

Teacher Candidate Agreement

Prior to placement, you will have to complete and sign this Teacher Candidate Agreement form. This Agreement is binding for the duration on all Placements, Years One and Two, of the Program.

FAs are encouraged to review these indicators in class prior to each placement so that TCs understand that they are non-negotiable.

- Initiate contact with AT **prior to the start of placement** (i.e. email, visit or telephone call) to review his / her expectations and your goals for placement (as recorded in your PPLP).
- Review and enact the *Essential Skills (ES)* on placement.
- Discuss strengths, interests and challenges with AT and share PPLP with AT early in Placements 2, 3 and 4 (and 5 if completing an additional placement) to guide AT focus and support.
- Complete the Mentorship and Active Participation (MAP) Journal in Placement 1 (or as invited by FA)
- Arrive at school at least 15 minutes before classes start, unless otherwise directed by AT.
- Arrive prepared, understanding subject matter, with materials / resources ready for use.
- Dress professionally and appropriately (neat, clean, modest).
- Communicate clearly, verbally, non-verbally, orally, and in writing, in the language of instruction. [ES]
- Request learners address me as Mr./Miss/Mrs./Ms./Mx. and my last name.
- Maintain appropriate interpersonal boundaries (across all forms of media). [ES]

Interact with learners, peers, colleagues, and parents in a professional manner, responding appropriately in situations that are stressful or involve conflict:

- Maintain an organized day book housing all lesson and unit plans, student assessment records, reflections, feedback, and goals for improvement, and keep it in the placement classroom.
- Debrief with your AT every day--communicate professionally, openly and honestly. [ES]
- Document and act upon daily oral and written feedback provided by the AT; seek clarification as necessary. [ES]
- Attend placement every day. Placement will not be interrupted for absences for personal commitments (e.g., weddings, interviews, travel, coaching, etc.).
- Become familiar with school layout, policies, rules, and routines, including emergency procedures (i.e. lockdown, fire drill)
- Model positive attitudes toward teaching and learning, persisting in the face of adversity. [ES]
- Exhibit collegiality and respect for others. [ES]
- Maintain AT's established classroom routines and expectations.
- Maintain a safe environment at all times; be proactive. [ES]

- Be aware of and demonstrate the Ethical Standards of the Teaching Profession of the Ontario College of Teachers and the Lakehead University Code of Student Behaviour and Disciplinary Procedures.
- Communicate as directed with your FA; contact him/her at first sign of any difficulty.
- As appropriate, become involved in professional activities which occur in the school during placement.
- Collect ongoing documentation of professional growth during teaching placement (i.e. day book, lesson plans, unit plans, reflections, written and verbal feedback from ATs and responses).
- Meet with the PEC to request any date changes related to the beginning/timeframe of the placement. Placement dates are seldom altered, and only in extreme circumstances.

If absent due to personal illness or unexpected, documented family emergencies:

- Email the AT and notify the school office before school begins for the day. Failure to do so may result in a withdrawal from the placement.
- Email the FA before school begins for the day (via email/text/telephone). Failure to do so may result in a withdrawal from the placement.
- Ensure that all materials needed for minimal disruption to the program are delivered to the school in adequate time prior to the beginning of the school day (manuals, lesson plans, marking guides, etc.).
- Time missed must be made up in full at the end of that placement in that particular class.
- Submit to the FA written documentation of the date(s) missed, and medical documentation, if absent three or more days; the FA/PEC will contact the AT regarding a mutually agreeable makeup plan. In some situations, the FA/PEC will need to arrange completion of makeup days for the subsequent placement.

Demonstrate initiative around the formative and summative evaluations:

- In **Week Three** complete and print my self-assessment and print off the blank formative assessment report. Meet with the AT to discuss your progress. Contact FA if any difficulties are noted. (*Note*: FA will record a mark of INC for 4398/4498 until such time as TC submits substantively detailed self-assessment online)
 - Submit my detailed self-assessment online (*Note*: FA can request 'redo' where self-assessment is lacking in detail)
 - In **Week Five** print blank summative evaluation. Meet with AT to discuss my progress. Contact FA immediately if any difficulties noted.
 - In event of a terminated placement, return any items borrowed from the AT to the school principal. Refrain from further contact with the AT, instead working through your FA.
 - Develop PPLP at the end of placements 1, 2, 3 (and 4 if an additional placement is required), using the template provided in the *Practicum Guide*.
- I have read and will abide by all components of the TC Agreement.**
(*checking of this box indicates consent*)