. Fifty hours of field placements – to investigate the learning that occurs outside a school structure – are required as part of this practicum. This practice helps teacher candidates develop an understanding of the wider communities in which schools are located, appreciate the complexity and texture of teaching and learning within communities, and understand themselves within these relationships. The practice also helps community partners see schools as less isolated and more connected to the community.

! Lakeview: Partnership in a First Nations Schooling Context

This partnership grew out of interest both at Lakeview School, a First Nations school in M'Chigeeng, Manitoulin Island, and Laurentian University in establishing a professional community of student teachers at the school and fostering collaborative education. Through the partnership, local school staff work with their principal to foster the growth of student teachers in the First Nations schooling context. Laurentian University faculty and staff likewise work with Lakeview teachers to learn collaboratively about the most effective ways to foster novice teacher growth. Over a period of four weeks, pre-service teachers live and teach in the M'Chigeeng community and are supported by the Lakeview School community as well as Laurentian faculty and staff. Professional development for teachers in their associate teacher role is developed in a collegial fashion by the principal and the teachers themselves, in conjunction with Laurentian faculty and staff. The collaborative fashion in which the principal, teachers, faculty and staff learn to mutually foster student growth is cited as a key reason for the success of the program. Experience with this model suggests that effective school/university collaboration, particularly in the First Nations context, demands the establishment of authentic relationships built on trust and mutual acceptance. Learning with rather than about a community is key to this approach.

Urban Education Partnership

The University of Windsor's urban education partnership is a community-based collaborative teacher education program located in the city of Windsor. The program offers beginning teachers an opportunity to explore theories about social difference and second-language learning and teaching in urban communities characterized by substantial economic disparity as well as ethnic, cultural, religious and social diversity. Individuals growing up in these communities often have limited resources and lack access to necessary economic, education and employment opportunities. Given the importance of addressing these urban realities in an increasingly diverse Canada, this partnership serves a number of purposes, including the enhancement of academic opportunities and achievements for students in participating schools, providing teacher candidates with urban teacher education and teacher development, and contributing to the applied research of the Faculty of Education as it examines the implications of urban settings for both pre-service education and education practice.

Communication and Outreach

Weekly E-Mail Support for Associate Teachers

Lakehead University has developed a program of planned weekly e-mails that are sent from the faculty's Professional Experiences Office to associate teachers over a period of five weeks, during the practicum. The e-mails are designed to provide supportive information suited to each step in the placement schedule. They include a wide variety of messages to associate teachers, such as reminders of their current place in the schedule and upcoming due dates for assessment and evaluation, tips on what they can reasonably expect from teacher candidates at each point in the placement schedule, and advice on building positive and nurturing interactions with teacher candidates. Throughout the e-mail series, recommended tools are also provided to associate teachers for use in working with teacher candidates. This practice supports and enhances supervision by faculty advisers, plays an important role in acknowledging the complexities and importance of associate teachers' roles, and has received consistently positive responses from associate teachers.

Education Speakers' Bureau

Through the York University Faculty of Education Speakers' Bureau, faculty members provide free talks to educators, students and community members about their research and current education issues. The talks, which are tailored to the needs of each audience, are presented at school facilities and are typically 90 to 120 minutes in length, including opportunities for questions and answers. A Speakers' Bureau web site provides a listing of speakers and topics, the opportunity to arrange for a speaker and a forum for feedback. Through the program, school partners gain access to professional development opportunities at no cost, while the faculty in turn builds heightened visibility and stronger links with school partners. Teacher candidates likewise benefit from the development of positive faculty/school relationships.

Field Experience Portal

In fall 2007 the Faculty of Education at the University of Ontario Institute of Technology introduced a new and comprehensive online assessment and communication tool, the field experience portal. The portal manages all elements of the practicum and is used to ensure open communication throughout the practicum process. Associate teachers and faculty advisers use the portal to complete teacher candidate evaluations online. Teacher candidates are able to log in to the portal and view and print their evaluations. The portal also enhances communication among teacher candidates, associate teachers, faculty advisers and the practicum office. Through the portal, teacher candidates, associate teachers and faculty advisers can access resource documents, such as the faculty's *Field Experience Handbook* and practicum-related forms, as well as review announcements, information and notices from the Faculty of Education and practicum office.

Recruiting and Supporting Associate Teachers

Associate Teacher Recruitment

Each year in May and early September, the Université d'Ottawa sends an application form to teachers at French-language schools in the Ottawa, Toronto and Windsor areas as a preliminary step in the recruitment process. The university's practicum co-ordinator and other faculty responsible for the practicum follow up with personal school visits. They meet with school principals and teaching staff, explain the role of the associate teacher and teacher candidates, and encourage teachers to coach a teacher candidate in the practicum. These visits are an important part of the recruitment process, allowing teachers to meet representatives of the university face-to-face, helping to clarify the roles of the associate teacher, teacher candidate and supervisor professor, and providing opportunities to reinforce the concepts of co-planning and co-teaching. The recruitment form and personal visits facilitate the recruitment process and help ensure that all partners are informed and prepared.

📌 Mentoring Web Site for Associate Teachers

The Mentoring at York web site provides one-stop access to comprehensive information and resources for associate teachers. The web site provides detailed information on the mentoring process, focused observation, working with at-risk candidates and other aspects of the associate teacher's role, and answers the questions most frequently asked by associate teachers. Designed to enable associate teachers to move through various aspects of the mentoring process in a self-directed fashion, the web site also includes a series of video clips in which teachers, teacher candidates and university faculty comment

on or demonstrate components of the mentoring process. Beyond its value as a professional learning resource, the web site provides convenient one-stop access to forms, procedures and support tools. Since its development, the web site has also proven useful in providing in-service information to mentor teachers, new faculty, teacher candidates and staff.

📌 Brochure: *Advice for Associate Teachers*

The Ontario Secondary School Teachers' Federation/Fédération des enseignants et des enseignants des écoles secondaires de l'Ontario (OSSTF/FEESO) brochure *Advice for Associate Teachers* provides information and advice on many aspects of the associate teacher's role. Topics include the benefits of being an associate teacher, the role of the associate teacher, teacher candidate evaluation, professionalism, managing issues and concerns with the teacher candidate, and the honorarium for associate teachers. It also includes relevant bylaws and policies and an associate teacher's checklist. Associate teachers have responded positively to this publication and in particular appreciate the advice it provides on handling conflict with teacher candidates.

Associate Teacher Handbook

The *Associate Teacher Handbook*, produced by the Ontario English Catholic Teachers Association (OECTA), is a comprehensive manual designed to encourage teachers to volunteer as associate teachers and to provide direction on many aspects of the associate teacher's role, rights and responsibilities. It includes information on the benefits of being an associate teacher, legal, professional and academic issues, and practicum models. It also provides practical advice, checklists and resources for the associate teacher, including common scenarios and frequently asked questions on a variety of topics.

Trent University Practicum Handbook

Trent University's practicum handbook is a comprehensive document outlining the roles and responsibilities of all participants in the practicum experience. Designed in part as a guide for associate teachers, the handbook provides comprehensive direction in regard to how and when teacher candidates are to assume responsibilities in the classroom, and lays out the kind of experience they should ideally obtain during their placement. It provides guidelines for assessment, procedures for addressing the needs of teacher candidates who are struggling with any aspect of the practicum, and sources of support for associate teachers. The handbook was designed to encourage and support associate teachers in their critical role.

📌 Online Associate Teachers' Learning Community

This online learning-centred resource for associate teachers, developed by the University of Windsor, combines information, resources and administrative tools with a virtual community of practice including opportunities for interactive networking and dialogue. The material included ranges from general program information, schedules, events listings and administrative forms to detailed learning resources focused on many aspects of the mentoring process and assessment and evaluation. The virtual community of practice uses online learning objects (video vignettes) dealing specifically with the role of the associate teacher in mentoring the acquisition, application and integration of knowledge – linking theory and practice for teacher candidates. Another key feature of the site is a discussion board that links associate teachers, who can share experiences and discuss relevant issues. Response to the resource has been very positive, particularly in regard to the accessibility of information and the opportunity to engage in professional dialogue, have questions answered and share expertise.

Frequency of Faculty Adviser Visits

Faculty advisers in the Tyndale University College Bachelor of Education program visit each associate teacher and teacher candidate a minimum of four times during each practicum placement. The frequency of these visits allows for the development of strong relationships between faculty advisers and associate teachers and facilitates information sharing on the needs of the teacher candidate. Through the practice, associate teachers receive tangible support in addressing the needs of teacher candidates and have the opportunity to build a consultative and collaborative relationship with the faculty adviser. Teacher candidates receive feedback and support from the faculty adviser, who knows the specific circumstances of the practicum placement and can co-ordinate and mediate where associate teachers require additional support or where a teacher candidate's difficulties are related to the expectations or priorities of the associate teacher. This approach ensures that there is early intervention where added support is required and ensures that associate teachers do not feel isolated in their roles.

Faculty Adviser Visits

At Trent University faculty advisers visit teacher candidates a minimum of two times during their placement. Faculty advisers are available to associate teachers by e-mail and telephone throughout the placement. They often make more than two student visits, and they visit the associate teacher to support the needs of teacher candidates who are facing challenges with any aspect of their placement. This close partnership and regular contact helps associate teachers in their role and provides the support that teacher candidates need as they complete their placements.

Establishing Faculty/Associate Teacher Relationships

Prior to the initial observation week, supervising professors at the University of Ottawa send an introductory letter to associate teachers to establish contact, clarify expectations and provide associate teachers with clear and precise information about the practicum. The letter details the roles of the associate teacher and teacher candidate during observation days. It acknowledges the faculty's appreciation of the associate teacher's role and reinforces the importance of a teamwork approach based on co-planning, co-teaching, learning and teaching strategies for small groups, and the gradual implementation of classroom management techniques.

Supporting Associate Teachers with High-Needs Candidates

Queen's University has developed a support program designed specifically to address the needs of associate teachers whose teacher candidates have had unsuccessful first practicum blocks in the fall. Through the program, an additional support person is assigned exclusively to the teacher candidate. This support person has no role in assessment and no reporting relationship to the associate teacher or faculty liaison. The supporting individuals are doctoral students who have taught in the Bachelor of Education program and have teaching experience. In essence, they act as tutors for teacher candidates, who can speak with them openly, without concerns about adversely affecting their assessment or the views of the associate teacher or faculty adviser. This process signals to schools and school boards that the university recognizes the added stress that a candidate in difficulty brings to the practicum setting. As well, it benefits the associate teacher, who may be spending undue time with a high-needs candidate.

Growth Plan for High-Needs Candidates

Trent University has developed a "growth plan" to support high-needs candidates and their associate teachers. This plan is put in place when a candidate has demonstrated that he or she is struggling in the placement. Once the faculty adviser has been notified that a teacher candidate is experiencing significant challenges, a meeting is organized between the teacher candidate, associate teacher/host professional and faculty adviser, at which time they collaborate to develop and begin implementation of a practicum growth plan. The growth plan describes specific areas requiring improvement, specific steps and actions to be taken, resources to support improvement, indicators of success and a date for review of performance. This process supports associate teachers and has moved teacher candidates toward success by providing specific focus on areas in need of improvement.

Building Futures

Building Futures is an annual professional learning event held by the Ministry of Education at faculties and schools of education across the province. The program was developed to help teacher candidates make the transition from university to the classroom by familiarizing them with the Ministry and the supports, programs and resources it makes available to educators. Building Futures introduces teacher candidates to key provincial priorities, effective teaching strategies and Ministry resources that will help them succeed in the classroom and features workshops developed and delivered by experienced teachers. The program also helps teacher candidates establish a connection with the Ministry of Education early in their careers.

Preparing Teacher Candidates for the Practicum

Professional Inquiry in Practice

This course is intended for teacher candidates of the English-language program at the University of Ottawa who completed their elementary and secondary education outside Canada. It offers an integrated program of on-campus discussion-based classes and workshops that take an inquiry approach to exploring what it means to be a teacher in contemporary Ontario. The course is designed to support student teachers through two practicum placements and includes preparation for practice teaching. Students have the opportunity to make explicit and interrogate their own understanding of teachers and teaching as an initial focus in the process of becoming a teacher. The course progressively explores authentic classroom cases, policies and expectations and examines these within a framework provided by the current standards of practice and ethical standards for teachers.

Professional Development School Field Days

Professional Development School (PDS) field days offered by Wilfrid Laurier University provide teacher candidates with the opportunity to experience many non-classroom activities – such as yard duty, extracurricular activities, school-based team meetings, professional learning community meetings and staff meetings – and extend their understanding of practice through experiences that situate classroom practice in the larger context of the school. Field days are offered by the professional development schools of the university's partnering boards, and teams of up to six teacher candidates spend 1.5 days per week, in addition to their block practicum, in one PDS site. The actual content, assignment and activity

of these days generally differs from site to site and for individual teacher candidates within a site. Student teachers are assigned a variety of duties, such as working with individual students, shadowing specialized assignments such as ESL and active teaching. Although supervision by a qualified teacher is required at all times, and teaching assignments mirror the gradual progression of responsibility identified in the practicum, ongoing placement in the same school allows teacher candidates to contribute to the school in varied ways and to integrate quickly into the school.

Language and Cultural Engagement Seminar

The University of Windsor has developed the Language and Cultural Engagement Seminar (LCES) as an optional course for teacher candidates during their pre-service year. The seminar is designed to enrich the learning and teaching experiences of teacher candidates from diverse cultural backgrounds or those for whom English is an additional language. It is grounded in a model of culturally responsive and relevant teaching, in which methods of educating across social and cultural differences are developed and applied. The course includes class instruction, discussions and presentations that focus on the cultural nuances of Canadian classrooms. It also provides pre-practicum school visits and guest speakers, micro-lesson planning and mock teaching activities, instructional support for English-language enrichment, and needs-based instruction and discussion of issues that emerge from the teaching practice. The focus of the LCES is on the enrichment that diversity brings to the classroom and to each of us in our personal lives. The LCES gives teacher candidates the opportunity in particular to reflect on the contributions they bring to the Ontario classroom as they value and celebrate diversity.

Teacher Candidate Professional Seminar

A professional seminar offered at Tynedale University College provides teacher candidates with a forum to directly address preparation for the practicum. The seminar covers a wide range of topics including professionalism, lesson and unit planning, developing classroom culture and classroom management strategies. It includes work with technologies available in schools, such as interactive whiteboards and assistive technologies. In addition, it prepares teacher candidates for their own assessment and evaluation during the practicum. This forum also provides opportunities for each faculty adviser to meet with her or his cadre of teacher candidates several times, before and during the practicum. Benefits to teacher candidates include the development of a close working relationship with the faculty adviser and the development of a support network among teacher candidates.

Social Justice in Education

The Social Justice in Education project developed by the University of Windsor enables teacher candidates to gain an appreciation and understanding of the tenets of social justice education theory – social responsibility, student empowerment, equitable distribution of resources and teachers as agents of change – and to reflect on how these tenets apply to the Ontario College of Teachers' ethical standards and standards of practice for the teaching profession. The project involves four short video presentations focused on inclusion versus exclusion in the classroom, promoting social justice in the classroom, teachers as agents of change and what it means to be a caring teacher. These vignettes provide a pedagogical bridge for teacher candidates, as beginning teachers, to creating personal meaning about what social justice education means and the role they assume as teachers in the protection and promotion of social justice and equity in the classroom.

Social Justice and Equity in Education

At Trent University, social justice and equity in education are central tenets of the teacher education program. Thoughtful consideration of issues related to these topics is encouraged in all foundation and curriculum courses. In addition, Trent requires all teacher candidates to complete a course focusing on issues related to child development and environmental and social justice. In this course, teacher candidates work together to consider how they can best prepare themselves to teach in a diverse society and identify and articulate the ways in which gender, language, culture, religion and many other factors can impact students' emerging identities, their learning and their ability to reach their full potential. This is accomplished through an investigation of critical pedagogy, liberatory education practice and social justice curricula, enabling teacher candidates to consider how inclusive teaching strategies can be used to ensure that neither students nor teachers are disadvantaged. This course is completed before teacher candidates begin their extended placements and is key to preparing them to work with young people in diverse school communities.

Workshops for Internationally Educated Students

This program, developed by école des sciences de l'éducation de l'Université Laurentienne, consists of a series of optional workshops that enable internationally educated teacher candidates to

integrate professionally and socially into the university and the Franco-Ontarian school environment. Internationally educated teacher candidates may have inaccurate perceptions of what awaits them in Ontario's French-language schools – in regard to school routines, pedagogical practices, classroom management strategies, vocabulary and the level of language used by students. This program is intended to expose them to these aspects of the Ontario classroom so they are prepared for success in the practicum and teacher training.

Teacher Candidate Look-Fors Chart

The teacher candidate Look-Fors Chart was developed by Wilfrid Laurier University as part of its Professional Learning Camp week, which takes place in practicum host schools prior to the first day of classes. Teacher candidates use the chart as a guide to gathering a broad range of information about the school. The information is then used to develop a school profile brochure and a presentation for fellow teacher candidates. Through this process, teacher candidates have the opportunity to meet with school staff, familiarize themselves with the demographics, layout and organization of the school, and begin learning about school policies and the ways in which schools and teachers prepare for the arrival of students. This aids the integration of teacher candidates into the school, provides them with experience in organizing and preparing for the beginning of the school year, and reduces the stress on school staff to provide orientation once classes have begun.

Experiential Learning Specialist

In 2007 the University of Windsor appointed an experiential learning specialist (ELS) as a member of the faculty. The ELS contributes to the pre-service teacher education program with a broad mandate to promote the value of diversity and offer critical skills and knowledge of teaching and practice across social and cultural differences. The ELS undertakes professional and resource development, individual counselling, conflict resolution and mediation, and outreach activities, with overarching responsibility for promoting the values of diversity and social justice in the pre-service program. The ELS provides unique benefits to teacher candidates and other partners in the practicum by acting as a confidential resource to assist in identifying and evaluating options for resolving conflict and by facilitating individualized accommodations and support services for teacher candidates with disabilities. The ELS is also responsible for reviewing faculty policies and procedures, identifying and addressing barriers for teacher candidates, faculty and school staff, and developing recommendations to address barriers encountered by historically under-represented groups in the teaching profession.

Teacher Candidate Professional Learning Community

Teacher candidates at Redeemer University College are engaged in a professional learning community (PLC) intended to mirror what they might experience in a school setting. The PLC, which includes faculty, meets for 1.5 days before each practicum, continues professional dialogue during the practicum – through an online forum moderated by faculty – and meets for a day of reflective exercises and activities following each practicum. This PLC experience helps bridge the university-classroom gap, allowing faculty and teacher candidates to make explicit connections between academic studies and classroom experiences. Teacher candidates have commented that they find the experience valuable in providing continuity in their experiences and that they appreciate the ability to keep in touch online to share resources, problem solve and support one another.

Microteaching Lessons

Microteaching lessons are a long-standing practice in Brock University's Primary/Junior and Junior/Intermediate initial teacher education programs. Early in the program, each Primary/Junior/Intermediate teacher candidate is partnered with an associate teacher who supervises the teacher candidate's school experience during the fall term for two days per week, leading into a four-week practicum prior to the winter break. During this internship, each teacher candidate leads a microteaching lesson, teaching a 20-minute lesson to a group of eight to 15 students from the class he or she is working with. The lesson is observed by the teacher candidate's peers and faculty advisers, who then provide verbal and/or written feedback. With the permission of the school, the microteaching lesson is videotaped so the teacher candidate can view the lesson and prepare a short reflection paper for submission to her or his faculty advisers the following week. Microteaching lessons present teacher

candidates with opportunities to solicit the feedback of peers in a supportive environment. In addition, they strengthen the collegial experience of cohort groups and help to build strong school partnerships.

Microteaching Seminars for Teacher Candidates

Microteaching seminars were developed at the University of Windsor to provide teacher candidates identified as potentially at risk with additional practice and support in the areas of lesson planning and delivery. The microteaching seminars are offered at strategic times throughout the pre-service year and involve a group of three to four teacher candidates who work together with the university's experiential learning specialist (ELS). Each teacher candidate is required to bring a full lesson plan for review by all participants and to then present a 10-to-15-minute portion of the lesson plan. Following the presentation, a roundtable discussion is facilitated by the ELS to provide each teacher candidate with feedback on her or his strengths and on areas requiring improvement, in regard to both the lesson plan and the lesson delivery. Each teacher candidate is videotaped during the lesson and receives a DVD for further review and reflection. Teacher candidates are required to submit to their faculty advisers a learning plan reflecting the feedback they received during the seminar, for use in their next practicum. Teacher candidates who have been identified as potentially at risk have benefited from this opportunity to observe and actively reflect not only on their own proficiencies but also on those of their peers in the areas of lesson planning and delivery.

Integrated Preparation for the Practicum

Preparation for the practicum has been designed as an integral component of the 12-month consecutive program at Tyndale University College. The pro-

gram provides approximately 95 days of practical experience and extensive support for practice teaching, including course work in all curriculum areas, six credit hours of course work in literacy and mathematics, and courses on effective classroom management, as well as a professional seminar directly related to the practicum experience. Before teacher candidates go to their first practicum in September, they've had two months of class time at the university, including foundational courses and the study of classroom management and organization. They have met with their faculty advisers, they have developed areas for observation, and they have begun to develop a framework to better understand and benefit from their classroom experience.

Pre-Field Experience Program

The Pre-Field Experience Program (PREP), developed at OISE/UT, is a non-evaluated mentored teaching experience designed specifically for internationally educated (IE) teacher candidates. The program includes observation and a gradual transition to teaching in a classroom setting, in addition to workshops, microteaching, structured school observations, mentored teaching, observation visits and debriefing sessions. This non-evaluated but feedback-rich program is a self-selecting alternative to the first practicum and takes place during the time of the first practicum period. All IE teacher candidates enrolled in PREP are expected to do two practicums and an internship following their PREP experience. If the subsequent two practicums and the internship are successful, PREP participants graduate with their peers in June. PREP represents a significant shift in the structure of the teacher education program. It is designed to allow IE teacher candidates greater opportunity to observe and experience the context of an Ontario classroom and to thus prepare them for greater success in the first evaluated practicum.

Teacher Candidate Code of Conduct

A code of conduct for teacher candidates, developed by école des sciences de l'éducation de l'Université Laurentienne, includes guidance on teacher candidates' responsibilities toward students, the associate teacher and the principal of the host school, as well as the faculty adviser. This document aids in both preventing and resolving conflicts during the practicum by formally, officially and clearly specifying the university's expectations of the teacher candidate and presenting a process for approaching conflict resolution.

Literacy Tutoring Placement

The Literacy Tutoring Placement at Trent University is run in conjunction with a half-credit course, Supporting Literacy and Learners with Special Needs. Both the course and placement are required of all teacher candidates. Each teacher candidate tutors two children, one-to-one, twice weekly during school hours over a 10-week period, for a total of 20 half days. At the same time teacher candidates take a weekly two-hour class focused on reading and writing theory and literacy intervention strategies, along with an introduction to special needs. Candidates administer reading assessments and do moderated marking to determine strategic literacy goals. They also administer learning styles and interest inventories. They then structure individualized tutoring lessons based on learner assets, needs, interests and learning style. This experience gives teacher candidates hands-on experience communicating with parents and developing learner profiles. The placement, which precedes the first classroom teaching placement, provides a highly effective introduction to contemporary classrooms and school issues.

Teacher Candidate Professional File

Teacher candidates at the Université d'Ottawa maintain a professional file that includes schedules, lesson plans and personal reflections. The professional file is submitted to the supervising professor on completion of the observation week and at regular intervals during the two practicums. It is designed to lead the student teacher to reflect on her or his practice, to identify challenges and to share experiences and thoughts. It also enables the supervising professor to become better acquainted with the student teacher and leads to enriched dialogue for the student teacher's benefit.

Tribes Learning Community

The Faculty of Education at the University of Ontario Institute of Technology (UOIT) utilizes Tribes Learning Community training to provide teacher candidates with the strategies and skills they need to create an environment that fosters a learner-centred program. Tribes training focuses on building a safe, nurturing and respectful learning environment, and many of UOIT's partner school boards support the use of Tribes through their professional development programs. Three days of Tribes training is provided to teacher candidates at UOIT in August, prior to their placement during the first week of September. The training is offered by faculty and school board staff who are certified Tribes trainers.

Cyberprofs

Cyberprofs.org is an evolving teaching-resource web site that presents more than 75 video clips of teaching scenarios filmed in Franco-Ontarian classrooms, ranging from kindergarten to Grade 8. The site is designed to support the initial and ongoing training of francophone teachers from within and beyond the province of Ontario. Clips on the site are organized according to themes such as classroom management, back to school, pedagogical formulae, the teaching of particular subjects and the particular context of teaching in a minority milieu.

The clips, which include a variety of approaches and learning activities, provide teacher candidates with the opportunity to observe what happens on a daily basis in many of the province's classrooms. Because the site presents real-life situations, the scenarios ease the transition into actual teaching by boosting teacher candidates' confidence and preparing them to deal with students in a classroom setting. Although designed for the initial training of teacher candidates, the site has drawn well over a million visitors since its inception and has proven useful for a variety of professional learning activities.

Workshops for Newcomers to Canada

Approximately one-third of students enrolled in the professional education program at the Faculty of Education, University of Ottawa, are recent immigrants to Canada. These students are at a significant disadvantage and must devote a substantial part of their time in the practicum to familiarizing themselves with the Canadian school system and education practices. To ease their entry into both the practicum and professional practice, the university has developed introductory workshops lasting a total of 12 hours on teaching practices in Ontario's French-language schools. The workshops not only orient students to the North American philosophy of education, but also acquaint them with francophone culture in a minority setting. While this program has proven effective in improving students' performance in the practicum, it also enables them to establish professional contacts within a specific community and expand their employment prospects.

Teacher Candidate Placement

Full-Year School Placements

Teacher candidates at Wilfrid Laurier University are placed in one school for the entire year, spending time in the school each week both during the practicum and while attending classes at the university. The four district school boards involved in the program assign specific schools for the placement of small groups of Laurier teacher candidates. As a result the teacher candidates have the opportunity to gain a detailed understanding of the school through the course of a year and to build strong relationships with the students, teaching staff, administrators and other teacher candidates.

Centralized Board-Wide Placement

The York Region DSB has established centralized board-wide placement of teacher candidates to streamline the placement process, reduce the burden on schools to arrange placements directly, and ensure that placements are equitable across the board. The new process was phased in over a period of time, with sensitivity in particular to the fact that many faculties had already established close connections with specific schools. However, the independent arrangement of placements by faculties

and schools created issues of inequity in the board and cases in which schools that were anxious to have placements were not considered. Centralized placement enables the board to ensure high quality matches between schools and teacher candidates and gives the board a clear picture of the board-wide status of placements in its schools. Within this process, care is taken to ensure that all teacher candidates in any single school are with the same faculty, so that associate teachers and teacher candidates are operating with the same expectations, scheduling requirements and administrative arrangements.

Placements for Varied School Experiences

The Waterloo Catholic DSB has developed a placement process with Nipissing University to ensure that concurrent education students receive varied practicum experiences throughout the board. Concurrent education students at the university spend a total of four years in Waterloo schools. Through this placement practice, they are scheduled into small school, large school, urban school and rural school experiences and into schools with varied student profiles. This provides student teachers with an opportunity to appreciate the uniqueness of schools in the board and to broaden their understanding of the varied needs of learners.

Multiple/Diverse Placements

Trent University, in collaboration with its school board partners, ensures that all teacher candidates receive diverse classroom experiences by offering a range of practicum opportunities. An initial literacy tutoring placement runs throughout the first part of the program for both Primary/Junior and Intermediate/Senior teacher candidates. In addition, teacher candidates experience a three-week placement at the end of their first block of classes in November, followed by an extended classroom placement on completion of all course work. The extended placement begins in February and concludes at the end of April. To complete the program, teacher candidates are required to take part in a three-week, 75-hour alternative placement of their choosing, which is designed to enrich their regular classroom practicum experience. These four varied placements provide them with a wide range of classroom experiences and real-life practice.

Appraisal and Evaluation Strategies and Tools

My Career Development Workbook

My Career Development Workbook is a tool developed by école des sciences de l'éducation de l'Université Laurentienne that enables teacher candidates to effectively prepare for teaching, reflect on their teaching experience, and receive regular feedback from the associate teacher. As a result, teacher candidates avoid the difficulties associated with insufficient preparation, remain informed of the associate teacher's evaluation throughout the practicum, and are well prepared for the final summative evaluation. In addition, the workbook becomes a highly valuable discussion tool for use by the teacher candidate, the associate teacher and the supervising professor.

Focused Feedback

The focused feedback procedure, developed by York University, enables either the teacher candidate or the associate teacher to request the observation of a lesson for the purpose of focusing on a specific element of teaching practice. Teacher candidates are thus empowered to address their own concerns about their teaching or to develop understanding and expertise in a particular area. Likewise, associate teachers can direct the focus of the mentoring process toward specific areas of need or concern.

Notice of Difficulty

This tool was developed by the Université d'Ottawa for use by associate teachers. In the event that the teacher candidate experiences difficulty in a particular area, the associate teacher – in consultation with the school principal and supervising professor – submits a notice of difficulty and sets objectives for the teacher candidate based on guidelines established by the university. This ensures that the teacher candidate is quickly made aware of her or his areas of difficulty and provided with recommendations and strategies for improvement. It also enhances communication by maintaining a written record of the teacher candidate's progress and areas in need of improvement.

The Growth Plan

The growth plan developed at Trent University is designed to support teacher candidates and their associate teachers when teacher candidates are identified/assessed as struggling in one or more areas of their placement. Developed collaboratively by the associate teacher, teacher candidate and faculty adviser, the document identifies areas for improvement, actions and resources to support improvement, success indicators, and a date for performance review. If improvement has not occurred by the review date, the associate teacher will indicate an overall rating of “unsuccessful” on the summative assessment form, and the faculty adviser will likewise report a failed placement and recommend that the candidate redo the placement. The setting of the second placement will be established with input from the university practicum co-ordinator and faculty adviser and will be supervised by the faculty adviser. If the teacher candidate receives a second unsuccessful rating, he or she will be deemed to have failed the practicum component of the program.

Tyndale Teacher Candidate Evaluation Framework

Teacher candidate evaluation at Tyndale University College is based on the *Standards of Practice for the Teaching Profession* and the eight elements of Hume's Model of Differentiated Instruction. Both the standards and the model are constructs that encompass all elements of the complexity of effective teaching. The use of an annotated evaluation form brings practical definition to the various competencies and elements of the evaluation. Through this practice, teacher candidates are made aware of the framework being used for their evaluation and all the elements required for effective teaching. The framework is also an aid for associate teachers and provides greater consistency between pre-service evaluation and the teacher performance appraisal process.

Clarifying Expectations for the Practicum

York University has developed a specification that describes two levels of 48 pass/fail requirements for the practicum. Each of these requirements is described in detail to ensure transparency in expectations. Typical approaches to practicum requirements are often general in nature or tend to use descriptors that may be misunderstood by associate teachers or teacher candidates. By providing detailed descriptions of each requirement, a common language for dialogue about practicum experiences is introduced, and participants have an improved understanding of what is required of the teacher candidate.

Structure and Organization of the Practicum

Co-Teaching

The philosophical approach to co-teaching at the Université d'Ottawa stresses the role of the associate teacher as a guide and coach who supports the student teacher both inside and outside the classroom. Preference is given to teamwork through co-planning, co-teaching, small-group learning and teaching strategies, and gradually practising routine classroom management. At the beginning of the practicum the associate teacher will remain in charge of academic leadership and classroom management. Gradually, the teacher candidate will assume leadership in terms of planning and managing a subject, with the co-operation and support of the associate teacher. Student teachers will gradually take full charge of one subject so they can have the time to learn and to experience success.

Articulated Field-Experience Sequence

SUNY Potsdam's articulated field-experience sequence incorporates 100 hours of classroom observation during the second semester, in conjunction with coursework, leading to two teacher candidate practicums the following

semester. The 100 hours of observation are completed during the second semester over a 15-week period. During this time, teacher candidates observe, assist and begin to plan and teach lessons. This provides more practical experience and greater familiarity with classroom routines and expectations prior to student teaching. Involving both observation and written components, this approach stresses the importance of reflecting on the theory and the experienced practice while also giving teacher candidates classroom exposure without the level of evaluation experienced during the practicum. It facilitates the transition from observation to practice, particularly as the teacher candidate is introduced to the classroom teacher, the students, the grade and classroom routines.

Establishing Contemporary Notions of Practical Experience

Wilfrid Laurier University developed this practice to address concerns, expressed in the *Transition to Teaching* surveys, over lack of experience in Special Education, team-based consultation and other areas. It is designed to establish a more contemporary view of practical experience as identified in the *Education Act* – one that recognizes the demographics of contemporary classrooms. For the duration of the program, teacher candidates attend the same field

site for 1.5 days per week, as field days and three extended practicums. During the field days they are not assigned to one classroom but rather experience a wide variety of tasks throughout the school that may not be available in the classroom setting. In addition, the program requires school-based faculty to provide more complex and comprehensive learning experiences for teacher candidates. Extending the experience at a single site gives teacher candidates the opportunity to become participating members in one or more professional learning communities in the school.

Early Introduction to Classroom Organization and Management

Teacher candidates from Nipissing University are matched with their associate teachers early so they are present in class to observe the first days of school. They return for further observation four weeks later and finally for the practicum itself. This practice is particularly valuable in giving teacher candidates the opportunity to watch experienced teachers set up and organize a classroom, establish expectations and routines, demonstrate classroom management and develop classroom culture.

Continuity of Practicum Placement

Teacher candidates at Tyndale University College are offered two distinct practicums, each divided into an observation/participation phase – which takes place during the full first week of September and once a week for the 12 to 14 following weeks – and a practice teaching phase of five weeks. Each practicum is a continuous placement. By the time teacher candidates begin the practice teaching phase they know the class culture and routines, have established relationships with the associate teacher, students and other members of the school community, understand their curriculum and supervision responsibilities, are familiar with the use of a practice teaching planning template, and have begun the planning of curriculum units and initial lessons. Teacher candidates have a sense of confidence and preparedness as they begin their practice teaching and can begin teaching immediately during the practice teaching phase. In addition, they have the opportunity to see the progression of a school year for a four-month segment in each practicum placement and to become involved in co-curricular activities.

Group Information Session for Student Teachers

This practice, developed by the Waterloo Catholic DSB, was established in response to requests from teacher candidates to learn more about the board and its teacher hiring practices. The group information session is held at a school over the lunch hour during the practicum placement. Student teachers are invited to attend, learn about the board and its academic hiring practices, and ask questions of both the school administrator and a human resources officer. This not only benefits teacher candidates, who are informed about the board and its hiring documentation and deadlines, but equally benefits the board by ensuring that teacher candidates have made informed decisions about their interest in teaching at the board.

Personalized Teacher Candidate Hosting

École Saint-Joseph d'Orléans of the conseil des écoles catholiques du Centre-Est has developed an approach to hosting teacher candidates that is carefully designed to provide an enjoyable and high-quality practicum experience. This approach stresses the importance of guided dialogue between associate teachers and candidates, the development of a monitoring and intervention plan for the practicum itself, and support from both the principal and

faculty adviser. At the time of the first practicum, a meeting is held to establish instructional and operational standards and to communicate the macro (school) and micro (classroom) expectations. During the practicum, various forms of guidance are provided to teacher candidates, depending on the role of the individual – teacher, principal or faculty representative – facilitating the current “crucial conversation.” The support provided is highly personalized to suit the needs of the teacher candidate. In addition, the principal and faculty adviser jointly develop an internal mentoring program through which teacher candidates participate in a series of collaborative meetings and dialogues similar to those undertaken by the associate teacher. Discussion content is based on the board’s “pyramid of interventions.” To support achievement of the minimum competencies set out in the New Teacher Induction Program (NTIP), a pre-NTIP review is set up at the provincial level. This approach facilitates the attainment of standards and markers established by the faculty of education, while also providing a distinct and personalized path through the practicum for the teacher candidate, with a high degree of support and genuine dialogue and a clear process for evaluation and intervention.

Focus and Content of the Practicum

Jewish Teacher Education Program

This program, developed by York University in conjunction with the Jewish day school community, is unique in North America and enables teacher candidates to pursue a career in Jewish education. Concurrent teacher candidates complete six credits related to teaching Hebrew and Jewish Studies, along with 36 additional credits for the advanced undergraduate certificate in Hebrew and Jewish Studies, which includes a language component. Many teacher candidates also include a year's study in an Israeli university as part of the program.

Ecology and Wellness: Environmental Stewardship

The University of Windsor initiated a pilot program titled Ecology and Wellness for teacher candidates in the Junior/Intermediate divisions of the Greater Essex DSB, which has made a system commitment to Ontario EcoSchools, an environmental stewardship program. The Ecology and Wellness practicum model focuses on providing teacher candidates with opportunities to plan and implement a number of environment-related activities, helping them to better understand and experience the transfer of theory into practice. To meet the requirements of the Ecology and Wellness program, teacher candidates are assigned to one school for all three placements. This allows them to develop relationships with staff and students and to better understand the needs of

the students and school. They are also better able to participate in EcoSchool activities that are ongoing throughout the year and may be assigned to assist teachers other than the associate teacher who are involved in EcoSchool activities. Through this program, teacher candidates experience the transition from theory to practice, teach and learn beyond the traditional classroom setting, participate in an open-ended, constructivist learning experience, and have the opportunity to reflect on how these experiences have supported their growth and development.

Leadership Experience for Academic Direction

Focusing attention on the best practices of Student Success teachers benefits both teacher candidates and associate teachers. Through the Leadership for Academic Direction program developed at the University of Windsor, candidates are placed with Student Success teachers for all three placements. Schedules are co-ordinated to ensure that content areas are addressed in addition to skills related to the Student Success role. Teacher candidates engage in mentoring and career planning and assist students with diverse sets of needs. Developing awareness around issues of poverty, diversity and character development is a key component of the program. This program was initiated to ensure that, in addition to content-specific teaching, teacher candidates are supported in preparing for the role that all teachers share in meeting the needs of students.

The Alternative Practicum

Trent University requires teacher candidates to complete an additional alternative practicum at the end of their program, usually in the three weeks before graduation. Teacher candidates are invited to select a setting and required to complete 75 hours in this placement. The goal of this additional practicum is to give them a teaching/learning experience that differs from their previous practicum experiences. Students self-select from a range of settings including traditional school classrooms, community-based programs, non-profit organizations, cultural institutions and international experiences. In addition, faculty members at Trent often offer what they call a “guided alternative practicum experience” through which teacher candidates can work alongside faculty on research projects, community outreach/service learning projects and other specialized activities. Trent faculty has developed several exciting practicum experiences, such as the Learning from the Land – Indigenous Knowledge program, the math research practicum, photography and storytelling.

Bachelor of Education (Indigenous Teacher Education)

The Indigenous Teacher Education program at York University focuses on urban indigenous education. The program requires the completion of six credits through courses such as Issues in Indigenous Education and Pedagogy of the Land. In addition, students must complete 24 credits with an indigenous focus.

Beginning Time Teachings

The Beginning Time Teachings program at the University of Windsor provides teacher candidates with education, training and professional development focused on Aboriginal histories, cultures and perspectives. It includes on-campus seminars, a practicum experience and a cultural camp – a two-and-a-half day experience of the land, during which teacher candidates can participate in traditional practices and develop awareness of indigenous pedagogies of the land. The bi-weekly seminar classes are taught by a ceremony maker and enriched by the participation of guest speakers. Teacher candidates experience their placements in a group cohort. As a group, they explore the socio-economic contexts of schools, schooling resources and the way teaching and learning are taking place. They are asked to consider what is being said – and what is not being said – about language, culture, teaching and connections to the land and the peoples of the land. Together, the teacher candidates develop their understanding of their school communities, their engagement with children and the work of teaching and learning. They may also have opportunities to do one of their practicum placements on Bkejwanong territory at a First-Nations-operated school.

! Bachelor of Education (Summer Science) Program

Applicants to York University's concurrent bachelor of education program for the Intermediate/Senior certification level may elect to complete all of their education requirements during summer sessions. Teacher candidates who have science and math areas as their two teaching subjects – including biology, chemistry, physics, general science, mathematics and environmental science – are able to complete their teaching-subject

courses during the summer months through intensive and integrated studies. In the course of three summer sessions, the teacher candidate will complete 30 credits for her or his degree, plus the required days of in-school practicum, in order to be certified by the Ontario College of Teachers. The program includes first-year placements in both community organizations and summer-school classrooms. This model provides greater flexibility in scheduling to teacher candidates, and this, in turn, may increase the number of candidates applying to teach in science and mathematics. School partners also benefit from the program by enjoying the extra resources – and enthusiasm – that teacher candidates bring to summer programs.

! Specialization within Selected Consecutive Program Sites

Faculty at York University has developed iterations of the undergraduate program that enable cohorts at consecutive sites to undertake studies in specialized areas of interest. Teacher candidates take part in these value-added programs through the provision of specialized foci within existing curricular areas, the addition of electives in specialized areas, or specialized practicum experiences – placements that allow them to build on an area of specialty. This practice enables teacher candidates to choose a curricular area that is of particular interest to them while pursuing an undergraduate degree and may also improve their employment opportunities.

MA in Child Study

The two-year MA in child study offered by the Institute of Child Study at OISE/UT maintains a strong focus on classroom practicum experience in conjunction with child-development research and elementary education. During the

first year, teacher candidates engage in parallel practicum and academic learning experiences. This includes extensive practice teaching – four six-week placements four mornings per week in early years, Primary, Junior and often Special Education settings – and the completion of courses in basic theory in child study, research methods and practice. In the second year, teacher candidates complete a full-term internship in a single classroom setting. Guided by a mentor teacher, the intern assumes responsibility for planning and implementing teaching units, tracking student progress and communicating with parents. The internship experience provides teacher candidates with the time and opportunity to be become true partners in the classroom and to develop the knowledge and skills needed to assume the role and responsibilities of a teacher. Teacher candidates are well prepared for the realities of teaching and are able to assume leadership roles early in their careers.

! Bachelor of Education (French)

This program, offered at York University, emphasizes French as a culture and a language and is intended in particular to develop teacher candidates with an interest in French Immersion teaching. First-year community placements are in a francophone setting, and a significant portion of the practicum experience is in Ontario French Immersion schools. Teacher candidates are required to take six credits of teaching and learning in French along with 12 additional credits on francophone cultural studies or to participate in an exchange option in a francophone environment. The French Immersion school community benefits from the program by provisioning teachers with a special focus on immersion education.

Accessibility and Accommodations

Supporting Teacher Candidates with Special Learning Needs

Supporting teacher candidates with special learning needs is a complex consideration and requires continued attention if all students are to be provided with equitable opportunities to become teachers. OISE/UT has developed – and continues to develop – policies, protocols and practices to support teacher candidates with special learning needs. A sampling of these policies, along with associated resources, is listed in Appendix B.

Practicum Program Evaluation and Feedback

Anonymous and Confidential Questionnaire

Associate teachers play a significant role in the professional and social development of teacher candidates. Accordingly, the University of Windsor has pursued opportunities to actively collaborate and consult with associate teachers in an effort to continually improve the field-experience component of its professional education programs. In addition to conducting an extensive literature review in this area, the university developed an online questionnaire to gather associate teachers' perspectives on their own role, the role of the faculty adviser in supporting them, and the benefits – as well as the disadvantages – of having a teacher candidate in the classroom. All responses to this questionnaire were anonymous and kept in confidence. The resulting research report is being used to develop proposals for enhancing the faculty's field-experience program.

Associate Teacher/External Advisory Committees

OISE/UT established an Associate Teacher Advisory Committee and an External Advisory Committee in 2004 to provide a forum for the discussion of goals, issues, opportunities and challenges related to any aspect of the partner relationship – including the practicum,

internship, potential employment of teacher candidates, accommodations, recruitment and other relevant considerations. The advisory committees are also involved in the development of protocols and programs to address shared issues and goals. Members of the External Advisory Committee include representatives from key stakeholder groups in the province, while the Associate Teacher Advisory Committee is composed of associate teachers from partner boards. Both committees provide all involved with face-to-face collaborative opportunities to raise issues, questions and challenges and to move forward in working toward shared goals.

Practicum Partners Survey

York University is undertaking a pilot survey of stakeholders using as foundations the University Program Review and the Teachers' Qualifications Review. The survey may be undertaken on a cyclical basis pending results of the pilot. Unlike previous surveys conducted by the university, which were restricted to undergraduate teacher candidates, this survey will incorporate a sample that includes mentor teachers, practicum site co-ordinators, school principals and teacher candidates. The survey will provide the opportunity to communicate with stakeholders on a routine basis and in particular identify systemic patterns that may need to be addressed.

Appendix A:

Practicum Resource Writing Team

The Ontario College of Teachers acknowledges with thanks the members of the practicum writing team who invested their time, energy and expertise in 2009-2010 in the development of this document.

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Yvette Daniel	University of Windsor Faculty of Education
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Vicky Marcotte	Université d'Ottawa
Ron McKelvey	University of Ontario Institute of Technology
Margaret McNay	University of Western Ontario
Sharon Murphy	York University
Nikole Perreault	Catholic Principals' Council of Ontario
Susan Perry	Ontario English Catholic Teachers Association
Diana Petrarca	University of Ontario Institute of Technology
Anne Rodrigue	Elementary Teachers' Federation of Ontario
Mary Ellen Smith	Ontario Public Supervisory Officials' Association
Heli Vail	Council of Ontario Directors of Education representative and Near North DSB
Louis Volante	Brock University
Michael Walkington	Ontario Principals' Council
Ron Wideman	Nipissing University
Linda Grant	SUNY Potsdam
Camille Paradis	Université d'Ottawa
Peter Chin	Queen's University

Appendix B:

Contacts and Online Resources

Contact information, and online resources, where available, are listed below for each of the practices and programs described in Section 3 of this document.

School, Board and Community Partnerships

Family of Schools Cohort Model

Contact

Jennifer Watt, York University:
jwatt@edu.yorku.ca
General contact address:
osp@edu.yorku.ca

Risk Watch Partnership

Online resources

www.laurentian.ca
(Home → Academic Matters → Education (English Program) → Current Student Information → Undergraduate Students' Information → EDUC 0150 (1st PPP) → Host Teacher Guide to the PPP Sept 2009 EDUC 0150)

Contact

Carolyn Crang, Laurentian University:
ccrang@laurentian.ca
General contact address:
admissions@laurentian.ca

Liaison Officers

Contact

Sharon Anne Cook, University of Ottawa:
scook@uottawa.ca
General contact address:
educprog@uottawa.ca

Community of Schools Model for the Practicum

Contact

Margaret McNay,
University of Western Ontario:
mmcay@uwo.ca
General contact address:
educprog@uottawa.ca

The Westview Partnership

Online resources

Program description (PDF)
<http://edu.yorku.ca/research/projects/westview.pdf>

Contact

Jacqueline Robinson, York University:
jrobinson@edu.yorku.ca
General contact address:
osp@edu.yorku.ca

Learning Disability Association Partnership

Online resources

www.laurentian.ca
(Home → Academic Matters → Education (English Program) → Current Student Information → Undergraduate Students' Information → EDUC 0250 (2nd PPP) → Host Teacher Guide to the PPP Sept 2009 EDUC 0250)

Contact

Carolyn Crang, Laurentian University:
ccrang@laurentian.ca
General contact address:
admissions@laurentian.ca

Community-Based Practicum Seminar

Contact

Jennifer Watt, York University:
jwatt@edu.yorku.ca
General contact address:
osp@edu.yorku.ca

Lakeview: Partnership in a First Nations Schooling Context

Contact

Dr. Jan Buley, Laurentian University:
jbuley@laurentian.ca
Dr. David Buley, Laurentian University:
dbuley@laurentian.ca
General contact address:
admissions@laurentian.ca

Urban Education Partnership

Contact

Dr. Andrew Allen, University of Windsor:
aallen@uwindsor.ca
General contact address:
educ@uwindsor.ca

Communication and Outreach

Weekly E-Mail Support for Associate Teachers

Contact

Emilia Veltri, Lakehead University (Thunder Bay):
eveltri@lakeheadu.ca
Fiona Blaikie, Lakehead University (Orillia):
fiona.blaikie@lakeheadu.ca
General contact address:
admissions@lakeheadu.ca

Education Speakers' Bureau

Online resources

Speakers' Bureau web site
<http://edu.apps01.yorku.ca/speakers/>

Contact

Jennifer Watt, York University:
jwatt@edu.yorku.ca
General contact address:
osp@edu.yorku.ca

Field Experience Portal

Online resources

<http://education.uoit.ca/>
(Home → Current Students → Field Experiences → Field Experience Portal)

Contact

Ron McKelvey, University of Ontario Institute of Technology:
ron.mckelvey@uoit.ca
General contact address:
faculty-of-education@uoit.ca

Recruiting and Supporting Associate Teachers

Associate Teacher Recruitment Contact

Vicky Marcotte, Université d'Ottawa:
vmarcott@uottawa.ca
General contact address:
educprog@uottawa.ca

Mentoring Web Site for Associate Teachers

Online resources

Mentoring at York web site
<http://edu.yorku.ca/mentor/assess.html>

Contact

Jennifer Watt, York University:
jwatt@edu.yorku.ca
General contact address:
osp@edu.yorku.ca

Brochure: Advice for Associate Teachers

Online resources

www.ossf.on.ca/
(Home → Resource Centre → OSSTF/
FEESO Advice for Associate Teachers)

Contact

Wendy Anes Hirschegger, OSSTF/FEESO:
hirschw@ossf.on.ca
General contact: 1-800-267-7867

Associate Teacher Handbook

Contact

Susan Perry, OECA: s.perry@oecta.on.ca
General contact: 1-800-268-7230

Trent University Practicum Handbook

Contact

Miriam Davidson, Trent University:
miriamdavidson@trentu.ca
General contact address:
education@trentu.ca

Online Associate Teachers' Learning Community

Online resources

Associate Teachers' Learning Community
www.uwindsor.ca/atlc

Contact

Yvette Daniel, University of Windsor:
ydaniel@uwindsor.ca
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Frequency of Faculty Adviser Visits

Contact

Rick Cunningham, Tyndale University College:
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General contact address:
education@tyndale.ca

Faculty Adviser Visits

Contact

Miriam Davidson, Trent University:
miriamdavidson@trentu.ca
General contact address:
education@trentu.ca

Establishing Faculty/Associate Teacher Relationships

Contact

Vicky Marcotte, Université d'Ottawa:
vmarcott@uottawa.ca
General contact address:
educprog@uottawa.ca

Supporting Associate Teachers with High-Needs Candidates

Contact

Peter Chin, Queen's University:
chinp@queensu.ca
General contact address:
education.registrar@queensu.ca

Growth Plan for High-Needs Candidates

Contact

Miriam Davidson, Trent University:
miriamdavidson@trentu.ca
General contact address:
education@trentu.ca

Building Futures

Online resources

Building Futures web site
<http://www.edu.gov.on.ca/eng/teachers/buildingfutures/>

Contact

Natalie LeBlanc, Ministry of Education:
Natalie.leblanc@ontario.ca
General contact: Teaching Policy and
Standards, 416-325-7573

Preparing Teacher Candidates for the Practicum

Professional Inquiry in Practice

Contact

Sharon Cook, University of Ottawa:
scook@uottawa.ca
General contact address:
educprog@uottawa.ca

Professional Development School Field Days

Contact

Norma MacFarlane, Wilfrid Laurier University:
nmacfarlane@wlu.ca
General contact address:
admissions@wlu.ca

Language and Cultural Engagement Seminar

Contact

Dr. Karen Roland, University of Windsor:
roland1@uwindsor.ca
General contact address: educ@uwindsor.ca

Teacher Candidate Professional Seminar

Contact

Rick Cunningham, Tyndale University College:
rcunningham@tyndale.ca
General contact address:
education@tyndale.ca

Social Justice in Education

Online resources

Social justice video vignettes
<http://web4.uwindsor.ca/>
 KarenRolandResearch

Contact

Dr. Karen Roland, University of Windsor:
 roland1@uwindsor.ca
 General contact address: educ@uwindsor.ca

Social Justice and Equity in Education

Contact

Miriam Davidson, Trent University:
 miriamdavidson@trentu.ca
 General contact address:
 education@trentu.ca

Workshops for Internationally Educated Students

Contact

Diane Lataille-Démoré, Université
 Laurentienne: ddemore@laurentienne.ca
 General contact address:
 admissions@laurentienne.ca

Teacher Candidate Look-Fors Chart

Contact

Norma MacFarlane, Wilfrid Laurier University:
 nmacfarlane@wlu.ca
 General contact address:
 admissions@wlu.ca

Experiential Learning Specialist

Contact

Dr. Karen Roland, University of Windsor:
 roland1@uwindsor.ca
 General contact address: educ@uwindsor.ca

Teacher Candidate Professional Learning Community

Contact

Steve Sider, Redeemer University College:
 ssider@redeemer.ca
 General contact: 1-800-263-6467

Microteaching Lessons

Contact

David Hutchison, Brock University,
 david.hutchison@brocku.ca
 General contact address:
 edubrock@brocku.ca

Microteaching Seminars for Teacher Candidates

Contact

Dr. Karen Roland, University of Windsor:
 roland1@uwindsor.ca
 General contact address: educ@uwindsor.ca

Integrated Preparation for the Practicum

Contact

Rick Cunningham, Tyndale University College:
 rcunningham@tyndale.ca
 General contact address:
 education@tyndale.ca

Pre-Field Experience Program

Contact

Sunny Man Chu Lau, OISE/UT:
 manchulau@oise.utoronto.ca
 General contact address:
 admissions@oise.utoronto.ca

Teacher Candidate Code of Conduct

Contact

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 General contact address:
 admissions@laurentienne.ca

Literacy Tutoring Placement

Contact

Miriam Davidson, Trent University:
 miriamdavidson@trentu.ca
 General contact address:
 education@trentu.ca

Teacher Candidate Professional File

Contact

Vicky Marcotte, Université d'Ottawa:
 vmarcott@uottawa.ca
 General contact address:
 educprog@uottawa.ca

Tribes Learning Community

Contact

Ron McKelvey, UOIT: ron.mckelvey@uoit.ca
 General contact address:
 faculty-of-education@uoit.ca

Cyberprofs

Online resources

<http://cyberprofs.org>

Contact

Diane Lataille-Démoré, Laurentian University:
 ddemore@laurentienne.ca
 General contact address:
 admissions@laurentian.ca

Workshops for Newcomers to Canada

Contact

Claire Duchesne, University of Ottawa:
 cduchesn@uottawa.ca
 General contact address:
 educprog@uottawa.ca

Teacher Candidate Placement

Full-Year School Placements

Contact

Norma MacFarlane, Wilfrid Laurier University:
 nmacfarlane@wlu.ca
 General contact address:
 admissions@wlu.ca

Centralized Board-Wide Placement

Contact

Barbara Heffler, York Region DSB:
 barbara.heffler@yrdsb.edu.on.ca
 General contact address:
 osp@edu.yorku.ca

Placements for Varied School Experiences

Contact

Rick Boisvert, Waterloo Catholic DSB
 (participating board): rick.boisvert@wcdsb.ca
 General contact address: info@wcdsb.ca

Multiple/Diverse Placements

Contact

Miriam Davidson, Trent University:
 miriamdavidson@trentu.ca
 General contact address:
 education@trentu.ca

Appraisal and Evaluation Strategies and Tools

My Career Development Workbook

Contact

Diane Lataille-Démoré, Université Laurentienne: ddemore@laurentienne.ca
General contact address: admissions@laurentienne.ca

Focused Feedback

Online resources

Teacher Candidate Practicum Evaluation Protocol (PDF)
See Section 3: Focused Feedback Form
http://edu.yorku.ca/mentor/Prac_Eval_Proc.pdf

Contact

Jennifer Watt, York University:
jwatt@edu.yorku.ca
General contact address: osp@edu.yorku.ca

Notice of Difficulty

Contact

Vicky Marcotte, Université d'Ottawa:
vmarcott@uottawa.ca
General contact address: educprog@uottawa.ca

The Growth Plan

Contact

Miriam Davidson, Trent University:
miriamdavidson@trentu.ca
General contact address: education@trentu.ca

Tyndale Teacher Candidate Evaluation Framework

Contact

Rick Cunningham, Tyndale University College:
rcunningham@tyndale.ca
General contact address: education@tyndale.ca

Clarifying Expectations for the Practicum

Online resources

Teacher Candidate Practicum Evaluation Protocol (PDF)
See Section 4: Exiting Practicum Requirements
http://edu.yorku.ca/mentor/Prac_Eval_Proc.pdf

Contact

Jennifer Watt, York University:
jwatt@edu.yorku.ca
General contact address: osp@edu.yorku.ca

Structure and Organization of the Practicum

Co-Teaching

Online resources

Guide de la pratique de l'enseignement (PDF)
<http://www.education.uottawa.ca/assets/fe-guide-de-la-pratique.pdf>

Contact

Vicky Marcotte, Université d'Ottawa:
vmarcott@uottawa.ca
General contact address: educprog@uottawa.ca

Articulated Field-Experience Sequence

Contact

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Establishing Contemporary Notions of Practical Experience

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Early Introduction to Classroom Organization and Management

Contact

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Continuity of Practicum Placement

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Group Information Session for Student Teachers

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Personalized Teacher Candidate Hosting

Contact

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Focus and Content of the Practicum

Jewish Teacher Education Program

Online resources

BEd (Jewish Teacher Education) Concurrent and Part-Time Consecutive Programs (PDF)
<http://edu.yorku.ca/bed/YorkEd-Brochure-JewishTeacher.pdf>

Contact

Laura Wiseman, York University:
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Ecology and Wellness: Environmental Stewardship

Contact

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Leadership Experience for Academic Direction

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The Alternative Practicum

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Bachelor of Education (Indigenous Teacher Education)

Online resources

Indigenous Teacher Education: Concurrent and Part-Time Consecutive Programs (PDF)
http://edu.yorku.ca/bed/Indigenous_brochure.pdf

Contact

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Beginning Time Teachings

Contact

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Bachelor of Education (Summer Science) Program

Online resources

Indigenous Teacher Education: Concurrent and Part-Time Consecutive Programs (PDF)
http://edu.yorku.ca/bed/Indigenous_brochure.pdf

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Specialization within Selected Consecutive Program Sites

Online resources

2009–10 undergraduate calendar (PDF)
<http://calendars.registrar.yorku.ca/pdfs/ug2009cal/UGCAL09-10education.pdf>

Contact

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MA in Child Study

Contact

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Bachelor of Education (French)

Online resources

BEd (French): Concurrent and Part-Time Consecutive Programs (PDF)
<http://edu.yorku.ca/bed/YorkEd-Brochure-FrenchBEd-EN.pdf>

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Accessibility and Accommodations

Supporting Teacher Candidates with Special Learning Needs

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Practicum Program Evaluation and Feedback

Anonymous and Confidential Questionnaire

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Associate Teacher / External Advisory Committees

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Practicum Partners Survey

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This resource shares innovative practices and valuable knowledge about the practicum that is so vital to the professional preparation of teachers.