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

Queen's University Faculty of Education graduates are critically reflective professionals. Graduates are expected to integrate theoretical, practical, and experiential knowledge in their enactment of an effective and inspiring teaching practice.

The following themes are embedded in the program: inclusivity and social justice; collaboration and leadership; the use of information technology in teaching and learning.

(Faculty of Education Calendar, 2018-2019)

What Matters in the Practicum

Our Teacher Candidates work in collaboration with other members of the profession and with all those involved in the education and development of the students in their care.

Characteristics of the program

Teacher Candidates are generally assigned to Associate Schools wherein they will form a supportive Professional Learning Community. Each Associate School designates a School Liaison. Responsibility for facilitating placements within each Associate School rests with the School Liaison or Principal.

- Queen’s University, Faculty of Education sustains a commitment to academic excellence, learning how to learn, and learning how to teach, and reflects teaching as both an intellectual and practical activity, according to Queen’s principles.
- We expect that all Teacher Candidates should possess the essential knowledge, abilities and dispositions as outlined in the document of the same name.
- We promote caring as a central value in the profession of teaching, and inclusivity as a fundamental pedagogical principle.
- Our program integrates the following domains: school context, curriculum, teaching and learning, assessment, evaluation and reporting, educational outcomes, and the philosophy and history of education.
- 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.
# Table of Contents

Purpose Statement
Program Goals and Characteristics

**SECTION 1: GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Introduction</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Importance of Mentorship</td>
<td>1</td>
</tr>
<tr>
<td>Honoraria/Additional Qualification Compensation</td>
<td>1</td>
</tr>
<tr>
<td>Practicum Overview</td>
<td>2</td>
</tr>
<tr>
<td>Practicum Dates</td>
<td>3</td>
</tr>
<tr>
<td>Course Codes Specific to Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Roles of the Professional Learning Community</td>
<td>4</td>
</tr>
<tr>
<td>Alternative Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

**NEEDS AND PROFESSIONALISM**

| Teacher Candidates with Special Needs | 4 |
| Professional Conduct                 | 5 |
| Professional Ethics                  | 5 |
| Professional Advisories and Guidelines | 7 |
| Attendance                           | 8 |
| Practicum Scheduling                 | 8 |
| Extra-Curricular Activities          | 8 |
| Resources for the Classroom          | 9 |

**LIABILITY AND SAFETY**

| Police Record Check               | 9 |
| TB Test Requirements              | 10 |
| Health and Safety Training        | 10 |
| Liability and Insurance           | 10 |
| Safety in Associate Schools       | 11 |

**SECTION 2: GUIDELINES FOR TEACHING RESPONSIBILITIES**

| Teaching Responsibilities | 13 |

**ROLES AND RESPONSIBILITIES**

| Teacher Candidates             | 16 |
| Associate Teachers             | 17 |
| School Liaisons                | 18 |
| Faculty Liaisons               | 19 |
| Instructor Coordinator and Program Support | 20 |

**SUPPORTING CANDIDATES IN DIFFICULTY**

| Teacher Candidates in Difficulty | 21 |
| Faculty Liaison Initiated        | 24 |
| Failing a Practicum              | 24 |
| Supporting a Candidate in Difficulty Form | 25 |

**PRACTICUM ASSESSMENT AND OTHER FORMS**

| Assessments                     | 27 |
| Practicum Assessment Rubric     | 29 |
| Developing Lesson Plans         | 34 |
| PRAC 415: Introduction to Schools | 36 |
| Practicum Report Form           | 36 |
| PRAC 425: Summative Practicum Assessment Form | 37 |
| Candidate Self Assessment Form  | 39 |
| MNS ATEP Interim Formative Assessment Form | 41 |
| MNS ATEP Summative Assessment Form | 43 |
| AT Practicum Observation Form   | 46 |

**SECTION 3: GUIDELINES FOR OCT TRANSITIONAL CERTIFICATE OF QUALIFICATION**

| Qualification and Registration | 47 |
| Practicum Requirements         | 49 |

**ROLES & RESPONSIBILITIES**

| Teacher Candidates             | 49 |
| Practicum Supervisors           | 50 |
| Faculty Liaisons                | 51 |
| Failing an Assessment           | 52 |

**ASSESSMENTS AND OTHER FORMS**

| Assessment Due Dates            | 53 |
| Report for Teachers             | 54 |

**KEEPING IN TOUCH**

| Contact Information and Websites | 57 |
Section 1:
General Information

Introduction

The Aboriginal Teacher Education Program (ATEP) was initiated as a partnership between Queen’s University Faculty of Education and First Nation communities and organizations of Manitoulin and North Shore (MNS) 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 six-term program complete seventeen weeks of practicum – normally in three-or four-week placements. The first placement is a three-week placement in the spring of Year One, followed by a three-week placement in the fall, and a four-week placement in the winter. Year Two includes a three-week placement in the fall, and a four-week placement in the spring.

The Candidates are placed in First Nation and provincial elementary schools and must gain 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 MNS 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 http://educ.queensu.ca/atep-office.

The Importance of Teacher Mentorship

Associate Teachers are essential to the successful education of Teacher Candidates. They are crucial to the development of Teacher Candidates' professional attitudes and instructional approaches. It is Associate Teachers who, through their mentorship, demonstrate the care and competency that contribute to a productive learning environment for students.

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. 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.

Along with Associate Teachers, each Teacher Candidate is assigned a Queen’s Faculty of Education Faculty Liaison who also mentors the Teacher Candidate’s professional growth. The Faculty Liaison typically visits the Teacher Candidate twice per year, once during the spring or fall placement and once during the winter 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.

Honoraria/Additional Qualification Compensation

Honoraria

Associate Teachers who mentor Teacher Candidates for practicum (with the exception of the Alternative Practicum) receive an honorarium based on $30/per week/per candidate (pro-rated if a candidate works with more than one teacher during the same practicum component).
Honoraria for taking Queen’s B.Ed./Dip.Ed. candidates in the Fall and Winter will be paid in May/June. Honoraria for taking B.Ed./Dip.Ed. candidates in the Summer Terms will be paid in September.

*Please note: If honoraria paid in September puts the yearly honoraria total for an individual over $500, a T4A must be issued which will require a SIN number.

Please note that some district school boards require honoraria be made through payroll.

**Compensation for Continuing Education**

**AQ/ABQ**

The Faculty is offering a $100 discount toward tuition fees for an on-site or on-line AQ or ABQ course for Queen's Associate Teachers. To be eligible, you must have mentored a Queen's B.Ed./Dip.Ed. Teacher Candidate within the current year, or within the last three years, or, have coordinated the Associate Teacher program in your school. The rebate must be used within three years of the academic year in which you mentored a Teacher Candidate or coordinated the Associate Teacher program.

**Professional Learning Courses**

The Faculty is offering a $50 discount toward tuition fees for an online Professional Learning course. To be eligible, you must have mentored a Queen's B.Ed./Dip.Ed. Teacher Candidate within the current year or within the last three years, or have coordinated the Associate Teacher program in your school. Courses such as Brightspace (D2L) in the Classroom; Integrating iPads and Tablets in Teaching and Learning; Gamification in the Classroom; and Teaching the Digital Learner are now being offered through our Continuing Education department. The rebate must be used within three years of the academic year in which you mentored a Teacher Candidate and/or coordinated the Associate Teacher program.


**Practicum Overview**

Regular practicum components (PRAC 415, 425, 435, 445 and 465) are arranged exclusively by the ATEP Office in Associate Schools and/or boards in the MNS region. Candidates must NOT arrange their own practicum.

The Summer 1 practicum (PRAC 415) is the first in-school experience in the six-term B.Ed./Dip.Ed. program. For many candidates, it will be not only an introduction but an immersion into the classroom, with very different expectations from the remaining practicum components. During an in-class session prior to PRAC 415, candidates will learn about the importance of close and careful observation and the many contexts where it is required; (e.g., classroom, gym, library, resource room, etc.).

During the practicum, Teacher Candidates learn through the mentorship of the Associate Teachers, which is crucial to their professional development. Also contributing to their professional growth is their collaboration with other Teacher Candidates in their Professional Learning Communities. Where possible, candidates should be given the opportunity to occasionally visit other classrooms for observation purposes.

The first practicum component is an ‘Introduction to Schools,’ where the candidate will observe, assist, and engage in a variety of beginning teacher roles in a primary or junior classroom.

Teacher Candidates are placed in elementary First Nation and/or provincial schools and must have experience in both primary and junior divisions for the remaining four regular practicum components. It is desirable for the Teacher Candidate to be placed in the same school for the fall and winter/spring practicum. If an Associate School cannot provide experience in both primary and junior over the course of the various placements, the candidate will be placed in another Associate School for one placement, in the required division.

Primary-Junior candidates who are eligible may have the opportunity to fulfill the Ontario College of Teachers requirements for the Transitional Certificate of Qualification and Registration (Transitional CoQR) in the first session of their program. For more information on this MNS ATEP feature, please refer to Section Three of this handbook.
B.Ed./Dip.Ed. Practicum Dates

Teacher Candidates in this six-term program complete 18 weeks of regular practicum and 90 hours of Alternative Practicum. There are six practicum components as shown below.

| Term 1 (Summer 2018) | May 7–25                      | PRAC 415 – Practicum: Component 1: Introduction to Schools |
|                      | (May 21 – Victoria Day)       | (3 weeks)                                                  |
| Term 2 (Fall 2018)   | November 12–30                | * PRAC 425 – Practicum: Component 2                        |
|                      |                               | (3 weeks)                                                  |
| Term 3 (Winter 2019) | February 4–February 22        | * PRAC 435 – Practicum: Component 3                        |
|                      | (February 18 – Family Day)    | (3 weeks)                                                  |
|                      | * Where possible, the Fall Term and Winter Term components are normally in the same Associate School, with the same Associate Teacher and/or department. |
| Term 4 (Fall 2019)   | Dates TBA                     | * PRAC 445 – Practicum: Component 4                        |
|                      |                               | (4 weeks)                                                  |
| Term 6 (Summer 2019) | May - Dates TBA               | * PRAC 465 – Practicum: Component 5                        |
|                      |                               | (5 weeks)                                                  |
|                      | * Where possible, the Fall Term and Summer Term components are normally in the same Associate School, with the same Associate Teacher and/or department. |
| All Terms            | PRAC 455 – Practicum: Component 6, Alternative Practicum | (90 hours) |

Course Codes Specific to Practicum

In addition to courses on various curriculum subjects, Teacher Candidates complete courses which have practice teaching components, including assignments, preparation sessions and follow-up after practicum.

- **PRAC** – Practicum: PRAC courses
- **PROF** – Theory & Professional Practice:
- **FOCI** – Program Focus courses
- **EDST** – Educational Studies courses
Roles of the Professional Learning Community

Where possible, small groups of Teacher Candidates may be assigned to the same Associate School and the group functions as a Professional Learning Community. The group is assigned the task of creating a supportive professional environment. This is accomplished in many ways, most notably by sharing individual reflections on classroom experiences and addressing the PROF 415 discussion questions during scheduled meetings. When a single Teacher Candidate is placed in a school, time may be spent completing PROF 415 assignments and online activities.

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 415 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.

Alternative Practicum

The Alternative Practicum is an opportunity to explore an area of educational interest within a context that is different from that experienced during the regular practicum components. Alternative Practicum activities provide opportunities to pursue the professional learning goals of your particular FOCI/EDST concentration. MNS ATEP Teacher Candidates fulfill Alternative Practicum (PRAC 455) requirements by completing activities set out in the Anishinaabe Aadziwin Eh Kinomaagaazid/Student Passport. More information on the MNS ATEP Alternative Practicum (PRAC 455) is available on the onQ course site for PRAC 455.

Teacher Candidates going out of the country, to the Canadian north, or to a placement with an elevated risk due to location or activity must complete the mandatory online Off-Campus Safety Activity (OCASP) ‘High Risk Activity’ procedure http://www.safety.queensu.ca/ocasp/ocasp2.htm. Please contact the ATEP Central Office to learn how to complete and submit the OCASP procedure correctly so that there is less chance of the OCASP being rejected for incorrect or lack of appropriate information. Although regular travel to the United States normally entails low-risk, Queen’s University requires a ‘High-Risk’ OCASP record completed.

Candidates must not miss any course or practicum days to complete Alternative Practicum activities. The decision to complete an Alternative Practicum out of country or at a distance is not an acceptable reason for leaving early or returning late.

MNS ATEP Teacher Candidates are normally responsible for setting up their own Alternative Practicum arrangements. However, Candidates who choose to complete the Alternative Practicum in an Ontario district school board must follow board protocol for the board in which they want to complete the practicum. Boards have strict policies on how placements are requested and candidates must adhere to these policies. Board protocols for the Alternative Practicum are found on the Education Intranet (B.Ed./Dip.Ed. > Alternative Practicum > District Board Protocol List). If Alternative Practicum is arranged on behalf of the Teacher Candidate by the ATEP Office in an Ontario district school board, the candidate is expected to accept the practicum arranged by the board (in some cases it may not be the setting the candidate requested).

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. Candidates may have to make up missed time due to an 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
http://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, 2016);
- **Ethical Standards for the Teaching Profession** (Ontario College of Teachers, Foundations of Professional Practice, 2016);
- **The Professional Learning Framework for the Teaching Profession** (Ontario College of Teachers, Foundations of Professional Practice, 2016);
- **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).
- **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.

Teacher Candidates who fail to maintain a professional standard of conduct may receive 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 Ethics

1. 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 emotional 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.

2. 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 emotional 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.
3. 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.

4. The decision to refuse or delay a practicum is made by the Associate Dean, Undergraduate Studies. Teacher Candidate must be informed in writing of this decision as well as the remedial steps to enable the completion of 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 Student Liaison Officer, 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 deferral, 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.

Ontario College of Teachers – Use of Electronic Communication and Social Media

For the full advisory, see the OCT web site: http://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 e-mail 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. This includes all communications in learning management systems.

REMINDER: As per board policy, photos taken during practicum that include faces of students must not be posted on social media, or used in any way, unless written parental/guardian consent has been obtained.

Ontario Teachers Federation - Guidelines Regarding Harassment

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

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/Student Liaison Officer in advance for 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 may be required to 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.

The only reasons that justify a teacher candidate’s absence from school are illness, essential medical appointments, compassionate circumstances, or religious observance. If a candidate is absent from practicum due to inclement weather, additional practicum days may be required.

The Ontario College of Teachers requires a minimum of 80 days of practicum for certification. Candidates are expected to be in attendance for all days of their practicum. There are no ‘flex days’ where candidates can be absent from practicum that would not affect their program. Tracking absences is necessary as the candidate may be required to complete additional practicum for any days missed.

Practicum Scheduling

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. 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 must complete the practicum during the next scheduled practicum block.

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 ATEP Office, 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 ATEP Office, 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. Queens’ University offers some funding opportunities for students with demonstrated financial need. Please contact the ATEP Office for more information as needed.

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. Candidates can contribute to any extra-curricular activity. It need not be one in which their Associate Teacher is involved. Activities that take candidates away from teaching time for more than one day are discouraged, as candidates must meet the Ministry's mandatory number of teaching days for certification.
Resources for the Classroom

While on practicum, 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 http://guides.library.queensu.ca/aboriginal-curriculum-resources.

In addition, Kenjgewin Teg provides some resources on site. Please contact the Instructor Coordinator and Program Support at Kenjgewin Teg 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.

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 Student Liaison Officer 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 offender’s 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 http://www.rcmp-grc.gc.ca/rtid-itd/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: [http://educ.queensu.ca/practicum](http://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: [http://educ.queensu.ca/atep-office](http://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 [http://www.oct.ca/](http://www.oct.ca/).

## Mandatory Health and Safety Training

The [Occupational Health and Safety Awareness and Training Regulation](http://www.labour.gov.on.ca/english/hs/elearn/worker/index.php) (Ontario Regulation 297/13), under the Occupational Health and Safety Act (OHSA), became enforceable as of July 1, 2014. Effective July 2015, the definition of worker under the Occupational Health and Safety Act (OHSA) expanded coverage of the OHSA to unpaid co-op students, certain other learners and trainees participating in a work placement in Ontario. Specifically, the new definition of worker now includes other unpaid learners participating in a program approved by a post-secondary institution; e.g. student teachers and any unpaid trainees who are not employees for the purposes of the Employment Standards Act, 2000 (ESA) because they meet certain conditions.

The regulatory requirements apply to all workplaces including school boards covered under the Occupational Health and Safety Act (OHSA). All school boards must ensure workers complete, or have completed an awareness training program that meets the regulatory requirements. To this end, student teachers from accredited B.Ed. programs, as requested by the AODE, are required to have basic awareness and other specific workplace health and safety training required under the OHSA and its regulations provided by the host employer, in this case, school boards.

As part of facilitating B.Ed./Dip.Ed. practicum placements within school boards, candidates must successfully complete the Ministry of Labour’s [Worker Awareness in 4 Steps](https://www.labour.gov.on.ca/english/hs/elearn/worker/index.php) online training prior to their placement. Some boards will also require additional relevant Health and Safety Training and candidates will be informed by email, where to find the additional training required for the board in which they are placed.

Once the Worker Awareness in 4 Steps on-line training is completed, candidates must submit a copy of the Certificate of Completion to the ATEP Central Office, as well as print a copy to take to their Associate School on the first day of practicum. We recommend keeping an electronic copy in your personal records so you can provide copies to any other potential placement administrator (e.g., for Alternative Practicum).

Some candidates will be required to take WHMIS training prior to starting a practicum. We will be offering a WHMIS course to these specific groups of candidates and will contact them directly by email.

## 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.
Teacher Candidates **DO NOT** supply teach and **MUST NOT** assume unsupervised responsibility.

The Ministry of Advanced Education and Skills Development (MAESD) ensures candidates receive Workplace Safety Insurance (WSIB) coverage for practicum sites that have WSIB coverage and private insurance with Chubb Insurance for practicum sites that are not covered by WSIB. Teacher Candidates are required to read the Unpaid Work Placement Guide and FAQs, and sign a Student Declaration of Understanding form at the beginning of the year prior to the start of the first 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 Chubb insurance procedures must be followed in the event of injury/disease.

Candidates completing the Alternative Practicum within a department at Queen’s are not covered by the MAESD Program. Queen’s University provides private coverage for workplace injury or illness sustained by a candidate during a placement at Queen’s.

Candidates who complete the Alternative Practicum out of the country are not covered for workplace injury or illness and must use personal insurance.

**Workplace Safety Insurance Board**

Candidates must read the WSIB Guidelines for Unpaid Work Placements and the WSIB Unpaid Work Placements Q & A sent to them via email (and located on the Education Intranet), then sign the Student Declaration of Understanding form that will be in their practicum package (May for Consecutive candidates and September for Concurrent candidates).

Candidates must submit a scanned copy of the signed Student Declaration of Understanding form to the ATEP Central Office in advance of placements.

**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. With the implementation of Bill 18, School Boards now must provide Health & Safety training to staff, including Teacher Candidates who are deemed “unpaid employees” while on practicum. Every Teacher Candidate must complete the training provided by the board in which they are placed and provide documentation as proof of completion.

**If accidents or incidents of any unusual nature occur, it is essential that Teacher Candidates comply with the procedures articulated in the school’s staff handbook. Even though there may appear to be no complications arising from the event, written documentation should be kept. A report on the accident/incident must also be submitted to the Practicum Manager.**

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

- When the Associate Teacher is absent from classroom duties and, the school places a certified teacher in the class. The principal or delegate is legally responsible for the class.
- When candidates assist with additional duties, such as supervision, after becoming familiar with the routines, procedures and protocols, the Associate Teacher or delegate or school administrator is present and legally responsible for pupils.

Candidates must never take on paid responsibility during practicum. This includes supply teaching, yard duty, and lunchtime supervision.

When there is any confusion regarding responsibility in the practicum, the situation should be discussed with the Faculty Liaison.
Section 2:
Guidelines for Teaching Responsibilities and Other Information for Beginning Teachers

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.

First Practicum Block (PRAC 415 - 3 weeks)

The Summer 1 practicum (PRAC 415) is the first in-school experience in the six-term B.Ed./Dip.Ed. program. For some candidates, it will be not only an introduction but an immersion into the classroom, with somewhat different expectations from the remaining practicum components. Primary-Junior candidates are placed in a Grade K-6 classroom for the Summer 1 practicum component. During the in-class session prior to PRAC 415, candidates will learn about the importance of close and careful observation and the many contexts where it is required; e.g., classroom, gym, library, resource room, etc.

On occasion, candidates may be given the opportunity in Week One to visit other classrooms for observation purposes where possible.

Following two days of observation and assistance, the teacher candidate should increasingly engage in the activities of the classroom.

The Teacher Candidate:

- Observes in the classroom, other learning spaces, and at other school events
- Records observations and reflections about observations
- Discusses observations and reflections with Associate Teacher
- 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
- At the discretion of and under the guidance of the Associate Teacher, begins to plan and deliver activities for small groups and/or the class.

Second Practicum Block (PRAC 425 - 3 weeks)

While the first practicum includes a significant amount of time observing and assisting, we expect that Teacher Candidates will assume increasing teaching responsibility each practicum as their program progresses. In the Fall Term practicum, we expect that Teacher Candidates will take increasing responsibility for teaching as the weeks unfold. Candidates may be expected to gradually assume up to 25% of the teaching load or more by the end of the second practicum, at the discretion of the Associate Teacher. Past experience has shown that Teacher Candidates learn by teaching and also by observing teachers 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 judgment 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 if there are questions about readiness.

The Teacher Candidate:

- observes and becomes familiar with the following: classroom and daily routines; classroom organization; student learning; teacher expectations for students; classroom management and assessment techniques
- assists students with individual and group work from the beginning of the practicum
- becomes familiar with curriculum expectations and assessment for learning in their Associate Teacher’s classroom
- becomes familiar with instructional and assessment resources in the classroom
- begins to track individual student development by the end of the first week
- begins to plan activities and lessons by the beginning of the second week
- begins to teach not later than Week 2
- adapts, develops and implements lessons and curriculum units with the Associate Teacher
- incorporates Aboriginal education content whenever possible
- implements appropriate assessment and evaluation methods under the guidance of the Associate Teacher
- becomes familiar with, and comfortable in, the entire school community
- discusses procedures for daily feedback with Associate Teacher
- spends three hours a week on any PROF 415 assignment topics and professional learning
- visits other classrooms for observation purposes where possible

Third Practicum Block (PRAC 435 - 3 weeks)

Expectations continue to increase in this practicum, and by mid-way through the third practicum component, candidates may teach up to 50% 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.)

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
- by the end of Week 1, takes responsibility for planning lessons and teaching for longer blocks of time. This could involve planning and teaching for, mornings, or afternoons, or an entire day or week. It could also include a Teacher Candidate teaching specific subjects. However, a Teacher Candidate should have opportunities to teach many curriculum subjects at some time during the practicum. Teaching opportunities increase so that by the end of the practicum block, the Teacher Candidate should be teaching up to 50% of time.
- incorporates Aboriginal education content whenever possible
- uses a variety of student assessment and evaluation techniques
- implements appropriate ways to track individual student development in all curriculum areas
- adapts and implements curriculum units, but does not necessarily create them
Fourth Practicum Block (PRAC 445 - 4 weeks)

Week 1

The Teacher Candidate:

- observes and becomes familiar with the following: classroom and daily routines; classroom organization; student learning; teacher expectations for students; classroom management and assessment techniques
- becomes familiar with curriculum expectations and assessment for learning in their Associate Teacher’s classroom
- assists students with individual and group work from the beginning of the practicum component
- discusses procedures for daily feedback with Associate Teacher
- leads the class for short segments until class routines are familiar
- has a three-hour work session addressing PROF 416 discussion topics and/or assignments

Weeks 2 - 3

The Teacher Candidate:

- takes on more responsibilities for lesson planning, teaching, and assessment for, as, and of learning. During Week 3 the Teacher Candidate should have the opportunity to demonstrate the ability to sustain a substantial teaching load (teaching 50-75% of the time).
- incorporates Aboriginal education content whenever possible
- may expand lesson planning into unit planning
- In Week 3 has a three-hour work session addressing PROF 416 discussion topics and/or assignments

Fifth Practicum Block (PRAC 465 - 5 weeks)

In this, the final practicum, Teacher Candidates should have as many opportunities as possible to demonstrate their capacity across all aspects of classroom teaching.

Week 1

The Teacher Candidate:

- begins the practicum with observation and becomes acquainted with students and routines
- discusses procedures for daily feedback with Associate Teacher

Weeks 2 – 5

The Teacher Candidate:

- assumes more responsibilities for lesson planning, instruction and assessment for, as, and of learning. During Weeks 3 and 5, the Teacher Candidate should have the opportunity to demonstrate the ability to sustain a substantial teaching load (e.g. teaching 75% of the time maximum – However, Candidates are never required to teach more than 75% of the school week).
- incorporates Aboriginal education content whenever possible.

During each practicum component, Primary-Junior Teacher Candidates require 3 hours a week (during school time) to work on their PROF 415 and 416 course discussion topics (as detailed in the course syllabus). The weekly sessions should be arranged at a time during the week that is mutually convenient for Teacher Candidates and Associate Teachers. In the Winter Term, Teacher Candidates should have at least two work sessions, one during Week 1 and one during Week 3.
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. **Candidates must remember that the priority in your Associate Teacher’s classroom is always student learning. As a Teacher Candidate, your role is to support student learning while focusing on your own professional education. Teacher Candidates 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.)
- complete Health & Safety training required by the school or board
- 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 and provide lesson materials for your Associate Teacher as appropriate
- show initiative in planning, preparation, and finding resources
- clarify with your Associate Teacher, if a 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 address 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

**Assessment**

- review assessment forms and accompanying rubric in advance of each practicum
- complete a self-assessment mid-way through each practicum component. The assessment will assist candidates in determining proficiency at that particular point in their 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 and submitted by the due dates indicated, and keep a copy of the completed forms
• fax or e-mail all completed assessment forms to the ATEP Central Office immediately following completion and at the required times as specified by the letter issued to your Associate Teacher by the ATEP Central Office.

**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.

### 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 the 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
- ensure that a Teacher Candidate never assumes full responsibility for a class
- where possible, ensure candidates are given ample time to finish any planning, marking of assignments, or grading of tests by the end of a practicum component

**Daily Feedback**
- discuss procedures for providing daily feedback to the Teacher Candidate
- provide daily constructive feedback, verbal and written, as though mentoring a beginning teacher
- guide the Teacher Candidate in the development of more effective teaching strategies
- contact the Faculty Liaison and/or the On Site Coordinator **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 Formative Report form by the end of the second week of a four-week practicum, or at the mid-point of a three-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 before final submission. See page 63 for submission deadlines.
- contact the Faculty Liaison and/or the Student Liaison Officer **immediately** if it is likely that the overall assessment on either the Interim Formative Report or the Summative Practicum Assessment is likely to indicate “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 3-5 classroom days to fulfill the recommendations for improvement as set out on the form. If there are not 3-5 school days left in the practicum component in which the Candidate in Difficulty form is initiated, the date for achieving the recommendations can extend into a subsequent practicum block.

- initiate a “Supporting a Candidate in Difficulty” process with the assistance of the Faculty Liaison, as soon as it is evident a candidate is experiencing difficulties and/or is in jeopardy of being unsuccessful (see page 25 for more information on this process)

- provide a signed, dated copy of each of the completed forms the Teacher Candidate, who takes responsibility for distribution as indicated on the form

**Note:** Teacher Candidates have the same responsibility for the well-being of pupils as certified teachers.

### Roles & Responsibilities of School Liaisons

**Orientation**
- distribute the candidate’s Background Information Form to the appropriate Associate Teacher
- welcome Teacher Candidates and introduce them to the school community
- provide a tour of the school
- 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

**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 Placement Officer 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

Visiting
- contact and/or visit the Associate School prior to the start of the practicum and confirm visit dates and details
- normally visits the school and observes the Teacher Candidate twice a year – in Year One visits typically occur during the 1st practicum (PRAC 415) and the 3rd practicum (PRAC 435); in Year Two visits typically occur during the 4th and 5th practicum placements (PRAC 445 and PRAC 465)
- observe each candidate in the classroom and meet with the Associate Teacher once in the Fall Term and once in the Winter Term
- provide the Student Liaison Officer and ATEP Director-Coordinator with a report of the school visit promptly after each visit

Communication
- initiate contact with the Host School in advance of each practicum block to provide contact information to the Associate Teacher, Teacher Candidate, and School Liaison and to obtain the Associate Teacher’s email address
- prior to each practicum placement, check with the Associate School to ensure that practicum materials (handbooks and forms) have been received, and that Associate Teachers and Teacher Candidates are familiar with procedures in using the forms
- make email contact with each Associate Teacher in the second week of each practicum component 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 to complete any assignments
- orient the Associate Teacher, School Liaison to the PROF 415 and PROF 416 courses by providing information about the courses and stressing the importance of the Teacher Candidates being allotted 3 hours per week for any assignment work
- facilitate placements with the Student Liaison Officer and School Liaison as required

Assessment and Evaluation
- observe each Teacher Candidate in the teaching setting during the Fall and Winter terms and provide feedback and suggestions
- review each Teacher Candidate’s Interim Formative Report, Self-Assessment and Summative Assessment
- initiate a Practicum Review process and if needed, a Candidate-in-Difficulty form if the Associate Teacher is concerned about progress or performance, or for any Teacher Candidate whose assessment indicates an overall rating of ‘Does Not Meet Expectations’. The Supporting a Candidate in Difficulty form must be initiated as soon as it becomes evident the practicum may be in jeopardy to ensure due process and allow the candidate 3-5 days to fulfill recommendations for improvement.
- notify the Student Liaison Officer and/or ATEP Director-Coordinator immediately should there be any concern with a placement, before the end of the practicum of concern
- fax or email a completed Faculty Liaison Observation Report form to the ATEP Central Office immediately following the observation visits.
Roles & Responsibilities of MNS ATEP
Instructor Coordinator and Program Support

Orientation
- provide support for those who contact the community-based office with practicum inquiries by connecting them with the appropriate individual/school/office
- work with the ATEP Central Office on the annual school year orientation including practicum orientation information

Administration
- assist the Faculty Liaison in arrangements of visits to host schools as needed
- assist the ATEP Administrative Assistant in tracking missing and incomplete forms with the assistance of the TCs, School Liaisons, and Faculty Liaisons, if necessary

Communication
- provide on-going communication, information, and support for Teacher Candidates, Associate Teachers, School Liaisons, Faculty Liaisons, and ATEP Central Office
- refer Teacher Candidates and other individuals to the ATEP Central Office for matters pertaining to practicum placements
- liaise with regional schools on request from the ATEP Central Office

Reporting
- at the request of the ATEP Central Office, contribute to reports on practicum-related details
Supporting Teacher Candidates in Difficulty

Each of the five regular practicum components is graded separately. The Supporting a Candidate in Difficulty form is valid regardless of whether or not a Teacher Candidate signs either part of the form. Refusal to sign the form may fall under ‘failing to maintain a professional standard’ (see Professional Ethics on page 5) and the Teacher Candidate could receive a grade of ‘Fail’.

The Associate Teacher and/or the Teacher Candidate must contact the Faculty Liaison as soon as it becomes apparent that there are any difficulties or it is believed that success in the practicum is in jeopardy. Due process must be given to the Teacher Candidate allowing them time to improve in any area(s) of difficulty identified by the Associate Teacher and/or Faculty Liaison. There must be 3-5 days remaining in the practicum component in order to fulfill any Recommendations for Improvement. 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.

Summer Term 1 Practicum – Introduction to Schools – PRAC 415

In order to be successful in the Introduction to Schools practicum, candidates must demonstrate:

- Punctuality, initiative and dependability
- Professional conduct, discretion and consideration of colleagues and students
- Skills to maintain the safety and security of students

Candidates who do not demonstrate these attributes and abilities during the Introduction to Schools practicum may jeopardize continuation in the B.Ed./Dip.Ed. program.

Fall Term 1 Practicum – PRAC 425 and Winter Term 1 Practicum PRAC 435

Candidates must receive a minimum Overall Rating of ‘Progressing Toward Expectations’ in order to be successful. For many, this is the first practicum where they will relate theory to practice. Planning and preparing, presentation and assessment are all skills that are at the beginning stages for many, making Progressing Toward Expectations an acceptable rating for some elements of practice at this stage in the program. The Associate Teacher can rate specific Elements of Practice lower and provide a brief explanation of the rating, as long as the Overall Rating on the summative assessment is a passing rating.

The Faculty Liaison, in consultation with the Associate Teacher, must complete Part 1 of the Supporting a Candidate in Difficulty form (see sample form in this handbook; fillable forms are available at http://educ.queensu.ca/atep-office or from the Student Liaison Officer and/or Faculty Liaison), addressing the areas of concern and giving reasonable and realistic recommendations for improvement to be demonstrated by the Teacher Candidate within 3-5 days (maximum 5 days). The number of days will be negotiated between the Associate Teacher, Faculty Liaison and Teacher Candidate.

- The Associate Teacher and the Faculty Liaison must keep appropriate documentation regarding all areas of inadequate progress in order to provide detailed recommendations for improvement on Part 1-Recommendations for Improvement Form of the Supporting a Candidate in Difficulty process.

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 ATEP Coordinator (delegate), in consultation with the Faculty Liaison, will complete a faculty assessment. Within one business day of the date by which the recommendations are to be fulfilled, the Faculty Liaison will submit their final report to the ATEP Coordinator (delegate) to indicate whether the TC has completed the recommendations successfully.

Upon completion of the allotted days for improvement, Part 2-Outcomes Form of the Supporting a Candidate in Difficulty process must be completed detailing the outcomes and indicating whether or not the candidate has fulfilled the recommendations for improvement. The Overall Rating given on Part 2-
Outcomes Form must be the same Overall Rating given on the summative assessment for that practicum component.

- If the candidate fulfills the recommendations for improvement within the specified number of days (maximum 5 days), the candidate must receive an Overall Rating on the assessment of at least ‘Progressing Toward Expectations’.
- If the candidate is unable to fulfill the recommendations for improvement within the specified number of days (maximum 5 days), the Overall Rating on the assessment must be submitted as ‘Does Not Meet Expectations’ and the practicum component will be graded as ‘Fail’.

If no ‘Supporting a Candidate in Difficulty’ process is initiated by either the Associate Teacher or Faculty Liaison, a minimum overall rating of ‘Progressing Towards Expectations’ must be granted for PRAC 425 and/or PRAC 435.

Fall Term 2 Practicum – PRAC 445
Candidates must receive an Overall Rating of Meets Expectations in order to be successful. Candidates will have had 6 weeks of formal practicum in which to develop their skills. At this stage of the B.Ed./Dip.Ed. program, candidates are expected to achieve an Overall Rating of Meets Expectations. Some candidates may still be Progressing Toward Expectations in a few elements of practice, but showing enough growth in those areas that, with further practice, they will meet expectations.

The Associate Teachers and Faculty Liaison must communicate immediately if a candidate receives an overall rating of Inadequate Progress, or a rating of Progressing Toward Expectations or lower in any of the Elements of Practice on the Interim Formative report which is completed at the end of week 2 in the Winter term practicum.

The Faculty Liaison, in conjunction with the Associate Teacher, must complete Part 1-Recommendations for Improvement Form of the Supporting a Candidate in Difficulty process, addressing the areas of concern and giving reasonable and realistic recommendations for improvement to be demonstrated by the Teacher Candidate within 3-5 days (maximum 5 days). The number of days will be negotiated between the Associate Teacher, Faculty Liaison and Teacher Candidate.

- The Associate Teacher and the Faculty Liaison must keep appropriate documentation regarding all areas of inadequate progress in order to provide detailed recommendations for improvement on Part 1-Recommendations for Improvement Form of the Supporting a Candidate in Difficulty process.

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 ATEP Coordinator (delegate), in consultation with the Faculty Liaison, will complete a faculty assessment. Within one business day of the date by which the recommendations are to be fulfilled, the Faculty Liaison will submit their final report to the ATEP Coordinator (delegate) to indicate whether the TC has completed the recommendations successfully.

Upon completion of the allotted days for improvement, Part 2-Outcomes Form of the Supporting a Candidate in Difficulty process must be completed detailing the outcomes and indicating whether or not the candidate has fulfilled the recommendations for improvement. The Overall Rating given on Part 2-Outcomes Form must be the same Overall Rating given on the summative assessment for that practicum component.

- If the candidate fulfills the recommendations for improvement within the specified number of days (maximum 5 days), the candidate must receive an Overall Rating on the assessment of at least ‘Meets Expectations’.
- If the candidate is unable to fulfill the recommendations for improvement within the specified number of days (maximum 5 days), the Overall Rating on the assessment must be submitted as ‘Does Not Meet Expectations’ and the practicum component will be graded as ‘Fail’.

If no Supporting a Candidate in Difficulty process is initiated by either the Associate Teacher or Faculty Liaison, a minimum Overall Rating of Meets Expectations must be granted for PRAC 445 practicum components.
Final Practicum – PRAC 465  

Candidates must receive an Overall Rating of *Meets Expectations* in order to be successful. Candidates have had 10 weeks of formal practicum to enhance their skills. At this stage of the B.Ed./Dip.Ed. program, candidates are expected to achieve a minimum Overall Rating of *Meets Expectations*. Candidates should have very few Progressing Toward Expectations in the elements of practice.

The Associate Teacher and Faculty Liaison (or designate) must communicate immediately if a candidate receives an overall rating of Inadequate Progress, or a rating of Progressing Toward Expectations or lower in any of the Elements of Practice on the Interim Formative report which is completed at the end of week 2 in practicum PRAC 465.

The Faculty Liaison (or designate) in conjunction with the Associate Teacher must complete Part 1 of the Supporting a Candidate in Difficulty form, addressing the areas of concern and giving reasonable and realistic recommendations for improvement to be demonstrated by the Teacher Candidate within 3-5 days (maximum 5 days). The number of days will be negotiated between the Associate Teacher, Faculty Liaison and Teacher Candidate.

- The Associate Teacher and the Faculty Liaison must keep appropriate documentation regarding all areas of inadequate progress in order to provide detailed recommendations for improvement on *Part 1-Recommendations for Improvement Form* of the Supporting a Candidate in Difficulty process.

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 ATEP Coordinator (delegate), in consultation with the Faculty Liaison, will complete a faculty assessment. Within one business day of the date by which the recommendations are to be fulfilled, the Faculty Liaison will submit their final report to the ATEP Coordinator (delegate) to indicate whether the TC has completed the recommendations successfully.

Upon completion of the allotted days for improvement, *Part 2- Outcomes Form* of the Supporting a Candidate in Difficulty process must be completed detailing the outcomes and indicating whether or not the candidate has fulfilled the recommendations for improvement. The Overall Rating given on *Part 2-Outcomes Form* must be the same Overall Rating given on the summative assessment for that practicum component.

- If the candidate fulfills the Recommendations for Improvement within the specified number of days (maximum 5 days), the candidate must receive an Overall Rating on the assessment of, at least, ‘Meets Expectations’.
- If the candidate is unable to fulfill the recommendations for improvement within the specified number of days (maximum 5 days), the Overall Rating on the assessment must be submitted as ‘Does Not Meet Expectations’ and the practicum component will be graded as ‘Fail’.

If no Supporting a Candidate in Difficulty process is initiated by either the Associate Teacher or Faculty Liaison, a minimum Overall Rating of *Meets Expectations* must be granted for PRAC 465 practicum components.
Faculty Liaison Initiated - Supporting a Candidate in Difficulty process

Candidates who did not have a Supporting a Candidate in Difficulty process initiated, but had ‘Progressing Toward Expectations’ or ‘Does Not Meet Expectations’ in a significant number of Elements of Practice, may have a Faculty Liaison Initiated - Supporting a Candidate in Difficulty process implemented during the next practicum component. The candidate will become familiar with the class and routines if it is a new classroom. The Recommendations for Improvement will be addressed and must be fulfilled by no later than Wednesday of the final week. If the Recommendations for Improvement are not fulfilled, the practicum component for which the Faculty Liaison Initiated - Supporting a Candidate in Difficulty Process will be deemed a failed practicum component.

Failing a Practicum

- After a failed practicum component, the Faculty Liaison (or designate for PRAC 465) must meet with the candidate to debrief.
- A candidate who fails a practicum component must complete the requirements for the failed component during the timeframe of the next practicum. In cases where a candidate fails a three-week PRAC course and the next scheduled PRAC course is four weeks, the candidate will only complete three weeks to fulfill the requirements of the failed PRAC course.
- Each practicum component is a pre-requisite to the next and must be successful before the candidate is allowed to continue on to the subsequent practicum.
- Candidates who fail a practicum component must register and pay for the course again.
- Candidates who receive a grade of ‘Fail’ in two practicum components (or the same practicum twice) will be deemed to have failed the practicum requirement of the B.Ed./Dip.Ed. program and will not be allowed to take any more PRAC courses. As a result, the candidate will not be eligible to receive a B.Ed. degree or Diploma in Education and may choose to withdraw from the program at that time.

Teacher Candidates can also receive a Failing grade for a practicum component if:

- A Teacher Candidate’s responsibilities are reduced by the Associate Teacher to “observe and assist” due to inadequate progress, regardless of whether or not a Supporting 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 whether or not a Supporting a Candidate in Difficulty form has been initiated.
- A Teacher Candidate abandons a practicum at any time before the end of the component.
- A Teacher Candidate fails to maintain a professional standard. (See Professional Ethics included in this handbook.)
# Supporting a Candidate in Difficulty – Part 1

## Recommendations for Improvement Plan

**Candidate:**

**Faculty Liaison:**

**School:**

**Associate Teacher:**

**Practicum:**

1. [ ]
2. [ ]
3. [ ]
4. [ ]
5. [ ]

**Other** [ ]

**Practicum Length (weeks):**

**Grade/Subject:**

**Date:**

**Date by which recommendations must be implemented:**

## Areas of Concern (based on Elements of Practice):

- Professionalism
- Supporting Learners
- Planning & Preparing
- Lesson Presentation
- Assessment

## Detailed Recommendations for Sustained Improvement:

Completed by the end of the practicum component in which the **Supporting a Candidate in Difficulty** form was initiated.

---

**Signatures:**

*Please check if there is a continuation of recommendations on page two* [ ]

**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 Supporting a Candidate in Difficulty process section has been completed.*
Candidate: __________________________  Faculty Liaison: __________________________

School: __________________________  Associate Teacher: __________________________

Practicum: 1 ☐  2 ☐  3 ☐  4 ☐  5 ☐  Other ☐  Practicum Length (weeks): ______

Grade/Subject: __________________

Date: __________________________  Date by which recommendations must be implemented: ____________

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.

Based on the outcomes of the above Recommendations for improvement, the overall rating on the assessment is (please choose a rating):

☐ Teacher Candidate has fulfilled the recommendations  ☐ Teacher Candidate 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 Supporting a Candidate in Difficulty process section has been completed.
Assessments

Assessments are completed by each Associate Teacher working with each ATEP Teacher Candidate. For practicum placements in the Fall and Winter terms and the final Summer Term, a minimum of one Interim Formative Report and one Summative Practicum Assessment is required each term 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. Host schools and Associate Teachers receive assessment forms and relevant information from the ATEP Central Office, and are advised to contact their Faculty Liaison for support and guidance in using these materials, as needed.

The final mark for the practicum is based assessment of the practicum reports from the Associate Teachers and the Faculty Liaison reports. Completed forms, i.e. Interim Formative, Self and Summative assessments are required for both the Faculty and ATEP database. Forms are used in assessing progress, and ultimately in assigning a passing grade. Therefore, it is crucial that all forms are submitted correctly and promptly.

The Assessment Rubric is located on page 29. It 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 each particular point in her/his B.Ed./Dip.Ed. program. Please note that Teacher Candidates working primarily at the ‘Does Not Meet Expectations’ level are not meeting the required expectations for professional practice required by Queen’s University and a “Supporting a Candidate in Difficulty” process must be initiated.

Summer 1 – An Interim and a Summative practicum assessment must be completed for the Introduction to Schools practicum component. This assessment includes a checklist of tasks and duties in which the candidate could be involved during the practicum.

In order to be successful in the Introduction to Schools practicum, candidates must demonstrate:

- Punctuality, initiative and dependability
- Professional conduct, discretion and consideration of colleagues and students
- Skills to maintain the safety and security of students

Candidates who do not demonstrate these attributes and abilities during the Introduction to Schools practicum may jeopardize continuation in the B.Ed./Dip.Ed. program.

The Faculty Liaison assigned to observe candidates in Summer 1 will contact each Associate Teacher early in the 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. Nearer the end of the practicum the Faculty Liaison will visit the school to meet with the Associate Teacher and the Teacher Candidate.

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

Fall/Winter 1 & 2 - The Faculty Liaison assigned to support candidates in the Fall and Winter terms will contact each Associate Teacher in the second 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. Normally, the Faculty Liaison will conduct a school visit during the Winter Term.

Associate Teachers who have concerns about a Teacher Candidate’s progress at any time during the practicum must contact the Faculty Liaison immediately. A Supporting a Candidate in Difficulty form may be initiated (see page 25).
Associate Teachers complete the **Summative Assessment** prior to discussion and review with the Teacher Candidate before final submission. See page 28 for submission deadlines, and the bottom of the form for submission instructions.

In the Fall and Winter terms and the final Summer, Associate Teachers complete an Interim Formative report at the mid-point. A candidate with an overall rating of ‘Inadequate Progress’ on the Interim Formative report must have a Supporting a Candidate in Difficulty process initiated to assist them in achieving an overall rating of Meets Expectations. Alternately, if a candidate has a rating of ‘Progressing Toward Expectations’ in three or more of the Elements of Practice, the Associate Teacher and Faculty Liaison must communicate regarding whether a Supporting a Candidate in Difficulty procedure should be initiated.

Candidates must receive a **minimum overall rating of Progressing Toward Expectations on Fall (PRAC 425) and Winter (PRAC 435) term summative assessments in Year One, and a minimum overall rating of Meets Expectations in Fall (PRAC 445) and Summer (PRAC 465) term summative assessments in Year Two**, to receive a passing grade for those practicum components.

Teacher Candidates complete a self-assessment at the mid-point of each practicum component (with the exception of Summer 1). This assessment is intended to assist candidates in determining their level of teaching proficiency, based on reasonable expectations at that particular point in their program. The Teacher Candidate shares a copy of the Self-assessment with the Associate Teacher and Faculty Liaison.

Assessment forms are found on the Faculty of Education (ATEP Office link) at http://educ.queensu.ca/atep-office. Forms can be downloaded at this link. 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 Formative Report, the Candidate Self-Assessment, and the Summative 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 as instructed on the bottom of each form.**

### Assessment Due Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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</thead>
</table>
| Mid-Practicum (e.g. middle of the second week of a three-week practicum, or end of the second week of four-week practicum placement) | • The **Interim Formative Report** is completed at the mid-point of the practicum by the Associate Teacher, and reviewed with the Teacher Candidate.  
• The **Candidate Self-Assessment** form is completed at the mid-point of the practicum by the Teacher Candidate.  
• 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.  
• The ATEP Program/Administrative Assistant then immediately forwards forms electronically to the Student Liaison Officer, the Faculty Liaison and the ATEP Coordinator/designate. |
| Last Day of the Practicum Placement | • The **Summative Practicum Assessment** form is completed by the Associate Teacher at the end of the practicum, and is reviewed with the Teacher Candidate in advance of submission.  
• The last day of the practicum, the Teacher Candidate faxes copies of the completed, signed and dated forms to the ATEP Program/Administrative Assistant.  
• The ATEP Program/Administrative Assistant then immediately forwards the form electronically to the the Faculty Liaison and the ATEP Coordinator/designate. |
MNS 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, and a “Supporting a Candidate in Difficulty process must be initiated.

*Please see the section on Supporting a Candidate in Difficulty process. A minimum overall rating of Progressing Toward Expectations must be granted in the Fall 1 (PRAC 425) and Winter 1 (PRAC 435) terms, and a minimum overall rating of Meets Expectations must be granted in the Fall 2 (PRAC 445) and Summer 2 (PRAC 465) terms, if there has been no Supporting a Candidate in Difficulty process initiated in those components. The Faculty Liaison (or designate) must communicate with Associate Teachers immediately if a candidate receives an Overall Rating of Inadequate Progress, or several ratings of Progressing Toward Expectations or lower in any of the Elements of Practice on the Interim Formative report in the Fall 2 (PRAC 445) or Summer 2 (PRAC 465) practicum components. When indicated, the Supporting a Candidate in Difficulty process must be initiated.

<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>
<tr>
<td>1. Initiative &amp; dependability</td>
<td>Makes an outstanding contribution to teaching and learning</td>
<td>Effectively assumes appropriate degree of responsibility for the classroom; takes initiative to contribute to students’ learning in many ways</td>
<td>Is dependable in completing formally assigned classroom responsibilities</td>
<td>Does not actively seek direction or requires monitoring to assure completion of assigned tasks</td>
<td></td>
</tr>
<tr>
<td>2. Discretion &amp; professional judgement</td>
<td>Analyzes and adapts effectively to unexpected circumstances and changes in the classroom situation; demonstrates sophisticated judgement in all situations</td>
<td>Uses appropriate professional judgement and discretion in relation to interactions with students; demonstrates sound judgement in dealing with parents, peers and colleagues</td>
<td>Is not consistently discrete and professional in relation to classroom or school practices</td>
<td>Does not demonstrate discretion appropriate to the profession</td>
<td></td>
</tr>
<tr>
<td>3. Response to 3. Mentorship</td>
<td>Is proactive in shaping, revising, pursuing and demonstrating professional growth during the practicum</td>
<td>Invites and incorporates Associate Teacher feedback about improving teaching practices; demonstrates progress towards teaching and learning goals; uses self-reflection and assessment information to inform next steps for teaching practice</td>
<td>Incorporates Associate Teacher-initiated feedback to enhance teaching and learning</td>
<td>Requires continuous coaching to connect Associate Teacher’s feedback to the improvement of teaching practice</td>
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</tbody>
</table>
## Elements of Practice

<table>
<thead>
<tr>
<th>Placement</th>
<th>Supports</th>
<th>Meets Expectations</th>
<th>Progressing Toward Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>II – Supporting a Community of Learners</strong></td>
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</tr>
<tr>
<td>1. Promoting a safe and trusting learning community</td>
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</tr>
<tr>
<td><strong>Exceeds Expectations</strong></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>
</tr>
<tr>
<td><strong>Meets Expectations</strong></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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<tr>
<td>2. Promoting a positive Aboriginal learning community</td>
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<tr>
<td><strong>Exceeds Expectations</strong></td>
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<tr>
<td><strong>Meets Expectations</strong></td>
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<tr>
<td>3. Promoting student independence</td>
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<tr>
<td><strong>Exceeds Expectations</strong></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>
</tr>
</tbody>
</table>
### III – Planning and Preparing

<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>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>
<td></td>
</tr>
<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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</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>Elements of Practice</td>
<td>No Opportunity to Demonstrate</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Progressing Toward Expectations</td>
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<td>IV – Lesson Presentation</td>
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</tr>
<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>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>5. Engaging all the learners</td>
<td>Demonstrates completed facility in using wait time to allow all students to respond; using techniques such as Think-Pair-Share to promote engagement by all learners; using questions that go beyond literal interpretation to inferential and critical thinking; Uses approaches which show a sophisticated understanding of individual student needs and interests</td>
<td>Demonstrates skill and consistency in using wait time to allow all students to respond; using techniques such as Think-Pair-Share to promote engagement by all learners; using questions that go beyond literal interpretation to inferential and critical thinking</td>
<td>Demonstrates some consistency in using wait time to allow all students to respond; using techniques such as Think-Pair-Share to promote engagement by all learners; using questions that go beyond literal interpretation to inferential and critical thinking</td>
<td>Demonstrates limited consistency in using wait time to allow all students to respond; using techniques such as Think-Pair-Share to promote engagement by all learners; using questions that go beyond literal interpretation to inferential and critical thinking</td>
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</table>
### V. Assessment

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<thead>
<tr>
<th>Elements of Practice</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><strong>1. Assessment for learning</strong></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>
</tr>
<tr>
<td><strong>2. Assessment as learning</strong></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>
</tr>
<tr>
<td><strong>3. Assessment of learning</strong></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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</tbody>
</table>
**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 available to use the appropriate lesson organizers unique to each curriculum area.
Teacher Candidate __________________________ Date of Placement: May 7-25, 2018
Associate Teacher __________________________ Grade _______
School __________________________ Board __________________________
Location __________________________ Days Absent _______

Formative Assessment (completed at the practicum mid-point)  Dates: May 7 to May 15, 2018
Summative Assessment (completed on the final day)  Dates: May 16 to May 25, 2018

Please check off the tasks and duties in which the candidate was involved. For the Formative Assessment, it is expected that the Teacher Candidate’s assessment would have no more than two missing check marks from each column below. For the Summative Assessment, it is expected that the assessment would have no more than one missing check from each column.

<table>
<thead>
<tr>
<th>OBSERVED</th>
<th>ASSISTED</th>
<th>INITIATED</th>
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<tbody>
<tr>
<td>observed in the classroom and other learning spaces</td>
<td>assisted with preparation of learning materials</td>
<td>designed a short learning activity</td>
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<tr>
<td>observed at PLC/ staff meetings</td>
<td>assisted individual students with their learning</td>
<td>delivered a short learning activity</td>
</tr>
<tr>
<td>observed at other school events</td>
<td>assisted small groups of students with their learning</td>
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<tr>
<td>recorded observations</td>
<td>assisted with daily routines (transition times; handing out, collecting materials…)</td>
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<tr>
<td>recorded reflections regarding observations (“the why behind the what”)</td>
<td>assisted with yard/hall/bus duty</td>
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<tr>
<td>discussed observations and reflections with you</td>
<td>assisted with extra-curricular activities</td>
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<tr>
<td>provided you with a copy of observations and reflections when requested</td>
<td>assisted with other tasks</td>
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Further Comments (Please use additional sheets as needed.)

Did the candidate demonstrate the following attributes?

- Punctuality, Initiative and dependability
- The ability to maintain the safety and security of students
- Professional conduct, discretion and consideration of colleagues and students

Associate Teacher __________________________ Date __________________________
Teacher Candidate __________________________ Date __________________________
(Signature indicates receipt of the assessment only)

Associate Teachers and Teacher Candidates must sign and date the report.

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

We wish to express our sincere thanks for your contribution to the professional growth and development of our Teacher Candidates.
This assessment 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 in this first formal teaching session in her/his B.Ed./Dip.Ed. six-term program.

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 Supporting 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. 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>Candidate Name</th>
<th>School</th>
<th>Grade/Subject</th>
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<th>Date (end)</th>
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### 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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<th>III – Planning and Preparation</th>
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## IV – Lesson Presentation

| 1. Instructional strategies |                            |                      |                    |                               |                            |
| 2. Lesson management        |                            |                      |                    |                               |                            |
| 3. Awareness of classroom dynamics |                       |                      |                    |                               |                            |
| 4. Appropriate and effective use of language |                        |                      |                    |                               |                            |
| 5. Engaging all the learners |                            |                      |                    |                               |                            |
| Comments, next steps...     |                            |                      |                    |                               |                            |

## V – Assessment

| 1. Assessment for learning  |                            |                      |                    |                               |                            |
| 2. Assessment as learning  |                            |                      |                    |                               |                            |
| 3. Assessment of learning  |                            |                      |                    |                               |                            |
| Comments, next steps...     |                            |                      |                    |                               |                            |

### Overall Rating (check one):

|                      |                            |                      |                    |                               |                            |

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
MNS ATEP Candidate Self-Assessment

Candidate Name: ____________________________  School: ____________________________

Associate Teacher: ____________________________  Grade/Subject: ____________________________

Liaison: _____________________________________  Date: ____________________________

(Please check appropriate box)
☐ PRAC 425  ☐ PRAC 435  ☐ PRAC 445  ☐ PRAC 465  ☐ 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 program.

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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<tr>
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Associate Teacher Signature: ____________________________

Teacher Candidate Signature: ____________________________

Date: ____________________________

Date: ____________________________

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*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
MNS ATEP Interim Formative Assessment

Candidate Name: __________________________________ School: __________________________________

Associate Teacher: __________________________ Grade/Subject: __________________________________

Liaison: __________________________________________ Date: ______________________________________

(Please check appropriate box)
☐ PRAC 425  ☐ PRAC 435  ☐ PRAC 445  ☐ PRAC 465  ☐ Other_________________

Overall Progress: ☐ As Expected  ☐ Inadequate Progress

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| Supporting a Community of Learners: |                      |                      |                   |                               |                           |
|------------------------------------|                      |                      |                   |                               |                           |
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| Promoting student independence     |                          |                      |                   |                               |                           |
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ATEP Program/Administrative Assistant
Telephone: 1-800-862-6701  Fax: 613-533-6203  Email: atep@queensu.ca

Sample
Manitoulin-North Shore
Aboriginal Teacher Education Program (MNS ATEP)
Summative Practicum Assessment

This assessment 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 in this first formal teaching session in her/his B.Ed./Dip.Ed. six-term program.

A candidate who is still ‘Progressing Toward Expectations’ in PRAC 445 and/or PRAC 465 by the mid-point in the practicum must be assisted with a formal ‘Supporting a Candidate in Difficulty’ process to try and achieve a minimum overall rating of ‘Meets Expectations.’ Please see page 21 of this handbook for information on the ‘Supporting a Candidate in Difficulty’ process.

Candidate Name ____________________________________________ School _______________________________________

Associate Teacher __________________________________________ Grade/Subject __________ Days Absent ___________

Date (start) __________________ Date (end) __________ Days Absent __________

Practicum 3 (PRAC 435 – 3 weeks) ☐ Practicum 4 (PRAC 445 – 3 weeks) ☐ Practicum 5 (PRAC 465 – 5 weeks) ☐ Other ☐

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I – Professionalism

1. Initiative, dependability & punctuality
   Effectively assumes appropriate degree of responsibility for the classroom
   Takes initiative to contribute to students’ learning in many ways

2. Discretion & professional judgement
   Uses appropriate professional judgement and discretion in relation to interactions with students
   Demonstrates sound judgement in dealing with parents, peers and colleagues

3. Response to mentorship
   Invites and incorporates Associate Teacher feedback to improve teaching practices
   Uses self-reflection and assessment information to inform next steps for the candidate’s teaching practice
   Demonstrates progress towards achieving teaching and learning goals

Comments, next steps...

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### II – Supporting a Community of Learners

1. **Promoting a safe and trusting learning community**  
Demonstrates skill and consistency in using routines and monitoring classroom behaviours in order to maintain a safe and supportive classroom environment for all students

2. **Promoting a positive Aboriginal learning community**  
Establishes and maintains positive rapport. Models respectful relations with others  
Utilizes culturally appropriate means of interaction  
Practices accountability procedures appropriate to Aboriginal learners and community

3. **Promoting student independence**  
Structures activities so that students learn to identify their strengths and weaknesses, make decisions about next steps, and monitor their progress towards expectations

Comments, next steps...

### 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>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructional strategies</td>
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<tr>
<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>
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<tr>
<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>
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<tr>
<td>Adapts and modifies teaching and learning activities based on student responses</td>
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<tr>
<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>
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<td>Expresses ideas, directions and options clearly</td>
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<tr>
<td>Models a relevant standard for oral and written work</td>
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<td>5. Engaging all the learners</td>
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<tr>
<td>Uses effective questioning</td>
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<tr>
<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><strong>Comments, next steps...</strong></td>
<td></td>
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</tbody>
</table>

## V – Assessment

<table>
<thead>
<tr>
<th>V – 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>1. Assessment for learning</td>
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<tr>
<td>Effectively uses appropriate assessment strategies and recording devices to collect and record information on how student learning is progressing</td>
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<tr>
<td>Helps students use this information for next steps</td>
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<tr>
<td>2. Assessment as learning</td>
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<tr>
<td>Creates opportunities for student self-assessment to help students to identify their learning needs</td>
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<tr>
<td>Helps students to create appropriate, short term curricular, personal or learning skill goals</td>
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<tr>
<td>Makes judgements about achievement in fair, transparent and equitable ways</td>
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<tr>
<td>3. Assessment of learning</td>
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<tr>
<td>Constructs and uses a variety of assessment strategies and recording devices that are aligned with instruction and yield an accurate and adequate picture of achievement</td>
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<tr>
<td>Makes judgements about achievements in fair, transparent and equitable ways.</td>
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<tr>
<td><strong>Comments, next steps...</strong></td>
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</tr>
</tbody>
</table>

### Overall Rating (check one):

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Progressing Toward Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
</table>

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

**Associate Teacher Signature:**

**Teacher Candidate Signature:**

**Date:** ____________________  ____________________  ____________________  ____________________  ____________________  ____________________  ____________________

**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
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
Section 3:
Guidelines for Candidates and Recipients of the
Ontario College of Teachers Transitional
Certificate of Qualification and Registration

The OCT Transitional Certificate of Qualification and Registration

The Transitional Certificate of Qualification and Registration is granted by the Ontario College of Teachers (OCT) to eligible teacher candidates before they have completed their teacher education program. This certificate may permit eligible MNS ATEP Teacher Candidates to complete a portion of their practicum requirements while continuing to work in their teaching position.

To be eligible to qualify for the Transitional Certificate of Qualification and Registration (TCoQR), Ontario College of Teachers regulations particularly relevant to the MNS ATEP state that the applicant:

- holds an acceptable post-secondary degree or qualifications the College considers to be equivalent to such a degree … and has successfully completed the first session of a multi-session program of professional education described in subsection 1 (2) or clause 1 (3) (a) of the accreditation regulation. O. Reg. 176/10, s. 14 (2); OR
- is of First Nation, Métis or Inuit ancestry; holds a secondary school graduation diploma or has qualifications that the College considers to be equivalent to holding such a diploma; and has successfully completed the first session of a multi-session program of professional education described in subsection 1 (4) of the accreditation regulation for persons of First Nation, Métis or Inuit ancestry, which prepares them to teach the primary and junior divisions. O. Reg. 176/10, s. 14 (4).

Further, Candidates must be enrolled in a College-accredited, multi-session program (or an equivalent program in another Canadian province or territory) that offers the following in the first session of the program:

- “a practicum of a minimum of 10 days that meets the requirements set out in subsection 9(2) of the accreditation regulation, and…
- 12 post-secondary credits or their equivalent, of which … 6 credits are in foundational studies and 6 credits are in methodology (curriculum) studies” (taken from OCT Memo: Multi-Session Programs of Professional Education / Certification Requirements Effective May 2011 (November 15, 2011, found at: https://www.oct.ca/network/teacher-education-providers/memorandums).

Eligible Teacher Candidates can apply for the Transitional Certificate of Qualification and Registration (TCoQR) after they have successfully completed the first session of their multi-session program. For the MNS ATEP, qualifying candidates may apply to the Ontario College of Teachers at the end of Summer 1 or at the end of Fall 1 of their program.

Once granted, this certificate is valid for six years, with the option to request a one-year extension at the end of the six-year period.

Queen’s University Faculty of Education may permit TCoQR holders in the MNS ATEP to complete a percentage or all of their remaining practicum requirements in their own workplace. To be eligible for this opportunity, the Teacher Candidate must be employed in a qualifying teaching position in a primary and/or junior division classroom, and must be supervised and assessed by a senior administrator (e.g. Principal, Vice Principal) who is a member of the Ontario College of Teachers in good standing. Based on the specific teaching duties performed, and provided that the Teacher Candidate’s teaching position meets criteria set out by the
Faculty of Education, all or a percentage of the remaining number of practice teaching days required by Queen’s Faculty of Education may be fulfilled in the classroom(s) for which the teacher candidate is responsible.

Qualifying teaching positions include the following characteristics and features. The teaching position:

1) is in a primary and/or junior division classroom setting;

2) involves teaching a group of students for an extended period of time (e.g. four weeks or more);

3) utilizes the Ontario Curriculum Guidelines;

4) involves all aspects of instruction in the teaching role – e.g. professionalism; supporting a community of learners; planning and preparing; lesson presentation; assessment; and classroom management;

5) is supervised by a senior administrator (e.g. Principal, Vice-Principal) who is a member of the Ontario College of Teachers in good standing, and who completes a formative and a summative assessment each term.

Transitional Certificate – Qualifying Practicum (First Session)

For MNS ATEP Teacher Candidates, the qualifying practicum for the TCoQR may be completed in May (PRAC 415) or in November (PRAC 425) of their first year, depending upon eligibility.

This fifteen-day practicum begins with two days of observation. Following this observation period, the teacher candidate should increasingly engage in the activities of the classroom. In Week Two, Teacher Candidates should assist in as many aspects of classroom teaching as possible, and may begin to plan and deliver short learning activities. In Week Three, and at the discretion of the Associate Teacher, the Teacher Candidate may continue to plan and deliver one or more short learning activities for small group(s) and/or the class.

On occasion, candidates may be given the opportunity during Week One to visit other classrooms for observation purposes where possible.

The following information is provided to guide Associate Teachers and Teacher Candidates on expectations for the TCoQR qualifying practicum.

The Teacher Candidate:

- observes in the classroom, other learning spaces, and at other school events;
- records observations and reflections about observations;
- discusses observations and reflections with Associate Teacher;
- 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; and
- at the discretion of and under the guidance of the Associate Teacher, begins to plan and deliver activities for small groups and/or the class.
Practicum Requirements for Recipients of the Transitional Certificate of Qualification and Registration

Once granted the Transitional Certificate by the Ontario College of Teachers, MNS ATEP Teacher Candidates with qualifying teaching positions may continue with their employment while simultaneously fulfilling Queen’s Faculty of Education practicum requirements if permitted by Queen’s Faculty of Education.

Formative and summative assessments are conducted each term by senior supervisory personnel (e.g. the Principal or designate) in the Teacher Candidate’s place of employment.

A Faculty Liaison is assigned to each Teacher Candidate. This Liaison makes telephone contact at the outset of the term, visits the school at least once per term, provides support as needed in completing assessments, and ensures regular contact with Queen’s Faculty of Education.

Roles & Responsibilities of Teacher Candidates as Transitional CoQR Recipients

MNS ATEP Teacher Candidates who are fulfilling practicum requirements while teaching in their own classrooms continue with the roles and responsibilities of their position. At the same time, Teacher Candidates are responsible for meeting practicum requirements set out by Queen’s Faculty of Education and the Ontario College of Teachers as summarized below.

Orientation
- at the beginning of the term, provides a current résumé and Information Sheet to the ATEP Central Office
- under the direction of the Practicum Supervisor, makes clear plans with the Faculty Liaison for liaison and school visit(s)
- negotiates clear methods of communication with the Faculty Liaison

Teaching and School Participation
- works with Practicum Supervisor in your school to determine dates and times for observation visits in order to ensure adequate opportunities for observation of your teaching practice
- with permission from your work supervisor, seeks out and participates as fully as possible in a wide range of teaching opportunities available at the school, including extra-curricular activities, parent-teacher interviews, student-led conferences, staff meetings, and P.A. days
- engages in the full range of student supervision (e.g., yard duty, bus duty, on call, hall supervision)
- plans and implements differentiated learning programs to address the full range of student needs; and
- actively pursues opportunities to expand upon and improve teaching practice

Assessment
- at the beginning of the school term, reviews assessment forms to become familiar with the range of teaching activities to be assessed
- completes a self-assessment mid-way through each term. Self-assessment will assist candidates in reflecting on proficiency at that particular point in their program
- reviews the assessment forms prepared by the Practicum Supervisor, and actively participate in feedback sessions
Communication

- maintains regular contact with the Faculty Liaison and the ATEP Central Office
- in the event of absences from work lasting more than two days, informs the ATEP Central Office immediately
- contacts the Faculty Liaison immediately if any difficulty is encountered on a practicum
- submits signed, dated formative and summative assessment forms to the ATEP Central Office by the due dates specified

Roles & Responsibilities of the Practicum Supervisors

Typically the Practicum Supervisor is the School Principal, Vice-Principal or delegate. The Practicum Supervisor is a member of the Ontario College of Teachers in good standing, has extensive teaching experience, and is well positioned to provide ongoing supervision and assessment for the MNS ATEP Teacher Candidate who is employed in a teaching position in their school, as summarized below.

Orientation

- ensures that the Teacher Candidate receives a copy of the practicum handbook and assessment form(s) to be used in evaluating progress in their teaching practice during the term
- reviews assessment forms with the Teacher Candidate and discuss details, expectations, and responsibilities (pre-observation)
- may also review the 'practicum assessment rubric' in this handbook (see pages 29-33) with the Teacher Candidate, or other similar performance appraisal tool used by the school, if applicable
- in consultation with the Faculty Liaison and Teacher Candidate, sets up a schedule for telephone liaison and school visit(s)

Monitoring

- provides modeling, guidance, leadership, and support for the Teacher Candidate
- supports and facilitates opportunities for experiencing and engaging in all facets of the school community
- ensures that the Teacher Candidate has as many P/J teaching opportunities as possible and appropriate

Assessment

- observes the Teacher Candidate in active teaching role(s) in the Primary and/or Junior divisions
- conducts observations to assess the Teacher Candidate’s performance on a weekly basis and maintains regular communication with the Teacher Candidate about their progress
- completes a formative assessment using the report form provided by Queen’s Faculty of Education at the mid-point of the academic term, and discusses it in detail with the Teacher Candidate, including areas assessed as “Development Needed”
- provides suggestions for improvement in writing if applicable
- completes a summative assessment on the last day of the reporting period, using the report form provided by Queen’s Faculty of Education, or a similar form used by the school to assess new teacher competencies (e.g. the Ontario Ministry of Education “Appendix A: Summative Report Form for New Teachers (Approved Form)” (found at: www.edu.gov.on.ca/eng/teacher/pdfs/SummativeReportFormNewTeachers.doc)
- meets with the Teacher Candidate to review and discuss the summative report in detail. (Both the Practicum Supervisor and the Teacher Candidate sign and date the form following the meeting. The Teacher Candidate is responsible for submitting signed, dated formative and summative assessments to the ATEP Central Office, and for keeping a copy of these forms. (See page 53 for submission deadlines.)
- where the overall assessment is likely to be “Development Needed” or “Unsatisfactory,” provides concrete recommendations for improvement in advance of assessment form due dates, to ensure adequate time for the Teacher Candidate to work on improvement(s). Recommendations should be
made in writing and include concrete suggestions for improvement and expected timelines by which improvements should be made. It is advised that recommendations be made in consultation with the Faculty Liaison and discussed together before requirements are finalized and provided to the Teacher Candidate

Communication
- collaborates with the ATEP Central Office in determining practicum-related details
- provides on-going communication and support for the Teacher Candidate and Faculty Liaison
- ensures that the Teacher Candidate has signed, dated assessment forms for submission by or before the due date
- contacts the Faculty Liaison immediately in the event that any difficulty is encountered on a practicum
- contacts the Faculty Liaison and/or the ATEP Central Office immediately if there are significant concerns and the overall rating on the Formative Report will be “Development Needed,” or on the Summative Report will be “Development Needed” or “Unsatisfactory.” (In this event, the Faculty Liaison will arrange a visit to the school to meet with the Practicum Supervisor and the Teacher Candidate for the purpose of identifying steps and competency areas which must be addressed by the Teacher Candidate in order to obtain a passing grade on their Queen’s Faculty of Education practicum.)

Roles & Responsibilities of Faculty Liaisons

Communication
- initiates contact with the Teacher Candidate’s workplace at the beginning of the term to provide contact information to the Principal, the Teacher Candidate, and School Liaison (where applicable), and to obtain the Practicum Supervisor’s contact information
- at the beginning of each term, checks with the Teacher Candidate’s workplace to ensure that practicum materials (handbooks and forms) have been received
- in collaboration with the ATEP Central Office, schedules and conducts an orientation teleconference with the Practicum Supervisor and the Teacher Candidate(s) to ensure familiarity with the MNS ATEP Practicum Handbook, assessment forms and procedures
- makes email contact with the Practicum Supervisor before the due date for submission of both the formative and the summative assessment to inquire about the candidate’s progress
- provides on-going communication, information, and support for Teacher Candidates and Practicum Supervisors
- supports the Teacher Candidate in the development of goals and processes needed to complete any MNS ATEP assignments
- orients the Practicum Supervisor to the PROF 415 and PROF 416 courses by providing information about the courses and stressing the importance of the Teacher Candidates being allotted 3 hours per week for any assignment work, if permitted by the Principal

Visiting
- contacts and/or visits the Teacher Candidate's workplace at the outset of the term and arrange visit dates and details
- visits the Teacher Candidate’s workplace to confer with the Practicum Supervisor and observe the Teacher Candidate teaching in the Primary and/or Junior Division – normally visits occur twice per year (once per term)

Assessment and Evaluation
- observes the Teacher Candidate in the teaching setting during the Fall and Winter terms and provide feedback and suggestions
- reviews each Teacher Candidate’s Formative Report, Self-Assessment and Summative Report
• notifies 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 Practicum Supervisor or the Director-Coordinator/designate has contacted the Faculty Liaison to express concerns or indicate that the overall rating on the Formative Report will be “Development Needed” or on the Summative Report will be “Development Needed or Unsatisfactory,” the Faculty Liaison will immediately contact the ATEP Central Office and the Practicum Supervisor to initiate plans to provide support, which will usually include visiting the school to meet with the Practicum Supervisor and the Teacher Candidate. Concrete steps for improvement may then be identified by the Practicum Supervisor in consultation with the Faculty Liaison to ensure that the Teacher Candidate has the optimum chance for success. Recommendations for improvement should be provided in writing, and where possible, the Practicum Supervisor should also indicate timelines for improvement and achievement of each recommendation. (It is expected that the Practicum Supervisor will set reasonable expectations and timelines for improvement based on the particular point in the Teacher Candidate’s career. The Faculty Liaison normally will discuss these expectations and timelines with the Practicum Supervisor before these requirements are finalized and provided to the Teacher Candidate.)

• submit a completed Faculty Liaison Observation Report form to the ATEP Central Office immediately following the observation visits

• With the ATEP Director-Coordinator or designate, ensure that all reports are reviewed in order to grant the passing grades for MNS ATEP practicum requirements (PRAC 415, PRAC 425, PRAC 435, PRAC 445, and PRAC 465).

**Failing an Assessment**

If the Teacher Candidate has not met the recommendations for improvement set out by the Practicum Supervisor in consultation with the Faculty Liaison, the summative report may have an overall rating of “Unsatisfactory.” A summative report with an overall rating of “Unsatisfactory” is deemed equivalent to a failed practicum.

After a failed practicum component, the Faculty Liaison must meet with the candidate to debrief. In the event that the Teacher Candidate has an unsatisfactory assessment, is fired from their position, or is otherwise unsuccessful in achieving a passing grade, Queen’s Faculty of Education may require the Teacher Candidate to enrol in the equivalent practicum course, in which case the Teacher Candidate may not be permitted to complete additional practicum requirements in the workplace.

Candidates who receive a grade of ‘Unsatisfactory’ in two terms in a workplace or in one term in the workplace followed by one practicum course may be deemed to have failed the practicum requirement of the B.Ed./Dip.Ed. program and will not be allowed to take any more PRAC courses. As a result, the candidate will not be eligible to receive a B.Ed. degree or Diploma in Education and may choose to withdraw from the program at that time.

Decisions concerning next steps following a failed assessment will be made by the Associate Dean in consultation with the Faculty Liaison and the ATEP Director-Coordinator.
# Assessment Due Dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td><strong>Fall:</strong> Formative Report &amp; Self-Assessment&lt;br&gt;&lt;br&gt;Due Date: to be confirmed in email sent by the ATEP Office</td>
<td>• The <strong>Formative Report</strong> is completed at the mid-point of the term by the Practicum Supervisor, and reviewed with the Teacher Candidate.&lt;br&gt;• The <strong>Candidate Self-Assessment</strong> form is completed at the mid-point of the term by the Teacher Candidate.&lt;br&gt;• Teacher Candidate faxes copies of all completed, signed and dated forms to the ATEP Program/Administrative Assistant.&lt;br&gt;• The ATEP Program/Administrative Assistant then immediately forwards forms electronically to the Faculty Liaison and the ATEP Coordinator/designate.</td>
</tr>
<tr>
<td><strong>Fall:</strong> Summative Report&lt;br&gt;&lt;br&gt;Due Date: Friday, November 30, 2018</td>
<td>• The <strong>Summative Report</strong> form is completed by the Practicum Supervisor near the end of the term, and is reviewed with the Teacher Candidate in advance of submission.&lt;br&gt;• The last day of the reporting period, the Teacher Candidate faxes copies of the completed, signed and dated forms to the ATEP Program/Administrative Assistant.&lt;br&gt;• The ATEP Program/Administrative Assistant then immediately forwards the form electronically to the Faculty Liaison and the ATEP Coordinator/designate.</td>
</tr>
<tr>
<td><strong>Winter:</strong> Formative Report &amp; Self-Assessment&lt;br&gt;&lt;br&gt;Due Date: Friday, March 1, 2019</td>
<td>• The <strong>Formative Report</strong> is completed at the mid-point of the term by the Practicum Supervisor, and reviewed with the Teacher Candidate.&lt;br&gt;• The <strong>Candidate Self-Assessment</strong> form is completed at the mid-point of the term by the Teacher Candidate.&lt;br&gt;• Teacher Candidate faxes copies of all completed, signed and dated forms to the ATEP Program/Administrative Assistant.&lt;br&gt;• The ATEP Program/Administrative Assistant then immediately forwards forms electronically to the Faculty Liaison and the ATEP Coordinator/designate.</td>
</tr>
<tr>
<td><strong>Winter:</strong> Summative Report&lt;br&gt;&lt;br&gt;Due Date: Friday, April 26, 2019</td>
<td>• The <strong>Summative Report</strong> form is completed by the Practicum Supervisor near the end of the term, and is reviewed with the Teacher Candidate in advance of submission.&lt;br&gt;• The last day of the reporting period, the Teacher Candidate faxes copies of the completed, signed and dated forms to the ATEP Program/Administrative Assistant.&lt;br&gt;• The ATEP Program/Administrative Assistant then immediately forwards the form electronically to the Faculty Liaison and the ATEP Coordinator/designate.</td>
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</tbody>
</table>
This form is intended to assist Principals (designates) in commenting on demonstrated levels of teaching proficiency across a range of competencies. Assessors may also refer to Ontario Ministry of Education performance ratings and competencies expectations for new teachers (see O. Reg. 99/02, parts III and IV, and Schedule 2, found at: https://www.ontario.ca/laws/regulation/020099/v4.

This form should be completed and submitted twice each term – once at the mid-point (formative comments), and once near the end of the term (summative comments).

Please note: If applicable, the Ontario Ministry of Education “Appendix A: Summative Report Form for New Teachers (Approved Form)” may be submitted in place of this form (summative comments only), provided that the assessment reflects competencies for new teachers only.

Candidate Name ___________________________ Year 1: 2018-2019 ☐ Year 2: 2019-2020 ☐

School ___________________________ Board ___________________________

Grade(s) ___________ Indigenous Language Instructor Yes ☐ No ☐

Practicum Supervisor Name ___________________________ Principal ☐ OR Designated Supervisory Officer ☐

Please indicate type of assessment and Overall Rating for the appropriate term:

<table>
<thead>
<tr>
<th>Term: Fall (Sept.-Dec.) ☐</th>
<th>Winter (Jan.-April) ☐</th>
<th>Other (specify __________)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Formative Report (completed mid-term Fall &amp; Winter)</td>
<td>Overall Rating: Satisfactory ☐ Development Needed ☐</td>
<td></td>
</tr>
<tr>
<td>☐ Teacher Self-Assessment (completed mid-term Fall &amp; Winter)</td>
<td>Overall Rating: Satisfactory ☐ Development Needed ☐</td>
<td></td>
</tr>
</tbody>
</table>

Start Date ___________________________ End Date ___________________________

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<thead>
<tr>
<th>Term: Fall (Sept.-Dec.) ☐</th>
<th>Winter/Spring (Jan.-June) ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative Report Year 1: (completed the end of the Term) Overall Rating: Satisfactory ☐ Development Needed ☐ Unsatisfactory ☐</td>
<td></td>
</tr>
<tr>
<td>Summative Report Year 2: (completed the end of the Term) Overall Rating: Satisfactory ☐ Unsatisfactory ☐</td>
<td></td>
</tr>
</tbody>
</table>

Start Date ___________________________ End Date ___________________________

Description of Teacher’s Assignment

Grade(s): _____ Total # of Students: _____

# of Students Primary Division: _____ # of Students Junior Division: _____ # of Students Other: _____

Full-time employment ☐ # of minutes per week (Primary) ____ (Junior)

Part-time employment ☐ # of minutes per week (Primary) ____ (Junior)

Please use this space for comments (as needed).

Comments:

_______________________________
### New Teacher Assessment

*(for OCT Transitional Certificate of Qualification and Registration Recipients)*

**Competencies for New Teachers found at:** [https://www.ontario.ca/laws/regulation/020099/v4](https://www.ontario.ca/laws/regulation/020099/v4):

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Indicate Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I – Professionalism</strong></td>
<td>Please use this section to comment on professional characteristics such as initiative, dependability, punctuality, discretion and professional judgement.</td>
<td>No Opportunity to Demonstrate</td>
</tr>
<tr>
<td><strong>Comments, next steps:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Competencies for New Teachers**

Please add here as applicable, comments on: professional knowledge (degree to which incumbent knows their subject matter; the Ontario Curriculum and education-related legislation).

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<tr>
<td><strong>II – Supporting a Community of Learners</strong></td>
<td>Please use this section to comment on commitment to pupils and pupil learning such as: promoting a safe and trusting learning community; promoting a positive Aboriginal learning community; and promoting student independence.</td>
<td>No Opportunity to Demonstrate</td>
</tr>
<tr>
<td><strong>Comments, next steps:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Competencies for New Teachers**

Please add here as applicable, comments on: demonstrating commitment to the well-being and development of all pupils; dedication in efforts to teach and support pupil learning and achievement; respectful and equitable treatment of all pupils; and providing an environment for learning that encourages pupils to be problem-solvers, decision-makers, life-long learners and contributing members of a changing society.

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<td><strong>III – Planning and Preparing</strong></td>
<td>Please use this section to comment on elements of planning and preparing – e.g. use of curriculum documents, sequencing of steps in a lesson or unit; differentiation; use of appropriate resources; incorporating Aboriginal content.</td>
<td>No Opportunity to Demonstrate</td>
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**Competencies for New Teachers**

Please add here as applicable, comments on: using professional knowledge and understanding of pupils, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of pupils.
IV – Lesson Presentation

Please use this section to comment on presentation elements, e.g., instructional strategies; lesson management; awareness of classroom dynamics; clarity of communication to pupils; student engagement.

**Competencies for New Teachers**

Please add here as applicable, comments on: communicating effectively with pupils, parents and colleagues.

**Comments, next steps:**

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<tr>
<td>No Opportunity to Demonstrate</td>
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<tr>
<td>Satisfactory</td>
</tr>
<tr>
<td>Development Needed</td>
</tr>
<tr>
<td>Unsatisfactory</td>
</tr>
</tbody>
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V – Assessment

Please use this section to comment on assessment strategies, e.g. assessment for learning, assessment as learning, assessment of learning.

**Competencies for New Teachers**

Please add here as applicable, comments on: conducting ongoing assessment of pupils’ progress, evaluating pupils’ achievement and reporting results to pupils and parents regularly.

**Comments, next steps:**

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

Practicum Supervisor Signature: ________________________________

Teacher Candidate Signature: ________________________________

(indicates receipt of assessment only)

Date: ___________ Date: ___________

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

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

ATEP Program/Administrative Assistant
Telephone: 1-800-862-6701  Fax: 613-533-6203  Email: atep@queensu.ca
Keeping in Touch

ATEP Central Office:
Faculty of Education,
Queen’s University,
Kingston, ON K7M 5R7
educ.queensu.ca/atep-office
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Office hours: 9:00am–5:00pm Monday to Friday. Holidays & National Indigenous Day observed.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
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Toll-free: 1-888-536-5439 Telephone: 705-377-4342 Fax: 705-377-4379

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<tr>
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<tr>
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<tr>
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</tr>
<tr>
<td>Wayne Trudeau</td>
<td>Student Support Counsellor</td>
<td><a href="mailto:waynetrudeau@kenjgewinteg.ca">waynetrudeau@kenjgewinteg.ca</a></td>
</tr>
<tr>
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<td><a href="mailto:christinesarbu@kenjgewinteg.ca">christinesarbu@kenjgewinteg.ca</a></td>
</tr>
<tr>
<td>Derek Pichoski</td>
<td>IT/IS Manager</td>
<td><a href="mailto:derekpichoski@kenjgewinteg.ca">derekpichoski@kenjgewinteg.ca</a></td>
</tr>
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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        | Peter Chin, Associate Dean, Undergraduate Studies | 613-533-6210 FAX: 613-533-6307 |
| Student and Support Services | Robert Burge, Director Jamie Kincaid, 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 | educ.queensu.ca/career.services |
|                      | Continuing Teacher Education | www.coursesforteachers.ca |
|                      | 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