



LAKEHEAD UNIVERSITY
KEEWATINASE

Teaching Practicum Guide

Keewatinase Indigenous Teacher Education Program (KITEP)
Language and Primary/Junior Specializations

Updated: Feb. 18, 2026

Table of Contents

KEEWATINASE (DEPARTMENT OF INDIGENOUS EDUCATION)	3
FOREWORD	4
INTRODUCTION	4
KITEP PRACTICUM REQUIREMENTS	5
MULTI-SESSION TRANSITIONAL CERTIFICATE OF QUALIFICATION AND REGISTRATION	6
THE PRACTICUM EXPERIENCE	8
ROLES DURING THE PRACTICUM	11
ROLE OF THE TEACHER CANDIDATE	12
ROLE OF THE ASSOCIATE TEACHER	13
ROLE OF THE PRINCIPAL	14
ROLE OF THE PRACTICUM COORDINATOR	18
TEACHER CANDIDATE EVALUATION FRAMEWORK	19
THE FRAMEWORK	19
PERFORMANCE EXPECTATIONS	19
ONGOING DIALOGUE AND MEETINGS	22
ASSESSMENTS COMPLETED BY ASSOCIATE TEACHER	22
ASSESSMENT OF PRACTICUM: GRADE DESIGNATIONS	22
KITEP LEARNING OUTCOMES	23
PROFESSIONALISM, COMPETENCE, AND INDEPENDENCE	25
PROFESSIONALISM	25
COMPETENCE	27
INDEPENDENCE	28
PRACTICUM APPEALS PROCEDURE	29

STEPS OF THE PRACTICUM APPEALS PROCEDURE.....	29
PRACTICUM REVIEW COMMITTEE MEETING PROCEDURES.....	30
GUIDELINE PROCEDURES OF THE PRACTICUM REVIEW MEETING	31
<u>APPENDIX A - KITEP PRACTICUM ASSESSMENT FORM (FORMATIVE AND SUMMATIVE)</u>	<u>36</u>
KEEWATINASE PRACTICUM ASSESSMENT FORM (FORMATIVE/SUMMATIVE/SELF-ASSESSMENT)	37
<u>APPENDIX B - RECOMMENDED PRACTICUM IMPLEMENTATION SCHEDULES (MTCQR AND FULL)</u>	<u>41</u>
RECOMMENDED PRACTICUM IMPLEMENTATION SCHEDULE	42
MULTI-SESSION TRANSITIONAL CERTIFICATE OF QUALIFICATION AND REGISTRATION (MTCQR) MODIFIED RECOMMENDED IMPLEMENTATION SCHEDULE	43
<u>APPENDIX C - PASS/FAIL CRITERIA FOR PRACTICUM.....</u>	<u>44</u>
PASS/FAIL CRITERIA FOR PRACTICUM	45
<u>APPENDIX D - PLACEMENT INFORMATION FORM</u>	<u>46</u>
PLACEMENT INFORMATION FORM.....	47
<u>APPENDIX E - PRACTICUM EXPERIENCE FORM</u>	<u>48</u>
PRACTICUM EXPERIENCE FORM	49
<u>APPENDIX F - KITEP VIDEO OBSERVATION PROTOCOL (LANGUAGE SPECIALIZATION)</u>	<u>50</u>
KITEP VIDEO OBSERVATION PROTOCOL.....	51
KITEP VIDEO OBSERVATION FORM.....	53

Keewatinase (Department of Indigenous Education)

Chair, Keewatinase

Dr. Paul Cormier

Campus: Thunder Bay
Office Location: BL 1021 B
Phone Number: (807) 343-8010 ext. 8897
Email: kiechair.educ@lakeheadu.ca

Anishinaabemowik Languages Program Coordinator

Tyler Armstrong

Campus: Thunder Bay
Office Location: BL 1019B
Phone Number: (807) 343-8010 ext. 8003
Email: alp.coord.educ@lakeheadu.ca

Associate Professor

Dr. Leisa Desmoulins

Campus: Orillia
Office Location: OH 1001G
Phone Number: (705) 330-4010 ext. 2628
Email: ldesmoul@lakeheadu.ca

Administrative Assistant to the Chair of Keewatinase

Lydia McCormack

Campus: Thunder Bay
Office Location: BL 1021A
Phone Number: (807) 343-8010 ext. 7196
Email: kie.education@lakeheadu.ca

Administrative Assistant, Anishinaabemowik

Dr. Melissa Oskineegish

Campus: Thunder Bay
Office Location: 1019A
Phone Number: (807) 343-8010 ext. 8542
Email: alp.admin.educ@lakeheadu.ca

FOREWORD

A goal of healing lies at the heart of the Keewatinase Indigenous Teacher Education Program (KITEP). In recognition of the deep wounds inflicted by historical and contemporary forms of colonial violence in education, KITEP has been developed from a decolonized and Indigenized approach that recognizes that healing encompasses more than just physical wellness; it also involves restoring dignity, identity, and cultural pride. It is understood that students must unlearn the oppressive narratives rooted in the educational system to reclaim their heritage. Indigenous language revitalization becomes pivotal in this process, as language embodies culture and worldview. By privileging Indigenous ways of learning and evaluating through experiential and Aki-based knowledge, KITEP fosters a wholistic approach to healing that acknowledges the interconnectedness of individuals, communities, and the land. This emphasis on healing and relationality empowers Indigenous students in reclaiming their narratives, and contributes to the broader societal healing and reconciliation processes through teaching.

INTRODUCTION

The KITEP *Teaching Practicum Guide* was developed to assist all individuals involved in the Practicum components of the program. It provides information on Practicum requirements; descriptions of roles and responsibilities of students (Teacher Candidates), the Associate Teacher, the Principal, the Faculty Advisor, and the Practicum Coordinator; and includes information and forms to be used in the Practicum experience. This guide is applicable to both specializations of KITEP: the Language specialization and the Primary/Junior specialization.

The 80-day Practicum is a vital part of KITEP. By means of this work, the Teacher Candidate learns to relate their cultural, academic, and professional knowledge to aspects of effective teaching, balanced with requirements of the Ontario Ministry of Education. The Practicum provides the opportunity for the Teacher Candidate to gain, through practical experience, an understanding of the ways in which students learn, the methods by which a teacher can promote learning, and how to translate Ontario Ministry of Education curriculum requirements through the privileging of Indigenous education.

The Practicum includes a combination of observation and teaching experience, during which Teacher Candidates have opportunities to examine their own teaching competencies in practical situations. The main aims of the Practicum are:

- a. the development of the Teacher Candidate's potential as a teacher of Indigenous languages (Language specialization stream) or as a Primary/Junior teacher (Primary/Junior specialization stream);
- b. the development of the Teacher Candidate's understanding of students and their behaviours, especially as applicable to learning;
- c. the assessment of the Teacher Candidate's suitability for the teaching profession;
- d. the assessment of the Teacher Candidate's ability to contextualize Indigenous cultural activities into curriculum expectations; and
- e. the preparation of the Teacher Candidate for further study of teaching and learning, to support entry into the teaching profession.

KITEP PRACTICUM REQUIREMENTS

KITEP includes an 80-day (400 hours) teaching practicum that is divided into two teaching blocks, with each block being 30-50 days in duration, for a total of 80 days. The Practicum is listed in the program under course codes EDUC 1321: Student Teaching I and EDUC 2121: Student Teaching II. Students must be registered in the appropriate Practicum courses for the Practicum to be recognized.

While the Practicum Coordinator is available to provide assistance as needed, **it is the Teacher Candidate's responsibility to make arrangements for their teaching Practicum.** Students are to arrange their own Practicum, usually in their home community (e.g., in a specified partnership school board, school authority, or band-controlled school in Ontario). **It is acceptable for both Practicum blocks to take place in the same school.** The Practicum must conform to the requirements of the Ontario College of Teachers and be approved by Keewatinase. See the section titled "[The Practicum Experience](#)" for details.

Teacher Candidates in the KITEP: Language specialization stream must gain Practicum experience in the Primary (Kindergarten-Grade 3), Junior (Grades 4-6), Intermediate (Grades 7-10) and Senior (Grades 11-12) divisions. **Note:** In instances where students are in a northern community school that does not offer senior-level classes, they may observe the *ILTD Video Protocol*, a video created inside a senior-level classroom, and complete work associated with the viewing of that video. See [Appendix E: KITEP Video Observation Protocol](#).

Teacher Candidates in the KITEP: Primary/Junior specialization stream will complete their Practicum in a Primary/Junior classroom and gain teaching experience in Kindergarten-Grade 6.

In all aspects of the Practicum, Teacher Candidates must maintain the high professional standards exemplified by the Ontario College of Teachers' "Standards of Practice for the Teaching Profession," the "Ethical Standards for the Teaching Profession," as well as Indigenous community teachings such as the Seven Grandfather Teachings and the KITEP program's focus on Indigenous ways of Knowing, Seeing, Doing, and Being. Teacher Candidates are required to successfully demonstrate professionalism, independence, and competence in both Indigenous and western models of education to receive a passing grade in Student Teaching I and Student Teaching II.

Following the successful completion of a minimum of 10 days of practicum, Teacher Candidates may apply to the Ontario College of Teachers for a Multi-Session Transitional Certificate of Qualification and Registration. Upon receiving a Transitional Certificate, Teacher Candidates may pursue a paid teaching contract (if hired or contracted as an employee of the school board or Indigenous community school), with their working days contributing to fulfilling the requirements of the KITEP Practicum component.

Following the successful completion of all program requirements, including 80 days of Practicum, Teacher Candidates will be recommended to the Ontario College of Teachers for their final Certificate of Qualification and Registration (Teaching Certificate).

MULTI-SESSION TRANSITIONAL CERTIFICATE OF QUALIFICATION AND REGISTRATION

The Multi-Session Transitional Certificate of Qualification and Registration is designed for Teacher Candidates who have completed the first session of a multi-session teacher education program. **Successful completion of 2.0 program credits, plus 10 days' Practicum experience, qualifies Teacher Candidates to apply to the Ontario College of Teachers (OCT) for a Multi-Session Transitional Certificate of Qualification and Registration, which can enable them to pursue paid teaching contracts (if available) for the remaining duration of their Practicum.**

As noted by the OCT, the Multi-Session Transitional Certificate of Qualification and Registration is available to Teacher Candidates who are enrolled in an Ontario accredited teacher education program, and who have been reported to the OCT, by their Faculty of Education, as meeting the eligibility criteria to be granted a Certificate.

To apply for the Multi-Session Transitional Certificate of Qualification and Registration, Teacher Candidates must:

- a) Apply to the Ontario College of Teachers to receive an OCT number.
- b) Notify the Keewatinase Practicum Coordinator that they intend to pursue a Multi-Session Transitional Certificate of Qualification and Registration through the completion and submission of the Practicum Experience Form (see [Appendix E: Practicum Experience Form](#)). Following receipt of the Practicum Experience Form and verification that the Teacher Candidate has successfully completed 2.0 program credits plus 10 days' Practicum experience, the Practicum Coordinator will report the Teacher Candidate to the OCT as meeting the eligibility requirements.
- c) Request a Multi-Session Transitional Certificate of Qualification and Registration from the Ontario College of Teachers, via the OCT's [online application system](#). **It is the Teacher Candidate's responsibility to apply for the Certificate.** In order to process an application for a Certificate, the OCT requires Teacher Candidates to submit:
 - a general application,
 - all required documentation and fees related to the general application, and
 - an official transcript that documents the courses the Teacher Candidate has completed to date in their program.

Please see the flowchart on the following page, outlining the step-by-step process Teacher Candidates should follow in applying for a Multi-Session Transitional Certificate of Qualification and Registration.



Multi-Session Transitional Certificate of Qualification and Registration (MTCQR)

Apply to the Ontario College of Teachers

This can be completed anytime after starting KITEP (July). Click [HERE](#) for more information and to apply. Application button is found at the bottom of the page.



Complete courses and 10-days supervised practicum

Teacher Candidates (TCs) will notify the Keewatinase Practicum Coordinator that they intend to pursue a MTCQR, and must submit a completed Practicum Experience Form.



Fill out the Google Form and Submit

Complete and fill out this Google Form by clicking [HERE](#), make sure that all information is correct and accurate. This information will be used to send a TC's report to the OCT.



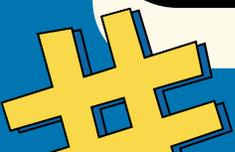
Request Transcripts

Request that your current transcripts be sent to the OCT. Transcript requests can only be done through MyPortal on the Lakehead University website.



Update Program Coordinator

Once TCs have completed the application, please update the Practicum Coordinator. It is also important to note that becoming an OCT member has an annual fee and TCs are subject to the professional standards upheld by the OCT.



Further information about the Multi-Session Transitional Certificate of Qualification and Registration, and answers to [FAQs](#), can be found on the [Ontario College of Teachers website: Transitional Certificates](#).

Other Notes:

- Multi-Session Transitional Certificates are valid for six years with the possibility of a one-time, one-year extension.
- If not hired by a school board after receiving the MTCQR, TCs will resume their regular practicum and it is suggested to follow the recommended practicum implementation schedule on page 45 of this guide, starting on week 3.
- Transitional Certificate holders are members of the Ontario College of Teachers and must adhere to the standards of practice and ethical standards of the College.
- To maintain good standing with the OCT during this time, Teacher Candidates must pay an annual membership fee and complete their program within a maximum of six years.
- Prior to receiving the Transitional Certificate, applicants are required to successfully complete the Ontario College of Teachers' Sexual Abuse Prevention Program.

Upon receiving their Multi-Session Transitional Certificate of Qualification and Registration, a Teacher Candidate may complete their Practicum hours as an Occasional Teacher (if hired or contracted as an employee of the school board or Indigenous community school). These Practicum hours will be without the supervision and guidance of an Associate Teacher. Depending on the number of days remaining in the Practicum, the Teacher Candidate may still need to:

- work with the Faculty Advisor and/or Practicum Coordinator to co-create a plan for how the Practicum learning objectives can continue to be demonstrated, how supervision will occur, and who the supervisor will be
- identify if more frequent virtual check-ins with the Faculty Advisor and/or Practicum Coordinator may be required
- seek guidance and support from school administrators

THE PRACTICUM EXPERIENCE

Teacher Candidates in KITEP (Language specialization or Primary/Junior specialization stream) will complete **80 days of Practicum**, divided into two blocks (Student Teaching I and Student Teaching II) of 30-50 days each.

Please note: All KITEP students are expected to contact their community school, the Principal (or designate) of the local school, or the local education school board to make arrangements for their teaching Practicum. **It is the Teacher Candidate's responsibility to make arrangements for their teaching Practicum experience, although the Practicum Coordinator is available to provide guidance on this process as needed.** Once the teaching Practicum and Associate Teacher have been confirmed, Teacher Candidates are to fill out [Appendix D: Placement](#)

Information Form, in conjunction with their Associate Teacher, and submit this form to the Practicum Coordinator.

Practicum Overview

- Teacher Candidates will complete a total of 80 days of Practicum, divided into two blocks:
 - Student Teaching I: a 30-50 day placement
 - Student Teaching II: a 30-50 day placement
- **Each 30-50 day teaching block (Student Teaching I and Student Teaching II) can be completed in the Dagwaagin (Fall) term (September-December), Biboon (Winter) term (January-April), or a combination of the Dagwaagin/Biboon (Fall/Winter) terms** of the Teacher Candidate's program, depending on the preferred schedule of the Teacher Candidate.
- **One day of Practicum experience is approximately five hours of class time.** Teacher Candidates are expected to observe/co-teach/teach during five hours of class time per day, although the Practicum days will be longer than five hours in duration.
- Teacher Candidates will gradually assume increased responsibility, and increased amounts of planning and teaching throughout the Practicum. Teacher Candidates will observe first, then co-teach, and then will be given full autonomy of the class in a graduated manner. See [Appendix B: Recommended Practicum Implementation Schedule](#).
- **Teacher Candidates must secure a valid Police Records Check with Vulnerable Sector Screening (PRC/VSS) prior to both Practicum blocks.** The Practicum component cannot be completed in instances where a Teacher Candidate does not have valid documentation. Note: A charge or conviction for a criminal offence typically disqualifies a student from participation in a Practicum.
- Depending on the school board, Teacher Candidates may be asked to complete Tuberculosis skin tests, along with various health and safety training requirements.
- A Faculty Advisor is appointed to each Teacher Candidate, to oversee the Practicum process. For further details, see "[Role of the Faculty Advisor](#)."
- An Associate Teacher will be designated to supervise a Teacher Candidates on Practicum. Associate Teachers must be in good standing with the Ontario College of Teachers. For further details, see "[Role of the Associate Teacher](#)."

- For Teacher Candidates in a multi-session program who are teaching on a Multi-Session Transitional Certificate of Qualification and Registration, the school principal (if a member of the OCT in good standing) may act as Associate Teacher.
- The Practicum is assessed using the guidelines of the [Teacher Candidate Evaluation Framework](#). See [Appendix A](#): Keewatinase Practicum Assessment Form (Formative and Summative).

Practicum Locations

- All Practicum experience days must take place in the province of Ontario to qualify for Ontario College of Teachers (OCT) certification.
- The Practicum is to take place in an instructional setting, in schools or other situations that use the Ontario curriculum, or in situations approved by the OCT. Because the certification will be from Kindergarten-Grade 12 for the Language stream, and Kindergarten-Grade 6 for the Primary/Junior stream, Teacher Candidates are expected to gain experience in all levels of their certification.
- **Teacher Candidates may complete their Practicum in a school in their home community**, providing the Practicum location meets the following regulatory requirements:
 - Students are organized in a class or classes for program delivery
 - A school operated by the council of a band or an education authority with responsibility for providing for the educational needs of the members of the band or bands
 - A school operated by Indigenous Services Canada
 - A private school which has filed a Notice of Intention to Operate with the Ontario Ministry of Education
 - Care and treatment facilities where a board has entered into an agreement for the delivery of education programs
- The language of instruction in the Practicum location must be English or French or, in the case of a First Nations elementary school, a Native language.

Attendance on Practicum

KITEP is a professional program; as such, attendance during the scheduled Practicum is a requirement to ensure continuity of the classroom program in the best interests of Teacher Candidates. Time missed for serious personal illness or unexpected, documented family emergencies, must be made up in full at the end of the Practicum in which the absence occurred.

- Practicum cannot be interrupted for absences for personal commitments (e.g., weddings, interviews, travel, coaching).
- Practicum scheduling is expected to be full-time (i.e., five days a week). An alternative Practicum schedule (e.g., two days a week) can be arranged, but must first be discussed with and approved by the Practicum Coordinator.
- If a Teacher Candidate is going to be absent, they must notify the Faculty Advisor and also notify the Associate Teacher via the school office before school begins for the day; failure to do so may result in a withdrawal from the Practicum.
- Absences of more than three consecutive scheduled days require that medical documentation be provided to the Faculty Advisor by the end of the Practicum in which the absence(s) occurred. **All time missed must be made up at the end of the Practicum in which the absence(s) occurred.**
- Principals or the Associate Teacher will record the days absent and the days made up on the summative assessment. If the school is closed as the result of an emergency or a Professional Activity (PA) day, the Teacher Candidate will complete professional duties as directed by the Principal at an assigned location (which may include attending Professional Activity day).

Practicum Guidelines for Language and Primary/Junior Specialization

- The Practicum must take place in instructional settings related to the areas of the Teacher Candidate's specialization (i.e., Language specialization or Primary/Junior specialization).
- **Teacher Candidates in the Language specialization are required to observe and teach in one grade from each division:** Primary (Kindergarten-Grade 3), Junior (Grades 4-6), Intermediate (Grades 7-10), and Senior (Grades 11-12). **If the Teacher Candidate is NOT able to gain practical experience in the Senior Division, the OCT committee will accept the observation of the Native language teaching audio-video as being sufficient** (see [Appendix F](#): KITEP Video Observation Protocol). In these instances, Teacher Candidates in the Language specialization stream are strongly recommended to observe a teacher in different classes of different subjects in the Senior division.
- **Teacher Candidates in the Primary/Junior specialization must participate in settings related to each division:** Primary (Kindergarten-Grade 3) and Junior (Grades 4-6).

ROLES DURING THE PRACTICUM

During the Practicum, each participant has specific roles. This section describes the duties of the Teacher Candidate, the Associate Teacher, the Principal, the Faculty Advisor, and the

Practicum Coordinator. It is important to remember that as part of the application process to KITEP, students are required to provide letters of support from Indigenous communities/schools. It is a belief of the KITEP that Indigenous communities are partners in our students' educational journey. Although a specific role description is not included here, it is assumed that Indigenous communities/schools will be involved in the monitoring and evaluation process where appropriate.

Role of the Teacher Candidate

Teacher Candidates are directed to become familiar with the contents of this *KITEP Practicum Teaching Guide*. Further, Teacher Candidates have an obligation under the Lakehead University [Student Code of Conduct](#), [Ontario College of Teachers' Professional Standards](#), and the [Ontario Education Act](#) to comply with all policies, rules, and procedures with respect to the Practicum process.

All Teacher Candidates are expected to contact their community school, the Principal (or designate) of the local school, or the local education school board to make arrangements for their Practicum. Once the teaching practicum has been established, the Teacher Candidate must inform the Practicum Coordinator through the completion of [Appendix D](#): Placement Information Form.

The Practicum is intended to provide an internship based on a continuum of professional growth over 80 days of classroom experience.

- As a Teacher Candidate progresses, they assume more responsibility for increased amounts of planning and teaching. See [Appendix B](#): Recommended Practicum Implementation Schedule.
- Teacher Candidates have the responsibility to discuss their progress with their Faculty Advisor and Associate Teacher, and ask for and follow-up on specific and timely feedback to make ongoing improvement.
- **Teacher Candidates are expected to produce written lesson plans 24 hours before the lesson is taught**, and submit these to the Associate Teacher and Faculty Advisor as requested. **Note:** Teacher Candidates may use one of Lakehead's [lesson plan templates](#), or, if requested by the Associate Teacher, a different template.
- Teacher Candidates are responsible for reminding Associate Teachers of the timelines for submission of the formative assessment (at the half-way point of the Practicum) and summative assessment (at the end point of the Practicum). See [Appendix A](#): Keewatinase Practicum Assessment Form (Formative and Summative).

- **Teacher Candidates must complete a detailed self-assessment (same content as the formative assessment)** and request a meeting with the Associate Teacher to compare assessments and to formulate a growth plan.
- Teacher Candidates must submit, at the end of each Practicum Block, a completed Practicum Experience Form (see [Appendix E: Practicum Experience Form](#)).
- All expenses incurred during a Practicum are the Teacher Candidate’s responsibility.

Role of the Associate Teacher

Associate Teachers are professional mentors who consult, coach, and collaborate with Teacher Candidates. Associate Teachers are asked to do the following:

- Encourage, guide, and provide a model where possible; co-plan and co-teach early lessons. See [Appendix B: Recommended Practicum Implementation Schedule](#).
- Treat Teacher Candidates as reflective adult learners.
- Guide and assist Teacher Candidates in the development of lesson and unit plans during the Practicum, and expect Teacher Candidates to develop unit plans independently by the end of the Practicum. **Note:** [Lesson and unit plan templates](#) are available to Teacher Candidates. Associate Teachers may request that a different template or format be used.
- Request and review the Teacher Candidate's written lesson plans 24 hours before the lesson is taught. This is a Lakehead University and Ontario College of Teachers requirement, that all Teacher Candidates 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.
- Contact and work with the Practicum Coordinator should difficulties arise, persist, and/or become severe. Provide the Practicum Coordinator with details regarding the Teacher Candidate’s serious shortcomings in areas that include professional deportment, curricular knowledge, lesson planning, classroom management, Indigenous knowledge (e.g., ceremony, traditions, tools), assessment and evaluation.
- In collaboration with the Practicum Coordinator, the Associate Teacher may choose to develop and issue a “[Letter of Concern](#)” for the Teacher Candidate to address serious shortcomings in professional deportment, curricular knowledge, lesson planning, classroom management, Indigenous knowledge, and/or assessment and evaluation. It is

vital that the Associate Teacher document in writing and communicate to the Teacher Candidates any serious deficiencies as early as possible in the Practicum.

- Ensure that Teacher Candidates are properly supervised. They are prohibited by the affiliates from being used in any capacity as supply teachers. The only instance in which a Teacher Candidate may be responsible for a classroom without supervision is when the Teacher Candidate has been granted a [Multi-Session Transitional Certificate of Qualification and Registration](#).
- Complete the Formative Assessment at the halfway mark of Practicum (see [Appendix A: KITEP Assessment Form for Practicum](#)).
- Complete the Summative Assessment at the end of the Practicum (see [Appendix A: KITEP Assessment Form for Practicum](#) and [Appendix C: Pass/Fail Criteria for Practicum](#)).

Role of the Principal

A Principal's role involves support, encouragement, leadership, and inclusion. In relation to the Practicum component, Principals are asked to:

- Select and confirm mentor teachers who will act as Associate Teachers. The expectation is that recommended Associate Teachers 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 Associate Teachers who are able to perform the Associate Teacher role as described in this *KITEP Teaching Practicum Guide*.
- Ensure recommended Associate Teachers do not have planned absences beyond three consecutive days of the scheduled Practicum days.
- Ensure the Teacher Candidate provides the documentation expected by the board prior to the start of the Practicum (this includes PRC/VSS, and possibly Freedom of Active TB documentation, if applicable). Notify the Practicum Coordinator if the Teacher Candidate is not being allowed access to the Practicum because documentation is not in order.
- Welcome Teacher Candidates to the school and provide an introduction/orientation.
- Provide any information the Teacher Candidate may require or request, regarding school and board policies and procedures.
- Facilitate opportunities for the Teacher Candidate to experience as many facets of the school community as possible (e.g., invite the Teacher Candidate to attend staff

meetings, assemblies, and to assist with extra-curricular activities and professional development opportunities, as appropriate).

- Become aware of the Teacher Candidate's general progress through informational conversations with the Associate Teacher, so that potential problems can be documented early. In the case of difficulties, the Practicum Coordinator must be contacted and the steps followed as directed in this *KITEP Teaching Practicum Guide*; see the section [Difficulties Encountered During the Practicum](#).
- Provide guidance, learning, and support for the Teacher Candidate and the Associate Teacher in cooperation with the Practicum Coordinator, particularly when difficulties arise.
- May terminate the Practicum 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 Teacher Candidate, the Principal may, without recourse, terminate the Practicum. Such a termination is usually effective immediately following an Associate Teacher informing a Principal of such a compromising situation; this type of termination cannot be appealed.
- Ensure that whenever a Teacher Candidate is with a class of learners, they are under the supervision of a member of the College of Teachers. Teacher Candidates must not act as supply teachers. The only instance in which a Teacher Candidate may be responsible for a classroom without supervision is when the Teacher Candidate has been granted a [Multi-Session Transitional Certificate of Qualification and Registration](#).
- Visit Teacher Candidates in classrooms, where time permits.
- Report, as required for other staff members, any incident or accident involving the Teacher Candidate while they are on school property.

Role of the Faculty Advisor

The role of the Faculty Advisor involves mentoring Teacher Candidates and facilitating communications with Associate Teachers, Teacher Candidates, Indigenous community partners, school Principals, and the Practicum Coordinator. The Faculty Advisor will determine if each teaching practicum is successful, based on observation reports, conversations, and products including lesson plans.

A Faculty Advisor will be assigned to each Teacher Candidate and the term of the Faculty Advisor appointment will be the Dagwaagin (Fall) and Biboon (Winter) terms of the academic year, September through April. The role of the Faculty Advisor includes the following:

- Remind Teacher Candidates to take a proactive approach to the Practicum, and ensure Teacher Candidates complete the following:
 - (i) contact the Associate Teacher to introduce themselves as soon as placement is confirmed
 - (ii) share their strengths, interests, and challenges with their Associate Teacher at the beginning of each placement
 - (iv) complete a detailed self-assessment (same content as the formative assessment) and meet with the Associate Teacher to compare assessments and to formulate a growth plan
 - (v) request a meeting with the Associate Teacher in the final week of placement to review progress, using the summative assessment as a guideline
 - (vi) contact the Faculty Advisor if any difficulties arise on placement
- Complete a virtual or face-to-face introductory meeting with each Associate Teacher to share information (i.e., scope of sequence; lesson plan expectations, implementation schedule, etc.).
- Maintain regular contact with Teacher Candidates and Associate Teachers (e.g., face-face, via telephone, via email through Lakehead account, or via a virtual platform such as Zoom/Google Hangouts), throughout the Practicum.
- Monitor and review Teacher Candidate lesson plan / unit plan submissions to their daybook.
- Observe each Teacher Candidate teach once (can be administered by Faculty Advisor, School Principal, or other OCT certified designated school personnel), and more if needed, for each placement. The observation of Teacher Candidates can be virtual or face to face, using a lesson observation form. Provide written feedback to the Teacher Candidate following the observation of a lesson, identifying areas of strength, areas for growth, and next steps for improvement. Follow up with Teacher Candidate and Associate Teacher on feedback provided (verbally and in writing).
- Maintain files of communications including formative assessments, summative assessments, email communications with Teacher Candidates and/or Associate Teachers, and notes on any meetings held with Teacher Candidates and Associate Teachers. As applicable, these files should be shared with the KITEP Practicum Coordinator.
- Provide extra support, and careful monitoring, as needed to all Teacher Candidates, especially those with marginal performance on their practicum. Marginal performance is defined as having two or more 'At Risk' indicators, and/or five or more 'Needs Further Development' indicators on the formative assessment. In instances where a Teacher Candidate is assessed as having marginal performance, or in instances when a serious issue arises regarding Teacher Candidate's progress, the Faculty Advisor must schedule a

meeting with the Teacher Candidate, the Associate Teacher, and the Practicum Coordinator 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 Teacher Candidate and Associate Teacher with a summary of the meeting including the above-mentioned steps.

- If necessary, a [Letter of Concern](#) or formal email may be generated to identify “areas for growth” over a specified timeframe, as well as specific next steps for improvement. The Faculty Advisor will assume leadership in generating a Letter of Concern, in collaboration with the Associate Teacher and the Practicum Coordinator, for the Teacher Candidate’s file. A copy of the Letter of Concern should be sent to the Teacher Candidate, the Associate Teacher, and the Practicum Coordinator. Should growth toward the desired outcomes outlined in the Letter of Concern not be realized within the specified timeframe, the Faculty Advisor, in conjunction with the Practicum Coordinator, will call a meeting with the Teacher Candidate and Associate Teachers to determine the next course of action, including possible termination. See the section: [Difficulties Encountered During the Practicum](#).
- Monitor Associate Teacher submissions of the Formative/Summative Assessment Forms ([Appendix A](#)) to ensure that assessments are submitted in a timely manner. Contact the Associate Teacher to track any/all summative assessments not submitted at the end of placement, offering to assist Associate Teachers as needed. Maintain files of submitted Formative and Summative Assessment forms.
- Monitor the number of Practicum days completed by the Teacher Candidate: 30-50 for each Practicum block, for a total of 80 days. Track any documentation regarding absences in the Teacher Candidate’s file. All absences must be made up by the Teacher Candidate.
- Assess and assign a Pass (P), Fail (F) or Incomplete (IP) grade for Student Teaching I (EDUC 1321) and Student Teaching II (EDUC 2121), taking into account the documentation provided by and the recommendations of the Associate Teachers for the entire days of the Practicum. See [Appendix C](#): Pass/Fail Criteria for Practicum.
- Participate in the appeals process of placement assessments, as needed. See the section [Practicum Appeals Procedure](#).
- Routinely attend such meetings and activities that the Keewatinase Chair deems vital to the Faculty Advisor’s role and responsibilities (e.g., Welcome Days and Faculty Advisor meetings).

Role of the Practicum Coordinator

The Practicum Coordinator is responsible for the following:

- Collaboratively support the implementation of the Practicum protocols, as outlined in this *KITEP Practicum Teaching Guide*.
- Provide assistance and support for the Multi-session Transitional Certificate of Qualification and Registration (MTCQR).
- Ensure open communications between Keewatinase, host school administration, Indigenous community partners, and Associate Teachers.
- Support Faculty Advisors to ensure consistency of Practicum supervision practices and expectations.
- Meet with Teacher Candidates, as needed, to arrange for/approve any requests for an alternative Practicum schedule (e.g., less than five days a week). Such arrangements are to be communicated with the Faculty Advisor.
- Work closely with Teacher Candidates, Faculty Advisors, Associate Teachers, Indigenous community partners, and Principals to resolve difficulties or concerns that arise during the course of the Practicum. In particular, meet with the Teacher Candidate, the Associate Teacher, and the Faculty Advisor when the formative assessment indicates marginal performance. Marginal performance is defined as having two or more 'At Risk' indicators, and/or five or more 'Needs Further Development' indicators on the formative assessment. The Practicum Coordinator, the Teacher Candidate, and the Associate Teacher should 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).
- Assist in generating a [Letter of Concern](#) or formal email, as applicable, to identify “areas for growth” over a specified timeframe, as well as specific next steps for improvement. Should growth toward the desired outcomes outlined in the Letter of Concern not be realized by the Teacher Candidate within the specified timeframe, a meeting should be held with the Teacher Candidate and Associate Teacher to determine the next course of action, including possible termination. See the section: [Difficulties Encountered During the Practicum](#).
- Participate in the appeals process of placement assessments, as needed. See the section [Practicum Appeals Procedure](#).

- Review and develop the Practicum component of the program in consultation with school partners and Faculty Advisors. Survey school partners, including Associate Teachers and Principals, and Faculty Advisors, to determine Practicum program strengths and next steps.

TEACHER CANDIDATE EVALUATION FRAMEWORK

Keewatinase (Department of Indigenous Education) wishes to acknowledge that the following points are adapted from the Ontario Ministry of Education *Occasional Teacher Evaluation: Provincial Framework and Evaluation Template*. These points are shared to assist with the evaluation process of the Teacher Candidate during the Practicum.

This Framework, and the Formative/Summative Assessment Forms ([Appendix A](#)) establish the core requirements for a Teacher Candidate's evaluation, and capture effective practices when conducting an evaluation. The Framework is designed to support the ongoing professional growth of Teacher Candidates through dialogue and feedback with the Associate Teacher, and to increase confidence in the quality of education offered by KITEP.

The Framework

The Framework is derived from the Ontario College of Teachers' [Standards of Practice for the Teaching Profession](#) and, more specifically, the Ontario Ministry of Education's [Teacher Performance Appraisal](#) (TPA) system. The performance expectations identified in the Framework are fewer and more generalized than the TPA competencies required of permanent contract teachers. This is in recognition of the circumstances and the continuum of development that Teacher Candidates are on. **Note:** The Framework is not considered equivalent to a TPA and does not exempt a teacher from the requirements of TPA once in a permanent position, where compliance with the TPA is required.

Performance Expectations

There are various performance expectation statements that describe the skills, knowledge, and attitudes that Teacher Candidates should reflect in their practice (see Table 1, below). **These indicators are not intended to be an exhaustive list, and not all need to be demonstrated during the Teacher Candidate's Practicum.** An Associate Teacher may identify other examples of how expectations are/are not demonstrated when completing the formative/summative assessments (see [Appendix A](#)).

Table 1. Performance Expectations and Possible Observable Indicators for Evaluation

Performance Expectations	Possible Observable Indicators
<p>Reflects Indigenous history and ways of doing, being, and seeing in all aspects of the teaching profession</p>	<ul style="list-style-type: none"> • Ensures the inclusion of local Indigenous cultural traditions, understanding the connection between the land (Aki) and the evolution of language/culture • Includes local community members in the delivery of learning activities where appropriate • Reflects Indigenous languages, emphasizing local dialects • Learning strategies privilege Indigenous ways • Learning resources reflect local Indigenous culture and include treaties, land claims, local storytelling (written or oral) and other priorities of the community
<p>Creates a safe and inclusive learning environment</p>	<ul style="list-style-type: none"> • Follows proper safety procedures for bringing students out of the school/classroom environment when integrating Indigenous activities • Follows appropriate legislation, local policies, and procedures with regard to student safety and welfare • Ensures and models bias-free assessment • Values and promotes fairness and justice and adopts anti-discriminatory practices with respect to gender, sexual orientation, race, disability, age, religion, culture, diversity of Indigenous cultures, and similar factors • Communicates information from a bias-free, multicultural perspective, privileges Indigenous ways
<p>Models and promotes positive and respectful student interactions</p>	<ul style="list-style-type: none"> • Creates a learning environment that prioritizes the traditional goal of Indigenous learning systems to “create good people” • Models and promotes the joy of learning • Effectively motivates students to improve student learning • Demonstrates a positive rapport with students • Promotes polite and respectful student interactions • Develops clear and achievable classroom expectations with the students

<p>Demonstrates effective classroom management strategies</p>	<ul style="list-style-type: none"> ● Visibly maintains and promotes local Indigenous cultural protocols that reflect balance and harmony ● Demonstrates care and respect for students by maintaining positive interactions ● Addresses inappropriate student behavior in a positive manner, with the help of families
<p>Demonstrates knowledge of the Ontario curriculum</p>	<ul style="list-style-type: none"> ● Exhibits an understanding of the Ontario curriculum when teaching by reflecting local Indigenous traditions in curriculum expectations ● Presents accurate and up-to-date information ● Demonstrates subject knowledge and related skills ● Understands that in Indigenous contexts, it is not always appropriate for the classroom teacher to be delivering the teachings
<p>Plans and implements meaningful learning experiences for all students reflective of local Indigenous culture</p>	<ul style="list-style-type: none"> ● Applies knowledge about how students develop and learn physically, socially, and cognitively ● Chooses pertinent resources for development of instruction, understanding that resources could include books, digital resources, Elders, community members, the land (Aki), or other resources ● Organizes subject matter into meaningful units of study and lessons ● Uses a clear and consistent format to plan and present instruction ● Uses a variety of effective instructional strategies ● Models and promotes effective communication skills ● Uses instructional time in a focused, purposeful way ● Critically assesses information ● Uses available technology effectively
<p>Differentiates instructional and assessment strategies based on student needs, interests, and learning profiles</p>	<ul style="list-style-type: none"> ● Shapes instruction so that it is helpful to all students, who learn in a variety of ways ● Responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met
<p>Utilizes a variety of evidence-based assessment and evaluation strategies</p>	<ul style="list-style-type: none"> ● Uses a variety of techniques to report student progress

	<ul style="list-style-type: none"> • Engages in meaningful dialogue with students to provide feedback during the teaching/learning process • Gathers accurate data on student performance and keeps comprehensive records of student achievement • Uses a variety of appropriate assessment and evaluation techniques • Uses ongoing reporting to keep both students and parents informed and to chart student progress
--	---

Ongoing Dialogue and Meetings

Ongoing dialogue between Teacher Candidates and Associate Teachers, throughout the Practicum, will aid in the Teacher Candidate’s growth. Formalized meetings in conjunction with the assessment processes also promote professional dialogue. Associate Teachers and Teacher Candidates are expected to meet in conjunction with the completion of the Formative and Summative Assessment forms ([Appendix A](#)) to debrief, discuss the outcome of the assessments, and discuss recommendations for professional growth. As part of the assessment process, the Associate Teacher makes recommendations to the Teacher Candidate on areas for professional growth.

Assessments Completed by Associate Teacher

Formative/Summative assessment forms (see [Appendix A](#)) are completed by the Associate Teacher at the mid-point of the Practicum and the end point of the Practicum, to provide feedback to Teacher Candidates and support and document the outcome of the Practicum evaluation. Teacher Candidates also complete an assessment at the mid-point of the Practicum (based on the formative assessment), and discuss/compare their self-assessment to the assessment of the Associate Teacher. Feedback on the assessment forms should be used by the Teacher Candidate as an opportunity to reflect on the feedback they received, and identify opportunities for growth.

Assessment of Practicum: Grade Designations

The Faculty Advisor is responsible for ascertaining that the Teacher Candidate completed 80 days of Practicum, including make-up days for any time missed. Teacher Candidates who do not have 80 successful days of Practicum completed will automatically be graded as IP (in progress) in Student Teaching I and/or Student Teaching II, until all absences have been made up and documented.

There are three possible grade designations that can be assigned at the end of each Practicum.

P = Pass. A Teacher Candidate who receives a ‘P’ for each Practicum will, upon graduation from KITEP, be recommended to the Ontario College of Teachers for certification.

IP = In Progress. This designation is given to a Teacher Candidate has not yet met the requirements for completion of the Practicum in the given semester, or has been unable to complete a Practicum and has provided appropriate, official medical documentation or a letter documenting extenuating circumstances (e.g., compassionate grounds) to the Practicum Coordinator. **Note:** A delayed Practicum must be cleared within one academic year.

F = Fail. Teacher Candidates who withdraw, are suspended, terminated, or who do not receive a successful Practicum summative evaluation (see [Appendix C: Pass/Fail Criteria for Practicum](#)) will receive an **F** for the Practicum component. An additional Practicum will be necessary to make up any failed practicums.

KITEP LEARNING OUTCOMES

KITEP Program Learning Outcomes are a set of 25 outcomes that identify the knowledge required of students, to prepare them to meet the requirements of the Ontario College of Teachers for certification as Indigenous teachers. Teacher candidates should review the Program Learning Outcomes regularly throughout the program, in conjunction with each Practicum.

1.	Knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to teaching in Indigenous contexts, including lesson, unit and course planning and design.
2.	Knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to teaching in Indigenous contexts, including special education.
3.	Knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to teaching in Indigenous contexts, including equity and diversity.
4.	Knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to teaching in Indigenous contexts, including learning assessment and evaluation.
5.	Knowledge of how to access and use current research in teaching and learning.
6.	Experience reflecting on one’s own professional judgment, problem solving, and learning from one’s own practice through a reflexive Indigenous wholistic lens.
7.	Knowledge of how to use and evaluate technology resources and tools for different purposes and to model critical viewing, representing, and thinking for students.
8.	Knowledge of how to research and conduct data analysis.
9.	Knowledge of how to use technology, including AI, as a teaching tool.
10.	Knowledge of how to use inquiry-based research, data, and assessment, and how to select and use current instructional strategies to address student learning styles.
11.	Knowledge of how to use learning and teaching theories and methods and

	differentiated instruction.
12.	Knowledge of, and practice with, classroom management and organizational skills, particularly as they relate to teaching in Indigenous classroom settings.
13.	Knowledge of how to provide a safe, supportive, inclusive and engaging classroom environment for all students.
14.	Knowledge of child and adolescent development, and student transitions to age 21, through Kindergarten to Grade 12, and from Indigenous schools to non-Indigenous schools.
15.	Knowledge of how to use current strategies relating to student observation, assessment, and evaluation.
16.	Knowledge of how to teach students whose first language is not the Indigenous language.
17.	Knowledge of pedagogy in the Indigenous language, and the assessment and evaluation of learning in the relevant areas of study in relation to specific curriculum subjects.
18.	Knowledge of the policies, assessments, and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports.
19.	Knowledge of child, youth, and parental mental health issues relevant to the elementary and secondary school environment, particularly as they relate to Indigenous schools and remote communities.
20.	Knowledge of the Ontario College of Teachers' "Standards of Practice for the Teaching Profession" and "Ethical Standards for the Teaching Profession."
21.	Knowledge of how to prepare students for learning transitions in a variety of settings, including transitions to high school, college, university, apprenticeship, the workforce, and Indigenous operated schools to non-Indigenous operated schools.
22.	Knowledge of the regional and provincial contexts in which both provincially-funded and federal-funded schools operate.
23.	Knowledge of Ontario education law and related legislation, occupational health and safety legislation, and legislation governing the regulation of the teaching profession in Ontario, and the professional obligations of members of the College of Teachers.
24.	Knowledge of the relationships among community, home, and school in Indigenous contexts, relevant to a relational curriculum and pedagogy.
25.	Knowledge of and experience with learning and sharing to inform critical thinking, investigation, and inquiry, through Circle processes and other traditional Indigenous processes of personal reflection and growth.

PROFESSIONALISM, COMPETENCE, AND INDEPENDENCE

For Teacher Candidates to be recommended for certification to the Ontario College of Teachers, they must successfully demonstrate **professionalism, competence and independence** in all aspects of the program, including the Practicum. The general public's expectations of people who work with children are high, and one never ceases to be a teacher, even outside of the school environment, anywhere in the community.

Professionalism

According to the *Education Act (1990)*, a Teacher Candidate 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. Furthermore, in Indigenous contexts, the goal of education is to create 'good people'. As such, teachers and teacher candidates are expected to create environments that model proper behaviour for respectful child/adult relationships reflecting the sacredness of Indigenous children in our communities.

The Teacher Candidate 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 individual rights and sensibilities while recognizing the communal nature of Indigenous rights and responsibilities. The Teacher Candidate will:
 - a) recognize community and familial responsibilities within Indigenous communities and the sacred nature of that relationship;
 - b) maintain a professional relationship with learners in their classes;
 - c) 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. Similarly, Indigenous cultures embrace good relationships with clan/family, community, and nation; as such, Indigenous teachers should honour their traditions that reflect the nurturing of positive relationships in all facets of their lives. The Teacher Candidate will:
 - a) develop and reflect an understanding of the relational nature of Indigenous traditions;
 - b) maintain good order and discipline in the school;
 - c) discuss discipline, strategies, and consequences with the Associate Teacher.

- Hold the safety and security of learners in higher regard than their own rights and privileges. The Teacher Candidate will:
 - a) involve family and community in the development of approaches to facilitating

- positive behaviour and working strategies for students with special needs;
 - b) become familiar with school codes of learner behaviour;
 - c) discuss strategies to be used with special needs learners.
- Treat colleagues, learners, and parents with professional courtesy and consideration. The Teacher Candidate will:
 - a) avoid any physical discipline;
 - b) refrain from verbal remarks that are disrespectful or that could be interpreted as defamation;
 - c) maintain classroom routines and expectations.

Teaching is emotionally stressful and physically demanding. This is especially significant when Teacher Candidates live and work in a small, sometimes isolated Indigenous community, where they teach or work with immediate family, extended family, and/or other close friends, and may have traditional cultural family responsibilities. As such, Teacher Candidates are expected to be able to do the following:

- Develop an understanding that in Indigenous contexts, education is an extension of family and community.
- Be as objective as possible when working with family or close relationships. Reflect strategies in practice that manage this unique environment.
- Cope with the emotional, intellectual, and physical demands of the classroom;
- Provide a safe, secure environment for learners;
- Remain professional in speech and behaviour;
- Abide by the Ontario College of Teachers' [Standards of Practice for the Teaching Profession](#) and [Ethical Standards for the Teaching Profession](#) when in schools, as well as the [Student Code of Conduct](#).

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

- Arrive at the school at least 15 minutes before classes start, unless otherwise instructed by the Principal (or designate), in order to be adequately prepared for the day;
- Maintain an organized daybook housing all lesson and unit plans (possible templates for lesson/unit plans are [available online](#)), student assessment records, reflections, feedback and goals for improvement. Although the Principal (or designate) may not require submission of formal lesson plans; the Teacher Candidate's daybook may be requested at any time;

- Be available for discussions with Associate Teachers, Principals (or designates) where applicable;
- Dress appropriately by following the example set by other teachers at the school;
- Demonstrate 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 discrete visitor when interacting with staff or using school facilities;
- Maintain continuity in the program content and delivery;
- Maintain professional relationships with school personnel and learners;
- Maintain established classroom routines and expectations;
- Become aware of and demonstrate the [Professional Standards](#) of the Ontario College of Teachers;
- Ask Associate Teachers and Principals for support during Practicum, and contact appropriate personnel at first sign of any difficulty on Practicum;
- Collect ongoing documentation of professional growth during the teaching Practicum (lesson plans, unit plans, reflections, written and verbal feedback and responses).

Competence

The number and formality of lessons will vary with the ability of the Teacher Candidate and the classroom context.

Lesson Planning

Teacher Candidates are required to have written lesson plans for all assigned lessons. These are to be shared with the Associate Teacher prior to the lesson being taught. Teacher Candidates are required to save these lesson plans as documentation of the Practicum experience.

- The Teacher Candidate may use a [lesson plan template](#) as provided on Lakehead's website, or may use a template used by the Associate Teacher or school. Where an

Associate Teacher has a preference in terms of the lesson plan template to be used, a Teacher Candidate will use the template preferred by the Associate Teacher.

- In instances where an Associate Teacher does not require a Teacher Candidate to complete lesson plans, Keewatinase expects all lesson plans to be completed and stored for future reference.

Program Delivery

All Teacher Candidates should be able to do the following:

- Contextualize curriculum objectives within Indigenous cultural traditions, locally where possible;
- Draw pertinent information from curriculum documents;
- Understand the ways in which curriculum documents are to be addressed in teaching;
- Interact with learners in an affirming, professional manner;
- Develop and organize a lesson plan independently;
- When requested, develop and deliver a unit plan, with guidance and/or assistance.

Independence

All Teacher Candidates must have demonstrated skill and independence to do the following:

- Plan lessons and units that reflect curriculum expectations with a reflection of local Indigenous culture where possible;
- Deliver lessons using a variety of strategies that embrace Indigenous approaches;
- Collect assessment data in a variety of ways;
- Evaluate and report on student achievement of Ontario Ministry of Education learning expectations and learning skills with respect to strengths, areas for growth, and next steps;
- Perform consistently at an acceptable level indicative of success for a novice teacher entering the profession.

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 Teacher Candidates are treated fairly with regard to reappraisal and academic appeals. Specifically, the policy provides Teacher Candidates with a means of addressing their concerns about final course marks and other academic decisions.

Teacher Candidates are expected to make reasonable efforts to resolve issues beginning with the individuals making the decisions. Nothing in the policy shall relieve Teacher Candidates 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 practicum, Teacher Candidates 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. Teacher Candidates are reminded to file an appeal within 5 days of the end of a Practicum block at the latest, to prevent delays in the appeal process.** Once a decision to appeal has been made, a Teacher Candidate 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 Teacher Candidate must, clearly and in writing, state the grounds for the appeal at each step.**

Step 1	Work with the Faculty Advisor to resolve the issue before the end of the Practicum.
Step 2	If the issue is not resolved, the Practicum Coordinator and Indigenous community contact are brought into the discussion no later than 5 working days after the last day of the Practicum.
Step 3	If the issue remains unresolved, the Chair of Keewatinase will meet with the Indigenous community representative, the Practicum Coordinator and the Teacher Candidate no later than 10 working days after the Step 2 meeting. The Chair, with advice from the Indigenous community contact, must render a decision within five working days of the Step 3 meeting.
Step 4	If the issue remains unresolved, the Teacher Candidate may request a hearing with the Practicum Review Committee (composed of the Chair of Keewatinase, a faculty member designated by the Dean, an Indigenous community

	representative, and the Practicum Coordinator). The Chair of the Department must receive the request in writing for the hearing within 10 working days of the release of the decision issued in Step 3. A detailed description of the Practicum Review Committee is detailed below.
Step 5	The Teacher Candidate 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 Form B with the Dean of the Faculty of Education, as per the Senate Policy Regarding Academic Appeals within 15 working days of the release of the decision under Step 4. An appeal to the Dean will be processed unless a decision has been rendered at Step 4.

Practicum Review Committee Meeting Procedures

When initiating a Practicum review:

- The request for a hearing must be formally submitted by the Teacher Candidate, in writing (email or letter), to the Chair of the Department 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 Teacher Candidate is required to clearly identify the grounds for the appeal in their email/letter.
- An Administrative Assistant, designated by Keewatinase, 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 Teacher Candidate 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 student what takes place. Observers may include a parent/third party, LUSU representative, ombudsperson and/or Director of Human Rights and Equity.
- The Teacher Candidate 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 Practicum Coordinator 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 meeting.

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

Guideline Procedures of the Practicum Review Meeting

- Introduction of the participants by the Chair of the meeting.
- The Ombudsperson or Director of Human Rights and 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 Teacher Candidate, Practicum Coordinator, 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 Practicum.
- Opening statements by the Teacher Candidate – maximum 20 minutes.
- Opening statements by the Practicum Coordinator – maximum 20 minutes.
- Examination of the Teacher Candidate by the Practicum Review Committee to clarify any points raised by their statement.
- Examination of the Practicum Coordinator or by the Practicum Review Committee to clarify any points raised by their statement.
- Reply evidence, if any, on behalf of the Teacher Candidate 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 Practicum Coordinator’s evidence.
- Summary remarks, if any, on behalf of the Teacher Candidate.
- Summary remarks, if any, on behalf of the Practicum Coordinator.
- The Teacher Candidate, Practicum Coordinator, and all observers are asked to leave the meeting.
- The Chair of the Practicum Review Committee notifies the Teacher Candidate of the decision in writing, by sending the report to the candidate and a copy to the Chair of the Department, members of the Practicum Review Committee and participants, by email within 10 working days of the appeals meeting.

- The Teacher Candidate 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 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.

HEALTH AND SAFETY INFORMATION

Workplace Safety and Insurance Board (WSIB)

Teacher Candidates have Workplace Safety and Insurance Board (WSIB) coverage while on Practicum through the Ministry of Training, Colleges and Universities. In the event of an accident during Practicum, Teacher Candidates must immediately (a) report the accident to the school administration and (b) contact the Practicum Coordinator.

Health and Safety Reminders

Teacher Candidates must:

- Complete health and safety requirements applicable to the school board during the Practicum.
- Check with the Principal (or designate) at the school to ensure they meet these health and safety requirements.
- Follow all health and safety procedures.
- Not assume responsibility for medical procedures, dispensing medication, or dealing with bodily fluids.
- Follow the school's accident reporting procedures and report accidents and/or injuries immediately to the Principal (or designate).

Accident Reporting Form

While completing courses or other program components in person, Teacher Candidates should report any behaviour of concern within the Faculty of Education or Keewatinase to a faculty member or Security. The [Accident Report Form](#) should be completed and submitted in confidence to the Practicum Coordinator.

DUTY TO REPORT A 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)*.

A Teacher Candidate has a duty to report suspected child abuse to the Children’s Aid Society immediately and in an ongoing manner (i.e., if happens again, report again). This duty to report overrides all confidentiality agreements between the teacher and student.

After reporting, the Teacher Candidate must immediately report the matter to the Principal (or designate). In such cases, the Teacher Candidate 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. The Teacher Candidate is responsible for ensuring the letter is delivered to the Principal and that they sign and date the Teacher Candidate’s copy to verify receipt. The Teacher Candidate keeps their verified copy of the letter for their files. While the primary responsibility for reporting the matter to the authorities remains with the school, the Teacher Candidate should be the vehicle of the report. As in other Canadian provinces, Teacher Candidates in Ontario under such circumstances have an obligation under law to report directly to their local Children’s Aid Society. The Teacher Candidate should brief the Practicum Coordinator regarding the situation as soon as possible.

SUPPLY TEACHING DURING PRACTICUM

Teacher Candidates must not supply teach during a Practicum. If an Associate Teacher takes ill suddenly, the school is to call an emergency supply 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.

Note: The only instance in which a Teacher Candidate may be responsible for a classroom without supervision is when the Teacher Candidate has been granted a [Multi-Session Transitional Certificate of Qualification and Registration](#).

DIFFICULTIES ENCOUNTERED DURING THE PRACTICUM

Difficulties arising during the student teaching practicum may be resolved between the Associate Teacher and the Teacher Candidate, and/or between the Associate Teacher and the Teacher Candidate/Faculty Advisor/Principal/Practicum Coordinator.

Associate Teacher/Teacher Candidate: An Associate Teacher concerned about a Teacher Candidate’s development provides the Teacher Candidate with regular written documentation of the areas of concern and sets reasonable, achievable goals, and timelines for improvement.

Associate Teacher/Teacher Candidate/Faculty Advisor/Principal/Practicum Coordinator/Community Representative: If the difficulty or area of concern remains

unresolved, a “[Letter of Concern](#)” may be generated. Meetings with applicable individuals must be held to ensure The Teacher Candidate clearly understands:

- the documented concern(s);
- the documented expectations for improvement; and
- the timelines specified

“Letter of Concern”

At any time in practicum, when the Associate Teacher has identified serious deficits in the Teacher Candidates performance, in collaboration with the Practicum Coordinator and Indigenous community representative where applicable, may choose to generate a “[Letter of Concern](#).” 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 Associate Teacher, Faculty Advisor, Principal (and/or designate) and the Practicum Coordinator. Additional school administrators or a Chair from the Faculty of Education at Lakehead University may also be in attendance.

The Letter of Concern will identify “areas for growth” over a specified time frame. The Practicum Coordinator will ensure that a copy of the Letter of Concern is sent to the Teacher Candidate and the Principal, and will check with the Teacher Candidate and Principal after the specified time period. The Practicum Coordinator will place a copy of the Letter of Concern in the Teacher Candidate’s file.

Should growth toward the desired outcomes outlined in the Letter of Concern not be realized within the specified time frame, the Practicum Coordinator, along with the Principal, will call a meeting with the Teacher Candidate to determine the next course of action. The involvement of the school Principal will be required. The Practicum Coordinator will prepare a summary of all meetings, decisions, and written documentation to be placed in the Teacher Candidate’s file. Teacher Candidate failure to adequately address the areas for growth specified in the Letter of Concern may result in failure or termination of the Practicum.

Authority to Terminate Practicum

The following individuals have the authority to terminate a Teacher Candidate’s Practicum based on deficiencies in professionalism, competence, or independence: the Principal, the Practicum Coordinator, and the Chair of Keewatinase at Lakehead University.

Teacher Candidates should be cautioned that the Principal is *not* required to issue a [Letter of Concern](#) if they terminate the Practicum for causes given in the *Education Act (1990)*. At any time that the Principal of a school feels that the safety of learners or the integrity of their learning program is being compromised by the Teacher Candidate, the Principal may, without

recourse, terminate the Practicum. Such a termination is usually affected upon an Associate Teacher informing the Principal of such a compromising situation.

Appendix A - KITEP Practicum Assessment Form (Formative and Summative)



Keewatinase Practicum Assessment Form (Formative/Summative/Self Assessment)

Placement Details:

Teacher Candidates Name:

Number of Days Completed:

Professionalism

Demonstrates dependability, flexibility and initiative in applying Indigenous knowledge and pedagogies.

- Developing as Expected
- Needs Further Development
- At Risk

Demonstrates sound professional judgment and maintains respectful and collaborative relationships with learners, colleagues, families, and community members, prioritizing student well-being and cultural practices.

- Developing as Expected
- Needs Further Development
- At Risk

Embodies the 7 Grandfather teachings (love, truth, honesty, respect, humility, courage, and wisdom) in instructional decision-making.

- 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 from Associate Teachers.

- Developing as Expected
- Needs Further Development
- At Risk

Comments:



Positive Learning Environment

Maintains a safe, inclusive, and culturally grounded learning environment in collaboration with the Associate Teacher.

- Developing as Expected
- Needs Further Development
- At Risk

Engages in relational, trust-building conversations with learners that affirm their sense of belonging, identity, and voice.

- Developing as Expected
- Needs Further Development
- At Risk

Models' curiosity, passion, and a love of learning grounded in Indigenous ways of Knowing, Seeing, Doing, and Being.

- Developing as Expected
- Needs Further Development
- At Risk

Addresses inappropriate behaviours using culturally safe and trauma-informed approaches that protect learners' dignity and promote healing (e.g., Circle processes, restorative dialogue).

- Developing as Expected
- Needs Further Development
- At Risk

Nurtures a space that upholds the emotional, mental, physical, and spiritual dimensions of holistic well-being, where all learners feel valued, respected, and connected to one another, the land (Aki), spirit, and their cultural identities.

- Developing as Expected
- Needs Further Development
- At Risk

Comments:

Teaching Practice

Demonstrates understanding of curriculum guidelines, expectations and big ideas, integrating Indigenous knowledge, languages, and worldview within Ontario education curriculum frameworks.

- Developing as Expected
- Needs Further Development
- At Risk



Demonstrates understanding of subject matter in ways that honour Indigenous ways of Knowing, Seeing, Doing, and Being (e.g., teaching practices include culturally relevant examples, stories, and teachings).

- Developing as Expected
- Needs Further Development
- At Risk

Demonstrates working proficiency in the language of instruction (English) in four modalities: reading, writing, listening, and speaking. Uses Indigenous language or terminology as applicable.

- Developing as Expected
- Needs Further Development
- At Risk

Develops culturally grounded lesson plans for submission to Associate Teacher prior to teaching, including opportunities for land-based and experiential learning as applicable.

- Developing as Expected
- Needs Further Development
- At Risk

Communicates clear, achievable expectations and instructions to learners, ensuring instructions support learners' understanding while affirming their identities.

- 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 that reflect Indigenous pedagogies and balance emotional, mental, physical, and spiritual development.

- Developing as Expected
- Needs Further Development
- At Risk

Grounds teaching in Indigenous pedagogies (e.g., Aki-based learning, circle process, storytelling, reflection, experiential and community-based learning), seeking guidance from Elders, Knowledge Keepers, and community members when applicable.

- Developing as Expected
- Needs Further Development
- At Risk

Recognizes the importance of local context and community perspectives in curriculum interpretation. This may include understanding the role of local protocols, knowledge systems, and spiritual teachings.

- Developing as Expected
- Needs Further Development
- At Risk



Assessment / Evaluation

Practices assessment *as, for, and of* learning using culturally responsive, wholistic approaches, with guidance from the Associate Teacher.

- Developing as Expected
- Needs Further Development
- At Risk

Provides specific, timely, and culturally respectful feedback that supports learners' growth and identities.

- Developing as Expected
- Needs Further Development
- At Risk

Comments:

Associate Teacher/Principals Name:

OCT#:

Signature:

Date:

Appendix B - Recommended Practicum Implementation Schedules (MTCQR and Full)

Recommended Practicum Implementation Schedule

The two Practicum blocks (each 30-50 days in duration) are designed to support a Teacher Candidate’s professional growth over a total of 80 days’ classroom experience. As Teacher Candidates progress through the Practicum, they assume more responsibility and increasing amounts of planning and teaching. Please use the following chart as a suggested Practicum Implementation Schedule for Practicum 1 and Practicum 2. This schedule may be modified to meet the individual needs and competencies of Teacher Candidates.

Reporting Periods	Schedule	Progressive Developmental Foci	Notes for the Associate Teacher
<p>Formative Assessment (to be completed a halfway point of the Practicum, which will be 30-50 days in total)</p>	<p>Weeks 1-2 up to 5 days active observation, approximately 25% teaching</p> <p>Weeks 2-3 Approximately 50% teaching</p> <p>Week 4- mid-point of Practicum Approximately 75% teaching</p>	<ul style="list-style-type: none"> ● focused observation ● reflection ● introductory activities ● single lessons planned and delivered independently ● works with Elders/ community members in class to deliver lessons ● provides evidence of privileging local Indigenous-focussed cultural activities to deliver Ontario curriculum objectives 	<ul style="list-style-type: none"> ● makes connections to local cultural activities, includes language, engages with Elders/ community members ● deconstruct, explain, and model as you go ● suggest topics for focused observation and discussion ● formative assessment completed at mid-point of Practicum; meet with Teacher Candidate to discuss evaluation and set learning/growth plan
<p>Summative Assessment (to be completed at the end point of the Practicum)</p>	<p>From mid-point of Practicum to end: Approximately 100% teaching* <i>*dependent upon Teacher Candidate readiness</i></p>	<ul style="list-style-type: none"> ● lesson, and possibly unit planning, developed independently ● application of varied delivery and assessment strategies independently ● clearly integrates Indigenous ways of doing, being, and seeing into lessons, unit plans, delivery and assessment strategies independently 	<ul style="list-style-type: none"> ● summative assessment report to be completed and shared with Teacher Candidate before the end of placement

Multi-Session Transitional Certificate of Qualification and Registration (MTCQR) Modified Recommended Implementation Schedule

Students who will be applying for their MTCQR may want to use this modified recommended implementation schedule to gain the best practicum experience. If not hired by a school board after receiving the MTCQR, TCs will resume their regular practicum and it is suggested to follow the recommended practicum implementation schedule on page 45 of this guide. TCs will continue in their placement where they left off after acquiring their MTCQR and this may also mean modified duties that align with the standard practicum experience (ex. Start on week three if you completed the first 10 days).

10 Day Schedule if applying for MTCQR

Day	Schedule
1	Observe in class
2	Approximately 25% Teaching
3-6	Approximately 50% Teaching (formative assessment at end of day 6)
7-8	Approximately 75% teaching
9-10	100% teaching (summative assessment at the end)

Appendix C - Pass/Fail Criteria for Practicum

Pass/Fail Criteria for Practicum

The Practicum courses (Student Teaching I and Student Teaching II) are based on a pass/fail system. In order for Teacher Candidates to earn a mark of **P** (Pass) in each Practicum, they must meet the criteria based on their evaluation on the **summative assessment form**:

First Practicum: Formative Assessment Form

- less than 12 Needs Further Development = PASS
- 12 or more Needs Further Development OR 3 At Risk (or any combination) = FAIL

Second Practicum: Summative Assessment Form

- less than 6 Needs Further Development = PASS
- 6 or more Needs Further Development OR 1 At Risk (or any combination) = FAIL

Appendix D - Placement Information Form



Keewatinase
Indigenous Teachers Education Program
T: (807) 343-8010 x: 8003
E: alp.coord.educ@lakeheadu.ca

Placement Information Form

To Whom it may concern,

Here at Keewatinase – Indigenous Education we first would like to say miigwetch for taking on such a vital role for our Teacher Candidates in their teaching practicums. As part of the practicum experience and to provide the necessary support, we are asking that you provide us with some initial information before the placement starts.

Name of Teacher Candidate Applicant:

Name of Associate Teacher:

Associate Teacher OCT Number:

Associate Teacher Email Address:

Placement School:

Start Date:

Name of Principal:

Principal Email:

School Board/Education Authority:

Please email the completed form to the Practicum Coordinator at alp.coord.educ@lakeheadu.ca .

Miigwetch,



Tyler Armstrong
Program Coordinator
Keewatinase Indigenous Teacher Education Program

Appendix E - Practicum Experience Form

Appendix F - KITEP Video Observation Protocol (Language Specialization)

KITEP Video Observation Protocol

Note: This video observation protocol is applicable only to Teacher Candidates in the Language specialization of KITEP who cannot fulfill Practicum requirements of gaining teaching experience in a Senior division level classroom. The protocol provides an opportunity for these Teacher Candidates to fulfill this Practicum requirement, through a process that involves viewing and discussing a 20-minute video, and then completing and submitting the KITEP Video Observation Protocol Form to the Practicum Coordinator .

Guidelines for the KITEP Video Observation Protocol

- The Video Observation Protocol must only be used for the Senior Division in instances where no other options are available for Teacher Candidates (for example, in instances where there is no Senior division in the community where the teacher Candidate is completing their Practicum).
- A Language Instructor must be present both before and after the showing of the video.
- There are three steps to the KITEP Video Observation Protocol.
 - a) Prior to observation: a **conversation** between the Language Instructor and Teacher Candidate, as to what evidence the Teacher Candidate will be looking for in each of the four areas of the Protocol: curriculum, instruction, assessment, and learning environment. This may include practical observations.
 - b) **Observation** of the video. When observing the video, there are three things for Teacher Candidates to remember:
 - We are not judging the teacher; we are observing their practice and learning from it.
 - We are only seeing one lesson, not the entire range of the practice.
 - You are looking for evidence to support any observation that you record. Feel free to write comments in the comments section.
 - c) After observation: A **discussion**, in which the Teacher Candidate will share with the Language Instructor what they have learned from the video observation and how it will impact their practice.
- **The Teacher Candidate will then complete and submit the KITEP Video Observation Form** to the Practicum Coordinator in Keewatinase.

Guidelines for Administering Video Observation Protocol

1. The Language instructor will watch the video and complete the KITEP Video Observation Form in advance, to prepare them for a conversation with the Teacher Candidate. A viewing of the video will be arranged through the Practicum Coordinator or Keewatinase Administrative Assistant.
2. A Zoom meeting will be scheduled with the Language Instructor, the Teacher Candidate, and the Practicum Coordinator.
3. Prior to viewing the video together, a conversation will take place between the Language Instructor and Teacher Candidate, as to what evidence the Teacher Candidate is looking for in each of the four areas: curriculum, instruction, assessment, and learning environment (see the KITEP Video Observation Form). Practical observations, and additional comments may be included on the form.
4. Observation of the video. The Practicum Coordinator or Keewatinase Administrative Assistant will share the video virtually. As the Teacher Candidate observes the video, there are three things to remember:
 - We are not judging the teacher; we are observing their practice and learning from it.
 - We only see one lesson, not the entire range of the practice.
 - You are looking for evidence to support any observation that you record. Feel free to write comments in the comments section.
5. After the observation of the video, the Language Instructor will lead a discussion with the Teacher Candidate on what was learned from the video observation, and how it will impact our practice.
6. The Teacher Candidate will complete the KITEP Video Observation Form, and email the completed copy to the Practicum Coordinator in Keewatinase.

KITEP Video Observation Form

Note: This form is to be filled out by applicable Teacher Candidates in the KITEP Language specialization. **Please review the KITEP Video Observation Protocol notes, and follow the Protocol processes, prior to completing this form.** The completed form should be emailed to the Practicum Coordinator in Keewatinase - Indigenous Education.

To practice the skills of observation, please use the following scale:

0 = No evidence

1 = Minimal Evidence

2 = Partial but inconclusive evidence

3 = Partial evidence indicating that the area is covered

4 = Consistent evidence

Area	Observation				
	0	1	2	3	4
Curriculum					
● Ontario curriculum is referenced					
● Rubrics and exemplars used to evaluate the work					
● Learning outcomes evident					
● Teacher has comprehensive subject knowledge					
● Teacher meets general/specific expectations					
Instruction					
● Connections made to everyday life					
● A range of teaching strategies are evident					
● Instruction caters to a range of learning styles					
● Group work is effective and appropriate					
● Appropriate use of manipulatives/technology					

Assessment					
● Assessment of, for, and as learning is evident					
● Teacher checks for understanding					
● Teacher Candidates help to develop/understand learning outcomes					
● Links made to previous learning					
● Rubrics/exemplars clearly used					
Learning Environment					
● Parents are integral to education					
● High expectations for both teacher and Teacher Candidates are evident					
● Routines are established and followed					
● Environment is managed to engage Teacher Candidates and support learning					
● Behavior is managed appropriately					

Comments

1. Curriculum:

2. Instruction:

3. Assessment:

4. Learning Environment:

5. Additional Comments: