EDPR2000 Guiding Document for Teacher Candidates

Teacher Candidates will ***complete 1 reflection per day*** linking what they have learned or observed to the learning outcomes.

Teacher Candidates will have a ***Practicum Binder*** that includes VSS, ELSE1, Health and Safety, Reflection Journals, Observations, Anecdotal Notes, Documented Evidence, Lessons

Teacher Candidates will continue to make ***connections to learning outcomes*** as they collect, organize, and process artifacts for their professional portfolio.

1. Orientation to the Profession

*Teacher Candidates will focus on Orientation to the Profession in Community. Teacher candidates will develop understandings of how multiple stakeholders in and beyond the school, and school structure, impact student learning, and how school and community speak to one another. Through practicum experiences that value critical analysis, engagement, collaborative conversations, focused participant observation, advancement of skills and knowledge, and immersion in an environment that respects a shared process of growth and development, Teacher Candidates will develop their professional demeanour and gain insights into the importance of strong professional relationships that support student learning.*

# Learning **Outcome** #1

## Actively engage in the work of the school and classroom to understand the role of all stakeholders in creating and sustaining an engaging, inclusive, safe and equitable learning environment.

The following provide some examples of how teacher candidates might demonstrate their acquisition of these understandings:

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| **Example Understanding** | **Observations** | **Artifacts** | **Checkbox Checked with solid fill** |
| Develop strategies and tools for communicating effectively with families, school faculty and staff, and community. |  |  |  |
| Research current practices to contribute to a newsletter or website at local classroom or school/community level. |  |  |  |
| Support capacity building in curriculum and community through initiatives such as literacy night, math program after school, family fit night, action teams for student leadership, alliances, anti-bullying, safe schools, community initiatives, etc. |  |  |  |
| Work with school faculty and student leaders to encourage student voice, etc. |  |  |  |
| Develop and share understandings of technology as a tool for communication and learning (e.g., blended learning, social media, website, interactive whiteboards etc.). |  |  |  |
| Participate beyond the teaching day by attending division or staff meetings, participating in extra-curricular, etc. |  |  |  |
| Maintain a complete practicum binder detailing school policies, code of conduct, safety procedures, classroom routines, etc. |  |  |  |
| Collaborate with school and community to support student wellness. |  |  |  |
| Inquire into school priorities, strengths, areas of growth, initiatives etc. to support students, community and beyond. |  |  |  |
| Investigate school demographic data. |  |  |  |
| Participate in a community walk (identify housing, local parks, services, map of area, grocery stores, places of worship, gathering spaces etc.). |  |  |  |
| Research agencies that are available to support students and families (mental health, LGBTQ, medical clinics, foodbanks, welcome centres, early learning centres, legal aid, immigration, shelters etc.). |  |  |  |
| Familiarize yourself with school website and event calendars – address, hours, school message, philosophy, principal’s name and message, parent messages. Staff, programs, student programs, extracurriculars. |  |  |  |
| Gather School Board Calendar (e.g., days within cycles, semester start/end dates, holidays and PD and PA days). |  |  |  |
| Look at the school’s code of conduct or mission statement-what does it tell you about the beliefs and values of the school community? |  |  |  |
| Investigate role of parents in the school (collect evidence re: parent council meetings or committees/volunteer opportunities, conduct and interview). |  |  |  |
| Photograph: murals, hallway displays, bulletin boards, assemblies, the playground, featured books in the library collection, the classroom environment/seating arrangements, lessons artifacts or materials, notes from board/charts. |  |  |  |
| Other Ideas/Thoughts? |  |  |  |

# Learning Outcome #2

## Demonstrate a professional manner in keeping with the Ontario College of Teachers Standards of Practice and Ethical Standards of Practice (OCT Professional Standards).

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| **Example Understanding** | **Observations** | **Artifacts** | **Checkbox Checked with solid fill** |
| Uphold the OCT Standards of Practice and Ethical Standards of Practice. |  |  |  |
| Create a self-assessment check list: punctual attendance (e.g. 30 minutes before the day begins); appropriate professional attire; professional manner (e.g., communication, cell phone use, social media); adhere to board/school polices; development of co-learning professional relationships; engagement in supporting student learning; extra-curricular involvement. |  |  |  |
| Carefully review the OCT Professional Advisories. |  |  |  |
| Interact respectfully with students and school faculty and staff, always maintaining confidentiality. |  |  |  |
| Demonstrate care, trust, integrity and respect in all professional interactions. |  |  |  |
| Find ways to engage equity through teacher, student and parent interactions. |  |  |  |
| Participate in ongoing professional learning (attending workshops, grade level meetings, staff meetings, PD, conferences). |  |  |  |
| Provide the MT with lesson plans in advance. |  |  |  |
| Adhere to the parameters of agreed upon communication formats and times. |  |  |  |
| Provide notice of a potential absence in writing in a timely manner. |  |  |  |
| Review standards of practice and provide examples of how you meet them. |  |  |  |
| Respond accordingly to supervisory comments and apply feedback these into daily teaching. |  |  |  |
| Engage in reflective practice, inquiry, and collaboration for professional growth. |  |  |  |
| Review and adhere to the Ethical Standards for the Teaching Profession. |  |  |  |
| Other Ideas/Thoughts? |  |  |  |

# Learning **Outcome** #3

## Develop professional relationships with students, teachers, other teacher candidates, school staff, parents and others.

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| **Example Understanding** | **Observations** | **Artifacts** | **Checkbox Checked with solid fill** |
| Engage in ongoing professional dialogue with mentors, other staff & TCs. |  |  |  |
| Exhibit a positive attitude toward students, teachers, and others in the school community. |  |  |  |
| Participate in co-curricular activities. |  |  |  |
| Focus on professional communication. |  |  |  |
| Learn students’ names. |  |  |  |
| Receive a copy of the seating arrangement. |  |  |  |
| Receive a copy of the weekly timetable. |  |  |  |
| Meet and spend time with support staff/prep teachers who also support the students you teach attend school team support meetings (Spec Ed/ELL/Guidance support team). |  |  |  |
| Get to know the learners: identity, culture, strengths, needs. |  |  |  |
| Review the available supports in the school to enhance access and inclusion to learning: ELL, IEP, etc. |  |  |  |
| Engage in one on one or small group work, practicing providing learning prompts, descriptive feedback or next steps. |  |  |  |
| Sit in on parent teacher interviews (if possible). |  |  |  |
| Provide learning assistance beyond regularly scheduled class time. |  |  |  |
| Participate in school-wide activities (e.g., clubs, sports, meetings, choirs, school events), where possible. |  |  |  |
| Interact professionally with colleagues and parents. |  |  |  |
| Attend professional development workshops and staff meetings (save copies of the agenda/workshop materials). |  |  |  |
| Attend curriculum night (keep flyer or promotional material as an artifact). |  |  |  |
| Contribute to the classroom newsletter/virtual classroom site (share a screenshot). |  |  |  |
| Other Ideas/Thoughts? |  |  |  |

# Learning Outcome #4

## Actively engage 100% of the day in the work of the school to support student learning.

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| **Example Understanding** | **Observations** | **Artifacts** | **Checkbox Checked with solid fill** |
| What strengths do I bring? |  |  |  |
| How might my identity/positionality support student learning? |  |  |  |
| How do I increase access and opportunities in my role? |  |  |  |
| Under the direction of the MT work with small, groups, individual students, special needs students. |  |  |  |
| Co-plan and co-teach with the MT. |  |  |  |
| Keep a daily professional journal in a practicum binder. |  |  |  |
| Keep a learning log in your practicum binder. |  |  |  |
| Ask pertinent questions about school programming. |  |  |  |
| Observe other sections of the school and other classes. |  |  |  |
| Participate in the duties of the MT. |  |  |  |
| Take notes and discussing with MT at an appropriate time. Observe routine, classroom management, differentiation. |  |  |  |
| Take on a task that is part of the classroom routine-reading folders, updating blog, lining up-taking to library/gym etc. |  |  |  |
| Select a couple of students to observe and take anecdotal notes about actions, practice using language to describe rather than interpret. |  |  |  |
| Examine aspects of lesson planning as move through the experience (How do I create a learning goal? What curriculum expectations are used?). |  |  |  |
| Examine parts of the lesson plan-observing/co-teaching/facilitating one portion of it. |  |  |  |
| Co-assess/assess student work samples against a pre-established set of criteria. |  |  |  |
| Support established classroom management routines. |  |  |  |
| Take a leadership role in well-being practices (circle sharing, conflict mediation, read aloud, consolidation of learning at the end of a lesson). |  |  |  |
| Bring in resources to supplement curriculum that are culturally relevant and responsive to student need. |  |  |  |
| Support MT to set up the learning experiences (materials, update daily schedule, take down chairs etc.) and proactively help to maintain the physical organization of the learning space |  |  |  |
| Complete a Day Plan template for each day of practicum-Take notes of what occurred during each period of the day, (Content, student behaviour, teacher moves/prompts), articulate which part of the lesson within a period of the day that you were responsible for/you co-taught/you observed. Include a reflection about your work. |  |  |  |
| Show initiative-anticipate student needs, transitions, prepare materials, position yourself to support a student/group of students who appear to need it. |  |  |  |
| Facilitate lesson for a small group of learners. |  |  |  |
| Gather resources to support a unit being explored by the class-seek out a variety of source material to supplement the learning. |  |  |  |
| Learn how to use technology that is available in the classroom to help support learning/accommodate students with special needs/communicate with parents (under guidance of the MT). |  |  |  |
| Conduct a diagnostic assessment-DRA/CASI/practice test OSSLT or Math. |  |  |  |
| Request MT guide you through an IEP organization, implementation to practice. |  |  |  |
| Moderated Marking with your MT (This is where you both mark student work and share with each other the scores you gave so that you learn the rationale behind assessment tools and their implementation). |  |  |  |
| Visit the resource teacher/student success teacher and learn about their role within the school and observe how they support learners (if applicable). |  |  |  |
| Explore a different teacher or classroom for a period (if permitted). |  |  |  |
| Adapt a lesson your MT used to support English Language Learners. |  |  |  |
| Request MT guide you through school board’s virtual library so that you can see what kinds of resources are available to you when planning learning opportunities with students. |  |  |  |
| Other Ideas/Thoughts? |  |  |  |

# Learning Outcome #5

## Reflect on how the school structure (physical environment, committees, extra-curricular activities, etc.) impacts student learning.

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| **Example Understanding** | **Observations** | **Artifacts** | **Checkbox Checked with solid fill** |
| Create a log that includes observations, thoughts, wonderings; connections to/between theories of learning; artifacts/evidence within the learning environment (bulletin boards, events, activities). |  |  |  |
| Consider: cadence and flow that happens in a school; transitions within and beyond the classroom; inclusion, diversity, equity, sustainability and social justice. |  |  |  |
| What organizations have partnerships with the school? |  |  |  |
| What are some Parks and Recreation programs in the neighbourhood? |  |  |  |
| What are some potential field trips in the area? |  |  |  |
| What kinds of extracurricular opportunities are offered in the school? How might you get involved? |  |  |  |
| What kind of access do most families and students have to technology? What tech tools and resources are being supplied by the school? How does access impact student experience? |  |  |  |
| Explore the physical Spaces (outside grounds, school space, resource space (e.g., library, resource centre, guidance office, cafeteria, gym, auditorium), classroom space. |  |  |  |
| *Classroom Space (what can you observe? What connections can you make?)** Well-defined areas for large, small, and independent work
* Student materials are organized and easily accessible
* Noisy and quiet areas separated
* Furniture delineates work areas
* Furniture arrangement allows for easy access to materials and comfort for students.
* There are different seating options to meet the various needs/preferences of the students.
* Arrangement of work areas/centres allows for clear sight lines of whole classroom
* Spaces between work areas allow for safe, easy movement and accommodations for special needs if necessary.
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| Other Ideas/Thoughts? |  |  |  |

2. Learners

Teacher candidates will continue to actively engage with the work of the classroom while reflecting critically on links between theory and practice, observing the impact of policy, teaching and learning strategies and resources on learners and the school environment and investigating learning at the micro-level with individual or small groups of students.

# Learning Outcome #1

## Reflect critically on the links between theory and practice in Ontario schools.

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| **Example Understanding** | **Observations** | **Artifacts** | **Checkbox Checked with solid fill** |
| Highlight links between daily practice and theory through a professional journal or systematic anecdotal note-taking. |  |  |  |
| Engage in open-ended inquiry, recording your insights with documented evidence for your portfolio. |  |  |  |
| Other Ideas/Thoughts? |  |  |  |

# Learning Outcome #2

## Investigate learning from a micro-level perspective in support of small group and/or individual student learning.

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| **Example Understanding** | **Observations** | **Artifacts** | **Checkbox Checked with solid fill** |
| Create, implement and reflect upon learning engagements for individual or small groups of students. |  |  |  |
| Make links to assignments and examples from relevant coursework. |  |  |  |
| Engage in open-ended inquiry, recording your insights with documented evidence for your portfolio. |  |  |  |
| Other Ideas/Thoughts? |  |  |  |

# Learning Outcome #3

## Observe and reflect upon the impact of Ontario Ministry of Education policy and/or documentation on learners and the school’s learning environment (e.g. Safe Schools Act (2000), First Nation, Métis and Inuit Education Framework (2007), Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (2010), Supporting Minds: An Educator’s Guide to Promoting Students’ Mental Health and Well-being (2013), and others).

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| **Example Understanding** | **Observations** | **Artifacts** | **Checkbox Checked with solid fill** |
| Collect photos of "policy at work" in the school environment (bulletin boards, classroom anchor charts, etc.). |  |  |  |
| Engage in open-ended inquiry, recording your insights with documented evidence for your portfolio. |  |  |  |
| Advocate for marginalized voices where/when necessary. |  |  |  |
| Utilize the principles of culturally relevant pedagogy when co-teaching/co-planning. |  |  |  |
| Research cultural practices observed by students that might impact the content of a lesson, the materials used in a lesson or due dates for tasks: [Guide for Selecting Anti-Bias Children's Books](https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/) |  |  |  |
| Adhere to OCT social media advisory/use of board licensed software/websites. |  |  |  |
| Adhere to OCT’s Duty to Report and Duty of Care. |  |  |  |
| Adhere to policies related to health and safety. |  |  |  |
| Use inclusive language and anti-oppressive practices. |  |  |  |
| Other Ideas/Thoughts? |  |  |  |

# Learning Outcome #4

## Observe and reflect on the impact of strategies and resources on learners (teacher talk, textbooks, technology, manipulatives, transitions, success criteria, timing, planning, assessment, etc.).

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| **Example Understanding** | **Observations** | **Artifacts** | **Checkbox Checked with solid fill** |
| Collect samples or document lessons and/or classroom activities, reflecting on how these lessons or activities impact learners. |  |  |  |
| Engage in open-ended inquiry, recording your insights with documented evidence for your portfolio. |  |  |  |
| Engage in an inquiry about the role of the teacher: How do they elicit understanding in students? What are some examples of effective questioning techniques? How does questioning provide meaningful feedback? |  |  |  |
| Observe and reflect on demonstrated knowledge of subject content and expectations. |  |  |  |
| Observe and reflect on lesson plans including accommodations for individual needs, learning styles, abilities and exceptionalities. |  |  |  |
| Observe and reflect on instruction (clear, logical and engaging for the learners). |  |  |  |
| *Observe and reflect on Resources** Well-organized classroom library with a variety of books, magazines, poetry, non-fiction, diverse
* Specialized equipment: computer, listening station, pocket chart, chart stand, anchor charts
* Variety of books for teaching: Read-Aloud, Big Books, Leveled books, diverse texts
* Variety of materials at Centres/Work Areas: Writing tools, books, paper, dictionaries, Word Lists/Walls
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| *Observe and reflect on Routines** Work Areas/Centres are labeled with instructions as to use the space as well as how to access and return materials
* Tracking/ Work boards are clearly displayed and used
* Entry, exit and transition procedures are modelled
* Expected behaviors and class rules are posted
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| *Observe and reflect on Learning Atmosphere** Student work is displayed all over the room and shows a variety of learning
* Student work displayed shows growth over time
* Signs, exhibits, charts are created by students
* Few commercially or teacher made materials are evident
* Data is collected and organized on a regular basis
* Choices and open-ended activities that are developmentally appropriate are evident at Centres/Work Areas
* Work Areas are small and enclosed to encourage interaction and quiet talk
* There is evidence of differentiation and accommodations for student learning
* Teachers are using various cooperative learning strategies
* Behaviour Management system is in place
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| *Observe and reflect on Classroom Records** Teacher keeps a daybook with lesson and unit plans
* Variety of Assessment tools are being used for each assessment strategy
* Students have opportunities to incorporate feedback into their work
* Teacher keeps organized assessment records on students
* Anecdotal notes and observations are recorded on student learning and behaviour
* There is evidence that teachers are reflecting on their practice with the goal of improved student learning
* Evaluation of student learning is based on a clear set of established criteria
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| Other Ideas/Thoughts? |  |  |  |