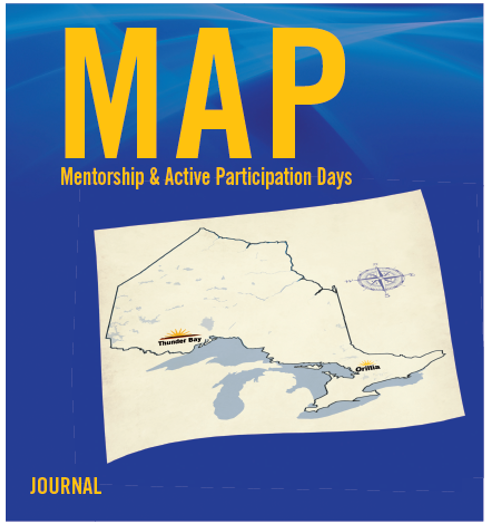
**Updated June 11, 2019**



The Mentorship and Active Participation (MAP) Journal

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*\*This document is subject to changes as per faculty advisor (FA) input.*

**MAP DAYS JOURNAL**

The Mentorship and Active Participation (MAP) Days Journal is formally completed in the first placement. The Journal is designed to deepen your understandings around teaching and learning within a practice-based setting, and to help you develop your professional teacher identity. You are encouraged to talk with your AT(s) as you observe and work with children and youth during your placement.

Each placement begins with active observation days. These are intentionally designed to give you time to establish a professional relationship with your AT, principal and colleagues, while also familiarizing yourself with the learners in your host classroom(s), and with the routines and practices used in these classrooms and in your school.

The MAP Days Journal provides key focus points for helping you connect the theories and practices introduced in your coursework to the dynamic, diverse classroom(s) of your placement.

The MAP Days Journal is designed to help you keep a careful record of your observations, and reflections, beginning with the observation days. As you progress through the placement, you will assume more responsibility, and your teaching load will increase. Your observations and reflections will be ongoing, resulting in new and deeper understandings about teaching and learning. Be sure to add your new understandings to your MAP Days Journal throughout placement.

**Why have a MAP Days Journal?**

* promote focused observation and reflection



* connect theory and practice
* foster ongoing engagement and inquiry
* build ownership and accountability
* encourage rapport building
* cultivate effective teaching practices
* facilitate cumulative information gathering

**Task**

Please be prepared to review the contents of your MAP Days Journal with your FA or 4350 course instructor, faculty liaison (FL), and with your AT(s). Throughout the placement, you are required to add new information (additional understandings and insights). Your FA or course instructor will determine the date on which the MAP Days Journal, and/or its components, is due and whether or not the Journal/components is/are to be submitted as paper or digital copy. The MAP Days Journal will be evaluated as pass/fail by your FA or course instructor using the rubric included in this package. TCs must receive a ‘pass’ on the MAP Journal in order to pass 4398 (or 4498 where TC is required to complete the Journal to support success in Year Two of the program). In addition, at the end of placement, using the guidelines provided within the Post-Placement Learning Plan (PPLP) template, you will develop your PPLP to support ongoing professional development prior to and during the next placement, and will submit your thoughtfully-developed plan to your FA on or before the due date. As part of your professional practice, you will be required to reflect upon your developing understandings, to set new goals, and to submit a new PPLP after every placement. This is a program requirement.

**Success Criteria**

**For MAP Days Journal:**

My responses to all questions are thorough, detailed, and thoughtful.

My responses demonstrate a high level of understanding, critical reflection and engagement

regarding teaching/learning theories, approaches, practices and/or strategy use; classroom

management routines; and policies and procedures.

My responses clearly integrate and articulate ideas.

My responses are legible and carefully edited.

**For Post-Placement Learning Plan (PPLP):**

I use the PPLP template, and follow instructions contained therein, to support development

of my plan.

My PPLP provides a clear description of strengths demonstrated on placement as well as

areas for professional growth (as noted by my FA, FL, and/or AT), including areas

suggested by my AT(s), as well as areas of personal interest.

Selection of goals shows that I am reflexive and understand the connectedness of

teaching/learning theories and practices.

My goals are relevant, well-articulated, measurable and realistic.

I provide detailed, purposeful steps regarding the range of actions I will undertake to

achieve each of my goals.

Resources outlined in my PPLP are specific (i.e. specific website pages/content in place of

more generalized website links which will only be helpful once I explore the website to

download relevant materials)

My PPLP illustrates a growth mindset, and is informed by program requirements (i.e. lesson

planning is a Placement 1 expectation; DI is introduced more fully in second year); I

understand that my FA/FL/AT can only help me so far; the major push for my growth needs

to come from me.

Timelines shared in my PPLP are reasonable; where one goal builds upon another, this is

reflected in their subsequent timelines.

I submit my PPLP by the deadline specified by my FA, revising my plan in a timely manner,

and attending to FA feedback, as required.

**Assessment**

Your FA or 4350 course instructor will assess your MAP Days Journal and PPLP. Please review the rubrics included in this booklet.

**Value:**

* **Journal = pass/fail (4398/4498)**
* **Post-Placement Learning Plan = 20%\* (4350/4370)**

**\*unless otherwise published by 4350/4370 FA/course instructor in course syllabus**

**Due Dates:**

***Note*:**

\*\*There will be differences between elementary and secondary school settings, in individual classroom and school contexts, in terminology, and in scheduling protocols. Some questions may not be applicable to your placement setting. Please adapt the questions and activities as needed. Be sure to collect the checklist information. **Your FA/4350 course instructor will provide direction as to whether or not you are required to submit the checklist information with your Journal.**

\*\*Your MAP Days Journal contains **private, confidential** information and may be shared only with your FA, 4350 course instructor, FL, AT, and school principal. Observations must be documented in language that is respectful and professional. You will be observing the classroom routines, teaching practices and student behaviour. **You are not judging the performance of the AT.** Your FA or course instructor will have dedicated some class time to discussing your obligation under the Teaching Profession Act – (OTF) in your EDUC 4350 class. Please refer to the OTF website:

<http://www.otffeo.on.ca/en/wp-content/uploads/sites/2/2014/01/WTT-TPA-REG-POLICIES-ENG-January-20141.pdf> (REG #1 B1).

Maintaining professionalism in the way you conduct yourself in the placement is critical.

***Note (*Cont’d*):***

\*\*Review the MAP Days Journal from start to finish before going to your placement school and meeting your AT. This will provide a focus for your observations and reflections.

\*\*A number of topics and information items may be addressed at an initial TC orientation session. Take careful notes and transfer the information to your MAP Days Journal.

\*\*The process of completing the Journal is not linear. As you complete your MAP Days Journal, please revisit the notes you have made and, as you gain additional insights into the workings of your placement classroom, be prepared to add to the information that you collect.

\*\*If you miss any day of placement, contact your FA and notify your AT ahead of time, and follow the established protocol.

\*\* Feel free to add additional pages to accommodate your answers.

**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 block** (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. 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 Two (2-year Program Placement 1) / Week Three (2-year Program Placements 2, 3 & 4)**,

complete andprint my self-assessment and print off the blank formative assessment report.  Meet with my

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 Four (2-year Program Placement 1) / Week Five (2-year Program Placements 2, 3 & 4)**, 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*)**

Teacher Candidate Profile

Name:

**Emergency Contact Information:**

Name(s):

Contact number(s):

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List your teaching or teaching-related experiences; formal or informal settings:

|  |
| --- |
| Box will expand as you type |

List your volunteer experiences with children (Sunday school, summer camp, etc.)

|  |
| --- |
| Box will expand as you type |

Teacher Candidate Profile (cont’d)

List your extracurricular interests/ hobbies/talents/pastimes/athletic skills/artistic skills/ technical skills/ other:

|  |
| --- |
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**Education History:**

Elementary school:

Secondary School:

Previous university/degree(s):

Over and above your classroom duties, what contribution(s) would you like to make to the learners in your placement class(es)? To the school community? What strengths might you bring?

|  |
| --- |
| Box will expand as you type |

Why do you want to be a teacher? What makes you a good fit for this profession?

|  |
| --- |
| Box will expand as you type |

Describe anything that would be helpful for your AT to know prior to placement (i.e. something you do well / medical needs (if important to share) / conditions that best support your learning/ other):

|  |
| --- |
| Box will expand as you type |

List/describe any skills / information you would like your AT to target/model during this placement, if possible:

|  |
| --- |
| Box will expand as you type |

**School:**

First Meeting

With Associate

Teacher

**Associate Teacher:**

**Grade:**

**Here is a list of suggested topics to discuss with your associate teacher:**

1. How will you communicate with your AT throughout your placement? (time/method/ frequency)
2. What are your working hours at the school (before school, after school, etc.)?
3. What workload is expected throughout placement (i.e. number of classes/hours/blocks/ days of week)?
4. What subjects/units will you be teaching? Might you get a copy of the schedule?
5. How far in advance (by how much time) does your AT expect to see your lesson plans?
6. What and when will you be co-planning/co-teaching with your AT in the beginning?
7. What strengths do you bring to the classroom (review your profile)?
8. What teaching/learning skills do you want to focus on building (review your profile/share components of your PPLP)?
9. How might you become involved in the school? (e.g. extracurriculars, school initiatives)
10. What is the classroom profile? (e.g. # of students, IEPs, etc.)
11. If there are Individual Education Plans (IEPs), what is required for accommodations/ modifications?
12. What are the schedules (teaching, duty, staff meeting, other) and staff policies (handbook, lockdown, fire/other emergency plans) of which you need to be aware (see checklist on page 14)?

During placement, take the initiative to introduce yourself to the Principal/Vice Principal and other teachers and staff.

Getting to Know Your School

**Make an effort to be part of the school community.**

Ensure your AT has received the “placement package”. If NOT, please contact Kathy Matic [kmatic@lakeheadu.ca](mailto:kmatic@lakeheadu.ca) (TBay) or Laura Morgan [lmorgan@lakeheadu.ca](mailto:lmorgan@lakeheadu.ca) (Orillia) immediately.

Establish a mutually convenient time for meeting with your AT to review feedback and to discuss daily progress.

**Faculty Advisor or Supervising Instructor Contact Information:**

Name:

Email: Telephone:

**People who play an important role in the school:**

Associate Teacher:

Principal:

Vice Principal:

Secretary:

Educational Assistant(s):

Other:

Getting to know your school takes time… so check out the school online!

Contact your FA/course instructor with any concerns you and/or your AT have during your placement.

In your day binder, behind the MAP Journal, create sections for the following information/documents that pertain to your school and classroom: **(check off the included items)**

Getting Organized

**School Information:**

School map (if available)

Bell schedule

Teacher handbook (code of conduct, dress code, school emergency protocol)

**Classroom Information:**

Emergency/safety procedures (fire drills/lock down)

Weekly/daily timetables

Supervision schedule

Class list

Learner profile (keep on-going notes based on observations/info from AT)

Seating plan

Sketch of classroom

**Planning Information:**

Unit plans (if applicable)

Lesson plans

Assessment notes

Handouts

Feedback from AT/FA

**The Art of Active Observation**

Classroom Management

Observation involves paying attention to what is happening all around you, as well as analyzing and evaluating what is happening. It is essential to adopting new ideas and practices into your own repertoire. As you complete these tasks be as specific as possible when observing the learners and the teacher.

**Policies, Rules, and Routines**

* Observe and record the policies, rules and routines in the classroom for the following:

1. Entering the room
2. Dismissal for recess, lunch, next class
3. Distribution and collection of worksheets/ assignments/materials/finished work
4. Learner access to classroom materials/equipment (scissors, tape, stapler, computers)
5. Facilitation of learner organization (calendar, agenda, binders, folders, etc.)
6. Moving to other areas (gym, French, music, other classrooms, activity centers…)
7. Washroom
8. Sharpening pencils
9. Other

|  |
| --- |
| **Notes about classroom management strategies** (box will expand as you type): |

1. What characteristics do you observe in this group of students in regard to their desire to learn, interest span and common behaviour traits?

|  |
| --- |
| Box will expand as you type |

2. Discuss ways that the AT creates a respectful, inclusive environment (including learners with special needs) through use of:

|  |  |
| --- | --- |
| * anchor charts * group meetings * social contracts | * routines * daily interactions with individuals/group   etc. |

|  |
| --- |
| Box will expand as you type |

3. How does the AT address minor off-task and/or disruptive behaviours?

|  |
| --- |
| Box will expand as you type |

4. How does the AT work with learners who are frequently disengaged, off-task, and/or disruptive?

|  |
| --- |
| Box will expand as you type |

**SCHOOL CLIMATE**

Well-being

In an equitable and inclusive school climate, all members of the school community feel safe, comfortable, and accepted. Staff and learners value diversity and demonstrate respect for others and a commitment to establishing a just, caring school community.

1. According to the principal/vice principal/department chair/teachers what are the school policies/procedures for reporting discrimination, bullying and harassment?

(If there are multiple TCs in school, please arrange to visit administrative staff together.)

|  |
| --- |
| Box will expand as you type |

2. What steps (e.g. school-wide playground initiatives) are being taken in the school to foster positive relationships? To educate learners about wellbeing?

|  |
| --- |
| Box will expand as you type |

Teaching and learning have many components that interact. The way in which they interact, when you teach, will determine how effective your lessons will be. Note how your AT brings them all together.

Lesson

Observations

**Reflection on the 3-Part Lesson:**

**While observing your AT during lessons, answer the following** (some questions may not be applicable):

1. How does the AT begin lessons?

What kinds of motivational hooks or ‘minds on’ practices does the AT use to engage learners?

How long is this portion of the lesson?

How does the AT incorporate learners’ interests and tap into previous learning?

|  |
| --- |
| Box will expand as you type |

1. How long is the instructional (action/during/body/working on it) part of a lesson?

What sort of activities are included to promote learner engagement (e.g. pair/group work)?

|  |
| --- |
| Box will expand as you type |

3. How does the AT close/consolidate lessons (i.e. provide opportunities for learners to share/demonstrate what they have learned)? Share specific examples.

|  |
| --- |
| Box will expand as you type |

4. How is the Ontario Curriculum (expectations, learning goals, success criteria, achievement charts, etc.) reflected in the planning and teaching of the lessons?

|  |
| --- |
| Box will expand as you type |

5. How does the AT encourage participation of ALL learners and promote higher levels of learner thinking? Give an example (i.e. AT comment to learners, description of AT action, prompt/promising or open questions).

|  |
| --- |
| Box will expand as you type |

6. How does the AT motivate learners to listen/respond to each others’ ideas? Provide specific details (i.e. AT use of strategies, groupings, peer assessment, feedback).

|  |
| --- |
| Box will expand as you type |

7. How are technology and/or manipulatives used to engage learners and move their learning forward? Provide specific/contextualized examples.

|  |
| --- |
| Box will expand as you type |

1. What assessment strategies (as/for/of learning) does the AT use? Comment on the nature of feedback given to learners before/during/after task completion.

|  |
| --- |
| Box will expand as you type |

9. How will ***you*** alter content, delivery and product to meet different learners’ needs in this classroom? Be specific in providing the contextual details (i.e. accommodations, modifications, differentiation).

|  |
| --- |
| Box will expand as you type |

1. How will ***you*** respond to learners who appear to need help or seem to be struggling? Be specific in providing the contextual details.

|  |
| --- |
| Box will expand as you type |

**Name**:

Post-Placement Learning Plan

**Student #**:

**Faculty Advisor**:

**Placement 1 or 2:**

1. Refer to Appendix A to review the criteria on which you are being assessed. On that Appendix, check off the appropriate box according to your own self-perceptions.

2. a) Reread your AT’s feedback, including emails, notes, letter of concern (if applicable) and evaluation reports. Using your AT’s comments as a guide, complete the table below in detail, listing strengths/areas for professional growth, regardless of whether you agree or not.

b) Once you have completed the table to reflect your AT’s comments, revisit the table below. Using a different colour, highlight the Strengths/Areas for Professional Growth with which you agree. Reflect upon/add additional Strengths /Areas for Professional Growth according to your own self-assessment of your teaching abilities. Give thought to the criteria you checked off in Appendix A.

|  |  |
| --- | --- |
| **My Strengths** | **Areas for Professional Growth** |
|  |  |

**Prioritize your goals for next placement. Is there an underlying factor (“push factor”) that would enhance your performance overall (e.g. better organization?)**

1. How will you further develop your teaching skills? Focusing on your Areas for Professional Growth, as well as your Strengths, design your PPLP. This PPLP should include specific goals, strategies for achieving your goals, and the supports you need for achieving your goals. What is your ‘push’ factor? What knowledge/skills do you need to acquire to make you more effective as a classroom teacher? **This PPLP is to be submitted to your FA and you are required to meet with your FA to discuss your plan.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Goals for Next Placement** | **Steps I will take to achieve each goal** | **Specific Resources / Supports** | **Timeline** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

* I have read the *Practicum Guide* [https://www.lakeheadu.ca/education-practicum](https://www.lakeheadu.ca/academics/departments/education/undergraduate/about-your-teaching-practicum/tbay-teaching-practicums/resources-for-your-practicum) and reviewed my Teacher Candidate Agreement and am aware of my responsibilities during placement.
* I am aware of the Essential Skills [https://www.lakeheadu.ca/academics/departments/education/undergraduate/essential](https://www.lakeheadu.ca/academics/departments/education/undergraduate/essential" \t "_blank)
* I am aware that an INC or FAIL in 1 FCE in Education course(s) may prevent me from entering into my next placement as scheduled.
* I am aware that I may be required to remain in Thunder Bay/Orillia (host campus) for subsequent and/or Year 2 placement(s), under the direct supervision of my FA, if I incur difficulties in Year 1.
* If I incur **5 or more** ‘Needs Further Development,’ any ‘At Risk,’ or any combination of these descriptors on the Placement 2 summative assessment, I will be required to complete Placement 3 in close proximity to the host campus to permit easier access to the FA during the subsequent placement.
* If I incur difficulties/fail my placement, I will be placed “On Review” and must enroll in EDUC 0498: *Enhancing the Practicum* that takes place in the Fall or Winter (or following) Semester.
* If I incur difficulties/fail my placement, entrance into my next placement will be contingent upon enacting my PPLP and passing EDUC 0498.
* Failure of two placements constitutes program failure. **Normally a TC is not allowed to re-apply to the Two-Year Professional Program.**
* **I must share my PPLP with the AT(s) responsible for my next placement.**

**Signature: Date:**

**Teacher Candidate**

**Signature: Date:**

**Faculty Advisor**

Personal information on this form is collected under the authority of section 14 of the *Lakehead University Act* and will be used to support development of teaching practice of the student named herein. The information will be kept secure and confidential at all times and will be disclosed only to Lakehead University personnel and agents, such as the associate teacher assigned to the student’s placement, who need the information to support the said development. Any questions on this collection should be directed to: Chair, Undergraduate Studies, Faculty of Education, Lakehead University, 955 Oliver Road, Thunder Bay, Ontario P7B 5E1. Telephone: 807-343-8000, ext 8520.

|  |  |  |
| --- | --- | --- |
| **MAP Days Journal Rubric (Pass/Fail)\*** | | |
| **Criteria** | **PASS** | **FAIL** |
| Building of Knowledge Base | Responses are thorough, detailed, thoughtful, organized and legible.  Responses illustrate critical reflection and engagement re: teaching/ learning theories, approaches, practices and/or strategy use; classroom management routines; and school policies and procedures.  Concise, complete, detailed, well organized collection of artifacts, as outlined in the checklist (p.1 of Journal), is appended to MAP Journal where requested by FA/instructor. | Detail / legibility may be inconsistent; and/or components of questions may be hastily covered/missing; haphazard or lack of organization make reading difficult.  Responses illustrate minimal understanding and/or engagement with teaching/ learning theories, approaches, practices and/or strategy use; classroom management routines; and school policies and procedures.  Collection of artifacts, as outlined in the checklist (p.1 of Journal), is appended to the MAP Journal; may be missing items or in need of organization for ease of reading/access (where FA/instructor requires submission). |
| Communication and Organization | Ideas are integrated and articulated clearly.  Information is easy to read/find/follow; responses are legible and generally well edited. | Limited integration of ideas and clarity of thought; poor and/or incorrect word choices.  Somewhat difficult to read; many minor editing errors. |

**TCs must receive a pass in all areas of the rubric to ‘pass’ the MAP Days Journal, and, to ‘pass’ 4398/(4498). There will be ONE opportunity to resubmit. TCs who do not resubmit and/or receive a fail on the resubmission will be required to complete the MAP Day Journal in the subsequent placement, and will receive an INC in 4398, until cleared. A second failure on the MAP Day Journal means automatic withdrawal from the Program.**

**PASS:**  **/ FAIL:**

**RESUBMISSION DUE BY:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Post Placement Learning Plan Rubric (20% unless otherwise specified by FA/instructor)** | | | | |
| **Criteria** | **Level 4/5** | **Level 3** | **Level 2** | **Level 0-1** |
| Use of Reflexive Practice | Highly reflexive, independent thinker: easily sees “big picture” (interconnections) and is moving towards it. Develops detailed, thoughtful, relevant PPLP with minimal FA guidance.  Articulates clear, purposeful goals connected to teaching/learning theories and practices.  Selection and prioritization of goals, along with detailed summary of steps and specific resources, make plan concrete and achievable.  Resources outlined in plan are clearly identified and specific to TC goals and needs for professional growth.  Timelines are specific, carefully specified to maximize TC success, and are reasonable.  . | Reflexive: identifies “big picture” and is moving towards it. Develops relevant, generally detailed and thoughtful PPLP with minimal FA guidance.  Articulates clear goals connected to teaching/learning theories and practices.  Careful selection and prioritization of goals, along with fairly detailed summary of steps and resources, make plan quite concrete; can be enacted with minor changes and/or support.  Resources outlined in plan are clearly identified and specific to TC goals and needs for professional growth.  Timelines are reasonable. | Somewhat reflexive: focuses on lesser details and/or misses the “big picture” or “push factors;” requires FA/PEC guidance to develop more workable/relevant plan.  Requires support to select and/or articulate goals clearly. May be somewhat resistant to selecting and prioritizing goals and/or summarizing steps; selection of resources is limited or lacks specificity. Significant revisions required to make plan achievable.  Plan cannot be enacted ‘as is’ without additional undertakings (e.g. articulation of more detailed steps, selection of more specific resources; greater care in setting timelines). | Focuses on less important details and misses the “big picture;” requires substantial guidance from FA/PEC to develop relevant, workable plan.  Requires substantial support to select and/or articulate goals clearly, and/or despite need for significant learning (as outlined by AT), takes no ownership of plan or sees little value to developing/enacting plan.  Plan may not be submitted, is submitted late, and/or is sufficiently limited in scope so as to minimize its influence on understandings and practices. |

\*for additional information on growth mindset/self efficacy, see: <https://jamesegerton.wordpress.com/2016/12/11/mindset-making-the-most-of-observations/>

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| **Criteria** | **Level 4/5** | **Level 3** | **Level 2** | **Level 0-1** |
| Communication and Organization | Fluent integration and articulation of ideas; exceptional clarity.  Ideas are carefully organized using the PPLP template.  Careful editing contributes to ease of reading.  Voice is sincere, individual and powerful.  References ideas | Ideas are integrated and articulated clearly.  Ideas are generally well organized using the PPLP template.  Editing contributes to ease of reading; few minor errors.  Voice is sincere and individual.  References most ideas | Some integration and clarity of thought.  Ideas are somewhat organized according to the PPLP template.  Increased editing is needed to facilitate ease of reading.  Voice is somewhat apparent.  References limited | Little or no integration or clarity of ideas  Ideas are difficult to follow and/or are written in point form, and/or do not follow the PPLP template.  Errors in spelling/ grammar interfere with reading.  Voice is inconsistent and/or unapparent.  Few references if any |

**Level:**

Review the formative and summative assessment forms and due dates with your AT. Ensure you share your formative self-assessment with your AT and submit on-line (following Kathy Matic’s/Laura Morgan’s instructions).

Practicum

Reminders

* 1st day: provide paper copies of the placement one formative and summative assessments to your AT

***Please meet with your AT mid-placement to review your self-assessment and their formative evaluation. Submit your self-assessment on-line. Failure to submit a detailed self-assessment will result in an INC for 4398/4498, until cleared.***

* TC self-assessment and AT formative assessment are due at the end of Week 2 (2-year program Placement One) / at the end of Week 3 (2-year program Placements Two, Three and Four)

***Please schedule a summative meeting with your AT in the last week of placement to review his/her summative evaluation. Contact your FA immediately if there are concerns.***

* AT summative due on the last day of placement



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| **Please complete your PPLP (in Journal and in syllabus) and bring to your first 4350 class in January, along with your MAP Days Journal (unless your instructor has requested electronic submission or given an alternate due date for MAP). TCs must complete a PPLP after every placement. Please keep an electronic record of all PPLPs to support review, setting of new goals, and celebration of progress.** |

**Suggested MAP Days Journal Implementation Schedule**

|  |  |
| --- | --- |
| **WHEN** | **WHAT** |
| Prior to Placement | Contact AT by email or telephone to introduce self one to two weeks prior to placement; express excitement and gratitude; be polite and thoughtful; AT is busy;  If possible, arrange to meet AT in person; alternatively, speak with AT via Skype/telephone/email to determine subjects you will be teaching; begin collecting materials; familiarize self with related curriculum documents;  Familiarize self with MAP Days Journal; know what is expected; success criteria; due date;  Review TC Agreement Form (p.7-9); Enact expectations on entry to practicum (first meeting with AT);  Complete TC Profile (p. 10/11) and be ready to share with AT at first meeting;  Review information on first meeting with AT (p. 12); |
| Week One | If Day One is your first in-person meeting with your AT, arrive early and respect that AT is busy with classroom learners;  Commence building rapport with AT, students and colleagues (learn names);  Introduce self to the principal, janitor, secretary and other key individuals at your school. Complete ‘Getting to Know the School’ (p. 13);  Collect information regarding AT expectations (p. 12);  Begin collecting placement-related artifacts (p.14);  Engage with learners; begin co-planning with AT; set date for first lesson; over-prepare;  Practice active, focused observation and reflection (p. 15), note classroom routines/strategies used to promote positive school/classroom climate; design and implementation of lessons; use of assessment strategies (as described in MAP Days booklet); |
| Weeks Two and Three | Reread questions (p. 15 – 21) in MAP Days Journal; begin answering questions in detail; |
| Weeks Four (and Five Placement 2) | Revisit answers to questions (p. 15 - 21) to add detail. Finalize responses;  Edit and finalize MAP Days Booklet (p. 22); |
| DUE DATE for MAP Days Journal is: | Submit completed MAP Days Journal on time to FA or 4350 course instructor (in format requested by FA/Instructor) |
| After Placement | Complete PPLP in MAP Days Journal or in 4398 (2-year) syllabus. Submit completed PPLP to FA or 4350 course Instructor during first January class unless otherwise instructed by FA or course Instructor. |

**Appendix A: Two-Year Program Evaluation Criteria - YEAR ONE**

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| **1. Professionalism** | YES | NO | SOMETIMES |
| Demonstrates:   * flexibility |  |  |  |
| * dependability |  |  |  |
| * reflexive practice:   + arrives early |  |  |  |
| * + meets with AT to debrief |  |  |  |
| * + analyzes/improves practice |  |  |  |
| * judgment |  |  |  |
| * care, trust, respect, integrity |  |  |  |

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| **2. Positive Learning Environment** | YES | NO | SOMETIMES |
| Creates positive, inclusive, safe learning environment:   * respectful, non-threatening, engaging, stimulating, challenging |  |  |  |
| * uses safe practices and routines |  |  |  |
| * embraces learner-centred learning |  |  |  |
| * celebrates individuality and diversity |  |  |  |
| * builds rapport with learners |  |  |  |
| * models initiative/enthusiasm |  |  |  |
| * uses effective proactive strategies |  |  |  |

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| **3. Teaching Practice** | YES | NO | SOMETIMES |
| Demonstrates knowledge of:   * child development/educational theory |  |  |  |
| * curriculum guidelines, expectations and big ideas |  |  |  |
| * subject matter |  |  |  |
| Demonstrates proficiency in reading/writing/listening/speaking English/language of instruction |  |  |  |
| Accesses up-to-date, accurate resources |  |  |  |
| Develops engaging learning activities |  |  |  |
| Submits lesson plans to AT minimum 24 hours in advance |  |  |  |
| Communicates clear, achievable expectations |  |  |  |
| Scaffolds learning |  |  |  |
| Engages learners in learning process |  |  |  |
| Sets clear learning goals/success criteria (not applicable to Placement 1) |  |  |  |
| Differentiates instruction (not applicable to Placement 1) |  |  |  |
| Integrates technology (not applicable to Placement 1) |  |  |  |

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| **4. Assessment/Evaluation** | YES | NO | SOMETIMES |
| Practices assessment for/as/of learning |  |  |  |
| Provides specific, meaningful, timely feedback to learners |  |  |  |
| Maintains organized assessment records |  |  |  |