



CONCURRENT TEACHER EDUCATION PROGRAM PLACEMENT INFORMATION 2017-2018 For Candidates, Hosts 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 Queen's Faculty of Education intranet. The link to the Education Intranet is on the Faculty of Education website <http://educ.queensu.ca/>, click on 'Search and Sign In' at the top, select '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 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) Progress Report

Completed by the Host on the last day of the placement then discussed and signed by both the Host and candidate. The candidate will keep the original top copy, the yellow copy will be given to the Practicum Office, and the Host keeps the bottom pink copy.

It is the responsibility of the candidate to submit the *Progress Report* to the Practicum Office at Queen's IMMEDIATELY upon completion of the placement.

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

Responsibilities of Hosts

- 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/Agency 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 Progress Report and the requirements on the placement overview for the appropriate year of study of the candidate.
- Discuss/develop plan for communication; share contact information.
- Begin to involve the candidate in activities as soon as possible. The Host may have individual students they would like to have the candidate observe.
- Allow for adequate observation time at the beginning of the placement.
- Set aside time each day to give feedback and discuss progress with the candidate.
- Review observations prepared by the candidate.
- Where applicable (see Year of Study Overview), 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.
- Where applicable (see Year of Study Overview) review observations prepared by the candidate and give feedback.
- Counsel the candidate on their teaching strategies
- Consider utilizing the candidate's subject specialty or talents into activities
- Ensure the Progress Report is completed and signed on the last day of the placement. Allow time for review with the candidate. When completing the Progress Report, please keep in mind that these candidates are in the first or second year of the Undergraduate Concurrent Education Program.

No remuneration is given to Hosts taking candidates for Years 1 and 2 Experiences in Education placements, however a \$100 discount is available for teachers interested in 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 Host 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 remind them with whom you will be working.
- Have available proof of vulnerable sector police check.
- **Be professional at all times. Remember you are a guest of the Host 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 time you are on practicum.
- Provide the Host with a brief background of your interests and what you would like to learn during the placement, including courses that may be relevant, and activities or skills you would like to learn or continue to develop.
- Become familiar with the School/Agency Handbook and any other information/materials from the Host.
- Be punctual, prompt and reliable. Arrive at the placement early (at least 15 minutes prior to the start of the day) and plan to stay after when possible to discuss the day with the Host. Candidates must stay at least 15 minutes after school is dismissed.
- Contact the Host directly if unable to attend because of illness (messages don't always get to the intended recipient). Getting the Host's contact information at the start of the placement may be helpful.
- If you are unable to attend due to illness, ensure the Host has received any lesson plan, marked papers, etc. that were to be given the day you are absent.
- After consultation with Host, prepare lesson plans, materials, etc. and provide to the Host with copies. 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 host prior to delivery.
- Use time wisely, spend non-teaching time profitably (e.g. making individual student observations, marking work, observing the Host, looking for individuals needing extra help or attention).
- Respond appropriately to Host's suggestions.

Year One Overview

The purpose of the first year Experiences in Education practicum is to increase the candidate's awareness of broader teaching and learning settings to ensure more opportunities to experience diversity and inclusivity.

Candidates in first year must complete 10 days of educational experience in an elementary classroom or an alternative educational setting. Candidates can complete the practicum in 10 consecutive days or a combination of full and half days over several weeks.

Settings such as tutoring programs, early childhood education centres, SERT classrooms, libraries, etc. are all opportunities that can be explored.

Practicum Requirements

The candidate:

- Observes in the setting, learning spaces, and at other events hosted by the institution where applicable
- Consults with Host to select a student to observe in-depth (over the duration of the practicum), who is formally identified with an exceptionality
- Records and shares observations and reflections with host
- Assists students in one-on-one and small group activities
- Assists with preparation of learning materials
- Assists with daily routines
- Assists with supervision responsibilities: yard, bus, hall duty
- Assists with extra-curricular activities as appropriate

Candidates complete the following Professional Studies course:

PROF 110 - Self as Teacher; Introduction to schools, teaching, and curriculum in their historical, political, social and philosophical context. Exploration of policy, practice and professional portfolios, with an emphasis on reflective and critical thinking.

Year Two Overview

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

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

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

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

Practicum Requirements

The candidate:

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

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

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

Candidates complete the following Professional Studies course:

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