



## CONCURRENT TEACHER EDUCATION PROGRAM PLACEMENT INFORMATION 2017-2018 For Candidates, Host 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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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](mailto:practicum.office@queensu.ca)  
Web site: [educ.queensu.ca/practicum](http://educ.queensu.ca/practicum)

### Personnel:

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

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. Candidates who completed the form in first year do not have to submit another until Final Year.

#### 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 Host 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 Host Teacher and candidate.

**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.
- Review the the roles 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 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.
- 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. Provide assistance with planning and implementation of lessons if necessary. 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
- Plan to utilize the candidate's subject specialty or talents and incorporate them into activities in the classroom.
- Ensure the online assessment is completed and submitted on the last day of the placement. Allow time to review it with the candidate. When completing the assessment, please keep in mind that the students in the Concurrent Education Program are undergraduate candidates in Year 3 of university, and cannot be compared to Queen's Final Year Teacher Candidates or other Consecutive Education Teacher Candidates as their education, performance, and execution is not at the same level.

Teachers hosting Year 3 Concurrent candidates for PRAC under the grandfathered 2-term program are not paid an honoraria however, teachers are 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 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.
- Have available proof of vulnerable sector police check.
- **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, co-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.

## Year Three 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 Host 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 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.

Primary-Junior (PJ) candidates are placed in a primary or junior classroom and where possible, include a component for exceptionalities.

Intermediate-Senior (IS) candidates are placed in a grade 9 to 12 setting and include a component for exceptionalities or locally developed classes where possible.

### Practicum Requirements

The candidate:

- Observes in the classroom, other learning spaces, and at other school events
- Co-plans and co-teaches five lessons in a traditional classroom setting. It is important for at least 3 or the 5 lessons be taught consecutively so the candidate can review the lesson with the Host Teacher, build on strengths and make any necessary changes prior to co-teaching the lesson again. 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 Host 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 Host 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.