



## CONCURRENT TEACHER EDUCATION PROGRAM PLACEMENT INFORMATION 2018-2019 Associate Teacher Information

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

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

#### Vulnerable Sector Police Check

**Candidates must** obtain a Police Check that includes a Vulnerable Sector Check. Candidates must present their vulnerable sector police check to the school principal or host administrator on the first day of the placement.

#### Health and Safety Workshops and online training

**Candidates must** complete the Ministry of Labour's 'Worker Health and Safety Awareness in 4 Steps' online training prior to starting any placement. **Candidates must** print the certificate of completion to show school principals or host institution administrators. Candidates must complete any additional Health and Safety training required by their district school board or host institution.

#### Practicum Assessment

The online summative assessment must be completed and submitted online on the last day of the practicum. The assessment must be discussed with the candidate prior to submission. Once verified by Practicum Office staff, a PDF of the assessment will be emailed to the candidate and associate teacher.

#### Responsibilities of Associate Teachers

- Review the placement overview with the candidate.
- Discuss/develop plan for communication; share contact information.
- Provide the candidate with a brief tour and introduce them to colleagues where applicable.
- Provide candidate with seating plans where applicable, School Handbook, materials for the day's activities, and information about individual students with whom the candidate is expected to work.
- Begin to involve the candidate in activities as soon as possible. The Associate Teacher may have individual students they would like to have the candidate observe.
- Allow for adequate observation time at the beginning and throughout the practicum.
- Set aside time each day to give feedback and discuss Professional Dispositions and progress with the candidate.
- Guide the candidate in the development of effective instructional planning. Review plans before and after delivery.
- Co-plan and co-teach lessons.
- Review observations prepared by the candidate and give feedback.
- Ensure the summative assessment is completed on the last day of the practicum. Allow time for review with the candidate. When completing the summative assessment, please keep in mind that these candidates are in the third year of the Undergraduate Concurrent Education Program.

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

## **Success in the Practicum**

**Candidates must** demonstrate all four attributes of the Professional Dispositions in order to be successful in the practicum. Candidates who do not demonstrate all of the Professional Dispositions must meet with the Practicum Manager or Undergraduate Program Advisor and may be required to register for and complete the practicum again.

The following are what **Professional Dispositions** may look like:

### **Punctuality and Dependability**

- Be punctual, prompt and reliable. Arrive at the school early (at least 15 minutes prior to the start of the day) and plan to stay after when possible to discuss the day with the Associate Teacher. Candidates must stay at least 15 minutes after school is dismissed.
- Contact the teacher directly if unable to attend because of illness (messages don't always get to the intended recipient). Getting the Associate Teacher's contact information at the start of the practicum may be helpful.
- If you are unable to attend due to illness, ensure the teacher has received any lesson plan, marked papers, etc. that were to be given the day you are absent.

### **Initiative**

- After consultation with Associate Teacher, prepare lesson plans, materials, etc. and provide to the teacher with copies. Ensure any materials needed for lesson(s) and/or unit(s), are ready well ahead of time (audio-visual, chalkboard work, handouts, etc.). Review them with the teacher prior to delivery.
- Actively seek direction
- Offer to help in a variety of circumstances
- Share ideas

### **Contributing to the Safety and Security of Learners**

- Become familiar with the School Handbook and/or web site, policies, and procedures (e.g., lockdown, fire drills, etc.)
- Follow existing classroom routines
- Support existing discipline processes

### **Professionalism**

- Display a professional attitude, respect of colleagues, professional boundaries, discretion, appropriate dress, confidentiality, and cooperation with school personnel.
- Avoid use of cellphones and tablets for personal communication during the time you are on practicum.
- Use time wisely, spend non-teaching time profitably (e.g. making individual student observations, marking work, observing the teacher, looking for individuals needing extra help or attention).
- Respond appropriately to Associate Teacher's suggestions.

## Year Three Overview

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

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

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

Intermediate-Senior (IS) candidates are placed in a grade 7 to 12 setting.

### Practicum Requirements

The candidate:

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

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

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

Candidates complete the following Professional Studies course:

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