

Year Two Overview

The purpose of the second year Experiences in Education practicum is to learn about the teaching-learning process through some lesson planning, including use of relevant Ontario Curriculum documents where applicable.

Candidates in second year must complete the equivalent of 15 days of practicum.

Primary-Junior (PJ) candidates should complete the placement in a primary or junior classroom (FDK to grade 6) or work with children ages 4-11.

Intermediate-Senior (IS) candidates are placed in a grade 7 to 12 setting or work with children ages 12-18)

Practicum Requirements

The candidate:

- Observes in the setting, learning spaces, and at other events hosted by the institution where applicable.
- Consults with Host to select students to observe in-depth (over the duration of the practicum), one of which is formally identified with an IEP, is At-Risk, or has special needs.
- Records and shares observations with host.
- Where applicable, prepares and discusses with Host a sample of a simplified IEP on one of the observed students. It is understood that IEP may already be in place for students.
- Co-plans and co-teaches three lessons in a traditional classroom setting, or to complete the equivalent co-planning, and co-implementation in a non-traditional setting such as working with a Special Education Resource Teacher (SERT), a Teacher-Librarian, a Student Success Teacher (SST), or with a Specialist High Skills Major (SHSM) program.
 - In these cases, candidates are expected to take on responsibilities equivalent to such instruction, either with whole groups or with certain students. Rather than developing lesson plans they are encouraged to document their work with a log and supplement it with any materials or preparation that they do for this work.

Planning materials (such as lesson plans) and sample simplified IEP will be discussed with the Host.

Candidates are not expected to co-teach any more than the required three lessons. However, if the candidate is comfortable co-teaching a few additional lessons, this can be discussed with the Host.

Candidates complete the following Professional Studies course:

PROF 210 – Self as Learner; An introduction to planning for learning. This course explores universal design for learning, literacy, and diversity, with an emphasis on the use of assessment and evaluation as supports for learning. The learning needs of exceptional learners and the use of equitable instruction will be highlighted.