



Dr. Eric Jackman Institute of Child Study
MA in Child Study and Education (MA CSE)
First Year Practicum
2017 - 2018

Thank you for hosting a Year One Teacher Candidate in the MA CSE Program at the Dr. Eric Jackman Institute of Child Study.

This card provides a brief summary of key information. Additional information related to the practicum can be found on our website at: <http://www.oise.utoronto.ca/ics/> under the MA Program: Associate Teachers link.

Practicum Team Contacts

The practicum team is made up of Practicum Coordinators and Teacher Education Program Assistants. Each Teacher Candidate will be visited and observed teaching a lesson at least once per block by a member of the team.

Practicum Coordinators

Robin Bennett
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Program Philosophy

Our philosophy is based on the belief that effective teaching requires a deep understanding of children, combined with extensive practical experience. Our teacher candidates are in their practicum placements in the morning, and take academic classes in the afternoon, so they understand how child developmental theory and research inform what they do in classrooms.

Three Placements in the First Year

Each practicum is **8 weeks** in length, **four mornings a week** (Monday – Thursday). A Formative Review is submitted in Week 4, and a final Practicum Review is submitted in Week 8.

	Block 1	Block 2	Block 3
First day of placement	Sept. 11	Nov. 13	Feb. 12 Feb. 5* (*Independent)
Formative Review Due	Oct. 5	Dec. 7	Mar. 8 Mar. 1* (*Independent)
Practicum Review Due	Nov. 2	Feb. 1	Apr. 12
Last day of Placement	Nov. 2	Feb. 1	Apr. 12



Practicum Expectations and Evaluation

A Formative Review and a final Practicum Review are submitted each block. In order to receive a passing grade, the Teacher Candidate must demonstrate performance at a satisfactory level in all areas of the Practicum Review and complete all practicum expectations deemed by the Associate Teacher to be applicable in the placement. Teacher Candidates may need to do an additional placement if they require significant support to meet expectations.

Block 1	Block 2	Block 3
	Includes continuation of Block 1 Expectations	Includes continuation of Block 1 & 2 Expectations
Observe and participate in daily classroom practices (e.g. routines, transitions, interactions)	Plan and implement at least two activities or learning centres that are tied to curriculum expectations and students' interests, and one of which has a connection to numeracy	Plan/co-plan/ and teach/co-teach a unit of instruction incorporating cross-curricular connections
Assist students individually, in small groups, and as a class	Plan and teach lessons each week	Use appropriate technology in teaching practice to enhance student learning
Assist with behaviour guidance and reflect on effectiveness	Collaborate to plan and teach a sequence of lessons in at least one curriculum area	Take responsibility for planning and teaching whole class at least four mornings, two of which are consecutive, by the end of the placement
Assume responsibility for the opening routine	Take responsibility for leading the class at least two mornings by the end of the placement	In consultation with the Associate Teacher, choose two students who would benefit from extra support. Implement a strategy(s) to address their needs and document their progress.
Plan and take responsibility for small learning groups	Use assessment strategies within your lessons to plan for learning needs of students	Use a variety of documentation (e.g. anecdotal, photos, checklists, work samples) to assist with reporting of student progress
Plan and teach at least one large group lesson each week	Include a variety of learning strategies in lessons to support all students	Demonstrate a genuine commitment to contributing to class and school community
Document student learning in more than one way (e.g. anecdotal, photos, checklists, work samples)	Use a variety of documentation (e.g. anecdotal, photos, checklists, work samples) to assist with planning and assessment of student learning	