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# PROGRAM & PRACTICUM GUIDE



## Technological Education Program

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## TECHNOLOGICAL EDUCATION PROGRAM OVERVIEW

This program provides the preparation and training required for certification by the Ontario College of Teachers for teaching Technological Studies in Ontario High Schools.

Technological Education includes 10 broad-based subject areas:

- Communications Technology
- Construction Technology
- Green Industries
- Computer Technology
- Hairstyling and Aesthetics
- Health Care
- Hospitality and Tourism
- Manufacturing Technology
- Technological Design
- Transportation Technology

For more information about secondary school courses, see the following Ministry of Education curriculum documents:

For Grades 9 and 10: [The Ontario Curriculum, Gr. 9 and 10: Technological Education, 2009](#)

For Grades 11 and 12: [The Ontario Curriculum, Gr. 11 and 12: Technological Education, 2009](#).

Table 1: Two-Year Program Schedule, Course Listing, and Credit Value

YEAR 1					
<b>S1</b> Summer	<i>IP</i> JULY 1.0 FCE	<b>EDUC 4021</b> Curriculum & Instruction p.1	<b>S2</b> Fall	<i>IP</i> 1.0 FCE	<b>PRACTICUM Block 1</b> <b>EDUC 4026</b> Student Teaching in Technological Education p.1 (40-50 days)
	<i>IP</i> JULY 0.5 FCE	<b>EDUC 4051</b> Classroom Management p.1		<i>V:A/S</i> 0.5 FCE	<b>EDUC 4354</b> Literacy and Learning in Int/Senior Classroom
	<i>V: A/S</i> AUG 0.5 FCE	<b>EDUC 4056</b> Assessment & Planning		<i>V:A/S</i> 0.5 FCE	<b>EDUC 4055</b> Learning with Technologies
	<i>V: A/S</i> AUG 0.5 FCE	<b>EDUC 4351</b> Educational Psychology & Inclusive Education p.1		<i>V:A/S</i> 0.5 FCE	<b>EDUC 4373</b> Professional Practice
				<i>V:A/S</i> 0.5 FCE	<b>EDUC 4359</b> Gakinoomagewin in Education
<b>S3</b> Winter	(cont'd)	<b>PRACTICUM Block 1</b> <b>EDUC 4027</b> Student Teaching in Technological Education p.1	<i>*IP: In-person Learning, V: Virtual Learning, A: Asynchronous, S: Synchronous, FCE: Full Credit Equivalent</i>		
	<i>V:A/S</i> 0.5 FCE	<b>EDUC 4353</b> Social Difference in Education			
	<i>V:A/S</i> 0.5 FCE	<b>EDUC 4374</b> Environmental Education			
	<i>V:A/S</i> 0.5 FCE	<b>EDUC 4375</b> Democracy in Education			
	<i>V:A/S</i> 0.5 FCE	<b>EDUC 4052</b> Meeting the Needs of Diverse Learners			

YEAR 2					
<b>S4</b> Summer	IP AUG 1.0 FCE	Curriculum & Instruction p.2	<b>S5</b> Fall	IP 1.0 FCE	<b>PRACTICUM Block 2</b> <b>EDUC 4028</b> Student Teaching in Technological Education p.2 (40-50 days)
	IP (AUG) 0.5 FCE	Classroom Management p.2			

*\*IP: In-person Learning, V: Virtual Learning, A: Asynchronous, S: Synchronous, FCE: Full Credit Equivalent*

Total credits over five semesters: **10**

The program is delivered in person, for one month each summer. Students must attend one of the Lakehead University campuses (Thunder Bay or Orillia) for 4-weeks, for each of two successive summers. The remainder of the coursework for the program is completed virtually. Students will have two teacher practicums/placements (80 days each). Placement one is in the first fall/winter, and placement two in the second fall. If the above timeline is followed, the program will be completed by December (approximately 16-18 successive months).

Tech Ed Teacher Candidates who fail to maintain a 65% cumulative average, or have one or more FCEs below 60%, will not have met graduation requirements.

### Lakehead University Technological Education Program

Candidates who enter the program with an acceptable 5 years of wage-earning experience will receive, upon successful completion of the program, a **Diploma in Education - Technological Studies**.

Candidates who enter the program with an acceptable University degree or College diploma will receive, upon successful completion of the program, a **Bachelor of Education in Technological Studies**. Graduates of the Diploma in Education who later obtain an acceptable degree can apply to have the Diploma converted to a B.Ed.

In addition, successful completion of Summer 1 courses and a practicum of a minimum of ten days that demonstrates basic competencies, will qualify candidates to apply to the Ontario College of Teachers (OCT) for a Multi-Session Transitional Certificate of Qualification and Registration (MTCQR) which will allow them to work while continuing the program.

### Requirements for entry into the Technological Education Program

Teacher Candidates must have an acceptable level of skill, knowledge, and work experience in the technological area they will teach. They need a minimum of five years of accumulated experience in one of these ways (see Table 2).

Table 2: Minimum Accumulated Experience for Admission

Option	Education	Experience
1	Ontario Secondary School Diploma (OSSD)	A minimum of 5 years (1700hrs = 1 year) of wage-earning experience in the subject area of application.
2	Ontario Secondary School Diploma (OSSD) and Certificate of Qualification (CofQ) in subject area of application.	A minimum of 5 years (1700hrs = 1 year) of wage-earning experience in the subject area of application.
3	Two (2) year college diploma in subject area of application.	A minimum of 3 years (1700hrs = 1 year) of wage-earning experience in the subject area of application.
4	Three (3) year college diploma in subject area of application.	A minimum of 2 years (1700hrs = 1 year) of wage-earning experience in the subject area of application.
5	University or college degree in the subject area of application.	A minimum of 2 years (1700hrs = 1 year) of wage-earning experience in the subject area of application.
6	University or college degree that is NOT in the subject area of application.	A minimum of 5 years (1700hrs = 1 year) of wage-earning experience in the subject area of application.

### Additional Requirements

All students must obtain a Police Records Check (PRC) with Vulnerable Sector Screening (VSS), before scheduled student teaching placements.

Students will be required to meet all health and safety requirements of the school board or boards they are placed in (including vaccinations).

### Tuition Cost and Approximate Payment Dates

Total Cost for 1.0 FCE ~\$1400\* (2024)

Table 3: Tuition Cost and Payment Dates

Semester	FCE	Cost	Estimated Due Date
<b>S1</b> Summer 1	2.5	\$3472.90	TBD
<b>S2</b> Fall 1	3.0	\$4167.48	TBD
<b>S3</b> Winter	2.0	\$2778.32	TBD
<b>S4</b> Summer 2	1.5	\$2083.74	TBD
<b>S5</b> Fall 2	1.0	\$1389.16	TBD

\*Additional fees for textbooks/resources may be required

Practicum Placement SYNERGY fee of \$50 will also be applied for each practicum placement. See [Lakehead University Finances](#) for more information. Details regarding applications for Ontario Student Assistance Program (OSAP) can be found [here](#).

### How to Apply

The application for the Technological Education Diploma Program is available on the [Ontario Universities' Application Centre \(OUAC\) website](#).

## INTRODUCTION TO YOUR PRACTICUM PLACEMENT

As part of your Technological Education Diploma in Education or Bachelor of Education degree, you must complete two student teaching practicum blocks (EDUC 4398 and EDUC 4498). The experience places you in a secondary school for two placement blocks (80 days total), one in the first fall/winter, and one in the second fall semester. This will give the opportunity to teach students and learn from experienced teachers who have a minimum of two years teaching experience in your subject area.

To receive the Technological Education Diploma in Education or Bachelor of Education degree and become a member of the [Ontario College of Teachers \(OCT\)](#), you must complete your practicum successfully; this requires that you meet all of your practicum's requirements and fulfill your role as a Teacher Candidate in a responsible and professional manner.

Before registering for the program, please ensure that you understand how it works, its requirements, and your role as a teacher candidate.

### What will I be doing during my Teaching Practicum?

Each practicum is a unique experience that will give you the chance to observe successful teaching as well as prepare and deliver lessons. Over the course of your practicum, you will gradually gain more teaching responsibility; you will transition from observational learning and some teaching to independently planning lessons and teaching.

During your practicum, you will competently demonstrate the following overall expectations with professionalism and independence:

- Become familiar with the school's professional atmosphere and administrative process.
- Manage the classroom to ensure student safety and effective learning.
- Collaborate with your associate teacher to understand the needs of learners better.
- Develop lesson plans that meet Ontario curriculum requirements.
- Deliver lessons in a competent, professional, and responsible way.
- Keep a record of your lessons and teaching so you can submit them to your Associate Teacher as well as reflect on your own experience.

### Where can I complete my Teaching Practicum?

Placement requests are submitted online using an online Practicum Placement Form. You are able to request a school board as well as a school that you feel would be a good fit.

The Faculty of Education forwards these placement requests to the school boards, however the Faculty of Education or a school board retains the right to place Teacher Candidates in a school anywhere within the geographic boundaries of the board. Some school boards may use preference schools/locations listed by candidates as geographic markers only.

Associate Teachers cannot request Teacher Candidates and vice versa; with Faculty Advisor approval and Associate Teacher/Teacher Candidate willingness, some Teacher Candidates may be permitted to complete a subsequent placement with the same Associate Teachers (dependent upon division requirements being previously satisfied). Ideally, placement 1 and placement 2 will be in different schools in order to provide variety.

Teacher Candidates requesting placement in an Ontario city may be placed in the coterminous board (Catholic or public partnership board sharing the same geographic area) depending on the availability of Associate Teachers, and upon request by the Teacher Candidate. Some Catholic boards will accept a non-Catholic (i.e. candidates of another denomination) or agnostic candidate; others will not. Please check the chart of Board Specific Instructions. Teacher Candidates are required to complete their placements in Lakehead University-approved boards. Teacher Candidates select from either Catholic or Public boards. Once requested, the Teacher Candidate is committed to the selected and/or confirmed school/board; the contract with the requested board is final.

Boards notify the faculty in June about the availability of Associate Teachers to meet placement requests. Although partnership school boards make every effort to reply expeditiously, boards with greater demands on their resources sometimes take significantly longer to reply. Instructions on where and how to find school placement details will be sent to Teacher Candidates via their Lakehead University email. Confirmed placements will be emailed and posted on the Education portal.

### **When** can I complete my Teaching Practicum?

Practicum placements can only begin AFTER the first term of program courses (See 2-Year Program Schedule and Course Listing).

#### **Please Note:**

- Teacher Candidates **should not make travel or living arrangements** until their placement has been confirmed. Principals, in collaboration with the Program Officer, may need to move assigned Teacher Candidates within schools based on internal circumstances.
- Shared placements with another Teacher Candidate is sometimes necessary and are arranged by the Faculty of Education.
- If the requested board is unable to arrange a placement, new arrangements will be made within another board.
- Transportation, living arrangements, and all other expenses incurred during placements are the responsibility of the Teacher Candidate, Teacher Candidates need to be prepared to commute to placement.
- Teacher Candidates are reminded not to make travel plans immediately following a placement, in case of illness or other unexpected absences. Teacher Candidates are required to make up any/all absences at the end of the placement in which absences

occurred. This can result in expensive cancellation of travel plans if extra time has not been built in for such unexpected events.

- Teacher Candidates unable to attend an assigned placement must apply to the Program Coordinator for a deferred placement. Requests for a deferred placement for reasons other than medical will be considered on a case-by-case basis. The deferred placement fee is **\$500** and is payable online or in person to the Lakehead Accounts Receivable Department at least two weeks before the commencement of the placement. Failure to pay the deferral fee before the commencement of placement will result in a cancelled placement, and, once payment is made, a new placement will be set for the next regularly scheduled placement block, depending on placement availability. This may result in the Teacher Candidate having to apply for a new Police Record Check (PRC) with VSS.
- When a Teacher Candidate completes, but fails the first mandated placement, they will be placed “On Review” and will be required to register for EDUC 0498, and successfully complete the course, and will be required to develop and enact a Post-Placement Learning Plan (PPLP) (in collaboration with the Faculty Advisor and Program Experience Coordinator), prior to going out on the next scheduled placement.
- Dependent on the number and/or areas outlined on the summative assessment as needing further development and/or being at risk, a Teacher Candidate may be invited to enroll in EDUC 0498, as a proactive measure, at no fee to the Teacher Candidate. This invitation is designed to provide much-needed opportunities for growth and confidence-building. Invited TCs must attend all sessions of the course, participate in all learning opportunities, and complete all assigned work. Failure to do so will result in the Teacher Candidate’s automatic withdrawal from EDUC 0498. Teacher Candidates who take EDUC 0498 as a proactive measure, and for whom the course is not mandatory, do not receive a grade for EDUC 0498, nor will the course appear on the Teacher Candidate’s transcript.
- When a Teacher Candidate’s placement is **terminated before being completed**, either by the Teacher Candidate without prior approval from the Faculty of Education or at the request of the Faculty Advisor, Program Coordinator, or Chair of Education, the Teacher Candidate will be placed “On Review”. Additionally, they will be required to register for EDUC 0498, successfully complete the course, and develop and enact a PPLP in collaboration with the FA and PC, before resuming a scheduled placement. A terminated placement counts as a ‘failed’ placement. Teacher Candidates may only be placed on review once. A Teacher Candidate who incurs a terminated placement will be required to complete an additional/3rd placement (\$500 fee).
- If a Teacher Candidate is not successful in completing Practicum 2 but was successful in preceding placements, they will be required to complete an additional 3<sup>rd</sup> placement, the following Winter, in proximity to their host campus, for easy access to FA support. Candidates must pay a fee of \$500 to cover the cost of an additional placement (must be paid at least two weeks before the commencement of the additional placement)
- Teacher Candidates required to complete a 3rd placement will be placed “On Review”, will be required to register for EDUC 0498, and successfully complete the course, and



will be required to enact their PPLP (in collaboration with the FA), prior to going out on the next scheduled placement. Teacher Candidates may only be placed on review once.

- An additional or deferred placement may be secured for a Teacher Candidate at the next regularly scheduled session, dependent on availability. Only one opportunity for an additional or deferred placement is provided.
- Teacher Candidates who fail a placement and/or receive comments by Associate Teacher/Faculty Advisor that indicate significant challenges may be required to complete the subsequent placement in proximity to the host campus for easier access to face-to-face support.

## Securing a Practicum Placement

We will do our best to secure a placement for all teacher candidates, but we cannot guarantee placements for students, in particular, those with a criminal charge or conviction. Also, our partnering boards have ultimate authority over your placement eligibility.

To ensure the integrity of the field evaluation process, we arrange all placements. Under no circumstances should you attempt to arrange your own placement. For more information about all of our partnership boards, see [Our Partnership School Boards page](#).

### Conflict of Interest Clause

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

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

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

**Note:** Teacher Candidates who knowingly fail to declare a conflict of interest when one exists will have their placement cancelled by either the board or the faculty.

The Teacher Candidate will then:

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

## When is my Teaching Practicum?

**Note:** For more information about your practicum's schedule, see Table 1, Program Schedule and Course Listing.

## Assessment of Your Teaching Practicum

Your faculty advisor will determine if your practicum is successful based on observation reports, conversations, and products including written reports from associate teachers, reflections, lesson plans, and other applicable documents such as classroom observation reports.

There are three possible grades that you can achieve after you complete a placement; these grades include:

<b>Pass (P):</b>	The teacher candidate receives a passing mark for EDUC 4398 and EDUC 4498 and, upon graduation, will be recommended to the OCT for certification.
<b>Incomplete (INC):</b>	The teacher candidate has not yet adequately displayed overall expectations (competence, independence, and/or professionalism in teaching) required to obtain a passing mark for EDUC 4398 (year 1) or EDUC 4498 (year 2). In such cases, the Faculty Advisor will create a <a href="#">Learning Contract</a> for the Teacher Candidate. The incomplete standing will be changed to a pass once all requirements in the contract are met. <i>OR</i> The teacher candidate is unable to complete a placement and has provided appropriate, official, medical documentation or a letter documenting extenuating circumstances (e.g. compassionate grounds) to the Professional Experiences Office.
<b>Fail (F):</b>	The teacher candidate has not exhibited the competence, independence, and/or professionalism in teaching that is necessary to receive credit for EDUC 4398 (year 1) or EDUC 4498 (year 2) and will not be recommended to OCT for teacher certification.

## Teaching practicum

### ROLES AND RESPONSIBILITIES

#### Teacher Candidate (TC)

The TC will:

- take a proactive approach to the placement via completion/involvement in the following TC tasks:
  - contact the AT to introduce self as soon as placement is confirmed.
  - share their strengths, interests, and challenges with their AT(s) at the beginning of each placement.
  - review the **MTCQR Log in WPPS** with AT to note when competencies are demonstrated independently and with competence.
  - complete a detailed self-assessment in WPPS midway through the placement and request a meeting with the AT to compare assessments and to formulate a growth plan.
  - request a meeting with the AT in the final week of placement to review progress using the summative assessment as a guideline.
  - contact the FA if any difficulties arise on placement and/or where the AT notes that TC progress is 'at risk'.
  - develop a detailed and reflective Post Placement Learning Plan [PPLP](#) within one week following Placement 1.
  - submit written lesson plans 24 hours *before* the lesson is taught. It is a Lakehead University and Ontario College of Teachers requirement that all TCs produce and be prepared to submit lesson plans.

A Teacher Candidate, upon receiving their **Multi-Session Transitional OCT Certificate**, may choose to complete their practicum hours as a Long-Term Occasional Teacher (LTO) (if hired as an employee of the school board). These practicum hours will be without the direct supervision and guidance of an Associate Teacher, however the hiring principal would be responsible for indirect supervision.

Depending on the number of days remaining in the practicum placement, the TC may still be required to complete the above items in addition to:

- work with FA to co-create a plan for how the practicum learning objectives can continue to be demonstrated.
- identify if more frequent virtual check-ins with FA may be required.
- seek guidance and support from Curriculum Leaders and administrators.

**NOTE:** Even after the MTCQR Log is passed, a TC is not permitted to leave placement unless they have secured an LTO placement that has been approved by the Placement Officer and Program Coordinator.

#### Associate Teacher (AT)

**Associate Teachers (AT)** are selected based on their ability to be professional mentors. Their role includes consulting, coaching, collaborating, and assessing. When interacting with Teacher Candidates (TC), Associate Teachers are expected to do the following:

The AT will:

- review this Program and Practicum Guide, formative and summative assessment templates, and any communication materials sent by the Lakehead University staff to inform the AT.
- encourage, guide, and model skills and competencies. **Where possible, co-plan and co-teach early lessons.**
- treat TCs as reflective adult learners; discuss the TC's goals (In placement 2 only, integrate learning goals from [Post Placement Learning Plan](#)) at the beginning of placement, and provide ongoing feedback for the duration of the placement.
- guide and assist TCs in the development of lesson and unit plans as per the [Recommended Placement Implementation Schedules](#)
- collaborate with the TC early and throughout the placement to review/discuss the TC's self-assessment in relation to the AT's formative assessment, and to develop a Learning Plan to guide the TC's continued growth throughout the placement.
- request and review the TC's written lesson plans 24 hours *before* the lesson is taught. It is a Lakehead University and Ontario College of Teachers requirement that all TCs produce and be prepared to submit lesson plans.
- provide and document regular written and oral feedback, identifying areas of strength and areas to be refined or improved.
- document TC absences and notify the FA; discuss with FA possibility of makeup days in this placement.
- meet with the FA to discuss placement expectations, university protocol, and TC progress.
- contact and work with the FA should difficulties arise, persist and/or become severe. Provide the FA with details regarding the TC's shortcomings in areas that include professional deportment, curricular knowledge, lesson planning, classroom management, and assessment and evaluation.
- request and assist the FA to develop and issue an Email/[Letter of Concern](#) for the TC to address serious shortcomings in professional deportment, curricular knowledge, lesson planning, classroom management, and assessment and evaluation.
- ensure that TCs are properly supervised. Only TCs holding a valid Temporary Teaching or Multi-Session Transitional Certificate (TTC) can be employed as supply teachers. Without a TTC, **TCs may not be left unsupervised with learners.**

**NOTE:** Use of TTC on placement is subject to Ministry of Education renewal of initiative

- submit timely formative and summative assessments, taking care to describe the TC's strengths and next steps (summative assessments are typically used by boards for hiring purposes). Each comment section on the Formative and Summative should include 5-10 sentences and have a description with specific examples. Criteria for evaluation can be found on the Summative Assessment.
- meet with the TC in the final week of placement to review TC progress based on the summative assessment; complete and submit the summative assessment at least one day before the end of placement so that the TC can discuss the AT's assessment and comments.
- expect honoraria to be dispensed upon receipt of a **complete** summative assessment for the placement.

A Teacher Candidate, upon receiving their **Multi-Session Transitional Certificate of Qualification and Registration (MTCQR)**, may choose to complete their practicum hours as a Long-Term Occasional Teacher (LTO) (if hired as an employee of the school board). These practicum hours will be without the direct supervision and guidance of an Associate Teacher; however the hiring principal would be responsible for indirect supervision and completion of remaining assessments.

In this circumstance the AT will:

- promptly complete and submit in the portal any assessments that are due (not expected to complete future assessments)

**NOTE: Even after the MTCQR Log is passed, a TC is not permitted to leave placement unless they have secured an LTO placement that has been approved by the Placement Officer and Program Coordinator.**

Faculty Advisor (FA)

**Faculty Advisor (FA)** performs a vital role in the placement process by facilitating open communication among the TCs, ATs, schools, and the Faculty of Education. The role of the FA involves mentorship of TCs and liaison with schools. FAs are familiar with the policies and procedures in both the [Academic Program and General Policies Guide](#) and the [Lakehead University Essential Skills](#), and will collaboratively support their implementation. The term of the appointment will be the Fall and Winter terms of the regular academic year, September through April.

#### **A) Interaction with Teacher Candidate**

The FA will:

- review Teacher Candidate Agreement with TCs and collect the completed and signed document prior to a practicum placement.
- remind TCs that they must take a proactive approach to the placement via completion/involvement in the following TC tasks:
  - contact the AT to introduce self as soon as placement is confirmed.
  - share their strengths, interests and challenges with their AT(s) at the beginning of each placement.
  - complete a detailed self-assessment (same content as the formative assessment; see Year 1 and 2 samples in appendices) midway through the placement and request a meeting with the AT to compare assessments and to formulate a growth plan.
  - request a meeting with the AT in the final week of placement to review progress using the summative assessment as a guideline.
  - contact the TEPC if any difficulties arise on placement and/or where the AT notes that TC progress is 'at risk'.
- instruct TC in the development of [PPLP](#) (Within one week of completing placement 1)
- if applicable, model positive AT/TC interactions with TC prior to placement (introductory email, first meeting between TC and AT), early in placement (to discuss strengths, interests, and challenges, PPLP), and in relation to self/formative assessment sharing (midway) and summative assessment preview (towards final week).
- maintain regular contact with TCs and ATs (e.g. in-person, virtually, or email communication)

- implement minimum contact requirements for TCs as stated in the course outline for EDUC 4398 (Year 1) and 4498 (Year 2).
- provide information and ongoing support for TCs and ATs as per the communication plan co-established at the Faculty of Education, beginning with the Week 1 FA/AT introduction letter and/or online meeting and sharing of LU expectations, information, etc.
- if possible, observe TC lessons, virtually, via a video recording, or in-person, using a Lakehead University-approved [lesson observation form](#) and follow-up with TC and AT on feedback (verbally and in writing).
- provide extra support, and monitoring, as needed for all TCs, but especially ‘at risk’ TCs and those working on a Multi-Session Transitional Certificate throughout their placement.
- monitor and review TC lesson plan submissions, and, where appropriate, clear TC from lesson plan submission requirement, for current placement only, to FA, reminding TC to continue to submit lesson plans to AT.
- maintain files of communications such as email communications with TCs and/or ATs, Letters of Concern (LoC), and notes on any meetings held with TCs and ATs. File with the Office of Undergraduate Studies (Thunder Bay) or Orillia Education Office (Only needed if assessments are not included in the WAPPS student assessment portal)
- monitor the attendance of the TC.
- Email/[Letter of Concern](#). At any time during a placement when a serious issue arises regarding TC’s progress, the FA and AT will schedule a meeting in a timely manner to discuss the issue and complete the following steps:
  - 1) Clearly define the concern(s)
  - 2) Outline and discuss the expectations
  - 3) Determine appropriate supports and remediation
  - 4) Outline the process and timeframe for addressing the concern(s)
  - 5) Provide the TC and AT with a summary of the meeting including the above-mentioned steps
- if concerns persist after the TC has completed several days of student teaching beyond mere observation and when the AT and/or FA has identified serious deficits in the TC’s performance, the FA will notify the PEC.
- a LoC or formal email will be generated by the FA in consultation with the AT; concerns outlined in such letter shall be addressed by the FA in a formal interview either by phone conference or in a confidential setting and will involve the AT, the TC, the FA and PEC where possible. The AT or the FA may choose to include a school administrator in this conference.
- the LoC or formal email will identify “areas for growth” over a specified timeframe, as well as specific next steps for improvement. The FA will ensure a copy of the LoC is sent to the TC, the AT, and the PEC, and will check in with the TC and AT after the specified timeframe.
- the FA/Administrative Assistant will also place a copy of the Letter of Concern, or formal email, in the TC’s academic file.
- should growth toward the desired outcomes outlined in the LoC not be realized within the specified timeframe, the FA, in conjunction with the PEC, will call a meeting with the TC and AT to determine the next course of action, including possible termination. The involvement of the school principal or vice-principal may be initiated at this stage of the process.
- expect the TC’s formative self-assessment and PPLP to be reflexive and detailed in nature; if required, return any or all to TC until satisfactorily completed; assign a mark of INC for EDUC4398/4498 until such time as all have been satisfactorily completed.

- review the summative assessment in WPPS to ensure key information (TC name; # of days completed) is accurate; contact PO if minor changes are required. **FAs/PCs/POs do not have authority to change wording of any assessment.**
- in collaboration with the Program Coordinator, meet with TCs who experience difficulties on their placement and/or TCs who are recommended to be placed “On Review”.
- recommend orally or in writing, to the Program Coordinator, after each placement, TCs who would benefit from voluntary enrollment (no fee) in the small group remedial Enhancing the Practicum course (EDUC 0498).
- inform a TC who is “On Review” that they are required to register for EDUC 0498 (no fee), to complete a PPLP to address the area(s) of need, and that they will be required to complete subsequent placement(s) in proximity to the host campus for easier access to FA support.
- support ‘On Review’ TCs’ development of the required PPLP, (and that of TCs with significant NFD/’at risk’ summative report descriptors) in collaboration with the PEC; and meet with TC and PEC to enact the plan as required.
- in assigning the final grade (Pass/Incomplete/Fail) for Student Teaching (EDUC 4398/4498), the FA will take the summative assessment (completed by AT) into consideration along with the self-assessment (completed by TC), lesson/unit plans, and other substantive documents provided by the TC, including classroom observations.
- record a passing grade (P) only **after** receiving/reviewing the items above. In instances where a TC has passed Placement 1 but failed Placement 2 in Year 1, an INC will be recorded for EDUC 4398. Once the TC has passed EDUC 0498, Enhancing the Practicum, and is successful on the next placement, a change of mark form reflecting a passing grade for EDUC 4398 will be submitted to the Undergraduate Studies/Education Office.
- in instances where an additional placement has been granted in Year 2 as a result of a TC failing Placement 1, the FA will submit a mark of INC for EDUC 4498 until the additional placement is successfully completed at which time a change of mark form will be submitted. The FA will record a failing grade (F) if an additional placement is NOT successfully completed. **A TC cannot fail more than one placement. Two failed placements constitute program failure.**

## B. Interaction with Schools

The FA will:

- complete a virtual (or face to face) introductory meeting with ATs (before placement or within week 1) to share information (i.e. instructional sequence; lesson plan expectations, implementation schedule, etc.)
- if possible, observe each TC teach once, and more if needed, for each placement.
- provide written feedback to a TC following the observation of a lesson. Include areas of strength, areas for growth, and next steps for improvement. **Provide a copy to the TC and the AT.**
- visit schools virtually or in person (where practicable) upon request of the TC, AT, vice-principal, or principal.
- work closely with TCs, ATs, PC, vice-principals, and principals to resolve difficulties or concerns during the placement.
- monitor AT submissions of formative and summative assessments to ensure that assessments are complete and submitted in a timely manner.
- contact AT to track any/all summative assessments not submitted at the end of placement, offering to assist AT(s) as needed.

- in cases of previous deferral/termination, ensure the AT is apprised of which placement (1/2) the TC is completing and has received the correct materials from the PO or FA.
- have in-person (local placements) or virtual dialogue with the AT and the TC when the formative assessment indicates performance that 'Needs Further Development.' Normally, when the TC is placed in a local school, the expectation is that the FA will visit and arrange to observe the TC teach. When the TC is placed in a non-local board, and/or visitation is restricted (ex. due to COVID), typically, the FA will arrange a conference call with the AT and the TC.
- arrange phone calls or use other platforms to meet virtually with TCs and ATs in order to provide additional support if needed.
- assume leadership in generating a Letter/Email of Concern in collaboration with the PEC and the AT for the TC's academic file as soon as an AT expresses concerns regarding the TC's performance. Provide a copy to the TC and the AT. This protocol is typically adhered to but may not necessarily be followed when the concerns arise late in the placement and/or just cause for termination of the placement necessitates immediate termination.

### **C. Interaction with Faculty**

The FA will:

- represent the TC and Faculty if an AT or a principal has a concern.
- collaboratively support the implementation of the placement protocols published in the *Practicum Guide*.
- generate and maintain documentation (to be placed in the TC's academic file in the Undergraduate Studies/Education Office) for 'at risk' TCs, including copies of formative and summative assessment forms, written feedback, letters of concern and attendance documents provided for each TC.
- track each TC's required days of practicum attendance for each placement. Notify the PEC immediately of any missed days.
- provide documentation regarding absences for the TC's file (whether the documentation is an email, doctor's note, or summative assessment). All absences must be made up at the end of the placement in which they occurred. Notify the AT of the requirement for TCs to make up missed days. Under exceptional circumstances and in the event that missed days cannot be made up in the current placement, these will be carried into the next placement, as directed by the FA.
- assess and assign a Pass, Fail, or Incomplete (INC) grade for EDUC 4398 (Year 1) and EDUC 4498 (Year2), considering the documentation provided by and the recommendations of the ATs for the required days of placement (see [Teacher Candidate Assessment & Evaluation](#)).
- stress the importance of TCs attending mandatory Professional Seminars/Sessions as a component of their own professional development and engage them in discussion and reflection of seminar content.
- collaborate with PEC on situations that cannot be resolved and supply the necessary background or context for PEC.
- provide a cumulative report of the TC's placement experiences for use by the Practicum Review Committee (PRC) if a TC registers an appeal of their final grade on EDUC 4398 or EDUC 4498.
- follow the Essential Skills procedures established for 'On Review' or program withdrawal in the event of student failure to satisfy any of the [Essential Skills](#).



- routinely attend such meetings and activities that the host campus Chair deems vital to the FA's role and execution of professional responsibilities (i.e. Welcome Days and FA meetings).

## Technological Education Program Coordinator (TEPC)

### **A. Interaction with Associate Teachers**

The TEPC will:

- support in problem solving and dispute resolution.
- support the FA with mentorship of ATs as needed/requested.
- support the FA and/or AT in situations involving 'at risk' TCs (e.g., visitation, observation, letter of concern, termination)

### **B. Interaction with Schools**

The TEPC will:

- review and develop the placement component of the program in consultation with Placement Coordinator and school partners.
- ensure open communication between the Faculty of Education, host school administration, and ATs.
- support host schools in problem solving and dispute resolution.
- survey school partners, including ATs and Principals, to determine program strengths and next steps.

### **C. Interaction with School Boards**

The TEPC will:

- work closely with district school boards, host school administration, and Placement Coordinator regarding TC placements.
- ensure open communication between the Faculty of Education and school board administration.

### **D. Interaction with Faculty Advisors**

The TEPC will:

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

## School Principal

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

### A. Interaction with Associate Teachers

The Principal will:

- ask and ensure recommended ATs will not have planned absences beyond 3 consecutive days during the placement.
- counsel ATs, where requested by AT, in relation to TC guidance; suggest AT reach out to Faculty where TC is struggling on placement and/or other issues arise.
- notify the FA and PEC if the TC is not permitted access to the placement because documentation is not in order.

### B. Interaction with Faculty Advisors and Program Experience Coordinator

The Principal will:

- select and confirm mentor/associate teachers who will act as ATs. The expectation is that recommended ATs hold an Ontario Teaching Certificate, have at least two years full-time teaching experience or have at least three years long-term occasional teaching experience. The principal recommends ATs who will be capable mentors/assessors and will be able to perform the AT role as described in this *Guide*.

### C. Interaction with Teacher Candidates (**Without** a Multi-Session Transitional Certificate)

The Principal will:

- welcome TCs to the school and provide introductions/orientation.
- provide any information the TC may require or request regarding school and board policies and procedures.
- ensure that TCs provide the documentation expected by the board prior to the start of the placement (PRC/VSS, Freedom of Active TB documentation, where required by the board), and health and safety certification.
- become aware of the TC's general progress through informal conversations with the AT, so that potential problems can be documented early (e.g. Letter of Concern). In the case of difficulties, the FA must be contacted, and the steps followed as directed in this *Guide*, in the section [Difficulties Encountered During the Placement](#).
- **may terminate the placement as empowered under the Education Act.** At any time that the principal of the school feels that the safety of learners or the integrity of their learning program is being compromised by the TC, the principal may, without recourse to a [Letter of Concern](#), terminate the placement. Such a termination is usually affected immediately after an AT informs the principal of such a compromising situation. Provide guidance, leadership, and support for the TC and the AT in cooperation with the FA and/or PEC, particularly when issues arise.
- facilitate opportunities for the TC to experience as many facets of the school community as possible (e.g., invite TC to attend staff meetings, assemblies, and PD opportunities, and to assist with extracurricular activities).

**NOTE:** TCs are encouraged to participate in field trips relevant to their placement and are covered through Lakehead University for the duration of the placement, in the event of accident. Where a TC has completed their placement days and wishes to volunteer with events/field trips, the TC will need to follow the Board's volunteer procedures.

- ensure that, whenever TCs are with a class of learners, they are under the supervision of a member of the College of Teachers.
- ensure that TCs **do not act as supply teachers** except where a TCs hold a valid Multi-Session Transitional Certificate
- visit TCs in classrooms, where time permits.
- report, as required for any staff member, any accident involving the TC while they are on school property.

#### **D. Interaction with Teacher Candidates (Hired as Long-Term Occasional Teacher, with a Multi-Session Transitional Certificate)**

See Ontario College of Teachers for more detail on the benefits and limits of a Transitional Certificate.

The Principal will:

- welcome TCs to the school and provide introductions/orientation.
- report, as required for any staff member, any accident involving the TC while they are on school property.
- provide any information the TC may require or request regarding school and board policies and procedures.
- ensure that TCs provide the documentation expected by the board prior to the start of the placement (PRC/VSS, Freedom of Active TB documentation, where required by the board), and health and safety certification.
- become aware of the TC's general progress through informal conversations with the AT, so that potential problems can be documented early (e.g. Letter of Concern). In the case of difficulties, the FA must be contacted, and the steps followed as directed in this *Guide*, in the section [Difficulties Encountered During the Placement](#).
- visit TCs in classrooms, where time permits.
- follow all other board procedures for hiring and supervision of Occasional Teachers

# HEALTH AND SAFETY DURING PRACTICUM AND BEYOND

## INTRODUCTION

These details are intended to enhance safety awareness and practices in practicum placement schools by supporting school personnel (Principals, Vice-Principals, Teacher Candidates and Associate Teachers) in their implementation of and adherence to all legal requirements of the *Education Act* and the *Occupational Health & Safety Act/ Regulations*.

Health and safety procedures play an integral role in technological education and as such, safe practices should be presented as an integral component of the instructional program. Only Teacher Candidates who have demonstrated sufficient skill and knowledge of current standard safety practices and conduct within the classroom and school may use technology equipment and/or tools.

Considering the wide range of materials, projects, procedures, and equipment that exists in modern technological education, technological education Teacher Candidates and Associate Teachers must ensure that subject-specific safety requirements are in place.

The *Occupational Health & Safety Act* and the *Education Act* guide our implementation of health & safety procedures to provide safe learning environments for both employees and students.

### **Additional Applicable Regulations**

All aspects of the learning environment must comply with relevant municipal, provincial, and federal health and safety legislation, including (but not limited to):

- *Ontario Occupational Health and Safety Act;*
- *Ontario Workplace Safety & Insurance Act;*
- *Food & Drugs Act;*
- *Ontario Health Protection & Promotion Act;*
- *Ontario Building Code;*
- *Ontario Fire Code;*
- Control of Exposure to Biological or Chemical Agents Regulations;
- Designated substances – Silica, Lead, Isocyanates, Asbestos Regulations;
- Industrial Establishments Regulations;
- Local by-law Regulations;
- Construction Regulations.

Teacher Candidates are encouraged to seek out and reference resources to enhance their awareness and understanding of health and safety.

## Health and Safety Duties and Responsibilities for Associate Teacher/Teacher Candidates

The Associate Teacher will initially model the expectations listed below. As the Teacher Candidate's instructional development progresses, they will complete the program having demonstrated all skills with competence, independence, and professionalism.

- Promote a health and safety-minded culture within the school that focuses on adherence to safety standards of practice.
- Before each class, conduct daily visual inspections of the shop and equipment. Routinely check that all tools and equipment are in proper working order. Take any actions required to ensure a safe learning environment.
- Ensure that equipment deemed unsafe is taken out of service immediately, tagged and removed or locked out from the learning environment. Ensure that the technological education chair is informed, and the work order is submitted to Facility Services (*please refer to board specific policies*).
- Provide safety instruction to students as an integral component of the course content and ensure that students keep up-to-date notes on these lessons. Review safety rules periodically.
- Keep accurate and up-to-date general and specific student safety training records and document student attendance in order to ensure all students are present for these lessons or receive subsequent training using the **Student Safety Passport** ([See OCTE SAFEdocs](#)).
- Provide each student with a set of student safety requirements relevant to the specific technological education area(s) and require that each student sign the **On-Location Personal Safety Rules and Expectations** contract ([See OCTE SAFEdocs](#)).
- Do not permit unsafe behaviour in the technological instruction area. Teachers and department chairs shall work with students who are a safety risk to themselves or to others to modify inappropriate behaviour.
- Do not permit any practical activity when the technological education teacher is absent unless the supply has required technological education qualifications and has been made aware of each student's passport endorsement(s).
- Ensure that all applicable safety guards are used by both themselves and the students in the completion of assignments and projects.
- Instruct students to report to the technological education teacher immediately if they find any tool or equipment that is unsafe or damaged.

It is the **Teacher Candidates' obligation** to ensure that they have adequate knowledge and skill to safely instruct students using a particular subject-specific tool or equipment. If the Teacher Candidate and/or Associate Teacher identify a deficiency, the Associate Teacher may provide training as needed. If the Teacher Candidate or Associate Teacher feels that additional training is needed prior to instructing students confidently and safely, the TC is required to reach out to industry partners, on their own time.

There will be **no penalty** for refusing to instruct using a particular subject-specific tool or equipment if instructional development and progression can still be demonstrated with other subject-specific tools or equipment.

# RECOMMENDED PROGRESSIVE INSTRUCTIONAL DEVELOPMENT

## Tech Ed Program – 2 PLACEMENTS

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

The placements are mentorship based, intended to support professional growth over 80 days of classroom experience. The TC's first full week in the classroom should involve practical assistance to the AT, active, focused observations, up to 15% teaching, and written reflections. As TCs progress, they assume more responsibility, and begin to assume increasing amounts of planning and teaching. **For TCs working to complete requirements listed in the Multi-Session Transitional Certificate Training Log,** they may choose to progress through the suggested progressive instructional development (below) at their own pace and with the support of the AT. The AT can limit progress based on their own observations and professional judgement. The AT should provide descriptive feedback to TC often with suggested next steps for progress.

### YEAR 1 – PRACTICUM Block 1 (Fall and Winter)

Assessment	Schedule	Progressive Instructional Development	Associate Teacher Guidance
Formative	Day 1-5 0-15% teaching	<ul style="list-style-type: none"> <li>○ active, focused observation</li> <li>○ reflection</li> <li>○ introductory activities</li> <li>○ build rapport with learners</li> </ul>	Deconstruct, explain, and model as you go and with intention
	Day 6-10 10-15% teaching	Items above and: <ul style="list-style-type: none"> <li>○ lessons <b>co-planned/with guidance</b></li> <li>○ observe and complete learner profiles</li> </ul>	Observe and provide timely descriptive feedback to inform TC progress and next steps.
	Day 11-15 20-30% teaching	Items above and: <ul style="list-style-type: none"> <li>○ single lessons planned and delivered independently.</li> <li>○ co-develop learning goals and success criteria</li> </ul>	Observe and provide timely descriptive feedback to inform TC progress and next steps.
	Day 16-20 40-50% teaching	Items above and: <ul style="list-style-type: none"> <li>○ unit plan <b>co-planned/with guidance</b></li> <li>○ independent lesson planning (review with AT)</li> <li>○ exploration of varied delivery and assessment strategies <b>with assistance</b></li> <li>○ application of varied instructional methods</li> </ul>	AT to complete <b>Formative Assessment</b> TC to complete <b>Self-Assessment</b> AT and TC meet to discuss
	Day 20-25 60-70% teaching	Items above and: <ul style="list-style-type: none"> <li>○ development and application of varied assessment methods</li> <li>○ reflect on and explore implementation of UDL and DI practices</li> </ul>	Observe and provide timely descriptive feedback to inform TC progress and next steps.
	Day 25-30 70-80% teaching	Items above and: <ul style="list-style-type: none"> <li>○ independent unit plan</li> <li>○ review of IEPs. Reflect on and explore accommodations and/or modifications</li> </ul>	Observe and provide timely descriptive feedback to inform TC progress and next steps.
	Day 30-35 80-100% teaching	Items above and: <ul style="list-style-type: none"> <li>○ observe, reflect, and implement classroom management strategies</li> </ul>	Observe and provide timely descriptive feedback to inform TC progress and next steps.

Summative	Day 35-40 100% teaching	Independent instruction, assessment, and classroom management	AT to complete <b>Summative Assessment</b> , submit to FA and share with TC TC to complete <b>Post Placement Learning Plan (PPLP)</b>
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AT: Associate Teacher, TC: Teacher Candidate, FA: Faculty Advisor

## YEAR 2 – PRACTICUM Block 2 (Fall)

Assessment	Schedule	Progressive Instructional Development	Associate Teacher Guidance
Formative	Day 1-5 0-20% teaching	<ul style="list-style-type: none"> <li>active, focused observation</li> <li>reflection</li> <li>introductory activities</li> <li>build rapport with learners</li> </ul>	Deconstruct, explain, and model as you go and with intention
	Day 6-10 20-40% teaching	Items above and: <ul style="list-style-type: none"> <li>lessons <b>with guidance</b></li> <li>observe and complete learner profiles</li> </ul>	Observe and provide timely descriptive feedback to inform TC progress and next steps.
	Day 11-15 40-50% teaching	Items above and: <ul style="list-style-type: none"> <li>single lessons planned and delivered independently including a minimum of one safety-focused lesson</li> </ul>	Observe and provide timely descriptive feedback to inform TC progress and next steps.
	Day 16-20 80-100% teaching	<ul style="list-style-type: none"> <li>establish learning goals and success criteria</li> <li>unit plan <b>with guidance</b></li> <li>independent lesson planning (review with AT)</li> <li>application of varied assessment methods</li> <li>application of varied instructional methods</li> </ul>	AT to complete <b>Formative Assessment</b> TC to complete <b>Self-Assessment</b> AT and TC meet to discuss
	Day 20-25 80-100% teaching	Items above and: <ul style="list-style-type: none"> <li>independent unit plan</li> <li>review of IEPs. Reflect on and explore accommodations and/or modifications</li> </ul>	Observe and provide timely descriptive feedback to inform TC progress and next steps.
	Day 25-30 80-100% teaching	<ul style="list-style-type: none"> <li>application of varied assessment methods</li> <li>implementation of UDL practices</li> <li>observe, reflect, and implement classroom management strategies</li> </ul>	
	Day 30-35 100% teaching	Independent instruction, assessment, and classroom management	Observe and provide timely descriptive feedback to inform TC progress and next steps.
Summative	Day 35-40 100% teaching		AT to complete <b>Summative Assessment</b> , submit to FA and share with TC

AT: Associate Teacher, TC: Teacher Candidate, FA: Faculty Advisor

## SEQUENCE CHART FOR TECH ED PLACEMENTS

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

Skill Development	Year 1: Block 1		Year 2: Block 2	
	0-20 days	20-40 days	40-60 days	60-80 days
Dependability, flexibility, initiative, judgement.	<i>expectation</i>			
Proficiency in the language of instruction.	<i>expectation</i>			
Ability to maintain a positive, safe learning environment.	<i>with guidance, if needed</i>	<i>expectation</i>		
Availability to meet/debrief with AT.	<i>with guidance, if needed</i>	<i>expectation</i>		
Acceptance of constructive feedback.	<i>with guidance, if needed</i>	<i>expectation</i>		
Implementation of constructive feedback	<i>with guidance, if needed</i>	<i>with minimal guidance, if needed</i>	<i>independent</i>	
Self-identify strengths and areas for growth.	<i>with guidance, if needed</i>	<i>with minimal guidance, if needed</i>	<i>independent</i>	
Ability to build rapport with students.	<i>with modelling and guidance</i>	<i>with guidance, if needed</i>	<i>with minimal guidance, if needed</i>	<i>independent</i>
Ability to develop learning goals and success criteria.	<i>with modelling and guidance</i>	<i>with guidance, if needed</i>	<i>with minimal guidance, if needed</i>	<i>independent</i>
Lesson plan development and implementation	<i>with modelling and guidance</i>	<i>with guidance, if needed</i>	<i>with minimal guidance, if needed</i>	<i>independent</i>
Delivery of safety-based lesson and knowledge of student Safety Passport	<i>with modelling and guidance</i>	<i>with guidance, if needed</i>	<i>with minimal guidance, if needed</i>	<i>independent</i>
Assessment (as, of, for)	<i>with modelling and guidance</i>	<i>with guidance, if needed</i>	<i>with minimal guidance, if needed</i>	<i>independent</i>
Unit plan development and delivery	<i>with modelling and guidance</i>	<i>with guidance, if needed</i>	<i>with minimal guidance, if needed</i>	<i>independent</i>
Implement principles of UDL and DI	<i>with modelling and guidance</i>	<i>with guidance, if needed</i>	<i>with minimal guidance, if needed</i>	<i>independent</i>
Implement classroom management strategies	<i>with modelling and guidance</i>	<i>with guidance, if needed</i>	<i>with minimal guidance, if needed</i>	<i>independent</i>
Ability to develop professional relationships with staff and administration	<i>with modelling and guidance</i>	<i>with guidance, if needed</i>	<i>with minimal guidance, if needed</i>	<i>independent</i>



PRACTICUM: **FORMATIVE ASSESSMENT FORM (YEAR 1: BLOCK 1)**

**Technological Education**



**Completed by Associate Teacher** **Self-Assessment by Teacher Candidate**

<b>Professionalism</b>	<b>Not Yet Applicable**</b>	<b>Developing as Expected*</b>	<b>Needs Further Development</b>	<b>At Risk</b>
Demonstrates dependability, flexibility, and initiative.				
Demonstrates sound professional judgment with learners and colleagues.				
Acts according to the ethical standards for the teaching profession: care, trust, respect, and integrity.				
Responds professionally to and implements constructive feedback.				
<i>Comments:</i>				
*Assessment should be based on the expectations at the current point in the Recommended Progressive Instructional Development **Based on Recommended Progressive Instructional Development				

<b>Positive Learning Environment</b>	<b>Not Yet Applicable**</b>	<b>Developing as Expected*</b>	<b>Needs Further Development</b>	<b>At Risk</b>
Maintains positive, inclusive, safe learning environment established by AT.				
Engages in strategic relationship-building conversations with learners.				
Models initiative and enthusiasm for learning.				
Addresses inappropriate behaviours in a positive manner; leaves learner dignity intact.				
<i>Comments:</i>				
*Assessment should be based on the expectations at the current point in the Recommended Progressive Instructional Development **Based on Recommended Progressive Instructional Development				

<b>Teaching Practice</b>	<b>Not Yet Applicable**</b>	<b>Developing as Expected*</b>	<b>Needs Further Development</b>	<b>At Risk</b>
Demonstrates understanding of curriculum guidelines, expectations, and big ideas.				
Demonstrates understanding of subject matter.				

Develops engaging lesson plans for submission to AT prior to teaching.				
Communicates clear, achievable expectations and instructions to learners.				
Engages learners in the learning process through careful selection and implementation of developmentally appropriate approaches/strategies/tools.				
Incorporates elements of UDL and DI into lesson planning.				
Demonstrates working proficiency in the language of instruction in four language modalities: reading, writing, listening, and speaking.				
Models safe use of PPE and instructs students on the safe operating procedures for equipment and tools.				
Demonstrates awareness/ability to record/log student safety training.				
<i>Comments:</i>				
*Assessment should be based on the expectations at the current point in the Recommended Progressive Instructional Development **Based on Recommended Progressive Instructional Development				

Assessment Practices	Not Yet Applicable**	Developing as Expected*	Needs Further Development	At Risk
Practices assessment for/as/of learning				
Provides specific, meaningful, and timely descriptive feedback to learners.				
Demonstrates and records varied and student-led assessment strategies that include observations, conversations, and products.				
Creates assessments that are linked to curriculum expectations and learning goals.				
<i>Comments:</i>				
*Assessment should be based on the expectations at the current point in the Recommended Progressive Instructional Development **Based on Recommended Progressive Instructional Development				

**NOTE:** The following typically signifies a failed placement:

- Year 1/Block 1:  $\geq 3$  "At Risk" and/or  $\geq 8$  Needs Further Development

PRACTICUM: **SUMMATIVE ASSESSMENT FORM (YEAR 1: BLOCK 1)**

**Technological Education**



**Completed by Associate Teacher Only**

New Expectations

<b>Professionalism</b>	Not Yet Applicable**	Developing as Expected*	Needs Further Development	At Risk
Demonstrates dependability, flexibility, and initiative.				
Demonstrates sound professional judgment with learners and colleagues.				
Acts according to the ethical standards for the teaching profession: care, trust, respect, and integrity.				
Responds professionally to and implements constructive feedback.				
Beginning to analyze teaching practice with the purpose of improving it.				
<i>Comments: (5-10 sentences that provides specific examples to describe Teacher Candidate performance)</i>				
*Assessment should be based on the expectations at the current point in the Recommended Progressive Instructional Development **Based on Recommended Progressive Instructional Development				

<b>Positive Learning Environment</b>	Not Yet Applicable**	Developing as Expected*	Needs Further Development	At Risk
Maintains positive, inclusive, safe learning environment established by AT.				
Engages in strategic relationship-building conversations with learners.				
Models initiative and enthusiasm for learning.				
Addresses inappropriate behaviours in a positive manner; leaves learner dignity intact.				
Builds positive relationships with learners, staff, parents (if applicable).				
<i>Comments: (5-10 sentences that provides specific examples to describe Teacher Candidate performance)</i>				

\*Assessment should be based on the expectations at the current point in the Recommended Progressive Instructional Development

\*\*Based on Recommended Progressive Instructional Development

Teaching Practice	Not Yet Applicable**	Developing as Expected*	Needs Further Development	At Risk
Demonstrates understanding of curriculum guidelines, expectations, and big ideas.				
Demonstrates understanding of subject matter.				
Develops engaging lesson plans for submission to AT prior to teaching.				
Communicates clear, achievable expectations and instructions to learners.				
Engages learners with careful selection and implementation of approaches/strategies/tools.				
3-part lesson structure (minds-on, action, consolidation).				
Inquiry-based/learner centered instruction.				
Beginning to differentiate instruction to meet learner needs (IEP: accommodations or modifications).				
Integrates technology purposefully to enhance learning.				
Incorporates elements of UDL and DI into lesson planning.				
Demonstrates working proficiency in the language of instruction in four language modalities: reading, writing, listening, and speaking.				
Models safe use of PPE and instructs students on the safe operating procedures for equipment and tools.				
Demonstrates awareness/ability to record/log student safety training.				

*Comments: (5-10 sentences that provides specific examples to describe Teacher Candidate performance)*

\*Assessment should be based on the expectations at the current point in the Recommended Progressive Instructional Development

\*\*Based on Recommended Progressive Instructional Development

Assessment Practices	Not Yet Applicable**	Developing as Expected*	Needs Further Development	At Risk
Practices assessment for/as/of learning				
Provides specific, meaningful, and timely descriptive feedback to learners.				

Implements and records varied and student-centered assessment strategies that include observations, conversations, and products.				
Creates assessments that are linked to curriculum expectations and learning goals.				
Begins to analyze assessment results (as/of/for) to inform teaching practices and assist learners				
<i>Comments: (5-10 sentences that provides specific examples to describe Teacher Candidate performance)</i>				
*Assessment should be based on the expectations at the current point in the Recommended Progressive Instructional Development **Based on Recommended Progressive Instructional Development				

**NOTE:** The following typically signifies a failed placement:

- Year 1/Block 1:  $\geq 3$  "At Risk" and/or  $\geq 8$  Needs Further Development

PRACTICUM: **FORMATIVE** ASSESSMENT FORM (YEAR 2: BLOCK 2)

**Technological Education**



Completed by Associate Teacher Self-Assessment by Teacher Candidate

Professionalism	Not Yet Applicable**	Developing as Expected*	Needs Further Development	At Risk
Demonstrates dependability, flexibility, and initiative.				
Demonstrates sound professional judgment with learners and colleagues.				
Acts according to the ethical standards for the teaching profession: care, trust, respect, and integrity.				
Responds professionally to and implements constructive feedback.				
Analyzes teaching practice with the purpose of improving it.				
<i>Comments:</i>				
*Assessment should be based on the expectations at the current point in the Recommended Progressive Instructional Development **Based on Recommended Progressive Instructional Development				

Positive Learning Environment	Not Yet Applicable**	Developing as Expected*	Needs Further Development	At Risk
Maintains positive, inclusive, safe learning environment established by AT.				
Engages in strategic relationship-building conversations with learners.				
Models initiative and enthusiasm for learning.				
Addresses inappropriate behaviours in a positive manner; leaves learner dignity intact.				
Builds positive relationships with learners, staff, parents (if applicable).				
<i>Comments:</i>				
*Assessment should be based on the expectations at the current point in the Recommended Progressive Instructional Development **Based on Recommended Progressive Instructional Development				

Teaching Practice	Not Yet Applicable**	Developing as Expected*	Needs Further Development	At Risk
Demonstrates understanding of curriculum guidelines, expectations, and big ideas.				

Demonstrates understanding of subject matter.				
Develops engaging lesson plans for submission to AT prior to teaching.				
Communicates clear, achievable expectations and instructions to learners.				
Engages learners with careful selection and implementation of approaches/strategies/tools.				
3-part lesson structure (minds-on, action, consolidation.				
Inquiry-based/learner centered instruction.				
Beginning to differentiate instruction to meet learner needs (IEP: accommodations or modifications).				
Integrates technology purposefully to enhance learning.				
Incorporates elements of UDL and DI into lesson planning.				
Demonstrates working proficiency in the language of instruction in four language modalities: reading, writing, listening, and speaking.				
Models safe use of PPE and instructs students on the safe operating procedures for equipment and tools.				
Demonstrates awareness/ability to record/log student safety training.				
<i>Comments:</i>				
*Assessment should be based on the expectations at the current point in the Recommended Progressive Instructional Development **Based on Recommended Progressive Instructional Development				

Assessment Practices	Not Yet Applicable**	Developing as Expected*	Needs Further Development	At Risk
Practices assessment for/as/of learning				
Provides specific, meaningful, and timely descriptive feedback to learners.				
Implements and records varied and student-centered assessment strategies that include observations, conversations, and products.				
Creates assessments that are linked to curriculum expectations and learning goals.				
Analyzes assessment results (as/of/for) to inform teaching practices and assist learners				
<i>Comments:</i>				

*\*Assessment should be based on the expectations at the current point in the Recommended Progressive Instructional Development*  
**\*\*Based on Recommended Progressive Instructional Development**

**NOTE:** The following typically signifies a failed placement:

- Year 2/Block 2:  $\geq 2$  At Risk or  $\geq 5$  Needs Further Development



PRACTICUM: **SUMMATIVE ASSESSMENT FORM (YEAR 2: BLOCK 2)**

**Technological Education**



**Completed by Associate Teacher Only**

Professionalism	Not Yet Applicable**	Developing as Expected*	Needs Further Development	At Risk
Demonstrates dependability, flexibility, and initiative.				
Demonstrates sound professional judgment with learners and colleagues.				
Acts according to the ethical standards for the teaching profession: care, trust, respect, and integrity.				
Responds professionally to and implements constructive feedback.				
Analyzes teaching practice with the purpose of improving it.				
<i>Comments: (5-10 sentences that provides specific examples to describe Teacher Candidate performance)</i>				
*Assessment should be based on the expectations at the current point in the Recommended Progressive Instructional Development **Based on Recommended Progressive Instructional Development				

Positive Learning Environment	Not Yet Applicable**	Developing as Expected*	Needs Further Development	At Risk
Maintains positive, inclusive, safe learning environment established by AT.				
Engages in strategic relationship-building conversations with learners.				
Models' initiative and enthusiasm for learning.				
Addresses inappropriate behaviours in a positive manner; leaves learner dignity intact.				
Builds positive relationships with learners, staff, parents (if applicable).				
<i>Comments: (5-10 sentences that provides specific examples to describe Teacher Candidate performance)</i>				
*Assessment should be based on the expectations at the current point in the Recommended Progressive Instructional Development **Based on Recommended Progressive Instructional Development				

Teaching Practice	Not Yet Applicable**	Developing as Expected*	Needs Further Development	At Risk
Demonstrates understanding of curriculum guidelines, expectations, and big ideas.				

Demonstrates understanding of subject matter.				
Develops engaging lesson plans for submission to AT prior to teaching.				
Communicates clear, achievable expectations and instructions to learners.				
Engages learners with careful selection and implementation of approaches/strategies/tools.				
3-part lesson structure (minds-on, action, consolidation.				
Inquiry-based/learner centered instruction.				
Beginning to differentiate instruction to meet learner needs (IEP: accommodations or modifications).				
Integrates technology purposefully to enhance learning.				
Incorporates elements of UDL and DI into lesson planning.				
Demonstrates working proficiency in the language of instruction in four language modalities: reading, writing, listening, and speaking.				
Models safe use of PPE and instructs students on the safe operating procedures for equipment and tools.				
Demonstrates awareness/ability to record/log student safety training.				
<i>Comments: (5-10 sentences that provides specific examples to describe Teacher Candidate performance)</i>				
*Assessment should be based on the expectations at the current point in the Recommended Progressive Instructional Development **Based on Recommended Progressive Instructional Development				

Assessment Practices	Not Yet Applicable**	Developing as Expected*	Needs Further Development	At Risk
Practices assessment for/as/of learning				
Provides specific, meaningful, and timely descriptive feedback to learners.				
Implements and records varied and student-centered assessment strategies that include observations, conversations, and products.				
Creates assessments that are linked to curriculum expectations and learning goals.				
Analyzes assessment results (as/of/for) to inform teaching practices and assist learners				
<i>Comments: (5-10 sentences that provides specific examples to describe Teacher Candidate performance)</i>				

*\*Assessment should be based on the expectations at the current point in the Recommended Progressive Instructional Development*  
**\*\*Based on Recommended Progressive Instructional Development**

**NOTE:** The following typically signifies a failed placement:

- Year 2/Block 2: ANY At Risk or  $\geq 5$  Needs Further Development

## MULTI-SESSION TRANSITIONAL CERTIFICATE COMPETENCIES

### Technological Education



To be completed in the Assessment Portal

#### Completed by Associate Teacher

Note to Associate Teachers:

Please mark as complete in WPPS to acknowledge observation of the listed skills/competencies only when they are demonstrated **independently and with competence**.

#### 1.0 Professionalism

**1.1** Demonstrates dependability, flexibility, initiative and sound professional judgment with learners and colleagues

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

#### 2.0 Positive Learning Environment

**2.1** Maintains positive, inclusive, safe learning environment through relationship building and empathy.

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

#### 3.0 Teaching Practice

**3.1** Demonstrates understanding of subject matter and curriculum expectations.

**3.2** Develops and implements 3-part lesson plans that incorporate **engaging** and **appropriate instructional** approaches/strategies/tools.

**3.3** Models and instructs on the use of PPE and safe operating procedures of equipment.

**3.4** Observes or teaches in a minimum of 5 class periods in each of grade 9/10 Technological Education and grades 11/12 Technological Education

#### 4.0 Assessment Practice

**4.1** Creates and implements student-centered assessments that are linked to curriculum expectations/ learning goals and include observations, conversations, and/or products.

**4.2** Provides specific, meaningful, and timely descriptive feedback to learners.



# MULTI-SESSION TRANSITIONAL CERTIFICATE OF QUALIFICATION AND REGISTRATION (MTCQR)

## Apply to the Ontario College of Teacher's

This can be completed anytime after starting the Lakehead program. Click [here](#) for more information on the documents required and to apply (Scroll to the very bottom of page to apply). If you are not pursuing a MTCQR, at any point, this process will still need to be completed to apply for the standard Certificate of Qualification and Registration (CQR), but it can be done closer to the end of your program.

**Complete the Google Form provided by the Undergraduate Program Administrator, [undergrad.educ@lakeheadu.ca](mailto:undergrad.educ@lakeheadu.ca)**  
Completing the Google form is necessary for the Faculty Report Letter required by the OCT.

**Request that your current transcript be sent to OCT.**  
Transcript requests can only be made through the LU MyPortal or QUAC portal

**ACCELERATED completion of the MTCQR**

Inform Associate Teacher and Faculty Advisor that you aim to achieve a pass on the Transitional Certificate Training Log as soon as possible (minimum 10 days).

Note: Becoming an OCT member (MTCQR or CQR) has an annual fee (~\$200). As members, you are also subject to the professional standards upheld by OCT.

**STANDARD completion of the MTCQR**

When you are ready, inform your Associate Teacher that you would like to be assessed on the Transitional Certificate Training Log (anytime during placement 1 or 2)

**Accept a position working on a LOP**  
Be sure to confirm with FA, Placement Officer, and Program Coordinator before accepting a position in order to ensure suitability for continuing your practicum once MTCQR is approved (days of work prior to MTCQR approval will not count as practicum days)

**Complete 40 days of supervised placement with AT**

Once the MTCQR is approved/processed forward to your FA and Placement Officer so that placement can resume under Principal supervision

