

Concurrent Education Program Outline

Focus on Teaching and Learning	Year 1: PJIS <i>Common Year</i> PROF110 Introduction to Teaching .25 Credit	Year 1: PJIS <i>Common Year</i> PROF115 Introduction to Curriculum .25 Credit	Year 2: PJ CURR 395 Physical and Health Education .25 Credit	Year 3: PJ PROF 120 Critical Issues and Policies .5 Credit	Year 2: IS PROF 130 Professional Development .25 Credit	Year 3: IS PROF 135 Critical Issues and Policies .5 Credit
The Learner	<ul style="list-style-type: none"> • Candidates are introduced to a variety of learning theories to centre their teaching • Candidates set educational goals for the Con-Ed years and teaching • Candidates centre their philosophy of teaching around the learner 	<ul style="list-style-type: none"> • Candidates are introduced to Ministry of Education (MET) Curriculum Expectations • Candidates learn to centre the learner in lesson planning, and in defining curriculum expectations • Candidates revisit their educational goals and philosophy of teaching 	<ul style="list-style-type: none"> • Candidates learn about age appropriate skills acquisition based on developmental levels • Candidate learn to teach skills in manageable parts, providing children with feedback and practice opportunities • Candidates revisit their educational goals 	<ul style="list-style-type: none"> • Candidates learn about learning exceptionalities through lecture and practical activities • Candidates are introduced to equity issues in the classroom • Candidates evaluate and review their educational goals 	<ul style="list-style-type: none"> • Candidates learn about learning disabilities and are introduced to the concepts of curriculum accommodation and modification • Candidates learn to lesson plan with the learner in mind • Candidates revisit their educational goals 	<ul style="list-style-type: none"> • Candidates learn to meet the needs of exceptional and diverse learners by adapting lesson plans • Candidates explore equity issues that learners face • Candidates evaluate and review their educational goals
Teaching/Learning Strategies and Techniques	<ul style="list-style-type: none"> • Candidates apply teaching learning strategies to learning theory • Candidates consider how to create a positive classroom climate through teaching/learning strategies 	<ul style="list-style-type: none"> • Candidates learn the significance of key concepts in education • Candidates develop teaching and learning activities • Candidates learn to link curriculum expectations to lesson planning 	<ul style="list-style-type: none"> • Candidates learn the value and application of creative individual, partner, and group activities in the classroom and gymnasium 	<ul style="list-style-type: none"> • Candidates learn best practice in working with Candidates with exceptionalities and in addressing issues of equity in the elementary classroom • Candidates learn the importance of universal design for learning and differentiated Instruction 	<ul style="list-style-type: none"> • Candidates learn successful teaching practice through modeling and other lecture material • Candidates are introduced to the IEP, and IPRC 	<ul style="list-style-type: none"> • Candidates learn inclusive teaching strategies. • Candidates review the purpose of the IEP, and IPRC

<p>Creating Community (Classroom and School)</p>	<ul style="list-style-type: none"> • Candidates learn to create a climate for learning • Candidates learn the importance of developing a positive learning environment and are introduced to some methods and examples 	<ul style="list-style-type: none"> • Candidates work collaboratively throughout the course 	<ul style="list-style-type: none"> • Candidates review the importance of a positive learning environment • Candidates learn to develop cooperative activities • Candidates explore movement as a means of finding many answers to a challenge 	<ul style="list-style-type: none"> • Candidates learn to identify the affective component of instructional decisions with respect to equity and exceptionality issues • Candidates review the basics of classroom management 	<ul style="list-style-type: none"> • Candidates review the basics of classroom management • Candidates review brain-based research related to how a Candidate learns and what teachers need to do to meet the various needs of the learner 	<ul style="list-style-type: none"> • Candidates learn about cooperative learning and anti-bullying programs
<p>Equity and Exceptionality</p>		<ul style="list-style-type: none"> • Candidates are introduced to the concepts of accommodation and modification, and special education • Candidates participate in an assistive technology workshop 	<ul style="list-style-type: none"> • Candidate are encouraged to explore key concepts as they complete coursework 	<ul style="list-style-type: none"> • Concepts of equity and exceptionality are central to this course. Topics are discussed with reference to both teachers and Candidates • Candidates explore key concepts as they are reflected in the Ontario curriculum • Candidates discuss ways to effectively address and measure key concepts in their classroom practices • An on-line Legal Issues component mandatory 	<ul style="list-style-type: none"> • Candidates participate in discussions related to meeting the needs of all Candidates. • Candidates review and further explore the application of the concepts accommodation and modification. • Candidates learn about a variety of learning disabilities. • Candidates are introduced to the IEP process 	<ul style="list-style-type: none"> • Candidates review and further explore key concepts including special education. • Further discussion with Candidates explores concepts of anti-racism, gender equity, Aboriginal Peoples, ESL Candidates, homophobia, class/poverty, body image. • Candidates learn about a variety of learning disabilities
<p>Assessment/ Evaluation</p>		<ul style="list-style-type: none"> • Candidates are introduced to the concepts of assessment and evaluation • Candidates are introduced the Ministry of Education Curriculum Documents including Achievement Charts 	<ul style="list-style-type: none"> • Candidates explore key concepts in relation to physical education 	<ul style="list-style-type: none"> • Candidates explore the idea that all instructional decisions are driven by assessment evidence 	<ul style="list-style-type: none"> • Candidates explore the concepts of most recent/most consistent as they apply to evaluation • Candidates spend some time learning to develop rubrics for use with assignments and classroom activities 	<ul style="list-style-type: none"> • Candidates explore alternate forms of assessment and evaluation

<p>Lesson Planning</p>		<ul style="list-style-type: none"> • Candidates learn different models of lesson planning, including the various components of a good lesson plan • Candidates develop a cumulative plan based on the key concepts of the course 	<ul style="list-style-type: none"> • Candidates are introduced to lesson planning for elementary health and physical education 	<ul style="list-style-type: none"> • Candidates are immersed in lesson planning, exploring different examples • Candidates participate in the lesson planning process, working cooperatively to develop and demonstrate effective planning • Candidates complete an assignment by developing a lesson plan that addresses a specific issue of equity or exceptionality 	<ul style="list-style-type: none"> • Candidates explore lesson planning with some depth • Candidates complete a lesson planning assignment 	<ul style="list-style-type: none"> • Candidates learn to develop lesson plans which address exceptionalities, equity, diversity, and gender issues
<p>Professionalism</p>	<ul style="list-style-type: none"> • Candidates are introduced to the Ontario College of Teachers' Standards of Practice • Candidates listen to a speaker on professionalism in your practicum 	<ul style="list-style-type: none"> • Candidates welcome a guest speaker who addresses teaching in an international setting. 	<ul style="list-style-type: none"> • Candidates learn about becoming role models for physical activity, including appropriate dress for physical education 	<ul style="list-style-type: none"> • Candidates learn to adopt professional attitudes toward confidentiality, respect, and excellence in practice • Candidates review the OCT's Standards of Practice 	<ul style="list-style-type: none"> • Candidates are encouraged to adopt professional attitudes and dress for classroom • Candidates discuss appropriate Candidate/teacher relationships • Through anecdote and description, Candidates are introduced to the secondary school teaching environment 	<ul style="list-style-type: none"> • Candidates are introduced to legal issues in education
<p>Portfolio Development</p>	<ul style="list-style-type: none"> • Candidates learn and develop the basics of a professional portfolio • Candidates develop a personal statement of philosophy of teaching • Candidates also produce a number of artifacts for their portfolio 	<ul style="list-style-type: none"> • Candidates review their philosophy of teaching statement and revise as necessary • Candidates set educational goals as impending professionals • Candidates engage in peer review of their professional portfolio 	<ul style="list-style-type: none"> • Candidates accumulate artifacts with which to build their portfolios 	<ul style="list-style-type: none"> • Candidates review their portfolio development • Candidates explore portfolio entry possibilities in context of equity and exceptionality issues. 	<ul style="list-style-type: none"> • Candidates review the types of artifacts to include in a portfolio. • Candidates explore how their portfolio is to be used in the job search. 	<ul style="list-style-type: none"> • Candidates develop artifacts related to exceptional Candidates and equity seeking situations

<p>Information Literacy and Integrated Computer Technology</p>	<ul style="list-style-type: none"> • Candidates visit the Education Library and learn about skills and resources available for completing course assignments • Candidates have access to a course website with calendar for Candidate use • Candidates use online references and resources 	<ul style="list-style-type: none"> • Candidates use IT to produce and edit assignments • Candidates become familiar with MET website 	<ul style="list-style-type: none"> • Candidates discuss appropriate use of information technology for informed practice • Candidates explore the use of technology in the elementary classroom to support curriculum 	<ul style="list-style-type: none"> • Candidates use IT to produce and edit assignments • Candidates become familiar with MET website • Candidates discuss IT use for Candidates in secondary schools 	<ul style="list-style-type: none"> • Candidates explore adaptive technology • Candidates have access to online lesson resources, including graphical and desktop organizers 	
<p>Ontario Ministry of Education (MET)</p>		<ul style="list-style-type: none"> • Candidates are introduced to teaching using MET curriculum expectations 	<ul style="list-style-type: none"> • Candidates engage in discussion of MET curriculum expectations in elementary classroom lesson planning 	<ul style="list-style-type: none"> • Candidates explore the application of elementary MET curriculum expectations to lesson planning • Candidates review references in MET documentation to issues of exceptionality and equity 	<ul style="list-style-type: none"> • Candidates explore some of the history of the development of the MET curriculum expectations • Candidates are given further reflection on the relationship between evaluation and MET curriculum expectations 	<ul style="list-style-type: none"> • Candidates review application of MET documents to lesson planning
<p>Current Issues</p>	<ul style="list-style-type: none"> • Candidates complete an assignment on current issues in education 	<ul style="list-style-type: none"> • Candidates explore curriculum and assessment models 	<ul style="list-style-type: none"> • Candidates explore the need for daily physical activity (DPA) mandated in elementary schools 	<ul style="list-style-type: none"> • Candidates explore current issues in the classroom, e.g., cyber-bullying, self-esteem, etc. 	<ul style="list-style-type: none"> • Candidates explore ongoing changes and development in curriculum development 	<ul style="list-style-type: none"> • Candidate explore changes to the MET documents/ policies
<p>Assignments</p>	<ul style="list-style-type: none"> • Summative: Candidates develop/organize a professional portfolio including a Philosophy of Teaching statement • Summative: Candidates complete a research reflection paper on an educational issue • Formative: In class, Candidates develop an activity for children which appeals to the various learning styles • Formative: In class, Candidates develop a concept map of a learning community based on assigned reading 	<ul style="list-style-type: none"> • Summative: As a group, or individually, Candidates have the opportunity to teach about a given topic (micro-teach) including submitting a plan and post-teaching reflection • Summative: Candidates develop a lesson plan and assessment tool • Formative: Candidates engage in peer assessment of their portfolio • Formative: Optionally, Candidates can file an email report about their first practicum 	<ul style="list-style-type: none"> • Each Candidate will teach a lesson to the class • Candidates submit a written lesson plan or seminar outline for all class members 	<ul style="list-style-type: none"> • Candidates produce a reflection paper related to class discussion • Candidates submit a longer paper on an issue of equity or exceptionality current in education. • Candidates produce a lesson plan • Candidate present an overview of their lesson plan to the class 	<ul style="list-style-type: none"> • Candidates produce a multiple-day lesson plan which reflects what they have learned to date in the program • The course ends with a content test • Candidates review their portfolio and share it with peers while practicing job interview strategies 	<ul style="list-style-type: none"> • Candidates participate in group discussion related to equity and exceptionality case studies • Candidates submit a short paper on an issue of equity or exceptionality • Candidates complete one of several possible assignments related to lesson planning and issues in equity and exceptionality

<p>Practicum Connection</p>	<ul style="list-style-type: none"> • Candidates engage in discussion about how course relates to practicum <ul style="list-style-type: none"> • Lesson planning assignments are useful in the practicum process • Course work prepares Candidates with the professional skills, critical thinking skills, and professionalism necessary to succeed in the practicum process 				
<p>Placement Responsibilities and Assignment</p>	<ul style="list-style-type: none"> • Candidates must complete the equivalent of two full weeks (10 days) of teaching spending half the time in a Primary/Junior (JK – 6) setting and the other half in an Intermediate (grade 7 or 8) setting (usually in May, although may be done throughout the year) • Candidates are primarily observers in the classroom and submit an observation template to the Practicum office • Candidates prepare an observation template on three Candidates, one of whom has an exceptionality 	<ul style="list-style-type: none"> • Candidates spend three full weeks in an elementary setting 	<ul style="list-style-type: none"> • Candidates spend the equivalent of three full weeks in an Intermediate, non-academic stream setting • Candidates are expected to do some teaching 	<ul style="list-style-type: none"> • Candidates spend the equivalent of three full weeks in a secondary, grade 9/10 non-academic stream setting • Candidates are expected to do some teaching 	<ul style="list-style-type: none"> • Candidates spend the equivalent of three full weeks in an Intermediate-Senior setting (grades nine to twelve) • Candidates are expected to do some teaching