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1. Introduction

Welcome

Welcome from the Dean



It is my great pleasure to welcome you to the teacher education program at Brock University. I hope you value and enjoy every aspect of the program this year. Having chosen the teaching profession, you obviously love learning, and you value and care about children and youth. As you move forward through your coursework and teaching placements and into the profession, always be aware of the incredible impact you will have on the young lives you will touch and shape as a teacher. You will have the ability to influence positively not just the way your students think about learning and the subjects you teach, but who they become as human beings. No other profession provides the same opportunity to positively influence and create a more just, educated, and peaceful world. The responsibilities and challenges that lie ahead for you are great indeed, as great as the joy and sense of achievement you will experience as you find yourself changing as a person and as a teacher, and as you see changes taking place in your students, as they learn and grow.

The Faculty of Education at Brock University has a superb reputation. We are highly respected locally, nationally, and internationally because of our excellent and seminal scholarship, dedicated teaching, and service work. You will find our faculty and staff to be approachable, helpful, caring, and very skilled. Not only will your Brock degree be recognized worldwide, you will also be viewed as a highly competent and well trained teacher. We aim to inspire you to always be the best you can be, to do the best you can do, and for the rest of your life to "live life learning."

Fiona Blaikie. PhD
Professor and Dean
Faculty of Education

Welcome from the Chair



Congratulations and welcome to the Teacher Education program at Brock University. You have chosen a career that will make a difference in the lives of others. As an educator you have now joined a community of people who help shape the future. Your impact on the lives of children and their families will be profound. As you progress through the Teacher Education program think critically and reflectively about your identity as an educator. Your philosophy of education will guide how you organize your classroom, plan and deliver instruction and interact with students, parents, and colleagues.

Your journey through the Brock Teacher Education program will be a highly collaborative one in which you work closely with other teacher candidates, cohort advisors, faculty, instructors, associate teachers and administrative support staff. We are committed to ensuring that you have access to the best information and resources possible and we will work hard to prepare you for the valuable and important work that you have chosen to pursue.

Being an educator is rewarding, exciting and challenging. I wish you every success as you begin what will be a lifelong journey of discovery.

Dr. Sheila Bennett
Professor and Chair
Department of Teacher Education

Introduction

About the Teacher Education Handbook

This handbook introduces teacher candidates to various aspects of the consecutive and final year of the concurrent teacher education program at Brock University. Along with the *Brock University Undergraduate Calendar*, this handbook also outlines the policies and procedures that the Department of Teacher Education follows in relation to the teacher education program.

All teacher candidates receive a hardcopy of this handbook in September and the major elements of the handbook are introduced to teacher candidates by faculty advisors in Cohort. Teacher candidates are advised to familiarize themselves with the handbook early on in the program.

About the Teacher Education Website

The teacher education website is a central online portal where teacher candidates can access the various online tools and resources that are available to them throughout the consecutive and final year of the concurrent teacher education program. Teacher candidates are encouraged to visit the website on a regular basis as it is frequently updated with important information about the program, including upcoming professional development events.

To access the teacher education website, navigate to the following URL and click on the “Initial (Consecutive & Concurrent Final Year) Teacher Education” link on the left hand side:

<http://www.brocku.ca/education/currentstudents>

2. Program Conceptual Model

Mission Statements

Faculty of Education

The Faculty of Education advances learning through education, scholarship and service. Through initial teacher education, continuing professional development and undergraduate and graduate programs we support our students in realizing their potential as creative, critical and ethical life-long learners. Through our scholarship we improve education and the human condition by contributing to academic and professional discourse, influencing policy and affecting educational practice. Through our service we further social justice and contribute to our profession, university, and local, provincial, national and international communities.

Department of Teacher Education

Teacher candidates at Brock University participate in a field-based program grounded in research, responsive to the professional needs of beginning teachers and based on the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*.

A Professional Learning Community

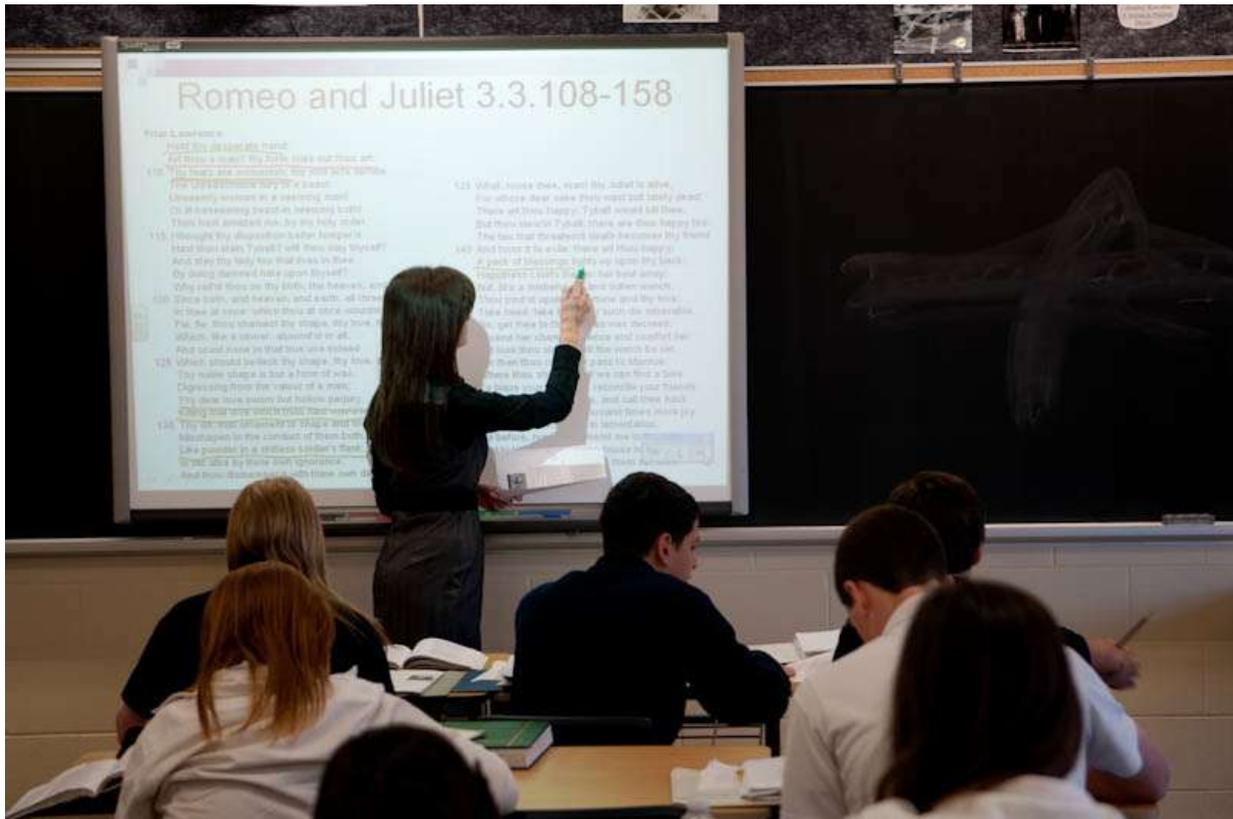
The teacher candidates, faculty advisors, instructors, associate teachers, and administrative support staff in the Department of Teacher Education comprise a professional learning community that supports one another throughout the academic year.

Central to our professional learning community is Cohort. Every teacher candidate is a member of a Cohort. One of the important roles of Cohort is to provide teacher candidates with peer and faculty advisor support throughout the program, both in terms of coursework at Brock and teaching experiences in schools.

The Triple-C Model

Cohort is central to the "Triple-C" conceptual model upon which the teacher education program at Brock is built. This model foregrounds the Department of Teacher Education's commitment to the following:

- **Cohort:** A peer and faculty advisor support network;
- **Coursework:** A study of the theoretical and practical foundations of elementary and secondary level teaching in Ontario; and
- **Community:** A partnership with school boards, the Ministry of Education, the Ontario College of Teachers, the Ontario Teachers' Federation, and other stakeholders.



The Ontario College of Teachers Standards of Practice and Ethical Standards

The Ontario College of Teachers' *Standards of Practice for the Teaching Profession*, the *Ethical Standards for the Teaching Profession*, and the *Professional Learning Framework for the Teaching Profession* form the Foundations of Professional Practice. They outline the principles of professional practice, ethical behaviour, and ongoing learning for the teaching profession in Ontario.

The teacher education program at Brock adheres to the principles that are outlined in the above Standards and these principles are referenced frequently throughout the program.

The Standards of Practice for the Teaching Profession

Commitment to Students and Student Learning

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

The Ethical Standards for the Teaching Profession

Care

The ethical standard of Care includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

Respect

Intrinsic to the ethical standard of Respect are trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Trust

The ethical standard of Trust embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Integrity

Honesty, reliability and moral action are embodied in the ethical standard of Integrity. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

Our Partners in Education

Reflecting the commitment to community that is central to the teacher education program's "Triple-C" conceptual model, the Department of Teacher Education is privileged to work in partnership with key stakeholders who are committed to excellence in Ontario public education.

The Ontario College of Teachers

Teachers who desire to work in publicly funded schools in Ontario are required to be certified to teach in the province and also be members of the Ontario College of Teachers (OCT). The Ontario College of Teachers is accountable to the public for how it carries out its responsibilities.

The Ontario College of Teachers:

- ensures Ontario students are taught by skilled teachers who adhere to clear standards of practice and conduct;
- establishes standards of practice and conduct;
- issues teaching certificates and may suspend or revoke them;
- accredits teacher education programs and courses;
- provides for ongoing professional learning opportunities for members.

The Ontario Ministry of Education

The Ontario Ministry of Education administers the system of publicly funded elementary and secondary school education in Ontario.

The Ministry commitment to promoting a strong, vibrant, publicly funded education system is focused on three goals:

- high levels of student achievement;
- reduced gaps in student achievement; and
- high levels of public confidence in public education.

The Ontario Ministry of Education regularly liaises with both teacher candidates and instructors in Brock's teacher education program, highlighting new Ministry resources and initiatives throughout the province. A number of Brock professors in the Faculty of Education work closely with the Ministry on research and curriculum development projects.

The Ontario Teachers' Federation

The Ontario Teachers' Federation (OTF) represents all teachers in Ontario's publicly funded schools. It is the unifying voice safeguarding their profession, pensions and public education.

The Ontario Teachers' Federation represents approximately 155,000 teachers in Ontario's publicly-funded schools. There are four affiliate organizations:

- Elementary Teachers' Federation of Ontario (ETFO);
- Ontario English Catholic Teachers' Association (OECTA);
- Ontario Secondary School Teachers' Federation (OSSTF);
- l'Association des Enseignantes et des Enseignants Franco-Ontariens (AEFO).

Ontario School Boards

The Department of Teacher Education is pleased to work with in partnership with school boards throughout the Niagara and Hamilton regions and elsewhere in the province. The teacher education program on the St. Catharines and Hamilton campuses works closely with the following school boards:

St. Catharines Campus:

- District School Board of Niagara
- Niagara Catholic District School Board

Hamilton Campus:

- Brant Haldimand Norfolk Catholic District School Board
- Dufferin-Peel Catholic District School Board
- Grand Erie District School Board
- Halton Catholic District School Board
- Halton District School Board
- Hamilton-Wentworth Catholic District School Board
- Hamilton-Wentworth District School Board
- Peel District School Board

The teacher education website lists the web sites for each of the above school boards. Teacher candidates are encouraged to familiarize themselves with the websites of the school boards at which they complete their practice teaching placements and plan to apply for employment.



Key Roles

The success of Brock’s teacher education program is built upon the commitment of various stakeholders who each fulfill unique and important roles.

Teacher Candidates

Teacher candidates study the foundations of education, the curriculum subjects they are qualifying to teach, and complete practice teaching experiences in schools.

On both the St. Catharines and Hamilton campuses and in schools, teacher candidates are expected to demonstrate the same high level of professionalism and commitment to students and learning that practicing teachers demonstrate. This includes:

- a commitment to the principles outlined in the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*;
- a commitment to personal and professional growth throughout the program;
- a striving towards a standard of excellence in assigned tasks, including class participation at Brock and practice teaching responsibilities in schools;
- a commitment to collaborative interpersonal relations, including consideration for the perspectives of others; and
- a respect for the confidentiality of relationships with school partners, peers, and instructors.

Faculty Advisors

Faculty advisors provide professional guidance to groups of teacher candidates as part of Cohort. During the Beginning of Program week in September, faculty advisors familiarize teacher candidates with Brock's teacher education program. They also meet weekly with teacher candidates throughout the year and arrange, supervise, observe, and assess each teacher candidate's practice teaching placements in schools. In addition to teacher candidates, faculty advisors work closely with the teachers and principals in a Cohort's catchment area.

Faculty advisors are a teacher candidate's first point of contact for program-related information, including information about practice teaching placements. For specific course-related information, teacher candidates are advised to contact their course instructors.

Associate Teachers

Associate teachers mentor and provide professional guidance to teacher candidates during Internship (Primary/Junior/Intermediate program) and practice teaching placements. Prior to, during, and/or following a practice teaching placement, associate teachers liaise with faculty advisors with the aim of providing teacher candidates with practicum experiences that meet their needs and assessments that reflect their professional growth.

An associate teacher's responsibilities include the following:

- welcoming teacher candidates and orienting them to the school and classroom routines;
- discussing with teacher candidates the instructional needs of students and the expectations for planning quality learning experiences for students;
- guiding teacher candidates in their choice of appropriate instructional methods, classroom routines, and instructional materials etc.;
- supervising teacher candidates and observing their professional and ethical behaviours;

- providing teacher candidates with honest, straightforward, and where possible, positively framed, assessments of their teaching performance. Strengths should be highlighted. Weaknesses should be identified, along with specific suggestions for improvement;
- supporting the professional growth of teacher candidates in partnership with faculty advisors and the requirements of Brock’s teacher education program (e.g., the Brock Lesson Plan template);
- conferencing with faculty advisors about the progress of teacher candidates; and
- completing a formal assessment (and sometimes an interim assessment) of the teacher candidate’s performance, following the procedures outlined by the Department of Teacher Education.

It is emphasized that legal responsibility for the supervision of elementary and secondary school students remains with the associate teacher and school staff. Teacher candidates who have a concern in this regard should contact their faculty advisors.

Course Instructors

Course instructors provide teacher candidates with specialized instruction in a broad range of foundational and curricular subject areas. In addition to instruction in the curricular areas they are certifying to teach, teacher candidates receive instruction in the following educational foundations:

- school law, ethics, and professionalism;
- instructional methods;
- assessment and evaluation;
- classroom dynamics; and
- special education.

Administrative and Leadership Roles

Specific contact information for the following administrative and leadership roles can be found at the teacher education website, under the “Contacts” link.

Chair

The Chair provides academic and administrative leadership for the teacher education program and the Department of Teacher Education.

Administrative Coordinators

The Administrative Coordinator, St. Catharines Campus and Administrative Coordinator, Hamilton Campus provides administrative leadership and support to the teacher education program and the Department of Teacher Education.

Teacher candidates are welcome to consult with the Administrative Coordinators should they have questions about the program.

Administrative Assistant, Practicum

The Administrative Assistant, Practicum works closely with faculty advisors to provide administrative leadership and support related to practice teaching placements and relationships with our partner school boards.

Teacher candidates are encouraged to contact their faculty advisors if they have questions about their practice teaching placements. Faculty advisors will liaise or direct teacher candidates to the Administrative Assistant, Practicum as appropriate.

Practice Teaching Coordinator

The Practice Teaching Coordinator works closely with faculty advisors to provide teacher candidates who are experiencing difficulty in a practice teaching placement with additional supports and remediation strategies.

Intermediate/Senior Coordinator

The Intermediate/Senior Coordinator provides academic and administrative leadership for the Intermediate/Senior program.

Technological Education Coordinator

The Technological Education Coordinator provides academic and administrative leadership for the Technological Education program.

Hamilton Campus Coordinator

The Hamilton Campus Coordinator works closely with the Chair to provide academic and administrative leadership on the Hamilton campus.

Partnership Coordinator

The Partnership Coordinator coordinates professional development events for teacher candidates throughout the year and maintains the Department of Teacher Education's websites.

Ombudsperson

The Faculty of Education's Ombudsperson serves as a resource and advocate for teacher candidates in the teacher education program. Teacher candidates are welcome to consult with the Ombudsperson should they have a concern about the program. The Ombudsperson works in a confidential manner with teacher candidates in representing their interests in the program.

Instructional Resource Centre

The Instructional Resource Centre (IRC) curriculum libraries at the St. Catharines and Hamilton campuses offer practical print and multimedia resources related to elementary and secondary level teaching and curriculum study. The IRC also provides teacher candidates with media production facilities and instructional supply sales. For more information, please visit the IRC website:

<http://www.brocku.ca/education/currentstudents/instructionalresourcecentre>

3. Program Policies

Essential Competencies Required for Successful Completion of the Program

In order to successfully complete the initial teacher education program, teacher candidates are required to demonstrate the following essential competencies, as observed and assessed by instructors, faculty advisors, and associate teachers:

Professionalism

- a commitment to lifelong learning and professional growth;
- an understanding of and commitment to professionalism as exemplified by the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*;
- an understanding of Ontario educational law, policies, regulations, and legislation;
- the ability to deal with complex and sometimes stressful teaching situations that require stamina, adaptability, and the ability to meet multiple demands simultaneously.

Theory into Practice

- the ability to apply pedagogical theory to educational practice;
- the ability to reflect on the relationship between personal beliefs and professional practice;
- the ability to utilize critical thinking skills (e.g., questioning, gathering, organizing, analyzing, and decision-making) to enhance one's teaching practice;
- an understanding of the foundations of education (e.g., the philosophy of education);
- a sound knowledge of teaching methodologies (e.g., differentiated instruction);
- a sound knowledge of subject matter.

Teaching Practice

- the ability to create a safe and supportive learning environment for students;
- the ability to implement effective classroom management strategies;
- the ability to effectively integrate expectations from the Ontario curriculum into teaching;

- demonstrated organizational skills through daybooks, lesson plans, and unit design;
- the ability to employ a wide variety of student and teacher-directed learning strategies;
- the ability to employ imagination and creativity in teaching;
- the ability to facilitate students' development of critical thinking and research skills;
- the ability to integrate instructional technologies into teaching;
- the ability to model the proper usage of oral and written language;
- the ability to incorporate assistive devices where necessary;
- the ability to develop clear and assessable learning goals for students;
- the ability to design and adapt a wide variety of assessment, evaluation, and reporting strategies in teaching to meet individual learning needs.



Student Learning

- an understanding for how students learn and develop;
- an understanding of the role of self-efficacy in the learning process;
- a demonstrated rapport with students;
- the ability to promote a love of learning in students;

- the ability to model for students curiosity, enthusiasm, and a joy for teaching and learning;
- a respect for human diversity (e.g., cultural, spiritual, and gender);
- a respect for the diverse range of learning strengths and the needs of students;
- the ability to teach an inclusive and differentiated curriculum that responds to diverse student needs;
- the ability to promote in students a sense of self-worth and mutual respect for others and the world around them.

Professional Relationships

- the ability to relate effectively to and collaborate with colleagues;
- a demonstrated ability to communicate with students, colleagues, parents/guardians, and other educational partners;
- the ability to participate actively in the school culture during practice teaching placements;
- a demonstrated respect for and responsiveness to professional feedback.

Teacher Candidate Awards

Teacher candidates who demonstrate exemplary abilities in the teacher education program are invited to apply or be nominated for a number of awards that are presented at convocation. Visit the following web page for specific details about the awards teacher candidates in the Faculty of Education can apply or be nominated for:

<http://www.brocku.ca/safa/awards>

Assessment, Grading, and Evaluation

Overview

In accordance with the *Brock University Faculty Handbook*:

“Evaluation of a student's performance in a course will be determined by employing such indices as examinations, seminar and classroom participation, papers, lab and studio activities, peer evaluation and any other normal class assignments. For each course, the grading scheme will reflect a reasonable diversity of these methods as is appropriate to the subject matter....When peer evaluation is used, that component cannot count for more than 25 percent of the final grade...”

...At the beginning of each course, students will be advised in writing of the proposed manner in which evaluation will be carried out in each course. A student is expected to attend all lectures, discussion groups, seminars and laboratory periods of the courses in which registered. Instructors must inform students about the relationship between attendance and their course grades early in each session. This should be indicated on the course outline...At the beginning of each course, students shall be advised in writing of the assignments required of them and the due dates of such assignments...Any penalties to be levied for late submission of an assignment must be transmitted to students in writing well before the due date of the assignment...

...To obtain standing in a course a student must complete the necessary term work, tests and final examination, where the latter is required, to the satisfaction of the Department/Program.”

Grade Equivalents

In accordance with the *Brock University Undergraduate Calendar*, in addition to a numerical grade, marks will be awarded as P1, P2, P3, or F:

P1 (100 - 80)

A grade of P1 is awarded to teacher candidates for excellent, comprehensive, and accurate work in which evidence of a certain flair for and comprehension of the subject is clearly evident.

P2 (79 - 70)

A grade of P2 is awarded to teacher candidates who have a sound grasp of the most important goals of the course and whose work may be described as careful and competent.

P3 (69 - 60)

A grade of P3 is awarded to teacher candidates whose work shows a very basic understanding of the task and an acceptable level of completion.

F (59 or lower)

A grade of F is awarded to teacher candidates who have failed to satisfy the minimum requirements, have done unacceptable work, and/or have not completed the work within the time limit set by the instructor.

Assessment Policies

Unless otherwise advised by instructors, teacher candidates should note the following:

- marks for a course shall not be submitted to the Registrar until all course components are complete;
- at the discretion of course instructors, extensions to assignment due dates may only be granted in unusual circumstances or as noted in course outlines;

- the opportunity to resubmit assignments will be at the discretion of individual instructors or as noted in course outlines;
- there will be variations in course assignments across campuses, cohort groups, and between the Fall and Winter terms; and
- the final grades for EDUC 8D09 and EDUC 8L09 will not include a numerical grade.

Given that Brock's teacher education program is a professional preparation program, teacher candidates should also expect that, as appropriate, instructors, faculty advisors, and associate teachers will be mindful of the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* in determining the final grades for courses.

Grade Appeals

Candidates who have a question or concern regarding their grade in an assignment or course are expected to first discuss the matter with the course instructor. In the case of an unresolved disagreement, the teacher candidate is next advised to refer the matter to the Chair. If the issue is still not resolved to the satisfaction of the teacher candidate, the matter is next referred to the Associate Dean (on behalf of the Dean). If the teacher candidate is not satisfied with the decision of the Associate Dean/Dean, the teacher candidate may then appeal the matter to the Senate Committee on Appeals.

Teacher candidates are advised to refer to the *Brock University Undergraduate Calendar* for further details related to University appeals policies and procedures.

Notes on Disciplinary Procedures and Course or Program Failure

The following actions are subject to disciplinary procedures:

- harassment;
- threatening behaviour;
- physical or emotional abuse of others;
- disregard for professional standards and/or instructors' expectations for attendance, deportment, and participation;
- plagiarism; and/or
- any behaviour that displays disregard for the rights of others and the goals of the teacher education program.

Sanctions may include suspension or expulsion from a course, the teacher education program, or Brock University.

For Primary/Junior/Intermediate teacher candidates, the teacher education program is failed under these conditions: (a) failure in EDUC 8D09 (note that EDUC 8F08 (consecutive program) and EDUC 8P16 (concurrent program) are co-requisites of EDUC 8D09), or (b) failure in 2 courses.

For Intermediate/Senior and Technological Education teacher candidates, the teacher education program is failed under these conditions: (a) failure in EDUC 8L09 (note that EDUC 8D10 (consecutive program), EDUC 8D11 (technological education program), and EDUC 8F11 (concurrent program) are co-requisites of 8L09), or (b) failure in 2 courses.

Teacher candidates who fail the teacher education program may apply for readmission.

Candidates failing any other single course will be required to successfully repeat that course in order to be awarded a BEd degree/Cert Ed certificate and be recommended to the Ontario College of Teachers for an Ontario Certificate of Qualification (OCQ). A teacher candidate who fails one course may repeat that course without applying for readmission. Courses must be repeated within a reasonable timeline as set by the Department of Teacher Education.

Attendance and Participation

Given that Brock's teacher education program is a professional preparation program, regular attendance and participation in courses is expected.

If missed classes are greater than 10% of the total number of classes in a course, a make-up assignment may be required. This applies to a course or, in some cases, a segment of a course that is taught in discrete rounds. Documentation of the reason for an absence may also be requested by the instructor if the total number of missed classes is more than 20% of the total for a course or a segment of a course. If satisfactory documentation is not submitted, a grade reduction or a failing grade may be given.

Chronic tardiness is disrespectful to the instructor, other teacher candidates, and the intent of the program. Marks may be deducted for habitual tardiness.

When assignments are submitted late without just cause, marks may be deducted. A failing grade or incomplete for an assignment may be given if a teacher candidate demonstrates prolonged disregard for due dates.

Professional development activities are central to the teacher education program. Teacher candidates are expected to attend all professional development events and information sessions unless they are advertised as optional.



Professionalism in Schools

Upon acceptance into the teacher education program, applicants must complete a satisfactory police background check with vulnerable sector screening that is dated no earlier than six months prior to the beginning of the program. The Department of Teacher Education reserves the right to withdraw from the program a teacher candidate who does not have an acceptable police background check prior to a scheduled practice teaching placement.

In advance of practice teaching placements, faculty advisors will discuss with teacher candidates the expectations for professionalism in schools. Teacher candidates are expected to:

- arrive at their schools sufficiently early each morning to ensure adequate preparation for the day. Expectations for teacher candidate arrival and departure times are normally set by associate teachers, but will, at a minimum, comply with school laws (i.e., teacher candidates must be present at least 15 minutes before school opening and after school closing);
- familiarize themselves with and follow the school's policies and routines regarding matters such as safety, timetables, discipline, field trips, equipment, and absences etc.;
- accept the tasks and teaching duties that are assigned by associate teachers or school staff. Early on in a school placement, teacher candidates are encouraged to discuss

with associate teachers the expectations associate teachers have for teacher candidates and to arrive at a mutual acceptance of the teacher candidate's responsibilities. Teacher candidates are to follow the guidance of associate teachers and school staff in terms of the roles or responsibilities they will or will not assume;

- maintain a day book that includes all of the required lesson plans and information for each day's teaching and learning activities, as well as timetables, worksheets, and other materials as suggested by faculty advisors and associate teachers. The daybook must be current and presented to associate teachers prior to the beginning of classes and to faculty advisors during a visit;
- be available for discussions with associate teachers and remain in the school until any reviews of the day's teaching have been completed and suggestions for subsequent tasks have been discussed;
- use non-teaching classroom time to complete pedagogically appropriate activities, such as observing the teaching methods used by associate teachers and other staff, working with individual students, supervising group activities, preparing bulletin boards, and assessing student performance etc.;
- supervise the playground, corridor, and/or lunch room when requested and when under the guidance of a certified teacher;
- where appropriate and when invited, attend and participate in the school's professional development day activities, parent-teacher interviews, and staff meetings;
- conference as appropriate with the principal and/or vice-principal about school administration, specific educational issues, or professional growth and development;
- always act during school placements as professionals in the field.

It is expected that:

- all instances of dress, grooming, and speech will conform to the expectations established by schools;
- any required absences will be reported to associate teachers *and faculty advisors* in a timely manner (i.e., prior to the beginning of the school day) and resources for any lessons the teacher candidate was preparing to teach be made available to the associate teacher
- professional behaviour will be displayed in all dealings with students, school personnel, parents, faculty advisors, and others in the school.

Practicum Policies

Primary/Junior and Junior/Intermediate teacher candidates are required to complete eleven weeks of successful practica experience. Intermediate/Senior and Technological Education teacher candidates are required to complete twelve weeks of successful practica experience.

Allowance for a limited number of missed practica days due to illness or other reasons will be made at the discretion of the Department of Teacher Education.

Where feasible, teacher candidates are normally assigned a practice teaching placement in each of the divisions they are qualifying to teach:

- **Primary:** Grades K - 3
- **Junior:** Grades 4 - 6
- **Intermediate:** Grades 7 - 10
- **Senior:** Grades 11 - 12

Practice teaching placements for the Junior/Intermediate program are assigned to grades 4 - 8 and practice teaching placements for the Intermediate/Senior and Technological Education program are assigned to grades 9 - 12.

Teacher candidates who meet expectations may have the opportunity to complete an Out-of-Region or alternative setting placement during Practicum 2B (P/J/I program) or Practicum 3 (I/S and Technological Education Program). Refer to the teacher education website for details about alternative setting placement options.

Transportation to schools, required off-campus courses, and professional development events is the responsibility of each teacher candidate.

Reasons for Withdrawal from a Practicum

Teacher candidates should anticipate that, when their conduct affects the quality of teaching or learning, the climate of a school, and/or the well-being of others, associate teachers will discuss the issues with them and note areas of concern in their formal assessment reports. Associate teachers are also requested to contact a faculty advisor early on when a teacher candidate's performance is judged to be problematic. The performance of such teacher candidates will be jointly assessed by the associate teacher and a faculty advisor and, as necessary, the Practice Teaching Coordinator or another faculty member. Results of these assessments will determine the eligibility of the teacher candidate to proceed in the practice teaching placement. In determining a course of action, the following factors will be taken into consideration:

- if the teacher candidate's response to counseling is positive and task oriented;
- if the teacher candidate shows an adequate level of understanding of personal strengths and weaknesses; and
- if the candidate is able to work with the associate teacher and faculty advisors to construct a feasible plan of action for improvement and professional growth.

The following may be considered cause for the immediate withdrawal of a teacher candidate from a practice teaching placement:

- a charge by school personnel and/or Brock personnel of physical, emotional, or sexual abuse;
- assessment by school personnel and/or Brock personnel that the teacher candidate's behaviour seriously or chronically affects the emotional or physical health of students;
- in the opinion of the Department of Teacher Education, the associate teacher, or the school principal, evidence that continued placement could have a detrimental effect on the school's students, staff, or program.

In the situations outlined above, make up practica may be refused and the teacher candidate's right to continue in the teacher education program may be revoked, depending on the seriousness of the situation.

Divergent Associate Teacher and Faculty Advisor Reports

If the practice teaching assessment report that is completed by an associate teacher is clearly divergent from the practice teaching assessment report that is completed by the faculty advisor, the following procedures may be followed at the discretion of faculty advisors:

- a conference time may be arranged for further dialogue between the associate teacher and the faculty advisors, with or without the teacher candidate present;
- where feasible, additional faculty advisor observation times may be scheduled;
- the Practice Teaching Coordinator may be consulted and asked to review the circumstances and the assessment reports. In situations where a final grade is Fail or Marginal, the Practice Teaching Coordinator may choose, in consultation with the faculty advisors, which report to use in determining a Pass/Fail standing, and whether a make-up teaching placement is warranted.

Teacher Candidates Experiencing Difficulty

Referral Policies and Procedures

Under exceptional circumstances, when a teacher candidate's performance and/or deportment are not consistent with the expectations of the Department of Teacher Education, as described in the *Teacher Candidate Handbook*, the *Brock University Undergraduate Calendar*, course outlines, and/or Brock University Code of Conduct, the procedures below may be followed by the Department of Teacher Education:

1. The instructor (or faculty advisor(s) or associate teacher, if applicable) may confer informally with the teacher candidate about the problem or concern, with the goal of communicating clear expectations (in writing is ideal) and developing a timeline for planned improvement.

2. If the expectations and the timeline for planned improvement are not met satisfactorily, the instructor (or faculty advisor(s) or associate teacher, if applicable) will normally confer with the Practice Teaching Coordinator (for matters related to practice teaching) and/or the Chair (for all other matters).
3. At this point, a Teacher Candidate Referral Report will normally be drafted, signed by all parties, and retained by the Practice Teaching Coordinator or Chair, with copies distributed to all parties as appropriate. The report will include the following: name and student number of the teacher candidate, date of the report, information about the problem and the reasons for referral (including a timeline if appropriate), supporting documentation (if available), and a plan of action for remedying the problem. In the case of a severe problem, a plan of action may recommend immediate withdrawal from the teacher education program, in which case the Teacher Candidate Referral Report will immediately be elevated to the Office of the Dean/Associate Dean for further action.
4. During the preparation of the Teacher Candidate Referral Report, the teacher candidate may be requested to co-develop a plan of action and a timeline for remediation of the problem. In cases where problems are resolved, no further action will be taken, if, in the opinion of the instructor, Practice Teaching Coordinator, and Chair there is satisfactory resolution of the problem.
5. If the problem is not resolved, a Referral Committee will normally be formed to recommend further action. Membership on the Referral Committee should comprise the teacher candidate and, as appropriate, one or more instructors, faculty advisors, the Practice Teaching Coordinator, the Hamilton Campus Coordinator, the Chair, and a representative from the Services for Students with Disabilities Office (in the case of teacher candidates who are registered with the office). The teacher candidate may also choose at this point or earlier to consult with the Faculty of Education's Ombudsperson.
6. In the case of concerns about coursework, the Chair may choose, with proper regard to Brock University's privacy policies, to contact the teacher candidate's instructors (and associate teacher(s), if applicable) to gather data on the teacher candidate's performance and deportment in the program overall. This communication will be conducted confidentially. Concerning the findings, and in consultation with the Practice Teaching Coordinator, if applicable, the Chair may recommend updating the Teacher Candidate Referral Report.
7. If the problem is not resolved and the candidate is not satisfied with the actions taken by the Referral Committee, the teacher candidate may appeal to the Office of the Dean. The Dean (or Associate Dean as his/her designate) will accept, reject, or amend the actions taken by the Referral Committee and inform the candidate and the Department.
8. Following the decision of the Dean/Associate Dean, the teacher candidate may appeal to the Student Appeals Board. Teacher candidates are advised to consult the *Brock University Undergraduate Calendar* and information at the Brock University website related to appeal policies and procedures at the university level.

During the entire referral process, all parties are requested to make and keep dated notes related to advice, expectations, requirements, and timelines that have been communicated to the teacher candidate. All correspondence with the teacher candidate will be conducted either in person, over email (with a reply requested), or by registered mail, in the case of a teacher candidate who is no longer in the vicinity. As well, the Registrar's Office will be provided with copies of documentation for teacher candidates who request a make-up block or opportunity to retake a course.

University Policies

Accommodations Policy

“As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the University community with disabilities. If you require accommodations related to a permanent disability to participate in this course, you are encouraged to contact the Student Development Centre Services for Students with Disabilities (4th Floor, Schmon Tower, x. 3240) and also discuss these accommodation(s) with the professor/instructor well in advance of due dates and scheduled assessments.”

Respect Policy

“Brock University is committed to building and maintaining a diverse and inclusive community where our students, staff, faculty, course participants, volunteers and visitors can work and learn in an environment that respects the dignity and worth of members of the Brock Community. Each individual has the responsibility for his/her own behavior and actions and for recognizing and supporting the right of all individuals to dignity at work and study and to maintain an environment in which this can flourish.”

Academic Integrity Policy

“Academic integrity is a core value of the academic mission of Brock University, and is defined as the pursuit of knowledge and scholarship through the provision of academic programs and a learning environment of the highest quality. It is in the interest of the University's academic mission that every student adheres to the highest standards of scholarly integrity. As such, academic dishonesty is taken seriously; engaging in behaviours that are in breach of, or otherwise seek to abuse the University's academic policy will not be tolerated.”

Inclement Weather Policy

“The University will ‘close’ because of severe weather when normal operation would pose a significant danger to students, staff, faculty and the community in attending classes or other activities held at the St. Catharines and/or Hamilton campuses.”

In cases of severe weather, check the Brock University website for information about campus closures. Navigate to the website below to read the full Inclement Weather Policy:

<http://www.brocku.ca/marketing-communications/policies/inclement-weather-policy>

During practica, teacher candidates should follow the lead of the school they are placed at in terms of school closures due to inclement weather

Accommodating Teacher Candidates with Diverse Needs

Brock University is committed to fostering a community where all persons have access to education and the opportunities it provides in an academic environment that is accessible and which respects the rights and dignity of the individual. All members of the University community are obligated to interact on the basis of mutual respect, to promote an environment which provides equity of opportunity.

Principles Regarding Academic Accommodation of Students with Disabilities

Section 1 of the *Ontario Human Rights Code* guarantees the right to equal treatment in services without discrimination on the grounds of disability. The scope of “educational services” includes the mastery of knowledge, academic standards, evaluation and accreditation. It also encompasses the development of a student’s personality, skills, physical and mental abilities to their fullest potential. The basic principles of respect for dignity, individualization and inclusion are intrinsic to the accommodation process, together with the shared responsibility of all parties to cooperatively engage in the process.

Responsibilities of the Teacher Candidate

Teacher candidates have the responsibility to acknowledge and adhere to the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*. As such, where a teacher candidate has a disability or diverse needs that, if undisclosed, may affect the quality of teaching or learning, the climate of the school, or the well-being of others, it is strongly advised that the teacher candidate make full disclosure of their disability to the Services for Students with Disabilities Office (SSWD) at Brock University:

<http://www.brocku.ca/services-students-disabilities>

This will enable appropriate accommodations and supports to be put in place to assist the teacher candidate to achieve success in the teacher education program.

All teacher candidates are expected to meet the academic and non-academic requirements of the teacher education program, including practice teaching. Once appropriate accommodations are provided, candidates will have an equal opportunity to successfully meet the essential requirements of the program, with no alteration in standards or outcomes, although the manner in which the teacher candidate demonstrates mastery, knowledge, and skills may be differentiated.

Responsibilities of the Department of Teacher Education and Educational Partners

Once a need has been identified, all educational partners have a duty to provide reasonable accommodations in order to allow the teacher candidate access to educational services equally, unless to do so would cause undue hardship (i.e., an unreasonable burden that can be established through concrete evidence).

Accommodations apply to practice teaching as well as courses. Each teacher candidate's needs are unique and shall be considered on an individual basis. The Services for Students with Disabilities Office facilitates the discussion and provision of academic services and supports to teacher candidates with disabilities/diverse needs. It is essential that all parties work together to identify and implement appropriate accommodations. An accommodation cannot be provided if it is deemed that the accommodation will pose a significant increase in the risk for harm to the teacher candidate, students, and/or staff in a school.

Department of Teacher Education Procedures

The guidelines below are intended to assist the Department of Teacher Education and teacher candidates with disabilities or diverse needs to successfully accommodate such needs, particularly during practice teaching placements:

1. Upon acceptance of admission to the teacher education program, in order to access services and receive appropriate accommodations, teacher candidates with disabilities/diverse needs will be invited to self-identify to Services for Students with Disabilities Office.
2. All initial requests, related to students with disabilities/diverse needs made directly to an instructor shall be referred by the instructor to the Services for Students with Disabilities Office. Once a need has been identified, the university has a duty to provide reasonable accommodations from that point forward, in order to allow the teacher candidate access to educational services equally. In the interim, the Department of Teacher Education, in consultation with the teacher candidate, will strive to provide reasonable accommodations. Teacher candidates are expected to actively participate in the accommodations process.
3. A team, which may include, a Services for Students with Disabilities Office Disability Advisor, Chair, Practice Teaching Coordinator, and faculty advisors, will collaborate with the teacher candidate to identify appropriate academic and/or practice teaching accommodations. With the permission of the teacher candidate, faculty advisors may request the involvement of the associate teacher and/or other personnel at the practice teaching placement school.
4. An agreed upon plan will be developed in accordance with the "Essential Competencies Required for Successful Completion of the Program," as outlined in the *Teacher Candidate Handbook*. The plan will outline the teacher candidate's responsibilities, the Department's responsibilities, the University's responsibilities, and the school's responsibilities as appropriate.

5. If an accommodation issue is unresolved and where a disagreement exists, within five days of being aware of the disagreement, the Services for Students with Disabilities Office will advise the teacher candidate of the appeal process.

On an annual basis, at the Beginning of Program Meeting, all instructors and faculty advisors shall be informed of Brock University's duty to accommodate students with disabilities.

Language Proficiency Policy

Teacher candidates' knowledge of and proficiency in using oral and written English language must be at a level that can support successful completion of the teacher education program. In some cases, those teacher candidates without the required level of proficiency will be required to withdraw from the program. In such cases, deferred admission for up to two years may be granted.

By the end of September, faculty advisors will notify the Chair of any teacher candidate who appears to lack the proficiency in oral and/or written English required for completion of the program. Where available, the faculty advisors will also include any feedback from associate teachers. In determining next steps, the Chair will proceed as follows:

1. Interview the teacher candidate;
2. Confidentially request feedback from course instructors;
3. Arrange for an English proficiency test; and
4. Organize a Referral Committee once the test results are received.

The Referral Committee will normally comprise the Chair, the Practice Teaching Coordinator, the Hamilton Campus Coordinator (where applicable), and the faculty advisors. The Referral Committee will interview the teacher candidate and review the faculty advisor records, instructor comments, associate teacher notes, and the English proficiency test results in determining a course of action. During the interview, the teacher candidate may choose to be accompanied by a representative.

If the teacher candidate's lack of English language proficiency is not uncovered before a practice teaching placement, the Department of Teacher Education will act similarly to the above on any expression of concern from an associate teacher.

Failure to Pass the Proficiency Test

Normally, if the teacher candidate has failed the English proficiency test or an important sub-test, the teacher candidate will be suspended from the teacher education program until the test is passed. (All other policies regarding attendance and participation remain in effect.) Only two examination sittings will be permitted. Normally, if the teacher candidate cannot pass the subsequent test (or important sub-test), he or she will be required to withdraw from

the program. In that event, at the decision of the Referral Committee, admission may be deferred for up to two years.

The candidate may appeal the decision of the Referral Committee to the Dean and to the Senate Committee on Appeals. Teacher candidates are advised to refer to the *Brock University Undergraduate Calendar* for further details related to University appeals policies and procedures.

When Re-admission Has Been Deferred

When re-admission has been deferred, re-admission within the next two years will be granted on successful completion of the proficiency test and an oral interview by the Chair or Practice Teaching Coordinator. All admission timelines, as set by the Registrar's Office, will apply.

On Successful Completion of the Written Test

If the teacher candidate passes the English proficiency test at a satisfactory level, probationary continuation in the teacher education program may be granted. The Referral Committee may suggest further intervention strategies and a timeline for follow-up reports from faculty advisors and associate teachers.

Brock University's Sexual Harassment Policy

Definition from the Ontario Human Rights Code (1981, Section 4(2)):

“Every person who is an employee has a right to freedom from harassment in the workplace by the employer or agent of the employer or by another employee because of race, ancestry, place of birth, colour, ethnic origin, citizenship, creed, sex, age, record of offences, marital status, family status, or disability.”

Definition from the Ontario Human Rights Code (1981, Section 6(2)):

“Every person who is an employee has a right to be free from sexual solicitation or advance made by a person able to confer, grant, or deny a benefit or advancement to the person where the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome, or a reprisal or a threat of reprisal for the rejection of sexual solicitation or advance where the reprisal is made or threatened by person able to confer, grant, or deny a benefit or advancement to the person.”

Dealing with an Incident of Sexual Harassment on Campus

Teacher candidates are advised to follow the policies and procedures as outlined by Brock University's Office of Human Rights and Equity Services:

<http://brocku.ca/human-rights>

Dealing with an Incident of Sexual Harassment during a Practice Teaching Placement

Because teacher candidates are first and foremost students at Brock University, they are advised to immediately contact the Office of Human Rights and Equity Services at Brock University who will provide guidance and work in confidence with teacher candidates. Teacher candidates also have the right to register a complaint with the school board and/or the Ontario Teachers' Federation, although it is recommended that this action only be taken following consultation with the Office of Human Rights and Equity Services.

Because faculty advisors and instructors at Brock University do not have the authority to deal with cases of sexual harassment involving teacher candidates, they must immediately notify Brock's Office of Human Rights and Equity Services of such complaints. It is important that faculty advisors and instructors immediately inform teacher candidates of this policy when an incident of sexual harassment is reported.

4. The P/J/I Program

Overview

The Department of Teacher Education offers two consecutive programs of study at the St. Catharines and Hamilton campuses for candidates interested in teaching in the Primary/Junior (grades K - 6) and Junior/Intermediate (grades 4 - 10) divisions.

In addition, the Department of Teacher Education co-operates with other departments in offering concurrent programs leading to the conferring of BA Child and Youth Studies (Honours)/BEd (Primary/Junior), BA Integrated Studies (Honours)/BEd (Junior/Intermediate), BSc Integrated Studies (Honours)/BEd (Junior/Intermediate), and BPhEd (Honours)/BEd (Junior/Intermediate) degrees.

The Primary/Junior (P/J) and Junior/Intermediate (J/I) teacher education programs are field-oriented. Much of the orientation to and instruction in professional practice takes place through supervised Cohorts of teacher candidates in schools throughout the Niagara and Hamilton regions.

Teacher candidates who have successfully completed all required courses in the BEd teacher education program will normally be recommended to the Ontario College of Teachers for an Ontario Certificate of Qualification (OCQ).

Coursework

Core Courses

Teacher candidates in the P/J/I teacher education program pursue studies in the following foundational and curricular subject areas:

Foundations:

- Assessment & Evaluation *
- Classroom Dynamics *
- Instructional Strategies
- School Law
- Special Education

* Note: Courses in the P/J/I concurrent teacher education program focus on these topics in Year 4 of the concurrent program.

Curriculum:

- Arts
- Health & Physical Education
- Instructional Technology
- Language Arts
- Mathematics
- Science
- Social Studies



Optional Courses

In addition to core courses, the Department of Teacher Education offers a wide variety of optional courses. Each optional course earns teacher candidates a quarter-credit that appears on their university transcripts. Teacher candidates are encouraged to reference the optional courses they take at Brock in their CVs, cover letters, and interviews when applying for teaching jobs, in order to demonstrate their commitment to ongoing professional development and advanced studies in a particular topic area.

The teacher candidate website lists the optional courses that are currently being offered:

<http://www.brocku.ca/education/teaching/>

Professional Development Events

In addition to core and optional courses and field experiences in schools, the Department of Teacher Education offers teacher candidates a number of professional development opportunities throughout the year, several of which are offered in partnership with other stakeholders in Ontario public education (i.e., the Ontario Ministry of Education, the Ontario College of Teachers, the Ontario Teachers' Federation, and school boards).

Though the format of professional development events differs from the regular pattern of courses in the teacher education program, most of the professional development events require mandatory teacher candidate attendance.

The teacher candidate website lists the professional development events for the current year.

Field Experiences

Teacher candidates in the P/J/I program complete eleven weeks of practice teaching in schools which is divided into two practicum blocks as follows:

- Beginning of Program (1 week)
- Fall Term coursework at Brock / Internship Experience in Schools (10 weeks)
- Practicum 1 in schools (5 weeks)
- Winter Term coursework at Brock (10 weeks)
- Practicum 2 in schools (6 weeks)

Internship Experience

The internship experience is completed in an internship centre school during the Fall term. Working under the supervision of an associate teacher, teacher candidates observe, assist, and possibly teach. They also familiarize themselves with the school and staff. The internship experience ranges from 9 to 12 days on Thursdays and/or Fridays, as scheduled by faculty advisors.

During their internship experience, in consultation with their associate teachers, teacher candidates fulfill the following roles:

- **Observing:** Teacher candidates observe students, associate teachers, and school staff, paying particular attention to school/classroom routines, student performance, and the teaching/learning strategies highlighted by associate teachers, faculty advisors, and related coursework at Brock;

- **Assisting:** Under the direct supervision of certified teachers, teacher candidates assist associate teachers by working with individual/small groups of students, grading student work, checking seat work, and preparing curricular materials etc.;
- **Teaching:** At the discretion of associate teachers, teacher candidates may be invited to teach a limited number of lessons in the lead up to Practicum 1.

Microteaching Lesson

Each teacher candidate prepares a lesson plan and teaches a twenty-minute lesson to a small group of students from their assigned internship school classroom. One or more faculty advisors and the teacher candidates who are assigned to the school observe the lesson and provide oral and/or written feedback. At the discretion of faculty advisors, the lesson may also be digitally video recorded (where permission has been given by the school). At the discretion of faculty advisors, each teacher candidate may be required to prepare a written microteaching reflection.

Lesson Planning

Through the submission of one or more lesson plan(s), each teacher candidate demonstrates a high level of proficiency in lesson planning utilizing the Brock Lesson Plan template. A downloadable version of the template is available at the teacher education website.

Practica

Each teacher candidate completes two blocks of practice teaching. Practicum 1 (5 weeks) follows 10 weeks of instruction at Brock University in the Fall term. Practicum 2 (6 weeks) follows 10 weeks of instruction at Brock University in the Winter term. A few Observation Days precede Practicum 2, allowing teacher candidates to liaise with associate teachers in advance of the practicum.

Guidelines for each practicum are outlined in this handbook (refer to the appendices) and will be fully discussed in Cohort. Teacher candidates are required to maintain a functional daybook during both teaching blocks and to use the Brock Lesson Plan template to develop their lessons during Practicum 1 and 2A. At the discretion of faculty advisors, teacher candidates may have the option of using an abbreviated lesson plan format for Practicum 2B.

Following Practicum 1, and at the discretion of faculty advisors, each teacher candidate may be required to submit a written practicum reflection.

Practice Teaching

Evaluation Policy for EDUC 8D09 (P/J/I Cohort)

EDUC 8D09 Assignments	Notes
Practicum 1 (5 weeks)	Assessed by an associate teacher and faculty advisors. Grading: P1 / P2 / P3 / F. Associate Teacher Assessment: 15% of final grade Faculty Advisor Assessment: 10% of final grade
Practicum 2A (4 weeks)	Assessed by an associate teacher and faculty advisors. Grading: P1 / P2 / P3 / F. Associate Teacher Assessment: 20% of final grade Faculty Advisor Assessment: 10% of final grade
Practicum 2B (2 weeks)	Assessed by an associate teacher and, at their discretion, faculty advisors. Grading: P1 / P2 / P3 / F. Associate Teacher Assessment: 20-25% of final grade Faculty Advisor Assessment: 0-5% of final grade
In-class assignment(s), regular attendance, and active participation	Faculty Advisor Assessment: 20% of final grade

As noted on the associate teacher and faculty advisor practicum assessment forms (refer to the appendices), the following criteria are taken into consideration during the formal assessment of a practicum: professionalism, pre-active skills, interactive skills, and post-active skills. The following criteria are deemed to be particularly important in determining the level of success in a practicum:

- the teacher-student relationship and the teaching-learning climate that is developed;
- the teacher candidate's level of initiative, awareness, and task commitment;
- the teacher candidate's communicative ability with the full class, with groups, and with individuals;
- the teacher candidate's planning skills; and
- the teacher candidate's effective employment of class management techniques.

If one or two of the criteria listed above are observed to be marginal, seriously problematic, or unsuccessful, the teaching block may be considered unsuccessful. If three or more of the above criteria are problematic, the teaching block is failed. Working in consultation with one another, the associate teacher and faculty advisors determine whether the above conditions have been met.

Practicum 1

For Practicum 1, teacher candidates are normally assigned to schools in the catchment areas with which their Cohorts are affiliated.

Practicum 2

Practicum 2 is divided into two parts: Practicum 2A (four weeks) and Practicum 2B (three weeks). For Practicum 2A, teacher candidates are normally assigned to schools in the catchment areas with which their Cohorts are affiliated.

In the Fall term, teacher candidates can choose to apply for an Out-of-Region placement (in an Ontario school board that falls outside the catchment areas served by the St. Catharines and Hamilton campuses) or alternative setting placement for Practicum 2b. Details are discussed in Cohort and teacher candidates are advised to familiarize themselves with the policies and procedures that are distributed with the application forms for Out-of-Region placements and alternative setting placements.

In particular, it is noted that teacher candidates may not make their own arrangements for an Out-of-Region or alternative setting placement. Teacher candidates are also advised that fulfillment of an Out-of-Region or alternative setting placement is not always possible. Furthermore, an out-of-region placement may be revoked by faculty advisors or the Practice Teaching Coordinator if it is deemed that a teacher candidate's teaching performance in Practicum 1 and/or the first three weeks of Practicum 2 does not meet expectations.

Teacher candidates who do not complete an Out-of-Region placement for Practicum 2b normally complete all seven weeks of Practicum 2 in the same school.

5. The I/S and Technological Education Programs

Overview

The Department of Teacher Education offers consecutive programs of study at the St. Catharines and Hamilton campuses for candidates interested in teaching in the Intermediate/Senior (grades 7 - 12) divisions and Technological Education (grades 9 - 12).

In addition, the Department of Teacher Education co-operates with other departments in offering concurrent programs leading to the conferring of BA (Honours)/BEd (Intermediate/Senior), BSc (Honours)/BEd (Intermediate/Senior), and BPhEd (Honours)/BEd (Intermediate/Senior) degrees.

The secondary program is field-oriented. Much of the orientation to and instruction in professional practice takes place through supervised Cohorts of teacher candidates in schools throughout the Niagara and Hamilton regions. Teacher candidates who are accepted into the BEd and CertEd program to teach in secondary schools are assigned to work with specialized subject area instructors.

Teacher candidates who have successfully completed all required courses in the BEd and CertEd teacher education program will normally be recommended to the Ontario College of Teachers for an Ontario Certificate of Qualification (OCQ).

The Intermediate/Senior General Studies Program

The Intermediate/Senior General Studies program prepares teacher candidates to teach two of the following teachable subject areas: Business Studies (General, Accounting, and Information and Communications Technology), Dramatic Arts, English (First Language), French (Second Language), Geography, History, Mathematics, Physical and Health Education, , Science (Biology, Chemistry, General, Physics), and Visual Arts. (Certain teachable subjects are only offered at either the St. Catharines or Hamilton campuses.)

Technological Education Program

The Technological Education program prepares teacher candidates to teach broad-based technology subjects at the secondary school level.

The Technological Education program is comprised of two inter-connected program components. The initial teacher education program component (Fall and Winter terms) leads to a BEd degree or Certificate of Education and recommendation to the Ontario College of Teachers for teaching certification. The additional qualification program component (Spring term) leads to certification in additional qualification courses.

There are two streams in the Technological Education program:

Bachelor of Education - Technological Education

This stream leads to a BEd degree and certification to teach one of the following broad-based technologies from Grades 9 to 12: communications technology, computer technology, construction technology, green industries, hairstyling and aesthetics, health care, hospitality and tourism, manufacturing technology, technological design, or transportation technology.

Certificate in Education - Technological Education

This stream leads to a Certificate of Education and certification to teach one of the following broad-based technologies from Grades 9 to 12: communications technology, computer technology, construction technology, green industries, hairstyling and aesthetics, health care, hospitality and tourism, manufacturing technology, technological design, or transportation technology.

Graduates who obtain a Certificate in Education and who subsequently complete an undergraduate degree can present their transcripts and evidence of convocation from an accredited university to the Brock Registrar. They will then be granted a BEd degree and receive a new diploma.

Coursework

Core Courses

Teacher candidates in the Secondary teacher education program pursue studies in the following foundational subject areas:

Foundations:

- Assessment & Evaluation *
- Classroom Dynamics *
- Instructional Strategies
- School Law
- Special Education

* Note: Courses in the I/S concurrent teacher education program focus on these topics in Year 4 of the concurrent program.

Teacher candidates in the Secondary teacher education program pursue studies in two teachables from the following subject areas:

I/S General Studies Teachables:

- Business Studies - General
- Business Studies - Accounting

- Business Studies - Information and Communications Technology
- Dramatic Arts
- English (First Language)
- French (Second Language)
- Geography
- History
- Mathematics
- Physical and Health Education
- Science - Biology
- Science - Chemistry
- Science - General
- Science - Physics
- Visual Arts

Technological Education Teachables*:

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

* Note: Technological Education teachables consist of one broad-based technology subject area at two grade groupings (9/10 and 11/12).

Optional Courses

In addition to core courses, the Department of Teacher Education offers a wide variety of optional courses. Each optional course earns teacher candidates a quarter-credit that appears on their university transcripts. Teacher candidates are encouraged to reference the optional courses they take at Brock in their CVs, cover letters, and interviews when applying for

teaching jobs, in order to demonstrate their commitment to ongoing professional development and advanced studies in a particular topic area.

The teacher candidate website lists the optional courses that are currently being offered:

<http://www.brocku.ca/education/teaching/>

Professional Development Events

In addition to core and optional courses and field experiences in schools, the Department of Teacher Education offers teacher candidates a number of professional development opportunities throughout the year, several of which are offered in partnership with other stakeholders in Ontario public education (i.e., the Ontario Ministry of Education, the Ontario College of Teachers, the Ontario Teachers' Federation, and school boards).

Though the format of professional development events differs from the regular pattern of courses in the teacher education program, most of the professional development events require mandatory teacher candidate attendance.

The teacher candidate website lists the professional development events for the current year.

Field Experiences



Teacher candidates in the I/S and Technological Education programs complete twelve weeks of practice teaching in schools which are divided into three practicum blocks as follows:

- Beginning of Program (1 week)
- Coursework at Brock (6 weeks)
- Practicum 1 in schools (4 weeks)
- Coursework at Brock (10 weeks)
- Practicum 2 in schools (4 weeks)
- Coursework at Brock (4 weeks)
- Practicum 3 in schools (4 weeks)

Practice Teaching

Each teacher candidate completes three blocks of practice teaching. The first practicum of four weeks occurs during October/November. The second practicum of four weeks occurs during February/March and concludes immediately prior to March Break. The final practicum of four weeks occurs during April/May and completes the program. Observation days precede each practicum allowing teacher candidates to liaise with associate teachers in advance of the practica.

Guidelines for each practicum are outlined in this handbook (refer to the appendices) and will be fully discussed in Cohort. Teacher candidates are required to maintain a functional daybook during all teaching blocks and to use the Brock Lesson Plan template to develop their lessons during Practicum 1, 2 and 3. At the discretion of faculty advisors, teacher candidates may have the option of using an abbreviated lesson plan format for Practicum 3.

Evaluation Policy for EDUC 8LO9 (I/S Cohort)

- 50% of the candidates' mark will be determined from the associate teacher reports;
- 30% of the candidates' mark will be determined from the faculty advisor reports;
- 20% of the candidates' mark will be determined by course assignments and PD sessions.

As noted on the associate teacher and faculty advisor practicum assessment forms (refer to the appendices), the following criteria are taken into consideration during the formal assessment of a practicum: professionalism, pre-active skills, interactive skills, and post-active skills. The following criteria are deemed to be particularly important in determining the level of success in a practicum:

- the teacher-student relationship and the teaching-learning climate that is developed;
- the teacher candidate's level of initiative, awareness, and task commitment;

- the teacher candidate's communicative ability with the full class, with groups, and with individuals;
- the teacher candidate's planning skills; and
- the teacher candidate's effective employment of class management techniques.

If one or two of the criteria listed above are observed to be marginal, seriously problematic, or unsuccessful, the teaching block may be considered unsuccessful. If three or more of the above criteria are problematic, the teaching block is failed. Working in consultation with one another, the associate teacher and faculty advisors determine whether the above conditions have been met.

Practicum 1

For Practicum 1, teacher candidates are normally assigned to schools in the catchment areas with which their Cohorts are affiliated.

Practicum 2

For Practicum 2, teacher candidates are normally assigned to schools in the catchment areas with which their Cohorts are affiliated.

Practicum 3

For Practicum 3, teacher candidates are normally assigned to schools in the catchment areas with which their Cohorts are affiliated, unless they choose to apply for an Out-of-Region placement.

In the Fall term, teacher candidates can choose to apply for an Out-of-Region placement (in an Ontario school board that falls outside the catchment areas served by the St. Catharines and Hamilton campuses) or alternative setting placement for Practicum 3. Details are discussed in Cohort and teacher candidates are advised to familiarize themselves with the policies and procedures that are distributed with the application forms for Out-of-Region placements and alternative setting placements.

Frequently Asked Questions

Who organizes the teacher candidate placements in schools?

All placements are made by faculty advisors. Faculty advisors contact either a school principal or a school board official with requests for placements. This is done as early as possible. Once the requests have been approved, the teacher candidate arranges to meet the associate teacher. A program is worked out that meets the needs of the associate teacher and the teacher candidate. Associate teachers may contact the faculty advisors for any clarification. Teacher candidates are expected to increase their teaching load as the practice teaching period progresses and to maximize opportunities to participate in the school activities and get to know the school culture.

It is expected that teacher candidates will generally complete Practicum 1 and 2 in a family of schools associated with their Cohort. Some teacher candidates early in the academic year (September) will want to teach in a placement that falls outside the areas served by either campus but within the province of Ontario for Practicum 3 only. This is referred to as an Out-of-Region Placement.

Teacher candidates should note that (a) they do not make arrangements themselves for their Out-of-Region placement, and (b) fulfillment of their request is not always possible or advisable. An Out-of-Region placement may be revoked by the Department with consideration for the teacher candidate's teaching performance in Practicum 1 and 2. Whether in region or out of region, teacher candidates should note that Brock, in consultation with principals and associate teachers, will exercise its right to deny teacher candidates practice teaching make-up weeks for Practicum 1, 2 or 3. Make-up weeks will only be granted after consultation among the faculty advisors, Chair, and the Practice Teaching Coordinator.

What are the responsibilities of teacher candidates during observation days?

Teacher candidates' responsibilities often include the following:

- taking notes on school and classroom routines and teaching strategies;
- learning student and staff names;
- attending to the physical layout and culture of the school;
- helping with student groups, providing they do not miss the teaching strategies that are being modeled;
- under supervision, assisting the classroom teacher with marking;
- meeting the principal, school personnel, and support staff; and
- discussing coming events and plans for the teaching block with the associate teacher.

How do associate teachers prepare for and participate during observation days?

Associate teachers' observation day activities often include the following:

- arranging a place for teacher candidates to sit, take notes, and observe comfortably (observation guides are available to teacher candidates);
- duplicating timetables, seating plans, possible teaching schedules, and other materials for teacher candidates;
- if possible, teaching a range of model lessons;
- showing teacher candidates around the school and classroom, and introducing them to the staff; and
- reviewing the teacher candidates' classroom observation records at the end of the day.

At many sites, teacher candidates spend part of their first observation day learning about the culture of the school. Specific activities for this purpose are arranged at the discretion of principals and associate teachers. On subsequent observation days, teacher candidates may be based almost exclusively in host classrooms. Variations are developed to suit the nature of the program and the interests of participants.

What should a teacher candidate's daybook look like?

A teacher candidate's daybook:

- is most often stored in a three-ring binder, well organized by class, subject, and/or date;
- contains identification of the owner and school, and notes provided by the associate teacher related to school policies and routines etc.;
- contains lesson plans for all practice teaching blocks, and units for Practicum 2 and 3;
- contains student seating plans and mark lists;
- contains descriptions of class routines and schedules for supervisory duties (e.g., cafeteria);
- contains newsletters, the principal's memos, timetable information, and notes for the school or class;
- must be presented to the associate teacher before the teaching day begins, with at least the lessons for that day; and
- contains the teacher candidate's reflections at the end of each lesson/experimental strategy, as well as the comments of the associate teacher.

What is expected of teacher candidates while they are practice teaching?

Teacher candidates are expected to attend each session of the practicum as professionals in the field. It is expected that (a) all instances of dress, grooming, and speech will be in accordance with the expectations of the schools; (b) any required absences will be reported to faculty advisors and associates before the teaching sessions; and (c) accepted professional behaviour will be displayed in all dealings with students, school personnel, and university personnel. If conflicts arise, teacher candidates are expected to seek assistance through their faculty advisors.

Teacher candidates should be aware that assessment and the assigning of grades must and will be based on wider domains that encompass the attitudes, deportment, and responses that model high ethical standards, reflectivity, responsibility, and a desire to learn and grow. Assessments will reflect the extent to which teacher candidates have demonstrated genuine progress in learning how to learn and how to assist others to learn.

Teacher candidates are expected to conduct themselves on campus and in their practice teaching schools in a professional and ethical manner. This includes demonstrating the following:

- demonstrating a commitment to personal and professional growth throughout the year;
- endeavouring to achieve a standard of excellence in assigned tasks, participation, and practice teaching roles;
- demonstrating such interpersonal qualities as cooperation and consideration for the perspectives of others; and
- demonstrating a commitment to principles valued in society, such as honesty, reliability, and equality of rights without gender, racial, or ethnic bias.

What is the role of the associate teacher?

Associate teachers fulfill a very significant role in teacher education. Normal practice is to introduce teacher candidates gradually to teaching responsibilities with a single lesson the first day and additional lessons each subsequent day. Associate teachers and teacher candidates work as teams, to share classroom duties, and to decide mutually on respective roles, under the direction of the associate teacher. In subsequent teaching blocks, a teacher candidate's workload is normally increased as associate teachers and principals ascertain that the program and the students are well served by an increase in teacher candidate responsibilities.

In what ways are school principals involved?

Principals are invited to participate cooperatively with associate teachers, candidates, and faculty advisors in the planning of programs for teacher candidate field experiences and practice teaching placements. Their responsibilities normally include the following:

- identifying prospective associate teachers through prior consultation with the teachers in the school;
- consulting with the associate teachers regarding the teacher candidate assignments prior to the arrival of teacher candidates;
- meeting with teacher candidates to welcome them to the school, introduce them to school and board policies, and provide information about the school calendar and building facilities etc.;
- observing teacher candidates in their assigned classrooms;
- providing opportunities for conferences with associate teachers and teacher candidates;
- making requests to Brock faculty advisors if further supervisory assistance is required;
- overseeing the conduct, duties, and absences of teacher candidates.

When do faculty advisors visit the school?

A faculty advisor will observe teacher candidates teaching at least once during the first two practica and, at their discretion, the final practica. Their visits are arranged in cooperation with the associate teacher. Normally, observations are for a full class period or more and may be scheduled more than once.

Often a pre-observation/post-observation period is set aside for discussion with the associate teacher. A post-observation conference is conducted between the teacher candidate and the faculty advisor. This is normally confidential and does not require the attendance of the associate teacher. It is not unusual, however, for the associate teacher to be invited. An assessment report is completed by the faculty advisor with a copy provided to the teacher candidate. While the report is confidential, teacher candidates are encouraged to share their faculty advisors' observations with their associate teachers.

Associate teachers are invited to contact faculty advisors for clarification, debriefing, and assistance related to completing the practicum assessment report. In all but exceptional cases, the report should be completed before the end of the practicum and discussed with teacher candidates prior to the last day of the practicum.

Appendices

Appendices are under separate cover on the online version of this document.

Field Experience Notes

- The Successful Field Experience: Notes for P/J/I Associate Teachers
- Through the Blocks: P/J/I Teacher Candidate Responsibilities
- The Successful Field Experience: Notes for I/S & Tech. Ed. Associate Teachers
- Through the Blocks: I/S & Tech. Ed. Teacher Candidate Responsibilities

Practicum Assessment Forms

- Associate Teacher Practicum Assessment Form
- Associate Teacher Practicum Assessment Performance Indicators
- Faculty Advisor Practicum Assessment Form