Faculty of Education

Notes for Associate Teachers - I/S & Tech. Ed.

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.

Sheila Bennett, EdD
Chair and 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: 2013/07/26

Through the Blocks: I/S & Tech. Ed. Teacher Candidate Responsibilities

Practicum I . . . . . Exploration, School, Culture, and Professional Awareness

- **Teaching Load:** The candidate teaches/manages at least one class, or the equivalent if the school is non-semestered, and depending on his/her level of success and the agreement of the associate, may gradually assume up to two classes per day.
- **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.

Practicum II . . . . . Development of Competence

- **Teaching Load:** The candidate teaches/manages at least two classes or the equivalent if the school is non-semestered, and depending on his/her level of success and the agreement of the associate, may gradually assume up to three classes per day.
- **Resources:** The candidate analyses and applies a variety of appropriate resources.
- **Planning:** 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.
- **Instruction:** The candidate applies individual, group, and experiential teaching strategies.
- **Daybook:** 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. Assessment records are shared with the associate.
- **Routines:** The candidate maintains classroom routines.
- **Classroom Management:** The candidate manages the class independently without assistance at intervals.
- **Assessment:** The candidate designs effective assessment strategies and keeps detailed records. With assistance, the candidate can develop and apply program modifications.

Candidates should build on these competencies in the third practicum.

Practicum III: . . . . . Development of Competence

1. **Teaching Load:** The candidate assumes full-time teaching of three classes including all teacher's responsibilities ASAP (under the associate's supervision).
2. **Resources:** The candidate personalizes resources and shows initiative and creativity.
3. **Planning:** The candidate uses appropriate planning models and resources, and develops full units.
4. **Instruction:** The candidate appropriately uses differentiated instructional strategies.
5. **Daybook:** The candidate maintains a current and complete daybook, including plans and assessment records.
6. **Routines:** The candidate maintains classroom routines, and can adjust them, as necessary.
7. **Classroom Management:** The candidate manages the class independently for extended periods.
8. **Assessment:** The candidate effectively uses a variety of assessment tools; records, maintains and interprets data; and reports effectively. Program modifications are appropriate and independently designed.

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

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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