

CONCURRENT TEACHER EDUCATION PROGRAM PLACEMENT INFORMATION 2015-2016 For Candidates, Host Teachers and Principals

One of the advantages of Concurrent Education is the field centred approach of being in schools right away. Experiences in Schools are a key part of the program, with a progression of increasing responsibility each year in preparation for the extended practicum in final year.

Queen's Concurrent Program

Practicum Office, A108
Duncan McArthur Hall
511 Union Street
Queen's University
Kingston, Ontario K7M 5R7
Phone: 613-533-6202
FAX: 613-533-6596
Email: practicum.office@queensu.ca
Web site: educ.queensu.ca/practicum

Personnel:

Tammy O'Neil, Practicum Manager
Nadine Thompson, Practicum Placement Assistant
Lauren Hare, Practicum Office Assistant

Queen's-Trent Concurrent Program

Concurrent Education Office
Lady Eaton College, Trent University
1600 West Bank Dr. (N124)
Peterborough, Ontario K9J 7B8
Phone: 705-748-1011 x7464
FAX: 705-748-1008
Web site: www.trentu.ca/education/concurrent

Personnel:

Fiona White, Coordinator (x 7268)
Email: fionawhite@trentu.ca
Deb Earle, Program Administrator (x 7618)
Email: deborahearle@trentu.ca
Leigh Doughty, Program Secretary (x 7464)
Email: leighdoughty@trentu.ca

All candidates should read and be familiar with the information in the **Candidate Placement Guide**. It can be found on the Queen's faculty intranet (D2L). The link to the D2L log in page is in the "Log in to" box in the top right corner of our website and in the footer. After you log-in, using your NetID and password, under 'For ConEd Students' click on the 'ConEd' link.

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 (Queen's) or the Concurrent Education Office (Queen's-Trent) 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 (D2L).

b) Student Declaration of Understanding Form

A Student Declaration of Understanding form must be completed and submitted to the Practicum Office (Queen's) or the Concurrent Education Office (Queen's-Trent) before you start your placement. This form is a declaration of understanding of insurance coverage for unpaid placements by the Ministry of Training Colleges and Universities (MTCU). The MTCU guidelines for workplace insurance for post-secondary students in unpaid placements, and FAQs are posted on the Queen's faculty intranet (D2L). Be sure to read these documents before signing the declaration form.

c) Letter to Placement Employers

The Ministry of Training, Colleges and Universities (MTCU) 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 (Queen's) or Concurrent Education Office (Queen's-Trent). Schools placing more than one candidate need only to sign one declaration form. The Board Protocol list will indicate if the Board has signed the Employer Letter on behalf of all their schools. This is denoted by 'BC' on the Board Protocol list.

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

d) Health and Safety Workshops and online training

In November, 2014, the government passed Bill 18, Stronger Workplaces for a Stronger Economy Act, 2014. The Bill amends a number of Ontario's labour and employment statutes, including 'Expanding the definition of worker to ensure Occupational Health and Safety Act coverage for unpaid co-op students and other unpaid learners, which give them protection under the OHS Act such as the right to know about workplace hazards and the right to refuse unsafe work. See the Public Services Health & Safety Association document <http://www.pshsa.ca/wp-content/uploads/2014/11/PSHSA-Fast-Facts-Bill-18-Stronger-Workplaces-for-a-Stronger-Economy-Act-2014.pdf>.

With the passing of Bill 18, many school boards are requiring candidates to complete Health and Safety workshops or online training prior to starting their practicum placement. Boards who have implemented Health and Safety training are indicated on the Board Protocol list. If the board in which you are arranging a placement indicates mandatory Health & Safety training, please contact the Practicum Office for details on the training.

e) Progress Report

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

It is the responsibility of the candidate to submit the Progress Report to the appropriate Queen's or Queen's-Trent program office IMMEDIATELY upon completion.

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

Responsibilities of Host Teachers

- Welcome the candidate and introduce to the class using the title Ms. /Mr. 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.
- Discuss/develop plan for communication; share contact information.
- Begin to involve the candidate in class activities as soon as possible. The Host 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 placement.
- Review the Progress Report and the roles on the placement overview (next page) for the appropriate year of study of the candidate.
- Plan to utilize the candidate's subject specialty or talents and incorporate them into activities in the classroom.
- 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 the students in the Queen's-Trent Concurrent Education Program are undergraduate students and in Year 1, 2, or 3 of university, and cannot be compared to Queen's final year students or other Consecutive Education students as their education, performance, and execution is not at the same level.
- No remuneration is given to Host Teachers taking candidates for Experiences in Schools placements, however a \$100 discount is available for teachers interested in taking a Queen's AQ course. The \$100 discount is good for one year from the time of hosting a candidate. The discount form is located at: <http://educ.queensu.ca/practicum/host-teachers> (Incentives – Rebate Form).

Responsibilities of Candidates

- Contact the Host 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.
- Be professional at all times. Remember you are a guest in the Host 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 Host 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 Host 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 Host Teacher. Candidates must stay at least 15 minutes after school is dismissed.
- Contact the Host Teacher directly if unable to attend because of illness (messages don't always get to the intended recipient). Getting the Host Teacher's contact information at the start of the placement may be helpful.
- If you are unable to attend due to illness, ensure the Host Teacher has received any lesson plan, marked papers, etc. that were to be given in class the day you are absent.
- After consultation with Host Teacher, plan lessons and prepare written copies of these plans. 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 teacher prior to delivery.
- Use time wisely, spending non-teaching time profitably (e.g. making individual student observations, marking work, observing the Host Teacher, looking for individuals needing extra help or attention).
- Respond appropriately to Host Teacher's suggestions.

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

Concurrent Education Program – Overview of Roles in Placement by Year of Study (2015-2016)

PURPOSE	TIME FRAME	PLACEMENT REQUIREMENTS FOR THE CANDIDATE	ROLE OF THE HOST TEACHER
<p>Year 1 (Common year)</p> <p>To increase awareness of individual student development.</p>	<p>Equivalent of 10 full days (minimum 60 hours) in an elementary setting.</p> <p>5 days in a primary or junior setting <u>and</u> 5 days in a grade 7 or 8 setting or 10 days in one elementary setting.</p>	<p>To assist the classroom teacher in one-on-one or small group situations.</p> <p>To make observations of three students, one of whom is a student with special needs if possible.</p> <p>Observations will be discussed with the Host Teacher.</p> <p>Candidates are not expected to teach formal lessons.</p>	<p>Set aside time each day to give feedback and discuss progress with the candidate.</p> <p>Review the observations prepared by the candidate</p>
<p>Year 2 (Teaching Division specific)</p> <p>To learn about the teaching-learning process through some lesson planning including use of relevant Ontario Curriculum documents.</p> <p>IS candidates also learn about the non-academic stream</p>	<p>Equivalent of 15 full days (minimum 90 hours).</p> <p>PJ candidates in an elementary setting including contact with a special needs student.</p> <p>IS candidates in a grade 7 to 12 setting (preferably with at least one applied or locally developed class). One Host Teacher if possible.</p>	<p>To assist and observe.</p> <p>To make observations of three students, one of whom is a student with special needs if possible.</p> <p>To plan and teach three lessons in a traditional classroom setting, or to complete the equivalent planning and implementation in a setting such as a school library or resource room.</p> <p>Observations, planning materials (such as lesson plans) will be discussed with the Host Teacher.</p>	<p>Set aside time each day to give feedback and discuss progress with the candidate.</p> <p>Review the observations prepared by the candidate.</p> <p>Guide the candidate in the development of effective instructional planning, including a review of plans before delivery. Provide assistance with planning and implementation of lessons if necessary. Discuss the lesson after it has been presented.</p> <p>Counsel the candidate on their teaching strategies</p>
<p>Year 3 (Teaching Division specific)</p> <p>To plan and implement a series of lessons and receive feedback from the Host Teacher.</p> <p>To develop strategies related to special needs students.</p>	<p>Equivalent of 15 full days (minimum 90 hours)</p> <p>PJ candidates in an elementary setting. Where possible include a special needs component.</p> <p>IS candidates in grade 7-12 setting including a special needs component where possible. One Host Teacher if possible.</p>	<p>To assist and observe.</p> <p>To plan and teach five lessons in a traditional classroom setting, or to complete the equivalent planning and implementation in a setting such as a school library or resource room.</p> <p>To incorporate strategies for accommodating students with special needs within their instructional plans.</p> <p>To make reflections and suggested changes on their plans after instruction occurs.</p> <p>Planning materials (such as lesson plans), strategies for accommodation, and reflections will be discussed with the Host Teacher.</p>	<p>Set aside time each day to give feedback and discuss progress with the candidate.</p> <p>Guide the candidate in the development of effective instructional planning, including a review of plans before delivery. Provide assistance with planning and implementation of lessons if necessary. Discuss the lesson after it has been presented.</p> <p>Counsel the candidate on their teaching strategies.</p>

NOTE: Our placements for Experiences in Schools are required to involve the candidates in working with students and being supervised by a certified teacher. The settings for this work however, can be outside the regular classroom, such as working with a SERT, a teacher librarian, a Student Success teacher, or with a SHSM program. In some of these cases the instructional work does not involve traditional whole-class lessons. In these cases, our 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.

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