



Faculty of Education

# Teacher Education Program Handbook

2020 - 2021

**Welcome to Brock University**

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# 1. Introduction

## 1.1 About the Teacher Education Program Handbook

This handbook introduces teacher candidates to various aspects of the B.Ed. Teacher Education Program (Consecutive year 1 and year 2; Concurrent year 5 and year 6) for 2020-2021 at Brock University. Along with the *Brock University Undergraduate Calendar*, this handbook also outlines the policies, procedures and practices that the Teacher Education Program follows. Teacher candidates are advised to familiarize themselves with this handbook and the undergraduate calendar prior to, and early on in the program.

**IMPORTANT:** Due to COVID-19 and provincial/university safety regulations, many regular program features and processes will be modified during the 2020-2021 academic year.

## 1.2 Finding Program Resources: Orientation and Resources Portal

**Required Online Orientation:** to be completed prior to beginning the program and is accessed through a Sakai site associated with the orientation for your specific program.  
**Resources and information for Teacher Education:** timetables, calendars, course overviews, practicum information. Go to **Student Resources Website**  
<https://brocku.ca/education/student-resources/undergraduate-and-professional-program-resources/#commonresources> **SCROLL DOWN PAGE** OR  
<https://brocku.ca/education/student-resources/bed-consecutive-and-concurrent-year-5-student-resources/>

**Fall Delivery:** *online and a mixture of synchronous (live) and asynchronous (not live) classes. Practicum placements will occur in assigned Brock partner schoolboards with teaching according to each Boards school plan. Practicum supervision by Brock practicum advisors will be modified to a virtual format.*

**Course-Specific Resources:** available through your course Sakai site.

**Communication about SAKAI Courses:** the addition of new resources to these sites is communicated to you through your Brock email.

## 1.3 Brock Email

Brock's policy requires that all email communication related to your program at Brock should be handled through your Brock email. Therefore, **all communication from Brock will be sent to your Brock email. All communication that you send must be sent from your Brock email or it will be deleted by the receiver.** Teacher candidates are expected to visit the Sakai websites and student resources pages regularly and check their Brock email daily Monday - Friday (holidays excepted) to stay abreast of important program information. Email sent to your Brock email is considered received.

## 1.4 Administrative and Leadership Contacts

Specific contact information for the administrative and leadership roles can be found at the Teacher Education website: <https://brocku.ca/education/contact-us/>  
For Teacher Education program information, email [teaccounts@brocku.ca](mailto:teaccounts@brocku.ca).

## 1.5 Committing to a Full-time, Professional Program

It is the responsibility of the teacher candidate, after choosing to accept the Brock admission offer at the Hamilton or the St. Catharines campus, to make arrangements related to housing, transportation, child care, employment and other personal matters to enable you to meet all requirements of the program for professional certification. This includes a commitment to attending and being punctual for: all classes which could be scheduled from 8 am to 10 pm over 5 days a week, all classroom observations, internship and practice teaching days at placement schools, and all required professional development events scheduled during the academic year.

## 2. Program Conceptual Model

### 2.1 Mission Statements

#### Faculty of Education

Our programs are built on principles that respect differences, advance social justice, and expand global and community awareness. We strive to create a learning environment where our students gain the skills they need to have maximum impact on the lives of their students and the communities they serve after they graduate.

#### Teacher Education Program

Teacher candidates at Brock University participate in a field-based program grounded in research, responsive to the professional needs of beginning teachers and based on the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*.

### 2.2 A Professional Learning Community

The teacher candidates, Brock faculty members, instructors and administrative staff, and our schoolboard partners, including Associate Teachers, comprise a professional learning community that supports one another throughout the program. Central to our professional learning community is Cohort. Every teacher candidate is a member of a cohort. One of the important roles of Cohort is to provide teacher candidates with peer, faculty and instructor support, both in terms of coursework at Brock and teaching experiences in schools.

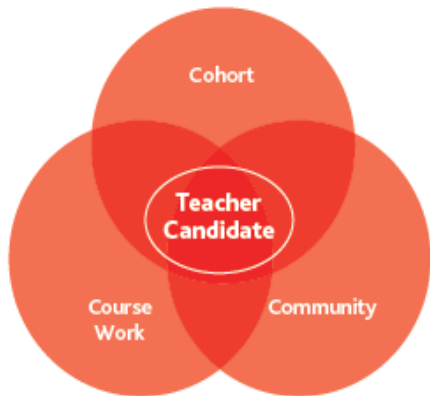
### 2.3 The Triple-C Model

Brock's Teacher Education program fluidly integrates theory and practice through a unique "Triple-C" model with Cohort as a central component.

**Cohort:** A peer, faculty, and instructor support network in year 1 and year 2. Teacher candidates become members of a group based on program and practice teaching areas. The group is mentored and supported by a Practicum Instructor and /Practicum Advisor forming a year-long professional learning community.

**Year 1/year 5 Cohort** includes your practice teaching courses, which vary by program. These courses include: EDBE 8F01 *Teaching in the Ontario Context* and EDBE 8P02 *Integrating Teaching, Learning & Assessment/EDBE 8Y30 Teaching and Learning: Theory to Practice* for P/J/I; and EDBE 8D01 and EDBE 8G91 *Professionalism/Law/Principles of Teaching* for I/S and Technological Education respectively.

**Year-2/year 6 Cohort** is called a **Professional Collaborative Community (PCC)**.



**Coursework:** A study of the theoretical and practical foundations and curriculum subjects of elementary and secondary level teaching in Ontario. Course work directly informs teaching and teaching experiences inform understanding of coursework.

**Community:** A partnership with school boards, the Ministry of Education, the Ontario College of Teachers, the Ontario Teachers’ Federation, and other stakeholders. This community supports learning and partners with Brock (e.g., professional development) to ensure candidates graduate understanding the Ontario context for teaching and learning.

## 2.4 Our Partners in Education

Reflecting the commitment to community that is central to the Teacher Education Program’s “Triple-C” conceptual model, the Teacher Education program is privileged to work in partnership with key stakeholders who are committed to excellence in Ontario public education.

### The Ontario College of Teachers

Teachers who desire to work in publicly funded schools in Ontario are required to be certified to teach in the province and also be members of the Ontario College of Teachers (OCT). The Ontario College of Teachers is accountable to the public for how it carries out its responsibilities. The Ontario College of Teachers:

- ensures Ontario students are taught by skilled teachers who adhere to clear standards of practice and conduct;
- establishes standards of practice and conduct;
- issues teaching certificates and may suspend or revoke them;
- accredits teacher education programs and courses;
- provides for ongoing professional learning opportunities for members.

### The Ontario Ministry of Education

The Ontario Ministry of Education administers the system of publicly funded elementary and secondary school education in Ontario. The Ministry commitment to promoting a strong, vibrant, publicly funded education system is focused on three goals:



- high levels of student achievement;
- reduced gaps in student achievement; and
- high levels of public confidence in public education.

The Ontario Ministry of Education regularly liaises with both teacher candidates and instructors in Brock’s teacher education program, highlighting new Ministry resources and initiatives throughout the province. A number of Brock professors in the Faculty of Education work closely with the Ministry on research and curriculum development projects.

### The Ontario Teachers' Federation

The Ontario Teachers’ Federation (OTF) represents all teachers in Ontario’s publicly funded schools. It is the unifying voice safeguarding their profession, pensions and public education. There are four affiliate organizations:

- Elementary Teachers’ Federation of Ontario (ETFO);
- Ontario English Catholic Teachers’ Association (OECTA);
- Ontario Secondary School Teachers’ Federation (OSSTF);
- l’Association des Enseignantes et des Enseignants Franco-Ontariens (AEFO).

### Ontario School Boards

Brock enjoys a successful collaborative relationship with many partner boards across the province. The Teacher Education program is pleased to work in partnership with public and Catholic school boards throughout the regions of Niagara, Brant, Haldimand, Norfolk, Halton, Peel and Hamilton-Wentworth.

Information on school boards can be found at the **Student Resources website**. Teacher candidates are encouraged to familiarize themselves with the websites of the school boards at which they complete their practice teaching placements.

## 3. The Program of Study

### 3.1 Essential Competencies Required for Successful Completion of the Program

In order to successfully complete the Teacher Education program, teacher candidates are required to adhere to the *Brock Student Code of Conduct* found at <http://brocku.ca/student-discipline/code-of-conduct> and to demonstrate the following essential competencies, as observed and assessed by instructors, Practicum Advisors, and Associate Teachers. Failure to demonstrate these essential competencies will generally lead to failure in the program.

#### *Professionalism*

- a commitment to lifelong learning and professional growth, as exemplified by the Ontario College of Teachers’ *Professional Learning Framework for the Teaching Profession*;

- an understanding of and commitment to professionalism, as exemplified by the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*;
- an understanding of Ontario educational law, policies, regulations, and legislation;
- the ability to deal with complex and sometimes stressful teaching situations that require stamina, adaptability, and the ability to meet multiple demands simultaneously.

### *Theory into Practice*

- the ability to apply pedagogical theory to educational practice;
- the ability to reflect on the relationship between personal beliefs and professional practice;
- the ability to utilize critical thinking skills (e.g., questioning, gathering, organizing, analyzing, and decision-making) to enhance one's teaching practice;
- an understanding of the foundations of education (e.g., psychological theories);
- a sound knowledge of teaching methodologies (e.g., differentiated instruction);
- a sound knowledge of the curriculum/subject matter.

### *Teaching Practice*

- the ability to create a safe and supportive learning environment for students;
- the ability to be culturally responsive to students' diverse needs;
- the ability to implement effective classroom management strategies;
- the ability to effectively integrate expectations from the Ontario curriculum into teaching;
- demonstrate organizational skills through daybooks, lesson plans, and unit design;
- the ability to employ a wide variety of student and teacher-directed learning strategies;
- the ability to employ imagination and creativity in teaching;
- the ability to facilitate students' development of critical thinking and research skills;
- the ability to integrate instructional technologies into teaching;
- the ability to model the proper usage of oral and written language;
- the ability to incorporate assistive devices where necessary;
- the ability to develop clear and assessable learning goals for students;
- the ability to design and adapt a wide variety of assessment, evaluation, and reporting strategies in teaching to meet individual learning needs.

### *Student Learning*

- an understanding for how students learn and develop;
- an understanding of the role of self-efficacy in the learning process;
- a demonstrated rapport with students;
- the ability to promote a love of learning in students;
- the ability to model for students curiosity, enthusiasm, and a joy for teaching and learning;
- a respect for human diversity (e.g., cultural, spiritual, and gender);
- a respect for the diverse range of learning strengths and the needs of students;
- the ability to teach an inclusive and differentiated curriculum that responds to diverse student needs;
- the ability to promote in students a sense of self-worth and mutual respect for others and the world around them.

### *Professional Relationships*

- the ability to relate effectively to and collaborate with colleagues;
- a demonstrated ability to communicate with students, colleagues, parents/guardians, and other educational partners;
- the ability to participate actively in the school culture during practice teaching placements
- a demonstrated respect for and responsiveness to professional feedback.

## **3.2 Teacher Education Programs Offered at Brock**

The Brock University Teacher Education program is committed to, and has designed programs that foster the following principles:

- A holistic focus that embodies the school as a community, not just a classroom
- An integrated approach that emphasizes the connection between theory and practice
- Integrating cohort/professional collaborative communities and other learning experiences
- Self-directed and self-regulated learning models
- A support network of passionate life-long learners who respect differences, advocate social justice, and extend community and global awareness.

Therefore, programs are centred around three pillars: (1) cohort and learning communities as the place to bridge university with the workplace, (2) curriculum and instruction courses in specific subjects as places where subject matter teaching is integrated with other dimensions of instructing and learning, and (3) mentorship and guidance in developing the professional skills and dispositions that are fundamental to the practice of teaching.

The different Teacher Education programs are described below.

## **A. Teacher Education Program: Overview**

### *Concurrent Teacher Education Program Description*

The Concurrent Teacher Education Program is for students who are beginning their university undergraduate studies and wish to pursue a career in teaching. Through the 6 year program, students are offered an opportunity to complete the Teacher Education Bachelor of Education (B.Ed.) degree program (leading to an Ontario Certificate of Qualification and Registration - OQR) while earning their undergraduate degree. Teacher candidates develop teaching-related skills, knowledge and experiences throughout their program. In Year 3 of their program, teacher candidates complete their first course (EDBE 8P15 or EDBE 8P50) that contributes to their professional B.Ed. degree. In Years 5 and 6, teacher candidates complete the remaining B.Ed. certification courses which are offered at the St. Catharines or Hamilton campuses. Completion of year 5 and 6 leads to an honours undergraduate degree and a B.Ed. degree and an Ontario Certificate of Qualification and Registration (annual license to teach in Ontario) from the Ontario College of Teachers (OCT).

### *Consecutive Teacher Education Program Description*

The consecutive program is for students who have already completed a university degree. In Years 1 and 2, teacher candidates complete B.Ed. certification courses which are offered at the St. Catharines or Hamilton campuses. Completion of the two year program leads to a B.Ed. degree and an Ontario Certificate of Qualification and Registration (annual license to teach in Ontario) from the Ontario College of Teachers (OCT).

### *Practice Teaching in PJI (excludes IS Technological Education)*

Teacher Candidates are assigned to a cohort affiliated with a specific schoolboard/s in year 1 (continues into year 2) to develop a support network of peers and practicum advisors. Practicum Block 1, 2 and 3 are completed in these assigned schoolboards. Students who meet certain requirements may also have the option of completing Block 3 in an out-of-region school board. Additionally, in block 3, after meeting the required practice teaching days in Ontario schools for certification and meeting academic and professional requirements, teacher candidates have opportunities for teaching in alternative settings such as international schools, museums, and Outdoor Education settings --due to COVID 19, alternative setting placements are not offered this year.

## **B. PJI Teacher Education Program: Coursework & Flow**

The program is four semesters, taken over two academic years, allowing students time to learn, reflect and grow as beginning teachers. Teacher Education programs at Brock embrace the integration of theory and practice. Students are placed in partner schools very early in their program. They move through a planned course of study including in excess of 80 days in Ontario classrooms. With a focus on pedagogy reflective of 21st-century learners, Brock teacher candidates have opportunities to personalize their learning through optional professional development and may qualify for an alternative placement experience in their final year.

Instruction in professional practice takes place under the supervision of practicum advisors, practicum instructors and Associate Teachers, working with teacher candidates in schools throughout the Niagara and greater Hamilton regions and beyond.

**Primary/Junior** program: Certifies to teach Kindergarten through Grade 6. No teachable subject.

**Junior/Intermediate** program: Certifies to teach Grades 4 through 10, emphasizing elementary school. One teachable subject. The Junior/Intermediate teachable subjects include: Dramatic Arts, English, French as a Second Language, Geography, Health and Physical Education, History, Mathematics, Music - Vocal, Science General, and Visual Arts.

### Flow of the PJI Program and Year At-A-Glance

The normal flow of the P/J/I program is depicted below and may be modified due to COVID. Cohort leaders will notify you about the format of weekly internship days and the 2-week internship in year 1.

#### Primary/Junior/Intermediate



### Beginning of Program Annual Orientations

Year 1 Teacher Candidates:

- attend a **mandatory, SYNC online, Beginning of Program Orientation (attendance required)** held on the first day of the fall semester. The day will consist of a plenary information session, a meeting with your cohort instructors and cohort colleagues, and may include additional professional workshop opportunities.

Year 2 Teacher candidates:

- attend the **Year 2 Orientation Session in your first, online PCC class** which provides updates and opportunities to re-connect with colleagues. Additional professional workshop opportunities may be scheduled.

Please check the calendar for your orientation day and PD program (program calendars and PD schedules are located at **Student Resources website:** <https://brocku.ca/education/student-resources/bed-consecutive-and-concurrent-year-5-student-resources/>)

### Coursework

The P/J/I B.Ed. program is a blend of coursework and classroom experiences that connect the theoretical and philosophical foundations of teaching to the pedagogical experiences of teaching in the classroom. The Program Overview (located on the **Student Resources website**) provides a list of foundational and curriculum subject based coursework to be completed to satisfy the requirements of the Bachelor of Education, resulting in recommendation to the Ontario College of Teachers for certification. Teacher candidates must register for, and complete, all of these courses during the program.

**PLEASE NOTE: It is the responsibility of the student to ensure that they have enrolled in the required courses.** Failure to do so could result in inability to progress in the program in a normal fashion. Teacher candidates who do not register for, and satisfactorily complete, the Year 1 courses within the fall and winter terms of Year 1 will not progress to Year 2 until all courses have been successfully completed. Teacher candidates who do not register for, and successfully complete, the Year 2 courses in the fall and winter terms of Year 2 will not graduate. Extenuating circumstances may be considered at the discretion of the Program Director.

More detailed information and course descriptions are located on the Brock University Undergraduate Calendars (<https://brocku.ca/webcal/index.php>).

### *Practicum Requirements for Certification*

Teacher candidates are required to complete a minimum of 80 days of practicum experience during placements in the two years of the program in the divisions for the required certification in OCT certified schools in Ontario.

Primary/Junior division certification:

- one placement in Primary (Grades 1-3, or K; recommend taking the optional *Early Primary Learning in Kindergarten Classrooms* optional course) and one placement in a Junior classroom (Grades 4-6)

Junior/Intermediate certification:

- one placement in a Junior classroom (Grades 4-6) and one placement in an Intermediate classroom (Grades 7-8).
- Intermediate placements are not made in Grades 9-10, although the certification for J/I is for Grades 4-10. This is done because of the difficulty of finding placements for these areas.

Policies and procedures about successful course and practicum completion are located in this handbook in Section 6 called “Program Policies, Procedures, & General Information.”

## **C. The I/S Teacher Education Program: Coursework & Flow**

The program is four semesters, taken over two academic years and embraces the integration of theory and practice. It allows students time to learn, reflect and grow as beginning teachers. Teacher candidates are placed in partner schools very early in their program. They move through a planned course of study including in excess of 80 days in Ontario classrooms. With a focus on pedagogy reflective of 21st-century learners, Brock teacher candidates have opportunities to personalize their learning through optional professional development courses and may qualify for an alternative placement experience in their final year.

Instruction in professional practice takes place under the supervision of practicum advisors, practicum instructors and Associate Teachers, working with teacher candidates in schools throughout the Niagara and greater Hamilton regions and beyond.

**Intermediate/Senior program:**

- Certifies to teach Grades 7 through 12, emphasizing secondary school.
- Requires two teachable subjects, a primary teachable subject and a secondary teachable subject. Subjects offered each year may vary.

The Intermediate/Senior teachable subjects include: Dramatic Arts, English - First Language, French as a Second Language, Geography, History, Mathematics, Health and Physical Education, Science - Biology, Science -Chemistry, Science - General, Science - Physics and Visual Arts.

### *Flow of the I/S Program and Year At-A-Glance*

The regular flow of the IS program is depicted below and may be modified due to COVID-19. For example, due to COVID-19, the IS, year 2 program was modified to accommodate three practicum placements in year 2. See Student Resources website for updated calendar with new schedule for practicum placements. Cohort leaders will notify year 1 teacher candidates about weekly internship days and the two-week internship.

#### Intermediate/Senior



### *Beginning of Program Annual Orientations*

Year 1 Teacher candidates:

- attend a mandatory, **virtual Beginning of Program Orientation Day (attendance required)** held on the first day of the fall semester. The day will consist of a plenary information session, a meeting with your cohort instructors and cohort colleagues, and often additional professional workshop opportunities.

Year 2 Teacher candidates:

- attend the **virtual, Year 2 Orientation Session in your first PCC class** which provides updates and opportunities to re-connect with colleagues and is again scheduled on the first day of fall semester classes. Additional professional workshop opportunities may be scheduled.

Please check the calendar for your program (program calendars are located on the [Student Resources](#) website).

### *Coursework*

The I/S program is a blend of coursework and classroom experiences that connect the theoretical and philosophical foundations of teaching to the pedagogical experiences of classroom teaching. The Program Overview (located on the [Student Resources](#) website) provides a list of coursework that teacher candidates are expected to complete to satisfy the requirements of the Bachelor of Education, resulting in recommendation to the Ontario College of Teachers. Teacher candidates must register for, and complete, all of these courses during the program.



**PLEASE NOTE: It is the responsibility of the student to ensure that they have enrolled in the required courses.** Failure to do so could result in inability to progress in the program in a normal fashion. Teacher candidates who do not register for, and satisfactorily complete, the Year 1 courses within the fall and winter terms of Year 1 will not progress to Year 2 until all courses have been successfully completed. Teacher candidates who do not register for, and successfully complete, the Year 2 courses in the fall and winter terms of Year 2 will not graduate. Extenuating circumstances may be considered at the discretion of the program director.

More detailed information and course descriptions are located on the Brock University Undergraduate Calendars (<https://brocku.ca/webcal/index.php>).

### *Practicum Requirements for Certification*

Teacher candidate completes a minimum of 80 days of practicum experience during placements in the two years of the program in the teachables for the required certification.

Intermediate/Senior placements are made in a Grade 9-12 classroom:

- one placement is specific to the teacher candidate's primary teachable, and
- another placement will be specific to the secondary teachable.
- A third placement may be in either the primary or secondary teachable.

Policies and procedures about successful course and practicum completion are located in this handbook in Section 6 called "Program Policies, Procedures, & General Information."

## **D. The I/S Consecutive Technological Education Teacher Education Program: Coursework & Flow**

### *Program Description*

Brock University's Technological Education IS Teacher Education program (Bachelor of Education) provides candidates with the professional education necessary to become certified teachers in Ontario.

This multi-session program begins in January and July and is 16 months in duration. It is comprised of four terms. This program is offered at the Hamilton campus only. Technological Education Teacher Candidates are admitted to the BEd degree program if they: 1) hold a Certificate of Qualification (CoQ) with a minimum two years paid wage earning experience in a broad based technology (BBT) subject; 2) a two-year College diploma with a minimum of three years wage earning experience in a BBT; 3) three year advanced Diploma with min 2 years wage earning experience in BBT, or 4) a university or college degree with two years wage earning experience in BBT or 5) a university or college degree with 5 years wage earning experience if degree is not aligned with BBT. All other admissions criteria as outlined in the *Brock University Undergraduate Calendar must also be met*. Graduates will be granted the Bachelor of Education (B.Ed.) degree. A Diploma or Certificate in Education is offered to applicants with a high school diploma and the required wage earning experience. Holders of the Certificate in Education who later submit to the Registrar proof of having been granted a bachelor's degree in a field or discipline related to Technological Education by an accredited post-secondary institution (normally an official transcript), within ten years of graduation, will be awarded the Bachelor of Education degree.



Teacher Candidates in the Technological Education Teacher Education program have two pathways to complete the program: 1) as a Consecutive Technological Education teacher candidate and 2) beginning in January 2020, as a Multi-sessional Consecutive Technological teacher candidate. The program consists of four semesters, with the same coursework and delivery regardless of pathway selected. Convocation is in June following completion of all program components.

Teacher candidates in the Consecutive pathway complete the coursework and practicums in 16 consecutive months, whereas the teacher candidates in the Multi-sessional Consecutive pathway become eligible to apply for the Transitional Certificate of Qualification and Registration upon completion of Semester 1 courses (EDBE 8G91; EDBE 8R71; EDBE8R73; EDBE8G11-20 or designated equivalent courses) and successful completion of Practicum One (EDBE 8R70) practice teaching where teacher candidates are ensured experiences in both grades 9&10 and 11&12 classrooms in this first placement. This transitional certificate allows Technological Education teacher candidates to teach for up to six years (with a possible one-year extension) as long as they remain in good standing with OCT and complete the remainder of the program during this time. All teacher candidates must be available to begin in January for the Winter Cohorts and July for the Summer Cohort as the beginning weeks are five days a week face-to-face. This program is offered at the Hamilton campus only.

Completion of the program leads to a B.Ed. degree or Certificate of Education in Technological Education, and recommendation by the university for an Ontario Certificate of Qualification and Registration in a single subject qualification to teach Grades 9 to 12 at the secondary level in your area of expertise.

Face-to-face classes are held at the Hamilton campus, but many of the courses of the program are fully online. The online courses are adapted from the corresponding courses in the Consecutive Intermediate/Senior Program for the non-traditional teaching requirements of Technological Education and delivered in various asynchronous and synchronous methods. Instruction in professional practice takes place under the supervision of practicum advisors, practicum instructors and Associate Teachers, working with teacher candidates in schools throughout the Niagara and greater Hamilton regions and beyond.

The program certifies to teach Grades 9 through 12, emphasizing secondary school. Brock offers the following Broad Based Technologies as teachables (Grade 9-10 and Grade 11-12) for the Intermediate/Senior Technological Education programs (subjects offered each year may vary).

Intermediate/Senior Technological Education teachable subjects include: Communications Technology, Computer Technology, Construction Technology, Green Industries, Hairstyling and Aesthetics, Health Care, Hospitality and Tourism, Manufacturing Technology, Technological Design, and Transportation Technology.

### *Beginning of Program Annual Orientations*

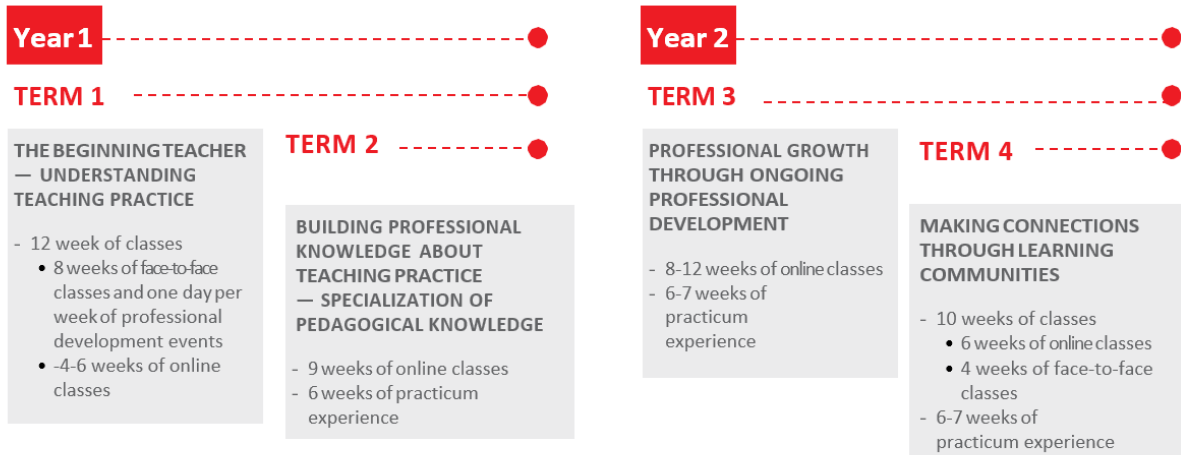
Teacher candidates attend a mandatory, virtual (**attendance required**) **Beginning of Program Orientation day**. The day will consist of an informational session, a meeting with your cohort instructors and cohort colleagues, and often additional workshop opportunities. In the second year of the program, the **Beginning of Program** conversations take place in webinars scheduled the week prior to the first week of classes in Term 3. Please check the calendar for your program (program calendars are located on the [Student Resources](#) website).

## Flow of the Program and Year At-A-Glance

The flow of programs is depicted below.

Please note, all face-to-face classes in the Fall will be online, mixed SYNC and ASYNC delivery due to COVID 19.

### Technological Education Intermediate/Senior



## Coursework

The Consecutive I/S Technological Education program is a blend of coursework and classroom experiences that connect the theoretical and philosophical foundations of teaching to the pedagogical experiences of teaching in the classroom. The Program Overview (located on the **Student Resources** website) provides a list of coursework teacher candidates are expected to complete to satisfy the requirements of the program, resulting in recommendation to the Ontario College of Teachers. It is the responsibility of the teacher candidate to register for, and complete, all of these courses during the program.

PLEASE NOTE: Teacher candidates who do not **register for, and satisfactorily complete**, the Year 1 courses within term 1 and term 2 of Year 1 will not progress to Year 2 until all courses have been successfully completed. Teacher candidates who do not **register for, and successfully complete**, the Year 2 courses in term 3 and term 4 of Year 2 will not graduate. Extenuating circumstances may be considered at the discretion of the program director.

More detailed information and course descriptions are located on the Brock University Undergraduate Calendars (<https://brocku.ca/webcal/index.php>).

## Practicum Experiences for Certification

A teacher candidate can expect to complete a minimum of 80 days of practicum experience during placements in the 16 months of the program in the Broad Based Technology teachable subject for the required certification. I/S Technological Education teacher candidates experience practice teaching in their Broad Based Technology at the Grade 9-10 and 11-12 levels.

Policies and procedures about successful course and practicum completion are located in this handbook in Section 6 called “Program Policies, Procedures, & General Information.

### **3.3 Roles & Responsibilities of Administrators and Instructors in All Programs**

Specific contact information for the following administrative and leadership roles can be found at the teacher education website, under the “Contacts” link.

#### **Director**

The Director provides academic and administrative leadership for the Teacher Education program.

#### **Administrative Coordinators**

The Administrative Coordinator, St. Catharines Campus, and Administrative Coordinator, Hamilton Campus, provide administrative leadership and support to the Teacher Education program.

Teacher candidates are welcome to consult with the Administrative Coordinators should they have questions about the program. Email is [teaccounts@brocku.ca](mailto:teaccounts@brocku.ca).

#### **Assistant Director, Hamilton Campus**

The Assistant Director, Hamilton Campus works closely with the Director to provide academic and administrative leadership on the Hamilton campus.

#### **Intermediate/Senior Coordinator**

The Intermediate/Senior Coordinator provides academic and administrative leadership for the Intermediate/Senior program, working closely with teachable subject team leaders.

#### **Intermediate/Senior Technological Education Coordinator**

The Intermediate/Senior Technological Education Coordinator provides academic and administrative leadership for the Intermediate/Senior Technological Education program, working closely with teachable subject team leaders.

#### **Academic Advisers**

The Academic Advisers in the Faculty of Education provide information and guidance related to academic planning and the decisions students make to navigate university systems to complete a degree. The FOE Academic Advisers provide support to students from Year 1 to Year 6 of the Concurrent program, and year 1 and year 2 of the Consecutive program. Academic Advisers are available on both campuses. The Academic Advisers can be reached at [foeadvising@brocku.ca](mailto:foeadvising@brocku.ca).

#### **Coordinator, Professional Development for Students, Recruitment and Retention**

The Coordinator, Professional Development for Students, Recruitment and Retention, coordinates professional development events for teacher candidates throughout the year and

coordinates the January Career Fair, connects students to university resources related to job and volunteer activities and liaises with key professional organizations and agencies on behalf of the Teacher Education Program.

### Course Instructors

Course instructors provide teacher candidates with specialized instruction in a broad range of foundational and curricular subject areas. In addition to instruction in the curricular areas they are certifying to teach, teacher candidates receive instruction in the following educational foundations throughout their coursework:

- school law, ethics, and professionalism;
- instructional methods;
- assessment and evaluation;
- classroom dynamics; and
- special education.

## 3.4 Optional Non-Credit Courses

In addition to required courses, the Teacher Education Program offers a variety of optional non-credit courses for which regular course fees apply, but the courses are not required to complete the professional program. Optional non-credit courses appear on official transcripts, but are taken in addition to the program courses, and as such, are graded on a Satisfactory/Unsatisfactory marking scale and most are delivered online.

Advantages of Optional courses:

- Positions the teacher candidate for success in the desired practicum placements. Some placements require unique qualifications and optional courses allow teacher candidates to gain these. (For example, do you want to teach in a Catholic school or an early learning environment/kindergarten setting? For a kindergarten placement, the kindergarten optional course is recommended. The Religion optional course is not required for a placement in the Catholic schools, but many boards expect teacher candidates to have knowledge of the Catholic curriculum and consider the course as extremely valuable for successful teaching in their schools.)
- Builds a unique professional portfolio. The job market for beginning educators is competitive. Although not part of the official program course load these courses do appear on transcripts and allow you to stand out from the crowd.
- This is a professional degree - enjoy it! Optional courses, like optional professional development events, allow teacher candidates to explore the topics of interest, in greater depth, with people who share that interest.

Teacher candidates are encouraged to reference the optional courses they take at Brock in their CVs, cover letters, and interviews when applying for teaching jobs, in order to demonstrate their commitment to ongoing professional development and advanced studies in a particular topic area.

### 3.5 Professional Development (PD) Events Offered Virtually

Just as teachers commit to ongoing professional learning to augment their knowledge and practice, teacher candidates participate in professional development (PD) to augment their coursework and field experiences. Some PD events are required while others are optional. **Teacher candidates must attend the required events as they are considered a part of your program of study.** Optional experiences are discretionary, but students are encouraged to attend one optional PD event each term of the program. PD experiences are not evaluated for marks. An overview of the annual PD plan is shared through the Student Resources website in August. Times and locations are finalized closer to each event. Some optional events have fees associated with them. Note: *Students are responsible for their own transportation to professional development events.*

#### Experience Plus Co-curricular Transcript - recording and sharing your unique learning journey

Teacher candidates can create a unique, professional, enduring record of their professional development via the **Experience Plus** co-curricular transcript. The Experience Plus program is administrated through Career Services ([brocku.ca/ccee/career-education/experience-plus/](https://brocku.ca/ccee/career-education/experience-plus/)). There is no charge for this service. You may be asked to register for some PD event with your student number allowing the experience to be automatically validated to your Experience Plus transcript.

### 3.6 The IRC and Other Program Supports and Resources

#### Instructional Resource Centre (IRC)

The Instructional Resource Centre (IRC) curriculum libraries at the St. Catharines and Hamilton campuses offer practical print and multimedia resources related to elementary and secondary level teaching and curriculum study. The IRC also provides teacher candidates with media production facilities and instructional supply sales. **Online teaching resources and services are available during COVID-19. Please visit the IRC website:**  
<https://brocku.ca/education/student-resources/irc/>

#### Accessible Learning

Student Wellness & Accessibility Services (SWAS) provides support for students with accessibility needs, as well as personal counseling and student health services. Student Accessibility Services (SAS) advocates for accessibility for students and provides resources and education opportunities for staff and faculty to ensure a welcoming environment in compliance with Ontario Human Rights Commission (OHRC) guidelines and the Accessibility for Ontarians with Disabilities Act (AODA). For more information, please visit their website:  
<https://brocku.ca/sas/>

#### Volunteer/Job Opportunities

Volunteer opportunities are listed through the Experience Plus website:  
<https://brocku.ca/ccee/career-education/experience-plus/>  
Job opportunities will be posted on the Career Zone website:  
<https://careerzone.brocku.ca/student/overview.htm>

## 4. Practical Experience

The Primary-Junior, Junior-Intermediate, and Intermediate-Senior (including Technological Education) programs consist of a progression of courses which both scaffold and are influenced by a series of in-school and professional experiences. The progression through courses over the two years of study is designed to provide breadth and depth of knowledge in foundational subjects (such as method of instruction) as well as subject specific knowledge, most profoundly for secondary teachers. The structure of the practical or field experiences organized through the programs contributes significantly to teacher candidate knowledge about, and success in, the teaching profession. Teacher candidates begin their classroom experiences early in their studies (usually within days of beginning at Brock) thus supporting the related coursework experience with school-based engagement.

### 4.1 Roles and Responsibilities Related to Practice Teaching Experiences

#### Teacher Candidates

Teacher candidates study the foundations of education, the curriculum subjects they are qualifying to teach, and complete practice teaching experiences in schools.

On both the St. Catharines and Hamilton campuses, and in schools, teacher candidates are expected to demonstrate the same high level of professionalism and commitment to students and learning that practicing teachers demonstrate. This includes:

- a commitment to the principles outlined in the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* (including supporting advisories such as the Advisory on Social Media);
- a commitment to personal and professional growth throughout the program;
- a striving towards a standard of excellence in assigned tasks, including class participation at Brock and practice teaching responsibilities in schools;
- a commitment to collaborative interpersonal relations, including consideration for the perspectives of others; and
- a respect for the confidentiality of relationships with school partners, peers, and instructors.

#### Practicum Instructors and Advisors

They advise, guide, mentor, and often act as an advocate for the teacher candidate during the field experiences.

Practicum instructors lead the professional practice courses taken by teacher candidates in year one and year two. Both practicum instructors and practicum advisors work with teacher candidates to develop their teaching skills through coursework as well as by supervising, observing, and assessing each teacher candidate's practice teaching placements.

Practicum instructors and practicum advisors work closely with the teachers and principals in the schools in which teacher candidates are placed.

The practicum instructor or practicum advisor overseeing a teacher candidate's practicum is a teacher candidate's first point of contact for program-related information, including information about practice teaching placements and for handling questions and concerns during placements. For specific course-related information, teacher candidates are advised to contact their course instructors.

### **Placement Officer**

The Placement Officer works with partner school boards to arrange practicum placements. She/he does not work directly with teacher candidates.

### **Administrative Assistant, Practicum**

The Administrative Assistant, Practicum works closely with Practicum Advisors to provide administrative leadership and support related to practice teaching placements and relationships with our partner school boards.

Teacher candidates are encouraged to contact their Practicum Instructors and Practicum Advisors if they have questions about their practice teaching placements.

### **Practice Teaching Coordinator**

The Practice Teaching Coordinator works closely with Practicum Advisors to provide teacher candidates who are experiencing difficulty in a practice teaching placement with additional supports and remediation strategies.

### **Director, Teacher Education**

The Director provides academic and administrative leadership for the Teacher Education program. Final oversight of practicum experiences is the responsibility of the Director, but supported by the Practice Teaching Coordinator, the Placement Officer, and the Administrative Assistant, Practicum.

### **Associate Teachers**

Associate Teachers fulfill a very significant role in teacher education providing professional guidance to teacher candidates during Structured Experience days, Internship and practice teaching placements. Prior to, during, and/or following a practice teaching placement, Associate Teachers liaise with Practicum advisors with the aim of providing teacher candidates with practicum experiences that meet their needs and assessments that reflect their professional growth. Normal practice is to introduce teacher candidates gradually to teaching responsibilities with a single lesson the first day and additional lessons each subsequent day. Associate Teachers and teacher candidates work as teams, to share classroom duties, and to decide mutually on respective roles, under the direction of the associate teacher. In subsequent teaching blocks, a teacher candidate's workload is normally increased as Associate Teachers and principals ascertain that the program and the students are well served by an increase in teacher candidate responsibilities.



An associate teacher's responsibilities include the following:

- welcoming teacher candidates and orienting them to the school and classroom routines;
- discussing with teacher candidates the instructional needs of students and the expectations for planning quality learning experiences for students;
- guiding teacher candidates in their choice of appropriate instructional methods, classroom routines, and instructional materials etc.;
- supervising teacher candidates and observing their professional and ethical behaviours;
- providing teacher candidates with honest, straightforward, and where possible, positively framed, assessments of their teaching performance. Strengths should be highlighted. Weaknesses should be identified, along with specific suggestions for improvement;
- supporting the professional growth of teacher candidates in partnership with Practicum Advisors and the requirements of Brock's teacher education program (e.g., Brock Lesson Plan template);
- conferencing with both Practicum Advisors about the progress of teacher candidates; and
- completing a formal assessment (and an assessment mid-practicum checklist) of the teacher candidate's performance, following the procedures outlined by the Teacher Education Program.

It is emphasized that legal responsibility for the supervision of elementary and secondary school students remains with the associate teacher and school staff. Teacher candidates who have a concern in this regard should contact their Practicum Advisors.

### **Placement Site Principal**

Principals of schools are invited to participate cooperatively with Associate Teachers, teacher candidates, and Practicum Advisors in the planning of the programs for field experiences and practice teaching in their schools. The principal's responsibilities normally include the following:

- Identifying prospective Associate Teachers through prior consultation with them;
- consulting with the Associate Teachers regarding their assignments before the arrival of teacher candidates; meeting with teacher candidates to welcome them to the school and to interpret school and Board of Education policies, and to provide information about the school calendar, building facilities, etc.;
- observing teacher candidates in the classroom;
- providing time for conferences with Associate Teachers and teacher candidates;
- making requests to Brock faculty if supervisory assistance is required;
- overseeing the conduct, duties, attendance and absences of teacher candidates; and



- collects the Health & Safety Training documentation for teacher candidates placed in their schools.

## 4.2 The Practice Teaching Experiences

Teacher candidates are assigned a practice teaching placement in each of the divisions they are qualifying to teach:

- **Primary:** Grades K - 3
- **Junior:** Grades 4 - 6
- **Intermediate:** Grades 7 - 10 (JI placements occur in grades 7-8; IS placements occur in grades 9-10)
- **Senior:** Grades 11 - 12
- **Technological Education:** Grades 9 - 12

Teacher candidates who meet expectations may have the opportunity to complete an Out-of-Region during the final practicum. Alternative setting placements (e.g., museums, outdoor parks, international) may be options (when offered) for the final two weeks of the last block. Refer to the teacher education website for details about alternative setting placement options.

### Transportation to Placements & Required Events

Transportation to school placements, required off-campus courses, and professional development events is the responsibility of each teacher candidate. Brock cannot control changes to public transportation schedules. Students relying on public transportation should review the schedule for the full year to understand the impact on their ability to get from campus to home or placement schools.

### Health and Safety Compliance

Teacher candidates complete Health and Safety Training specific to the school board where the placement occurs. Information about how to complete the training is sent prior to the beginning of the placement.

### Structured Experience Days (SE)

**Due to COVID 19, Internships days for 2020-2021 may be modified or occur in different formats.**

During the first term of every program and beginning early in that term, teacher candidates start their practical experiences in the classroom with Structured Experience (SE) days. They spend one day (normally Wednesday) of every week in the school where they will normally have their first placement. Structured Experience Days are designed to provide teacher candidates with insights into the community, programs, and philosophical structures that are unique to the entire school, rather than focussing on only one classroom.

The experience is closely related to the foundational courses, and there are often assignments from courses to be completed during those days.

Teacher candidates' responsibilities often include the following:

- Maintain a formal Observation Journal/Booklet;
- Observe, explore and reflect on the school climate and organizational structure, physical layout, programs offered, extra-curricular, and extra programs;

- Observe, explore and reflect on students' learning – language , interests, strengths/weaknesses, learning preferences;
- Observe and reflect on teaching methods, curriculum, daily routines, classroom management and organization;
- Search out and reflect on student supports for success (i.e., resource room, guidance area, and library).

### Observation Days (OD)

Two to four observation days take place prior to a teaching block, where teacher candidates get the opportunity to observe the classroom and Associate Teacher to whom they have been assigned for the upcoming practice teaching block. Teacher candidates may be engaged in limited student interactions (one-to-one support, assisting in setting up of lessons) but are not responsible for planning, delivery, assessment and evaluation of a lesson on these days. At many sites, teacher candidates may spend part of their first observation day learning about the culture of the school. Specific activities for this purpose are arranged at the discretion of principals and Associate Teachers. On subsequent observation days, teacher candidates may be based almost exclusively in host classrooms.

Associate Teachers prepare for and participate during Observation days, often through activities such as the following:

- arranging a place for teacher candidates to sit, take notes, and observe comfortably (observation guides are available to teacher candidates);
- duplicating timetables, seating plans, possible teaching schedules, and other materials for teacher candidates;
- if possible, teaching a range of model lessons;
- showing teacher candidates around the school and classroom, and introducing them to the staff; and
- reviewing the teacher candidates' classroom observation records at the end of the day.

### Internship

**Due to COVID 19, Internships for 2020-2021 may be modified or occur in different formats.**

Teacher candidates participate in a two-week Internship experience (initial practice teaching) at the end of the first term in year 1 and prior to the first full, evaluated practicum teaching block of the program.

In the P/J/I program, this initial practice teaching takes place in one specific classroom with the associate teacher to which they have been assigned. In P/J/I this initial practice teaching includes “microteaching” one lesson with feedback from peers and the practicum advisor, teaching one-to-one and small group sessions and possibly contributing one lesson a day.

At the I/S level, the initial practice teaching takes place in one specific classroom, generally in the teacher candidate's first teachable subject if placements are available, with the associate teacher to which they have been assigned. During the internship, the practice teaching includes teaching one class per day and assisting the associate teacher with two other classes.

Normally, teacher candidates will do the first, practice teaching block in the same associate teacher's classroom as assigned for the internship.

## Practicum (or Teaching) Blocks

Successful completion of practice teaching is an essential element of the teacher candidate experience in the program. Under the guidance of Practicum Advisors and Practicum Instructors and Associate Teachers, teacher candidates complete teaching experiences or practicums. Practicums are blocks of time where the teacher candidate spends the full day at a school in a classroom of a host associate teacher who serves as mentor and guide. Each block is scaffolded to reflect the experience and the coursework completed by the teacher candidate prior to the teaching practicum.

Teacher candidates take on all aspects of teaching responsibility including:

- planning, assessment, evaluation and classroom climate.
- maintaining a functional daybook during teaching blocks (required)
- use the Brock Lesson Plan template to develop their lessons during practicum
- at the discretion of Practicum Advisors, teacher candidates may have the option of using an abbreviated lesson plan format during their final block in year 2.

## *Lesson Planning & Daybooks*

Through the submission of one or more lesson plan(s), each teacher candidate demonstrates a high level of proficiency in lesson planning utilizing the Brock Lesson Plan template. A downloadable version of the template will be made available to teacher candidates on the Resources website and to associate teachers.

The keeping of a Daybook is required for all teacher candidates. A teacher candidate's daybook:

- contains identification of the owner and school, and notes provided by the associate teacher related to school policies and routines etc.;
- contains lesson plans for all practice teaching blocks, and units for Practicum 2 and 3;
- contains student seating plans and mark lists;
- contains descriptions of class routines and schedules for supervisory duties (e.g., cafeteria);
- contains newsletters, the principal's memos, timetable information, and notes for the school or class;
- must be presented to the associate teacher before the teaching day begins, with at least the lessons for that day; and
- contains the teacher candidate's reflections at the end of each lesson/experimental strategy, as well as the comments of the associate teacher.

## *Range of Experiences and Performance Expectations (see appendix A)*

Year 1, P/J/I, Block 1, Winter: supervised by Practicum Advisor/Instructor

- is normally 5 to 6 weeks in length.
- teacher candidates will be able to teach a minimum of 50%, but no more than 75% at the end of the block.

Year 2, P/J/I Block 2, Fall: supervised by Practicum Advisor/Instructor

- teacher candidates will be able to teach a minimum of 75% of the day

Year 2, P/J/I Block 3, Winter: supervised by associate teacher

- teacher candidates will be able to teach 100%.

- Year 1, I/S, Block 1, winter: supervised by Practicum Advisor/Instructor
  - teacher candidates will be able to teach one class per day & observe two other classes
- Year 2 I/S, Block 2, Fall: supervised by Practicum Advisor/Instructor
  - teacher candidate will be able to teach two classes per day,
- Year 2 I/S, Block 3, Winter: evaluated by associate teacher
  - teacher candidate will be able to teach three classes per day.
  
- Year 1, Tech, Block 1: supervised by Practicum Advisor/Instructor
  - teacher candidate will be able to teach one class per day & observe two other classes
- Year 2 Tech, Block 2: supervised virtually by Practicum Advisor/Instructor
  - teacher candidate will be able to teach two classes per day,
- Year 2 Tech, Block 3: evaluated by associate teacher
  - teacher candidate will be able to teach three classes per day.

### *Expectations for Practicum Experiences*

Teacher candidates are expected to attend each session of the practicum as professionals in the field. It is expected that:

- (a) all instances of dress, grooming, and speech will be in accordance with the expectations of the schools;
- (b) daily arrival and departures to and from schools will be in accordance with the school expectations for punctuality
- (c) any required absences will be reported to Practicum Advisors and Associate Teachers before the teaching sessions;
- (d) accepted professional behaviour will be displayed in all dealings with students, school personnel, and university personnel. If conflicts arise, teacher candidates are expected to seek assistance through their Practicum Advisors.

Teacher candidates should be aware that assessment and the assigning of grades must and will be based on wider domains that encompass the attitudes, deportment, and responses that model high ethical standards, reflectivity, responsibility, and a desire to learn and grow. Assessments will reflect the extent to which teacher candidates have demonstrated genuine progress in learning how to learn and how to assist others to learn.

Teacher candidates are expected to conduct themselves on campus and in their practice teaching schools in a professional and ethical manner. This includes demonstrating the following:

- demonstrating a commitment to personal and professional growth throughout the year;
- endeavoring to achieve a standard of excellence in assigned tasks, participation, and practice teaching roles;
- demonstrating such interpersonal qualities as cooperation and consideration for the perspectives of others; and
- demonstrating a commitment to principles valued in society, such as honesty, reliability, and equality of rights without gender, racial, or ethnic bias.

## **Associate Teacher Absence during Practica**

Should an Associate Teacher be absent, teacher candidates must not be left on their own, be asked to take on unsupervised responsibilities in the school or be employed as a supply teacher. A qualified supply teacher may serve as an associate teacher and work temporarily with the teacher candidate; however, in the case of the extended absence of their Associate Teacher, the placement assignment will be re-evaluated through consultation with the principal, Practicum Advisor, and Placement Officer.

## **Staff Meetings and Professional Activity Days at Schools during Practicum**

Teacher candidates are required to attend staff meetings that are scheduled on days when they are at the school site. As adjunct members of the school staff, teacher candidates are encouraged to attend staff meetings held on days when they are not in the school site whenever possible to keep current with events, plans and processes occurring in the school. Teacher candidates are expected to take part in workshops, meetings and any other professional development activity planned, as would any other member of the school staff, if the activity is scheduled on a day when teacher candidates are assigned to their school site. However, teacher candidates should visit with their Associate Teachers and Principals to determine if their presence is welcome.

## **Labour Action during a Practicum**

Teacher candidates may, if they wish, join their Teacher Federation's information pickets (e.g., distributing pamphlets during lunch). Teacher candidates are not to go into the school during any strike action day/s. During any strike action, teacher candidates must not take on any activities from which teachers have refrained.

If Teacher candidates choose to participate in a strike picket, insurance policy (e.g., Brock, MTCU, OTF) does not cover you.

## **4.3 Evaluation of Practica**

Teacher candidates' performance for each practicum is rated by the Associate Teacher and the Practicum Instructor or Practicum Advisor.

### **Mid-term Evaluation (Appendix B)**

Associate Teachers are highly encouraged to use the mid-term evaluation (see Appendix B) to provide feedback to the teacher candidates they are mentoring in the middle of their practice teaching block. The evaluation is not related to a mark but is instead available to support the learning of the teacher candidate and guide a conversation between associate teacher and teacher candidate.

### **Final Summative Evaluation (Appendix B)**

The summative evaluation of a teacher candidate's performance for each practicum is rated on the Associate Teacher Practicum Evaluation Form by the Associate Teacher and the Practicum Advisor or practicum instructor. Although the evaluations are similar for all programs, please see Appendix B for the templates for the evaluation form used for teacher

candidates in the program.

Also, please note that, although these forms remain the same for each of the practicum blocks, the expectations for their completion are different. Ratings relate to the expectations for the current level of preparation and therefore, as teacher candidates progress through the program, they are held to a higher standard of performance.

In addition, there is an overall rating for each practicum:

- Highly successful, Proficient, Marginal, Unsuccessful are the rankings for teacher candidates.

NOTE: It is possible for the teacher candidate to receive a highly successful ranking in their first block because they are successfully performing the expectations at the level of that block. A teacher candidate's score may be lower on other blocks - not because they have lowered performance efforts, but due to an increase of expectations.

#### **4.4 Teacher Candidates Experiencing Difficulties during Practicum**

If issues or concerns arise in a placement, the Practicum Advisor is the first point of contact. Teacher candidates should contact the Practicum advisor/Instructor immediately with the concern and should not wait for problems to become unmanageable.

##### **Reasons for Withdrawal from a Practicum**

Teacher candidates should anticipate that, when their conduct affects the quality of teaching or learning, the climate of a school, and/or the well-being of others, Associate Teachers will discuss the issues with them and note areas of concern in their formal assessment reports. Associate Teachers are also requested to contact the Practicum Advisor early on when a teacher candidate's performance is judged to be problematic. The performance of such teacher candidates will be jointly assessed by the Associate Teacher and a Practicum Advisor and, as necessary, the Practice Teaching Coordinator or another faculty member. Results of these assessments will determine the eligibility of the teacher candidate to proceed in the practice teaching placement. In determining a course of action, the following factors will be taken into consideration:

- if the teacher candidate's response to counseling is positive and task oriented;
- if the teacher candidate shows an adequate level of understanding of personal strengths and weaknesses; and
- if the candidate is able to work with the associate teacher and Practicum Advisor to construct a feasible plan of action for improvement and professional growth.

The following may be considered cause for the immediate withdrawal of a teacher candidate from a practice teaching placement:

- a charge by school personnel and/or Brock personnel of physical, emotional, or sexual abuse;
- assessment by school personnel and/or Brock personnel that the teacher candidate's behaviour seriously or chronically affects the emotional or physical health of students;
- in the opinion of the Teacher Education program, the associate teacher, or the school principal, evidence that continued placement could have a detrimental effect on the school's students, staff, or program.

In the situations outlined above, the option to repeat the practicum course practica may be refused and the teacher candidate's right to continue in the teacher education program may be revoked, depending on the seriousness of the situation.

### Placement Difficulties Due to Communication & Professional Relations

Teacher candidates and Associate Teachers approach placement with different perspectives and expectations. Topics that are commonly negotiated between teacher candidates and Associate Teachers include appropriateness of dress, punctuality, the amount of teaching required by the teacher candidate during each block, the amount of feedback provided to the teacher candidate by the associate teacher. A difference in perception of what constitutes professionalism or appropriate attitudes towards teaching, and many other topics could arise.

Difficulties can arise within these negotiations. Teacher candidates and Associate Teachers are provided with the roles and responsibilities, as well as practicum expectations for the block, outlined in this Program Handbook. It is hoped that both teacher candidates and Associate Teachers would review these roles and responsibilities, followed by an open and frank dialogue in discussions that are mutually respectful, with empathy and conduct reflective of the OCT *Ethical Standards for the Teaching Profession*. Additionally, all teacher candidates and Associate Teachers are encouraged to contact the Brock Practicum Advisors for advice and assistance in resolving any such issues as soon as they become apparent.

Difficulties do arise in professional relationships that are more serious in nature, such as sexual harassment, racial harassment, equity, professional ethics, etc. Professional relationships are governed by University, Federation, and school board policies, as well as federal and provincial legislation. Problems of this nature should be reported immediately to the Practicum Advisor, who must inform the Practice Teaching Coordinator and Director of the Teacher Education program. Professional misconduct by the teacher candidate may result in removal of the teacher candidate from the program.

### Failure to Complete Practicum

The Practice Teaching Coordinator (or their designate, such as the Practicum Advisor) will prepare a **Teacher Candidate Referral Contract** for any teacher candidate who does not complete a practicum for any reason. A failing grade will normally be assigned to the practicum course and the teacher candidate will normally be required to enroll in the course again to repeat the practicum (thus paying the tuition fee again). Teacher candidates who leave a block **for any reason** will normally receive a failing mark for that placement and be required to re-take, and pay again for, the practicum course for credit. A backdated withdrawal may be provided for medical or compassionate reasons at the discretion of the Director. A teacher candidate may only re-take a practicum course once; unsuccessful completion of repeated practicum will normally result in removal from the program.

### Unsatisfactory Rating of the Practicum

Associate Teachers are encouraged to notify the Practicum Advisor immediately when a teacher candidate is having difficulties in the practicum, especially if the resulting mark will be a *Marginal* or below. The Practicum Advisor will meet with the Associate Teacher and the teacher candidate to discuss the situation and determine a course of action. If appropriate, one or more faculty members and the Practice Teaching Coordinator will observe the teacher candidate's performance in the classroom in order to provide the Associate Teacher with a



second opinion and additional feedback for the teacher candidate. Together, the Associate Teacher, the teacher candidate and the Practicum Advisor will identify next steps.

The Practice Teaching Coordinator (or their designate, such as the Practicum Advisor) will prepare, in consultation with the teacher candidate and their Practicum Advisor, a **Teacher Candidate Referral Contract** that outlines performance criteria for the next block for each teacher candidate with an overall mark of *Marginal or below* on the evaluations of any block. Supervision in Block 3 is required if a teacher candidate's mark on the practicum evaluation is *Marginal or Unsatisfactory*. An offer will be extended to the Practicum Advisor first to complete supervision, and if the Practicum Advisor declines the additional supervision, the Placement Officer will find a new advisor for the supervision. When the teacher candidate successfully completes the conditions of the contract, the advisor will notify the Admin Assistant, Practicum that the teacher candidate has successfully completed the practicum.

### Referral Policies and Procedures

Under exceptional circumstances, when a teacher candidate's performance and/or deportment are not consistent with the expectations of the Teacher Education program, as described in the Teacher Candidate Handbook, the Brock University Undergraduate Calendar, course outlines, and/or Brock University Code of Conduct, the procedures below may be followed by the Teacher Education Program:

1. The instructor (or Practicum Advisor(s) or associate teacher(s), if applicable) may confer informally with the teacher candidate about the problem or concern, with the goal of communicating clear expectations (in writing is ideal) and developing a timeline for planned improvement.
2. If the expectations and the timeline for planned improvement are not met satisfactorily, the instructor (or practicum advisor(s) or associate teacher, if applicable) will normally confer with the Practice Teaching Coordinator (for matters related to practice teaching), Student Accessibility Services staff (if applicable), and/or the Director (for all others matters).
3. At this point, a **Teacher Candidate Referral Report** will normally be drafted, signed by all parties, and retained by the Practice Teaching Coordinator or Director, with copies distributed to all parties as appropriate. The report will include the following: name and student number of the teacher candidate, date of the report, information about the problem and the reasons for referral (including a timeline if appropriate), supporting documentation (if available), and a plan of action for remedying the problem. In the case of a severe problem, a plan of action may recommend immediate withdrawal from the teacher education program, in which case the **Teacher Candidate Referral Report** will immediately be elevated to the Office of the Dean/Associate Dean for further action.
4. During the preparation of the **Teacher Candidate Referral Report**, the teacher candidate may be requested to co-develop a plan of action and a timeline for remediation of the problem. In cases where problems are resolved, no further action will be taken, if, in the opinion of the instructor, Practice Teaching Coordinator, and Director there is satisfactory resolution of the problem.



5. If the problem is not resolved, a Referral Committee will normally be formed to recommend further action. Membership on the Referral Committee should comprise the teacher candidate and, as appropriate, one or more instructors, Practicum Advisor/Instructor, the Practice Teaching Coordinator, the Assistant Director, Hamilton, the Director, and a representative from the Student Wellness & Accessibility Services/Student Accessibility Services (in the case of teacher candidates who are registered with the office).
6. In the case of concerns about coursework, the Director may choose, with proper regard to Brock University's privacy policies, to contact the teacher candidate's instructors (and associate teacher(s), if applicable) to gather data on the teacher candidate's performance and deportment in the program overall. This communication will be conducted confidentially. Concerning the findings, and in consultation with the Practice Teaching Coordinator, if applicable, the Director may recommend updating the **Teacher Candidate Referral Report**.
7. If the problem is not resolved and the candidate is not satisfied with the actions taken by the Referral Committee, the teacher candidate may appeal to the Office of the Dean. The Dean (or Associate Dean as his/her designate) will accept, reject, or amend the actions taken by the Referral Committee and inform the candidate and the Program.
8. Following the decision of the Dean/Associate Dean, the teacher candidate may appeal to the Student Appeals Board. Teacher candidates are advised to consult the *Brock University Undergraduate Calendar* and information at the Brock University website related to appeal policies and procedures at the university level.

During the entire referral process, all parties are requested to make and keep dated notes related to advice, expectations, requirements, and timelines that have been communicated to the teacher candidate. All correspondence with the teacher candidate will be conducted either in person, over email (with a reply requested), or by registered mail, in the case of a teacher candidate who is no longer in the vicinity. As well, the Registrar's Office will be provided with copies of documentation for teacher candidates who request a make-up block or opportunity to retake a course.

### **Divergent Associate Teacher and Practicum Advisor Reports**

If the practice teaching assessment report that is completed by an associate teacher is clearly divergent from the practice teaching assessment report that is completed by the Practicum Advisor, the following procedures may be followed at the discretion of Practicum Advisors:

- a conference time may be arranged for further dialogue between the Associate Teacher and the Practicum Advisor, with or without the teacher candidate present;
- where feasible, additional Practicum Advisor observation times may be scheduled;
- the Practice Teaching Coordinator may be consulted and asked to review the circumstances and the assessment reports. In situations where a final grade is Unsatisfactory or Marginal, the Practice Teaching Coordinator may choose, in consultation with the Practicum Advisor, which report to use in determining a Pass/Fail standing, and whether a make-up teaching placement is warranted.

- Teacher candidates will not be allowed to request an additional placement for the purpose of acquiring a higher mark.

The procedures to be followed for all situations such as performance related issues and accommodations that could lead to repeating a practicum or a decision of no further placements are outlined in Appendix D

## 4.5 Other Important Information

### Making Placements

**All placements are made by the Placement Officer**, in consultation with Practicum Advisors/Instructors and school board personnel. **Teacher candidates are not allowed to contact schools, teachers, or principals to make their own placement. This creates a conflict of interest and may be in conflict with schoolboard placement policy. Any placements made by the teacher candidate will be revoked.**

Each schoolboard uses a different placement procedure (e.g., schoolboard central placement officer assigns TC; Brock placement officer contacts schools). Because Brock cannot control how placements are made and when placements are approved by each school board, teacher candidates may learn of their placements at different times than their peers. **It is normal for teacher candidates to have placements confirmed 24 hours prior to arriving at the school; however, when possible this information is provided earlier.**

Once a placement is communicated to the teacher candidate, the teacher candidate arranges to contact the associate teacher. A program is worked out that meets the needs of the associate teacher and the teacher candidate. Associate Teachers may contact the Practicum Advisors for any clarification. Teacher candidates are expected to increase their teaching load as the practice teaching period progresses and to maximize opportunities to participate in the school activities and get to know the school culture.

### Out-of-Region (OOR) Placements

It is expected that teacher candidates will generally complete Practicum 1 and 2 in a family of schools associated with their Cohort. (The only exception is teacher candidates in the I/S Technological Education Cohort, who may be placed in a school that falls outside the areas served by the Hamilton Campus in Practicum 1.) Some teacher candidates will want to teach in a school that falls outside partner schoolboard areas but within the province of Ontario Practicum 3. This is referred to as an Out-of-Region Placement (OOR).

Teacher candidates should note that (a) **they do not make arrangements themselves for their Out-of-Region or alternate setting placement, and (b) fulfillment of their request is not always possible or advisable.** An Out-of-Region or alternate setting placement may be revoked by the Teacher Education program with consideration for the teacher candidate's teaching performance in Practicum 1 and 2, and the individual's course work. Whether in-region or out-of-region, teacher candidates should note that Brock, in consultation with principals and Associate Teachers, will exercise its right to deny teacher candidates practice teaching make-up weeks for Practicum 1, 2 or 3. Make-up weeks will only be granted after consultation among the Director, Practicum Advisor and the Practice Teaching Coordinator.

## School Visits by Brock Practicum Advisors

Note: Teacher candidates should review and be familiar with the assessment criteria and program as laid out in the course syllabus associated with each practicum.

Assessment and evaluation of practice teaching is critical to the success of teacher candidates. A Practicum Advisor will observe teacher candidates teaching at least once during each of the first two practica and, at their discretion, the final practica. Their visits are arranged in cooperation with the associate teacher. Normally, observations are for a full class period or more and may be scheduled more than once.

Often a pre-observation/post-observation period is set aside for discussion with the associate teacher. A post-observation conference is conducted between the teacher candidate and the Practicum Advisor. This is normally confidential and does not require the attendance of the associate teacher. It is not unusual, however, for the associate teacher to be invited. An assessment report is completed by the faculty advisor with a copy provided to the teacher candidate. While the report is confidential, teacher candidates are encouraged to share their Advisors' observations with their Associate Teachers.

Associate Teachers are invited to contact Practicum Advisors for clarification, debriefing, and assistance related to completing the practicum assessment report. In all but exceptional cases, the report should be completed before the end of the practicum and discussed with teacher candidates prior to the last day of the practicum. A copy of the associate teacher report is sent back to Brock, Teacher Education Program.

## 5. Professionalism

### 5.1 Professional Dispositions

The term, "professional disposition," refers to the attitudes and attributes valued by the profession. The Ontario teaching profession's notion of professionalism is expressed most articulately in the *Ethical Standards for the Teaching Profession* and *Standards of Practice for the Teaching Profession*. Dispositions are defined as "intra-and inter-personal skills, or the expected behaviours for how teachers interact appropriately with others in professional settings and relationships (OADE, n.d.)." These relationships begin immediately - from a teacher candidate's first contact with the staff of the Teacher Education program, to the manner in which they conduct themselves with their classmates and instructors. Other relationships are developed as teacher candidates interact with Associate Teachers, other teachers in the schools, and principals. And a final relationship evolves between the teacher candidate and their students and their parents. The manner in which a teacher candidate interacts with students, parents, colleagues, classmates, instructors, and support staff in the schools and at the university must meet the expectations for professionalism.

### 5.2 Professionalism in Schools

Upon acceptance into the teacher education program and during the summer before Year 2 for Consecutive teacher candidates, applicants/teacher candidates must complete a satisfactory police background check with vulnerable sector check that is dated no earlier than May 1 of the year of entry.

The Teacher Education Program reserves the right to withdraw from the program a teacher candidate who does not have an acceptable police background check by date communicated during the acceptance process and prior to a scheduled practice teaching placement.

In advance of practice teaching placements, Practicum Instructors/Advisors will discuss with teacher candidates the expectations for professionalism in schools. Teacher candidates are expected to:

- arrive at their schools sufficiently early each morning to ensure adequate preparation for the day. Expectations for teacher candidate arrival and departure times are normally set by Associate Teachers, but will, at a minimum, comply with school laws (i.e., teacher candidates must be present at least 15 minutes before school opening and after school closing);
- familiarize themselves with and follow the school's policies and routines regarding matters such as safety, timetables, discipline, field trips, equipment, and absences, etc.;
- accept the tasks and teaching duties that are assigned by Associate Teachers or school staff. Early on in a school placement, teacher candidates are encouraged to discuss with Associate Teachers the expectations Associate Teachers have for teacher candidates and to arrive at a mutual acceptance of the teacher candidate's responsibilities. Teacher candidates are to follow the guidance of Associate Teachers and school staff in terms of the roles or responsibilities they will or will not assume;
- maintain a day book that includes all of the required lesson plans and information for each day's teaching and learning activities, as well as timetables, worksheets, and other materials as suggested by Practicum Advisors and Associate Teachers. The daybook must be current and presented to Associate Teachers prior to the beginning of classes and to Practicum Advisors during a visit;
- be available for discussions with Associate Teachers and remain in the school until any reviews of the day's teaching have been completed and suggestions for subsequent tasks have been discussed;
- use non-teaching classroom time to complete pedagogically appropriate activities, such as observing the teaching methods used by Associate Teachers and other staff, working with individual students, supervising group activities, preparing bulletin boards, and assessing student performance etc.;
- supervise the playground, corridor, and/or lunch room when requested and when under the guidance of a certified teacher;
- where appropriate and when invited, attend and participate in the school's professional development day activities, parent-teacher interviews, and staff meetings;
- conference as appropriate with the principal and/or vice-principal about school administration, specific educational issues, or professional growth and development;

- always act during school placements as professionals in the field. It is expected that:
  - all instances of dress, grooming, and speech will conform to the expectations established by schools;
  - any required absences will be reported in a timely manner (i.e., prior to the beginning of the school day) to Associate Teachers and *Practicum Advisors*. Additionally, absences must be reported to the practicum office through the **Practicum Absence Reporting Form** accessed through the Student Resources website. Resources for any lessons the teacher candidate was preparing to teach must be made available to the associate teacher.
  - professional behaviour will be displayed in all dealings with students, school personnel, parents, Practicum Advisors, and others in the school.

### 5.3 Teacher Professionalism and Associate Membership in the Ontario Teachers' Federation

Various documents provide teacher candidates with an understanding of the expectations required of the teaching profession such as the *Brock Student Code of Conduct* (found at: <http://brocku.ca/student-discipline/code-of-conduct>).

#### Legislation Governing Teacher Candidates Behaviour

Under the Teaching Profession Act, “...every student in a teachers’ college or in a college of education in Ontario is an associate member of the Federation.” As such, it is expected that teacher candidates will adhere to the responsibilities and duties of a teaching professional described in the act.

Therefore, teacher candidates are bound by the same legislated provisions as are practicing teachers. The Education Act, Section 264(1), specifies the legislated duties of a teacher, including TECs, as follows:

- 1) 264.(1) It is the duty of a teacher and a temporary teacher:
  - a) to teach diligently and faithfully the classes or subjects assigned to the teacher by the principal;
  - b) to encourage the pupils in the pursuit of learning;
  - c) to assist in developing co-operation and co-ordination of effort among the members of the staff of the school;
  - d) to maintain, under the direction of the principal, proper order and discipline in the teacher’s classroom and while on duty in the school and on the school ground;
  - e) in instruction and in all communications with the pupils in regard to discipline and the management of the school,
    - i) to use the English language, except where it is impractical to do so by reason of the pupil not understanding English, and except in respect of instruction in a language other than English when such other language is being taught as one of the subjects in the course of study, or
    - ii) to use the French language in schools or classes in which French is the language of instruction except where it is impractical to do so by reason of the pupil not

understanding French, and except in respect of instruction in a language other than French when such other language is being taught as one of the subjects in the course of study;

- f) to conduct the teacher's class in accordance with a timetable which shall be accessible to pupils and to the principal and supervisory officers;
  - g) to participate in professional activity days as designated by the board under the regulations;
  - h) to notify such person as is designated by the board if the teacher is to be absent from school and the reason therefore;
  - i) to deliver the register, the school key and other school property in the teacher's possession to the board on demand, or when the teacher's agreement with the board has expired, or when for any reason the teacher's employment has ceased;
  - j) to use and permit to be used as a textbook in a class that he or she teaches in an elementary or a secondary school,
    - i) in a subject area for which textbooks are approved by the Minister, only textbooks that are approved by the Minister; and
    - ii) in all subject areas, only textbooks that are approved by the board and
  - k) to perform all duties assigned in accordance with this Act and the regulations.
- RS.O. 1990, c. E.2, s. 264 (1); 2003, c. 2, s. 20 (1).

## The Ontario College of Teachers Standards of Practice and Ethical Standards

Similarly, teacher candidates should fully read and familiarize themselves with the *Ethical Standards* and *Standards of Practice for the Teaching Profession*, as these standards serve as the foundational expectations of professional behavior of the teaching profession. Along with the *Professional Learning Framework*, they outline the principles of professional practice, ethical behaviour, and ongoing learning for the teaching profession in Ontario. Developed by the Ontario College of Teachers (OCT), the standards are designed to “describe what it means to be a member of the teaching profession in Ontario. They describe the goals, principles and aspirations of teachers dedicated to student learning” (Ontario College of Teachers, 2016, <http://www.oct.ca/public/professional-standards>).

The teacher education program at Brock adheres to the principles that are outlined in the above *Standards* and these principles are referenced frequently throughout the program. Additionally, these standards serve as the basis of the assessment and evaluation of teacher candidates in the program. **Note: Teacher candidates are encouraged to download the flyer that references these standards in an easy-to-reference format** (at: [https://www.oct.ca/-/media/PDF/Standards%20Poster/standards\\_flyer\\_e.pdf](https://www.oct.ca/-/media/PDF/Standards%20Poster/standards_flyer_e.pdf))

## The Standards of Practice for the Teaching Profession (OCT)

### *Commitment to Students and Student Learning*

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

### *Examples of Commitment to Students and Student Learning*

- Participate in after-school programs (e.g., Tutoring, Reading & Math programs; Computer Camps; Physical Education programs)
- Work closely with Associate Teacher to integrate students with autism into classrooms
- Use a speaker headset for children who are hearing impaired

- Promote being Canadian and proud
- Incorporate differentiated instruction strategies in teaching
- Participate in IEP meetings and incorporate into instruction

### *Professional Knowledge*

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

#### ***Examples of Professional Knowledge***

- Engage in action research around personal teaching practice
- Use Experience Plus to highlight professional learning
- Lead workshops for colleagues and classmates
- Engage in a Professional Learning Community
- Develop a self-reflective teaching practice
- Take AQ courses

### *Professional Practice*

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

#### ***Examples of Professional Practice***

- Engage in collaborative planning with Associate Teachers and colleagues
- Participate in on-going learning opportunities (AQ; workshops; advanced degrees)
- Adhere to IEP expectations and having separate work for students based on Special Education Teacher recommendations
- Continually work to meet student needs and expectations
- Develop an ALP - Annual Learning Plan - teachers discuss their plan with Principal
- Engage in developing a school success plan

### *Leadership in Learning Communities*

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

#### ***Examples of Leadership in Learning Communities***

- Engage in Literacy Night or other school-based activities involving children and their parents
- Engage in socials for the school faculty
- Develop relationships with colleagues for team teaching or team planning opportunities
- Engage in PLC meetings
- Engage in faculty and other school-based meetings
- Volunteer outside of the school (YMCA programs, PALS programs)

### *Ongoing Professional Learning*

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



### **Examples of Ongoing Professional Learning**

- Attend PD Day workshops
- Take AQ courses
- Personal reading of educational books, curriculum ideas
- Action research related to personal teaching situations and practice
- Trying new teaching ideas in class, re-evaluating
- Collaborative planning/teaching strategies

## **The Ethical Standards for the Teaching Profession (OCT)**

### *Care*

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

### *Respect*

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

### *Trust*

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

### *Integrity*

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

## **The Professional Framework of Learning for the Teaching Profession (OCT)**





The OCT's *Professional Learning Framework for the Teaching Profession* (2016) is described by their website as "one component of a collective vision of teacher professionalism in Ontario that was collaboratively created by both the profession and the public."

Note: Teacher candidates are encouraged to download the booklet prepared by the OCT that explains in detail and provides more information about this critical expectation of professional behavior located at:

[http://www.oct.ca/-/media/PDF/Professional%20Learning%20Framework/framework\\_e.pdf](http://www.oct.ca/-/media/PDF/Professional%20Learning%20Framework/framework_e.pdf)).

## 5.4 Confidentiality

Teacher candidates are expected to follow the policies and procedures for maintaining confidentiality of their students, which includes respecting the integrity of all academic and personal information related to all students, by never disclosing such information to a third party, except within strictly professional contexts for the purpose of supporting and assisting learners and their families, or when legally required to do so.

## 5.5 Academic and Professional Conduct Expectations at Brock

In addition to the policies of the Ontario College of Teachers and Ministry regulations, the Teacher Education Program's policies related to student conduct are governed by the general policies of Brock University (in Brock University Policies section) and bound by the *Brock Student Code of Conduct*. These policies set out penalties for various forms of misconduct and procedures for *Investigation and Discipline* in cases of allegations of such misconduct. Further information regarding academic integrity is found at <https://brocku.ca/academic-integrity/>.

# 6. Program Policies, Procedures, & General Information

## 6.1 Gaining Admission to the Brock Teacher Education Programs

### Essential Skills and Abilities Required for Becoming a Teacher

The Ontario Association of Deans of Education (OADE) has developed the following characteristics that inform individuals considering a teaching career in Ontario schools. The following checklist provides a self-assessment of personal capabilities required for successful completion of a Bachelor of Education degree program. The OADE states, "The Essential Skills serve as a benchmark, outlining the requirements to meet the minimum standard necessary to ensure children's safety and learning. Failure to demonstrate any of the Essential Skills may result in removal from the Bachelor of Education degree program."

**REQUIREMENT 1:  
COMMUNICATION SKILLS**

Teacher candidate communicates clearly, non-verbally and verbally (in the language of instruction, orally and in writing), in various contexts.

Specifically, the teacher candidate:

- ✓✓ Speaks with appropriate volume, vocabulary, and expression in the language of instruction at a level that provides for safe and accurate understanding of words and meanings.
- ✓✓ Communicates effectively to provide instructions and direction that can be understood by others.
- ✓✓ Asks questions, when needed, to clarify expectations and implied meanings (stated or unspecified details) in course work and on practicum.
- ✓✓ Receives and responds appropriately to oral and written communication from others.
- ✓✓ Responds appropriately to non-verbal signals received from others while considering individual differences in expression and associated meaning.
- ✓✓ Reads, comprehends, and writes, observing the conventions of writing (paragraphing, spelling, punctuation, capitalization, and grammar) at a satisfactory level.
- ✓✓ Models appropriate speech and writing, and provides accurate feedback in real time.

**REQUIREMENT 2:  
INTRA- AND INTER-PERSONAL SKILLS**

Teacher candidate interacts appropriately with others.

Specifically, the teacher candidate:

- ✓✓ Accepts, interprets and uses multiple forms of feedback (e.g. body language, tone of voice, verbal and written comments) to enact effective change (e.g. demonstrates flexibility and adaptability).
- ✓✓ Maintains appropriate interpersonal boundaries, both relational boundaries and also physical boundaries.
- ✓✓ Works cooperatively and effectively with others.
- ✓✓ Models inclusive respectful behaviour.
- ✓✓ Acts calmly and non-judgmentally in situations that are stressful or involve conflict.

### REQUIREMENT 3: COGNITIVE AND METACOGNITIVE SKILLS

Teacher candidate learns, and recalls in a timely manner, the discipline's content and points of understanding (concepts, postulates and methods), and demonstrates effective executive functioning skills.

Specifically, the teacher candidate:

- ✓✓ Learns new material on a given topic within a subject to the level (depth and breadth) required for instruction (as outlined in the curriculum documents).
- ✓✓ Plans, organizes and prioritizes academic/job tasks to meet (course and practicum) requirements.
- ✓✓ Responds to unanticipated problems in a timely manner with an appropriate and justifiable course of action.
- ✓✓ Sustains ongoing effort and persists in the face of challenges.

### REQUIREMENT 4: SUPERVISION SKILLS

Teacher candidate maintains awareness of others so as to ensure a safe environment.

Specifically, the teacher candidate:

- ✓✓ Attends to the learners and their environment and takes appropriate action in order to maintain a safe environment.
- ✓✓ Manages multiple job duties simultaneously so as to ensure a safe environment.
- ✓✓ Works effectively in the presence of distracting stimuli so as to ensure a safe environment.
- ✓✓ Moves about the classroom, manages materials and supplies, and supervises learners during classroom activities.

## Admissions

Complete information about the admissions policies for the Teacher Education program are found in the Undergraduate Academic Calendar for Teacher Education. There are different admissions requirements for each program. For admissions requirements for specific programs leading to a Bachelor of Education Degree, see the **Admissions Information** section of the *current Brock University Undergraduate Calendar, Faculty of Education*.

As well, the programs that lead to the Bachelor of Education degree at Brock are of a professional nature, and therefore require coursework with extensive experiential learning, regular attendance and participation in these experiences, and an introduction into the behaviours and attitudes expected of teaching professionals. Due to the structured scaffolding within the program to provide opportunities to develop skills and dispositions, **course exemptions based on completion of comparable courses or exemption from program courses are not allowed for admission into the teacher education programs.**

## Language Proficiency Policy

Teacher candidates' knowledge of and proficiency in using oral and written English language must be at a level that can support successful completion of the teacher education program and is a requirement for admission to the program. In some cases, those teacher candidates without the required level of proficiency will be required to withdraw from the program. In such cases, deferred admission for up to two years may be granted.

By the end of September, Practicum Instructors will notify the Director of any teacher candidate who appears to lack the proficiency in oral and/or written English required for completion of the program. Where available, the Practicum Instructor will also include any feedback from Associate Teachers. In determining next steps, the Director will proceed as follows:

1. Interview the teacher candidate;
2. Confidentially request feedback from course instructors;
3. Arrange for an English proficiency test; and
4. Organize a Referral Committee once the test results are received.

The Referral Committee will normally comprise the Director, the Practice Teaching Coordinator, the Hamilton Campus Coordinator (where applicable), and the Practicum Instructor. The Referral Committee will interview the teacher candidate and review the records of the practicum advisor, instructor comments, associate teacher notes, and the English proficiency test results in determining a course of action. During the interview, the teacher candidate may choose to be accompanied by a representative.

If the teacher candidate's lack of English language proficiency is not uncovered before a practice teaching placement, the Teacher Education Program will act similarly to the above on any expression of concern from an associate teacher.

### *Failure to Pass the Proficiency Test*

Normally, if the teacher candidate has failed the English proficiency test or an important sub-test, the teacher candidate will be suspended from the teacher education program until the test is passed. (All other policies regarding attendance and participation remain in effect.) Only two examination sittings will be permitted. If the teacher candidate cannot pass the subsequent test (or important sub-test), generally, he or she will be required to withdraw from the program. In that event, at the decision of the Referral Committee, admission may be deferred for up to two years.

The candidate may appeal the decision of the Referral Committee to the Dean and to the Senate Committee on Appeals. Teacher candidates are advised to refer to the *Brock University Undergraduate Calendar* for further details related to University appeals policies and procedures.

### *When Re-admission Has Been Deferred*

When re-admission has been deferred due to difficulties in language proficiency, re-admission within the next two years will be granted on successful completion of the proficiency test and an oral interview by the Director or Practice Teaching Coordinator. All admission timelines, as set by the Registrar's Office, will apply.

### *On Successful Completion of the Written Test*

If the teacher candidate passes the English proficiency test at a satisfactory level,

probationary continuation in the teacher education program may be granted. The Referral Committee may suggest further intervention strategies and a timeline for follow-up reports from Practicum Advisors and Associate Teachers.

### Deferral of Admissions Policy

Before the program begins, deferrals of admission into the Bachelor of Education program are made by the Office of the Registrar. They are allowed only for serious medical or compassionate reasons on a case-by-case basis, per the discretion of the Director of the Teacher Education Program. When requesting a deferral, applicants must submit their request and any appropriate documents (such as medical information or letter from a doctor) to the Admissions Office. This must be received no later than **June 1**, as registration takes place and placements are made at this time.

Deferrals will be given for one academic year only. Any teacher candidate granted a deferral does not re-apply, but automatically becomes part of the next year's cohort. It is the responsibility of the teacher candidate receiving the deferral to notify the Placement Officer of the Teacher Education Program and the Admissions Office of their return to the program **no later than March 1 prior to their return**. If they fail to do so by March 1, they forfeit their place in the program automatically with no further eligibility. Any students removed from the program may submit a new application if they still wish to pursue a B.Ed. degree at Brock University.

**Program Time Limits:** The normal time frame for completion of the program is two academic years (August of Year 1 through May of Year 2). However, under extenuating circumstances, such as an incomplete practicum or a Temporary Withdrawal due to medical or compassionate reasons, some program requirements may need to be completed in the next academic year. The maximum time limit in which the program must be completed is three academic years from the date of first registration.

## 6.2 Academic Standards

In accordance with the *Brock University Faculty Handbook*:

“Evaluation of a student's performance in a course will be determined by employing such indices as examinations, seminar and classroom participation, papers, lab and studio activities, peer evaluation and any other normal class assignments. For each course, the grading scheme will reflect a reasonable diversity of these methods as is appropriate to the subject matter....When peer evaluation is used, that component cannot count for more than 25 percent of the final grade...

...At the beginning of each course, students will be advised in writing of the proposed manner in which evaluation will be carried out in each course. A student is expected to attend all lectures, discussion groups, seminars and laboratory periods of the courses in which registered. Instructors must inform students about the relationship between attendance and their course grades early in each session. This should be indicated on the course outline...At the beginning of each course, students shall be advised in writing of the assignments required of them and the due dates of such assignments...Any penalties to be levied for late submission of an assignment must be transmitted to students in writing well before the due

date of the assignment..

...To obtain standing in a course a student must complete the necessary term work, tests and final examination, where the latter is required, to the satisfaction of the Department/Program.”

### Grade Equivalent

In accordance with the *Brock University Undergraduate Calendar* FINAL GRADES ARE SUBMITTED IN NUMERICAL FORMAT (whole numbers only, no decimals). Practicum courses (blocks) are given either a numeric grade or a Pass/Fail. Blocks 1 & 2 receive a numeric grade and Block 3 receives a Pass/Fail grade. The PJIS PCC courses in Year 2 are given a Pass/Fail.

#### P1 (100 - 80)

A grade of P1 is awarded to teacher candidates for excellent, comprehensive, and accurate work in which evidence of a certain flair for and comprehension of the subject is clearly evident.

#### P2 (79 - 70)

A grade of P2 is awarded to teacher candidates who have a sound grasp of the most important goals of the course and whose work may be described as careful and competent.

#### P3 (69 - 60)

A grade of P3 is awarded to teacher candidates whose work shows a very basic understanding of the task and an acceptable level of completion.

#### F (59 or lower)

A grade of F is awarded to teacher candidates who have failed to satisfy the minimum requirements, have done unacceptable work, and/or have not completed the work within the time limit set by the instructor.

#### IN - (Incomplete)

A temporary grade granted *only in exceptional circumstances* to a student who has been unable to complete some part of the term work in a course. A final grade must be submitted within 56 days of the last day of the examination period. (Attendance failures do not result in IN. Please see the attendance policy outlined in this handbook and in each course syllabus.)

## 6.3 Assessment, Grading, & Evaluation Policies

Unless otherwise advised by instructors, teacher candidates should note the following:

- marks for a course shall not be submitted to the Registrar until **ALL course components are complete**;
- if a teacher candidate has missing or incomplete components for a course when grades are due to the Registrar's Office, the instructor may assign a final mark of F to the

course; the opportunity to resubmit assignments will be at the discretion of individual instructors or as noted in course outlines;

- at the discretion of course instructors, extensions to assignment due dates may only be granted in unusual circumstances or as noted in course outlines;
- there will be variations in course assignments across campuses, cohort groups, and between the Fall and Winter terms; and
- Given that Brock's teacher education program is a professional preparation program, teacher candidates should also expect that, as appropriate, instructors, Practicum Advisors, and Associate Teachers will be mindful of the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* in determining the final grades for courses.

### Feedback and Grade Submission Policy

The Teacher Education program recognizes the importance of timely and specific feedback for learning while recognizing the time required for faculty to provide detailed, comprehensive assessment and evaluation. In this light, we encourage all faculty to provide feedback on assignments as quickly as possible, while maintaining the integrity of the evaluation. Final grades must be submitted in accordance with university-wide grade submission policy; however, the program recommends that final grades for all courses within the program be submitted within two weeks of the final class whenever possible.

### Penalties for Late Submission of Work

Although not ideal, there may occur an instance when a teacher candidate is not able to meet an assignment deadline. Unless otherwise indicated by the instructor in their syllabus, penalties for late work are assigned as follows:

- An extension of time to complete the assignment may be granted, provided the teacher candidate has consulted with the instructor prior to the due date (otherwise, the instructor is under no obligation to accept the assignment). Late assignments may be penalized at a rate of 5% per day, and may not be accepted more than 5 calendar days after the due date unless prior arrangements have been made with the instructor.
- An extension of time for assignment completion may be granted, without consultation with the instructor, due to illness or extreme compassionate circumstances. The instructor may request documentation.

### Incomplete Standing in Program Courses

Normally, teacher candidates who are unable to complete all components of work for a course prior to the last day of classes receive an F for the course. However, there may be medical or extreme compassionate circumstances where a teacher candidate can consult with the instructor for additional time to complete the course. At the discretion of the instructor, the teacher candidate may be assigned an *Incomplete* grade. The instructor will then complete the *Incomplete Course* form, which identifies the grade the teacher candidate has without the missing marks for incomplete work. Teacher candidates who are assigned an



*Incomplete* grade must complete all course requirements no later than 56 days after the last class meeting for the relevant course. If, after that period, the course is not completed, the grade recorded on the submitted *Incomplete Course* will be automatically recorded for that course. A grade lower than 60 will result in the need for the teacher candidate to re-take the course for credit and may delay the teacher candidate's progress in the program.

If the required coursework is completed and marked prior to the 56 day limit, the instructor must complete a *Change of Grade* form to change the grade from an *Incomplete* to the new grade. Under no circumstances may a completion date exceed six months from the last day of the relevant class.

## Incomplete or Failed Standing in Practica

All Field Experiences (including Structured Experience days, Internship Blocks, Observation days, and Practicum Blocks) must be completed in the order originally scheduled. If a placement block is incomplete or unsuccessful, it will be completed in the time period originally scheduled for the subsequent block. For example, if the Year 1 Block is incomplete, it will be rescheduled during Year 2 Block 2; subsequently, Year 2 Block 2 would be rescheduled to take place during the Year 2 Block 3 block, Year 2 Block 3 would take place during May or June.

If extraordinary circumstances prevent a teacher candidate from completing all practica before the end of June of Year 1, the Year 1 practica will be scheduled during the following academic year; in that case the teacher candidate would need to return for a third academic year to complete all courses and Practicum blocks for Year 2 of their program.

When a practicum is deemed failed or incomplete, the Associate Teacher will indicate this on the **Practicum Evaluation Form** and submit it to the online submission tool no later than two weeks after the conclusion of the practicum period.

## 6.4 Program Regulations

### Program Policies Overview

- Students must complete the required courses for the B.Ed. program in which they are enrolled with a minimum grade of 60 percent in each course. In the B.Ed. program, Year 1 teacher candidates will not be allowed to progress to Year 2 without successful completion of all coursework. In Year 2 programs, teacher candidates will not graduate until all required coursework and practica are completed.
- Students must successfully complete all internship and full-time block practicum placements prior to graduation with a minimum grade of P3 or *Marginal*.
- Students must attend a **Beginning of Program/Orientation Day** (normally the first week of classes in each year of the program) as well as mandatory Professional Development events per the schedule provided yearly in August.
- Candidates must provide a Background Check waiver form to the Administrative Assistant, Practicum, which is kept on file at the university. Teacher candidates should be prepared to provide the original police check to the school (or school board) where



they are assigned for practice teaching. Individuals with a police record will not be able to work in the schools and will not be able to fulfill the program practicum and placement requirements.

- For more specific program and course requirements please refer to the *Undergraduate Academic Calendar, Faculty of Education*.

### **Change of Campus during the Program**

Teacher candidates are not normally allowed to change campuses once they have been assigned but may be granted a change of campus for compassionate or extenuating circumstances at the discretion of the Director. Requests to change campuses may be considered after a leave of absence or deferment of a year so that arrangements can be made to accommodate the TC on the other campus.

### **Change of campus between Year 1/Year 5 and Year 2/Year 6:**

Teacher candidates are not normally allowed to change campuses between Year 1/Year 5 and Year 2/Year 6 but may be granted a change of campus for compassionate or extenuating circumstances at the discretion of the Director.

### **Failing the Program**

Primary/Junior/Intermediate teacher candidates fail the program and are removed from the program under these conditions:

- (a) failure in EDBE 8F01 and EDBE 8Y02 in Year 1; OR EDBE 8P40, EDBE 8P41 and EDBE 8P47 in Year 2 or
- (b) failure in 2 other course combinations.

Intermediate/Senior teacher candidates fail the program and are removed from the program under these conditions:

- (a) failure in EDBE 8D01 and EDBE 8P70 in Year 1 OR EDBE 8P74, EDBE 8P75 and EDBE 8P76 in Year 2, or
- (b) failure in 2 other course combinations.

Intermediate/Senior Technological Education teacher candidates fail the program and are removed from the program under these conditions:

- (a) failure in EDBE 8G91 and EDBE 8R70 (or equivalents) in Year 1 OR EDBE 8R74, EDBE 8R75 and EDBE 8R76 (or equivalents) in Year 2, or
- (b) failure in 2 other course combinations.

Teacher candidates who fail the teacher education program may apply for readmission.

### **Failing Courses in the Program**

A grade below 60 in any course in any of the programs is below the **Progression and Graduation** requirement of the B.Ed. program. Depending upon the program, the teacher candidate may follow these procedures to return to the program in good standing.

Teacher candidates failing any other single course will be required to successfully repeat that course in order to be awarded a B.Ed. degree and be recommended to the Ontario College of Teachers for an Ontario Certificate of Qualification and Registration. As noted in the Undergraduate Calendar, *Teacher candidates wishing to proceed to Year 2/Year 6 of their teacher education program must have achieved a passing grade in all Year 1/Year 5 teacher education courses. A teacher candidate who has not passed all Year 1/Year 5 teacher education courses will not be able to progress into Year 2/Year 6 of teacher education program without permission of the Director.* A teacher candidate who fails one course may repeat that course without applying for readmission. (The teacher candidate will need to register in the course again and pay fees as applicable). Courses must be repeated within a reasonable timeline as set by the Teacher Education Program and in compliance with the undergraduate calendar, Academic Regulations “G”.

**Program Time Limits:** The normal time frame for completion of the program is two academic years (August through May). However, under extenuating circumstances, such as an incomplete practicum or a Temporary Withdrawal due to medical or compassionate reasons, some program requirements may need to be completed in the subsequent academic year. The maximum time limit in which the program must be completed is three academic years from the date of first registration

## Grade Appeals

Candidates who have a question or concern regarding their grade in an assignment or course are expected to first discuss the matter with the course instructor. In the case of an unresolved disagreement, the teacher candidate is next advised to refer the matter to the Assistant Director/Director. If the issue is still not resolved to the satisfaction of the teacher candidate, the matter is next referred to the Associate Dean (on behalf of the Dean). If the teacher candidate is not satisfied with the decision of the Associate Dean/Dean, the teacher candidate may then appeal the matter to the Senate Committee on Appeals. Teacher candidates are advised to refer to the *Brock University Undergraduate Calendar* for further details related to University appeals policies and procedures.

## Progression and Graduation Requirements

### Progression requirements:

- Teacher candidates progress from year 1/year 5 to year 2/year 6 of the program if they successfully complete the following EDBE credits with a minimum grade of 60 percent in each course and a grade of P3 (*Marginal*) or Pass in all practica: P/J/I Consecutive complete 5.75 credits in year 1 and 4.25 credits in year 2
- P/J/I Concurrent complete .5 credits in year 3, 5.25 credits in year 5 and 4.25 credits in year 6
- I/S Consecutive and Concurrent complete 6 credits in year 1/year 5 and remaining credits in year 2/year 6
- I/S Tech Ed Consecutive complete 5.5 credits in year 1 and 4.5 credits in year 2

Normally, **ALL assignments** for each course must be submitted in order to attain a grade for the course. Specific course requirements are delineated in the course syllabi, and it is at the discretion of the instructor whether the student will be allowed to submit incomplete work.

Each practicum placement must be completed as a full-time, continuous teaching block in order to achieve a mark. Any changes are at the discretion of and approval of the Director

### Graduation requirements:

Teacher candidates seeking the Bachelor of Education degree progress and graduate if they successfully complete all components of each required and elective course in the relevant program. B.Ed. teacher candidates must complete 10.0 EDBE credits with a minimum grade of 60 in each course, and a P3 (*Marginal*) or Pass in all practicum placements.

### When and How to “Apply to Graduate”

Like all students in their final year, teacher candidates need to take steps to ensure they graduate.

1. September - confirm that you have completed and/or are registered in ALL courses necessary for graduation.
2. October - visit the Office of the Registrar website/Graduation and Convocation information and select the “Intent to Graduate Form”  
<https://brocku.ca/registrar/toolkit/forms/#1466445132414-419125ac-04b7>
3. December - begin your OCT application. You are coached on how to complete your application during a PL session in the fall. However, you can begin this process at any time. An OCT registration number is granted as you begin your application. A fee is associated with the application but does not need to be paid to begin the process and receive an OCT number.
4. Provide your temporary OCT number (given to you when you open your OCT application) to the Office of the Registrar when asked (generally February of your graduating year). Please read “Certification” below.

### Teacher Candidate Awards

Teacher candidates who demonstrate exemplary abilities in the teacher education program are invited to apply or be nominated for a number of awards that are presented at convocation. Visit the SAKAI website or Student Awards web page for specific details about the awards teacher candidates in the Faculty of Education can apply or be nominated for:  
<http://www.brocku.ca/safa/awards>

### Certification

The Ontario College of Teachers (OCT) requires each teacher candidate applying for membership in the OCT to submit a recommendation letter from the university where they completed their Teacher Education program. At Brock, this letter is automatically submitted

on the teacher candidate’s behalf upon successful completion of the program (successful completion of all coursework and practicum placements). Once the teacher candidate has convoked, the Faculty of Education submits a letter to the OCT recommending the teacher candidate for certification. This letter is submitted by Brock on the teacher candidate’s behalf in mid to late June of each year, after convocation.

*Please note: Teacher candidates must ensure that the registrar has the most current OCT member number in order to send this letter. If the OCT member number is changed for any reason after graduation, the teacher candidate must contact the registrar at: [central@brocku.ca](mailto:central@brocku.ca)*

To facilitate the submission of this letter, all teacher candidates must register with the Ontario College of Teachers (OCT) and acquire a member number to submit to the Brock Registrar prior to graduation. As well, once teacher candidates are awarded the Bachelor of Education degree (B.Ed.), they must provide the Ontario College of Teachers (OCT) with an official transcript of their B.Ed. degree. See Technological Ed program for Tech Ed TC

**New Certification Requirement: Math Proficiency Test.** “Applicants across all subjects and grades must pass the test. There are no equivalencies or exemptions. Ontario applicants who complete their program of professional education on or after March 31, 2020 must pass the Mathematics Proficiency Test.” <https://www.oct.ca/becoming-ateacher/requirements/mathematics-test>.

## 6.5 Attendance and Participation

Given that Brock’s teacher education program is a professional preparation program, regular attendance and participation in courses is expected. Please note policies in the Brock Undergraduate Calendar and in each course syllabus regarding attendance. **For 2020-2021, COURSE OUTLINES WILL detail specific attendance expectations for SYNCHRONOUS COURSES.**

### Attendance Policy

You are expected to attend all classes. However, on rare occasions, exceptional circumstances may require a student to miss a class. You are expected to contact your instructor before class (e-mail) if you cannot attend or must be late due to a personal illness, injury, or a family emergency. Classes missed due to personal illness/injury are considered excused absences and you will be allowed to make up missed quizzes or complete a make-up assignment for missed work. Emergencies of immediate family members, including bereavement, are also considered excused absences. Documentation of the reason for an absence is required - such as a doctor’s note or a funeral brochure. It is your responsibility to provide this to the instructor in a timely manner. See Brock’s Medical Exemption Policy at: <https://brocku.ca/~webdev/healthservices/exemption.php> and locate the medical health certificate at <https://brocku.ca/health-services/policies/>.

All other absences are normally considered unexcused absences, including but not limited to, attending functions at one of the placement schools or weddings. Classwork/quizzes cannot be made up for unexcused absences.

**You are required to attend and participate in at least 80% of class hours in order to pass a course. This applies to a course or, in some cases, a segment of a course that is taught in a discrete round. If excused absences are greater than 10% of total number of course hours, a make-up assignment will be required by the instructor (in addition to missed work). Teacher candidates missing 20% or more course hours, even with excused absences, will be referred to the Program Director for further action and may result in unsuccessful course completion due to the excessive number of missed course hours. As noted in the Undergraduate Calendar, teacher candidates wishing to proceed to the final year of their teacher education program must have achieved a passing grade in all previous teacher education courses.**

Chronic tardiness is disrespectful to the instructor, other teacher candidates, and the intent of the program. Marks may be deducted for habitual tardiness.

When assignments are submitted late without just cause, marks may be deducted. A failing grade or incomplete for an assignment may be given if a teacher candidate demonstrates prolonged disregard for due dates.

### **Absences from Class**

Normally, illness, bereavement, and religious observance are the only acceptable reasons for missing classes. **Course instructors will take attendance at all class meetings.** In cases of teacher candidate absence, the course instructor will determine whether make up work is appropriate or not.

#### *Illness or Bereavement:*

When teacher candidates miss class due to illness or bereavement, the absence is excused. However, the teacher candidate is responsible for the following:

- Informing the instructor beforehand, if possible, or at the earliest possible opportunity;
- Completing any missed or make-up work that the instructor assigns; late penalties normally will apply (see course syllabus).
- Being responsible for all work missed while absent and for any make-up work an instructor may deem necessary.

Please note: Instructors, at their discretion, may assign make-up work for students who miss classes, assignments, or tests for any reason. In recognizing that much of the required learning and application of concepts and ideas takes place in the context of in-class activities, make-up work is meant to ensure that an adequate amount of relevant work is completed for a course, even if it is not exactly the same work that other students complete. Instructors will ensure that any assigned make-up work is completed satisfactorily but are not obliged to mark it or return it to the student.

If your specific situation does not match either of the scenarios described, you should speak directly with your instructor and do whatever you can to demonstrate responsibility and professionalism.

#### *If you miss more than 20% of the classes in a particular course:*

- As stated above, absences of more than 20% of classes may result in a requirement that the student withdraw from the course. This situation will be referred to the Director of the Teacher Education program.
- **If an extended absence is required due to illness or bereavement, the student may apply for a leave of absence from the program and repeat the courses and any relevant practica the following academic year.**

#### *Religious Observances*

In accordance with the Faculty of Education and Brock University policies related to equity and diversity, absences for the purpose of religious observances are excused. However, the 2020-2021 B. Ed. Program Handbook

teacher candidate is responsible for the following:

- Informing the instructor beforehand (preferably in writing), if possible, or at the earliest possible opportunity;
- Completing any missed or make-up work that your instructor assigns; late penalties normally will apply (see course syllabus).
- Being responsible for all work missed while absent and for any make-up work an instructor may deem necessary.

Students who choose to be absent for other reasons, or who feel they must miss class for other reasons, are required to consult with their instructors and, if this absence results in the total number of absences from sessions in a course exceeding 20%, the instructor must contact the Director. If possible, consultation should take place before the absence occurs. Students who do not consult appropriately may be asked to withdraw from the course.

### **Absences from PD and Field Placements**

**Professional development activities** are central to the Teacher Education Program. Teacher candidates are expected to attend all professional development events and information sessions unless they are advertised as optional.

**In light of COVID-19, teacher candidates who experience any symptoms related to illness should not go to school.**

**Absences from Field Placements: Full attendance is mandatory** at each field experience (Structured Experience, Internship, Observation, or days in Practicum block). Only legitimate absences are permitted (illness, bereavement, compassionate grounds, religious observances). These absences must be reported first to the Associate Teacher and school, and then to the Practicum Advisor and the Administrative Assistant, Practicum through the completion of a **Practicum Absence Reporting Form** (NOTE: This form can be obtained from the Administrative Assistant, Practicum). This form must be completed for each day (or partial day) missed for each of the field experiences: Structured Experience Day, Internship Day, Observation Day, or Practicum.

Absences from Structured Experience or Internship days of more than 10% are considered chronic absenteeism. Teacher candidates who have chronic absenteeism may not be permitted to attend the next upcoming practicum (normally Block 1) but instead will make up the Structured Experience or Internship days. Block 1 will be scheduled per the make-up policies.

If a teacher candidate is absent from a field placement for legitimate reasons (illness, bereavement, compassionate grounds, religious observance) resulting in missing more than 5 days of the block, the practicum will be deemed incomplete and these days will need to be made up to pass the block.

If the teacher candidate is absent for reasons that are not excused absences, the teacher candidate fails the block. The teacher candidate will be required to re-take the course the following year, and complete another full block placement, for which additional fees must be paid.

In this instance, a **Teacher Candidate Referral Contract** must be completed and signed by the teacher candidate and the Practicum Advisor and submitted to the Practice Teaching Coordinator for approval. When the teacher candidate successfully completes the conditions of the contract, the advisors notify the Administrative Assistant, Practicum that the teacher candidate has successfully completed the days required.

Where absences are deemed to be unjustified, the student will not be permitted to schedule a make-up practicum and will be required to withdraw from the program. Scheduling of any permitted make-up practicum placements will occur at the discretion of the Placement Officer in consultation with the Practicum advisors, the teacher candidate, and the Placement Coordinator.

## 6.6 Withdrawal and Leave Procedures

Teacher candidates are identified as full-time students in the Teacher Education program and must be registered on a continuous basis from the point of admission to completion of the program unless they have applied for and received approval for inactive status or a leave of absence. A leave of absence from the program will be granted only in exceptional circumstances such as parental and maternity leave, medical leave, work leave that requires the student to leave the geographic area or compassionate grounds. Cases will be considered on an individual basis and must have the approval of the Director before they are submitted to the Registrar for approval.

A teacher candidate granted a leave of absence will not be registered and will not be required to pay fees for the duration of the leave. Students on leave will not be eligible to receive University fellowship support or other financial support from the University. In the case of funding by an external agency, the regulations of the granting agency will apply. The length of time for completion of the program will be extended by the duration of the leave. Leaves of absence are granted for one academic year of the program.

A teacher candidate will resume the program at the appropriate time, and the request to re-enter the program is the responsibility of the teacher candidate. This request should be submitted no later than **February 1<sup>st</sup>** prior to the fall of the academic year in which the teacher candidate returns or 6 months prior to the start of the Tech Ed program. The notification will be submitted to the Placement Officer, who will notify the Registrar's office. Incomplete courses must be re-taken after a leave of absence. No more than one leave of absence will be granted to a teacher candidate during the program. Teacher candidates unable to continue in the program at the conclusion of the leave of absence will be removed from the program, but may, in the future, re-apply for admission and be considered with other applicants at that time.

### *Voluntary Withdrawal*

Teacher candidates may withdraw voluntarily, without academic penalty, prior to deadlines published in the *Undergraduate Academic Calendar* (see Academic Dates for the appropriate terms). It is recommended that teacher candidates consult with the Advising Office or the Director's Office before withdrawing. In such cases, the students must drop all of their courses through the portal in order to withdraw from the program and the University.



### 7.1 Disciplinary Procedures

Teacher Candidates are expected to adhere to the *Brock Code of Student Conduct* as noted earlier in this handbook and be familiar with disciplinary procedures in non-academic matters as outlined in the Brock undergraduate calendar. As such, but not limited to, the following actions are subject to disciplinary procedures:

- harassment;
- threatening behaviour;
- physical or emotional abuse of others;
- disregard for professional standards and/or instructors' expectations for attendance, deportment, and participation;
- plagiarism; and/or
- any behaviour that displays disregard for the rights of others and the goals of the teacher education program.

Sanctions may include suspension or expulsion from a course, the teacher education program, or Brock University.

### 7.2 Other Brock Policies

#### Accommodations Policy

“As part of Brock University’s commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the University community with disabilities. If you require accommodations related to a permanent disability or temporary medical, or mental health and/or cyclical health condition to participate in this program, you are encouraged to contact the Student Wellness & Accessibility Services/Student Accessibility Services (SAS) (4th Floor, Schmon Tower, x3240) and also discuss these accommodation(s) with the professor/instructor well in advance of due dates and scheduled assessments.” Students are responsible for contacting SAS to initiate services.

New students can register with SAS by completing the New Student Registration Form, found at <https://brocku.ca/sas/new-students/new-student-registration/>

Information regarding documentation guidelines for SAS can be found at: <https://brocku.ca/sas/new-students/>

New students can contact SAS with any further questions at: [askSAS@brocku.ca](mailto:askSAS@brocku.ca)



## Family Status Accommodations Policy

Teacher candidates who would like to apply for program accommodations due to extenuating family circumstances may complete the form in appendix E (page 64) and submit to the administrative coordinator.

## Respect Policy

“Brock University is committed to building and maintaining a diverse and inclusive community where our students, staff, faculty, course participants, volunteers and visitors can work and learn in an environment that respects the dignity and worth of members of the Brock Community. Each individual has the responsibility for his/her own behavior and actions and for recognizing and supporting the right of all individuals to dignity at work and study and to maintain an environment in which this can flourish.”

## Academic Integrity Policy

“Academic integrity is a core value of the academic mission of Brock University, and is defined as the pursuit of knowledge and scholarship through the provision of academic programs and a learning environment of the highest quality. It is in the interest of the University’s academic mission that every student adheres to the highest standards of scholarly integrity. As such, **academic dishonesty is taken seriously; engaging in behaviours that are in breach of, or otherwise seek to abuse the University’s academic policy will not be tolerated.**”

## Brock University’s Sexual Harassment Policy

Definition from the Ontario Human Rights Code (1981, Section 4(2)):

“Every person who is an employee has a right to freedom from harassment in the workplace by the employer or agent of the employer or by another employee because of race, ancestry, place of birth, colour, ethnic origin, citizenship, creed, sex, age, record of offences, marital status, family status, or disability.”

Definition from the Ontario Human Rights Code (1981, Section 6(2)):

“Every person who is an employee has a right to be free from sexual solicitation or advance made by a person able to confer, grant, or deny a benefit or advancement to the person where the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome, or a reprisal or a threat of reprisal for the rejection of sexual solicitation or advance where the reprisal is made or threatened by person able to confer, grant, or deny a benefit or advancement to the person.”

## Dealing with an Incident of Sexual Harassment on Campus

Harassment may be in person, but also online through any social media. Teacher candidates are advised to follow the policies and procedures as outlined by Brock University’s Office of Human Rights and Equity Services: <http://brocku.ca/human-rights>

## Dealing with an Incident of Sexual Harassment during a Practice Teaching Placement

Because teacher candidates are first and foremost students at Brock University, they are advised to immediately contact the Office of Human Rights and Equity Services at Brock University who will provide guidance and work in confidence with teacher candidates. Teacher candidates also have the right to register a complaint with the school board and/or the Ontario Teachers' Federation, although it is recommended that this action only be taken following consultation with the Office of Human Rights and Equity Services.

Because Practicum Advisors and instructors at Brock University do not have the authority to deal with cases of sexual harassment involving teacher candidates; they must immediately notify Brock's Office of Human Rights and Equity Services of such complaints. It is important that Practicum Advisors and instructors immediately inform teacher candidates of this policy when an incident of sexual harassment is reported.

## Accommodating Teacher Candidates with Diverse Needs

Brock University is committed to fostering a community where all persons have access to education and the opportunities it provides in an academic environment that is accessible and which respects the rights and dignity of the individual. All members of the University community are obligated to interact on the basis of mutual respect, to promote an environment which provides equity of opportunity. Please refer to the undergraduate calendar and University website for a complete list of policies governing Teacher Education and all academic programs at Brock.

## Principles Regarding Academic Accommodation of Students with Disabilities

Section 1 of the Ontario Human Rights Code guarantees the right to equal treatment in services without discrimination on the grounds of disability. The scope of "educational services" includes the mastery of knowledge, academic standards, evaluation and accreditation. It also encompasses the development of a student's personality, skills, physical and mental abilities to their fullest potential. The basic principles of respect for dignity, individualization and inclusion are intrinsic to the accommodation process, together with the shared responsibility of all parties to cooperatively engage in the process.

### *Responsibilities of the Teacher Candidate*

Teacher candidates have the responsibility to acknowledge and adhere to the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*. As such, where a teacher candidate has a disability or diverse needs that, if undisclosed, may affect the quality of teaching or learning, the climate of the school, or the well-being of others, it is strongly advised that the teacher candidate make full disclosure of their disability to the Student Wellness & Accessibility Services/Student Accessibility Services at Brock University: <https://brocku.ca/health-wellness-accessibility/sas>

This will enable appropriate accommodations and supports to be put in place to assist the teacher candidate to achieve success in the teacher education program.

All teacher candidates are expected to meet the academic and non-academic requirements of the teacher education program, including practice teaching. Once appropriate

accommodations are provided, candidates will have an equal opportunity to successfully meet the essential requirements of the program, with no alteration in standards or outcomes, although the manner in which the teacher candidate demonstrates mastery, knowledge, and skills may be differentiated.

### *Responsibilities of the Teacher Education Program and Educational Partners*

Once a need has been identified, all educational partners have a duty to provide reasonable accommodations in order to allow the teacher candidate access to educational services equally, unless to do so would cause undue hardship (i.e., an unreasonable burden that can be established through concrete evidence).

Accommodations apply to practice teaching as well as courses. Each teacher candidate's needs are unique and shall be considered on an individual basis. The Student Accessibility Services Office (SAS) facilitates the discussion and provision of academic services and supports to teacher candidates with disabilities/diverse needs. It is essential that all parties work together to identify and implement appropriate accommodations. An accommodation cannot be provided if it is deemed that the accommodation will pose a significant increase in the risk for harm to the teacher candidate, students, and/or staff in a school.

### *Teacher Education Procedures*

The guidelines below are intended to assist the Teacher Education program and teacher candidates with disabilities or diverse needs to successfully accommodate such needs, particularly during practice teaching placements:

1. Upon acceptance of admission to the Teacher Education program, in order to access services and receive appropriate accommodations, teacher candidates with disabilities/diverse needs will be invited to self-identify to Student Accessibility Services Office (SAS).
2. All initial requests, related to students with disabilities/diverse needs made directly to an instructor shall be referred by the instructor to the Student Accessibility Services Office. Once a need has been identified, the university has a duty to provide reasonable accommodations from that point forward, in order to allow the teacher candidate access to educational services equally. In the interim, the Teacher Education Program, in consultation with the teacher candidate, will strive to provide reasonable accommodations. Teacher candidates are expected to actively participate in the accommodations process.
3. A team, which may include a Student Accessibility Services Case Manager, Director, Practice Teaching Coordinator, and Practicum Advisors, will collaborate with the teacher candidate to identify appropriate academic and/or practice teaching accommodations. With the permission of the teacher candidate, Practicum Advisors may request the involvement of the associate teacher and/or other personnel at the practice teaching placement school.
4. An agreed upon plan will be developed in accordance with the "Essential Competencies Required for Successful Completion of the Program," as outlined in the Teacher Education Program Handbook. The plan will outline the teacher candidate's responsibilities, the Program's responsibilities, the University's responsibilities, and the

school's responsibilities as appropriate.

5. If an accommodation issue is unresolved and where a disagreement exists, within five days of being aware of the disagreement, the Student Accessibility Services Office will advise the teacher candidate of the appeal process.

On an annual basis, at the Beginning of Program Meeting, all instructors and Practicum Advisors shall be informed of Brock University's duty to accommodate students with disabilities.

### **Social Media and Practice Teaching**

Increasingly, technology is embedded in every aspect of one's personal and professional life. Teacher candidates need to be familiar with key recommendations and policies of the Ontario College of Teachers and the school board they are teaching in when they begin their field experience. Please note the following as points of reference:

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

## **7.3 General Information and Procedures**

### **Inclement Weather Policy**

Campus closures are posted at <http://www.brocku.ca> in accordance with the following Brock policy:

“The University will ‘close’ because of severe weather when normal operation would pose a significant danger to students, staff, faculty and the community in attending classes or other activities held at the St. Catharines and/or Hamilton campuses.”

During practica, teacher candidates are required to ask their associate teacher for the school board policy for inclement weather and follow the lead of the school they are placed at in terms of school closures due to inclement weather.

### **Parking Regulations**

Parking is enforced twenty-four hours a day, seven days a week on both campuses. Parking on University Property in pay-per-use areas and metered parking is “paid parking” only. All vehicles parked on University Property must display a valid permit and/or permit and paid receipt as noted by signage. Failure to comply with these Regulations may result in fines, the withholding of a degree or grades and/or the blocking of access to course registration, cancellation of parking privileges and/or tow away and storage of the vehicle at the owner's risk and expense.

## Appendix A: Field Experience Notes

The Successful Field Experience: Notes for IS Associate Teachers Year 1/5

I/S Year 1/5 Block 1, Teacher Candidate Responsibilities

The Successful Field Experience: Notes for Tech. Ed. Associate Teachers Year 1/5

Technological Education Year 1: Teacher Candidate Responsibilities

The Successful Field Experience: Notes for P/J/I Associate Teachers Year 1/5 and 2/6

P/J/I Year 1/5: Teacher Candidate Responsibilities

Through the Blocks: I/S Teacher Candidate Responsibilities in Years 1/5 & 2/6

Through the Blocks: PJI Teacher Candidate Responsibilities in Years 1/5 & 2/6

Through the Blocks: Technological Education Teacher Candidate Responsibilities in Years 1 & 2



# The Successful Field Experience: Notes for I/S Associate Teachers Year 1/5

*Thank you!*

*We are grateful for your contribution to teacher education at Brock University.*

1. Associate Teacher:

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2. School:

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3. Teacher Candidate:

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4. Field Experience:

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5. Practicum Dates:

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6. Practicum Advisors:

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## Expectations for I/S Associate Teachers:

*Please:*

- Share resources, timetables, seating plans, school policies, and classroom routines;
- Demonstrate specific pre-active, interactive, and post-active techniques;
- Guide the teacher candidate to choose appropriate methods, materials, and equipment;
- Discuss the instructional needs of students (including accommodations and modifications for those on individual plans) and appropriate steps in planning for their learning experiences;
- Review and discuss the teacher candidate’s planning prior to teaching;
- State your expectations for the teacher candidate’s arrival and departure at the school, supervision tasks, and extra-curricular responsibilities;
- Gradually increase the teacher candidate’s workload responsibilities according to their level of success;
- Observe the teacher candidate’s professional and ethical behaviours;
- Provide honest, straightforward assessments at regular preset intervals.

## Candidate’s Goals for this Practicum:

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# I/S Year 1/5: Teacher Candidate Responsibilities

## **Structured Experience Days.....Exploration, School, Culture and Professional Awareness**

- The candidate will observe, explore and reflect on the school climate and organizational structure: physical layout, programs offered, extra-curricular, special programs.
- The candidate will discover the roles of specific personnel: administrators, guidance counsellors, regular classroom teachers and specialized teachers.
- The candidate will observe, explore and reflect on student learning; language, interests, groups, strengths/weaknesses, learning preferences.
- The candidate will observe and reflect on teaching methods, curriculum, daily routines, classroom management and organization.
- The candidate will search out and reflect on student supports for success: resource room, guidance area, library, alternative education, student success programs.
- The candidate may assist teachers with lesson planning, team teaching, ELL, enrichment and school-wide initiatives.
- The candidate will complete a Focused Observation Booklet, following the structured checklists and assignments distributed in Cohort classes.

## **Internship ..... Exploration, School, Culture, and Professional Awareness**

- **Teaching Load:** The candidate teaches one class in their first teachable subject and assists the classroom teacher in his/her other two classes.
- **Resources:** The candidate references provincial, teacher and school resources.
- **Planning:** The candidate submits complete lesson plans, *in advance of the lesson*, for discussion with the associate teacher.
- **Instruction:** The candidate understands direct and indirect teaching strategies and related lesson plan formats.
- **Daybook:** The candidate maintains an up-to-date, current and complete daybook, including seating plans, lesson plans and assessment records.
- **Routines:** The candidate recognizes and applies classroom routines with assistance.
- **Classroom Management:** The candidate applies classroom management strategies with assistance.
- **Assessment:** The candidate marks student work conscientiously and keeps accurate records. The candidate is aware of the need for program modifications through the assessment process.

## **Block I ..... Exploration, School, Culture, and Professional Awareness**

- **Teaching Load:** The candidate teaches/manages one class, or the equivalent if the school is non-semestered, in their first teachable subject.
- **Resources:** The candidate references provincial, teacher, and school resources.
- **Planning:** The candidate submits complete lessons *in advance* for discussion with associate.
- **Instruction:** The candidate understands direct and indirect teaching strategies, and related lesson plan formats.
- **Daybook:** The candidate maintains an up-to-date, current, and complete daybook, including seating plans, a weekly/monthly overview, a to-do list, lesson plans, and assessment records.
- **Routines:** The candidate recognizes and applies classroom routines with assistance.
- **Classroom Management:** The candidate applies classroom management strategies with assistance.
- **Assessment:** The candidate references Ministry achievement levels, marks student work conscientiously, and keeps accurate records. The candidate is aware of the need for program modifications through the assessment process.

*Candidates should build on these competencies in the second practicum in Year 2.*

# The Successful Field Experience: Notes for Tech. Ed. Associate Teachers Year 1

*Thank you!*

*We are grateful for your contribution to teacher education at Brock University.*

1. Associate Teacher:

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2. School:

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3. Teacher Candidate:

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4. Field Experience:

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5. Practicum Dates:

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6. Practicum Advisors:

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## Expectations for Technological Education Associate Teachers:

*Please:*

- Share resources, timetables, seating plans, school policies, and classroom routines;
- Demonstrate specific pre-active, interactive, and post-active techniques;
- Guide the teacher candidate to choose appropriate methods, materials, and equipment;
- Discuss the instructional needs of students (including accommodations and modifications for those on individual plans) and appropriate steps in planning for their learning experiences;
- Review and discuss the teacher candidate's planning prior to teaching;
- State your expectations for the teacher candidate's arrival and departure at the school, supervision tasks, and extra-curricular responsibilities;
- Gradually increase the teacher candidate's workload responsibilities according to their level of success;
- Observe the teacher candidate's professional and ethical behaviours;
- Provide honest, straightforward assessments at regular preset intervals.

## Candidate's Goals for this Practicum:

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# Technological Education Year 1: Teacher Candidate Responsibilities

## **Block I . . . . . Exploration, School, Culture, and Professional Awareness**

- **Teaching Load:** The candidate teaches/manages one class, or the equivalent if the school is non-semestered, in their first teachable subject.
- **Resources:** The candidate references provincial, teacher, and school resources.
- **Planning:** The candidate submits complete lessons *in advance* for discussion with associate.
- **Instruction:** The candidate understands direct and indirect teaching strategies, and related lesson plan formats.
- **Daybook:** The candidate maintains an up-to-date, current, and complete daybook, including seating plans, a weekly/monthly overview, a to-do list, lesson plans, and assessment records.
- **Routines:** The candidate recognizes and applies classroom routines with assistance.
- **Classroom Management:** The candidate applies classroom management strategies with assistance.
- **Assessment:** The candidate references Ministry achievement levels, marks student work conscientiously, and keeps accurate records. The candidate is aware of the need for program modifications through the assessment process.

*Candidates should build on these competencies in the second practicum in Year 2.*

# The Successful Field Experience: Notes for P/J/I Associate Teachers Year 1/5 & 2/6

*Thank you!*

*We are grateful for your contribution to teacher education at Brock University.*

1. Associate Teacher:

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2. School:

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3. Teacher Candidate:

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4. Field Experience:

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5. Practicum Dates:

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6. Practicum Advisors:

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## Expectations for P/J/I Associate Teachers:

*Please:*

- Share resources, timetables, seating plans, school policies, and classroom routines;
- Demonstrate specific pre-active, interactive, and post-active techniques;
- Guide the teacher candidate to choose appropriate methods, materials, and equipment;
- Discuss the instructional needs of students (including accommodations and modifications for those on individual plans) and appropriate steps in planning for their learning experiences;
- Review and discuss the teacher candidate's planning prior to teaching;
- State your expectations for the teacher candidate's arrival and departure at the school, supervision tasks, and extra-curricular responsibilities;
- Gradually increase the teacher candidate's workload responsibilities according to their level of success;
- Observe the teacher candidate's professional and ethical behaviours;
- Provide honest, straightforward assessments at regular preset intervals.

## Candidate's Goals for this Practicum:

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# P/J/I Year 1/5: Teacher Candidate Responsibilities

## **Structured Experience Days.....Exploration, School, Culture and Professional Awareness**

- The candidate will observe, explore and reflect on the school climate and organizational structure: physical layout, programs offered, special programs, etc.
- The candidate will discover the roles of school personnel: administrators, classroom teachers and specialized teachers.
- The candidate will observe, explore and reflect on student learning; language, interests, groups, strengths/weaknesses, learning preferences.
- The candidate will observe and reflect on teaching methods, curriculum, daily routines, classroom management and organization in his or her division.
- The candidate will observe and reflect on teaching methods, curriculum, daily routines, classroom management and organization used in other divisions.

## **Internship ..... Exploration, School, Culture, and Professional Awareness**

- **Teaching Load:** The candidate micro-teaches one lesson with feedback from peers and the practicum advisor, assists the classroom teacher with his/her other lessons and contributes one lesson per day, related to Math or Literacy, during the second week.
- **Resources:** The candidate references provincial, teacher and school resources.
- **Planning:** The candidate submits one complete lesson plan per day, during the second week, for discussion with the associate teacher.
- **Instruction:** The candidate uses basic direct and indirect teaching strategies, and attempts to apply program modifications.
- **Daybook:** The candidate maintains an up-to-date, current, and complete daybook, including seating plans, a weekly/monthly overview, a to-do list, lesson plans, and assessment records.
- **Routines:** The candidate recognizes and applies classroom routines with assistance.
- **Classroom Management:** The candidate applies classroom management strategies with assistance.
- **Assessment:** The candidate marks student work conscientiously and keeps accurate records.

## **Block I ..... From Assisted Practice in Week 1 to Beginning of Competence in Week 5**

- **Teaching Load:** The focus is on Literacy and Math but the candidate teaches a minimum of 50% of all subjects at the end of five weeks, with the possibility of teaching up to 75%. The candidate is not expected to teach 100% during this block.
- **Resources:** The candidate moves from referencing provincial, teacher, and school resources to analysing and applying a variety of resources.
- **Planning:** The candidate moves from one lesson per day to grouping and sequencing lessons and developing mini units by the close of the practicum; attempting to develop program modifications.
- **Instruction:** The candidate uses basic direct and indirect teaching strategies, and attempts to apply program modifications.
- **Daybook:** The candidate maintains an up-to-date, current, and complete daybook, including seating plans, a weekly/monthly overview, a to-do list, lesson plans, and assessment records; composes post lesson reflections (surface, pedagogical).
- **Routines:** The candidate moves from recognizing and applying classroom routines with assistance, to maintaining routines independently.
- **Classroom Management:** The candidate moves from applying routines with assistance to managing the class at intervals without assistance, using pro-active and positive strategies.
- **Assessment:** The candidate references Ministry achievement levels, marks student work conscientiously, keeps accurate records, and uses assessment for and of learning strategies; is aware of the need for program modifications through the assessment process.

*Candidates should build on these competencies in the second practicum in Year 2.*

*In all practica the teacher candidates should demonstrate the professional and ethical standards required for provincial certification.*

## Through the Blocks: I/S Teacher Candidate Responsibilities in Years 1/5 & 2/6

Responsibilities	Practicum 1 Year One <i>Exploration, School, Culture, and Professional Awareness</i>	Practicum 2 Year Two <i>Development of Competence</i>	Practicum 3 Year Two <i>Development of Competence</i>
Teaching Load	The candidate teaches <u>one class</u> in their first teachable subject.	The candidate teaches <u>two classes</u> .	The candidate assumes full-time teaching of <u>three classes</u> including all teacher's responsibilities (under the associate's supervision).
Resources	The candidate references provincial, teacher, and school resources.	The candidate applies a variety of appropriate resources.	The candidate personalizes resources and shows initiative and creativity.
Planning	The candidate submits complete lessons <i>in advance</i> for discussion with associate.	The candidate develops at least one unit plan, can modify lessons with assistance, understands the structure of long range plans, and where applicable, aligns lessons within this structure.	The candidate uses appropriate planning models and resources, and develops full units.
Instruction	The candidate understands direct and indirect teaching strategies, and utilizes the Brock lesson plan.	The candidate applies individual, group, and experiential teaching strategies.	The candidate appropriately uses differentiated instructional strategies.
Daybook	The candidate maintains an up-to-date, current, and complete daybook, including seating plans, a weekly/monthly overview, a to-do list, lesson plans, and assessment records.	The candidate maintains an up-to-date, current, and complete daybook, describing seating plans, a weekly/monthly overview, a to-do list and lesson plans.	The candidate maintains a current and complete daybook, including plans and assessment records.

## Through the Blocks: I/S Teacher Candidate Responsibilities in Years 1/5 & 2/6

Routines	The candidate recognizes and applies classroom routines with assistance.	The candidate maintains classroom routines.	The candidate maintains classroom routines, and adjusts them, as necessary.
Classroom Management	The candidate applies classroom management strategies with assistance.	The candidate manages the class independently with minimal assistance.	The candidate manages the class independently for extended periods.
Assessment	The candidate references Ministry achievement levels, marks student work conscientiously, and keeps accurate records. The candidate is aware of the need for program modifications through the assessment process.	The candidate designs effective assessment strategies and keeps detailed records. With assistance, the candidate can develop and apply program modifications.	The candidate effectively uses a variety of assessment tools; records, maintains and interprets data; and reports effectively. Program modifications are appropriate and independently designed.

*In all practica the teacher candidates should demonstrate the professional and ethical standards required for provincial certification.*

## Through the Blocks: P/J/I Teacher Candidate Responsibilities in Years 1/5 & 2/6

Responsibilities	<p style="text-align: center;"><b>Practicum 1 Year One</b> <i>From Assisted Practice, Week 1, to Beginning of Competence, Week 5</i></p>	<p style="text-align: center;"><b>Practicum 2 Year Two</b> <i>From Demonstration of Competence, Week 3, to Demonstration of Confidence and Increased Competence, Week 6</i></p>	<p style="text-align: center;"><b>Practicum 3 Year Two</b> <i>From Demonstration of Confidence and Increased Competence, Week 3, to Demonstration of Increased Self-Reliance, Complexity of Teaching and Self-Regulation, Week 6</i></p>
Teaching Load	The focus is on Literacy and Math but the candidate teaches a minimum of 50% of all subjects at the end of five weeks with the possibility of teaching up to 75%. The candidate is not expected to teach 100% during this practicum.	The candidate teaches a minimum of 75% of all subjects increasing to 100% by the end of the six-week practicum.	The candidate teaches 100% throughout the six-week block.
Resources	The candidate moves from referencing provincial, teacher, and school resources to analysing and applying a variety of resources.	The candidate implements personalized resources (ELL, Mental Health, Indigenous Learners) showing initiative and creativity.	The candidate analyzes, evaluates, and applies contemporary research through personalized action based inquiry.
Planning	The candidate moves from one lesson per day to grouping and sequencing lessons and developing mini units by the close of the practicum; attempting to develop program modifications.	The candidate develops one or more in-depth disciplinary unit(s) using the Know/Do/Be framework developing lesson sequences and embedded assessment and evaluation opportunities throughout the unit; presents a concern for self to an increasing concern for students in the classroom and independently develops appropriate program modifications and accommodations for student success.	In collaboration with appropriate professionals, the candidate: develops an interdisciplinary unit across two or more subject areas; the candidate: utilizes the Know/Do/Be framework embedding assessment and evaluation opportunities throughout the unit; presents a concern for students in the classroom and independently develops appropriate program modifications and accommodations for student success.
Instruction	The candidate uses basic direct and indirect teaching strategies, and attempts to differentiate instruction and apply program modifications.	The candidate uses differentiated instruction within individual, group, and experiential strategies while adapting as needed; applies appropriate program modifications independently.	The candidate applies an inquiry based approach, selecting the most appropriate instructional strategies for effective learning.

## Through the Blocks: P/J/I Teacher Candidate Responsibilities in Years 1/5 & 2/6

Daybook	The candidate maintains an up-to-date, current, and complete daybook, including seating plans, a weekly/monthly overview, a to-do list, lesson plans, and assessment records; composes post lesson reflections (surface, pedagogical).	The candidate maintains a current, and complete daybook, including daily plans, units including assessment methods; demonstrates increasing confidence and competence; composes post lesson reflections (pedagogical, self).	The candidate maintains a current, and complete daybook including long range plans, daily plans, and units including assessment practices; shows evidence exemplifying a thorough knowledge of learners i.e. class profiles, portfolios, surveys and/or diagnostic assessments; composes post lesson reflections (pedagogical, critical, and self).
Routines	The candidate moves from recognizing and applying classroom routines with assistance to maintaining routines independently.	The candidate moves from maintaining routines to adjusting them as appropriate, with effectiveness, including all transition times.	The candidate moves from maintaining routines to adjusting them as appropriate, with effectiveness, including all transition times.
Classroom Management	The candidate moves from applying routines with assistance to managing small groups and the whole class at intervals without assistance, using pro-active and positive strategies.	In addition to successfully managing the class at intervals without assistance to successfully and confidently managing the class for extended periods of time, the candidate co-creates success criteria to enhance a positive classroom climate.	The candidate effectively displays a variety of classroom management strategies that successfully respond to ever changing environmental demands.
Student Assessment and Evaluation	The candidate references Ministry achievement levels, marks student work conscientiously, keeps accurate records, and uses assessment for and of learning strategies; is aware of the need for program modifications throughout the assessment process.	The candidate develops competence and confidence: interpreting data; reporting data effectively; and using assessment for, of and as learning strategies.	The candidate develops competence and confidence: interpreting data; reporting data effectively; and using assessment for, of and as learning strategies while utilizing the Know/Do/Be framework.

*In all practica the teacher candidates should demonstrate the professional and ethical standards required for provincial certification.*

## Through the Blocks: Technological Education Teacher Candidate Responsibilities in Years 1 & 2

<b>Responsibilities</b>	<b>Practicum 1 Year One</b> <i>Exploration, School, Culture, and Professional Awareness</i>	<b>Practicum 2 Year Two</b> <i>Development of Competence</i>	<b>Practicum 3 Year Two</b> <i>Development of Competence</i>
<b>Teaching Load</b>	The candidate teaches <u>one class</u> in their first teachable subject.	The candidate teaches <u>two classes</u> .	The candidate assumes full-time teaching of <u>three classes</u> including all teacher's responsibilities (under the associate's supervision).
<b>Resources</b>	The candidate references provincial, teacher, and school resources.	The candidate applies a variety of appropriate resources.	The candidate personalizes resources and shows initiative and creativity.
<b>Planning</b>	The candidate submits complete lessons <i>in advance</i> for discussion with associate.	The candidate develops at least one unit plan, can modify lessons with assistance, understands the structure of long range plans, and where applicable, aligns lessons within this structure.	The candidate uses appropriate planning models and resources, and develops full units.
<b>Instruction</b>	The candidate understands direct and indirect teaching strategies, and utilizes the Brock lesson plan.	The candidate applies individual, group, and experiential teaching strategies.	The candidate appropriately uses differentiated instructional strategies.
<b>Daybook</b>	The candidate maintains an up-to-date, current, and complete daybook, including seating plans, a weekly/monthly overview, a to-do list, lesson plans, and assessment records.	The candidate maintains an up-to-date, current, and complete daybook, describing seating plans, a weekly/monthly overview, a to-do list and lesson plans.	The candidate maintains a current and complete daybook, including plans and assessment records.



## Through the Blocks: Technological Education Teacher Candidate Responsibilities in Years 1 & 2

<b>Routines</b>	The candidate recognizes and applies classroom routines with assistance.	The candidate maintains classroom routines.	The candidate maintains classroom routines, and adjusts them, as necessary.
<b>Classroom Management</b>	The candidate applies classroom management strategies with assistance.	The candidate manages the class independently with minimal assistance.	The candidate manages the class independently for extended periods.
<b>Assessment</b>	The candidate references Ministry achievement levels, marks student work conscientiously, and keeps accurate records. The candidate is aware of the need for program modifications through the assessment process.	The candidate designs effective assessment strategies and keeps detailed records. With assistance, the candidate can develop and apply program modifications.	The candidate effectively uses a variety of assessment tools; records, maintains and interprets data; and reports effectively. Program modifications are appropriate and independently designed.

*In all practica the teacher candidates should demonstrate the professional and ethical standards required for provincial certification*

## Appendix B: Practicum Evaluation Forms

Practicum Assessment Forms: -These forms are available on Sakai

- Final Report of IS Internship Teaching
- Final Report of PJI Internship Teaching
- Associate Teacher Mid Practicum Report
- Practicum Advisor Report on Teacher Candidate's Report
- Associate Teacher Report on Teacher Candidate's Report

Due to COVID, Practicum evaluation forms may be modified for hybrid or online practicum

## Brock University, Teacher Education Program Final Report on Internship Practice Teaching (I/S)

The intention of this form is to provide you with feedback that will help you set goals for the next teaching practicum. No evaluation grade will be assigned to the comments here.

You may wish to comment on *some* or *all* of the following:

1. Teacher candidate-student relationship
2. Level of initiative, awareness, and task commitment
3. Communicative ability with the class, with groups and with individuals
4. Planning
5. The effectiveness of class management procedures

Name \_\_\_\_\_  
(Teacher Candidate) (Associate)

Date \_\_\_\_\_

1. You are doing well at...

2. Work on...

3. At this point in time, I would rate the teacher candidate as:

- Highly successful \_\_\_\_\_
- Proficient \_\_\_\_\_
- Marginal \_\_\_\_\_
- Unsatisfactory \_\_\_\_\_

### **Final Report on PJI Internship Practice Teaching**

The intention of this form is to provide you with feedback that will help you set goals for the next teaching practicum. No evaluation grade will be assigned to the comments here.

You may wish to comment on *some* or *all* of the following:

1. Teacher candidate-student relationship
2. Level of initiative, awareness, and task commitment
3. Communicative ability with the class, with groups and with individuals
4. Planning
5. The effectiveness of class management procedures

Name

(Teacher

\_\_\_\_\_  
(Associate

Date

1. You are doing well

2. Work

Candidate: \_\_\_\_\_ Associate Teacher: \_\_\_\_\_  
 School: \_\_\_\_\_ \_ Board: \_\_\_\_\_  
 Principal: \_\_\_\_\_ Setting/Subject: \_\_\_\_\_  
 Program: \_\_\_\_\_ Observation: D M Y\_ - D M\_ Y Teaching Block: \_ Grade: \_\_\_\_\_

**MID-PRACTICUM FORMATIVE ASSESSMENT CHECKLIST**

<b>Pre-Teaching Professional Knowledge</b>	<b>Strength</b>	<b>Growth</b>
The candidate's planning demonstrates knowledge about how students learn.		
The candidate plans using differentiated instruction.		
The candidate clearly describes and organizes purposeful student learning experiences.		
The candidate plans instructional approaches that are relevant, coherent, and systematic.		
The candidate plans thoroughly, selecting a variety of resources and an appropriate lesson or unit model.		
The candidate maintains a complete and functional daybook.		
<b>Teaching Practice, and Commitment to Student Learning</b>	<b>Strength</b>	<b>Growth</b>
The candidate engages students in active experiential learning.		
The candidate is responsive, clear, and consistent in instruction.		
The candidate utilizes differentiated instruction when teaching.		
The candidate poses appropriate questions, and responds effectively.		
The candidate fosters decision-making, problem-solving, and inquiry.		
The candidate employs a balance of student and teacher directed learning.		
The candidate paces lessons efficiently, manages effective transitions, and works within time allotments.		
The candidate uses resources, technology and teaching aids successfully to enhance the learning process.		
The candidate effectively uses multiple forms of communication, written, verbal and nonverbal.		
The candidate achieves expectations as described in plans.		
<b>Assessment</b>	<b>Strength</b>	<b>Growth</b>
The candidate appropriately assesses the learning environment and shows insight into individual learner's progress.		

## Brock University Faculty of Education Associate Teacher Mid Practicum Report

The candidate uses a variety of assessment tools and aligns assessment and evaluation with expectations.		
The candidate differentiates assessment techniques.		
The candidate tracks and efficiently records student achievement.		
The candidate provides constructive written and verbal feedback.		
<b>Classroom Climate</b>	<b>Strength</b>	<b>Growth</b>
The candidate maintains a safe learning environment.		
The candidate is consistent in supporting student behaviour expectations.		
The candidate promotes an environment of equity and respect.		
The candidate applies suitable, varied, and bias-free teaching and learning strategies.		
The candidate follows established class routines, adjusts as necessary, and demonstrates flexibility.		
The candidate motivates and sustains class involvement.		
The candidate adapts instruction to meet the needs of learners.		
The candidate generates enthusiasm, and respect for the subject and the teaching-learning enterprise.		
<b>Formative Assessment Summary</b>		
<b>STRENGTHS:</b>		
<b>AREAS FOR GROWTH:</b>		

**Brock University Faculty of Education  
 Practicum Advisor Report on Candidate's Teaching**

Candidate:  
 School:  
 Associate Teacher:  
 Observation Day/Time:

Practicum Advisor:  
 Board:  
 Setting/Subject:  
 \_ Teaching Block:          Section:  
 Program:  
 Grade:

Key: E-Excellent; G- Good; S-Satisfactory; UN-Unsatisfactory

**Pre-Teaching Professional Knowledge**

Performance Indicators	E	G	S	UN
Knowledgeable about how students learn				
Plans using differentiated instruction				
Clearly describes and organizes purposeful student learning experiences				
Plans instructional approaches that are relevant, coherent, and systematic				
Plans thoroughly, selecting a variety of resources and an appropriate lesson or unit model				
Maintains a complete and functional daybook				

**Teaching Practice and Commitment to Student Learning**

Performance Indicators	E	G	S	UN
Engages students in active experiential learning				
Presents responsive, clear, and consistent instruction				
Utilizes differentiated instruction when teaching				
Poses appropriate questions, and responds effectively				
Fosters decision-making, problem-solving, and inquiry				
Employs a balance of student and teacher directed learning				
Paces lessons efficiently, manages effective transitions, and works within time allotments				
Uses resources, technology and teaching aids successfully to enhance the learning process				
Effectively uses multiple forms of communication, written, verbal and nonverbal				
Achieves expectations as described in plans				

**Classroom Climate**

Performance Indicators	E	G	S	UN
Maintains a safe learning environment				
Consistently supports student behaviour expectations				
Promotes an environment of equity and respect				
Applies suitable, varied, and bias-free teaching and learning strategies				
Follows established class routines, adjusts as necessary, and demonstrates flexibility				
Motivates and sustains class involvement				
Adapts instruction to meet the needs of learners				
Generates enthusiasm, and respect for the subject and the teaching-learning enterprise				

**Assessment**

Performance Indicators	E	G	S	UN
Appropriately assesses the learning environment and shows insight into individual learner's progress				
Uses a variety of assessment tools and aligns assessment and evaluation with expectations				
Differentiates assessment techniques				
Tracks and efficiently records student achievement				
Provides constructive written and verbal feedback				

Summary for Practicum. Please indicate level on the scale.

+ |    |    |    |    |    |    |    |    |    | -  
 Excellent          Good          Satisfactory          Unsatisfactory

1812 Sir Isaac Brock Way  
St. Catharines, ON L2S  
3A1 Tel: 905-688-5550,

**Brock University Faculty of Education**  
**Practicum Advisor Report on Candidate's Teaching**

1842 King Street East  
Hamilton, ON L8K 1V7  
Tel: 905-547-3555,  
Ex. 5746

Practicum Advisor's Comments (Mandatory for all Unsatisfactory or Excellent Performance Indicators):

--





Associate Teacher's Comments (Mandatory for all Unsatisfactory or Excellent Performance)

**PROFESSIONALISM**

**The candidate demonstrates professional growth through reflection and responsiveness to feedback.**

The candidate is able realistically to assess his/her teaching performance and growth as a professional. The candidate is attentive to suggestions and engages in positive dialogue about professional practice.

Anecdotal Notes:

**The candidate is professional in manner and appearance.**

The candidate's manner and appearance show respect for the culture of the school and classroom, and acceptance of the responsibilities of/to the profession.

Anecdotal Notes:

**The candidate shows initiative, creativity, and enthusiasm.**

The candidate readily agrees to all teaching assignments; volunteers to help in a variety of additional extracurricular, school, and classroom-related tasks; and actively consults with colleagues. The candidate also willingly shares new ideas and materials and initiates discussion and solution-finding in the classroom and school.

Anecdotal Notes:

**The candidate is punctual, dependable, and effective.**

The candidate arrives at school sufficiently early each day and is punctual for all lessons, discussions, and meetings with others in the school. Reliability and dependability are also evident in the candidate's approach to supervisory duties, marking of student assignments, returning of school materials, and other professional opportunities.

Anecdotal Notes:

**The candidate is engaged, collaborative and active in the classroom and school.**

The candidate readily and thoughtfully agrees to all teaching assignments; volunteers to help in a variety of additional extracurricular, school, and classroom-related. Established school policies and practices are noted and followed and interactions with others are appropriate to the setting. The candidate also demonstrates school/board workshops, professional literature, and other sources for professional growth.

Anecdotal Notes:

## Appendix C: Other Practicum Forms

These forms are also on Sakai in the **Orientation and Resources** portal for teacher candidates and in the **Teacher Education** portal for faculty:

- Practicum Absence Reporting Form

<https://forms.office.com/Pages/ResponsePage.aspx?id=FRGudvwe8kqINuKyRDrxoH2fKoGKvqNLgER5lW94U9lUMUdBODIUSkpJUjJYUIBUQzJPOVg2VjIzRi4u>

- Micro-teaching by Teacher Candidates in Schools (Videotaping). See below.



Faculty of  
Education  
Teacher Education Program

Dear Parent/Guardian:

## **RE: Micro-teaching by Teacher Candidates in Schools**

Brock University's Faculty of Education, in partnership with your child's school board provides an internship experience for teacher candidates during the fall school term, and opportunities for practice teaching during the balance of the academic year. Teacher candidates enhance their knowledge and skills with the guidance of experienced teachers and administrators, and through active engagement in classrooms.

During their internship experience in designated schools, teacher candidates observe in host classrooms. Most eventually teach a short lesson to the class or a small student group. Faculty advisors and fellow teacher candidates closely observe the micro-lesson and join in follow-up discussions of the teaching plan and presentation strategies. These brief lessons are video recorded showing only the teacher candidate. The candidate who has taught the lesson is later asked to view the video at the internship school and/or at home and write a self-evaluation and teaching critique.

We request that you complete and sign the attached form, and return it to your child's regular classroom teacher as soon as possible.

Sincerely,

Kamini Jaipal-Jamani, Ph.D.  
Director and Professor, Teacher Education Program

## PRIVACY REQUEST

- [ ] I have read the information pertaining to micro-teaching by Brock University teacher candidates.
- 

### Micro-teaching

- [ ] I DO NOT ALLOW MY CHILD TO PARTICIPATE in the small group micro-teaching lesson taught by the Brock University teacher candidate that is video recorded (showing only the teacher candidate).
- [ ] I ALLOW MY CHILD TO PARTICIPATE in the small group micro-teaching lesson taught by the Brock University teacher candidate that is video recorded (showing only the teacher candidate).
- 

Student's Name: ..... School:

.....

Parent's/Guardian's Name (Please print): .....

Parent's/Guardian's Signature: ..... Date:

.....

## Appendix D: Practicum Referral Procedures

### Brock Teacher Education Practicum Referral Process

**Disclaimer:** To ensure equity and adherence to program standards, this is the nominal process for practicum referrals. However, each case is handled on a case-by-case basis, at the discretion of the Practicum Coordinator, reporting to the Program Director.

- **practicum deferred before it begins**
  - referral meeting (if needed)
  - referral contract
  - practicum course drop
  - register and pay for make-up practicum
- **practicum not completed**
  - category 1: teacher candidate performance concerns
    - request practicum evaluation from associate teacher (as appropriate)
    - referral meeting
      - decision: failed practicum?
        - yes
          - first practicum failure
            - referral contract
            - practicum course failure
            - register and pay for make-up practicum
          - second practicum failure
            - decision: recommend no further practicum?
              - yes
                - formal letter to Program Director
              - no
                - referral contract
                - practicum course failure
                - register and pay for make-up practicum
        - no
          - decision: new placement during same practicum period?
            - yes
              - referral contract
              - schedule new placement
            - no
              - referral contract
              - practicum course backdated drop
              - register and pay for make-up practicum
      - category 2: teacher candidate accommodations (e.g., illness; bereavement)
        - request practicum evaluation from associate teacher (as appropriate)
        - referral meeting (if needed)
        - referral contract
        - practicum course backdated drop
        - register and pay for make-up practicum
      - category 3: insufficient practicum days
        - referral contract (normally a few days can be added on to a subsequent practicum)
        - More than 1 week absent (normally repeat the course)
        - Chronic absenteeism (normally withdrawal from program)

- **practicum evaluation(s): failed**
  - referral meeting
    - first practicum failure
      - referral contract
      - practicum course failure
      - register and pay for make-up practicum
    - second practicum failure
      - decision: recommend no further practicum?
        - yes
          - formal letter to Program Director
        - no
          - referral contract
          - practicum course failure
          - register and pay for make-up practicum
- **practicum evaluation(s): marginal**
  - practicum coordinator reviews evaluations and optionally consults practicum advisor
    - decision: conduct referral process?
      - yes
        - referral meeting
        - decision: referral contract?
          - yes
            - referral contract
          - no
            - Practicum Coordinator email to teacher candidate
            - approval to proceed to next practicum and/or graduation
      - no
        - Practicum Coordinator email to teacher candidate
        - approval to proceed to next practicum and/or graduation

## Notes

**Practicum Evaluation:** Both the associate teacher and practicum advisor evaluations should be considered with extra weighting given to the associate teacher evaluation.

**Referral Meeting:** Organized by the Placement Officer on behalf of the Practicum Coordinator. Normally in attendance: teacher candidate; faculty advisor; Practicum Coordinator; Placement Officer; Program Director (if there are significant coursework concerns); representative of Student Accessibility Services (if the teacher candidate has a case officer); Ombudsperson or other teacher candidate advocate (if a decision to recommend no further practicum is under consideration). Normally, a referral meeting: 1) summarizes the issues in the practicum; 2) identifies any mitigating circumstances; 3) determines potential accommodations to support the teacher candidate moving forward; 4) identifies goals/expectations for the teacher candidate moving forward; 5) timelines the teacher candidate’s program progression; and 6) outlines the provisions that will be outlined in a referral contract.

**Referral Contract:** Drafted by the Placement Officer on behalf of the Practicum Coordinator who approves the final copy which is then sent via email to the teacher candidate for feedback and/or acknowledgement of receipt/agreement. A referral contract will normally include the details outlined in the numbered list in the “Referral Meeting” section. The Placement Officer maintains a referral contract template.

**Failed Practicum:** Recognizing that the Program has a duty to the profession, our school board partners, and K-12 students/staff, no further practicum will normally be recommended by the Practicum Coordinator to the Program Director for a teacher candidate who fails two practica. A failure in a single practicum where there are student/staff safety concerns is also grounds for recommending no further practicum. Both decisions can be appealed by the teacher candidate to the Associate Dean – Professional and Undergraduate Student Services, representing the Dean.

**Recommend No Further Practicum:** A recommendation of no further practicum by the Practicum Coordinator is communicated to the Program Director in a formal letter with supporting evidence as available (e.g., practicum evaluations; previous referral contracts; meeting notes). If the decision is upheld by the Program Director, a formal letter with supporting evidence is sent to the teacher candidate communicating the decision, also noting their right to appeal and the process for doing so.

### **Timelines**

When a Year 1 teacher candidate is granted approval to make up Year 1 - Block 1 (i.e., P/J/I: EDBE 8Y02; I/S: EDBE 8P70):

- the teacher candidate, for deferred practica based on medical accommodations, may make up the placement in the spring before Year 2 begins (after their Year 1 coursework is successfully completed)
- the teacher candidate, for all other reasons, will repeat block 1 in year 2 during the block 2 duration. After successful completion of Block 1 and year 1 courses, Block 2 is then completed in the block 3 duration and block 3 is completed in the spring during May 1 and June 20 period (after the Year 2 course work and the Block 2 placement are successfully completed). There would be a one-week break between the end of the first placement and the beginning of the next placement in the spring. The teacher candidate graduates in the fall.

When a Year 2 teacher candidate is granted approval to make up Year 2 - Block 2 (i.e., P/J/I: EDBE 8P41; I/S: EDBE 8P75):

- the teacher candidate will make up the Block 2 placement during the Block 3 period.

When a Year 2 teacher candidate is granted approval to make up Year 2 - Block 3 (P/J/I: EDBE8P47; I/S: EDBE 8P76):

- the teacher candidate will make up the Block 3 placement in the spring (after the Year 2 course work and the Block 2 placement are successfully completed). There would be a one-week break between the end of the first placement and the beginning of the next placement (May 1 - June 20 period) and graduate in the fall



## Appendix E: Family Status Accommodation Process

### Guidelines for the Academic Accommodation of Family Status

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#### 1. Purpose

The Faculty of Education Teacher Education Program is committed to the principle that all students have the right to an equal opportunity to participate in the Teacher Education Program regardless of family status.

The purpose of these Guidelines is to clarify how requests for academic accommodations on the basis of family status will be treated at the Hamilton Campus and to set out the roles and responsibilities of faculty, staff and students in the accommodations process.

#### 2. Scope

These guidelines apply:

- To faculty, staff and students within the Faculty of Education's Teacher Education Program at the Hamilton Campus; and
- To any request for accommodation from such students on the basis of Family Status. "Family Status" is defined by the Ontario Human Rights Code as the status of being in a parent and child relationship. This can also mean a parent and child "type" of relationship that may not be based on blood or adoption, but that is equivalent to the care, responsibilities and commitment of a parent to a child. It can also include relationships of dependence between adult children and elderly parents.

#### 3. Process

When a student cannot meet an academic obligation because of a conflict with care-giving responsibilities related to their family status, the student may request accommodation in accordance with the following process:

1. **Submit a request:** the student should submit a request to the Program Director using the attached form. The request should be submitted in advance of the conflicting family status obligation or program requirement wherever possible.

Where a student has missed a scheduled academic obligation due to a family status obligation and the student is seeking special consideration, the student should contact the instructor directly who may consult with the Program Director.

2. **Review request:** In order to determine if there is an obligation to accommodate the student, there must be an assessment of whether the Program requirements impose a real disadvantage to the student's parent/child relationship. The request should be reviewed to confirm:
  - a. Whether the student has a child/parent who is under their care;
  - b. Whether the Program rule/requirement or academic obligation (e.g. the attendance requirements, the academic assignment format or timing) create a real disadvantage to the parent-child relationship and the obligations which flow from it - i.e. the impact of the rule/requirement must be more than merely a negative impact or trivial/insubstantial impact.
  - c. Whether there are other supports available to the student to address their family-related needs.

It is important that Brock instructors and administrators do not outright reject a request for accommodation, as the duty to accommodation includes a procedural duty to engage in the accommodation process in good faith.

3. **Consider accommodation options:** If it is determined that a Program rule or academic obligation is likely to create a real disadvantage to a student's parent/child relationship and the responsibilities that flow from that relationship in a significant way, accommodation options should be explored with the student. This may include measures such as:
  - Allowing a mature student to switch tutorials to be able to care for an elderly parent
  - Allowing a student to defer an exam due to their ill child requiring an emergency hospital procedure
  - Providing flexibility for a student to take lactation breaks during class time;
  - Rescheduling an academic obligation;
  - Identifying an alternative method of evaluation;
  - Adjusting the weight for an academic obligation in relation to the weight for other components of the course;
  - Arranging for a note-taker;
  - Providing for a leave of absence.
4. **Document the decision and any accommodation arrangements:** The Program Director should notify the student of the decision with respect to their request and document all accommodations offered or put in place.

#### 4. Roles and responsibilities

The accommodation process is a shared responsibility.

**Students** who are seeking accommodation should:

- Take the initiative to request accommodation
- Explain why accommodation is required
- Provide notice of request in writing, and allow a reasonable time for reply
- Explain what measures of accommodation are required
- Deal in good faith
- Be flexible and realistic

**Instructors** and **Administrators** who receive requests for accommodation should:

- Respect the dignity of the person seeking accommodation
- Assess the need for accommodation on an individualized basis
- Reply to the request within a reasonable time
- Deal in good faith
- Consider alternatives
- If accommodation is not possible because of undue hardship, explain this clearly to the person concerned and be prepared to demonstrate why

#### 5. Complaints

Accommodation concerns and complaints should be directed to the Program Director or Chair of the Department of Educational Studies. Individuals may also wish to consult with Brock's Office of Human Rights and Equity if they are dissatisfied with the accommodation process or outcomes.

See Form on next page.

## FAMILY STATUS ACCOMMODATION REQUEST TEACHER EDUCATION PROGRAM

The purpose of this form is to provide Brock University with the information that is required to properly assess your request for accommodation on the basis of family status in accordance with the Ontario *Human Rights Code* (the “Code”). The information you submit will be treated as confidential and will only be disclosed to those who are involved in processing your request.

Please note, under the Code, you have an obligation to participate in the accommodation process and provide the information reasonably required to assess your accommodation request. If you do not provide the information that is required to properly assess your request, or if the information you provide is inaccurate, your request may be denied. Please attach any supporting documents that will assist Brock in assessing your request.

<b>Student name:</b>	
<b>Date of request:</b>	
<b>Family status:</b>	Please describe your family status and the general nature of the family obligation that gives rise to your request to be accommodated.
<b>Barrier/conflict with family status obligations:</b>	What program requirement(s) interferes with your family status obligations and how? Please describe the disadvantage(s) you may experience as a result of the Program requirements and family status obligations
<b>What other supports are available to you to fulfill your family status obligations?</b>	In order to assess the impact of the Program requirements on your family status relationship, please outline what supports are in place or what supports you explored to fulfill your family status obligations?
<b>Accommodation sought:</b>	How do you propose Brock accommodate your family obligations? (Please provide multiple accommodation options if possible.)
<b>Duration:</b>	For what length of time do you seek family status accommodation?

**PRIVACY NOTICE:** Brock University protects your privacy and your personal information. The personal information requested on this form is collected under the authority of *The Brock University Act, 1964*, and in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA). The information will be used for the purpose of assessing your request for accommodation and determining appropriate accommodations. Please direct any questions about this collection to the [insert title] at (905) 688-5550, ext. [insert] or [email]