Brock

Faculty of Education

Notes for Associate Teachers - P/J/I

Thank you from the Chair

On behalf of the Department of Teacher Education, thank you for participating in Brock's teacher education program as an Associate Teacher. Teacher candidates often tell us how much they appreciate the guidance they receive from teachers in the field. Your continuing support is an invaluable contribution to the teacher education program.

David Hutchison, PhD
Chair and Associate Professor
Department of Teacher Education

Associate Teacher Website

To access the online practicum assessment form and other Associate Teacher resources, click on the "Associate Teachers" web link on the sidebar:

http://www.brocku.ca/education/practitioners

Brock's Image of the Ideal Associate Teacher

As counselor:

- provides a teacher candidate with information that will help orient them to the school and the specific learning needs of students in the class;
- explains the rationale for classroom practices and methodologies;
- discusses with a teacher candidate the instructional needs of students and the required steps in planning for student learning;
- guides a teacher candidate in his or her choice of appropriate instructional methods, classroom materials, and assessment instruments; and
- sets reasonable goals that aim for a gradual increase in a teacher candidate's responsibilities.

As role model:

- demonstrates a variety of teaching strategies and techniques;
- organizes a classroom environment with clearly established routines and standards for behaviour; and
- demonstrates specific instructional techniques when a teacher candidate's performance appears deficient.

As supervisor:

- continually supervises - as the instructor of record - the students in the class;
- observes a teacher candidate's professional and ethical interactions with students and staff;
- provides a teacher candidate with ongoing feedback through daily conferences and formative assessments;
- modifies a teacher candidate's responsibilities as appropriate;
- conferences with Faculty Advisors about a teacher candidate's progress;
- completes a formative written assessment at the mid-point of a practicum (highly recommended); and
- completes a summative online assessment at the end of a practicum.

Faculty Advisor Role

A Faculty Advisor will visit and assess each teacher candidate's teaching during the practicum (in-region practica only). Associate Teachers are encouraged to contact a Faculty Advisor directly should they have concerns about a teacher candidate's progress.

Expectations for Teacher Candidates

Teacher candidates are expected to:

- conduct themselves as professionals according to the Ontario College of Teachers' *Standards of Practice for the Teaching Profession*;
- learn and follow the school/classroom routines and pedagogical strategies role modeled by Associate Teachers;
- assist, as requested, with all aspects of the instructional program, including unit planning, lesson delivery, and student assessment;
- be available for discussions and conferences with Associate Teachers;
- maintain a regularly updated daybook that includes school policies, timetables, seating charts, lesson and unit plans, lesson reflections, and grade sheets etc.;
- design lesson plans using the Brock Lesson Plan Template (as appropriate); and
- notify Associate Teachers and Faculty Advisors of absences, due to illness etc., in a timely manner.

Teacher Candidate Handbook

The Teacher Candidate Handbook outlines the policies and procedures the Department of Teacher Education follows in supporting teacher candidates who are experiencing difficulty in a practicum. The handbook can be downloaded from the Associate Teacher website.

Observation Days

During the Observation Days (and Internship Days in the case of the P/J/I program) leading up to a practicum, teacher candidates are encouraged to **observe** the Associate Teacher and class and **assist** the Associate Teacher as requested (e.g., work with an individual or small group of students). If they feel ready, teacher candidates can also **teach** the occasional lesson at the discretion of the Associate Teacher.

At your earliest convenience, please complete and forward to the Department of Teacher Education the enclosed Associate Teacher Payment form.

Updated: 2010/09/01

Through the Blocks: P/J/I Teacher Candidate Responsibilities

Responsibilities	Block I *From Assisted Practice, Week 1,* *To Beginning of Competence, 4*	Block II *From Demonstration of Competence, Week 3, To Demonstration of Confidence and Increased Competence, Week 7*
Teaching Load	At two weeks, 50%; at close of four weeks, 75%	At two weeks, 75% teaching load; at close of seven weeks, 100%; for candidates commencing Out-of-Region blocks, 100%, ASAP
Resources	**From** referencing provincial, school, and teacher resources **to** analysing and applying a variety of resources	Gradually personalizing resources and showing initiative and creativity
Planning	**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	**From** mini units **to** full units using a variety of appropriate models**. From** a concern for self **to** increasing concern for students in the classroom and developing appropriate program modifications independently
Instruction	Using basic direct and indirect teaching strategies, and attempting to apply program modifications	Using individual, group, and experiential strategies and attending to the rhythm of the day and week; applying appropriate program modifications independently
Daybook	Maintaining a current, complete daybook, including plans and assessment methods	Maintaining a current, complete daybook, including daily plans, units and assessment methods; demonstrating increasing confidence and competence
Routines	**From** recognizing and applying classroom routines with assistance, **to** maintaining routines independently	**From** maintaining routines **to** adjusting them as appropriate, with effectiveness, including all transition times
Classroom Management	**From** applying routines with assistance **to** managing the class at intervals without assistance, using pro-active and positive strategies	**From** successfully managing the class at intervals without assistance **to** successfully and confidently managing the class for extended periods according to the school discipline code or behaviour policy
Student Assessment and Evaluation	Referencing Ministry achievement levels, conscientiously marking student work, keeping records, and using formative tools and tasks	Developing competence and confidence in interpreting data; reporting effectively; and using formative, summative, and diagnostic tools and tasks

Candidates should be aware of the scope and complexity of teaching. At the close of the second practicum, they should demonstrate the professional and ethical standards required for provincial certification.

St. Catharines, ON L2S 3A1
Tel: 905-688-5550, Ext. 3341
Fax: 905-641-5229

Brock University Faculty of Education

Teacher Report on P/J/I/S Candidate's Teaching

1842 King Street East
Hamilton, ON L8K 1V7
Tel: 905-547-3555; Fax: 905-547-9500

Candidate: .....Teacher: .....

School: .....Board: .....

Principal: .....Setting/Subject: .....Program: . . . .

Observation: D…..M…..Y…..- D…..M…..Y…..Days Absent:.....Teaching Block:……Counselling Group:……Grade:…….

Key: UN – Unsatisfactory; MA – Marginal; PR – Proficient; HS – Highly Successful; |--| |–| |–| |–| -- Not Applicable/Not Observable

Professionalism, Leadership, and Initiative in the School Culture

Performance Indicators	UN	MA	PR	HS
1. Initiates and responds earnestly to counselling.				
2. Is professional in manner and appearance.				
3. Shows initiative, creativity, and enthusiasm.				
4. Is punctual, dependable, and effective, e.g., in supervisory duties.				
5. Is collaborative [ ] and involved positively and actively in the school culture [ ].				

Pre-active Teaching Skills and Professional Knowledge

1. Is knowledgeable about how students learn.				
2. Uses a variety of assessment tools [ ], and aligns assessment and evaluation with expectations [ ].				
3. Plans thoroughly, selecting a variety of resources and an appropriate lesson or unit model.				
4. Maintains a complete and functional plan book.				
5. Plans instructional approaches that are relevant, coherent, and systematic.				
6. Clearly describes and organizes purposeful student learning experiences (content and activity).				
7. Prepares and organizes the classroom and materials.				
8. Identifies and correctly interprets provincial and school board expectations.				
9. Sequences lessons and where appropriate links lessons to long range plans.				

Post-active Skills and Ongoing Professional Learning

1. Tracks and efficiently records student achievement.				
2. Appropriately assesses the learning environment and shows insight into individual learner's progress.				
3. Achieves expectations as described in plans.				
4. Is reflective and pro-active in addressing own professional growth.				

Teachers who elect to use a computer for comments are asked to append three signed and dated copies.

Three copies of comments are appended: [ ]

Interactive Skills, Teaching Practice, and Commitment to Student earning

Performance Indicators	UN	MA	PR	HS
1. Maintains a safe learning environment.				
2. Engages students in active experiential learning.				
3. Uses voice and nonverbal communication effectively.				
4. Generates enthusiasm and respect for the subject and the teaching-learning enterprise.				
5. Uses language properly or needs to correct: spelling [ ], use of slang [ ], handwriting [ ], grammar [ ], and/or level of language [ ].				
6. Motivates and sustains class involvement.				
7. Adapts instruction to meet the needs of learners.				
8. Is responsive, clear, and consistent in instruction.				
9. Follows established class routines, adjusts these as necessary, and demonstrates flexibility.				
10. Applies suitable, varied, and bias-free teaching and learning strategies.				
11. Fosters decision-making, problem-solving, and inquiry				
12. Poses appropriate questions [ ], and responds effectively [ ].				
13. Has good rapport, e.g., treats students respectfully, uses positive reinforcement, and avoids sarcasm, threat.				
14. Applies management strategies effectively and fairly.				
15. Employs a balance of student- and teacher-directed learning.				
16. Paces lessons efficiently [ ], manages effective transitions [ ], and works within time allotments.				
17. Uses resources and teaching aids successfully.				

Summary for Practicum. Please (✓) on the line:

/----------/----------/----------/----------**/

Unsatisfactory **Marginal** **Proficient** **Highly Successful**

**Truly exceptional accomplishment may be denoted at the far right.

Principal's Comments and Initials

Teacher's Comments:

Teacher's Signature: …….. Candidate's Signature: …….....

Signature indicates receipt of this report.)

Brock Department of Teacher Education

SAMPLE