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Two-Year BEd Professional Program

Practicum Guide

2026-2027

This guide, along with other practicum-related resources, is available on the Lakehead University Faculty of Education website: www.lakeheadu.ca/education

Faculty of Education www.lakeheadu.ca/education

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INTRODUCTION

Practicum is an essential component of the Bachelor of Education program and provides authentic, hands-on opportunities for teacher candidates (TCs) to practice and further develop teaching/learning skills in today's diverse classrooms and/or alternative settings. Quality placements foster TC professional growth. Constructive feedback from the associate teacher (AT), faculty advisor (FA), and principal, in some cases, along with built-in opportunities for TC reflection, inform TC understandings of the professional practice of teaching, and provide next steps for development of confidence, skills, and competence. The placement provides supported entry into the teaching profession.

PROGRAM REQUIREMENTS

All TCs in the Two-Year BEd Professional Program are required to complete Lakehead Faculty of Education's mandatory **105** days of student teaching as part of the academic requirements for a Bachelor of Education degree, and in order to be recommended for certification by the Ontario College of Teachers (OCT).

Student teaching is divided into four placements over the two years of the program. Two placement blocks are scheduled in each of Years 1 and 2, one in November/December, and one in March/April. Each placement block begins with 3 to 5 mentorship days, characterized by TC active observation to support TC familiarity with board policies and processes, classroom learners and their individual needs, school and classroom routines, and AT planning, teaching practices, and expectations. Blocks may vary in length but are typically between 25 - 30 days (including mentorship days). Placement dates are not negotiable and must be completed as outlined in Thunder Bay/Orillia placement schedules (See Professional Program Placement Schedule). Placements 1, 2 and 3 (totalling 80 days of placement) must be served in regular Ontario classrooms as specified by OCT guidelines or other situations approved by the College (see OCT Regulation 347/02, Section 1). In placement 4, candidates with three successful prior placements may complete a traditional placement, or may apply to complete an alternative teaching placement. Limited time in non-traditional classrooms, such as learning assistance centres, online instruction, resource and learning centres, etc., in combination with a regular classroom setting, is permitted.

Any absences during a placement are to be made up at the end of the placement in which the absence occurred or, if this is not possible, at the end of the next placement. The Professional Experiences Coordinators (PEC) and the Practicum Success Coordinator (PSC; Orillia), in consultation with the TC's Faculty Advisor (FA), must approve any exceptions to this policy. Prior to graduation and recommendation to the OCT for teacher certification, any outstanding absences must be made up, without exception.

Placements occur in classrooms with qualified Associate Teachers (ATs) with a minimum of two years of successful teaching experience, and are recommended by their principals and/or superintendents in recognition of their abilities. ATs must be delivering the Ontario curriculum and must be members in good standing with the OCT.

PAID TEACHING OPPORTUNITIES WITH A TRANSITIONAL CERTIFICATE FROM OCT (PLACEMENTS 3 AND 4)

The Ontario College of Teachers (OCT) has introduced the Transitional Certificate in response to the current short-term teacher supply needs across the province. The OCT has been very clear that the main priority of teacher candidates who hold the Certificate is to successfully complete their teacher education programs.

Current information on the Transitional Certificate from the OCT can be found here: Transitional Certificates - Ontario College of Teachers.

In order to be eligible to supply teach, teacher candidates need to submit their certificate to the Faculty of Education after it is received, so the Faculty can track who has it for supply days.

It is important to note that the Transitional Certificate expires after 18 months, with the possibility of a one-time, six-month extension. For more Lakehead specific information, please see our Transitional Certificate Information Document.

Placement Protocol

Throughout the program TCs are placed according to program level:

PRIMARY/JUNIOR (K-Grade 6)*	
At least ONE successful placement in Primary (K-3)	At least ONE successful placement in Junior (Grades 4-6)
INTERMEDIATE/SENIOR (Grades 7-12)*	
At least ONE successful placement in first teachable	At least one successful Grade 7 or 8 placement

- To protect the integrity and equity of the practicum experience and TC assessment/evaluation, TCs ***are not permitted, under any circumstances, to arrange their own placements.*** Placements are arranged by the institution and not by individuals. TCs who interfere, or who have individuals acting on their behalf to interfere with the placement process, are subject to sanctions under Article II of Lakehead University's Student Code of Conduct.
- ATs cannot request particular TCs and vice versa; with FA approval and AT/TC willingness, some TCs may be permitted to complete a subsequent placement with the same AT (dependent upon division requirements being previously satisfied).
- TCs requesting placement in an Ontario city may be placed in the coterminous board (Catholic or public partnership board sharing the same geographic area) depending on the availability of ATs, and upon request by the TC. Some Catholic boards will accept a non-Catholic candidate (i.e., a teacher candidate of another denomination) or agnostic candidate; others will not. Please email a Placement Officer to confirm. TCs are required to complete their placements in Lakehead University-approved boards. TCs select from either Catholic or public boards. **Once requested, the TC is committed to the selected and/or confirmed school/board; the contract with the requested board is final.**
- TCs select one preferred school board per academic year.

- Placement requests are submitted online using the Placement Preference Application Form, which is provided in the program.
- Placement debriefings occur face-to-face and/or online so TCs are not required to return to their host campus following placements.
- **Eligible** TCs have the option to apply for an alternative teaching placement for their final placement in Year 2, Placement 4, pending availability. The application form for the alternative teaching placement is provided to TCs in the Fall of Year 2.

Conflict of Interest Clause

To ensure the integrity of the placement assessment process, TCs cannot be placed in a school:

- where a family member or relative is an Administrator;
- where a family member or relative is a teacher or student in their placement class.

If you are not certain of the relationship, contact the Placement Team.
If you are a current employee in any capacity with a school board and you hope to complete your placements with that school board during Professional Year, you will be unable to work while you are on placement (exception: TCs with a Transitional Certificate).

***Note*:** TCs who knowingly fail to declare a conflict of interest when one exists will have their placement cancelled by either the board or the Faculty. The TC will then:

1. have to delay the placement to the next scheduled placement,
2. choose an alternate partnership school or board,
3. apply to the PEC for an additional placement, and
4. pay the $500 fee for the additional placement.

Completed days on placement will **not** be credited.

Information about Your Placement

The Faculty of Education forwards placement requests to the school boards by the first week of June. A board retains the right to place TCs in a school **anywhere within the geographic boundaries of the board and may exceed one hour one-way travel time.** Also, if you select a board that is outside of the area you reside, travel times may exceed one hour, one-way. Some school boards may use preference schools/locations listed by candidates **as geographic markers only**. Boards notify the Faculty in the Fall about the availability of ATs to meet placement requests. Although partnership school boards make every effort to reply expeditiously, boards with greater demands on their resources sometimes take significantly longer to reply. The Placement Team has the discretion to place a cap on the number of requests for a board, based on the guidance of the Board Coordinator.

Instructions on where and how to find school placement details will be sent to TCs via their Lakehead University email. Confirmed placements will be emailed and posted on the Education portal.

Please Note:

- TCs should not make travel or living arrangements until their placement has been confirmed.
- Principals, in collaboration with the Placement Officers, may need to move assigned TCs within schools based on internal circumstances.
- Shared placements with another TC are sometimes necessary and are arranged by the Faculty of Education.
- If the requested board is unable to arrange a placement, new arrangements will be made within another board.
- Transportation, living arrangements, and all other expenses incurred during placements are the responsibility of the TC.

- TCs need to be prepared to commute to placement.
- **TCs are reminded not to make travel plans immediately following a placement, in case of illness or other unexpected absences**. TCs are required to make up any/all absences at the end of the placement in which absences occurred. TCs are advised that they may need to meet with their FA and/or PEC/PSC after their placement if there are concerns. This can result in expensive cancellation of travel plans if extra time has not been built in for such unexpected events.
- TCs who incur absences on a previous placement, and are unable to make up the days before Placement 4, are not eligible for an alternative teaching placement (OCT requires 80 placement days be completed in a traditional classroom setting, except with Dean's approval during unusual circumstances).
- **TCs unable to attend an assigned placement must apply to the PEC for a deferred placement.** The placement must be completed as scheduled by the Undergraduate Studies/Education Office. Requests for a deferred placement for reasons other than medical will be considered on a case-by-case basis. **The deferred placement fee is $500 and is payable online or in person to the Lakehead Accounts Receivable Department at least two weeks before the commencement of the placement.** Failure to pay the deferral fee before the commencement of placement will result in a cancelled placement, and, once payment is made, a new placement will be set for the next regularly scheduled placement block, depending on placement availability. This may result in the TC having to apply for a new Vulnerable Sector Check (VSC).
- **When a TC completes, but fails one of the first three mandated placements, they will be placed 'On Review,' will be required to register for EDUC 0498, and successfully complete the course, and will be required to develop and enact a Post-Placement Learning Plan (PPLP) (in collaboration with the FA and PEC/PSC), prior to going out on the next scheduled placement.**
- TCs may only be placed 'On Review' once. **If TCs fail two placements, they will be required to exit the program.**
- When a TC's placement is terminated, the TC will be placed 'On Review.' The TC will be required to register for EDUC 0498, and successfully complete the course, and will be required to develop and enact a PPLP in collaboration with the FA and PEC/PSC, prior to going out on the next scheduled placement. A terminated placement counts as a 'failed' placement. **A TC who incurs a terminated placement will be required to complete an additional/5th placement ($500 fee).**
- Depending on the number and/or areas outlined on the summative assessment as needing further development and/or being at risk, a TC may be required by their FA/PEC/PSC to enroll in EDUC 0498, as a proactive measure, at no fee to the TC. This invitation is designed to provide much-needed opportunities for growth and confidence-building. Invited TCs must attend all sessions of the course, participate in all learning opportunities, and complete all assigned work. Failure to do so will result in the TC's automatic withdrawal from EDUC 0498. TCs who take EDUC 0498 as a proactive measure, and for whom the course is not mandatory, do not receive a grade for EDUC 0498, nor will the course appear on the TC's transcript.
- **If a TC is not successful in the mandated Year 2, Placement 4, but successful in all preceding placements, they will be required to complete an additional 5th placement, the following Fall, in proximity to their host campus.** Candidates must pay a fee of $500 to cover the cost of an additional placement. Fees can be paid online or in person to the Lakehead Accounts Receivable Department and must be paid at least two weeks prior to the commencement of the additional placement. TCs required to complete a 5th placement will be placed 'On Review,' and will be required to develop and enact a PPLP (in collaboration with the FA and PEC/PSC), prior to going out on the next scheduled placement. TCs may only be placed 'On Review' once.
- An additional or deferred placement may be secured for a TC at the next regularly scheduled session, dependent on availability. Only one opportunity for an additional or deferred placement is provided, using the Application for an Additional/Deferred Placement request form. The TC must complete the additional placement by March/April of the following academic year.

- TCs who fail a placement and/or receive a minimal pass on placement (or comments by AT/FA that indicate significant challenges) may be required by the PEC/PSC/Chair to complete EDUC 0498 and complete the subsequent placement in proximity to the host campus, for easier access to face-to-face support.

Accommodations for TCs with Disabilities: In-class and on Placement

Lakehead University is committed to providing academic accommodations for TCs with disabilities or medical conditions in compliance with current legislation, and to protecting the privacy, confidentiality, comfort, autonomy and dignity of TCs with disabilities, while preserving the academic integrity and essential requirements of the University's programs and courses.

TCs with disabilities or medical conditions are encouraged to register with Student Accessibility Services (SAS) as soon as possible. See Student Accessibility Services for additional information and Lakehead University's policy on Accommodations and Access for Students with Disabilities and Medical Conditions.

Email Contact Information:

SAS Orillia Campus: oraccess@lakeheadu.ca

SAS Thunder Bay Campus: sas@lakeheadu.ca

TCs with disabilities must demonstrate the Essential Skills once the requisite accommodations are in place.

Additional Supports

The Office of Human Rights and Equity provides students, employees, and volunteers with private and confidential information about their rights in education, employment, and accommodation.

OHRE Orillia Campus: humanrights@lakeheadu.ca

OHRE Thunder Bay Campus: humanrights@lakeheadu.ca

Transgender and/or Gender-Nonconforming Teacher Candidates

Resolution for Disagreements

The principles stated in the policy will be used in resolving outstanding issues. In the event that agreement regarding the provision of TC accommodations cannot be achieved between the involved parties, resolution will be sought using the Procedures for Accommodations and Access for Students with Disabilities and Medical Conditions.

Note: According to section #265(1) of the Education Act of Ontario, the principal has the duty to refuse to admit to the school or classroom a person whose presence in the school or classroom would, in the principal's judgment, be detrimental to the physical or mental well-being of the pupils.

PREPARATION FOR THE PROFESSIONAL PROGRAM PLACEMENTS

Eligibility for Placement

TCs are required to demonstrate good academic standing in all mandatory courses, and in the Essential Skills/OCT standards, to be eligible for placement. The definition of good academic standing is:

- submitting all required work in all courses by the established deadlines
- successfully passing all academic courses
- meeting attendance requirements
- meeting timelines for completion of a Vulnerable Sector Check (VSC)
- meeting timelines for completion of expected Board specific training

Failure to do so may result in the deferral of placement, resulting in a deferral fee ($500). Additionally, failure to pass the Primary/Junior math competency assessment by the third attempt, in September of Year 2, shall also impede practicum eligibility for TCs in that division.

Professional seminars/sessions help to prepare teacher candidates for placements and for the profession. Seminar/session attendance is mandatory.

Vulnerable Sector Check (VSC) and Health and Safety Requirements*

***Note**: Please follow the board-specific instructions on Synergy to submit your VSC correctly.

School-based experiences, such as participation in PPODs (Thunder Bay campus only), literacy/numeracy coaching, course-required school-based experiences (e.g. EDUC 2050), and placements are integral components of the Education program. TCs should be aware that Lakehead University cannot guarantee school board acceptance of TCs into school-based experiences, particularly where a candidate does not have valid documentation, or has been charged or convicted of a criminal offence.

All TCs are required to submit a valid Vulnerable Sector Check (VSC) prior to entering into school-based experiences. **Late application for the VSC, regardless of rationale (e.g., late admissions offers), may impede a TC's ability to obtain a valid VSC in a timely manner, which may, in turn, necessitate deferral of placement and in some circumstances, withdrawal from the Education program.**

Where a TC has been charged with or convicted of committing a criminal offence, or is waiting on a pardon, acquisition of the VSC can take a minimum of four to six months. Please note that the VSC is valid for six months from the date of issue by police services. Early application does not guarantee that the VSC will be valid at the time of entry into school-based experiences.

The VSC is valid for 6 months from the date of issue. **TCs will need to apply for a new VSC prior to each placement period unless otherwise informed by the PO.** Please review the board requirements on Synergy for an overview of submission requirements and Health and Safety requirements by board.

Instructions for Thunder Bay P/J Teacher Candidates (Year 1 of 2) – Professional Program On-site Delivery (PPOD)

TCs entering into the Primary/Junior (P/J) division **in Thunder Bay** complete a portion of their program in **PPOD (Professional Program On-site Delivery)** classrooms and participate in literacy/numeracy coaching early in their programs. PPOD classrooms are situated within local elementary schools. As such, **Thunder Bay P/J candidates must submit a valid VSC (original document) to the FA on the first day of classes.** Regardless of the format of literacy/numeracy coaching (virtual or face to face), TC participation will still require a valid VSC.

Where a Thunder Bay P/J TC has not received their VSC by the first day of classes, **they may submit a signed Interim Declaration of Offence Form (board specific), accompanied by the receipt for the VSC application, to the FA. If the TC is unable to provide proof of application (receipt), they will be unable to attend PPOD classes and school-based experiences and will be asked to withdraw from the program.** The Declaration of Offence Form can be obtained from the PO.

In the event that a P/J TC declares a charge or conviction on the Interim Declaration of Offence Form, they will be unable to attend PPOD classes and school-based experiences and will be asked to withdraw from the program (dependent on Board adjudication and decision).

Should the board committee(s) deny a TC, with valid documentation, entry into school-based experiences as a result of a charge or conviction, the TC will be asked to withdraw from their Education program. The decision of the school board is final.

Should a TC be convicted of an offence during their Two-Year Program, the TC must contact Human Resources at the placement Board (and must notify the PEC and PO via email or in person) to request permission to complete placements in that Board. TCs are encouraged to speak to the PEC prior to reaching out to HR. Where permission is denied by the host Board(s), the TC will be unable to complete placements and will be asked to withdraw from the Education program.

Thunder Bay P/J PPOD TCs will not be permitted to enter into the placement without submission of a valid VSC (original copy) to the FA. The deadline for submitting a valid VSC (original copy) for Thunder Bay P/J PPOD TCs is the 2nd Friday of September. Where a TC does not receive their VSC prior to the 2nd Friday of September, they will be asked to withdraw from the program.

Instructions applicable to all Year 1 students, except those participating in PPODs:

With the exception of students who participate in PPODs, TCs will not participate in school-based experiences until the placement. TCs must submit a valid VSC copy prior to the due date outlined by the Placement Officer for each campus to Synergy, the document collection platform. TCs who are unable to submit a valid VSC copy by this date may require deferral of that placement (subject to $500 deferral fee), or in rare circumstances be asked to withdraw from the program.

Should the board committee(s) deny a TC, with valid documentation, entry into school-based experiences as a result of a charge or conviction, the TC may be asked to withdraw from their Education program.

Instructions applicable to all Year 2 students (both campuses):

Generally, Year 2 TCs (Thunder Bay and Orillia) do not participate in school-based experiences until the placement. TCs will not be permitted to enter into the placement without submission of a valid VSC (original copy) and a pass status on Synergy, prior to the Education final date for course withdrawal (mid-October).

The Winter deadline for submission of VSC for all Orillia TCs and for Thunder Bay TCs requesting alternative teaching placements will be shared by the Placement Officer for each campus.

TCs who are unable to submit a valid VSC (original copy) by this date will not be permitted to proceed to placement as scheduled. Instead, the placement will be deferred at cost of $500 to the TC (payable to the Lakehead Accounts Receivable Department before the final placement). This may delay graduation. Additional lodging/transportation/food expenses incurred as a result of a deferred placement will be at cost to the TC.

Should the board committee(s) deny a TC, with valid documentation, entry into school-based experiences as a result of a charge or conviction, the TC will be asked to withdraw from the Education program. The decision of the school board is final.

A TC who is waiting for a pardon on a charge, is required to contact the PEC/PSC to discuss deferral options if necessary. Further information regarding eligibility for a pardon can be found on the Government of Canada website.

Note: **Professional Program TCs must submit their documentation to Synergy by the deadlines communicated**. Failure to comply may result in the withdrawal from the Professional Program, particularly TCs at the Thunder Bay campus who are registered in a Professional Program On-Site Delivery (PPOD) schedule. VSC documentation must be valid for both placements in a given year.

PARTNERSHIP SCHOOL BOARDS

The Faculty of Education works with partnership school boards and alternative placement mentors. Placements are arranged only within the partnership school boards/alternative placement mentor sites; no exceptions are allowed. TCs requesting an alternative placement in Year 2, Placement 4, will be provided with a list of potential sites (Alternative Placement locations).

The PEC/PSC, PO, and FA are able to provide extensive support to TCs in local placements, beginning with grade/division selection/suggestions. It is not possible to replicate this exact level/model of support for "away" placements. As such, TCs who pass a placement but incur difficulties on that placement may be asked to complete the subsequent placement in proximity to the host campus, for easy access to increased support.

Specifically, TCs who incur 5 or more *Needs Further Development,* any *At Risk,* or any combination of these descriptors on the Placement 2 or 3 summative assessment may be required to complete the subsequent placement(s) in close proximity to the host campus to permit easier access to the FA during the subsequent placement.

Protocol for Specific Circumstances

Placement with a Catholic School Board

TCs who intend to apply to Catholic school boards for future employment may choose to take EDUC 3510: Religious Education in Catholic District School Boards in Ontario. Candidates are encouraged to research board hiring eligibility requirements. While every effort will be made to secure placement board requests, the Placement Team cannot guarantee a placement in a Catholic board.

Placement for non-Catholic Teacher Candidates Placed with Catholic School Boards

TCs choosing a Catholic school board for one or more placements are expected to be eligible for employment by a Catholic board, integrate Catholicity throughout the classroom/school program, and may be expected to teach Religious Studies and/or Family Life education. It is recognized by Lakehead University and some Catholic school boards that non-Catholic TCs may be assigned placements in a Catholic school based on availability of teachable subjects and/or ATs, and TC willingness. Some Catholic school boards will not accept non-Catholic TCs for placements.

1. TCs who are non-Catholic will identify themselves as non-Catholic to their ATs.

2. ATs will not expect non-Catholic (identified) TCs to provide Religious Studies education and/or Family Life education.

3. As Catholicism is integrated throughout the whole day, TCs must accept that they will be immersed in the Catholic culture when placed within a Catholic school board. It is expected that candidates will be respectful at all times. Failure to demonstrate respect may result in cancellation/deferral of the placement ($500 fee), and may delay graduation.

4. ATs will accept that non-Catholic TCs have fulfilled their complete placement requirements, even though non-Catholic TCs have not provided religious instruction to learners.

5. Where a non-Catholic TC has consented to being placed in a Catholic board, and where a placement has been confirmed, and is deemed appropriate by the university, the TC must defer the placement ($500 fee) if not satisfied.

Indigenous Population Preference

TCs with a preference for a placement in an Indigenous remote community, or predominantly Indigenous-populated classroom, are asked to make this preference known to the PO on the placement selection form. Some options exist, locally, dependent on availability, near both campuses, for Placements 1, 2, 3 and/or 4. TCs may complete Placement 3 and/or 4 in either an urban or remote Northwestern Ontario community with a high Indigenous population. TCs must be supervised by an OCT-certified teacher in Placement 3. Please note that placements in these areas are subject to additional costs such as transportation, accommodation, etc.

Alternative Teaching Placements (Placement 4)

In Year 2, Placement 4, TCs have the option to request an alternative teaching placement, assuming all previous placements have been successfully completed. **TCs must submit an Application for Alternative Placement at the end of Year 1/September of Year 2**. To be eligible for an alternative placement, a TC must meet the following criteria:

- Pass all three previous placements, as evidenced by the summative assessments
- Successfully complete all academic coursework, including electives
- Pass math competency assessment (for P/J TCs only) by September of Year 2
- Receive no 'at risk' descriptors on summative assessments in Placements 2 or 3
- Receive less than 5 (Placements 1 and 2), no more than 1 (Placement 3) *Needs Further Development* descriptors on summative assessments (see chart following)
- Submit complete application form, with summative assessments for Year 1 placements, by deadline
- Interview with Selection Approval Committee* (where warranted for alternative placements) and receive Selection Committee* approval (*any two of Program Chair, PEC, PSC, FA)
- Note: Use of the Transitional Certificate may be limited during an alternative teaching placement
- TCs who incur absences on a previous placement, and are unable to make up the days before Placement 4, are not eligible for an alternative teaching placement (OCT requires 80 placement days be completed in a traditional classroom setting).

A separate assessment form is used to evaluate TCs who complete an alternative teaching placement. See Appendix I for details.

French Placement Requirements (P/J) - Alternative

- TCs must indicate their interest in a French placement at the time they submit their preferences for Year 2 by filling out an Alternative Placement Application form (eligibility listed above)
- TCs must have previously completed 3 successful placements

Pass/Fail Criteria and Eligibility for Alternative Teaching Placement (Placement 4)

YEAR ONE		YEAR TWO	
Placement 1 Requirements for Pass/Fail	Placement 2 Requirements for Pass/Fail	Placement 3 Requirements for Pass/Fail	Placement 4: Alternative Placement Application Requirements
DAE/< 10 NFD = pass ≥ 10 NFD = fail 3 At Risk = fail; and/or any combination	DAE/< 8 NFD = pass ≥ 8 NFD = fail 3 At Risk = fail; and/or any combination	DAE= pass Up to 4 NFD = pass ≥5 NFD and/or 2 At Risk or any combination = fail	Placements 1 to 3 = Pass Placements 1/2/3 = no 'At Risk' descriptors No more than 4 NFDs (Placements 1 and 2); no more than 1 NFD (Placement 3) (summative assessments) Successful completion of all coursework Successfully pass math competency assessment (P/J only) Successful interview to determine readiness/ independence (if needed) Timely, complete submission of application package *NOTE*: If application is incomplete, TC will not be eligible for an alternative teaching placement.
REQUIREMENTS FOR ALTERNATIVE TEACHING PLACEMENT			
Less than 5 NFD; No At Risk	Less than 5 NFD; No At Risk	No more than 1 NFD; No At Risk	
DAE (developing as expected) = consistently demonstrating skills expected of a 1st year TC NFD needs further development) = growth is evident but not consistently demonstrated AT RISK = not at the level of achievement expected of a TC at this point; progress is notably slow and/or fairly limited and/or not evident		DAE = developing as expected of a 2nd year TC	

ROLES DURING THE PLACEMENT

During the placement experience, each participant has specific roles they must fulfill.

Role of the Teacher Candidate (TC)

TCs are directed to become familiar with the Faculty's placement protocols (see the About Teaching Practicums web page) the content of this *Practicum Guide*, the Essential Skills, and the Mentorship and Active Participation (MAP) Journal (Placement 1), as these are used in their professional preparation classes, EDUC 4350 and EDUC 4370. TCs are also required to attend all Professional Seminars, as well as the Placement Orientation session that focuses on key protocol issues, especially those associated with professionalism, competence, and independence. All resources are available online.

TCs are informed well in advance that **planned interruptions (including family vacations, participation in weddings, and other job commitments) are not permitted during placement and will necessitate a deferred placement ($500 fee).**

Note: TCs have an obligation under the Lakehead University Student Code of Conduct, Physical Contact with Students policy, Ontario College of Teachers' Professional Standards, and the Ontario Education Act to comply with all Faculty of Education policies, rules, and procedures with respect to the placement process. Failure to comply may result in withdrawal from the program.

Inability to demonstrate the Essential Skills may result in placement deferral ($500 fee) until such time as the Essential Skills are demonstrated, or result in TC removal from the program.

TCs are expected to contact their AT(s) as soon as placement information is posted, in order to prepare for the placement by reviewing the curriculum to be covered and gathering appropriate materials, as well as becoming familiar with school policies, rules, and routines. This includes the Faculty of Education Academic Policies. Failure to contact the AT in a timely manner may jeopardize the placement and result in placement cancellation. A new placement will not be arranged until the subsequent placement dates in such instances.

- TCs are required to meet with their AT(s) early in placement to discuss their learning needs and goals, sharing information contained in their Post-Placement Learning Plan (PPLP Year One / PPLP Year Two) to prepare for Placements 2, 3 and 4 (and 5, if completing an additional placement).
- The TC's first three to five days in the classroom should involve practical assistance to the AT and focused, active observations. It is expected that all TCs will begin co-planning and co-teaching lessons within this five-day period.
- The Mentorship and Active Participation (MAP) Journal is generally completed in Placement 1 of Year 1. Where the MAP Journal is not completed, is completed unsatisfactorily, or the TC incurs a failed or terminated placement, the TC may be required, by the FA and/or PEC/PSC, to complete the MAP Journal in Placement 2 of Year 1.
- As TCs progress through the placement block, they assume more responsibility, including responsibility for increasing amounts of planning and teaching.
- TCs teaching in combined grades must ensure they get experience teaching the whole class.
- **TCs have a responsibility to discuss their progress with their AT and FA, and to ask for and follow up on specific and timely feedback provided, in order to make ongoing improvement.**

- TCs are expected to share their self-assessment (submitted to the FA online) with their AT(s) and to compare the self-assessment with the AT(s)'s formative assessment, midway through each placement. A TC may be required, by the FA, to resubmit their self-assessment if the self-assessment is deemed to be lacking in detail/reflexive thought. TC failure to submit their self-assessment online will result in an incomplete in Student Teaching (EDUC 4398/4498) until such time as the self-assessment is submitted and deemed by the FA to be sufficient in detail.
- At the beginning of the last week of placement, the TC will remind the AT(s) about the summative assessment process. TCs are asked to be proactive in establishing a formal meeting time with their AT(s) to review the summative assessment before it is formally submitted and/or before placement ends.
- TCs are required to contact their FA as soon as possible when a problem arises or if they have any questions. If there is an urgent matter, the TC is asked to contact:

  Thunder Bay campus Professional Experiences Coordinator (PEC):

P/J	**Glenn Cunningham**	pjpec.educ@lakeheadu.ca
I/S (includes Orillia I/S)	**Mike Filipetti**	tbpec.educ@lakeheadu.ca

  Orillia campus Professional Experiences Coordinator (PEC)/Practicum Success Coordinator (PSC):

P/J PEC	**Dr. Caroline Narine**	orilliapec.educ@lakeheadu.ca
PSC	**Denise Calvert**	orpsc.educ@lakeheadu.ca

- TCs are required to complete a Post-Placement Learning Plan (PPLP Year One / PPLP Year Two) following Placements 1, 2 and 3 (and 4 if completing an additional placement).

Demonstration of Professionalism (TC)

In order for TCs to be recommended by the Dean of Education for certification to the Ontario College of Teachers in the Spring, the TC must have successfully demonstrated **professionalism, competence, and independence in both the academic and practical components of the Two-Year BEd Professional Program.**

According to the *Ontario Education Act*, a TC has the **same** responsibilities to learners as a certified teacher.

The Ontario College of Teachers' Standards of Practice for the Teaching Profession, Ethical Standards for the Teaching Profession, and Professional Learning Framework for the Teaching Profession form the foundations of professional practice. They outline principles of professional practice, ethical behaviour, and ongoing learning for the teaching profession in Ontario. The Faculty of Education adheres to the principles outlined in these standards.

The TC will always maintain the following standards of professional conduct:

- Speak and act with conduct that is becoming of a teacher, a professional who treats learners with respect and dignity, and deals judiciously with learners, always acknowledging their rights and sensibilities. The TC will:
  a) maintain a professional relationship with learners in their classes;
  b) be aware of human rights codes, as well as the harassment policies and physical contact regulations of the school.
- Acknowledge that the culture of teaching demands professional courtesy, self-reflection, and a compassionate and nurturing nature. The TC will:
  a) maintain good order and discipline in the school;
  b) discuss discipline, strategies, and consequences with the AT.
- Hold the safety and security of learners in higher regard than their own rights and privileges. The TC will:
  a) become familiar with school codes of learner behaviour;
  b) discuss strategies to be used with special needs learners.

    c) Follow and maintain school/board confidentiality protocols at all times
- Treat colleagues, learners, and parents with professional courtesy and consideration. The TC will:
    a) avoid any physical discipline;
    b) refrain from verbal remarks that could be interpreted as defamation;
    c) maintain classroom routines and expectations.

Teaching is emotionally stressful and physically demanding. The Faculty of Education and its partnership boards expect TCs to be able to do the following:

- Satisfy the Faculty of Education Essential Skills requirements.
- Abide by the Ontario College of Teachers' Professional Standards and Ethical Standards for the Teaching Profession when in schools, as well as the Student Code of Conduct.
- Cope with the emotional, intellectual, and physical demands of the classroom.

As professionals, TCs are expected to be familiar with school policies, rules, and routines. TCs are required to:

- Become aware of and demonstrate the Professional Standards and Ethical Standards of the Teaching Profession of the Ontario College of Teachers.
- **Arrive at the classroom at least 15 minutes before professional responsibilities begin** (e.g., meeting and greeting learners, yard duty, welcoming learners to class, shadowing the AT) unless otherwise instructed by the AT, in order to be adequately prepared for the day.
- Be prepared to plan at the end of the school day (approximately 30 minutes) as per the direction of your AT. During this time, TCs should fulfill their professional responsibilities to assist in escorting learners as they exit the building, discuss learners' issues, get much-needed feedback from their AT, and collaborate planning for the next day.
- Maintain an organized daybook (legal document; Education Act, Reg. 298) housing a daybook (lesson and unit plans), learner assessment records, reflections, feedback and goals for improvement, and keep it in the placement classroom. Although the AT may not require submission of formal lesson plans, the FA may request to see the daybook at any time; TCs may be required to submit the daybook to the FA at the end of the placement.
- Demonstrate initiative.
- Be available for regular, ongoing discussions with ATs and FAs.
- Dress appropriately and professionally.
- Demonstrate both written and oral proficiency in the language of instruction.
- Model positive attitudes toward teaching and learning.
- Exhibit tolerance and respect for others.
- Behave as would any discreet visitor when interacting with staff or using school facilities.
- Maintain continuity in the program content and delivery.
- Maintain professional relationships and boundaries with school personnel and students during and after placements.
- Maintain established classroom routines and expectations.
- Maintain ongoing documentation of learner progress and submit to the AT as pre-arranged.
- Document (in designated section of the daybook) and act upon oral/written feedback provided by the AT.

- Use FAs as support during placement; contacting the FA at first sign of any difficulty on placement and maintaining regular contact throughout the placement.
- Where possible, become involved in an extracurricular activity in the school during placement; remembering that teaching responsibilities come first.
- Collect ongoing documentation of professional growth during teaching placement (e.g., lesson plans, unit plans, reflections, written and verbal feedback from ATs and responses).

Complaints Against Associate Teachers (ATs) or other OTF Members

As associate members of the Ontario Teachers' Federation (OTF), TCs are subject to the regulations of the Teaching Profession Act (Section 4.2). If a TC feels it necessary to make an adverse report about an AT to a third party during or following a placement, the following procedure applies:

- Discuss the situation privately and professionally with the FA to determine possible strategies to resolve the situation.
- If the TC still feels it is necessary to make an adverse report, the TC, as an associate member of the Ontario Teachers' Federation, must "furnish the member [associate teacher] with a written statement of the report within three days" (OTF, 2008, p. 1; see link below).
- Notwithstanding section 18(1) (b), a member who makes an adverse report about another member respecting suspected sexual abuse of a student by that other member need not provide them with a copy of the report or with any information about the report.

TCs are cautioned that it is considered unprofessional behaviour to participate in negative conversations about ATs or any school community member. TCs are responsible for being familiar with current OTF Guidelines Regarding Harassment Complaints that Arise During Practicum Placements.

Attendance Protocol for Placement

Attendance during all scheduled days of each placement is a requirement to ensure continuity of the classroom program. Time missed for personal illness, unexpected reasons, documented family emergencies, or other reasons must be made up in full at the end of the placement in which the absence occurred.

Days missed as a result of accident, illness, or other extenuating circumstances shall be made up by regular teaching, not by extracurricular activities, or other activities that do not involve the TC's providing instruction and conducting assessment.

Placement(s) **will not be interrupted** for absences for personal commitments (e.g., weddings, interviews, travel, work-related issues, etc.). It is imperative that continuity of the program be maintained in the best interests of learners in the class, and the ongoing development of the TC. TCs who are unable to commit themselves fully to their arranged placement are to apply two weeks (10 business days) prior to the start of the scheduled placement to the PEC for a **deferred placement** ($500 fee). If granted, this delay will result in a grade of Incomplete (INC) in EDUC 4398 or 4498. Once the TC has successfully completed the required number of days of an additional placement **unencumbered,** the grade in EDUC 4398 or 4498 will be changed accordingly.

The Program Dean has authority to waive the deferral fee on a case-by-case basis (e.g., maternity leave). TCs are asked to set up a meeting with the PEC in such instances.

TCs are encouraged to speak to their AT and principal early in the placement regarding directives around emergency and inclement weather closures.

When buses are cancelled, and the school is open, TCs are expected to attend the host school, assuming roads are safe for transit. Where the TC deems travel to be unsafe, the TC will not proceed to the host school, must notify the school and the FA, must submit lesson plans and materials for all assigned lessons, and must make up the absence at the end of the placement in which it occurs (or when not possible, at the end of the subsequent placement).

In cases where the host school is closed due to an emergency or inclement weather, the TC is not expected to make up absences, unless these absences result in more than 3 days of placement. Where emergencies or inclement weather result in more than 3 missed days of placement, the TC must make up the absence(s) at the end of the placement in which it occurs, or when not possible, at the end of the subsequent placement.

In cases where a school/school board is repeatedly closed, the university will make arrangements to support ongoing TC learning.

When an AT is participating in professional development (PD), the host school will hire a supply teacher or arrange internal coverage. The TC is expected to prepare for and implement assigned lessons as usual, under the direction of the supply teacher. When the TC is invited to attend PD, they are welcome to do so and are not expected to add an extra day to the placement. Should the school be closed for PD activities to which the TC is not invited, the TC is expected to remain at the school and to engage in planning activities for the duration of the school day. Where this is not possible, the TC is required to contact the FA and PEC to make alternate arrangements.

- Absences of **more than three consecutive days require that medical documentation** be provided to the FA by the end of the placement in which the absence(s) occurred.
- Absences of **five or more days will result in automatic termination of the placement.** An **additional placement will be required ($500 fee).** Exceptional circumstances will be considered.
- All time missed should be made up **at the end of the placement in which the absence(s) occurred; if this is not possible, absences will be made up in a subsequent placement in conjunction with AT/FA/PEC approval.**
- ATs **will record days absent and days made up** on the summative assessment.
- If the school is closed as the result of an emergency or a PD day, or other, the TC will complete professional duties as directed by the AT and/or principal at an assigned location.
- Volunteer or scheduled extracurricular hours (e.g., overnight trips, sports, concerts, parent/guardian teacher conferences) cannot be used to compensate for absences or to shorten the duration of the placement.

Procedure

If a TC is going to be absent, the TC will:

1. Notify the AT via email and the school office by telephone before school begins for the day. Failure to do so may result in removal from the placement.
2. Notify the FA immediately.
3. 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 (e.g., manuals, lesson plans, marking guides, etc.).

4. The TC is responsible for ensuring that the AT verifies, via email to the PO, the date(s) when the make-up day(s) were completed. This information may be documented in the "comment" space on the portal. It is the **responsibility of the TC** to supply the FA with the verified documentation, or it will be assumed the time has not been made up and a grade of INC will be given in EDUC 4398 or 4498.

A. Competence

All TCs are required to complete the Teacher Candidate Agreement prior to Placement 1 and to review the Agreement prior to subsequent placements. TCs will be held accountable, for the duration of the Program, to all components itemized in the TC Agreement. Failure to comply may jeopardize TC status in the program and/or entry into subsequent placement(s).

Planning

TCs are **required** to have written lesson plans for all assigned lessons. The number and formality of lessons will vary with the ability of the TC and the classroom context. **These are to be shared with the AT 24 hours in advance (and longer, if required by the AT or FA) of being taught,** and may be used by the TC for reference. In placement 3 and 4, when they are teaching 100%, TCs are required to plan lessons at least 3 teaching days in advance as part of their professional responsibilities. TCs are required to save lesson plans as documentation of the placement experience. **Lesson plans, unit plans, as well as the TC's teaching schedule (week-at-a-glance), are to be submitted by the TC to the FA via Digital Daybook/D2L/Google Drive (according to FA preference) for each week of placement. Failure to submit lesson plans on time to the AT and/or FA may result in an Incomplete in 4398/4498, until such time as all lesson plans are submitted, and/or termination/failure of the placement.**

- **TCs must use ONE of the Lakehead University sanctioned lesson plan templates on the About Teaching Practicums webpage** (see the page titled: Resources for Your Teaching Practicum - Thunder Bay or Resources for Your Teaching Practicum - Orillia)**.** The preferred plan format will be determined by the PEC/PSC in collaboration with the course instructors.
- **TCs are reminded that completion and submission of lesson plans is a Faculty of Education requirement, even when an AT does not require the TC to complete lesson plans.** All lesson plans must be submitted to the FA and are to be stored in the TC's daybook for the duration of the Professional Program.
- **TCs are required to store their lesson plans in their daybook as part of their ongoing professional responsibilities.**

Program Delivery

Despite differences at the beginning of placements, all TCs should be able to do the following:

a) Satisfy the Essential Skills.

b) Understand the ways in which curriculum documents are to be addressed in teaching.

c) Draw pertinent information from curriculum documents.

d) Develop and organize lesson plans and unit plans as outlined in the Recommended Placement Implementation Schedules.

e) Maintain an organized, detailed daybook (comprising lesson/unit plans, assessment tools/records, timetables, supervision schedules and AT feedback).

f) Maintain safe, inclusive practices, routines, and environment as pre-established by the AT.

g) Make time to debrief with the AT; record, accept, and enact constructive feedback.

B. Independence

All TCs, by the end of Year 1 and 2 placements, must have demonstrated skill and independence to do the following:

a) Plan lessons and units that reflect curriculum expectations.

b) Deliver lessons using a variety of strategies.

c) Collect assessment data in a variety of ways, share data with the AT, and use this data to inform planning of subsequent lessons and/or differentiated instruction.

d) Evaluate and report on learner achievement of Ministry learning expectations and learning skills with respect to strengths, areas for growth, and next steps.

e) Perform consistently, and at an acceptable level indicative of success for a novice teacher entering the profession (see Recommended Placement Implementation Schedules).

f) Meet the teaching time requirements as specified in the implementation schedules.

g) Ensure all assessment data is left with the AT upon completion of the practicum. If the TC does not adhere to this professional responsibility, they will be marked incomplete (INC) for that placement.

TCs are required to follow the expectations of their FA regarding reflections and to record AT feedback and suggestions for improvement.

TCs are required to keep all documentation from the placement (e.g., daybook with lesson and unit plans, assessment data, and records of verbal and written AT feedback). This documentation will be needed if there are difficulties during or after a placement has been completed/terminated.

Cautions during Placement

A. Health and Safety Procedures

TCs have Workplace Safety and Insurance Board (WSIB) coverage while on placement through the Ministry of Training, Colleges and Universities. The TC is required to report any accident and/or injury immediately to the placement school administration, FA, PO and PEC/PSC.

Health and Safety Reminders

- Complete the Health and Safety requirements for your board. Check the requirements on Synergy.
- Follow health and safety procedures.
- Do not assume responsibility for medical procedures, dispensing medication, or dealing with bodily fluids.
- Follow school's accident reporting procedures and **report accidents and/or injuries *immediately* to the principal, the FA, PO and the PEC/PSC**.
- Complete and submit the Lakehead University Health and Safety Incident Report Form.
- TCs are reminded that they are not to be left alone with learners under any circumstances.
- TCs are encouraged to participate in field trips relevant to their placement and are covered through Lakehead University for the duration of the placement. In the event of an accident where a TC has completed their placement days, and wishes to volunteer with events/field trips, the TC will need to follow the Board's volunteer procedures. **After the formal conclusion of the placement, TCs are not covered, in case of accident, by Lakehead University.**

B. Ethical Guidelines for the Use of Web Platforms, including D2L

The discussions on web platforms, including D2L and any other public venue, must be professional. Discussions and comments made in any context must reflect language deemed acceptable from a teaching professional, which means that individuals and/or organizations (i.e., learners, ATs, staff, schools, TCs, etc.) must remain anonymous when placement experiences are being discussed.

All remarks or comments about a fellow teacher/AT/administrator must be consistent with the ethical standards of the Ontario College of Teachers and the policies and practices of the teacher federations.

Note: The Faculty of Education administration reserves the right to remove posted messages that contravene these guidelines.

C. Duty to Report Child in Need of Protection

Reporting Suspected Child Abuse: This requirement is outlined in Section 72(1) of the *Child and Family Services Act* (1990).

In consultation with the FA, a TC has a duty to report suspected child abuse to the Children's Aid Society (CAS) or Dilico Anishinabek Family Care:

- immediately
- ongoing (i.e., if happens again, report again)
- overrides confidentiality (teacher/learner)

After reporting, the TC must immediately report the matter to the AT and principal. In such cases, the TC will write a letter to the principal of the school detailing their concern and quoting the child's words as accurately as possible. The letter should be headed with a "CONFIDENTIAL" notice and copied to the TC's AT. The candidate will ensure that the letter is delivered to the principal and that the principal signs and dates the candidate's copy to verify receipt. The TC should keep this verified copy of the letter for their own files. While the primary responsibility for reporting the matter to the authorities remains with the school, the TC should be the vehicle of that report. As in other Canadian provinces, TCs in Ontario, under such circumstances, have an obligation under law to report directly to their local Children's Aid Society. The TC should brief the FA regarding the situation as soon as possible.

D. Supply Teaching During Placement

Only Year 2 TCs who hold a valid Transitional Certificate, issued by the Ontario College of Teachers, may supply teach at their **placement school, with approval from their FA,** during a placement and count these days towards the completion of placement days. TCs can complete a maximum of 20 days supply teaching combined in placement 3 and 4. TCs without a valid Transitional Certificate submitted to Lakehead must not supply teach under any circumstances during a placement. If the AT takes ill suddenly, the school is to call an emergency supply teacher to assume responsibility for the supervision of the class. A school administrator may ask another qualified teacher or another administrator to assist with the supervision. TCs are required to notify the FA of any such incidents.

TCs with a valid Transitional Certificate may complete paid placement days as pre-arranged between the host board, school, and Faculty Advisor during regularly scheduled placement dates. **Any supply days completed without a valid Transitional Certificate, or completed outside of the regularly-scheduled placement dates, are viewed as unqualified teaching days and will not count towards placement days.**

Where the TC receives a valid Transitional Certificate after placement begins, the TC may accept paid placement days at the host school site ONLY. **These days must not exceed two days per week, except with express AT, principal, and FA/PEC permission.**

E. Complaints Against Associate Teachers (ATs)

As associate members of the Ontario Teachers' Federation (OTF), TCs are subject to the regulations of the Teaching Profession Act (Section 4.2). If a TC feels it necessary to make an adverse report about an AT to a third-party during or following a placement, the following procedure applies:

- Discuss the situation privately and professionally with the FA to determine possible strategies to resolve the situation.
- If the TC still feels it is necessary to make an adverse report, the TC, as an associate member of the Ontario Teachers' Federation, must "furnish the member [associate teacher] with a written statement of the report within three days" (OTF, 2008, p.1; see link below).
- Notwithstanding section 18(1)(b), a member who makes an adverse report about another member respecting suspected sexual abuse of a student by that other member need not provide them with a copy of the report or with an information about the report.

TCs are cautioned that it is considered unprofessional behaviour to participate in negative conversations about ATs or any school community member. TCs are responsible for being familiar with current OTF Guidelines Regarding Harassment Complaints that Arise During Practicum Placements.

F. Authority to Terminate Placement

A number of individuals have the authority to terminate a TC's placement based on deficiencies in professionalism, competence, or independence: the FA, AT, principal, PEC, or the Chair of the Program.

TCs should be cautioned that the principal of the receiving school is not required to issue a Letter of Concern if they terminate the placement for causes given in the *Education Act*. At any time that the principal of the school feels that the safety of learners or the integrity of their learning program is being compromised by the TC, they may, without recourse to a Letter of Concern, terminate the placement.

G. Notification of Concern

At any time during a placement when a serious issue arises regarding the TC's progress, the FA and AT will schedule a meeting in a timely manner to discuss the issue and complete the following steps:

- Clearly define the concern(s).
- Outline and discuss the expectations for improvement.
- Determine appropriate supports and remediation.
- Outline the process and timeline for addressing the concern(s).
- Provide the TC and AT with a summary of the meeting including the above-mentioned steps.

If concerns persist, the FA will notify the PEC/PSC. A Letter of Concern will be generated by the FA in consultation with the AT. The concerns outlined in such a letter shall be addressed in a formal interview either by phone conference or in a confidential setting and involve the AT, the TC, and the FA and/or PEC/PSC where possible. The AT or the FA may choose to include a school administrator in this conference.

The Letter of Concern will identify 'areas for growth' over a specified timeframe, as well as next steps for improvement. The FA will ensure that a copy of the Letter of Concern is sent to the TC, the AT, and the PEC/PSC, and will check in with the TC and AT after the specified timeframe. The FA will also place a copy of the letter/email in the TC's academic file. Should growth toward the desired outcomes outlined in the Letter of Concern not be realized within the specified timeframe, the FA, in conjunction with the PEC/PSC, will call a meeting with the TC and AT to determine the next course of action, including possible termination. The involvement of the school principal or vice-principal may be initiated at this stage of the process. The FA will prepare a summary of all meetings, decisions, and written documentation to be placed in the TC's file. TC inability to address the "areas for growth" outlined in the Letter of Concern may result in termination/failure of the placement.

The Letter of Concern is one of several documentation options open to the FA, AT, and PEC/PSC where a TC's progress is deemed to be 'at risk.' TC concerns can also be addressed in an email, using the same format as the Letter of Concern.

Role of the Associate Teacher (AT)

ATs are professional mentors: consulting, coaching, collaborating, and assessing. In interaction with TCs, ATs are expected to do the following:

- Review the *Practicum Guide*, formative and summative assessment templates, and weekly communication materials sent by the University to inform the AT.
- Encourage, guide, and provide a model; **where possible, co-plan and co-teach early lessons**.
- Treat TCs as reflective adult learners; discuss the TC's goals (as per the Post Placement Learning Plan, in Placements 2, 3 and 4) at the beginning of placement, and provide ongoing feedback for the duration of the placement.
- Guide and assist TCs in the development of lesson and unit plans as per the Recommended Placement Implementation Schedules.
- Collaborate with the TC midway through the placement to review/discuss the TC's self assessment in relation to the AT's formative assessment, and to develop a Learning Plan to guide the TC's continued growth in the final two weeks of the placement.
- Request and review the TC's written lesson plans 24 hours *before* the lesson is taught. It is a Lakehead University and Ontario College of Teachers requirement that all TCs produce and be prepared to submit lesson plans.
- Provide and document regular written and oral feedback, identifying areas of strength and areas to be refined or improved.
- Document TC absences and notify the FA; discuss with FA possibility of makeup days in this placement.
- Meet with the FA to discuss placement expectations, university protocol, and TC progress.
- Contact and work with the FA should difficulties arise, persist, and/or become severe. Provide the FA with details regarding the TC's shortcomings in areas that include professional deportment, curricular knowledge, lesson planning, classroom management, and assessment and evaluation.
- The AT may request and assist the FA to develop and issue an Email/Letter of Concern for the TC to address serious shortcomings in professional deportment, curricular knowledge, lesson planning, classroom management, and/or assessment and evaluation.
- Ensure that TCs are properly supervised. Only TCs holding a valid Transitional Certificate can be employed as supply teachers. Without a Transitional Certificate, **TCs may not be left unsupervised with learners**.
- **Note: TCs are encouraged to participate in field trips relevant to their placement, and are covered through Lakehead University for the duration of the placement, in the event of an accident. Where a TC has completed their placement days and wishes to volunteer with events/field trips, the TC will need to follow the Board's volunteer procedures.**
- Submit timely formative (midway) and summative (last day of placement) assessments, taking care to describe the TC's strengths and next steps (summative assessments are typically used by boards for hiring purposes). Each comment section on the Formative and Summative should include 5-10 sentences. Descriptions that include specific examples will provide the TC with helpful guidance regarding strengths and next steps (see Appendices F & G).
- Meet with the TC in the final week of placement to review TC progress based on the summative assessment; complete and submit the summative assessment at least one day before the end of placement so that the TC has the opportunity to discuss the AT's assessment and comments.
- Expect honoraria to be dispensed after the placement period.

Role of the Faculty Advisor (FA)

FAs perform a vital role in the placement process by facilitating open communication among the TCs, ATs, schools, and the Faculty of Education. The role of the FA involves mentorship of TCs and liaison with schools. FAs are familiar with the policies and procedures governing placements, as outlined in the Essential Skills, and will collaboratively support the implementation of the protocols published. The term of the appointment will be the Fall and Winter terms of the regular academic year, September through April.

A. *Interaction with Teacher Candidates*

The FA will:

- Remind TCs that they must take a proactive approach to the placement via completion/involvement in the following TC tasks:

  (i) contact the AT to introduce themself as soon as placement is confirmed.

  (ii) share their strengths, interests, and challenges with their AT(s) at the beginning of each placement, reviewing contents from their PPLP Year One / PPLP Year Two with the AT(s) in Placements 2, 3, 4 (and 5 where required).

  (iii) complete the MAP Journal in Placement 1 and/or as required.

  (iv) complete a detailed self-assessment (same content as the formative assessment; see samples in appendices) midway through the placement and request a meeting with the AT to compare assessments and to formulate a growth plan.

  (v) request a meeting with the AT in the final week of placement to review progress using the summative assessment as a guideline.

  (vi) contact the FA if any difficulties arise on placement and/or where the AT notes that TC progress is 'at risk.'

  (vii) develop a detailed, reflective PPLP Year One / PPLP Year Two following Placements 1, 2, 3 and Placement 4 (where the TC fails Placement 4 and is in need of an additional placement).
- Discuss and review MAP Journal and expectations for completion with TCs prior to Placement 1.
- Instruct TC in development of PPLP.
- Where applicable, model positive AT/TC interactions with TC prior to placement (introductory email, first meeting between TC and AT), early in placement (to discuss strengths, interests and challenges, PPLP), and in relation to self/formative assessment sharing (midway) and summative assessment preview (towards final week).
- Maintain regular contact with TCs and ATs (e.g., face-face, via telephone, via email through Lakehead account, or via a virtual platform such as Zoom/Google Hangouts).
- Publish and implement minimum contact requirements for TCs as stated in the course outline for EDUC 4398 (Year 1) and 4498 (Year 2).
- Provide information and ongoing support for TCs and ATs as per the communication plan co-established at the Faculty of Education; beginning with the Week 1 FA/AT introduction letter and/or online meeting and sharing of LU expectations, information, etc.
- Observe each TC teach once, and more if needed, for each placement. Face to face observations are preferred when possible, using a Lakehead University-approved lesson observation form, and follow-up with TC and AT on feedback (verbally and in writing).
- Provide extra support, and careful monitoring, as needed to all TCs, especially 'at risk' TCs throughout the

placement.

- Monitor and review TC lesson plan submissions to their daybook.
- Maintain files of communications such as formative assessments, summative assessments, email communications with TCs and/or ATs, Letter of Concern, and notes on any meetings held with TCs and ATs. File with the Office of Undergraduate Studies (Thunder Bay) or Orillia Education Office.
- Monitor the attendance of the TC on placement.
- Track the number of supply teaching days for TCs who have their Transitional Certificate in Placement 3 and 4.
- At any time during a placement when a serious issue arises regarding TC's progress, the FA and AT will schedule a meeting in a timely manner to discuss the issue and complete the following steps:
    1. Clearly define the concern(s) in relation to the Essential Skills.
    2. Outline and discuss the expectations.
    3. Determine appropriate supports and remediation.
    4. Outline the process and timeframe for addressing the concern(s).
    5. Provide the TC and AT with a summary of the meeting including the above-mentioned steps.
- If concerns persist after the TC has completed a number of days of student teaching beyond mere observation and when the AT and/or FA has identified serious deficits in the TC's performance, the FA will notify the PEC/PSC.
- A Letter of Concern or formal email will be generated by the FA in consultation with the AT; concerns outlined in such letter shall be addressed by the FA in a formal interview either by phone conference or in a confidential setting and will involve the AT, the TC, the FA and PEC/PSC where possible. The AT or the FA may choose to include a school administrator in this conference.
- The Letter of Concern or formal email will identify 'areas for growth' over a specified timeframe, as well as specific next steps for improvement. The FA will ensure a copy of the Letter of Concern is sent to the TC, the AT, and the PEC/PSC, and will check in with the TC and AT after the specified timeframe.
- The FA/Administrative Assistant will also place a copy of the Letter of Concern, or formal email, in the TC's academic file.
- Should growth toward the desired outcomes outlined in the Letter of Concern not be realized within the specified timeframe, the FA, in conjunction with the PEC/PSC, will call a meeting with the TC and AT to determine the next course of action, including possible termination. The involvement of the school principal or vice-principal may be initiated at this stage of the process.
- Expect the TC's formative self-assessment, MAP Journal (Placement 1 and/or as needed) and PPLP to be reflexive and detailed in nature; if required, return any or all to TC until satisfactorily completed; assign a mark of INC for EDUC 4398/4498 until such time as all have been satisfactorily completed.
- Review the summative assessment to ensure key information (TC name; # of days completed) is accurate; contact PO if minor changes are required. **FAs/PECs/PSC/POs do not have authority to change wording of any assessment.** TCs are not to contact ATs to discuss and/or change a summative assessment anytime after the conclusion of the placement block.
- In collaboration with the PEC/PSC, meet with TCs who experience difficulties on their placement and/or TCs who are recommended to be placed 'On Review.'
- Recommend orally or in writing, to the PEC/PSC, after each of placements 1, 2 or 3, TCs who would benefit from voluntary enrollment (no fee) in the Enhancing the Practicum course (EDUC 0498).
- Inform a TC who is 'On Review' that they are required to register for EDUC 0498 (no fee), to complete a PPLP to address the area(s) of need, and that they will be required to complete subsequent placement(s)

in proximity to in-person FA support.

- Support 'On Review' TCs' development of the required PPLP, (and that of TCs with significant NFD/'at risk' summative report descriptors) in collaboration with the PEC/PSC; meet with TC and PEC/PSC to enact the plan as required.
- In assigning the final grade (Pass/Incomplete/Fail) for Student Teaching (EDUC 4398/4498), the FA will take the summative assessment (completed by AT) into consideration along with written reports from ATs, reflections, self assessment (completed by TC), MAP Journal, lesson plans and other substantive documents provided by the TC, including D2L interactions, lesson plan submissions, and classroom observations.
- Record a passing grade (P) only **after** receiving both summative assessments for both regularly scheduled placements in each of Years 1 and 2. In instances where a TC has passed Placement 1 but failed Placement 2 in Year 1, an INC will be recorded for EDUC 4398. Once the TC has passed EDUC 0498: Enhancing the Practicum, and is successful on the next placement, a change of mark form reflecting a passing grade for EDUC 4398 will be submitted to the Undergraduate Studies/Education Office.
- In instances where an additional placement has been granted in Year 2 as a result of a TC failing Placement 4, following three successful placements, the FA will submit a mark of INC for EDUC 4498 until the additional placement is successfully completed at which time a change of mark form will be submitted. The FA will record a failing grade (F) if an additional placement is NOT successfully completed. **A TC cannot fail more than one placement. Two failed placements constitute program failure.**

B. Interaction with Schools

The FA will:

- Complete a virtual or face-to-face introductory meeting with each AT (before placement or in Weeks 1/2) to share information (i.e., scope of sequence; lesson plan expectations, implementation schedule, etc.).
- Routinely visit (virtually or in person) schools to dialogue with TCs, ATs, and administrators at the convenience of the AT.
- Observe each TC teach once, and more if needed, for each placement.
- Provide written feedback to a TC following the observation of a lesson. Include areas of strength, areas for growth, and next steps for improvement. **Provide a copy to the TC and the AT.**
- Visit schools virtually or in person (where practicable) upon request of the TC, AT, vice-principal, or principal.
- Work closely with TCs, ATs, PEC/PSC, vice-principals, and principals to resolve difficulties or concerns during the course of the placement.
- Monitor AT submissions of formative and summative assessments to ensure that assessments are submitted in a timely manner, with the correct number of days completed.
- Contact AT to track any/all summative assessments not submitted at the end of placement, offering to assist AT(s) as needed.
- In cases of previous deferral/termination, ensure the AT is apprised of which placement (1/2/3/4) the TC is completing, and has received the correct materials from the PO or FA.
- Have a personal dialogue (local placements), virtual teleconference, or meeting via another platform (for 'away' placements) with the AT and the TC when the formative assessment indicates performance that needs further development. Normally, when the TC is placed in a local school, the expectation is that the FA will visit and arrange to observe the TC teach. When the TC is placed in a non-local board, and/or

visitation is restricted, typically, the FA will arrange a conference call with the AT and the TC.

- Teleconference/Zoom or use other platforms to virtually meet with TCs and ATs in order to provide additional support.
- Assume leadership in generating a Letter of Concern in collaboration with the PEC/PSC and the AT for the TC's academic file as soon as an AT expresses concerns regarding the TC's performance. Provide a copy to the TC and the AT. This protocol is typically adhered to but may not necessarily be followed when the concerns arise late in the placement, and/or just cause for termination of the placement necessitates immediate termination.

C. *Interaction with Faculty*

The FA will:

- Represent the TC and Faculty if an AT or a principal has a concern.
- Collaboratively support the implementation of the placement protocols published in this *Practicum Guide*.
- Generate and maintain documentation (to be placed in the TC's academic file in the Undergraduate Studies/Education Office) for 'at risk' TCs, including copies of formative and summative assessment forms, written feedback, letters of concern, and attendance documents provided for each TC.
- Track each TC's required days of practicum attendance for each placement. Notify the PEC/PSC immediately of any missed days.
- Track number of supply teaching days for those TCs who have their Transitional Certificate in Placement 3 and 4.
- Provide documentation regarding absences for the TC's file (whether the documentation is a fax, email, doctor's note, or summative assessment). All absences must be made up at the end of the placement in which they occurred. Notify the AT of the requirement for TCs to make up missed days. Under exceptional circumstances and in the event that missed days cannot be made up in the current placement, these will be carried into the next placement, as directed by the FA.
- Assess and assign a Pass, Fail, or Incomplete (INC) grade for EDUC 4398 (Year 1)/EDUC 4498 (Year 2), taking into account the documentation provided by and the recommendations of the ATs for the required days of placement (see Teacher Candidate Assessment & Evaluation).
- Stress the importance of TCs attending mandatory Professional Seminars/Sessions as a component of their own professional development, and engage them in discussion and reflection of seminar content.
- Collaborate with PEC/PSC on situations that cannot be resolved, and supply the necessary background or context for PEC/PSC.
- Provide a cumulative report of the TC's placement experiences for use by the Practicum Review Committee if a TC registers an appeal of their final grade on EDUC 4398 or EDUC 4498.
- Follow the Essential Skills procedures established for 'On Review' or program withdrawal in the event of student failure to satisfy any of the Essential Skills.
- Routinely attend meetings and activities that the host campus Chair deems vital to the FA's role and execution of professional responsibilities (e.g., Welcome Days, FA staff meetings, professional development seminars/sessions).

Role of the Professional Experiences Coordinator (PEC)

A. *Interaction with Associate Teachers*

The PEC will:

- Support in problem solving and dispute resolution.
- Support the FA with mentorship of ATs as needed/requested; coordinate PD initiatives for ATs.
- Support the FA and/or AT in situations involving 'at risk' TCs (e.g., visitation, observation, Letter of Concern, termination).

B. Interaction with Schools

The PEC will:

- Review and develop the placement component of the program in consultation with school partners.
- Ensure open communication between the Faculty of Education, host school administration, and ATs.
- Support host schools in problem solving and dispute resolution.
- Survey school partners, including ATs and Principals, to determine program strengths and next steps.

C. *Interaction with School Boards*

The PEC will:

- Work closely with district school boards, host school administration, and PECs regarding TC placements.
- Ensure open communication between the Faculty of Education and school board administration.

D. *Interaction with Faculty Advisors*

The PEC will:

- Support FAs to ensure consistency of placement supervision practices and placement course expectations.
- Support FAs in problem solving and dispute resolution. This may involve observations of the TC and meetings with the AT, TC, and principal, where necessary, support FAs, ATs, and TCs to reduce implications of and the impact implicit bias may have on TCs' opportunities to learn during placement, in collaboration with the FA, meet with 'at risk' TCs and/or TCs placed 'On Review,' prior to, during or following a placement, to debrief placement experience and support development and enactment of the required PPLP.
- Participate in the appeals process of placement assessments with the FA.
- Follow the Practicum Appeals Procedure.
- Participate in Accommodation Team meetings when necessary.
- Coordinate Professional Development Seminars to support FAs/TCs.
- Survey FAs for input regarding program/protocol effectiveness; ongoing initiatives; group projects/goals.

Role of the Principal

Practical experience in schools is an essential component in educating TCs. A principal's role involves support, encouragement, leadership, and inclusion.

Principals will:

- Select and confirm mentor teachers who will act as ATs. The expectation is that recommended ATs hold an Ontario Teaching Certificate, have at least two years full-time teaching experience, or have at least three years long-term occasional teaching experience. The principal recommends ATs who will be capable mentors/assessors and will be able to perform the AT role as described in this *Practicum Guide*.
- Ask and ensure recommended ATs will not have planned absences beyond 3 consecutive days during the placement.
- Counsel ATs, where requested by AT, in relation to TC guidance. Suggest ATs reach out to Faculty when TC is struggling on placement and/or other issues arise.
- Welcome TCs to the school and provide introductions/orientation.
- Provide any information the TC may require or request regarding school and board policies and procedures.
- Ensure that TCs provide VSC documentation and, where required by the board, health and safety certification.
- Notify the FA and PEC if the TC is not permitted access to the placement because documentation is not in order.
- Become aware of the TC's general progress through informal conversations with the AT, so that potential problems can be documented early. In the case of difficulties, the FA must be contacted and the steps followed as directed in this *Practicum Guide*, in the section Difficulties Encountered During the Placement.
- **May terminate the placement as empowered under the Education Act.** At any time that the principal of the school feels that the safety of learners or the integrity of their learning program is being compromised by the TC, the principal may, without recourse to a Letter of Concern, terminate the placement. Such a termination is usually affected immediately after an AT informs the principal of such a compromising situation. Provide guidance, leadership, and support for the TC and the AT in cooperation with the FA and/or PEC, particularly when issues arise.
- Facilitate opportunities for the TC to experience as many facets of the school community as possible (e.g., invite TC to attend staff meetings, assemblies, and PD opportunities, and to assist with extracurricular activities).
- Ensure that, whenever TCs are with a class of learners, they are under the supervision of a member of the College of Teachers.
- Ensure that TCs **do not act as supply teachers** except where TCs hold a valid Transitional Certificate. Principals may be required to complete assessments for TCs who utilize the Transitional Certificate.
- Visit TCs in classrooms, where time permits.
- Report, as required for other staff members, any accident involving the TC while they are on school property.

TEACHER CANDIDATE ASSESSMENT & EVALUATION

The 105 days of placement are divided into four placements and treated as a progression from teacher candidate to novice teacher. Placements are in different division levels and/or teachable subjects to provide a variety of experiences.

TCs are required to successfully demonstrate their professionalism, independence, and competence in teaching placements to receive a passing grade in EDUC 4398 and EDUC 4498. TCs who fail a placement in Year 1 are placed 'On Review' and are required to register in EDUC 0498: Enhancing the Practicum. TCs who fail a placement in Year 2 may be required to register in Education 0498 and are required to complete an additional placement if the failed placement is the fourth practicum. An additional placement will consist of no fewer than 20 consecutive teaching days. TCs must pass EDUC 0498 to proceed to the next scheduled placement. Failure of EDUC 0498 constitutes program failure. A TC may be 'On Review' only once. TCs may be required to audit EDUC 0498, as a proactive measure, where extra support is needed to facilitate TC success on subsequent placement(s).

In addition to passing EDUC 0498, 'On Review' TCs are required to prepare a PPLP to address areas for growth to support the completion of a successful placement. This PPLP must include stated goals, strategies for achieving goals, and the necessary support for achieving the recorded goals. The PPLP should be submitted to the TC's FA and discussed at a follow-up meeting with the FA (and PEC/PSC). The FA will submit the PPLP to the Undergraduate Studies/Education Office to be filed in the TC's academic file. If revisions are required, the PPLP is to be resubmitted to the FA before filing. Entrance into the next placement is contingent upon the TC enacting their PPLP and passing EDUC 0498. The TC will share their PPLP with the AT responsible for the next placement. **A TC cannot fail more than one placement**. **Two failed placements necessitate automatic withdrawal from the program, and equates to program failure.**

Ongoing assessment of student teaching is the joint responsibility of the TC, the AT, and FA. **The FA (and PEC/PSC, where requested), in collaboration with and with the support of the AT, determines a grade of Pass or Fail for each placement, which dictates the designation of Pass, Fail, or INC for EDUC 4398 and 4498.**

The following procedures involve TCs and ATs:

- By the date established in the Recommended Placement Implementation Schedules:
  a) the AT(s) **independently** complete(s) the online formative assessment
  b) the TC **independently** completes their **self-assessment** online using the form provided and sets a time to meet with the AT to compare assessments
  c) the AT and the TC **discuss** their formative and self-assessments. They **collaboratively** complete **"The Growth Plan**" at the bottom of the formative assessment form to identify the most significant areas for TC growth over the final two weeks of the placement
  d) once completed online, and formally submitted, assessments can be accessed online by TC,FA, PO and PEC/PSC
- At the beginning of the last week of placement, the TC will remind their AT about the final assessment process. **TCs are asked to be proactive in establishing a formal meeting time with the AT to review the summative assessment** before it is formally submitted and/or before placement ends.
- The AT completes and then submits a summative assessment to reflect progress from the formative assessment to the end of the placement session. It is recommended that the AT completes the summative assessment form two days before the end of placement so that the TC has the opportunity to discuss the AT's assessment and comments.
- Once the AT completes and submits the summative assessment, the FA is able to access the report online. In Year 1, three or more 'at risk' ratings indicate an unsuccessful placement. In Year 2, Placement 3, two or more 'at risk' ratings indicate an unsuccessful placement. In Year 2, Placement 4, any 'at risk' ratings

indicate an unsuccessful placement.

- Once the AT has submitted the assessment, the report will be available to the TC, on the TC portal, for download. This link will be provided to the TC by the PO via email. TCs are not permitted to discuss the AT's determination of the placement outcome prior to completion of the summative assessment.
- Under no circumstances can an AT's written assessment be altered without their consent (exception: alteration to number of days completed, by PO, where incorrect).
- Once the report is finalized, TCs are not permitted to contact their AT(s) regarding the report.

Some Final Considerations

Summative assessments are the documents that TCs are asked to include in their applications for employment. These assessments are used in decision-making by hiring teams. When the TC reviews the summative assessment with their AT, before leaving the placement school, this is the time for the TC to ask for clarification on any of the comments or rankings that have been made. Once the placement is completed, it is not appropriate for the TC to communicate with or challenge the AT about the summative assessment. Instead, the TC is required to discuss any issues with the FA.

1. The summative assessment comments should indicate strengths and provide direction in areas for growth.

2. The rating system for pass/fail is outlined in Appendix E: Rating Overview for All Placements (Pass/Fail Criteria).

3. Typically, in Year 1, when the TC receives 10 or more NFD and/or three or more 'at risk' ratings (or a combination) on the Placement 1 summative and/or 8 or more NFD and/or three or more 'at risk' ratings (or a combination) on the Placement 2 summative, the TC will incur a failed placement and will be placed 'On Review.' The TC will be required to complete and enact a PPLP, and register for and pass EDUC 0498: Enhancing the Practicum, prior to going out on the next placement. The subsequent placement may take place in Thunder Bay/Simcoe County, or adjacent school board (home campus). Failure of two placements constitutes a failed program.

4. Typically, in Year 2, when the TC receives 5 or more NFD and/or any 'at risk' ratings in Placement 3, or any combination, assuming all other placements have been successfully completed, the TC will incur a failed placement, and will be placed 'On Review.' The TC will be required to complete and enact a PPLP, and register for and pass EDUC 0498 prior to going out on the next placement. Placement 4, in Year 2, may take place in Thunder Bay/Simcoe County, or adjacent school board (home campus). Failure of two placements constitutes a failed program.

5. Where a TC successfully completes Placements 1, 2 and 3, but fails Placement 4, the TC may be required to complete an additional five-week placement in Thunder Bay/Simcoe County, or adjacent school board (home campus), at cost to the TC. A maximum of one additional placement may be granted. Failure of two placements constitutes a failed program.

6. Even when the TC does not receive an 'at risk' rating on a summative assessment, the FA may, depending upon the number of competencies/NFD areas, submit a request to the PEC that the TC remain in Thunder Bay/Simcoe County or adjacent school board, (home campus) for the subsequent placement.

7. If a TC has 5 or more NFD and/or any 'at risk' ratings on the Placement 2 summative, Placement 3 may be

required to be completed in Thunder Bay/Simcoe County or adjacent school board (home campus), for easy access to FA support.

8. If a TC has 5 or more NFD, and/or any 'at risk' ratings on the Placement 3 summative, Placement 4 may be required to be completed in Thunder Bay/Simcoe County or adjacent school board (home campus), for easy access to FA support. The TC will not qualify for an alternative teaching placement.

9. Where a TC is in need of further development in a range of areas/competencies, as noted on the summative assessment, the PEC may require the TC audit EDUC 0498: Enhancing the Practicum, as a proactive measure. Any TC formally enrolled in EDUC 0498 must pass the course to continue in the program. Failure of EDUC 0498 constitutes program failure. A TC who is auditing EDUC 0498 can withdraw from the course without consequences/failure of EDUC O498.

Note: The Portal automatically generates a Pass/Incomplete notification, based on AT selection of at risk/NFD/DAE descriptors.

The Final Grade – EDUC 4398/4498

To receive credit for EDUC 4398 and EDUC 4498 (80 days of student teaching in the publicly-funded schools of the Province of Ontario, and 25 days in either a traditional or alternative setting, where eligible), the TC must pass four scheduled placements over two years. If an additional placement is required, the additional placement will be scheduled in the *third* academic year, the year following the TC's intended graduation from the Professional Program.

In assigning the final grade for EDUC 4398 (Year 1)/EDUC 4498 (Year 2), the FA will take into consideration written reports and summative assessments from AT(s), reflections/TC self-assessment, MAP Journal (where applicable), lesson plans, and other substantive documents provided by the TC, including D2L interactions/lesson plan and assignment submissions, Essential Skills documentation, and classroom observations.

There are three possible grade designations that can be assigned at the end of Year 1 or 2. TCs who do not have the required days of placement completed in a given year will automatically receive a grade of INC (incomplete) until all absences have been made up and documented. **FAs are responsible** for ascertaining that all required days of placement in a given year have been completed, including days missed due to illness, accident, or other reason. Days missed on any placement must be made up.

P = ***Pass*** — The TC will receive a Pass for EDUC 4398 (Year 1)/EDUC 4498 (Year 2) and, upon graduation, will be recommended to the Ontario College of Teachers (OCT) for certification.

INC = ***Incomplete*** — The TC has failed a placement (includes 'terminated' placements) and thus has not yet exhibited the degree of professionalism, competence, and/or independence in teaching required for a Pass in EDUC 4398 (Year 1) or 4498 (Year 2).

TCs who fail a practicum in Year 1 are placed 'On Review' and are required to register in EDUC 0498: Enhancing the Practicum. Once the TC passes EDUC 0498 and the subsequent placement, the INC is cleared (via FA/PEC submission of a Change of Mark Form).

TCs who fail a practicum in Year 2 (and passed all previous placements) are required to register in EDUC 0498 and are required to complete an additional placement if the failed placement is the fourth practicum. An additional placement will consist of no fewer than 20 consecutive teaching days. TCs must pass EDUC 0498 to proceed to the next scheduled placement. INC is cleared via FA/PEC/PSC submission of a Change of Mark Form, once the TC

successfully completes the final (5th) placement.

Failure of EDUC 0498 constitutes program failure. A TC may be 'On Review' only once. The TC will be required to complete subsequent placements in close proximity to the host campus for easy access to FA support.

or

The TC is unable to complete a placement (e.g., due to illness; course and/or math competency assessment failure; unexpected circumstances) and has provided appropriate, official medical documentation or a letter documenting extenuating circumstances (e.g., compassionate grounds), where required, to the PEC/PSC. A deferred placement must be cleared within one academic year.

or

The TC failed to complete and submit the PPLP; submit LPs online to AT or FA; and/or submit a detailed self-assessment.

F = ***Fail*** — The TC has not exhibited the professionalism, competence, and/or independence in teaching necessary to receive credit for EDUC 4398 (Year 1) or 4498 (Year 2), and will not be recommended to OCT for teacher certification. The TC will complete subsequent placements in proximity to the host campus for easy access to FA support.

TCs who withdraw from or who are terminated in two placements, or who fail two placements or fail EDUC 0498 will receive an F (fail) for EDUC 4398/4498, which constitutes program failure. Normally the student is not permitted to re-apply to the BEd Professional Program.

Note: TCs who have completed all Year 1 courses, and decide not to undertake placements, and/or are unsuccessful on placement(s), may be eligible to work towards the Certificate in Education Studies (will need to complete 3 semesters). Certificate graduates do not get invited to convocation and the certificate is 'mailed' to the TC. Interested TCs are asked to contact the Program Chair for further information.

DIFFICULTIES ENCOUNTERED DURING THE PLACEMENT

Opportunities for Intervention

Difficulties arising during the student teaching placement may be resolved at any of the following intervention points:

1. ***Associate Teacher/Teacher Candidate -*** The AT concerned about a TC's development provides the TC (and FA) with **regular written documentation** of the areas of concern, and sets reasonable goals and timelines for improvement. The AT has authority to terminate a placement where learner safety/integrity of the learning program is being compromised by the TC.

2. ***Faculty Advisor/Teacher Candidate -*** The FA, in the course of their regular visitation/lesson observations, and/or in discussion(s) with the AT, becomes concerned about a TC's development and provides the TC (copied to the AT and PEC/PSC) with **written documentation** of the areas of concern, and sets reasonable goals and timelines for improvement.

3. ***Associate Teacher/Teacher Candidate/Faculty Advisor* -** If the difficulty or area of concern remains unresolved, **the FA, in collaboration with the AT, shall provide a Letter of Concern, or formal email,** to the TC (cc'd to the PEC/PSC and AT). The FA will ensure that the TC clearly understands the following:
   a. the concern(s);
   b. the expectations for improvement;
   c. specific next steps to be taken to enact improvement; and,
   d. the timeline for monitoring improvement.

The FA and/or AT may make the principal aware of difficulties, which might impact upon the successful completion of the placement.

The FA, in consultation with the AT and PEC/PSC, and/or principal, has the authority to terminate the placement.

4. ***Associate Teacher / Teacher Candidate / Principal / Faculty Advisor / Professional Experiences Coordinator(s)* -** If difficulties persist, the PEC/PSC will become involved in the process. The FA is required to submit, to the PEC/PSC, the names of TCs who incur difficulties on placement.

5. ***Termination under the Education Act* -** At any time that the principal of the school feels that the safety of learners or the integrity of their learning program is being compromised by the TC, the principal may, without recourse to a Letter of Concern, terminate the placement. Such a termination is effective immediately following an AT informing the principal of such a compromising situation. The FA/PEC/PSC will document the reasons for the termination by the principal and place it in the TC's academic file.

6. ***Termination by Faculty* -** The FA/PEC/PSC may, in collaboration with the AT and/or principal, terminate a placement at any time they feel the safety/wellbeing of learners and/or the TC, or the integrity of the program is compromised. Such a termination is effective immediately as soon as the TC is notified (in person, or via email, or telephone). The FA/PEC will document the reasons for termination and arrange for a copy to be placed in the TC's academic file.

Interrupted Placements

All TCs are expected to teach in regular classrooms (placements 1-3), and in a regular classroom or alternative setting (placement 4) on continuous days of placement as scheduled by the Faculty of Education. It is imperative that continuity of the program be maintained in the best interests of the learners in the classroom, and in the ongoing development of the TC. Placements cannot be served in part-days. Personal commitments such as weddings, travel, and family events will not be considered as acceptable reasons for interrupting placement.

A. **Deferred Placements -** If a TC is unable to attempt or to complete the arranged placement for a documented reason(s), the TC will receive a grade of INC (incomplete) in EDUC 4398/4498 and may resume the deferred placement in the next scheduled placement session. In some cases, deferred placements may need to be resumed in the next academic year. TCs must apply for a deferred/additional placement using the Application for Additional/Deferred Placement Form. In the event that the TC wishes to defer, the TC is required to provide appropriate medical or professional documentation of the condition or situation. This documentation is to accompany a formal letter of application for deferral and to be forwarded to the PEC/PSC as soon as possible. When the reason for deferral is medical, the TC will not be permitted to proceed to the next placement without supporting medical documentation attesting to the fact that the TC is ready to undertake professional duties.

B. **Approved Withdrawal from Placement -** TCs may withdraw or be withdrawn from a placement **with the knowledge and support of the FA/PEC/Chair** as the result of unexpected personal circumstances such as unexpected personal health issues, a family tragedy, an emergency, or serious exceptional circumstances.

TCs with an **approved withdrawal** may resume at a date negotiated by the TC, the FA, and the PEC/PSC/Chair if the absence does not exceed 5 days. Where the absence exceeds 5 days, the placement will be deemed a deferred placement ($500 fee). The duration of the subsequent placement, to be determined by the Chair, in collaboration with the PEC/PSC/FA, will be 5 weeks (maximum) and cannot be less than 20 consecutive teaching days (minimum). TCs must complete 105 days of placement to meet program requirements.

C. **Withdrawal Without Approval -** Withdrawal from a placement **without the knowledge and support of the FA/PEC/PSC/Chair constitutes a failed placement**. The TC will be required to apply for an additional placement. Days completed prior to the withdrawal are not transferable to another placement. TCs must submit payment ($500) to the Lakehead Accounts Receivable Department at least two weeks prior to commencement of an additional placement.

***Note*:** TCs will be required to provide the **necessary documentation** to the PEC/PSC or Student Accessibility Services (for medical or disability-related situations) regarding circumstances surrounding withdrawal from placement.

D. **Terminated Placements -** A terminated placement constitutes a failed placement. The principal or the Faculty of Education will terminate any placements in which the TC is:

- reported for conduct that contravenes the Foundations of Professional Practice (OCT) or the Teaching Profession Act, the Ontario College of Teachers Act. Regulation 437/97, or The Professional Standards which defines acts of professional misconduct. The behaviour in question may occur while on placement, or outside of placement and the school day. TCs are responsible for being aware of possible infractions;
- reported to be guilty of not performing their duties and/or breach of professionalism. This may include but is not limited to absenteeism, lateness, lack of preparation and planning, lack of commitment to learners and their learning, failure to enact AT feedback, or professional misconduct;
- reported to not satisfy the Essential Skills and/or Teacher Candidate Agreement; includes inability to teach to required percentage (see implementation schedule) due to TC lack of competence;
- reported to have difficulty demonstrating independence in meeting the requirements of the placement as outlined in the EDUC 4398/4498 course outlines;
- reported to lack the knowledge, skills, attitudes, communication skills, or interpersonal skills (as outlined in the formative and summative assessments) to implement the program in a manner that does not compromise the education of the learners;
- reported for physical or sexual abuse, harassment, or other misconduct;
- reported to constitute a threat or compromise to the physical, educational, or emotional wellbeing of the learners, AT, and/or other colleagues;
- reported to demonstrate actions that bring either the host school or the Faculty of Education into disrepute; and/or
- reported to have demonstrated inappropriate communication with learners, parents/guardians, ATs, FA, peers, staff, the school community, etc. This includes but is not limited to all forms of electronic communication.

Note: In the event of a terminated placement, the TC must **refrain from any further contact with the AT**, instead working through the FA. Items borrowed by the TC, from the AT, must be returned to the principal.

E. **Additional Placements -** TCs are required to successfully demonstrate their professionalism, competence, and independence in teaching placements to receive a passing grade in EDUC 4398 (requires completion of Placements 1 and 2, Year 1) and EDUC 4498 (requires completion of Placements 3 and 4, Year 2). TCs who fail a placement are placed 'On Review.' TCs may be placed 'On Review' only once. **A TC who fails Placement 4 or incurs a terminated placement, at any time, must successfully complete an additional placement.** An additional placement is generally 5 weeks in length (no fewer than 20 consecutive days at minimum). TCs must submit payment ($500 fee) to the Lakehead Accounts Receivable Department at least two weeks prior to commencement of an additional placement.

To regain good standing in the Education program, a TC who is placed 'On Review' must pass EDUC 0498: Enhancing the Practicum, as well as the subsequent placement. Failure of EDUC 0498 constitutes program failure. Failure or termination of any subsequent placement (e.g., failure of two placements) also constitutes program failure. **Normally a TC is not allowed to re-apply to the Two-Year Professional Program.**

An additional placement will become necessary if:

- a TC withdraws from a placement without approval from the FA/PEC/PSC, or
- a placement is terminated, or
- a TC fails Placement 4 (and has not failed a previous placement).

When an additional placement is granted, a grade of INC (Incomplete) is entered for EDUC 4398/4498. A maximum of one additional placement may be granted.

Note: There will be only one opportunity for an additional placement. Failure to attend the additional placement, once it has been finalized with the TC, constitutes a failed placement, and program failure.

ADDITIONAL OR DEFERRED PLACEMENTS

All TCs must meet all program requirements to complete the BEd program. **Where a TC must complete an additional or deferred placement, and the *Practicum Guide* has been revised over the timeframe in which the additional/deferred placement is to take place, the TC will be held to the standards outlined in the revised *Practicum Guide.***

When a TC's placement is in any way deemed a failed placement, the TC is required to complete the subsequent placement(s) in proximity to the home campus, in a Thunder Bay board, or in a Simcoe County board or adjacent school board, where the FA can provide on-site supervision and support. When a placement in either area is not possible, as determined by the PEC/PSC, a plan will be determined in consultation with the TC.

Scheduling an Additional/Deferred Placement

As soon as a deferred or additional placement is required, the PEC/PSC will arrange a meeting with the TC and FA. This could be a telephone or Zoom conference, or an in-person meeting. Options for where the next placement(s) can take place will be determined. Additional placements normally take place at the next regularly scheduled block.

The BEd Professional Program is designed as a program of full-time study. A TC must complete all program requirements within 4 years of admission to the program. A TC who has exceeded the time limit must withdraw and is eligible to re-apply as a new student.

Additional or deferred placement sessions in Year 2 have implications for convocation and graduation. These will be discussed at the meeting between the TC, FA, and PEC/PSC.

In the unlikely event that an additional placement takes place in May/June, and the placement will not be completed until close to or after the official graduation ceremony at which degrees are conferred, the TC will not be permitted to walk across the stage to obtain their degree parchment. Instead, the parchment will be mailed to the TC once the change of mark form has been submitted and the degree has been officially conferred. **It may not be possible to confer a degree when the program requirements have not been met and/or the required documentation cannot be submitted by the mid-May deadline.**

In addition:

1. Prior to requesting an additional placement, the TC is required to prepare a PPLP to address areas for growth to support the completion of a successful placement. This PPLP must include stated goals, strategies for achieving goals, and the necessary support for achieving the recorded goals. The PPLP should be submitted to the TC's FA and discussed at a follow-up meeting with the FA and PEC/PSC. The FA will submit the PPLP Year One / PPLP Year Two to the Undergraduate Studies/Education office to be filed. If revisions are required, the PPLP is to be resubmitted to the FA before filing. Entrance into the next placement is contingent upon enacting the PPLP. The TC must share the PPLP with the AT during the subsequent placement.
2. The TC is required to make a formal request (using the Application for Additional/Deferred Placement Form), complete the necessary documentation, and pay the appropriate fee in full (i.e., additional placement: $500; deferred placement: $500) to the Lakehead Accounts Receivable Department at least two weeks prior to the start of the placement.
3. Proof of payment, along with the application form must be given to the PO (Thunder Bay: tbplacement.educ@lakeheadu.ca; Orillia: orplacement.educ@lakeheadu.ca), at least two weeks prior to the start of the placement.
4. All placement rules and regulations apply to additional placements. It is the TC's responsibility to obtain the necessary VSC and complete all required Health and Safety training at least one week prior to the start of placement.
5. A FA will supervise the placement and provide support over the course of the additional placement. The TC is required to stay in regular and close communication with the FA.
6. The placement will begin on the established date.
7. The TC will be notified by email once a placement has been finalized. The TC must contact the AT in order to determine the particulars relevant to the placement. The TC is required to meet/teleconference with the AT before or early in the placement to review placement expectations and goals, and to share their PPLP.

This *Practicum Guide,* and the Essential Skills are required reading for the Professional Program. See also the materials posted under About Teaching Practicums. Should a TC have questions regarding these documents, the TC is strongly advised to contact the FA and/or PEC/PSC immediately.

Involvement of Parent or Other Observer

As a general rule, TCs may not be accompanied by other individuals in meetings set up between TCs and the Faculty of Education concerning issues in practicum courses, and which are not part of the formal appeal processes governed by the Senate Policy regarding Reappraisal and Academic Appeals or the Student Code of Conduct.

A TC who wishes to be considered for an exception to the rule stated in the previous paragraph must, in advance of the meeting, submit to the Chair of Undergraduate Studies in Education (Thunder Bay) or the Orillia Chair of Education Programs, a written request including identification of the individual(s) for whom permission to attend is requested and reasons why permission should be granted. Considering the TC's request from the perspective of professional standards, the Chair shall determine whether or not to grant permission for accompaniment. The Chair's decision in the matter shall be final and binding on all parties. The Chair shall be under no obligation to give reasons for the decision.

If the Chair grants permission for a TC to be accompanied during a meeting, the Chair shall advise the accompanying individual(s) that they have no formal standing in the matter; that they are present purely at the discretion of the Faculty of Education, and that they are to remain silent witnesses/observers to the proceedings rather than attempt to serve as advocates or interveners. Abandonment of observer status, whether by the accompanying individuals commenting, interjecting, or otherwise attempting to influence the meeting will result in the immediate expulsion of that individual from the room. The individual may make notes, but may not pass notes to the candidate during the course of the meeting.

An Administrative Assistant, or other staff member, shall take notes of the meeting's transactions. After the meeting, these notes shall be placed in the TC's file in the Office of Undergraduate Studies (Thunder Bay) or the Orillia Education Office, together with any other pertinent documents, such as a Letter of Concern, etc.

At any time, the Chair of Undergraduate Studies (Thunder Bay) or Orillia Chair of Education Programs may deem it necessary to involve a note-taker in formal meetings with a TC, especially if the matter of termination is in dispute and/or a witness such as a LUSU representative or the ombudsperson will be present. These minutes will be held confidential, and retained in the TC's file for a period not to exceed two academic years.

Teacher Candidate Privacy

A TC is entitled to review their file in the Undergraduate Studies Office (Thunder Bay) or the Orillia Education office during regular office hours, provided the TC presents the respective Chair with satisfactory photo ID. A TC may also make a written application to the Chair to grant other individuals access to their file. Again, such access will be granted during regular office hours upon presentation of satisfactory photo ID. In either case, the file cannot be copied in whole or part, or leave the office. If these conditions are unacceptable to the TC, the TC may complete and submit, to the Director of Risk Management and Access to Information, an Access Request Form (see How to Request Access to Information), along with the Form fee of $5.00, requesting copies of pages in the file whose disclosure is permitted under the Freedom of Information and Protection of Privacy Act (FIPPA).

Privacy legislation (FIPPA) prohibits University staff and faculty from disclosing information about a TC's academic progress to anyone who does not need the information in the performance of their duties at Lakehead University or the school where the TC's teaching placement is held. The TC, however, is free to forward any such information to whomever the TC wishes.

PRACTICUM APPEALS PROCEDURE

Lakehead University is committed to treating all members of its community in a fair and equitable manner. The Senate Policy regarding Reappraisal and Academic Appeals is intended to ensure that TCs are treated fairly with regard to reappraisal and academic appeals. Specifically, the policy provides TCs with a means of addressing their concerns about final course marks and other academic decisions.

TCs are expected to make reasonable efforts to resolve issues beginning with the individuals making the decisions. Nothing in the policy shall relieve TCs of their obligation to review and understand any and all regulations, requirements, and standards that may apply to their course of study, or to all students at Lakehead University. Accordingly, the Senate Academic Appeals Committee may dismiss appeals filed under this policy without hearing, if the decision under appeal is consistent with the relevant published regulations, requirements, or standards.

Upon completion of the placement, TCs are required to follow the steps documented below to resolve practicum issues.

Following a failure to determine a solution with the Practicum Review Committee, an appeal may be filed under the Senate Policy Regarding Academic Appeals. Please note that many parts of the entire process have time-sensitive deadlines. Once a TC makes a decision to appeal, they must meet all timelines described for each part of the process.

Steps of the Practicum Appeals Procedure

No step will be considered unless the preceding step has been completed. The TC must clearly, and in writing, state the grounds for the Appeal at each step.

STEP 1	Work with the FA to resolve the issue before the end of the placement.
STEP 2	If the issue is not resolved, the PEC is brought into the discussion no later than 5 working days after the last day of the placement.
STEP 3	If the issue remains unresolved, the Thunder Bay Chair of Undergraduate Studies in Education or Orillia Chair of Education Programs meets with the TC no later than 10 working days after the Step 2 meeting. The Chair must render a decision within 5 working days of the Step 3 meeting.
STEP 4	If the issue remains unresolved, the TC may request a hearing with the Practicum Review Committee (composed of a Chair from the Faculty of Education or a faculty member designated by the Dean, a faculty member appointed by the Chair, and the PEC from the other campus). The Chair of the Department of Undergraduate Studies in Education for Thunder Bay TCs, and the Chair of Education Programs for Orillia TCs must receive the request in writing for the hearing within 10 working days of the release of the decision issued under Step 3. If necessary, a Chair of the meeting may be named in addition to the Chair of the committee, if the meeting is videoconferenced between two campuses. A detailed description of the Practicum Review Committee Procedures is provided below.
STEP 5	The TC may choose to appeal the decision of the Practicum Review Committee by filing a request for appeal of an academic decision other than a final course mark under the Senate Policy regarding Reappraisal and Academic Appeals. Completion of Step 5 of the Practicum Appeals Procedure is the equivalent of completion of Step 1 under the Senate Policy.
Form B	An application for an "Appeal of an Academic Decision other than a Final Course Mark" must be made by filling out Form B with the Dean of Education as per the Senate Policy Regarding Academic Appeals within 15 working days of the release of the decision issued under Step 4. An appeal to the Dean will not be processed unless a decision has been rendered at Step 4.

NB	***Please Note:*** **Contract faculty (PECs/FAs) are not full-time employees of the university and may be unavailable for significant time periods between May 1 and August 31. As such, Appeal timelines cannot be guaranteed between these dates and will require flexibility. To prevent delays in the Appeal process, TCs are encouraged to resolve issues before the end of placement, and/or to formally launch an Appeal no later than 5 working days after the end of placement.**

Practicum Review Committee Meeting Procedures

Initiating a Practicum Review

- The request for a hearing must be formally submitted by the TC, in writing (email or letter), to the Chair of the Department of Undergraduate Studies in Education for Thunder Bay TCs, or the Chair of Education Programs for Orillia TCs, within 10 working days of the Step 2 meeting, or within 10 working days of the decision rendered in Step 3 of the Practicum Appeals Procedure. The TC is required to clearly identify the grounds for the Appeal in their email/letter.
- An Administrative Assistant, designated by the Faculty, will be present at the meeting, in person, to take notes of the hearing. Any audio or video recording of the meeting is not permitted.
- The TC is permitted to bring an observer(s) to the meeting with prior notification to the Chair of the committee at least 24 hours in advance of the scheduled meeting. An observer must not participate other than witnessing for the TC what takes place. Observers may include a parent/guardian/ally, LUSU representative, ombudsperson, and /or Director, Human Rights & Equity.
- The TC is to prepare a written statement for the committee's review in advance of the meeting. The Chair of the committee must receive this statement at least two working days in advance of the review meeting.
- The FA or PEC is also to prepare a written statement for the committee's review, to be submitted to the committee at least two working days in advance of the review.

Note: Where documentation is submitted late, the Practicum Review meeting may be postponed.

Guideline Procedures for the Practicum Review Meeting

- Introduction of participants by the Chair of the meeting.
- The Ombudsperson or Director of Human Rights & Equity is invited to describe their role, if in attendance.
- The Chair of the meeting explains the procedures outlined below:
    - Recital of the redress being sought and the decision being appealed;
    - Summary review of the documentation provided by the TC, FA or PEC, and the Department;
    - Reminders: the observer is not permitted to participate in the discussion. Recording of the meeting is not permitted, and the discussion is to focus on the decision being appealed – i.e., the failed placement.
- Opening statements by the TC – maximum 20 minutes.
- Opening statements by the FA or PEC – maximum 20 minutes.
- Examination of the TC by the Review Committee to clarify any points raised by their statement.
- Examination of the FA or PEC by the Review Committee to clarify any points raised by their statement.

- Reply evidence, if any, on behalf of the TC to clarify any point raised in their evidence. Such evidence in reply shall only be for the purpose of contradicting or qualifying new facts of issues raised in the FA/PEC's evidence.
- Summary remarks, if any, on behalf of the TC.
- Summary remarks, if any, on behalf of the FA/PEC.
- The TC, FA/PEC and all observers are asked to leave the meeting.
- The Chair of the Practicum Review Committee notifies the TC of the decision in writing, by sending the report to the TC, and a copy to the Chair of the Department, members of the Review Committee, and participants, by email within 10 working days of the appeals meeting.
- The TC may choose to appeal the decision of the Practicum Review Committee (Step 4) by filing a request for appeal of an academic decision other than a final course mark under the Senate Policy Regarding Academic Appeals. Completion of Step 5 (above) of the Practicum Appeals Procedure is the equivalent of completion of Step 1 under the Senate Policy. See Step 5 above for information regarding procedures for Senate Appeals.

Critical Behavioural Incident Reporting Form

Please report any behaviour of concern within the Faculty of Education to a faculty member, the Department of Undergraduate Studies, Orillia Education Programs Office, or Security, and complete this form and submit it in confidence to the Chair.

Available at: Critical Behavioural Incident Reporting Form

APPENDICES

Appendix A: Professional Program Placement Schedules for Year 1 and 2

Also available online: Orillia calendars Thunder Bay calendars

Year 1 - Orillia Primary/Junior - Summer Start

2-Year Bachelor of Education Professional Program
Faculty of Education (Orillia Campus)
Summer Start - Year 2 in 2026-2027 Academic Year

July						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	PD Event	19	20	21	22
23	24	25	26	27	28	29
30	31					

September						
S	M	T	W	T	F	S
		1	2	3	4	5
6	Labour day	8	9	10	11	12
13	PD Event	15	16	PD Event	18	19
20	21	22	23	24	25	26
27	28	29	30			

October						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

6 weeks of Academic Classes complete before Labour Day, Practicum P3 will run Sept/Oct (25 days) when Fall start YR2 students are in class

November						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	PD Event	Fed Day	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December						
S	M	T	W	T	F	S
		1	2	1	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

6 weeks of Academic Classes complete before Christmas, Practicum P4 will run Jan/Feb (25 days) when Fall start YR2 students are in class

SUMMER 2026	
Fall Classes [6 weeks)	July 6 to Aug 17, 2026
Fall Placement (BLOCK)	Sept 21 to Oct 26, 2026 (25 days)
Statutory Holidays	Aug 3, 2026 (Civic Holiday) Oct 12, 2026 (Thanksgiving)
On-Campus PD Event (mandatory)	Tuesday Aug 18, 2026
Virtual PD Event (mandatory)	Monday Sept 14, 2026 and Thursday Sept 17, 2026

FALL 2026 and Winter 2027	
Winter Classes [6 weeks]	Nov 16 to Dec 24, 2026
Winter Placement (BLOCK)	Jan 4 to Feb 10, 2027 (28 days)
Statutory Holidays	Dec 25, 2026 to Jan 1, 2027 (University Closure) Feb 15, 2027 (Family Day)
Cumulative Task Day	None
Virtual PD Event (mandatory)	Wednesday Nov 11, 2026
Federation Day (mandatory) & Education Career Fair (mandatory)	Full Day on campus Thursday Nov 12, 2026

****Teacher candidates are responsible for all transportation and accommodation costs related to their teaching placement ****

Year 1 - Orillia Primary/Junior

2-Year Bachelor of Education Professional Program

Faculty of Education (Orillia Campus)

Year 1 in 2026-2027 Academic Year

September

S	M	T	W	T	F	S
		1	2	3	4	5
6	Labour day	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	Fed Day	PD Zoom	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	T	F	S
		1	2	1	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Week 9 for MON classes will be held on Tues Nov 10, 2026 and Week 9 for WED classes will be held on WED Nov 11, 2026

January

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	READING WEEK					20
21	22	23	24	25	26	27
28						

March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	PD Zoom	PD Zoom	CTASK	CTASK	20
21	22	23	24	25	26	27
28	29	30	31			

April

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

FALL 2026

Fall Classes [9 weeks]	Tues Sept 8- Tues Nov 11, 2026
1st Math Competency Assessment (P/J students ONLY)	Saturday Sept 12, 2026
Fall Placement (MAP days)	Nov16-20, 2025 (5 days)
Fall Placement (BLOCK)	Nov 23- Dec 18, 2026 (20 days)
Statutory Holidays	Mon Sept 7 2026 (Labour Day) Wed Sept 30, 2026 (Truth & Reconciliation) Mon Oct 12, 2026 (Thanksgiving)
Prof. Development (mandatory)	On November 13 via Zoom
Federation Day (mandatory)	EVENT: Mon Nov 12, 2026- all Year 1 students must attend (on campus) 9am - 12 noon
Education Career Fair (mandatory)	EVENT: Mon Nov 12, 2026- all Year 1 students must attend (on campus) 1-4pm
Cumulative Task Day	Nov 12 and 13, 2026

WINTER 2027

Winter Classes [9 weeks]	Mon Jan 4, 2027 - Fri Mar 12, 2027
2nd Math Competency Assessment (P/J students ONLY)	Sun March 14, 2027, Contingency date: Monday March 15, 2027
Winter Placement (MAP days)	Mar 22- 25, 2027 (4 days)
Winter Placement (BLOCK)	Mar 22-Apr 30, 2027 (24 days)
Reading Week	Mon-Fri, Feb 15-19 2027
Statutory Holidays	March 26 and 29th, 2027 (Good Friday and Easter Monday)
Prof. Development (mandatory)	On March 16 and 17 via Zoom
Cumulative Task Day	March 18, 19, 2027

****Teacher candidates are responsible for all transportation and accommodation costs related to their teaching placement ****

Year 2 - Orillia Primary/Junior

2-Year Bachelor of Education Professional Program

Faculty of Education (Orillia Campus)

Year 2 in 2026-2027 Academic Year

September

S	M	T	W	T	F	S
		1	2	3	4	5
6	Labour day	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	Fed Day	CTASK	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	T	F	S
		1	2	1	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Week 9 for MON classes will be held on Tues Nov 10, 2026 and Week 9 for WED classes will be held on WED Nov 11, 2026

January

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	READING WEEK					20
21	22	23	24	25	26	27
28						

March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	CTASK	CTASK	CTASK	CTASK	20
21	22	23	24	25	26	27
28	29	30	31			

April

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

FALL 2026

Fall Classes [9 weeks]	Tues Sept 8- Tues Nov 11, 2026
1st Math Competency Assessment (P/J students ONLY)	Saturday Sept 12, 2026
Fall Placement (BLOCK)	Nov 16- Dec 18, 2026 (25 days)
Statutory Holidays	Mon Sept 7 2026 (Labour Day) Wed Sept 30, 2026 (Truth & Reconciliation) Mon Oct 12, 2026 (Thanksgiving)
Prof. Development (mandatory)	Every Monday 10-12 via Zoom
Federation Day (mandatory)	EVENT: Mon Nov 12, 2026- all Year 1 students must attend (on campus) 9am - 12 noon
Education Career Fair (mandatory)	EVENT: Mon Nov 12, 2026- all Year 1 students must attend (on campus) 1-4pm
Cumulative Task Day	Nov 12 and 13, 2026

WINTER 2027

Winter Classes [9 weeks]	Mon Jan 4, 2027 - Fri Mar 12, 2027
2nd Math Competency Assessment (P/J students ONLY)	Sun March 14, 2027, Contingency date: Monday March 15, 2027
Winter Placement (BLOCK)	Mar 22-Apr 30, 2027 (28 days)
Reading Week	Mon-Fri, Feb 15-19 2027
Statutory Holidays	March 26 and 29th, 2027 (Good Friday and Easter Monday)
Prof. Development (mandatory)	Every Monday 10-12 via Zoom
Cumulative Task Day	March 16, 17, 18, 19, 2027

****Teacher candidates are responsible for all transportation and accommodation costs related to their teaching placement ****

Year 1 and Year 2 - Thunder Bay Primary/Junior

2-Year Bachelor of Education Professional Program

Faculty of Education (Thunder Bay Campus)

2026-2027 Academic Year (Year 1 & Year 2)

September

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9 *	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

S	M	T	W	TH	F	S
	1	2	3	4	5 *	6
7	8	9	10	11	12	13
14	READING WEEK					20
21	22	23	24	25	26	27
28						

March

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

FALL 2026	
Fall Term Classes (9 weeks)	Tuesday, September 8 - Wednesday, November 11
1st Math Competency Assessment (P/J students ONLY)	Saturday, September 12
Fall Placement Block (25 days)	Monday, November 16 - Friday, December 18
Make Up Day	Week 9 for MONDAY classes held on Tuesday, Nov. 10
Cumulative Task Day	Thursday, November 12 - Friday, November 13
Statutory Holidays (No Classes)	Monday, September 7 (Labour Day) Wednesday, September 30 (Truth & Reconciliation) Monday, October 12 (Thanksgiving) Friday, December 25 - Friday, January 1 (Holiday Break)
* Final Drop Date (Fall Classes)	Friday, October 9

WINTER 2027	
Winter Term Classes (9 Weeks)	Monday, January 4 - Friday, March 12
2nd Math Competency Assessment (P/J students ONLY)	Sunday, March 14 Contingency date: Monday, March 15
Winter Placement Block (28 days)	Monday, March 22 - Friday, April 30
Winter Reading Week (No classes)	Monday, February 15 - Friday, February 19
Cumulative Task Day	Tuesday, March 16 - Friday, March 19
Statutory Holidays (No Classes)	Friday, January 1 (New Years Day) Monday, February 15 (Family Day) Friday, March 26 (Good Friday) Monday, March 29 (Easter Monday)
* Final Drop Date (Yearlong & Winter Classes)	Friday, February 5

*** Teacher candidates are responsible for all transportation and accommodation costs related to their teaching placement ***

Year 1 - Orillia and Thunder Bay Intermediate/Senior

2-Year Bachelor of Education Professional Program

Faculty of Education (Orillia and Thunder Bay Campus)

Year 1 in 2026-2027 Academic Year

September

S	M	T	W	T	F	S
		1	2	3	4	5
6	Labour day	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	Fed Day	PD Zoom	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	T	F	S
		1	2	1	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Week 9 for MON classes will be held on Tues Nov 10, 2026 and Week 9 for WED classes will be held on WED Nov 11, 2026

January

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	READING WEEK					20
21	22	23	24	25	26	27
28						

March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	PD Zoom	PD Zoom	CTASK	CTASK	20
21	22	23	24	25	26	27
28	29	30	31			

April

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

FALL 2026

Fall Classes [9 weeks]	Tues Sept 8- Tues Nov 11, 2026
1st Math Competency Assessment (P/J students ONLY)	Saturday Sept 12, 2026
Fall Placement (MAP days)	Nov16-20, 2025 (5 days)
Fall Placement (BLOCK)	Nov 23- Dec 18, 2026 (20 days)
Statutory Holidays	Mon Sept 7 2026 (Labour Day) Wed Sept 30, 2026 (Truth & Reconciliation) Mon Oct 12, 2026 (Thanksgiving)
Prof. Development (mandatory)	On November 13 via Zoom
Federation Day (mandatory)	EVENT: Mon Nov 12, 2026- all Year 1 students must attend (on campus) 9am - 12 noon
Education Career Fair (mandatory)	EVENT: Mon Nov 12, 2026- all Year 1 students must attend (on campus) 1-4pm
Cumulative Task Day	Nov 12 and 13, 2026

WINTER 2027

Winter Classes [9 weeks]	Mon Jan 4, 2027 - Fri Mar 12, 2027
2nd Math Competency Assessment (P/J students ONLY)	Sun March 14, 2027, Contingency date: Monday March 15, 2027
Winter Placement (MAP days)	Mar 22- 25, 2027 (4 days)
Winter Placement (BLOCK)	Mar 22-Apr 30, 2027 (24 days)
Reading Week	Mon-Fri, Feb 15-19 2027
Statutory Holidays	March 26 and 29th, 2027 (Good Friday and Easter Monday)
Prof. Development (mandatory)	On March 16 and 17 via Zoom
Cumulative Task Day	March 18, 19, 2027

****Teacher candidates are responsible for all transportation and accommodation costs related to their teaching placement ****

Year 2 - Orillia and Thunder Bay Intermediate/Senior

2-Year Bachelor of Education Professional Program

Faculty of Education (Orillia and Thunder Bay Campus)

Year 2 in 2026-2027 Academic Year

September

S	M	T	W	T	F	S
		1	2	3	4	5
6	Labour day	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	Fed Day	CTA BK	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	T	F	S
		1	2	1	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Week 9 for MON classes will be held on Tues Nov 10, 2026 and Week 9 for WED classes will be held on WED Nov 11, 2026

January

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	READING WEEK					20
21	22	23	24	25	26	27
28						

March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	CTA BK	CTA BK	CTA BK	CTA BK	20
21	22	23	24	25	26	27
28	29	30	31			

April

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

FALL 2026

Fall Classes [9 weeks]	Tues Sept 8- Tues Nov 11, 2026
1st Math Competency Assessment (P/J students ONLY)	Saturday Sept 12, 2026
Fall Placement (BLOCK)	Nov 16- Dec 18, 2026 (25 days)
Statutory Holidays	Mon Sept 7 2026 (Labour Day) Wed Sept 30, 2026 (Truth & Reconciliation) Mon Oct 12, 2026 (Thanksgiving)
Prof. Development (mandatory)	Every Monday 10-12 via Zoom
Federation Day (mandatory)	EVENT: Mon Nov 12, 2026- all Year 1 students must attend (on campus) 9am - 12 noon
Education Career Fair (mandatory)	EVENT: Mon Nov 12, 2026- all Year 1 students must attend (on campus) 1-4pm
Cumulative Task Day	Nov 12 and 13, 2026

WINTER 2027

Winter Classes [9 weeks]	Mon Jan 4, 2027 - Fri Mar 12, 2027
2nd Math Competency Assessment (P/J students ONLY)	Sun March 14, 2027, Contingency date: Monday March 15, 2027
Winter Placement (BLOCK)	Mar 22-Apr 30, 2027 (28 days)
Reading Week	Mon-Fri, Feb 15-19 2027
Statutory Holidays	March 26 and 29th, 2027 (Good Friday and Easter Monday)
Prof. Development (mandatory)	Every Monday 10-12 via Zoom
Cumulative Task Day	March 16, 17, 18, 19, 2027

****Teacher candidates are responsible for all transportation and accommodation costs related to their teaching placement ****

Appendix B: Health and Wellness Contacts

If You or Someone You Know is in Crisis

If you or someone you know is in immediate danger, call 9-1-1.

- For Thunder Bay Campus security, call 807-343-8911.
- For Orillia Campus Security, call 705-330-4008 ext. 3912

If You or Someone You Know is Dealing with Emotional Distress

- Canada's Suicide Crisis Helpline: Call or text 9-8-8 toll-free, 24/7
- Crisis Response Services is a 24/7 crisis line staffed by Canadian Mental Health Association
    - Thunder Bay- 807-346-8282
    - Orillia- 705-728-5044
- Suicide Hotlines Across the World
- GOOD2TALK post-secondary crisis line- 1-866-925-5454
    - Crisis Text Line powered by Kids Help Phone: a free, confidential texting service, available 24/7/365. By texting GOOD2TALKON to 686868, post-secondary students in Ontario can be connected to a trained volunteer Crisis Responder who is there to listen and support students with any issue they're facing.
- Crisis Services Canada
- First Nations and Inuit Hope for Wellness Help Line: 1-855-242-3310
  Service is available in Cree, Ojibway, Inuktitut, English and French.
- Trans Lifeline: 1-(877) 330-6366
- Kids Help Phone: 1-800-668-6868
- National Suicide Prevention Lifeline: 1-800-273-8255
- Naseeha: 1-866-627-3342
  Youth peer-to-peer support helpline and text line for Muslim and non-Muslim youth in Canada and the USA. Lines are open from 9AM to 6PM PST.

Lakehead Student Health and Wellness

Student Health and Wellness is dedicated to supporting the health and wellness of those who study and work at Lakehead University. For a complete listing of resources, visit Student Health and Wellness: https://www.lakeheadu.ca/students/wellness-recreation/student-health-and-wellness

Counselling Services at Lakehead

Counselling at Student Health and Wellness is a free, short-term, client-centred, non-judgmental service. Licensed/registered, professionally trained counsellors provide one-to-one counselling to students. Visit: https://www.lakeheadu.ca/students/wellness-recreation/student-health-and-wellness/mental-health-supports/counselling-services

Medical/Health Services at Lakehead

We have many resources available to help students make educated decisions when it comes to their own health. Visit: https://www.lakeheadu.ca/students/wellness-recreation/student-health-and-wellness/health-services

Appendix C: Recommended Placement Implementation Schedules

Two-Year Program – PLACEMENT 1

Placement 1 is intended to support the Teacher Candidate's professional growth over 5 weeks of classroom experience. The TC's first full week in the classroom should involve practical assistance to the AT, active, focused observations, and written reflections. As TCs progress, they assume more responsibility, and begin to assume increasing amounts of planning and teaching.

Placement 1

Reporting Periods	Schedule	Progressive Developmental Foci	Notes for the Associate Teacher
Formative Assessment	**Week 1** 5 MAP Days **Week 2** **10-15% daily teaching** **Week 3** **15 – 33% daily teaching**	• focused observation (TCs to record in Mentorship & Active Participation Journal) • reflection (MAP Journal) • introductory activities • lessons ***co-planned with guidance***	• deconstruct, explain, and model as you go • use topics in MAP Journal for focused observation, discussion, and goal setting • formative assessment completed end of week 3 by AT, independent of TC self-assessment • meet end of week 3 to compare AT formative and TC self-assessment; set learning/growth plan based on discussion points
Summative Assessment	**Week 4** **25 – 50% daily teaching** **Week 5** **50 – 66% daily teaching** **dependent upon TC readiness*	• in the beginning, TCs are encouraged to co-plan and co-deliver lessons with AT • single lessons co-planned and delivered with guidance • exploration of varied delivery and assessment strategies ***with assistance***	• TC to place copy of Plan in daybook • ATs are encouraged to please submit assessments promptly • summative report to be shared with TC before the end of placement

Focused observation may include any or all of the following:

- Observe and complete learner learning profiles.
- Observe, and when the AT feels that the TC is ready, teach routines (e.g., morning messages, bell work, etc.).
- Plan for a small group learning activity (e.g., guided reading group of approximately 10-15 minutes, if AT feels that TC is ready).

Two-Year Program – PLACEMENT 2

***Note*:** **Shared Placement.** When TCs are sharing a placement, 70% - 80% of a teaching day may be achieved by assigning that percentage to alternating TCs on alternating days.

Placement 2

Reporting Periods	Schedule	Progressive Developmental Foci	Notes for the Associate Teacher
Formative Assessment	**Week 1** **3-5 Observation/MAP Days** **Week 2** **20-25% daily teaching** **Week 3** **25-50% – daily teaching** **Week 4** **50-75% /** **75 – 100% daily teaching**	• focused observation • reflection • introductory activities • lessons ***co-planned/with guidance*** • in the beginning, TCs are encouraged to co-deliver lessons with AT	• deconstruct, explain, and model as you go • formative assessment completed end of week 4 by AT, independent of TC self-assessment • meet end of week 4 to compare AT formative and TC self-assessment; set learning/growth plan based on discussion points
Summative Assessment	**Week 5** **80 – 100% daily teaching** **dependent upon TC readiness* **Week 6** **80-100% daily teaching** **dependent upon TC readiness*	• single lessons planned and delivered independently • exploration of varied delivery and assessment strategies ***with assistance*** • any unit plans should be co-developed	• TC to place copy of Plan in daybook • ATs are encouraged to please submit assessments promptly • summative report to be shared with TC before the end of placement

Focused observation may include any or all of the following:

- Observe and complete learner learning profiles.
- Observe, and when the AT feels that the TC is ready, teach routines (e.g., morning messages, bell work, etc.).
- Plan for a small group learning activity (e.g., guided reading group of approximately 10-15 minutes if AT feels that TC is ready).

Two-Year Program – PLACEMENT 3

Placement 3 is intended to support the Teacher Candidate's professional growth over 5 weeks of classroom experience. The TC's first week in the classroom should involve practical assistance to the AT, active, focused observations, 10-25% teaching (1/2 prep for Secondary), and written reflections. As TCs progress, they assume more responsibility, and begin to assume increasing amounts of planning and teaching.

Note: **Shared Placement.** When TCs are sharing a placement, 75% - 100% of a teaching day may be achieved by assigning that percentage to alternating TCs on alternating days.

Placement 3

Reporting Periods	Schedule	Progressive Developmental Foci	Notes for the Associate
Formative Assessment	**Week 1** 2-3 days active observation, **approximately 25% daily teaching** **Week 2** **Approximately 50% daily teaching** **Week 3** **Approximately 75% daily teaching**	• focused observation • reflection • introductory activities • single lessons planned and delivered independently	• deconstruct, explain, and model as you go • suggest topics for focused observation and discussion • formative assessment completed end of week 3 by AT; independent of TC self-assessment • meet at the end of week 3 to compare AT formative and TC self-assessment; set learning/growth plan based on discussion points
Summative Assessment	**Week 4** **Approximately 100% daily teaching*** **dependent upon TC readiness* **Week 5** **Approximately 100% daily teaching*** **dependent upon TC readiness*	• unit planning developed independently • application of varied delivery and assessment strategies independently	• TC to place copy of Plan in daybook • summative report to be shared with TC before the end of placement • ATs are encouraged to please submit assessments promptly

Focused observation may include any or all of the following:

- Observe and complete learner learning profiles.
- Observe, and when the AT feels that the TC is ready, teach routines (e.g., morning messages, bell work, etc.).
- Plan for a small group learning activity (e.g., guided reading group of approximately 10-15 minutes if AT feels that TC is ready).

Two-Year Program – PLACEMENT 4

Placement 4 is intended to support the Teacher Candidate's professional growth over 5 weeks of classroom experience. The TC's first week in the classroom should involve practical assistance to the AT, active, focused observations, approximately 25% teaching (1/2 a prep for Secondary), and written reflections. As TCs progress, they assume more responsibility, and begin to assume increasing amounts of planning and teaching.

Note: **Shared Placement.** When TCs are sharing a placement, 75% - 100% of a teaching day may be achieved by assigning that percentage to alternating TCs on alternating days.

Placement 4

Reporting Periods	Schedule	Progressive Developmental Foci	Notes for the Associate
Formative Assessment	**Week 1** 2-3 days Active Observation, **approximately 25% daily teaching** **Week 2** **Approximately 50% daily teaching** **Week 3** **Approximately 75% daily teaching**	• focused observation • reflection • introductory activities • lesson planning/unit planning ***independently*** • application of varied delivery and assessment strategies independently	• deconstruct, explain, and model as you go • suggest topics for focused observation and discussion • formative assessment completed end of week 3 by AT; independent of TC self-assessment • meet at the end of week 3 to compare AT formative and TC self-assessment; set learning/growth plan based on discussion points
Summative Assessment	**Week 4** **Approximately 100% daily teaching** **Week 5** **Approximately 100% daily teaching**		• TC to place copy of Plan in daybook • summative assessment to be shared with TC before the end of placement ***Note***: *ATs should submit assessments promptly as final marks for graduation must be submitted at the end of the first week of May.*

Focused observation may include any or all of the following:

- Observe and complete learner learning profiles.
- Observe, and when the AT feels that the TC is ready, teach routines (e.g., morning messages, bell work, etc.).
- Plan for a small group learning activity (e.g. guided reading group of approximately 10-15 minutes if AT feels that TC is ready).

Appendix D: Scope and Sequence Chart for All Placements

The scope and Sequence Chart visually depicts skill development across Year 1 (Placements 1 and 2) and Year 2 (Placements 3 and 4).

TCs are expected to demonstrate certain skills (i.e., dependability, flexibility, language proficiency), without AT guidance, in all four placements. Failure to do so should result in immediate AT contact with the FA to provide additional support.

Some skills (e.g., lesson planning) are instructed prior to Placement 1 and may require AT modelling/guidance. Unit Planning is formally instructed prior to Placement 2, so will require AT modelling and guidance in Placement 1, with some guidance in Placement 2.

Other skills (e.g., assessment and differentiated instruction) are introduced in Year 1, but not formally instructed until early in Year 2. These will require AT guidance in Placements 1, 2 and 3. All skills should be demonstrated with professionalism, competence, and independence in Placement 4.

Skill Development	Year 1		Year 2	
	Placement 1	Placement 2	Placement 3	Placement 4
• Dependability, flexibility, initiative, judgment • Proficiency in the language of instruction (reading, writing, listening, speaking) • Ability to maintain positive, safe learning environment • Availability to debrief with AT • Acceptance of constructive feedback	EXPECTED			
• Enactment of constructive feedback • Self-identification of strengths/ areas for growth • Ability to build rapport with learners • Ability to develop learning goals, success criteria; use questioning effectively; scaffold learning • Lesson Plan development and implementation	WITH MODELING AND GUIDANCE	WITH MINIMAL GUIDANCE	INDEPENDENT	INDEPENDENT
• Assessment (as/for/of) • Unit Plan development and delivery • Differentiated instruction	WITH MODELING AND GUIDANCE	WITH SOME GUIDANCE	WITH MINIMAL GUIDANCE TO INDEPENDENT	INDEPENDENT

Appendix E: Rating Overview Chart for All Placements (Pass/Fail Criteria)

The Rating Overview Chart provides visual representation of the pass/fail criteria for each of Placements 1 through 4.

Placement 1: less than 10 Needs Further Development = PASS
10 or more Needs Further Development OR 3 At Risk (or any combination) = FAIL

Placement 2: less than 8 Needs Further Development = PASS
8 or more Needs Further Development OR 3 At Risk (or any combination) = FAIL

Placement 3: less than 5 Needs Further Development = PASS
5 or more Needs Further Development OR 2 At Risk (or any combination) = FAIL

Placement 4: less than 5 Needs Further Development = PASS
5 or more Needs Further Development OR 1 At Risk (or any combination) = FAIL

Alternative Placement less than 5 Does Not Meet Expectations = PASS
5 or more Does Not Meet Expectations = FAIL

DAE = Developing as Expected **NFD** = Needs Further Development

YEAR ONE		YEAR TWO	
Placement 1	**Placement 2**	**Placement 3**	**Placement 4**
< 10 NFD = pass **≥ 10 NFD = fail** **3 At Risk = fail** **(or any combination)**	**< 8 NFD = pass** **≥ 8 NFD = fail** **3 At Risk = fail;** **(or any combination)**	**Up to 4 NFD = pass** **≥5 NFD = fail** **2 At Risk = fail** **(or any combination)**	**Up to 4 NFD = pass** **≥5 NFD = fail** **1 At Risk = fail** **(or any combination)**
DAE = consistently demonstrating skills expected of a first year TC **NFD = growth is evident but not consistently demonstrated** **AT RISK = not at the level of achievement expected of a TC at this point; progress is notably slow and/or fairly limited and/or not evident**		**DAE = developing as expected of a second year TC**	**DAE = developing as expected of a beginning teacher**

Appendix F: Year One Assessment Information and Guidelines for ATs

In Year 1 of the Two-Year BEd Professional Program, the first placement is a five-week block. The second placement is a six-week block. Five active and focused observation days are incorporated into the beginning of each placement. The formative assessment is due midway through the placement. The summative assessment is due at the end of the placement.

Key Information:

- TCs complete the following in Year 1:
  - Placement 1: four weeks (plus five active, focused observation days)
  - Placement 2: five weeks (plus five active, focused observation days)
- Elementary TCs complete one Primary and one Junior placement.
- Secondary TCs complete one placement in one of their discipline areas and one Grade 7/8 placement.
- AT formative assessment / TC self-assessment is due at the end of week two (Placement 1)/week three (Placement 2).
- AT summative assessment is due at the end of week four (Placement 1)/week five (Placement 2).

Please be reminded:

- Placement 1: TCs commence the first observation day having attended 9 weeks of coursework; everything is new!
- All TCs will be entering a new grade division and/or subject area for Placements 1 and 2.
- Unit planning is a program focus in second term (touched upon in first term).
- Differentiated instruction (DI) is informally introduced in Year 1 of the program and covered in detail in Year 2. TCs will require AT modelling and guidance to experiment with DI in Year 1.

What should TCs know/be able to do at this point?

- Develop and deliver engaging lesson plans with AT guidance.
- Foster a positive, safe learning environment as established by the AT.
- Develop learning goals, success criteria, and three-part lesson (P/J) structure with AT guidance.
- Use assessment (for, as, of learning) with AT modelling/guidance (Placement 1)/some guidance (Placement 2).
- Co-develop and deliver engaging unit plans with AT modelling/guidance (Placement 1).
- Develop and deliver engaging unit plans with some AT guidance (Placement 2).
- Employ strategies for building rapport with AT, colleagues, and learners.
- Demonstrate initiative.
- Show commitment to enacting AT suggestions/feedback.

Points to consider when assessing TC progress:

- **In YEAR ONE, selection of *Developing as Expected* (DAE) and/or up to 9 (Placement 1) or 7 (Placement 2) *Needs Further Development* (NFD) indicates to the FA that the TC is successful in skill competency, and is at the level expected of a first-year TC.**
- Selection of ***At Risk*** indicates to the FA that the level of skill demonstrated by the TC leads you to question TC competence in that area. The level of skill is far below expectations for a first-year TC.
- **In YEAR ONE, Placements 1 and 2, selection of *At Risk,* in three or more areas, and/or selection of 10 (Placement 1) or 8 (Placement 2) or more *Needs Further Development* (or a similar combination) indicates to the FA that the TC is not successful in skill competency, and is not at the level expected of a first-year TC.**

ATs are reminded to contact the FA as early as possible when a TC shows signs of being *At Risk.* FAs are pleased to support TC skill development.

Please expect visits from the FA to ensure your TC is settling in/making progress. The FA works closely with the AT and TC throughout the duration of the Year 1 placements.

Please contact the FA should you have any questions about ratings and/or what constitutes a pass/fail on placement.

Please also feel free to contact the Professional Experiences Coordinator (PEC) with questions or concerns:

- Thunder Bay Campus: Mike Filipetti, tbpec.educ@lakeheadu.ca (807-343-8010 ext. 8712)
  Glenn Cunningham, pjpec.educ@lakeheadu.ca (807-343-8010 ext. 8199)

- Orillia Campus: Dr. Caroline Narine, orilliapec.educ@lakeheadu.ca (705-330-4010 ext. 2624)
  Denise Calvert, orpsc.educ@lakeheadu.ca (705-330-4010 ext. 2026)

The demands of supporting a weak/struggling TC are more easily managed when the AT, FA and PEC work closely together.

The formative assessment serves as an early indicator that the TC is progressing well or is in need of additional support to acquire the skills required to become a competent educator**. Should the formative assessment indicate areas of potential difficulty, please expect to hear from the FA promptly and/or reach out to the FA to enlist support.**

Please be as detailed as possible for the teacher candidate's Growth Plan/Learning Plan. E.g.:

Continue developing your assessment skills:
-think about what you want your criteria to be for your Assessment for Learning
-record your student observations/anecdotals on a tracking sheet
-use that data to drive your future lessons
-write success criteria as "I Can" statements on an anchor chart for students to refer to (e.g., I can create equal groups, I can skip count, I can name some physical characteristics of mammals)

Continue scaffolding student learning:
-look back at previous year's learning to understand where students are starting
-build upon their prior knowledge starting with a basic lesson and then scaffold their learning (e.g., Multiplication: start with "groups of," build equal groups, apply skip counting, relate these to repeated addition)
-young learners can be visual learners. Model what you want the outcome of an activity or product to be
-be prepared to repeat a lesson if students are not grasping a concept

Continue developing your classroom management skills by building your repertoire of strategies for managing classroom transitions (e.g., "Call and Response" or "If you are wearing blue put your supply box on the front shelf.")

Appendix G: Year Two Assessment Information and Guidelines for ATs

In Year 2 of the Two-Year BEd Professional Program, the placement is comprised of two five-week blocks. The formative assessment is due at the end of week three. The summative assessment is due at the end of the placement.

Key Information:

- TCs complete two five-week placements in Year 2.
- AT formative assessment / TC self-assessment due at the end of week three.
- AT summative assessment due at the end of week five.
- TCs complete the following in Year 2:
    - Placement 3: five weeks (including 2-3 focused observation days in Week 1)
    - Placement 4: five weeks (including 2-3 focused observation days in Week 1)
- Elementary TCs completed one primary and one junior placement.
- Secondary TCs completed one placement in one of their discipline areas and one Grade 7/8 placement.
- Some TCs will be entering a new grade division and/or subject area for this placement.

What should TCs know/be able to do at this point?

- Develop and deliver engaging lesson plans independently.
- Develop and deliver engaging unit plans with minimal assistance.
- Develop learning goals, success criteria, and three-part lesson (P/J) structure.
- Use assessment recording tools (for, as, of learning) with increasing competence and independence.
- Employ strategies for building rapport with classroom learners and maintaining a positive and safe learning environment.
- Self-identify personal/lesson/unit plan strengths and areas for growth prior to AT feedback.
- Demonstrate initiative, and show commitment to enacting AT suggestions/feedback.

What skills do TCs continue to develop in Year Two?

- TC ability to plan for diverse learner needs (i.e., use of differentiated instruction) should be increasingly independent in Placement 3 and Placement 4.
- TCs will continue to refine use of classroom management strategies.

Points to consider when assessing TC progress:

- Selection of *Developing as Expected* (DAE) indicates to the FA that the TC is successful in skill competency, and is at the level expected of an 'almost ready' novice teacher (Placement 3) or of a novice teacher (Placement 4).
- Selection of *Needs Further Development* (NFD) in FIVE or more areas indicates to the FA that the level of skill demonstrated by the TC falls below what should be expected of an 'almost ready' novice teacher (Placement 3) or of a novice teacher (Placement 4).
- Selection of *At Risk* indicates to the FA that the level of skill demonstrated by the TC leads you to question competence in that area. The level of skill is far below expectations for an 'almost ready' novice teacher (Placement 3) or a novice teacher (Placement 4).
- **In PLACEMENT 3,** selection of *Needs Further Development* (NFD), in five or more areas, or *At Risk* in two or more areas (or any similar combination), indicates to the FA that the TC is not successful in skill competency, and is not at the level expected of an 'almost ready' novice teacher.
- **In PLACEMENT 4,** selection of *Needs Further Development* (NFD), in five or more areas, or *At Risk* in ANY areas, indicates to the FA that the TC is not successful in skill competency, and is not at the level expected of a novice teacher.

Please be reminded to contact the FA as early as possible when a Year Two TC shows signs of *Needing Further Development* and/or being *At Risk.*

Please contact the FA should you have any questions about ratings and/or what constitutes a pass/fail on placement.

Please also feel free to contact the Professional Experiences Coordinator (PEC) with questions or concerns:

- Thunder Bay Campus: Mike Filipetti, tbpec.educ@lakeheadu.ca (807-343-8010 ext. 8712)
  Glenn Cunningham, pjpec.educ@lakeheadu.ca (807-343-8010 ext. 8199)

- Orillia Campus: Dr. Caroline Narine, orilliapec.educ@lakeheadu.ca (705-330-4010 ext. 2624)
  Denise Calvert, orpsc.educ@lakeheadu.ca (705-330-4010 ext. 2026)

The demands of supporting a weak/struggling TC are more easily managed when the AT, FA and PEC work together.

The formative assessment serves as an early indicator that the TC is progressing well or is in need of additional FA and AT support to acquire the skills required to become a competent educator. Should the formative assessment indicate areas of potential difficulty, please expect to hear from the FA promptly and/or reach out to the FA to enlist their support.

Appendix H: Professional Program Formative/Summative Assessment Form

Professional Program Formative Assessment

Placement Details

Number of days absent
Please contact me so that we might discuss the teacher candidate's progress (if there are areas of concern).

Best time to call
Telephone number

Professionalism

Demonstrates dependability, flexibility and initiative

- Developing as Expected
- Needs Further Development
- At Risk

Demonstrates sound professional judgment with learners and colleagues

- Developing as Expected
- Needs Further Development
- At Risk

Acts according to the ethical standards for the teaching profession: care, trust, respect and integrity

- Developing as Expected
- Needs Further Development
- At Risk

Responds professionally to and enacts constructive feedback

- Developing as Expected
- Needs Further Development
- At Risk

Comments

Positive Learning Environment

Maintains positive, inclusive, safe learning environment established by AT

- Developing as Expected
- Needs Further Development
- At Risk

Engages in strategic relationship-building conversations with learners

- Developing as Expected
- Needs Further Development
- At Risk

Models initiative and enthusiasm for learning

- Developing as Expected
- Needs Further Development
- At Risk

Addresses inappropriate behaviours in a positive manner; leaves learner dignity intact

- Developing as Expected
- Needs Further Development
- At Risk

Comments

Teaching Practice

Demonstrates understanding of curriculum guidelines, expectations and big ideas

- Developing as Expected
- Needs Further Development
- At Risk

Demonstrates understanding of subject matter

- Developing as Expected
- Needs Further Development
- At Risk

Demonstrates working proficiency in the language of instruction in four language modalities: reading, writing, listening, and speaking

- Developing as Expected
- Needs Further Development
- At Risk

Develops engaging lesson plans for submission to AT prior to teaching

- Developing as Expected
- Needs Further Development
- At Risk

Communicates clear, achievable expectations and instructions to learners

- Developing as Expected
- Needs Further Development
- At Risk

Engages learners in the learning process through careful selection and implementation of developmentally appropriate approaches/strategies/tools

- Developing as Expected
- Needs Further Development
- At Risk

Comments

Assessment / Evaluation

Practices assessment for/as/of learning, with AT guidance

- Developing as Expected
- Needs Further Development
- At Risk

Provides specific, meaningful and timely descriptive feedback to learners

- Developing as Expected
- Needs Further Development
- At Risk

Comments

Teacher candidate's growth plan

DRAFT

Professional Program Summative Assessment

Placement Details

Number of days completed

Professionalism

Demonstrates dependability, flexibility and initiative

- Developing as Expected
- Needs Further Development
- At Risk

Demonstrates professional judgment with learners and colleagues

- Developing as Expected
- Needs Further Development
- At Risk

Acts according to the ethical standards for the teaching profession: care, trust, respect and integrity

- Developing as Expected
- Needs Further Development
- At Risk

Demonstrates Reflexive Practice:

Arrives early and/or remains after class to discuss/debrief lesson plans with AT

- Developing as Expected
- Needs Further Development
- At Risk

Responds professionally to and enacts constructive feedback

- Developing as Expected
- Needs Further Development
- At Risk

Analyzes teaching practice for the purpose of improving it

- Developing as Expected
- Needs Further Development
- At Risk

Comments, next steps:

Positive Learning Environment

Maintains positive, inclusive, safe learning environment established by AT:

respectful, non-threatening engaging, stimulating, challenging

- Developing as Expected
- Needs Further Development
- At Risk

safe practices and routines

- Developing as Expected
- Needs Further Development
- At Risk

learner-centred; cooperative

DRAFT

- Developing as Expected
- Needs Further Development
- At Risk

celebrates individuality and diversity

- Developing as Expected
- Needs Further Development
- At Risk

Engages in strategic relationship-building conversations with learners

- Developing as Expected
- Needs Further Development
- At Risk

Models initiative and enthusiasm for learning

- Developing as Expected
- Needs Further Development
- At Risk

Builds and practices repertoire of classroom management/cooperative strategies

- Developing as Expected
- Needs Further Development
- At Risk

Addresses inappropriate behaviours in a positive manner; leaves learner dignity intact

- Developing as Expected
- Needs Further Development
- At Risk

Comments, next steps:

Teaching Practice

Demonstrates understanding of child development and educational theories that support lesson plan development

- Developing as Expected
- Needs Further Development
- At Risk

Demonstrates understanding of curriculum guidelines, expectations and big ideas

- Developing as Expected
- Needs Further Development
- At Risk

Demonstrates understanding of subject matter

- Developing as Expected
- Needs Further Development
- At Risk

Demonstrates working proficiency in the language of instruction in four language modalities: reading, writing, listening, and speaking

- Developing as Expected
- Needs Further Development
- At Risk

Accesses a range of accurate, up-to-date resources to support teaching

- Developing as Expected
- Needs Further Development
- At Risk

DRAFT

Develops engaging lesson plans for submission to AT prior to teaching

- Developing as Expected
- Needs Further Development
- At Risk

Selects appropriate curriculum expectations, with AT support/feedback

- Developing as Expected
- Needs Further Development
- At Risk

Communicates clear, achievable expectations and instructions to learners

- Developing as Expected
- Needs Further Development
- At Risk

Effectively scaffolds learning with AT guidance (i.e. through use of connections to prior knowledge and grouping configurations)

- Developing as Expected
- Needs Further Development
- At Risk

Effectively engages learners in the learning process through careful selection and implementation of developmentally appropriate approaches/strategies/tools

- Developing as Expected
- Needs Further Development
- At Risk

Engages learners in the learning process through careful selection and implementation of developmentally appropriate approaches/strategies/tools for active learner participation:

three-part lesson structure: minds-on, action, and consolidation

- Developing as Expected
- Needs Further Development
- At Risk

selection of/learner access to quality resources

- Developing as Expected
- Needs Further Development
- At Risk

Comments, next steps:

Assessment / Evaluation

Practices assessment for/as/of learning with AT guidance

- Developing as Expected
- Needs Further Development
- At Risk

Provides specific, meaningful and timely descriptive feedback to learners

- Developing as Expected
- Needs Further Development
- At Risk

Comments, next steps:

Additional Comments

Appendix I: Alternative Placement - Summative Assessment

Alternative Placement - Summative Assessment

Placement Details

Number of days completed

Professionalism

Demonstrates reliability, punctuality, and responsibility: attends as expected; notifies mentor of absences in timely fashion; arranges mutually convenient makeup date(s) for absence(s) with mentor(s) and faculty advisor

- Meets Expectations
- Does Not Meet Expectations

Maintains appropriate interpersonal boundaries and interacts ethically (care, trust, respect, integrity) with learners, participants, mentor(s), and colleagues

- Meets Expectations
- Does Not Meet Expectations

Seeks, accepts, and interprets feedback to enact effective change for professional growth

- Meets Expectations
- Does Not Meet Expectations

Dresses appropriately (neat, clean, modest) in accordance with host site expectations

- Meets Meets Expectations
- Does Not Meet Expectations

Positive Learning Environment

Asks questions, as needed, to clarify mentor instructions

- Meets Meets Expectations
- Does Not Meet Expectations

Models/uses inclusive, culturally sensitive, respectful language and behaviour

- Meets Meets Expectations
- Does Not Meet Expectations

Engages in strategic, relationship-building conversations with learners, participants, and/or mentor(s)

- Meets Meets Expectations
- Does Not Meet Expectations

Demonstrates initiative and exhibits commitment and collaboration

- Meets Meets Expectations
- Does Not Meet Expectations

Is familiar with and adheres to relevant policies, rules and routines, including emergency procedures of host site

- Meets Meets Expectations
- Does Not Meet Expectations

Contributions to host site programming

Communicates proficiently (reading/writing/listening/speaking) in English/ language of instruction

- Meets Meets Expectations
- Does Not Meet Expectations

Embeds host site program objectives into daily tasks/activities and routines

- Meets Meets Expectations
- Does Not Meet Expectations

Demonstrates understanding of subject/content matter relevant to program

- Meets Meets Expectations
- Does Not Meet Expectations

Is prepared for and completes all tasks and responsibilities as assigned

- Meets Meets Expectations
- Does Not Meet Expectations

Develops and attends to professional learning goals in discussion with mentor(s)

- Meets Meets Expectations
- Does Not Meet Expectations

Analyzes performance and practice for the purpose of improving it

- Meets Meets Expectations
- Does Not Meet Expectations

Comments and/or next steps

Appendix J: Placement Scenarios

BEd Professional Program TCs are required to successfully demonstrate their professionalism, independence, and competence in teaching placements to receive a passing grade in EDUC 4398 (requires completion of Placements 1 and 2) and EDUC 4498 (requires completion of Placements 3 and 4). TCs who fail a placement are placed 'On Review.' TCs may only be placed 'On Review' once. A TC who fails Placement 4 or incurs a terminated placement must successfully complete an additional placement. An additional placement is generally 5 weeks in length (no fewer than 20 consecutive days at minimum).

To regain good standing in the Education program, a TC who is placed 'On Review' must pass EDUC 0498: Enhancing the Practicum, as well as the subsequent placement. Failure of EDUC 0498 constitutes program failure. Failure or termination of any subsequent placement (e.g., failure of two placements) also constitutes program failure.

A TC who is withdrawn from the program may reapply to the program. Readmission is not guaranteed. For further information, please contact:

Thunder Bay campus Professional Experiences Coordinator (PEC):

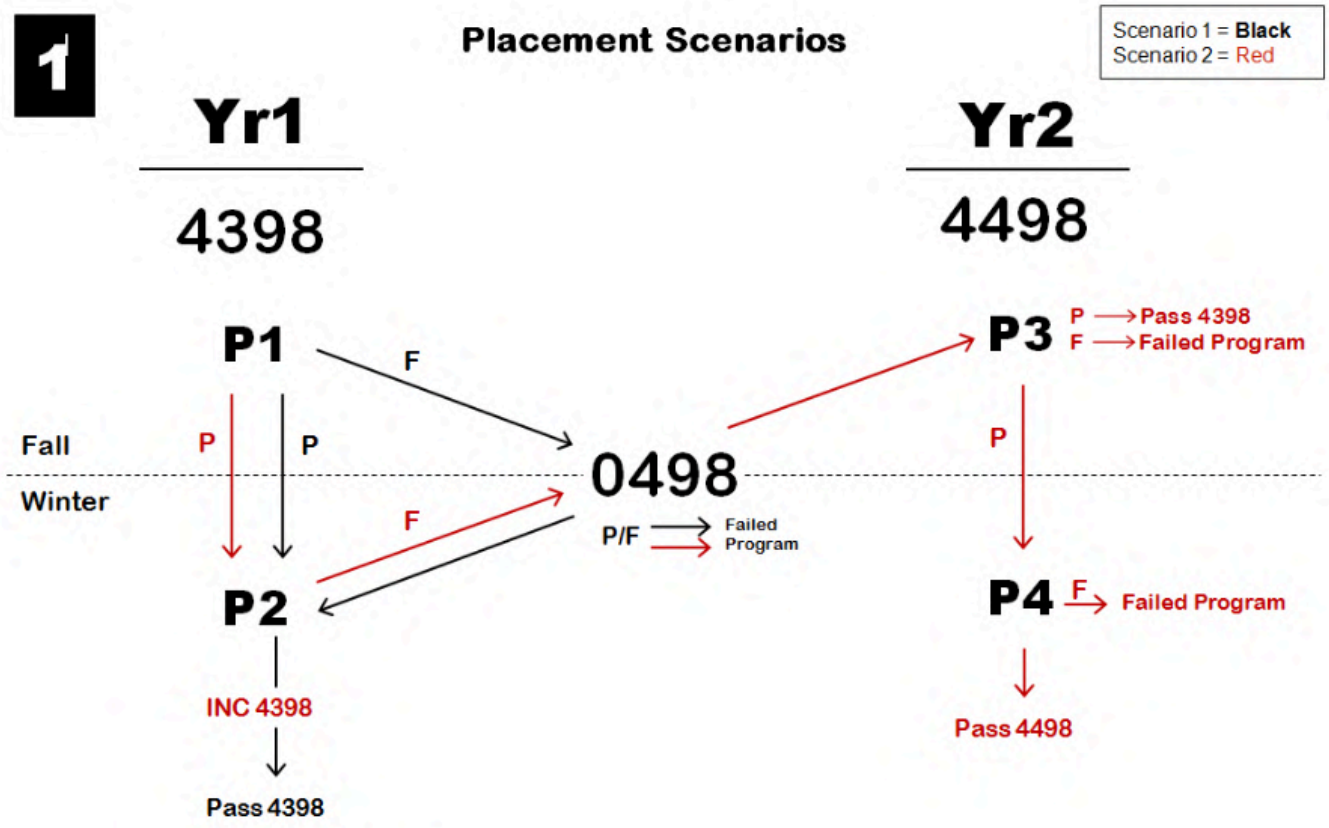
P/J	**Glenn Cunningham**	pjpec.educ@lakeheadu.ca
I/S (includes Orillia I/S)	**Mike Filipetti**	tbpec.educ@lakeheadu.ca

Orillia campus Professional Experiences Coordinator (PEC):

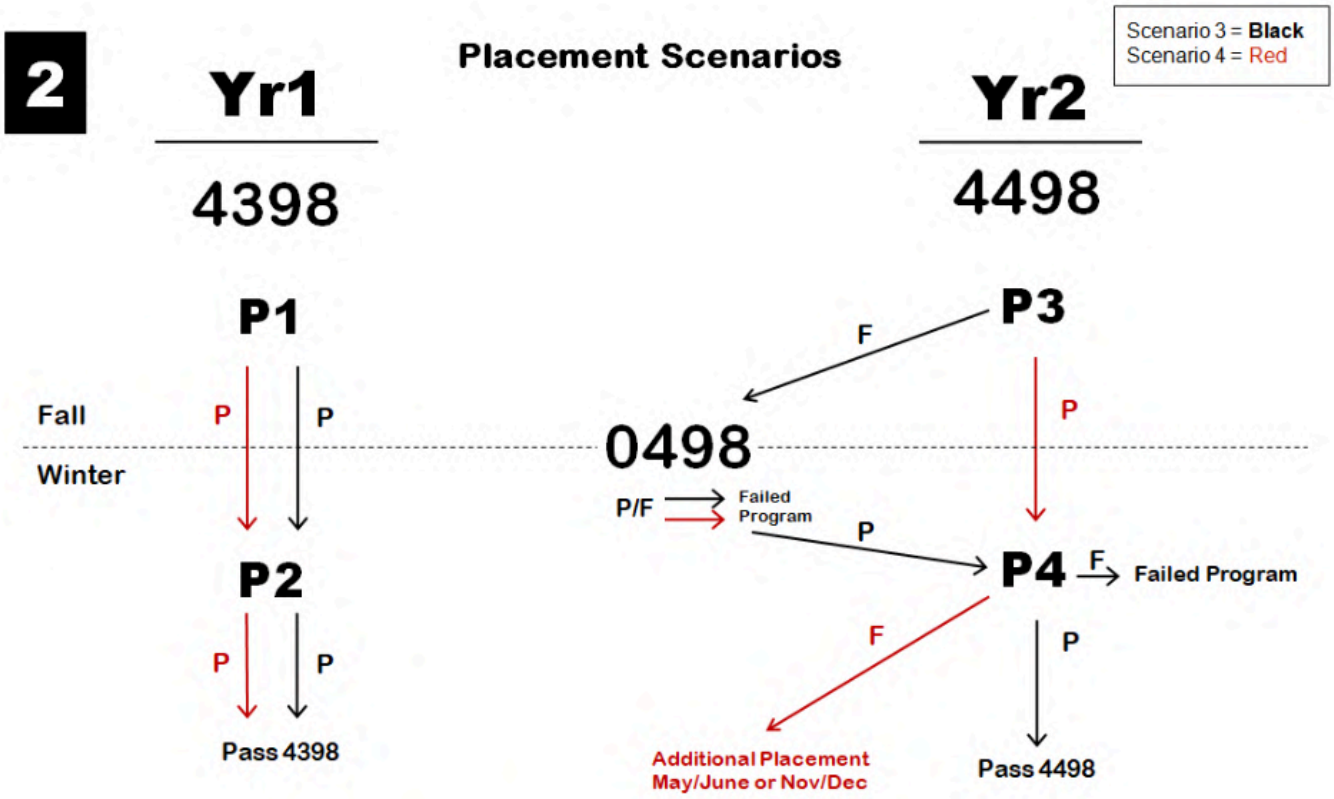
P/J	**Dr. Caroline Narine**	orilliapec.educ@lakeheadu.ca

Below are various placement scenarios and implications:

Placement Scenarios



OCT - 80 days **BEd - 105 days**
Failed course → do not proceed to placement. Exception → Elective
A terminated placement requires an additional placement and will consist of no fewer than 20 consecutive teaching days. If 4 or fewer than 4 days are not completed, the days are added to another placement.



BEd Professional Program students are required to successfully demonstrate their professionalism, independence, and competence in teaching placements to receive a passing grade Education 4398 and Education 4498. Students who fail a placement in Year 1 are placed on review and are required to register in EDUC 0498, Enhancing the Practicum. **Students who fail a placement in Year 2 may be required to register in Education 0498 and are required to complete an additional placement if the failed placement is the fourth placement.** Students must pass EDUC 0498 to proceed to the next scheduled placement. Failure of EDUC 0498 constitutes program failure. A student may only be on review once.

Failed placement **Terminated placement**

P1 → P2 → P3 → P4 → Successful completion of program

P1 → 0498 → Pass 0498 →P2 → P3 → P4 → Successful completion of program
P1 → P2 → Pass 0498 → P3 → P4 → Successful completion of program
P1 → P2 → P3 → 0498 → Pass 0498 → P4 → Successful completion of program
P1 → P2 → P3 → P4 → P5 (no 0498) → Successful completion of program

P1 → 0498 → Pass 0498 → P2 → P3 → P4 → P5 → Successful completion of program
P1 → P2 → 0498 → Pass 0498 → P3 →P4 → P5 → Successful completion of program
P1 → P2 → P3 → 0498 → Pass 0498 → P4 → P5 → Successful completion of program
P1 → P2 → P3 → P4 → P5 (no 0498) → Successful completion of program

P1 → 0498 → Fail 0498 → Program failure
P1 → 0498 → Pass 0498→ P2 → Program failure
P1 → 0498 → Pass 0498→ P2 → P3 → Program failure
P1 → 0498 → Pass 0498→ P2 → P3 → P4 → Program failure

P1 → P2 → 0498 → Fail 0498 → Program failure
P1 → P2 → 0498 → Pass 0498 → P3 → Program failure
P1 → P2 → 0498 → Pass 0498 → P3 → P4 → Program failure

P1 → P2 → P3 → 0498 → Fail 0498 → Program failure
P1 → P2 → P3 → 0498 → Pass 0498 → P4 Program failure

P1 → 0498 → Fail 0498 → Program failure
P1 → 0498 → Pass 0498 → P2 → Program failure

P1 → P2 → 0498 → Fail 0498 → Program failure
P1 → P2 → 0498 → Pass 0498 → P3 → Program failure

P1 → P2 → P3 → 0498 → Fail 0498 → Program failure
P1 → P2 → P3 → 0498 → Pass 0498 → P4 → Program failure

P1 → 0498 → Pass 0498 → P2 → P3 → Program failure
P1 → 0498 → Pass 0498 → P2 → P3 → P4 → Program failure
P1 → P2 → 0498 → Pass 0498 → P3→ P4 → Program failure

P1 → 0498 → Pass 0498 → P2 → Program failure
P1 → 0498 → Pass 0498 → P2 → P3 → Program failure
P1 → 0498 → Pass 0498 → P2 → P3 → P4 → Program failure

P1 → P2 → 0498→ Pass 0498 → P3 → Program failure
P1 → P2 → 0498 → Pass 0498 → P3 → P4 → Program failure

P1 → P2 → P3 → 0498 → Pass 0498 → P4 → Program failure
P1 → P2 → P3 → 0498 → Pass 0498 → P4 → P5 → Program failure
P1 → P2 → P3 → P4 → P5 (no 0498) → Program failure

P1 → 0498 → Pass 0498 → P2 → Program failure
P1 → 0498 → Pass 0498 → P2 → P3 → Program failure
P1 → 0498 → Pass 0498 → P2 → P3 → P4 → Program failure

P1 → P2 → 0498 → Pass 0498 → P3 → Program failure
P1 → P2 → 0498 → Pass 0498 → P3 → P4 → Program failure
P1 → P2 → P3 → 0498 → Pass 0498 → P4 → Program failure
P1 → P2 → P3 → P4 → P5 (no 0498) → Program failure

P1 → P2 → P3 → P4 (no 0498) → P5 → Program failure

P1 → P2 → P3 → P4 (no 0498)→P5 → Program failure

Appendix K: Essential Skills in Preservice Course Work and on Placement

The Essential Skills in Preservice Work and on Placement document provides information for teacher candidates in education programs, instructors and professional experiences coordinators, guidance counselors, educational institutions, education program admission officers, accessibility service providers, teachers, and the public about the essential skills and performance expectations for teacher candidates in initial teacher education programs at Lakehead University. The purposes of the Essential Skills are:

- To provide information to prospective teacher candidates so they can make an informed choice regarding applying to a program;
- To guide teacher candidate efforts toward accomplishing the essential skills and performance expectations;
- To provide prospective and current teacher candidates information to help them decide if they should register with Student Accessibility Services;
- To help teacher candidates, student accessibility advisors, and faculty develop accommodation; and,
- To protect the safety of learners and their learning.

The Ontario Association of Deans of Education (OADE) recognizes four entry-to-practice categories of skills as capturing the components necessary for teaching practice:

1. Communication skills
2. Intra- and inter-personal skills
3. Cognitive and metacognitive skills
4. Supervision skills

These categories represent reasonable and justifiable skill requirements for coursework and practice teaching.

Individuals considering a teaching career in Ontario schools should review this document to assess their ability to demonstrate the requirements for successful completion of a Bachelor of Education degree program. The Essential Skills serve as a benchmark, outlining the requirements to meet the minimum standard necessary to ensure children's safety and learning. Failure to demonstrate any of the Essential Skills may result in removal from the Bachelor of Education degree program, following appropriate due process.

The Ontario Association of Deans of Education welcomes and supports a diverse student body and is committed to fostering equity and inclusion for all persons. Additionally, the Faculty of Education at Lakehead University emphasizes the historical and contemporary place of Indigenous Peoples within the province and recognizes the importance of acknowledging Indigenous perspectives regarding the Essential Skills.

Individuals with questions about the Essential Skills should contact their Faculty of Education. Educational institutions recognize their duty to work with teacher candidates with documented disabilities and requests for accommodation while protecting their privacy, confidentiality, autonomy, and dignity.

Accommodations ensure equality of access and opportunity for students with disabilities or other Ontario Human Rights Commission protected grounds to fulfill the Essential Skills. Accommodations are provided on a case-by-case basis by student accessibility centers within individual universities. Students in education programs should be aware that provision of accommodation does not guarantee success but, rather, opportunity to successfully meet essential program requirements. The Essential Skills Procedures can be found here: Essential Skills Procedures.