PRACTICUM HANDBOOK
2016-2017

PRIMARY AND JUNIOR DIVISIONS

SEVEN GENERATIONS EDUCATION INSTITUTE

ABORIGINAL TEACHER EDUCATION PROGRAM

QUEEN’S UNIVERSITY
FACULTY OF EDUCATION
Aboriginal Teacher’s Education Program
Queen’s University

Purpose Statement

The Aboriginal Teacher Education Program is committed to providing quality education for students in First Nations Schools, through the recognition that teaching and learning are life-long and holistic.

ATEP strives to prepare First Nations Teacher Candidates with the skills and knowledge required to be effective in meeting the future needs of their communities. ATEP fosters excellence and pride in First Nations education by empowering candidates to excel in their individual growth as teachers, learners, partners, and role models.

The Aboriginal Teacher Education Program is dedicated to completing the circle of Aboriginal Education.
Program Goals and Characteristics

Our vision of the graduate of Queen’s University Faculty of Education is that of a critically reflective professional. Graduates are expected to integrate theoretical, practical, and experiential knowledge in the understanding and resolution of professional issues. We see the beginning teacher as an active agent in the development of a socially inclusive pedagogy aimed at social justice. In our vision, the critically reflective teacher is the one who asks questions that go beyond immediate pressures of daily practice, and who has a disposition to work in collaboration with other members of the profession and with all those involved in the education and development of children.

Characteristics of the Program

- The program sustains a commitment to academic excellence and to learning how to learn, and reflects teaching as both an intellectual and practical activity, according to Queen’s principles.
- The program considers that all Teacher Candidates should possess the literacy and critical skills associated with an educated person.
- The Aboriginal Teacher Education Program strives to support Aboriginal language goals.
- The program promotes caring as a central value in the profession of teaching, and inclusivity as a fundamental pedagogical principle.
- The program integrates the following domains: school context, curriculum, teaching and learning; assessment, evaluation and reporting; educational ends, purposes and values and their philosophical and historical grounds.
- The following themes are embedded in the program: inclusivity and social justice; collaboration and leadership; and the use of information technology in teaching and learning.
- The program emphasizes Aboriginal Education in First Nation classrooms and the teaching and learning of program themes in the context of cultural principles of Respect, Reciprocity, Relevance, and Responsibility.
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Introduction

The Aboriginal Teacher Education Program (ATEP) was initiated as a partnership between Queen's University Faculty of Education and the First Nations of the Seven Generations Education Institute (SGEI) region.

An essential part of this Program is the practicum completed by ATEP Teacher Candidates in First Nations and Provincial schools. Teacher Candidates in this program complete twelve weeks of practicum – normally three four-week placements, with one placement in the winter term of the first year, and two placements in the fall and winter terms of the second year. Teacher Candidates are placed in First Nation and provincial elementary schools and must have experience in both primary and junior divisions. Each Associate School designates a School Liaison and is assigned a Faculty Liaison. Responsibility for teaching assignments within each Associate School rests with the School Liaison or Principal.

This document explains the rationale, organization, roles and requirements of practicum placements for the SGEI ATEP community-based offering. Please note that information presented here is subject to change without notice. Roles and responsibilities are in addition to those described in the ATEP Policy Handbook. The Policy Handbook, Practicum Handbook and other practicum-related forms and documents are available online at educ.queensu.ca/atep-office.

The Importance of Teacher Mentorship

During the practicum, Teacher Candidates learn through participation and co-operation with Associate Teachers and with other Teacher Candidates in their Professional Learning Communities. The mentoring of Teacher Candidates by Associate Teachers is crucial to their professional development.

First Nations Education Authorities, Principals, Teachers in Associate Schools, and others in the First Nations education community are essential to the successful education of Teacher Candidates. Associate Teachers play a crucial role in helping shape Teacher Candidates’ professional attitudes and instructional approaches. While it is the responsibility of the university to provide Teacher Candidates with knowledge, skills and strategies, it is the Associate Teachers and other First Nations education practitioners who demonstrate the care and competency that contribute to a productive learning environment for ATEP Teacher Candidates.

Each Teacher Candidate is assigned a Faculty Liaison who also mentors the Teacher Candidate’s professional growth. The Faculty Liaison visits each Teacher Candidate twice, typically once during the second placement and once during the third (final) placement. The Faculty Liaison is also available to support the Associate Teacher’s work as mentor. The program fosters learning from experience as a basis for professional learning. The exploration of Aboriginal Education integrated into many of the program activities further enhances the professional growth and development of the Candidates.

We extend our gratitude to the Schools, Administrators, and Associate Teachers for their help in providing guidance and support to Teacher Candidates during their field experience, and for their contribution to the continued expansion and success of Aboriginal Education.
Program Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Education Courses:</th>
<th>Other Requirements:</th>
</tr>
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<tbody>
<tr>
<td>PRAC 195</td>
<td>Aboriginal Teacher Education Community-Based Practicum</td>
<td>• Police Record Check (six months)</td>
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<tr>
<td>PROF 105</td>
<td>Critical Issues &amp; Policies in First Nations Classrooms</td>
<td>• Proof of negative TB Test (annually)</td>
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<td>PROF 150</td>
<td>Concepts in Teaching and Learning</td>
<td>• Proof of Aboriginal Ancestry**</td>
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<td>PROF 170</td>
<td>School &amp; Classroom Leadership: In Pursuit of School Effectiveness</td>
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<td>PROF 180</td>
<td>School Law &amp; Policy</td>
<td></td>
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<tr>
<td>PROF 195*</td>
<td>Theory &amp; Professional Practice in Aboriginal Education</td>
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<tr>
<td>FOCI 201</td>
<td>Aboriginal Teacher Education</td>
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<tr>
<td>CURR 355</td>
<td>Language &amp; Literacy: Development &amp; Practice</td>
<td></td>
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<tr>
<td>CURR 383</td>
<td>Elementary Mathematics</td>
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<tr>
<td>CURR 385</td>
<td>Social Studies</td>
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<tr>
<td>CURR 387</td>
<td>Science &amp; Technology</td>
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<td>CURR 395</td>
<td>Health &amp; Physical Education</td>
<td></td>
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<tr>
<td>Two of:</td>
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<td>** Dip. Ed. requirement</td>
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<tr>
<td>CURR 389</td>
<td>Visual Art</td>
<td>(Ontario College of Teachers (OCT) requires proof of Aboriginal ancestry for Diplomas in Education graduates to obtain OCT certification)</td>
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<tr>
<td>CURR 391</td>
<td>Drama</td>
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<tr>
<td>CURR 393</td>
<td>Music</td>
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* Before the first practicum placement, as part of their course PROF 195 Theory and Professional Practice in Aboriginal Education, Teacher Candidates complete in-class sessions and assignments providing an introduction to classroom teaching. Teacher Candidates are encouraged to apply what they have learned in their courses to complement host classroom activities whenever possible.

During each practicum placement, three hours per week (e.g. one morning or afternoon per week) should be allotted for Teacher Candidates to work on any assignments related to the PROF 195 course, e.g. the professional portfolio. These weekly meetings should be arranged at a time during the week that is mutually convenient for Teacher Candidates and Associate Teachers.

Teacher Candidates with Special Needs

Queen’s University is committed to facilitating the integration of students with disabilities into the University community. While all students must satisfy the essential requirements for courses and programs, the administration, faculty, staff, and students at Queen’s are expected to provide reasonable accommodation to students with disabilities. Reasonable accommodation during classes may require members of the University community to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic standards. Accommodation during practicum is a more complex issue that must be addressed on an individual basis. This policy acknowledges that fundamental to the academic and personal success of students is their responsibility both to demonstrate self-reliance and to identify needs requiring accommodation. We encourage candidates with special needs to contact Queen’s Disability Services at their earliest opportunity.

LaSalle Bldg., 146 Stuart Street, Kingston ON 613-533-6467 TTY 613-533-6566
www.queensu.ca/studentwellness/accessibility-services/
Professional Conduct

According to the Ontario Education Act, a candidate has the same responsibilities to learners as a certified teacher. All Teacher Candidates are expected to develop and demonstrate the attributes and behaviours of a professional teacher. During the course of their practicum placements, as well as at other times, candidates are accountable for their actions in relation to: pupils; pupils’ parents or guardians; teachers; school and school system officials (including ministry officials); teachers’ professional organizations; faculty, staff and fellow candidates of the Faculty of Education in particular and faculty, staff and students of Queen’s University in general; and the general public. These attributes and behaviours are expressed in the following documents:

- Standards of Practice for the Teaching Profession (Ontario College of Teachers, Foundations of Professional Practice, 2010);
- Ethical Standards for the Teaching Profession (Ontario College of Teachers, Foundations of Professional Practice, 2010);
- The Professional Learning Framework for the Teaching Profession (Ontario College of Teachers, Foundations of Professional Practice, 2010);
- Education Act (Revised Statutes of Ontario, as amended);
- Regulation 298 Operation of Schools General (Revised Regulations of Ontario, as amended);
- Regulation Under the Teaching Profession Act, sections 13 through 18 (Ontario Teachers’ Federation); and
- Regulation 437/97, Professional Misconduct (Ontario College of Teachers).

Local First Nation schools and authorities may also have conduct guidelines that must be followed.

Teacher Candidates will:

1. Be punctual and reliable;
2. Speak and act towards students with respect and dignity, and deal judiciously with them acknowledging their rights and sensibilities;
3. Acknowledge that the culture of teaching demands professional courtesy, self-reflection, and a compassionate and nurturing manner;
4. Hold the safety and security of students in higher regard than personal rights and privileges; and
5. Treat colleagues, students and parents with professional courtesy and consideration.

Professional Ethics

As future teachers, graduates of the Faculty of Education’s Bachelor of Education and Diploma in Education programs will be responsible for the physical safety, the psychological health and educational well-being of students (children, adolescent or adult) in schools. In Ontario, Teacher Candidates are associate members of the Ontario Teachers Federation and subject to its standards of professional ethics during their practicum.

The Faculty of Education expects all of its Teacher Candidates to demonstrate that they have the knowledge, attitudes and capacities needed to be responsible for the educational well-being, physical safety, and psychological health of students (children, adolescent or adult) before they are placed in a school or other practice teaching situation. It further expects that they will at all times demonstrate care, integrity, respect and trust in their interactions with each other, with the representatives of the Faculty of Education and during their practicum with students (children, adolescent or adult), parents, other teachers, principals, other school personnel and members of the public.

Teacher Candidates who do not meet the on-campus academic requirements of Queen’s Faculty of Education may be required to delay the beginning or resumption of a practicum placement.
The decision to refuse or delay a practicum must be made by the Associate Dean. The Teacher Candidate must be informed in writing of this decision as well as the remedial steps to enable them to complete course requirements.

A Teacher Candidate’s eligibility to undertake a practicum will be based upon approval by the Associate Dean, Undergraduate Studies. Approval will be based upon the following:

- Where a concern is expressed by the ATEP Coordinator in consultation with the On Site Coordinator, the Associate Dean, Undergraduate Studies will meet with the ATEP Coordinator to determine the Teacher Candidate’s eligibility to undertake the practicum.

- Teacher Candidates identified as having incomplete coursework or being in repeated breach of the Faculty of Education attendance requirements will meet via telephone with the Associate Dean, Undergraduate Studies (or delegate) in order to address issues and concerns.

- Based on the relevant information, the Associate Dean, Undergraduate Studies will make a decision regarding the Teacher Candidate’s eligibility to proceed to a practicum placement, or be deferred until all course work requirements are met.

- In the event of a deferment, when the Associate Dean, Undergraduate Studies is satisfied that the Teacher Candidate has met the requirements and completed all incomplete coursework, steps will be taken to arrange a future practicum placement, which may involve an additional administrative fee to be paid by the Teacher Candidate.

Teacher Candidates who fail to maintain a professional standard may be awarded a failing grade in the practicum regardless of other factors to be considered in the evaluation of practicum performance. Such candidates may be required to withdraw from the program. The Associate Dean, Undergraduate Studies (or delegate) makes such decisions after consultation with appropriate persons involved in the case and after a hearing with the Teacher Candidate. Teacher Candidates may appeal such decisions to the Dean.

Professional Advisories and Guidelines

Ontario College of Teachers – Use of Electronic Communication and Social Media
For the full advisory, see the OCT web site:
www.oct.ca/resources/advisories/use-of-electronic-communication-and-social-media

Minimizing the Risk – Advice to Members

- As a digital citizen, model the behaviour you expect to see online from your students.
- Alert students to appropriate online behaviour and the proper use of comments and images.
- Maintain your professional persona by communicating with students electronically at appropriate times of the day and through established education platforms (for example, a web page dedicated to a school program, project or class rather than a personal profile).
- Maintain a formal, courteous and professional tone in all communications with students to ensure that professional boundaries with students are maintained.
- Avoid exchanging private texts, phone numbers, personal email addresses or photos of a personal nature with students.
- Decline student-initiated “friend” requests and do not issue “friend” requests to students.
- Notify parents/guardians before using social networks for classroom activities. Let them know about the platforms you use in your class to connect with students and consider giving them access to group pages.
UNDERSTAND PRIVACY CONCERNS

- Operate in all circumstances online as a professional – as you would in the community.
- Manage the privacy and security settings of your social media accounts. Privacy settings can shift and change without notice. Check the settings frequently.
- Assume that information you post can be accessed or altered.
- Ensure that the privacy settings for content and photos are set appropriately and monitor who is able to post to any of your social media locations. Students should not be among those who are allowed to view or post on it. Remember, no privacy mechanism is guaranteed.
- Monitor regularly all content you or others post to your social media accounts and remove anything that is inappropriate.
- Ask others not to tag you on any photographs without your permission.
- Ask others to remove any undesirable content related to you.

ACT PROFESSIONALLY

- Consider whether any posting may reflect poorly on you, your school or the teaching profession.
- Be transparent and authentic. Use your true professional identity at all times. Even if you create a false identity, courts can compel disclosure of your true identity.
- Avoid online criticism about students, colleagues, your employer or others within the school community.
- Avoid impulsive, inappropriate or heated comments.
- Ensure that your comments do not incite others to make discriminatory or other professionally unacceptable comments.
- Respect the privacy and confidentiality of student information.

Be aware of your employer’s applicable policies and programs regarding the use of social media/e-communications and the appropriate use of electronic equipment. Even if your employer has no applicable policy, it is your responsibility to exercise good judgment.

IMPORTANT QUESTIONS TO ASK YOURSELF

- When interacting with students electronically, am I using electronic communication and social media to enhance their learning or to satisfy a personal need?
- What are my reasons for sharing this information with a student – are they professional or are they personal?
- Is this picture or comment something I would be comfortable with my students, their parents/guardians, my supervisor, my family or the media seeing?
- Would my peers or supervisors consider what I have posted as reasonable and professional?
- Would I communicate this way in my community?
- Are the photos, videos or audio recordings I am posting susceptible to misrepresentation or manipulation?
- Am I keeping current in my awareness and knowledge of social media technology developments to protect myself from misuse?

Members should be able to answer this: How does my online presence – that which I control and that which is posted by others – reflect my professionalism, and how does it reflect on the teaching profession?

Maintaining professional boundaries in all forms of communication, technology-related or not, is vital to maintaining the public trust and appropriate professional relationships with students.

Ontario Teachers Federation - Guidelines Regarding Harassment

For the full policy, see our web site: educ.queensu.ca/practicum/teachers (Practicum Handbook, Guidelines, Polices & Info accordion).
Attendance

Teacher Candidates are expected to be on site at their Associate School or host facility on each day of the practicum. Teacher Candidates must inform their Associate Teacher(s) and Faculty Liaison/On Site Coordinator each day of an absence. In addition to contacting the school office, direct contact with the Associate Teacher by phone is strongly recommended. If three or more consecutive days are missed due to illness, the Teacher Candidate must present the Associate School and the ATEP Central Office with documentation (medical certificate) to verify the illness. For other absences (e.g., death of family member, conferences, religious observances), the board policy must be followed (e.g. completion of a Request for Personal Leave form). Make-up time for any missed days may be required at the discretion of the ATEP Coordinator in consultation with the Associate Teacher, Faculty Liaison, and Practicum Manager, as well as the Associate Dean as needed.

If you are absent from practicum due to inclement weather, or you choose to be absent because, for example, you want to attend a close relative’s wedding, you must address the absence professionally. The only reasons that justify a teacher’s absence from school are illness, compassionate circumstances, or religious observance. Keep this in mind when making your decision to be absent.

Practicum Scheduling and Location

Candidates are expected to attend the Associate School in which they have been placed during the standard practicum times as shown on the program schedule, and in the region where the program is offered. The ATEP Office understands that changes in the lives of candidates can happen. Even if circumstances change significantly, it may not be possible to change the date or location of a practicum placement. On the other hand, sometimes an unexpected change of placement may be required due to alterations in timetables and/or staffing at an Associate School.

In the event that it is not possible for a Teacher Candidate to complete a placement during the standard practicum time as shown on the program schedule, a Teacher Candidate is permitted to make one request per year for a practicum during the substitute practicum block, which is normally scheduled in the spring term. Any request for a placement outside the normal schedule or in a location outside the regions normally used for ATEP placements must be made in writing to the Program Coordinator and the On Site Coordinator no later than six weeks in advance of the normally scheduled practicum. Such requests are subject to the approval of the Program Coordinator, and must clearly state the exceptional circumstances as reason for needing to do the placement at a different time/location. There is no guarantee that requests for changes to practicum schedules or locations will be granted. Except for exceptional circumstances and where approved, Teacher Candidates who are unable to do their practicum in a scheduled practicum period or in the designated substitute practicum block must wait for the next scheduled practicum period. The Candidate understands that if they do a placement away from the designated region, they may or may not be visited by a Faculty Liaison depending upon travel costs and other considerations.

Teacher Candidates are responsible for ensuring that they make arrangements with their regular employer, childcare provider, etc. in a timely fashion to accommodate their practicum requirements.

All required paperwork, including TB Tests, Criminal Reference Checks, Vulnerable Sector Screening, and any other requirements of the school or board of the placement must be received by the ATEP Central Office no later than two weeks prior to the commencement of a practicum placement. If these documents have not been provided, the ATEP office will communicate with the school to cancel or reschedule the practicum to the next scheduled practicum time.

School placements are arranged for Teacher Candidates by the On Site Coordinators, not by the Teacher Candidates themselves.

In the event that a placement is arranged in a setting where a close relative or friend will be serving as Associate Teacher, School Principal or Faculty Liaison, the Teacher Candidate is required to
divulge this information to the On Site Coordinator, in order to avoid a potential conflict of interest. Another placement will then be arranged for the Teacher Candidate.

Candidates should be aware that travel and accommodation are the responsibility of Teacher Candidates and in some cases the costs will be significant.

**Extra-Curricular Activities**

Teacher Candidates are invited to make a reasonable contribution to extra-curricular activities while maintaining a focus on classroom learning. They may co-direct or co-coach with an Associate Teacher, but *must not have sole responsibility* for a team or activity. Under no circumstances should a school activity interfere with university course work and responsibilities.

**Resources for the Classroom**

Teacher Candidates may borrow print and audio-visual resources from the Queen’s University Education Library. For more information on available resources of please see [guides.library.queensu.ca/aboriginal-curriculum-resources](http://guides.library.queensu.ca/aboriginal-curriculum-resources).

In addition, SGEI provides some resources on site. Please contact the SGEI On Site Coordinator for information concerning availability and library policies. ATEP Teacher Candidates may also contact the librarians in the Education Library directly. Please see the section “Keeping in Touch” at the end of this handbook for contact information.
Guidelines for Teaching Responsibilities

The suggestions below are intended as guidelines for those who want some direction regarding the responsibilities of Teacher Candidates during the practicum. We recognize that Teacher Candidates bring different experiences to their placements. Some may be ready to take on teaching responsibilities at an early point in their practicum; others may need more time to observe the students and the Associate Teacher.

We expect that Teacher Candidates will take increasing responsibility for teaching as the practicum progresses. Candidates are expected to take on more teaching in the second practicum than in the first practicum. By mid-way through the final practicum, candidates should teach up to 75% of the day. Candidates are never required to teach more than 75% of the school week. Past experience has shown that Teacher Candidates learn by observing teacher(s) teach throughout the practicum.

Teacher Candidates must clarify with their Associate Teacher, if a lesson plan is required in advance of the lesson being taught, the format required, and the timeline for submission.

The Associate Teacher's professional judgement determines when the Teacher Candidate is ready to assume greater responsibilities. The Associate Teacher should consult with the Teacher Candidate, the principal/school liaison and/or the Faculty Liaison.

First Practicum Block (weeks 1 - 4)
The Teacher Candidate:
- observes and becomes familiar with the following: classroom and daily routines; classroom organization; student learning; student names; teacher expectations for students; and assessment techniques
- becomes familiar with curriculum expectations for their mentor’s classroom
- becomes familiar with instructional and assessment resources in the classroom
- begins to plan activities and lessons working with small groups and individual students
- begins to track individual student development
- adapts and implements lessons and curriculum units with the Associate Teacher
- plans and delivers lessons as may be suggested by the Associate Teacher for up to 20% of the classroom time; by week 4, takes increased responsibility for planning lessons and teaching
- implements appropriate evaluation and assessment techniques under the guidance of the Associate Teacher
- implements appropriate evaluation and assessment techniques under the guidance of the Associate Teacher
- should become familiar with, and comfortable in, the entire school community
- spends 3 hours a week on any PROF 195 assignment topics and professional learning, arranged at a time during the week that is mutually convenient for the Teacher Candidate and the Associate Teacher

Second Practicum Block (weeks 5 - 8)
The Teacher Candidate:
- begins the practicum with observation and becomes familiar with routines
- becomes familiar with curriculum expectations for their mentor’s classroom
- takes increasing responsibility for planning and teaching for longer blocks of time (e.g. up to 50% of the class time or more, at the Associate Teacher’s discretion). Added responsibility in this
practicum could involve planning for a whole day or a week, mornings, or afternoons. It could involve planning and teaching lessons, and moving toward teaching multiple lessons within a unit of study. It could also include a Teacher Candidate teaching specific subjects. However, a Teacher Candidate should have opportunities to teach all curriculum subjects at some time during the practicum.

- uses a variety of student evaluation and assessment techniques
- implements appropriate ways to track individual student development in all curriculum areas
- adapts and implements curriculum units, but does not necessarily create them
- spends three hours a week on any PROF 195 assignment topics and professional learning

Third Practicum Block (weeks 9 - 12)

**Week 1**

**The Teacher Candidate:**

- begins the practicum with observation and becomes familiar with routines. Observations should focus on teaching strategies, classroom routines, classroom organization and student learning
- becomes familiar with curriculum expectations for their mentor's classroom
- should assist students with individual and group work from the beginning of the practicum block
- should lead the class for short segments until class routines are familiar

**Weeks 2 - 4**

**The Teacher Candidate:**

- should expect to take on more responsibilities for teaching, tracking students and assessment, increasing up to 75% of the week's planning and teaching
- could develop and teach multiple lessons to form a unit of study
- spends three hours a week on any PROF 195 assignment topics and professional learning

During the final practicum, weeks 3 and 4, the Teacher Candidate should demonstrate the ability to sustain a full teaching load. However, the candidate should never teach more than 75% of the time in an entire week. The Teacher Candidate and Associate Teacher need to negotiate any increased responsibility.
Roles & Responsibilities of Teacher Candidates

The structure of the program recognizes the need for a partnership among the teaching profession, the school and the ATEP-Faculty of Education. The key to this partnership is open communication among participants. As a professional, the Teacher Candidate must take some responsibility for actively maintaining this open communication with the participant groups. **Teacher Candidates must always remember that they are guests in Associate Teachers’ classrooms.**

**Orientation**

- make clear plans with the Faculty Liaison for contacting schools before the practicum begins
- have available proof of Vulnerable Sector Screening Police Check and proof of updated TB testing results. (Originals are required by some schools/boards.)
- upon introduction, make available to the Host School a current résumé and Info Sheet
- negotiate clear methods of communication with the Associate Teacher and Faculty Liaison
- become familiar with school and board policies

**Teaching and School Participation**

- be punctual and reliable – arrive at least 30 minutes before the school day begins and remain in the school at least 30 minutes after the end of the school day
- inform, prior to the beginning of the school day, the Associate Teacher, and the On Site Coordinator or Faculty Liaison of any absence
- show initiative in planning, preparation, and finding resources
- clarify with your Associate Teacher, if a written lesson plan is required in advance of the lesson being taught, the format required, and the timeline for submission
- listen and respond constructively to suggestions for improvement
- analyze daily classroom experiences
- participate as fully as possible in the learning experiences offered at the school, including extra-curricular activities, parent-teacher interviews, student-led conferences, staff meetings, and P.A. days
- be involved in the full range of student supervision along with the Associate Teacher(s) (e.g., yard duty, bus duty, on call, hall supervision)
- plan and implement differentiated learning programs to accommodate the full range of student needs
- be flexible and adaptable to school, classroom, and student demands
- participate in all elements of classroom assessment on an ongoing basis
- adhere to the school board’s dress policy for teachers
- avoid use of cellphones and tablets for personal communication during the school day
- maintain regular contact with the Faculty Liaison

**Note:** Teacher Candidates have the same responsibilities to pupils as certified teachers (Ontario Education Act). **Teacher Candidates DO NOT supply teach and MUST NOT assume unsupervised responsibility.**

**Assessment**

- review assessment forms and accompanying rubric in advance of each practicum
- complete a self-assessment mid-way through each practicum (3 in total) to facilitate self-reflection on teaching proficiency at that particular point in the program
- review the assessment forms prepared by the Associate Teacher, and actively participate in feedback sessions
- take responsibility to ensure that assessment forms are completed, signed and dated on time
- distribute all forms as indicated on the forms, by the due dates indicated in the letter from the ATEP Office to your Associate Teacher, and keep the original of all completed forms
- contact the Faculty Liaison immediately should any significant problems occur during practicum
Roles & Responsibilities of Associate Teachers

Orientation
- orient the Teacher Candidate to the school and the classroom
- provide space to work, meet with students, collect work, and store personal belongings
- provide opportunities to observe routines and instruction
- share information about the students and the program

Teaching and the Curriculum
- model appropriate teaching
- ensure adequate observation time for Teacher Candidates throughout the practicum
- provide the Teacher Candidate with clear timelines to allow for adequate preparation
- communicate openly and regularly with the Teacher Candidate
- provide guidance in lesson planning, unit planning, and assessment; share daily, unit, and long-range plans with the Teacher Candidate
- state explicitly all non-instructional as well as instructional duties expected
- co-plan units of study
- provide opportunities for the Teacher Candidate to include Aboriginal education content in lessons, where possible
- ensure that a Teacher Candidate never assumes full responsibility for a class

Daily Feedback
- negotiate procedures for providing daily feedback to the Teacher Candidate
- provide daily constructive feedback, verbal and written, as though mentoring a beginning teacher (sample Practicum Observation Form is provided in back of handbook)
- guide the Teacher Candidate in the development of more effective teaching strategies
- contact the Faculty Liaison and/or the ATEP Coordinator/designate immediately if the Teacher Candidate is experiencing difficulties

Assessment and Evaluation
- assess the Teacher Candidate’s performance on a daily basis and maintain regular communication about the candidate’s progress
- complete the Interim Practicum Report form by the end of the second week of a four-week practicum, and discuss it in detail with the Teacher Candidate
- complete the Summative Practicum Assessment form on or before the last day of the practicum and discuss it in detail with the Teacher Candidate
- provide a signed, dated copy of each of the completed forms the Teacher Candidate, who takes responsibility for distribution as indicated on the form
- contact the Faculty Liaison and/or the ATEP Coordinator/designate immediately if it is likely that any item on the Interim Practicum Report or the Summative Practicum Assessment will be scored “Does Not Meet Expectations.” If a Candidate-in-Difficulty form is needed, the Faculty Liaison must be notified and the completed form provided to the Teacher Candidate no later than week three of a four-week practicum, to ensure that the Teacher Candidate has at least 5 classroom days to fulfill the recommendations for improvement as set out on the form. If there are not 5 school days left in the practicum block in which the Candidate-in-Difficulty form is initiated, the date for achieving the recommendations will extend into a subsequent practicum block.

Honoraria
- Associate Teachers who mentor Teacher Candidates receive a small honorarium (pro-rated if a candidate works with more than one teacher during the same practicum) issued at year-end. Please note that some school boards require honoraria be made through payroll. School liaisons will be notified if your district school board follows this policy. See educ.queensu.ca/practicum/teachers for more information on honoraria, incentives and awards.
Roles & Responsibilities of School Liaisons

Orientation
- review the provided ATEP information, background information and/or résumé of the Teacher Candidate and provide an Associate Teacher at the Host School for the practicum placement
- distribute the candidate’s Background Information Form to the appropriate Associate Teacher
- provide a placement schedule for the Teacher Candidate, and the Faculty Liaison if needed
- discuss details, expectations, and responsibilities with the Teacher Candidate concerning the practicum, prior to the placement if possible
- provide the TC with copies of policies and procedures (first aid and emergencies; fire drills; harassment, equity, curriculum documents; dress code; use of materials, insurance…)
- (Principal) provide a letter to the TC and the Associate Teacher exempting the TC from activities outside of clinical classroom teaching (e.g. yard duty, extracurricular activities) if the school insurance policy does not cover the TC for liability
- welcome and introduce the Teacher Candidate to the school community
- provide or arrange a tour of the school

Monitoring
- provide modeling, guidance, leadership, and support for Teacher Candidates and Associate Teachers
- help facilitate opportunities for experiencing all facets of the school community

Communication
- collaborate with the ATEP On Site Coordinator to facilitate placement(s)
- provide on-going communication and support for Associate Teacher, Teacher Candidate, Faculty Liaison, and/or On Site Coordinator
- If the School Liaison (Principal) wishes, they are welcome to complete an assessment; and school staff are encouraged to write letters of recommendation for TCs who merit such recognition
Roles & Responsibilities of Faculty Liaisons

Communication

- initiate contact with the Host School in advance of the each practicum block to provide contact information to the Associate Teacher, Teacher Candidate, and School Liaison
- prior to each practicum placement, check that practicum materials (handbooks and forms) have been received, and ensure that Associate Teachers and Teacher Candidates are familiar with procedures in using the forms
- make email contact with each Associate Teacher at the end of the first week or the beginning of the second week of each practicum placement to inquire about the candidate’s progress
- provide on-going communication, information, and support for Teacher Candidates and Associate Teachers
- support the development of goals and processes needed for Teacher Candidates to complete any assignments for PROF 195. Orient the Associate Teacher, School Liaison to the PROF 195 course by providing information about the course and stressing the importance of the Teacher Candidates being allotted 3 hours per week for any assignment work
- maintain regular contact with the ATEP Coordinator/designate and the On Site Coordinator

Visiting

- contact the school in advance of any visit to confirm visit dates and details
- visit the classroom of the Teacher Candidate and Associate Teacher formally at least once during the second and at least once during the third (final) practicum blocks
- provide the On Site Coordinator and ATEP Director-Coordinator or designate with a report of your school visits promptly after each visit
- conduct additional visit(s) in the event that difficulties are experienced on the placement, as requested by the ATEP Office
- where a Candidate-in-Difficulty form has been completed, conduct an additional observation and assessment to monitor progress

Assessment and Evaluation

- observe each Teacher Candidate in the teaching setting and provide feedback and suggestions
- review each Teacher Candidate’s Interim Practicum Report form and Summative Practicum Assessment form which has been completed by the Associate Teacher, as well as the Self-Assessment which has been completed by the Teacher Candidate
- notify the On Site Coordinator and the ATEP Director-Coordinator or designate immediately should there be any concern with a placement, before the end of the practicum of concern
- where the Associate Teacher contacts the Faculty Liaison because they are concerned about the Teacher Candidate’s progress or performance, and/or where an Interim Practicum Report or a Summative Practicum Assessment indicates any rating of ‘Does not Meet Expectations,’ initiate a practicum review process (i.e. contact the On Site Coordinator and the ATEP Central Office so that a teleconference may be facilitated between the Associate Teacher, the Faculty Liaison, the On Site Coordinator and the ATEP Coordinator/designate) to determine next steps, including the possibility that a Candidate-in-Difficulty form may be completed as needed
- where a Candidate-in-Difficulty form is needed, work with the Associate Teacher and Teacher Candidate in consultation with the ATEP Coordinator/designate to fill out and sign the form, to monitor progress on recommendations for improvement, and to participate in determining that recommendations have been met, adhering to all timelines
- submit a completed Faculty Liaison Observation Report form to the ATEP Central Office and to the On Site Coordinator immediately following the third (final) practicum block
Roles & Responsibilities of SGEI ATEP

On Site Coordinator

The On Site Coordinator is primarily responsible for completing the steps required in initiating contact and setting up practicum placements, ensuring that the Associate Schools have the materials they need in order to host ATEP Teacher Candidates on placements, and receiving and reviewing completed assessment forms. The On Site Coordinator normally contacts the Associate School well in advance to the start of the practicum. First contact is usually made with the School Liaison (Principal, Principal’s delegate, or Board representative) to establish and confirm the details of practicum placements.

Orientation

- provide on-going information and assistance to those interested in applying to ATEP
- work with the ATEP Central Office on the annual school year orientation including practicum orientation information

Administration

- assume primary responsibility for identifying and securing practicum placements in First Nations and Provincial schools, in cooperation with the School Liaison (the board representative, school principal or their delegate), for all ATEP Teacher Candidates
- work with School Liaison and the Teacher Candidates to confirm background introductions and practicum arrangements; and provide the ATEP Administrative Assistant with a final schedule for all placements
- provide follow-up with Associate Schools, the ATEP Central Office, and Queen’s Faculty of Education Student Services Office as required
- participate in plans involving ‘Candidates in Difficulty’ as required
- ensure that TCs are NOT placed with a close friend or relative as their Associate Teacher or Principal
- assist the Faculty Liaison in arrangements of visits to host schools as needed

Communication

- provide on-going communication, information, and support for Teacher Candidates, Associate Teachers, School Liaisons, Faculty Liaisons, and ATEP Central Office

Reporting

- provide support to ensure that the ATEP Administrative Assistant receives copies of all completed and signed practicum assessment forms from Teacher Candidates on the deadlines stated by the ATEP Central Office for each practicum block
- assist the ATEP Administrative Assistant in tracking missing and incomplete forms with the assistance of the TCs, School Liaisons, and Faculty Liaisons, if necessary
- contact the ATEP Central Office immediately should there be any practicum-related issues to address
Teacher Candidates in Difficulty

The following steps will be followed if an ATEP Teacher Candidate experiences significant difficulties at any time during a practicum. Candidate-in-Difficulty forms are used to document the nature of the concerns and the recommendations to address these concerns. (See sample form in this handbook; fillable forms are available at educ.queensu.ca/atep-office or from the On Site Coordinator and/or Faculty Liaison).

1) The Faculty Liaison must be contacted by the Associate Teacher and/or the Teacher Candidate as soon as it is believed that success in the practicum is in jeopardy. Contact must be made no later than the end of the third week, in order to provide sufficient time for the candidate to satisfy the recommendations set forth. In the event that the Faculty Liaison is not available, the Associate Teacher and/or the Teacher Candidate should contact the ATEP Coordinator (or delegate) immediately.

2) If any assessment indicates any rating of ‘Does Not Meet Expectations’, the Associate Teacher should contact the Faculty Liaison immediately, and the Faculty Liaison must then initiate a practicum review process (see ‘Roles and Responsibilities of Faculty Liaisons’ for a description of this process), during which a decision may be made to complete Candidate-in-Difficulty form indicating specific areas that are inadequate and detailing recommendations for improvement.

3) If a regular summative assessment indicates an overall rating of ‘Does Not Meet Expectations’, a Candidate-in-Difficulty form must be initiated regardless of whether concerns were indicated to the Faculty Liaison prior to submission of the assessment. The Candidate-in-Difficulty form may be completed by the Faculty Liaison (in consultation with the Associate Teacher) after receipt of the regular summative assessment, and the recommendations for improvement must be met within a specified timeframe of 5 days during the next practicum component.

4) The Candidate-in-Difficulty form will document the areas of inadequate progress and provide specific recommendations for sustained improvement. The Teacher Candidate normally has 5 school days (excluding PA days) in which to fulfill the recommendations for sustained improvement. The date for achieving the recommendations can extend into a subsequent practicum component if there are not 5 school days left in the practicum component in which the Candidate-in-Difficulty form is initiated.

5) A time is set for a follow-up meeting of the Teacher Candidate (TC), Associate Teacher(s) and Faculty Liaison to determine if the recommendations for improvement have been successfully implemented. The Faculty Liaison will submit their final report to the ATEP Coordinator to indicate whether the TC has completed the recommendations successfully. The ATEP Coordinator, in consultation with the Faculty Liaison and the On Site Coordinator, will complete a faculty assessment. Details of the outcomes of the Candidate-in-Difficulty process are provided on the original form and the candidate will be informed whether they have fulfilled the recommendations or not.

6) If the recommendations for improvement are not fulfilled, the practicum component for which the Candidate-in-Difficulty form was initiated will be deemed a failed component. Any failed practicum component requires a make-up practicum.

7) After a failed practicum component and where possible, the TC may be provided with additional support through the ATEP office. Such supporter(s) play no role in the assessment process, but strictly provide a mentoring role to offer advice and support.

8) The Teacher Candidate then completes a four-week make-up practicum in the same division as the failed practicum component. This practicum is arranged for the TC by the On Site Coordinator in consultation with the Faculty Liaison and the ATEP Coordinator.

9) The make-up practicum will be supervised by the Faculty Liaison, conferring closely the ATEP Coordinator and the On Site Coordinator.

Teacher Candidates who fail two practicum components at any time during the program, fail PRAC 195 and will not be awarded the BEd degree or DipEd diploma or be recommended for certification. No further practicum will be possible.

Teacher Candidates receive a “Fail” for a practicum block if:
- A Teacher Candidate’s responsibilities are reduced by the Associate Teacher to “observe and assist” due to inadequate progress, regardless of whether a Candidate-in-Difficulty form has been initiated.
- A Teacher Candidate is asked by the Associate Teacher or school administration to leave the school, regardless of whether a Candidate in Difficulty form has been initiated.
- A Teacher Candidate fails to maintain a professional standard. (See the section on Professional Ethics in this handbook.)
# Aboriginal Teacher Education Program
## Community-based
### Candidate in Difficulty Form

<table>
<thead>
<tr>
<th>Candidate:</th>
<th>Faculty Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Associate Teacher:</td>
</tr>
<tr>
<td>Practicum:</td>
<td>Practicum Length (weeks):</td>
</tr>
<tr>
<td>Grade/Subject:</td>
<td>Date:</td>
</tr>
<tr>
<td>Date:</td>
<td>Date by which recommendations must be implemented:</td>
</tr>
</tbody>
</table>

### Areas of Concern (based on Elements of Practice):
- Professionalism
- Supporting Learners
- Planning & Preparing
- Lesson Presentation
- Assessment

### Detailed Recommendations for Sustained Improvement:

**Signatures:**

- Associate Teacher:
- Faculty Liaison:
- Teacher Candidate:
- Date: ____________

I have read and understand the areas of concern and recommendations for sustained improvement.

The Teacher Candidate, Associate Teacher, Faculty Liaison, and ATEP Manager must receive a copy of this form twice: (1) after the initial Recommendations for Improvement are made, and (2) again after the Outcomes of the Candidate in Difficulty Process section has been completed.
Outcomes of the Candidate in Difficulty Process:
(completed within 1 business day of the date by which recommendations are to be fulfilled) Note: If more space is needed, please feel free to add sheets.

Teacher Candidate has fulfilled the recommendations ☐ Teacher Candidate has not fulfilled the recommendations ☐

Signatures:
Associate Teacher: _______________________________ Faculty Liaison: _______________________________
Teacher Candidate: _______________________________ Date: _______________________________

(signature confirms receipt of form)

The Teacher Candidate, Associate Teacher, Faculty Liaison, and ATEP Manager must receive a copy of this form twice: (1) after the initial Recommendations for Improvement are made, and (2) again after the Outcomes of the Candidate in Difficulty Process section has been completed.
Police Record Check

Each Teacher Candidate requires a Police Check that includes a “Vulnerable Sector Screening” in order to work with children in schools. This record must be verified for authenticity by the Faculty of Education at least two weeks prior to starting a practicum in a school. All Teacher Candidates are required to keep the original and submit their Police Check that includes a negative “Vulnerable Sector Screening” directly to the ATEP Central Office – fax 613-533-6203, attn. P. Carl, or mail to:

The ATEP Office, Faculty of Education, Queen’s University,
511 Union Street, Kingston, Ontario, K7M 5R7, Attn: P. Carl.

Apply for a police check that includes a “vulnerable sector screening” (VSS) through the police department in the city/town in which you are residing at the time of application. (You must specifically request a vulnerable sector check on the application). The "current/home” address on the application must be in the same jurisdiction as the police department to which you are applying. Please note that police departments do require proof of residency (e.g. utility bill) with your name on it in order to proceed with your police check. Please note that a police check completed through the Ontario Education Services Corporation (BackCheck) will not be accepted.

The Police Check must be no more than 6 months old at the time of starting the placement.

Police departments may ask applicants for documentation from the requesting agency, which in this case would be the Faculty of Education. TCs receive information via email, and may also contact the On Site Coordinator or the ATEP Central Office for such documentation from the Faculty of Education, which can be presented to the home police department when applying for a Police Check, as needed.

Some police departments will require Queen’s Faculty of Education to complete a “Consent to Disclosure of Personal Information” form. If the home Police Department requires this, Teacher Candidates must send the documentation (with the Teacher Candidate’s sections of the form completed, and a self-addressed stamped envelope) to the ATEP Office at the address above. The Student Services Office will complete the sections of the form required of the Faculty and return the document to the Teacher Candidate in the envelope they have provided.

It is important to allow adequate time for processing – a minimum of six weeks is recommended. The time will be longer should any fingerprinting be required by the Vulnerable Sector Screening process. In some instances, a Teacher Candidate may be required to have fingerprints taken prior to having a vulnerable sector screening processed. This is due to the gender and a date of birth or last name matching a person in the pardoned sexual offenders database. The fingerprinting process is needed in order to eliminate you as the person in the database. If you require fingerprinting, please see the RCMP website www.rcmp-grc.gc.ca/rtid-irt/vulner-eng.htm for a list of the accredited companies that can submit fingerprints electronically in support of vulnerable sector checks. The electronic fingerprint submission will allow the process to be completed much quicker. Fingerprinting done through a Police Department can take up to four months to process. Costs associated with this service and any appeals are to be borne by the applicant.

If, within the last five years, you have resided in another country for more than one year, you must also get a police check that includes a vulnerable sector screening from that country. If the out-of-country police check is documented in another language, you must then have it translated to English by an accredited translator.

Requirements may vary depending upon the school board (e.g. see new policy for Toronto and York Region District School Board placements). For additional information and the most current details on policies, requirements and this process, please see the “Vulnerable Sector Police Record Checks” on the Faculty of Education webpage: educ.queensu.ca/practicum

For questions regarding the Police Check, please contact the ATEP office at 1-800-862-6701.
TB Test Requirements

ATEP Teacher Candidates may be required to prove that they are free from active tuberculosis prior to placement in a classroom setting. In order to comply with the requirements of many school boards in Ontario, Teacher Candidates are asked to provide a copy of a TB test result dated within one year of the date of the placement. TB test forms are available under “Practicum Placements: at this link: educ.queensu.ca/atep-office. Copies of the test results are to be submitted to ATEP Central Office.

All Teacher Candidates are required to prove they are free from active tuberculosis in order to be eligible for certification from the Ontario College of Teachers (OCT). This proof too must be dated within one year from the date that the College receives the Candidate’s application for certification. For information and updates, please contact the OCT at www.oct.ca/.

Liability and Insurance

Teacher Candidates are covered for liability through Queen’s University during all practicum placements. Duties that are taken on in addition to the regular clinical practice of the classroom or setting (e.g., yard duty, lunch duty, field trips, after school activities, etc.) must be covered by the hosting district school board or host institution. The responsibility for pupils always remains with the teacher, school administration, or host institution.

The Ministry of Training and Colleges and Universities ensures candidates receive Workplace Safety Insurance (WSIB) coverage for practicum sites that have WSIB coverage and private insurance for practicum sites that are not covered by WSIB. Teacher Candidates are required to read the Unpaid Work Placement Guide and FAQs, then sign a Student Declaration of Understanding form prior to the start of the practicum. Schools and Teacher Candidates must report any placement-related accident, injury, illness or exposure to a communicable disease to the ATEP Central Office immediately (1-800-862-6701). WSIB or ACE-INA insurance procedures must be followed in the event of injury/disease.

Safety in Associate Schools

Safety is an important consideration when Teacher Candidates are preparing learning experiences for the students in their host classrooms. It is a particularly significant consideration in activities such as the following:

- day-to-day planning for the use of physical space in the classroom
- planning activities in specific curricular areas, such as physical education, science, drama, technology
- planning extra-curricular activities, whether in or out of the classroom
- planning excursions off school property

It is vital for Teacher Candidates to discuss with Associate Teacher(s) in advance any lesson or activity where student safety may be a concern. This consultation recognizes and reinforces the Associate Teacher’s primary responsibility for the students in his/her class. The Faculty Liaison and school principal can also be useful sources of guidance when questions about student/teacher ratio, supervision, or parental permission arise in connection with activities being planned.

In addition to ensuring the safety of students, Teacher Candidates have a responsibility to protect themselves. If accidents or incidents of any unusual nature occur, it is vital that they comply with the procedures articulated in the school’s staff handbook. Even though there may appear to be no complications arising from the event, notes should be kept. A report on the accident/incident should also be submitted to the Practicum Manager.

Teacher Candidates must NOT take on the role of certified teachers. This includes such situations as:

- If the Associate Teacher is away for a day, it is understood that the school places a supply
teacher in the class. If this is not done, it is the Faculty of Education position that the Principal or other school administration is legally responsible for the class.

- When the Associate Teacher leaves the classroom for periods of time, which will happen on occasion, the faculty position is that he/she retains responsibility for the class.

- Candidates should only assist in additional duties, including yard, hall or lunch supervision, or supervision of activities such as class excursions, after becoming familiar with the routines, procedures and protocols. It is the faculty position that the Associate Teacher or school administration is legally responsible for pupils.

- If there is any difficulty with responsibility in the practicum, this should be discussed with the Faculty Liaison. A clear understanding of roles, careful planning and conscientious recordkeeping should protect students, the school, and the Teacher Candidate.

Assessments

The Faculty Liaison will contact each Associate Teacher the end of the first week of each practicum to get a snapshot of how well the candidate is integrating into the classroom and becoming an active participant in their own learning and development.

Associate Teachers who have concerns about a Teacher Candidate’s progress at any time during the practicum should contact the Faculty Liaison immediately. A Candidate in Difficulty form may be initiated. (A sample of this form included in this handbook.)

Assessments are completed by each Associate Teacher working with each ATEP Teacher Candidate. For each practicum of four weeks, a minimum of one Interim Practicum Report and one Summative Practicum Assessment is required from the Associate Teacher. (The Principal/ School Liaison may also complete an assessment at the conclusion of the practicum if necessary. Reference letters may also be written by School Liaisons, Principals, Associate Teachers and/or other professionals in the Aboriginal education community as they become an important component in the Teacher Candidates’ portfolios.) A self-assessment is also completed by the Teacher Candidate.

The final mark for the practicum is based on a compilation of assessments from the practicum reports from the Associate Teachers and the final Faculty Liaison report. (At least once during the two-year program, the Faculty Liaison submits a formal report incorporating feedback received from the Associate Teachers and School Liaison.) Completed forms, i.e. Interim, Self and Summative are required for both the Faculty and ATEP database. Forms are used in assessing progress, and ultimately in assigning a passing grade for PRAC 195. Therefore it is crucial that all forms are submitted correctly and promptly, as outlined below.

Schedule and Details for Submission of Forms

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Practicum</td>
<td>• The <strong>Interim Practicum Report</strong> is completed on Thursday or Friday of the second week of practicum by the Associate Teacher, and reviewed with the Teacher Candidate.</td>
</tr>
<tr>
<td>(e.g. end of the second week of four-week practicum placement)</td>
<td>• The <strong>Candidate Self-Assessment</strong> form is completed by the end of the second week by the Teacher Candidate.</td>
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<tr>
<td></td>
<td>• At the end of the second week, the Teacher Candidate faxes copies of all completed, signed and dated forms to the ATEP Program/Administrative Assistant.</td>
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<tr>
<td></td>
<td>• The ATEP Program/Administrative Assistant then immediately forwards forms electronically to the On Site Coordinator, the Faculty Liaison and the ATEP Coordinator/designate.</td>
</tr>
<tr>
<td>Last Day of Practicum</td>
<td>• The <strong>Summative Practicum Assessment</strong> form is completed by the Associate Teacher at the end of the practicum, and is reviewed with the Teacher Candidate.</td>
</tr>
<tr>
<td>Placement</td>
<td>• The last day of the practicum, the Teacher Candidate faxes copies of the completed, signed and dated forms to the ATEP Program/Administrative Assistant.</td>
</tr>
<tr>
<td></td>
<td>• The ATEP Program/Administrative Assistant then immediately forwards the form electronically to the On Site Coordinator, the Faculty Liaison and the ATEP Coordinator/designate.</td>
</tr>
</tbody>
</table>

*Note: Please refer to your particular practicum schedule to identify specific dates.*
Assessment forms are found on the Faculty of Education (ATEP Office link) at http://educ.queensu.ca/atep-office. Teacher Candidates are provided with a USB drive and can download forms from the link above. Assessment forms are in fillable PDF format and can completed and then printed for signature by both parties, or can be printed and filled out by hand.

In advance of completing the forms, please see the accompanying rubric, which may also be found online at the link above. Rubric and forms are also available in this handbook.

**Teacher Candidates must keep the original signed version of all assessments.** For each practicum, it is the responsibility of the Teacher Candidate to keep the original of all assessments, and to distribute completed, signed and dated copies of the Interim Practicum Report, the Candidate Self-Assessment, and the Summative Practicum Assessment to the Associate Teacher and the ATEP Program/Administrative Assistant immediately upon receipt and by the deadlines specified above.

**Teacher Candidates must ensure that forms are complete, include all signatures and dates, and are faxed or scanned and emailed to:**

<table>
<thead>
<tr>
<th>ATEP Office, Queen’s University Faculty of Education</th>
<th>Attn: Program/Administrative Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone: 1-800-862-6701  Fax: 613-533-6203  Email: <a href="mailto:atep@queensu.ca">atep@queensu.ca</a></td>
<td></td>
</tr>
</tbody>
</table>
## SGEI ATEP Practicum Assessment Rubric

This rubric is intended to assist both the Teacher Candidate and the Associate Teacher in making judgements about demonstrated levels of teaching proficiency. **Teacher Candidates and Associate Teachers should approach this assessment based on reasonable expectations for a Teacher Candidate at this particular point in her/his Bed/DipEd Program.** Please note that Teacher Candidates working primarily at the ‘Does Not Meet Expectations’ level are not currently meeting the required expectations for professional practice required by Queen’s University.

If a Teacher Candidate receives any rating of "Does Not Meet Expectations," the Associate Teacher must contact the Faculty Liaison immediately. A mandatory review will then be facilitated by the ATEP Office and may lead to the decision to complete a Candidate in Difficulty form. The Faculty Liaison, the ATEP Director-Coordinator, the Associate Teacher and the Candidate will negotiate appropriate next steps. Where a Candidate in Difficulty form is filled out, the recommendations for improvement must be met by the date negotiated (normally 5 school days after receipt of the form). If there are any concerns regarding the candidate’s progress at any time during the practicum, the Teacher Candidate or Associate Teacher should contact the Faculty Liaison immediately.

<table>
<thead>
<tr>
<th>Elements of Practice</th>
<th>No Opportunity to Demonstrate</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Progressing Toward Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>I – Professionalism</td>
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<tr>
<td>1. Initiative &amp;</td>
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<td>dependability</td>
<td>Makes an outstanding</td>
<td>Effectively assumes</td>
<td>Is dependable in</td>
<td>Does not actively seek</td>
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<td></td>
<td>contribution to teaching</td>
<td>appropriate degree</td>
<td>completing</td>
<td>direction or requires</td>
<td></td>
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<td></td>
<td>and learning</td>
<td>of responsibility</td>
<td>formally assigned</td>
<td>monitoring to assure</td>
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<td>for the classroom;</td>
<td>classroom</td>
<td>completion of assigned tasks</td>
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<td></td>
<td>takes initiative to</td>
<td>responsibilities</td>
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<td>contribute to</td>
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<td>students’ learning</td>
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<td>in many ways</td>
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<tr>
<td>2. Discretion &amp;</td>
<td>Analyzes and adapts</td>
<td>Uses appropriate</td>
<td>Is not consistently</td>
<td>Does not demonstrate discretion</td>
<td></td>
</tr>
<tr>
<td>professional</td>
<td>effectively to unexpected</td>
<td>professional</td>
<td>discrete and</td>
<td>appropriate to the profession</td>
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<td>judgement</td>
<td>circumstances and changes</td>
<td>judgement and</td>
<td>professional in</td>
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<td></td>
<td>in the classroom situation;</td>
<td>discretion in</td>
<td>relation to</td>
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<td>demonstrates</td>
<td>relation to</td>
<td>interactions with</td>
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<td></td>
<td>demonstrates sophisticated</td>
<td>interactions with</td>
<td>students;</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>judgement in all situations</td>
<td>students;</td>
<td>demonstrates</td>
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<tr>
<td></td>
<td></td>
<td>demonstrates</td>
<td>sound judgement</td>
<td></td>
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<td></td>
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<td>sound judgement</td>
<td>in dealing with</td>
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<td></td>
<td></td>
<td>in dealing with</td>
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<td>3. Response to</td>
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<td>Requires continuous coaching</td>
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<td>II – Supporting a Community of Learners</td>
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<tr>
<td>1. Promoting a safe and trusting learning community</td>
<td></td>
<td>Demonstrates a high degree of skill and consistency in monitoring classroom behaviours in order to maintain a safe and supportive classroom environment for all students</td>
<td>Demonstrates skill and consistency in using routines and monitoring classroom behaviours in order to maintain a safe and supportive classroom for all students</td>
<td>Addresses student behaviours that interrupt or jeopardize the teaching and learning context inconsistently</td>
<td>Is unaware of how students’ disruptive behaviour is affecting their learning</td>
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<td>2. Promoting a positive Aboriginal learning community</td>
<td>Always models respectful relations with others; demonstrates a deep understanding of culturally appropriate means of interaction and accountability procedures appropriate to Aboriginal learners and community</td>
<td>Always models respectful relations with others; demonstrates a considerable understanding of culturally appropriate means of interaction and accountability procedures appropriate to Aboriginal learners and community</td>
<td>Always models respectful relations with others; demonstrates some understanding of culturally appropriate means of interaction and accountability procedures appropriate to Aboriginal learners and community</td>
<td>Does not always model respectful relations with others; does not demonstrate an understanding of culturally appropriate means of interaction and accountability procedures appropriate to Aboriginal learners and community</td>
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<td>3. Promoting student independence</td>
<td>Guides students in setting goals, making and implementing decisions about use of time and resources, collecting and using feedback, as well as representing and critiquing their learning</td>
<td>Structures learning so that students learn to identify their strengths and weaknesses, make decisions about next steps, and monitor their progress towards expectations</td>
<td>Provides students with options in how to proceed in their learning; does not use appropriate strategies for following up</td>
<td>Does not allow students to make decisions about learning or classroom activities independent of her/his approval</td>
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<td>1. Use of curriculum documents</td>
<td>Creates an integrated set of learning activities that can be mapped on to a set of general and specific expectations located in one or more curriculum areas, strands or subheadings</td>
<td>Creates learning activities using the appropriate curriculum expectations in ways that provide engaging learning for all students; demonstrates sound knowledge of appropriate subject matter</td>
<td>Creates learning activities with occasional reference to relevant Ontario curriculum expectations</td>
<td>Creates activities with no apparent reference or connection to Ontario curriculum documents</td>
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<tr>
<td>2. Sequencing of steps in a lesson or unit</td>
<td>Sequences lessons so that critical knowledge and skills are revisited in different ways, in different contexts and at different times</td>
<td>Creates developmentally appropriate lessons in a way that connects students’ prior knowledge to appropriate next steps and new learning; plans for appropriate student involvement and follow-up activities</td>
<td>Creates lessons in a way that is beginning to show consistent attention to students’ previous learning</td>
<td>Develops sequences in lessons in a random, inappropriate way</td>
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<td>3. Differentiation</td>
<td>Designs learning and assessment activities that are deliberately differentiated based on students’ interests and needs; demonstrates sophisticated understanding of student development</td>
<td>Designs learning and assessment activities that are deliberately differentiated based on students’ needs; demonstrates understanding of use of appropriate accommodations and modifications for individual students</td>
<td>Structures differentiated learning activities inconsistently</td>
<td>Does not consider students’ learning and development levels; does not provide differentiation in lessons or assessment</td>
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<td>4. Resources</td>
<td>Engages students in creating, locating and critiquing specific resources for learning; uses a wide range of high quality resources to support the development of information literacy skills</td>
<td>Gathers from others or creates appropriate resources to support the intended teaching, learning and assessment</td>
<td>Uses a limited but additional range of independently selected teacher and student resources</td>
<td>Relies on Associate Teacher to identify all instructional resources</td>
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<td>5. Aboriginal content</td>
<td>Always relates subject matter to other knowledge relevant to Aboriginal learners; very frequently incorporates Aboriginal education content/resources; content is always current and appropriate to the age group; applications are very creative</td>
<td>Frequently incorporates Aboriginal education content/resources and relates subject matter to other knowledge relevant to Aboriginal learners; content is current and appropriate to the age group</td>
<td>Occasionally incorporates Aboriginal education content/resources and relates subject matter to Aboriginal learners; content is not always current and appropriate to the age group</td>
<td>Does not incorporate Aboriginal education content/resources; does not demonstrate knowledge of Aboriginal content or understanding of ways to make content relevant to Aboriginal learners</td>
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<tr>
<td>1. Instructional strategies</td>
<td>Uses with great skill a wide variety of appropriate teaching and learning strategies based on student interests, needs, development levels and current research on effective teaching practices</td>
<td>Uses a wide variety of appropriate teaching/learning strategies based on student interests and needs, as well as current research on effective teaching practices</td>
<td>Uses few appropriate teaching strategies to match curriculum and needs of students; ignores current research into effective practices</td>
<td>Uses a limited number of strategies without reference to student needs, the curriculum or current research into effective teaching</td>
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<td>2. Lesson management</td>
<td>Demonstrates sophisticated grasp of effective strategies for managing materials, time and learning activities to meet needs of all learners</td>
<td>Uses a variety of effective strategies for managing materials, time, and learning activities to meet the needs of all learners</td>
<td>Uses appropriate lesson management strategies for materials, timing, and learning activities inconsistently</td>
<td>Does not employ appropriate lesson management strategies to deal with materials, time and activities</td>
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<td>3. Awareness of classroom dynamics</td>
<td>Observes difficulties in student understanding and knows how to adjust lessons to respond effectively to the situation; is consistently able to observe and modify activities to match student needs during lessons</td>
<td>Adjusts or modifies teaching and learning activities based on student responses; works to engage students both in the learning and with each other</td>
<td>Uses observations of lesson effectiveness and adjusts lessons occasionally; is unable to be consistent in adapting lessons during their implementation stage</td>
<td>Continues with plans regardless of student responses; ignores evidence of student difficulties with a particular strategy/lesson</td>
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<td>4. Appropriate and effective use of language</td>
<td>Uses exemplary language; uses questioning, directions, written and oral communications in a sophisticated way to engage all students in learning</td>
<td>Expresses ideas, directions and options clearly; models a standard for oral and written work; uses effective questioning to extend learning and effectively uses strategies such as wait time and checking for understanding to engage all students</td>
<td>Uses language and questioning in inconsistent ways for modeling purposes and to support student learning</td>
<td>Uses language in ways that are unacceptable for students to model and understand; does not use effective questioning</td>
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<td>5. Engaging all the learners</td>
<td>Always ensures that all students are attentive and involved with class lessons and activities, using approaches which show a sophisticated understanding of individual student needs and interests</td>
<td>Always ensures that all students are attentive and involved with class lessons and activities</td>
<td>Inconsistently ensures that all students are attentive and involved with class lessons and activities</td>
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<td><strong>V. Assessment</strong></td>
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<td>1. Assessment <em>for</em> learning</td>
<td>Creates the conditions and tools necessary for a combination of ongoing self, peer and teacher feedback that helps students extend their learning in deep and meaningful ways</td>
<td>Uses assessment to monitor how students’ learning is progressing and to help students focus their skill building and academic growth</td>
<td>Uses student assessment results as feedback for making decisions about subsequent instruction and learning activities</td>
<td>Uses assessment results primarily to make judgements about students’ achievement and potential for learning</td>
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<td>2. Assessment <em>as</em> learning</td>
<td>Creates an environment where students use assessment information to determine or negotiate with the teacher the learning processes and resources that best address their learning needs and goals</td>
<td>Guides students in how they can use assessment information to monitor their learning and track their progress towards the achievement of curricular and personal learning goals</td>
<td>Encourages students to use assessment information to identify their learning strengths and weaknesses and to set short term curricular and personal learning goals</td>
<td>Keeps students dependent on the teacher for approval of their thinking processes and their learning products</td>
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<td>3. Assessment <em>of</em> learning</td>
<td>Aligns a variety of assessments with curriculum expectations, instruction and the individual needs of students, enabling judgements about student achievement to be accurate, transparent, and equitable</td>
<td>Creates and uses a variety of well-designed instruments to assess students’ learning and describes their achievement in relation to well-defined standards of performance</td>
<td>Creates and uses well-designed assessment(s) that contribute to adequate and accurate judgements about students’ achievement of individual, specific learning expectations</td>
<td>Makes judgements about students’ achievement based on assessments that provide minimal or inadequate information</td>
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Developing Lesson Plans
Queen’s University Faculty of Education

“THE WHY BEHIND THE WHAT”

Why should a beginning Teacher Candidate write detailed lesson plans? It reminds you to consider all the essential elements of a lesson, increasing the likelihood of a successful lesson. During practicum placements, you must collaborate with your Associate Teacher and Faculty Liaison to negotiate expectations for producing written lesson plans.

Your written lesson plans need to show that you have carefully considered these questions.

Learning Intentions/ Curriculum Connections:
- What specific expectations will I choose as the focus of this lesson? Will I choose other cross-curricular expectations? Which ones?
- Where appropriate, how will I re-phrase those expectations as student-friendly learning intentions?
- Where appropriate, how will I co-construct the success criteria in student-friendly language?
- How will I prominently post the learning intention(s) and success criteria for reference?

Achievement is enhanced when learners understand what it is they are “aiming for”, and can see what good work looks like. It helps everyone to focus on the learning, not the activity.

Links to Previous Learning:
- How will I activate the appropriate prior knowledge of the learners?
- How will I determine appropriate starting points for the learners? Do I need to begin with Assessment for Learning (diagnostic assessment)?
- What accommodations and/or modifications will I need to consider for which learners?

New learning needs to build on previous learning. Sometimes the teacher needs to gather information about how much the learners already know/can do. Some learners may require accommodations (specific teaching and assessment strategies, human supports, and/or individualized equipment); some may require modifications (specific expectations other than those for their designated grade level); some may require both.

Learning Materials Required: What particular materials will I need?
Consider print, digital, pictorial, manipulative learning materials (ideally, a combination of these where appropriate).

Length of Time Required: How much time will we need for this lesson?
Some lessons are designed in a way that requires more than one instructional day.

Launch: What prompt, “hook” or motivational strategy will I use to engage the learners?
SUPPORTING THE LEARNERS:
Consider various ways of providing learning opportunities. Some learning opportunities are designed as direct instruction, some as investigative inquiry and some as experiential.

How will I provide appropriate modelled, shared and guided practice? How does this lesson fit in the sequence of lessons that align with “backward design,” ending with Assessment of Learning (a summative assessment task)? How will I include the principles of Universal Design for Learning? (e.g., the importance of setting up the learning environment to ensure efficient student access to materials and resources and unimpeded flow between and among personal and shared work spaces; the importance of acronyms and visual prompts)

Will this lesson involve the whole class or a smaller group? Learning is more differentiated when the teacher works with small groups.

If this lesson involves a smaller group, what will the other learners be doing? I need to plan meaningful independent practice for consolidation/application.

How will I take advantage of opportunities for Assessment for Learning (formative assessment)? How will I give timely formative feedback to the learners? Achievement is maximized when learners are given opportunities to have several “tries” involving the new learning task and receive immediate, personalized feedback (directly related to the success criteria), with time given for chances to improve.

How will I engage learners in opportunities for Assessment as Learning (self-assessment)? When learners develop personal learning goals and assess their own progress, achievement is enhanced and a growth mind-set is developed.

CONSOLIDATING LEARNING:
How will I plan to provide further opportunities for students to practice/apply their learning independently?

ASSESSING LEARNING:
How will I provide an opportunity for students to demonstrate their new learning (Assessment of Learning)? Not every lesson has an Assessment of Learning component. Summative assessment happens after learners have been given chances to try the new learning, with feedback from the teacher.

WRITE THE LESSON PLAN:
What sequence of steps will I follow?
STEP 1. LAUNCH/ACTIVATE BACKGROUND KNOWLEDGE

THIS IS THE “ENACTMENT” OF ALL YOUR THINKING ABOUT THE GUIDING QUESTIONS.
USE AN APPROPRIATE ORGANIZER.

FINAL STEP. CONSOLIDATION/APPLICATION

NEXT STEPS /TEACHER REFLECTION:
Which learners need what next steps? What aspects of this lesson might I change for another time?
The next learning opportunity should be about what the learners need. Don’t plan details too far ahead. Flexibility is required.

ASSOCIATE TEACHERS, PLEASE NOTE:
Teacher Candidates have explored lesson planning in their curriculum classes and should be able to use the appropriate lesson organizers unique to each curriculum area.
### Interim Practicum Report

This rating scale is intended to assist Associate Teachers in making judgements about demonstrated levels of teaching proficiency. Associate Teachers should base this assessment on reasonable expectations for a Teacher Candidate at this midpoint (the end of week two of a four-week placement) of the particular practicum (e.g. 1st, 2nd or 3rd/final).

If a Teacher Candidate receives any rating of "Does Not Meet Expectations," the Associate Teacher must contact the Faculty Liaison immediately. A mandatory review will then be facilitated by the ATEP Office and may lead to the decision to complete a Candidate in Difficulty form. The Faculty Liaison, the ATEP Director-Coordinator, the Associate Teacher and the Candidate will negotiate appropriate next steps. Where a Candidate in Difficulty form is filled out, the recommendations for improvement must be met by the date negotiated (normally 5 school days after receipt of the form). If there are any concerns regarding the candidate’s progress at any time during the practicum, the Teacher Candidate or Associate Teacher should contact the Faculty Liaison immediately.

***Please note that items shaded in grey below are normally not assessed during the 1st practicum***

<table>
<thead>
<tr>
<th>Candidate Name_________________________________________</th>
<th>School_________________________________________</th>
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<tr>
<td>Associate Teacher______________________________________</td>
<td>Grade/Subject_________ Days Absent______________</td>
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<td>Date (start)___________________________________________</td>
<td>Date (end)____________________________________</td>
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**Practicum Block**

- 1st Practicum (normally Fall Term) [ ]
- 2nd Practicum (normally Winter Term) [ ]
- 3rd Practicum (Fall or Winter Term) [ ]
- Other _____________________________ (specify) [ ]

(Please check one)

### Elements of Practice

#### I – Professionalism

1. Initiative, dependability & punctuality
2. Discretion & professional judgement
3. Response to mentorship

Comments, next steps...

#### II – Supporting a Community of Learners

1. Promoting a safe and trusting learning community
2. Promoting a positive Aboriginal learning community
3. Promoting student independence

Comments, next steps...
## Elements of Practice

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Comments, next steps...

## IV – Lesson Presentation

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<td>5. Engaging all the learners</td>
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Comments, next steps...

## V – Assessment

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Comments, next steps...

Overall Rating (check one):

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Associate Teacher Signature: ________________________________ Teacher Candidate Signature: ________________________________

Date: ____________________________________________________ Date: ____________________________________________________

NOTE: If more space for comments is needed, please attach additional sheet(s).

Distribution: The Teacher Candidate is responsible for obtaining signed and dated form and distributing as follows:

Original: Teacher Candidate    Copies: Associate Teacher, ATEP Program/Administrative Assistant

ATEP Program/Administrative Assistant
Telephone: 1-800-862-6701   Fax: 613-533-6203   Email: atep@queensu.ca
Candidate Self-Assessment

Candidate Name: ____________________________ School: ____________________________

Associate Teacher: __________________________ Grade/Subject: __________________________

Date: __________________________

(Please check appropriate box)

☐ MNS ATEP  ☐ SGEI ATEP  ☐ SNP ATEP

☐ 1st practicum  ☐ 2nd practicum  ☐ 3rd practicum  ☐ Other __________

The Candidate self-assessment is intended to assist the Teacher Candidate in reflecting on their levels of teaching proficiency. Each self-assessment should be based on reasonable expectations at this particular point in his/her BEd/DipEd year.

In the notes section of each competency, Candidates are encouraged to comment on positives as well as areas for improvement. Comments must be made for any rating of ‘Does Not Meet Expectations’.

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**Professionalism:**
- Initiative & dependability
- Discretion & professional judgment
- Response to mentorship

Comments:

**Supporting a Community of Learners:**
- Promoting a safe and trusting learning community
- Promoting a positive Aboriginal learning community
- Promoting student independence

Comments:
### Elements of Practice

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<thead>
<tr>
<th>Assessment:</th>
<th>No Opportunity to Demonstrate</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Progressing Toward Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment for learning</td>
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<tr>
<td>Assessment as learning</td>
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<tr>
<td>Assessment of learning</td>
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<tr>
<td>Comments:</td>
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</tbody>
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**Distribution:** The Teacher Candidate is responsible for obtaining signed and dated form and distributing as follows:

*Original:* Teacher Candidate  *Copies:* Associate Teacher, ATEP Program/Administrative Assistant

ATEP Program/Administrative Assistant  
Telephone: 1-800-862-6701  Fax: 613-533-6203  Email: atep@queensu.ca
Seven Generations Education Institute
Aboriginal Teacher Education Program (SGEI ATEP)
Summative Practicum Assessment

This rating scale is intended to assist Teacher Candidates and Associate Teachers in making judgments about demonstrated levels of teaching proficiency. Associate Teachers should approach this assessment based on reasonable expectations for a Teacher Candidate at this particular point in her/his two-year ATE Program and placement schedule.

If a Teacher Candidate receives any rating of “Does Not Meet Expectations,” the Associate Teacher must contact the Faculty Liaison immediately. A mandatory review will then be facilitated by the ATEP Office and may lead to the decision to complete a Candidate in Difficulty form. The Faculty Liaison, the ATEP Director-Coordinator, the Associate Teacher and the Candidate will negotiate appropriate next steps. Where a Candidate in Difficulty form is filled out, the recommendations for improvement must be met by the date negotiated (normally 5 school days after receipt of the form). If there are any concerns regarding the candidate’s progress at any time during the practicum, the Teacher Candidate or Associate Teacher should contact the Faculty Liaison immediately.

~~ Please note that items shaded in grey below are normally not assessed during the 1st practicum ~~

<table>
<thead>
<tr>
<th>Candidate Name</th>
<th>School</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Associate Teacher</th>
<th>Grade/Subject</th>
<th>Days Absent</th>
<th>Date (start)</th>
<th>Date (end)</th>
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</thead>
<tbody>
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<thead>
<tr>
<th>Practicum Block</th>
<th>1st Practicum (normally Fall Term)</th>
<th>2nd Practicum (normally Winter Term)</th>
<th>3rd Practicum (Fall or Winter Term)</th>
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<tbody>
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<td>□ (specify)</td>
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<table>
<thead>
<tr>
<th>Elements of Practice</th>
<th>No Opportunity to Demonstrate</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Progressing Toward Expectations</th>
<th>Does Not Meet Expectations</th>
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<tbody>
<tr>
<td>I – Professionalism</td>
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<tr>
<td>1. Initiative, dependability &amp; punctuality</td>
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<tr>
<td>Effectively assumes appropriate degree of responsibility for the classroom</td>
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<tr>
<td>Takes initiative to contribute to students’ learning in many ways</td>
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<tr>
<td>2. Discretion &amp; professional judgement</td>
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<tr>
<td>Uses appropriate professional judgement and discretion in relation to interactions with students</td>
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<tr>
<td>Demonstrates sound judgement in dealing with parents, peers and colleagues</td>
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<td>3. Response to mentorship</td>
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<tr>
<td>Invites and incorporates Associate Teacher feedback to improve teaching practices</td>
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<tr>
<td>Uses self-reflection and assessment information to inform next steps for the candidate’s teaching practice</td>
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<tr>
<td>Demonstrates progress towards achieving teaching and learning goals</td>
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<td>Comments, next steps...</td>
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<tr>
<td>Elements of Practice</td>
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<tr>
<td><strong>II – Supporting a Community of Learners</strong></td>
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<tr>
<td>1. Promoting a safe and trusting learning community</td>
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<tr>
<td>Demonstrates skill and consistency in using routines and monitoring classroom behaviours in order to maintain a safe and supportive classroom environment for all students</td>
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<tr>
<td>2. Promoting a positive Aboriginal learning community</td>
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<tr>
<td>Establishes and maintains positive rapport. Models respectful relations with others</td>
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<tr>
<td>Utilizes culturally appropriate means of interaction</td>
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<tr>
<td>Practices accountability procedures appropriate to Aboriginal learners and community</td>
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<td>3. Promoting student independence</td>
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<tr>
<td>Structures activities so that students learn to identify their strengths and weaknesses, make decisions about next steps, and monitor their progress towards expectations</td>
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<tr>
<td>Comments, next steps...</td>
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</table>

| **III – Planning and Preparing** | | | | | |
| 1. Use of curriculum documents | | | | | |
| Creates learning activities using the appropriate curriculum expectations in ways that provide engaging learning for all students | | | | | |
| Demonstrates sound knowledge of appropriate subject matter | | | | | |
| 2. Sequencing of steps in a lesson or unit | | | | | |
| Creates developmentally appropriate lessons in a way that connects students’ prior knowledge to appropriate next steps and new learning | | | | | |
| Plans for appropriate student involvement and follow-up activities | | | | | |
| 3. Differentiation | | | | | |
| Designs learning and assessment activities that are deliberately differentiated based on students’ needs | | | | | |
| Demonstrates understanding of use of appropriate accommodations and modifications for individual students | | | | | |
| 4. Resources | | | | | |
| Gathers from others or creates appropriate resources to support the intended teaching, learning and assessment | | | | | |
| Uses a range of resources to support the development of information literacy skills | | | | | |
| 5. Aboriginal content | | | | | |
| Uses resources with Aboriginal content and relevancy for Aboriginal learners | | | | | |
| Incorporates Aboriginal education content and relates subject matter to other knowledge relevant to Aboriginal learners | | | | | |
| Comments, next steps... | | | | | |
Elements of Practice

<table>
<thead>
<tr>
<th>IV – Lesson Presentation</th>
<th>No Opportunity to Demonstrate</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Progressing Toward Expectations</th>
<th>Does Not Meet Expectations</th>
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</thead>
<tbody>
<tr>
<td>1. Instructional strategies</td>
<td>Uses a wide variety of appropriate teaching strategies based on students’ interests and needs, as well as current research on effective teaching practices</td>
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<tr>
<td>2. Lesson management</td>
<td>Uses a variety of effective strategies for managing materials, time and learning activities to meet needs of all learners</td>
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<tr>
<td>3. Awareness of classroom dynamics</td>
<td>Adapts and modifies teaching and learning activities based on student responses</td>
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<td></td>
<td>Works to engage students both in the learning and with each other</td>
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<tr>
<td>4. Appropriate and effective use of language</td>
<td>Expresses ideas, directions and options clearly</td>
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<td>Models a relevant standard for oral and written work</td>
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<tr>
<td>5. Engaging all the learners</td>
<td>Uses effective questioning</td>
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<tr>
<td></td>
<td>Effectively uses strategies such as wait time and checking for understanding to engage all students in learning</td>
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<tr>
<td>Comments, next steps...</td>
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</table>
Queen's Faculty of Education
Practicum Observation Form for Associate Teachers of Primary-Junior Candidates
Some Elements to Observe as Teacher Candidates Teach Your Classes

Teacher Candidate: ___________________________  School: ______________________________

Associate Teacher: ___________________________  Date: ___________________ Block/Time: ________

Number of Students Present in Class:  Males: ________  Females: ________

Support people present (e.g., EA, ESL, volunteers): ________________

Copy of lesson plan/outline or other materials used provided prior to lesson?  Yes ☐  No ☐

Were suggestions for lesson provided prior to class evident in the lesson?  Yes ☐  No ☐

Some details for comment (not all will be part of every observation):
• routines for beginning class
• how the lesson was started - hook - clarity of purpose - why, context
• attention to detail throughout lesson
• engagement strategy
• clarity of purpose of the lesson
• appropriate use of time
• use of appropriate teaching/learning strategies
• questioning techniques
• management of materials
• management of curriculum/learning
• use of voice
• use of learning aids
• ability to build upon student responses to questions
• lesson closure

Post-class Follow-up for Candidate:

• Key observations coming out of this class
• Specific next steps for the candidate
Keeping in Touch

**ATEP Central Office:**
Faculty of Education,  
Queen’s University,  
Kingston, ON K7M 5R7  
educ.queensu.ca/atep-office

Telephone: 613-533-6218  Toll Free: 1-800-862-6701  Fax: 613-533-6203  Email: atep@queensu.ca

Office hours: 9:00am–5:00pm Monday to Friday. Holidays & National Aboriginal Day observed.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindsay Morcom</td>
<td>Coordinator</td>
<td><a href="mailto:morcoml@queensu.ca">morcoml@queensu.ca</a></td>
</tr>
<tr>
<td>Paul Carl</td>
<td>Program Assistant/Administrative Assistant</td>
<td><a href="mailto:carlp@queensu.ca">carlp@queensu.ca</a></td>
</tr>
<tr>
<td>Kate Freeman</td>
<td>Manager</td>
<td><a href="mailto:freemank@queensu.ca">freemank@queensu.ca</a></td>
</tr>
</tbody>
</table>

**Seven Generations On Site ATEP Office:**
Seven Generations Education Institute,  
P.O. Box 297, 1455 Idylwild Drive  
Fort Frances, ON P9A 3M6

Telephone: 807-274-2796  Toll Free: 1-800-668-6279  Fax: 807-274-8761

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanya Howarth</td>
<td>Post Secondary Education Administrator/Coordinator</td>
<td><a href="mailto:tanyam@7generations.org">tanyam@7generations.org</a></td>
</tr>
<tr>
<td>Bill Perrault</td>
<td>Associate Director, Post Secondary Education</td>
<td><a href="mailto:billp@7generations.org">billp@7generations.org</a></td>
</tr>
<tr>
<td>Connie Foster</td>
<td>Registrar</td>
<td><a href="mailto:connief@7generations.org">connief@7generations.org</a></td>
</tr>
</tbody>
</table>

**Queen’s Faculty of Education Contact Information:**
Key offices are listed below. A directory of faculty and staff telephone numbers and email addresses can be found at: educ.queensu.ca/contact

| Practicum Office      | Tammy O’Neil, Practicum Manager               | 613-533-6202               |
|                       |                                               | FAX: 613-533-6596          |
|                       |                                               | practicum.office@queensu.ca|
| Dean’s Office         | Don Klinger, Acting Associate Dean, Undergraduate Studies |
|                       |                                               | 613-533-6210               |
|                       |                                               | FAX: 613-533-6307          |
| Student and Support Services | Robert Burge, Director  
|                       | Allison Mackey, Manager, Student Services     | 613-533-6205               |
|                       |                                               | FAX: 613-533-6203          |
|                       |                                               | educstudentservices@queensu.ca|
| Education Library     |                                               | 613-533-2191               |
|                       |                                               | toll free: 1 866-267-7406  |
|                       |                                               | education.library@queensu.ca|
| Websites              | Practicum Office                              | educ.queensu.ca/practicum  |
|                       | Student and Support Services                  | educ.queensu.ca/student-services|
|                       | Education Career Services Office              | educ.queensu.ca/services/careers|
|                       | Continuing Teacher Education Office           | educ.queensu.ca/cte        |
|                       | Education Library                             | library.queensu.ca/webedu/  |

Guidelines Regarding Harassment Complaints that Arise During Practicum: educ.queensu.ca/practicum

NOTE: The most current version of this practicum handbook is available on line at: educ.queensu.ca/atep-office