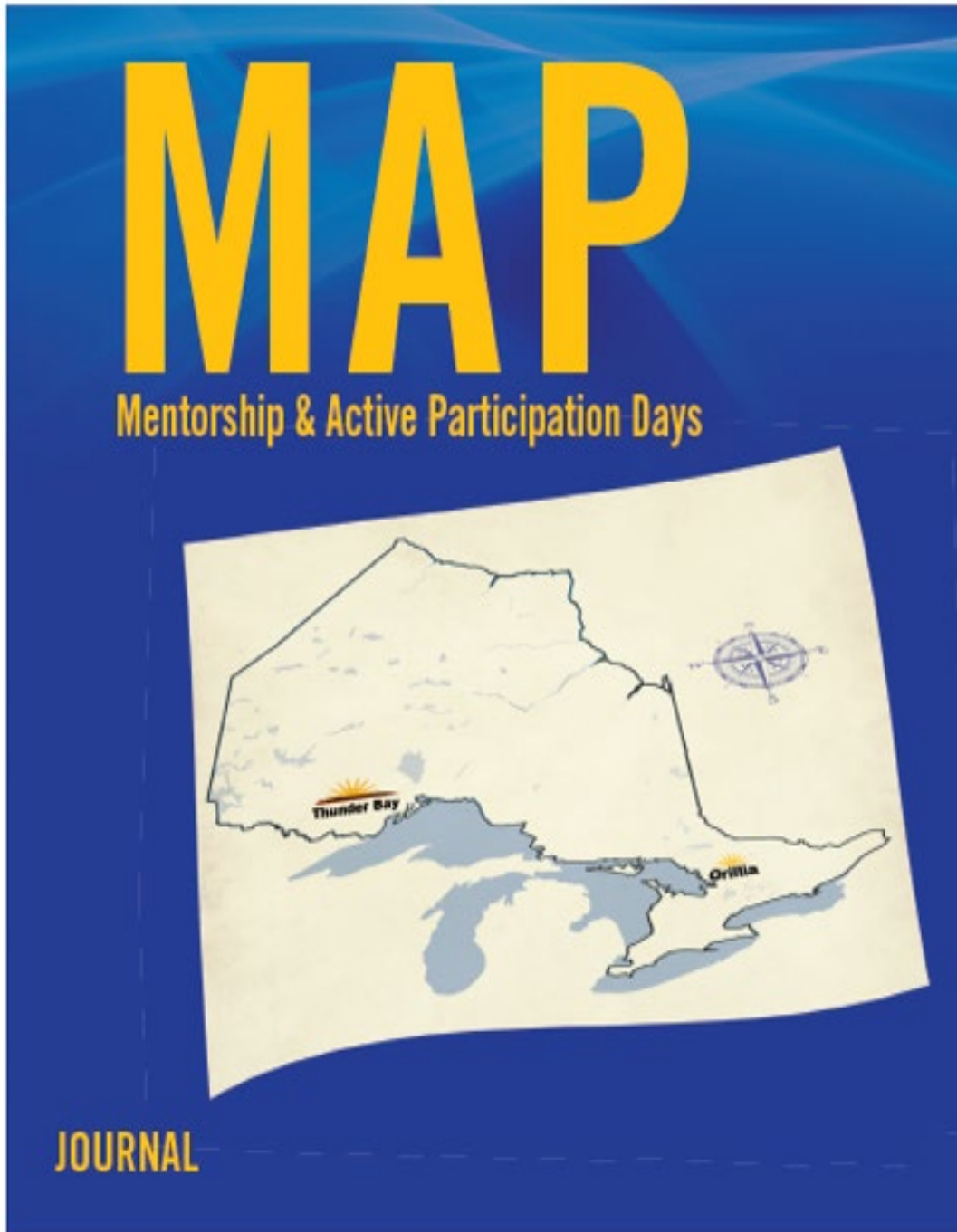


# MAP DAYS JOURNAL COMPANION BOOKLET



updated Sept. 20, 2021



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## **General Information**

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

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

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

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

## **The MAP Days Journal is Intended to...**

- Promote focused observation and reflection
- Connect theory and practice
- Foster ongoing engagement and inquiry
- Build ownership and accountability
- Grow the mentor/mentee relationship
- Cultivate effective teaching practices
- Facilitate cumulative information gathering



## **Planning for Success on Placement**

- Review the MAP Days Journal from start to finish before going to your placement school and meeting your AT. This will provide a focus for your observations and reflections.
- A number of topics and information items may be addressed at an initial TC orientation session at your host school. Take careful notes and transfer the information to your MAP Days Journal.
- The process of completing the Journal is not linear. As you complete your MAP Days Journal, please revisit the notes you have made and, as you gain additional insights into the workings of your placement classroom, be prepared to add to the information that you collect.
- If you miss any day of placement, contact your FA and notify your AT as early as possible, and before the start of the school day, and follow established protocols.
- Feel free to add additional pages to the MAP Journal to accommodate your answers.

## **Sharing and Submission of MAP Journal**

Please be prepared to review the contents of your MAP Days Journal with your FA or 4350 course instructor, and with your AT(s). Throughout the placement, you are required to add new information (additional understandings and insights). Your FA or course instructor will determine the date on which the MAP Days Journal, and/or its components, is due and whether or not the Journal/components is/are to be submitted as paper or digital copy.

The MAP Days Journal will be evaluated as pass/fail by your FA or course instructor using the rubric included in this package. TCs must receive a 'pass' on the MAP Journal in order to pass 4398 (or 4498 where TC is required to complete the Journal to support success in Year Two of the program).

In addition, at the end of placement, using the guidelines provided within the Post-Placement Learning Plan (PPLP) template, you will develop your PPLP to support your ongoing professional development prior to and during the next placement, and will submit your thoughtfully-developed plan to your FA on or before the due date. As part of your professional practice, you will be required to reflect upon your developing understandings, to set new goals, and to submit a new PPLP after every placement. This is a program requirement.



## Assessment of the MAP Journal

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

### Value:

- **Journal = pass/fail (4398/4498)**
- **Post-Placement Learning Plan = either pass/fail or up to 20%\* (4350/4370)**  
\*as published by 4350/4370 FA/course instructor in course syllabus

### Due Dates:

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

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

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

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



## **Practicum Reminders**

\*for additional information on growth mindset/self efficacy, see:

<https://jamesegerton.wordpress.com/2016/12/11/mindset-making-the-most-of-observations/>

- Review the formative and summative assessment forms and due dates with your AT. Ensure you share your formative self-assessment with your AT and submit on-line following Kathy Matic's/Sarah Mclsaac's instructions).
- Meet with your AT mid-placement to compare your completed self-assessment with their completed formative assessment; co-develop your learning plan for the remainder of the placement based on your strengths and needs.
- Schedule a summative assessment meeting with your AT at the beginning of the final week; address any AT concerns; contact your FA immediately if there are any concerns.
- TCs must complete a PPLP at the end of placements 1, 2 and 3 (and 4 if TC will be completing a 5th placement).
- Keep an electronic record of all PPLPs to facilitate goal setting and review of growth.



## Suggested MAP Journal Implementation Schedule

WHEN	WHAT
<b>Prior to Placement</b>	<p>Contact AT by email or telephone to introduce yourself one to two weeks prior to placement; express excitement and gratitude; be polite and thoughtful; AT is busy;</p> <p>If possible, arrange to meet AT in person; alternatively, speak with AT via Skype/telephone/email to determine subjects you will be teaching; begin collecting materials; familiarize self with related curriculum documents;</p> <p>Familiarize self with MAP Days Journal; know what is expected; success criteria; due date;</p> <p>Review TC Agreement Form; Enact expectations on entry to practicum (first meeting with AT);</p> <p>Complete TC Profile and be ready to share with AT at first meeting;</p> <p>Collect relevant placement information (<i>Getting to Know your School/Getting Organized</i>) with AT;</p>
<b>Week One</b>	<p>If Day One is your first in-person meeting with your AT, arrive early and respect that AT is busy with classroom learners;</p> <p><b>Know the school board and school COVID protocols. Arrive at school wearing a medical grade mask; most boards provide PPE; determine where/how/when you will collect your PPE; be prepared to share PRC with VSS and COVID Vaccination Passport/documentation if asked.</b></p> <p>Commence building rapport with AT, students and colleagues (learn names);</p> <p>Introduce yourself to the principal, custodian, secretary and other key individuals at your school if they have time to say a quick 'hello.' Complete <i>Getting to Know your School</i>;</p> <p>Collect information regarding AT expectations;</p> <p>Begin collecting placement-related artifacts;</p> <p>Engage with learners; begin co-planning with AT; set date for first Week 1 lesson; anticipate/prepare for a variety of scenarios or directions the lesson could take eg. delivery time, ensuring student understanding;</p> <p>Practice active, focused observation and reflection, note classroom routines/strategies used to promote positive school/classroom climate; design and implementation of lessons; use of assessment strategies (as described in MAP Journal);</p>
<b>Weeks Two and Three</b>	<p>Reread questions in MAP Journal; begin answering questions in detail;</p>
<b>In the final weeks and prior to submission</b>	<p>Revisit answers to questions to add detail. Finalize responses;</p> <p>Edit and finalize MAP Journal;</p>
<b>DUE DATE for MAP Journal:</b>	<p>Submit completed MAP Journal on time to FA or 4350 course instructor (in format requested by FA/Instructor)</p>
<b>After Placement</b>	<p>Revisit your MAP Days Journal to support completion of the PPLP upon our return in January.</p>



## **Teacher Candidate Agreement, Part A** *(binding for all Placements)*

### **Teacher Candidate Agreement \***

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

\*please note, this appears here for information/review purposes only; you will complete the form which is available in your D2L 4350/4370 course site or on our website:

<https://www.lakeheadu.ca/programs/departments/education/undergraduate/about-your-teaching-practicum/tbay-teaching-practicums/resources-for-your-practicum>

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

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

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

- Maintain an organized day book housing all lesson and unit plans, student assessment records, reflections, feedback, and goals for improvement, and keep it in the placement classroom.
- Debrief with your AT every day--communicate professionally, openly and honestly. *ES*
- Document and act upon daily oral and written feedback provided by the AT; seek clarification as necessary. *ES*
- Attend placement every day. Placement will not be interrupted for absences for personal commitments (e.g., weddings, interviews, travel, coaching, etc.).
- Become familiar with school layout, policies, rules, and routines, including emergency procedures (i.e. lockdown, fire drill)





- Model positive attitudes toward teaching and learning, persisting in the face of adversity. *ES*
- Exhibit collegiality and respect for others. *ES*
- Maintain AT's established classroom routines and expectations.
- Maintain a safe environment at all times; be proactive. *ES*
- Be aware of and demonstrate the Ethical Standards of the Teaching Profession of the Ontario College of Teachers and the Lakehead University Code of Student Behaviour and Disciplinary Procedures.
- Communicate as directed with your FA; contact him/her at first sign of any difficulty.
- As appropriate, become involved in professional activities which occur in the school during placement.
- Collect ongoing documentation of professional growth during teaching placement (i.e. day book, lesson plans, unit plans, reflections, written and verbal feedback from ATs and responses).
- Meet with the PEC to request any date changes related to the beginning/timeframe of the placement. Placement dates are seldom altered, and only in extreme circumstances.

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

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

#### **Demonstrate initiative around the formative and summative evaluations**

**TCs have a responsibility to discuss their progress with their AT and FA, and to ask for and follow up on specific and timely feedback provided in order to make ongoing improvement.**

- In **Week Three** complete and print my self-assessment and print off the blank formative assessment report. Meet with my AT to discuss my progress. Contact FA if any difficulties are noted. (*Note: FA will record a mark of INC for 4398/4498 until such time as TC submits substantively detailed self-assessment online*)
- Submit my detailed self-assessment online (note: FA can request 'redo' where self-assessment is lacking in detail)



- TCs are expected to share their self-assessment (submitted to the FA online) with their AT(s) and to compare the self-assessment, with the AT(s)'s formative assessment midway through each placement. A TC may be required, by the FA, to resubmit their self-assessment if the self-assessment is deemed to be lacking in detail/reflexive thought. TC failure to submit their self-assessment online will result in an incomplete in Student Teaching (EDUC 4398/4498) until such time as the self-assessment is submitted and is deemed by the FA to be sufficient in detail.
  - At the beginning of the last week of placement, the TC will remind the AT(s) about the summative assessment process. TCs are asked to be proactive in establishing a formal meeting time with their AT(s) to review the summative assessment before it is formally submitted and/or before placement ends.
  - In event of a terminated placement, return any items borrowed from the AT to the school principal. Refrain from further contact with the AT, instead working through your FA.
  - Develop PPLP at the end of placements 1, 2, 3 (and 4 if an additional placement is required), using the template provided in the *Practicum Guide*.
- 
- **I have read and will abide by all components of the TC Agreement.**  
*(checking of this box indicates consent)*

## **Teacher Candidate Agreement, Part B\*** *(binding for all Placements)*

\*Please note, this section will be completed through the Post Placement Learning Plan, also available in your D2L 4350/4370 course site or on our website:

<https://www.lakeheadu.ca/programs/departments/education/undergraduate/about-your-teaching-practicum/tbay-teaching-practicums/resources-for-your-practicum>

- I have read the *Practicum Guide* <https://www.lakeheadu.ca/education-practicum> and reviewed my Teacher Candidate Agreement and am aware of my responsibilities during placement.
- I am aware of the Essential Skills that I must demonstrate:  
<https://www.lakeheadu.ca/academics/departments/education/undergraduate/essential>
- I am aware that an INC or FAIL in 1 FCE in Education course(s) may prevent me from entering into my next placement as scheduled.
- I am aware that I may be required to remain in Thunder Bay/Orillia (host campus) for subsequent and/or Year 2 placement(s), under the direct supervision of my FA, if I incur difficulties in Year 1.
- If I incur **5 or more** 'Needs Further Development,' any 'At Risk,' or any combination of these descriptors on the Placement 2 summative assessment, I will be required to complete Placement 3 in close proximity to the host campus to permit easier access to the FA during the subsequent placement.



- If I incur difficulties/fail my placement, I will be placed “On Review” and must enroll in EDUC 0498: *Enhancing the Practicum* that takes place in the Fall or Winter (or following) Semester.
- If I incur difficulties/fail my placement, entrance into my next placement will be contingent upon enacting my PPLP and passing EDUC 0498.
- Failure of two placements constitutes program failure. **Normally a TC is not allowed to re-apply to the Two-Year Professional Program.**
- **I must share my PPLP with the AT(s) responsible for my next placement.**

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

## Teacher Candidate Profile

Name:

### Emergency Contact Information:

Name(s):

Contact number(s):

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

Box will expand as you type

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

Box will expand as you type



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

Box will expand as you type

**Education History:**

Elementary school:

Secondary School:

Previous university/degree(s):

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

Box will expand as you type

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

Box will expand as you type

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

Box will expand as you type

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



Box will expand as you type

## **First Meeting with Associate Teacher(s)**

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

1. How will you communicate with your AT throughout your placement? (time/method/frequency)
2. What are your working hours at the school (before school, after school, etc.)?
3. What workload is expected throughout placement (i.e. number of classes/hours/blocks/ days of week)?
4. What subjects/units will you be teaching? Might you get a copy of the schedule and a map and/or tour of the school?
5. How far in advance (by how much time) does your AT expect to see your lesson plans (LU expects TCs to submit LPs 24 hours in advance of when the lesson will be taught)?
6. What and when will you be co-planning/co-teaching with your AT in the beginning (first lessons should take place in Week 1)?
7. What strengths do you bring to the classroom (review your profile)?
8. What teaching/learning skills do you want to focus on building (review your profile/share components of your PPLP in Placements 2, 3 and 4)?
9. How might you become involved in the school? (e.g. extracurriculars, school initiatives)
10. What is the classroom profile? (e.g. # of students, IEPs, etc.)
11. If there are Individual Education Plans (IEPs), what is required for accommodations/modifications?



12. What are the schedules (teaching, duty, staff meeting, other) and staff policies (handbook, lockdown, fire/other emergency plans, school closure) of which you need to be aware?