CONCURRENT TEACHER EDUCATION PROGRAM PLACEMENT INFORMATION 2017-2018
For Candidates, Associate Teachers and Principals

One of the advantages of Concurrent Education is the field centred approach of completing practicum right away. Practicum (PRAC) is a key part of the program, with a progression of increasing responsibility each year in preparation for the extended practicum in final year.

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All candidates should read and be familiar with the information in the Candidate Placement Guide. It can be found on the Faculty of Education intranet. The link to the Education Intranet is on the Faculty of Education website http://educ.queensu.ca/; click ‘Search and Sign in’ and click ‘Education Intranet’. After you log-in, using your NetID and password, click ‘Con.Ed.’ in the topline menu.

What do candidates require prior to arranging/starting the practicum placement:

a) Vulnerable Sector Police Check
Candidates must obtain a Police Check that includes a Vulnerable Sector Check. Candidates must have the Practicum Office verify their vulnerable sector police check before starting a placement. Candidates must present their vulnerable sector police check to the school principal on the first day of the placement. Some District School Boards require the Police Check to be on file at the board office prior to starting any placements. Information on how to obtain a Police Check and which boards require a copy on file prior to starting a school placement is on the Queen’s faculty intranet.

b) Student Declaration of Understanding Form
A Student Declaration of Understanding form must be completed and submitted to the Practicum Office before you start your placement. This form is a declaration of understanding of insurance coverage for unpaid placements by the Ministry of Advanced Education and Skills Development (MAESD). The MAESD guidelines for workplace insurance for post-secondary students in unpaid placements, and FAQs are posted on the Queen’s faculty intranet. Be sure to read these documents before signing the declaration form.

c) Letter to Placement Employers
The Ministry of Advanced Education and Skills Development (MAESD) requires each placement employer (school) to sign a declaration form regarding coverage under the Workplace Safety and Insurance Act and fax a copy to the Practicum Office. The Board Protocol page for each school board will indicate if a Board has signed the Employer Letter on behalf of all their schools.

d) Health and Safety Workshops and online training
All school board require candidates to complete the Ministry of Labour’s ‘Worker Health and Safety Awareness in 4 Steps’ online training. The Certificate of Completion is valid in most boards, for the duration of your undergraduate PRAC placements. There are some boards who require the training completed each year and this information is located on the Board Protocol forms for each board. Candidates are asked to print the certificate of completion to show school principals. Some boards also require additional relevant Health & Safety training. This information is also on the Board Protocol forms for each board.

e) Assessment
Completed online by the Associate Teacher on the last day of the placement. Review the assessment with the candidate prior to submitting. A PDF copy of the assessment will be emailed to the Associate Teacher and candidate.

Note: one copy of this information is for the candidate and a second copy should be given to the Associate Teacher
Responsibilities of Associate Teachers

- Welcome the candidate and introduce to the class using appropriate title. The candidate should be given a brief tour around the school and be introduced to teaching colleagues.
- Provide candidate with seating plans, School Handbook, materials for the day’s activities, a staff list and information about individual students with whom the candidate is expected to work.
- Review the requirements on the placement overview.
- Discuss/develop plan for communication; share contact information.
- Begin to involve the candidate in class activities as soon as possible. The Associate Teacher may have individual students in their classroom they would like to have the candidate observe.
- Allow for adequate observation time at the beginning of the practicum.
- Set aside time each day to give feedback and discuss progress with the candidate.
- Review observations prepared by the candidate.
- Guide the candidate in the development of effective instructional planning, including a review of plans before delivery. Co-plan and co-teach lessons. Discuss the lesson after it has been presented.
- Counsel the candidate on their teaching strategies
- Guide the candidate on strategies for accommodating students with exceptionalities
- Consider utilizing the candidate’s subject specialty or talents into activities in the classroom.
- Ensure the online assessment is completed and submitted on the last day of the practicum. Allow time to review it with the candidate. When completing the assessment, please keep in mind that these candidates are in the third year of the Undergraduate Concurrent Education Program.

Since the third year PRAC course is now formally assessed, has a supervisor assigned, and is counted toward the 80-day OCT requirement, Teachers hosting Year 3 Concurrent candidates for PRAC are given an honorarium of $30/week. Teachers are also eligible for $100 discount available for taking a Queen’s AQ/ABQ course, or a $50 discount toward an online Professional Learning course. See Continuing Education web site https://coursesforteachers.ca/home. The discount must be used within 3 years of hosting a candidate.

Responsibilities of Candidates

- Contact the Associate Teacher at least two weeks prior to starting the placement to introduce yourself. If this is an SCH placement, you must also advise the Principal of your arrival and with whom you will be working.
- Have available proof of vulnerable sector police check.
- Be professional at all times. Remember you are a guest in the Associate Teacher’s classroom and must conduct yourself accordingly.
- Display a professional attitude, appropriate dress, initiative, confidentiality, and cooperation with school personnel.
- Avoid use of cellphones and tablets for personal communication during the school day.
- Provide the Associate Teacher with a brief background of your interests and what you would like to learn during the placement, including courses that may be relevant, activities or skills you would like to learn or continue to develop.
- Become familiar with the School Handbook and any other information/materials from the Associate Teacher.
- Be punctual, prompt and reliable. Arrive at the school early (at least 15 minutes prior to the start of the school day) and plan to stay after school when possible to discuss the day with the Associate Teacher. Candidates must stay at least 15 minutes after school is dismissed.
- Contact the Associate Teacher directly if unable to attend because of illness (messages don’t always get to the intended recipient). Getting the Associate Teacher’s contact information at the start of the placement may be helpful.
- If you are unable to attend due to illness, ensure the Associate Teacher has received any lesson plan, marked papers, etc. that were to be given in class the day you are absent.
- Ensure any materials needed for lesson(s) and/or unit(s), are ready well ahead of time (audio-visual, chalkboard work, handouts, etc.). Review them with the Associate Teacher prior to delivery.
- Use time wisely, spend non-teaching time profitably (e.g. making individual student observations, marking work, observing the Associate Teacher, looking for individuals needing extra help or attention).
- Respond appropriately to Associate Teacher’s suggestions.
Year Three Placement Overview

The purpose of the third year Introduction to Schools practicum is to co-plan and co-teach a series of consecutive lessons and receive feedback from the Associate Teacher. Candidates are also encouraged to develop strategies related to students with exceptionalities.

Candidates in third year must complete 15 days of practicum in an Ontario OCT accredited school with an OCT certified teacher in good standing. All practicum days must be completed in one classroom or subject during the same academic year. There is a faculty supervisor assigned to oversee the Introduction to Schools placement in third year and the 15 days are counted as part of the 80-day practicum requirements specified by the Ontario College of Teachers.

Primary-Junior (PJ) candidates are placed in a primary or junior classroom (FDK to grade 6).

Intermediate-Senior (IS) candidates are placed in a grade 7 to12 setting.

Practicum Requirements

The candidate:

- Observes in the classroom, other learning spaces, and at other school events
- Records and shares observations with Associate Teacher
- Co-plans and co-teaches five lessons in a traditional classroom setting. It is important for at least 3 of the 5 lessons to be taught consecutively so the candidate can review the lesson with the Associate Teacher, build on strengths and make any necessary changes prior to co-teaching the next lesson. This will allow the candidate to experience the influence of one lesson on another and begin to see meaningful progression towards meeting learning expectations.
- Incorporates strategies for accommodating students with exceptionalities within their instructional plans.
- Makes reflections and suggested changes on their plans after instruction occurs.

Planning materials (such as lesson plans), strategies for accommodation, and reflections will be discussed with the Associate Teacher.

Candidates are not expected to co-teach any more than the required five lessons. If the candidate is comfortable co-teaching a few additional lessons, this can be discussed with the Associate Teacher.

Candidates complete the following Professional Studies course:

**PROF 310 – Self as Professional:** Introduction to professional judgement and decision-making as it relates to the beginning teacher in the Primary-Junior and Intermediate-Senior divisions. Exploration of legal rights and responsibilities as professionals and reflection on and thinking critically about experiences in classrooms and host schools, adapting practices for exceptional learners and addressing equity issues faced in schools.

Note: one copy of this information is for the candidate and a second copy should be given to the Associate Teacher.