



**Dr. Eric Jackman Institute of Child Study  
MA in Child Study and Education (MA CSE)  
Second Year Internship  
2017 - 2018**

Thank you for hosting a Year Two 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 twice during the internship 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. Interns are in their placement full days on Mondays and Tuesdays, and mornings only on Wednesdays, Thursdays and Fridays for twelve weeks. During the first week of school, both Fall and Winter Interns are in their schools full days.

	Fall Interns	Winter Interns
Week 1 (all Teacher Candidates) Start	Sept. 5 - 8	Sept. 5 - 8
Goals Plan Due	Sept. 11	Jan. 8
Formative Review Due	Sept. 28	Jan. 25
Second Formative Review Due (if necessary)	Oct. 19	Feb. 15
Summative Review Due	Nov. 9	Mar. 8
Last day of internship	Dec. 1	Apr. 6/Apr. 13* (*Independent)



**Expectations:** In consultation, the Teacher Candidate and the Associate Teacher should establish timelines for the expectations at the beginning of the placement.

## Classroom

1. Support students individually, in small groups, and as a class
2. Actively participate in daily classroom practices (e.g. routines, transitions, behaviour guidance)
3. Collaborate with the Associate Teacher in planning
4. Write plans for all lessons/units you are responsible for and discuss with the Associate Teacher
5. Plan/co-plan and teach/co-teach small group and whole class lessons that build on students' interests, needs, questions and capabilities
6. Debrief lessons with the Associate Teacher and incorporate feedback into planning
7. Plan and implement cross-curricular units
8. Use appropriate technology to enhance student learning
9. Plan an activity or trip that extends student learning beyond the classroom
10. Assume responsibility for teaching the class for half and full days
11. Collaborate with the Associate Teacher to take responsibility for the class for a full week, by the end of the placement

## Evaluation

Teacher Candidates submit a Goals Plan in Week 3 of the internship, a Formative Review in Week 6, and a Summative Review in Week 12. If the Teacher Candidate is experiencing difficulties, a second Formative Review is completed in Week 9. Teacher Candidates who are not performing at a satisfactory level should be informed of specific areas for growth as soon as they become apparent. If a Teacher Candidate's progress is unsatisfactory or needs significant ongoing support to meet expectations, please indicate this on the Goals Plan and notify the Practicum Coordinator immediately. Similarly, if at any point during the placement the Associate Teacher feels that the Teacher Candidate is at risk of failure, contact the Practicum Coordinator. If there are concerns, please document them.

## Meeting the Needs of All Learners and Assessment

12. Demonstrate a variety of teaching strategies in lessons to engage and support all students
13. Gather evidence through assessments, informal and formal, to determine areas of student need
14. In consultation with the Associate Teacher, deepen your knowledge in the area(s) of need and engage students in new learning experiences
15. Determine the impact of your teaching practice on the learning. Provide evidence of how you use assessment to inform your next steps in planning and teaching.
16. Use a variety of documentation to assist with planning, assessment, and reporting of student learning
17. In consultation with the Associate Teacher, choose two students who would benefit from extra support (e.g. academic, enrichment, social). Indicate in your lesson plans specific ways that their needs will be addressed and next steps for follow-up.

## Community

18. Collaborate with school colleagues (teachers, support staff, other teacher candidates)
19. Contribute to class and school community by participating in co-curricular activities and through communication with families (e.g. newsletters, blogs, bulletin board displays)
20. Share student learning with another class, division or the school