



Candidate Placement Guide

Concurrent Education
2011-2012

Booklet valid for current year only

It is the responsibility of the candidate to be familiar with all information found in this guide. Program components are subject to change without notice at the discretion of the Faculty of Education, Queen's University.

Conceptual Framework for Pre-service Teacher Education Program at Queen's University

Our vision of the graduate of Queen's University Faculty of Education is that of a critically reflective professional. Graduates are expected to integrate theoretical, practical, and experiential knowledge in the understanding and resolution of professional issues. We see the beginning teacher as an active agent in the development of a socially inclusive pedagogy aimed at social justice. In our vision, the critically reflective teacher is the one who asks questions that go beyond immediate pressures of daily practice, and who has a disposition to work in collaboration with other members of the profession and with all those involved in the education and development of all learners.

Characteristics of the Program

- The program sustains a commitment to academic excellence and to learning how to learn, and reflects teaching as both an intellectual and practical activity, according to Queen's principles.
- The program considers that all candidates should possess the literacy and critical skills associated with an educated person.
- The program promotes caring as a central value in the profession of teaching, and inclusivity as a fundamental pedagogical principle.
- The program integrates the following domains: school context, curriculum, teaching and learning, assessment, evaluation and reporting, educational ends, purposes and values and their philosophical and historical grounds.
- The following themes are embedded in the program: inclusivity and social justice; collaboration and leadership; the use of information and communication technologies in teaching and learning.
- The program promotes the preparation of future educators who will address issues of sustainability in their classrooms by becoming environmentally aware, practicing resource conservation, and exploring new ways to minimize the impact of human beings on the environment.

See website <http://www.educ.queensu.ca/practicum/concurrent.html> for changes, updates and a number of printable resources.

Experiences in Schools Placements

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Welcome to the Queen's / Queen's-Trent Concurrent Teacher Education Program

The Faculty of Education at Queen's offers both a Queen's Concurrent and a Queen's-Trent Concurrent Teacher Education Program.

Concurrent Education allows candidates to complete requirements for two degrees: a Bachelor of Education and an undergraduate honours degree in one of Bachelor of Arts, Science, Computing, or Music (*BMus is only offered at Queen's*).

With the strong field-centered orientation of its professional components, the Concurrent Education program has the advantages of clarifying vocational interest, sharpening awareness of issues inherent in teaching and learning, and achieving integration of academic and professional studies. From their initial year, Teacher Candidates are provided with in-school experiences that form the basis of theoretical studies. The Education portion of the program is developmental in nature, and includes an extended teaching practicum in the final year.

This Placement Guide is designed to help you understand the procedures and policies related to "Experiences in Schools" placements.

Candidates should consult the contacts for their specific campus (Queen's or Queen's-Trent).

Contacts

Queen's University Campus Practicum Office

511 Union Street
Duncan McArthur Hall
Queen's University
Kingston, ON K7M 5R7
www.educ.queensu.ca/practicum.html

Trent University Campus Queen's-Trent Concurrent Teacher Education Office

1600 Westbank Dr.
Lady Eaton College, N124
Trent University
Peterborough, Ontario K9J 7B8
www.trentu.ca/education/concurrent

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<i>Queen's Campus Personnel</i>	<i>Queen's-Trent Campus Personnel</i>
<p>Practicum Office (Experiences in Schools) Tel: 613-533-6202 Fax: 613-533-6596 Email: practicum.office@queensu.ca</p> <p>Tammy O'Neil, Practicum Manager Nadine Thompson, Practicum Placement Assistant Julia Hodgson, Practicum Office Assistant</p>	<p>Queen's-Trent Concurrent Education Office Tel: 705-748-1011 x 7464 Fax: 705-748-1008 Email: concurrented@trentu.ca</p> <p><i><u>Queen's-Trent candidates in Years 1-3 should contact this office prior to contacting Queen's.</u></i></p> <p>Fiona White, Coordinator Tel: 705-748-1011 x 7268 Email: fionawhite@trentu.ca</p> <p>Deb Earle, Program Administrator Tel: 705-748-1011 x 7618 Email: deborahearle@trentu.ca</p> <p>Sue Devlin, Program Secretary Tel: 705-748-1011 x 7464 Email: sdevlin@trentu.ca</p>

Experiences in Schools Placement (PRAC course)

Purpose

A clear advantage of the Concurrent Education Program is the Experiences in Schools. This field-centred approach brings candidates into contact with students in school settings from Year 1. Each year of the program, candidates work within different grade levels, and with students with varying needs and abilities. At the end of first year, candidates will have chosen which teaching option (PJ or IS) they would like to follow for the remaining years of the program and their placement experience will reflect their teaching option.

Students will register in a PRAC course each year. Although there is scheduled class in the university timetable for this course, you do not have to complete your Experiences in Schools placement during that slotted time. The Experiences in Schools placement can be completed during any time you do not have a scheduled class (i.e. during Reading Breaks, after exams, or during a half day period where you do not have scheduled classes). At the end of your placement, a pass or fail grade will be recorded. Here are the PRAC course codes:

Year 1 PRAC 111 (10 day placement)

Year 2 PJ PRAC 210; Year 3 PJ PRAC 310 (15 day placement)

Year 2 IS PRAC 211; Year 3 IS PRAC 311 (15 day placement)

These periods of teaching and assistance in schools represent serious program commitments. Candidates undertaking the Concurrent Education Program should realize that practice teaching time is a **commitment to schools and host teachers and must not be interrupted for assignments being due, scheduled final examinations, jobs or job hunting**. Each year's PRAC course must be completed prior to registering for the subsequent year's PRAC course.

It is the candidate's responsibility to ensure the Progress Report is submitted to the Practicum Office (Queen's) or Concurrent Office (Queen's-Trent) immediately upon completion of the placement.

No extension is given for Year 1 Experiences in Schools placement. First Year candidates must complete PRAC 111 in first year. First year candidates who are attending the castle must complete the First Year Experiences in Schools requirements in your second year.

An extension of the Experiences in Schools placements is **not recommended**. Candidates must request an extension of their Experiences in Schools placement (PRAC course) in writing to the Practicum Office (Queen's) or the Concurrent Office (Queen's-Trent) to explain the reason for this request, and outline a timeline for completion of the requirements. Candidates must be registered in the PRAC course in order to request an extension. If the extension is approved, an Incomplete Grade Statement form must be completed and signed by the candidate. Candidates have one calendar year from the original completion date, **April 30**, to complete the placement. Successful completion in current PRAC course is a prerequisite for any subsequent PRAC course. Normally PRAC and PROF/CURR courses are taken in the same academic year (i.e. PROF 310 must be completed prior to or concurrently with PRAC 310).

Candidates in the Queen's Concurrent Program who are attending first year at the castle, will fulfill the Year One Experiences in Schools requirement in second year.

District School Board Protocols

Please note that each District School Board has its own protocol for arranging placements. **All Placements must follow board protocol. Under no circumstances can a placement be made without following Board Protocol.** District School Board protocols are listed at the following website and are subject to change:

<http://www.educ.queensu.ca/practicum/final-year/board-protocols.html>

SCH = Candidates can make arrangements directly with the **school principal** and then inform the Practicum Office (Queen's) or Program Administrator (Queen's-Trent) of the confirmed arrangements **OR**

EDU = Candidates must work through the Practicum Office (Queen's) or Program Administrator (Queen's-Trent), who make arrangements through Board Liaisons.

Under no circumstances will a candidate arrange a placement directly with a teacher, school, or school board office in a board which has indicated their protocol preference to have placements made through the Practicum Office (Queen's) or Program Administrator (Queen's-Trent) - EDU.

The Queen's and Queen's-Trent offices work closely with the boards to ensure the protocols are followed. **Once a placement is confirmed through a District School Board or has been arranged with a Host Teacher it is treated as a firm commitment and cannot be changed.**

How Placements Are Made

- a) Candidates must have a different Host Teacher and preferably a different Host School each year;
- b) Close friends and relatives cannot act as Host Teachers;
- c) Candidates in Years 2 and 3 must complete the entire practicum with the same Host Teacher;
- d) PJ Candidates in Years 2 and 3 are encouraged to complete a placement in each division over the two years;
- e) IS Candidates in Years 2 and 3 are encouraged to complete a placement in each subject over the two years;
- f) First year candidates cannot complete a placement in French Immersion;
- g) Only IS candidates with French as a teaching subjects are allowed to complete a placement in French Immersion;
- h) Candidates must follow the District School Board Protocols as stated above;
- i) **Candidates are not guaranteed their placement request.** Ultimately each District School Board will decide whether to grant a request for a specific teacher or school (EDU).

Queen's

Placement Arrangement forms must be submitted on-line **PRIOR to the December break** for placements through District School Board liaisons. Candidates will be notified by email of placement confirmations.

Candidates arranging a placement through a school principal (based on board protocol) must **submit (online) the Placement Arrangement form by end of March, for placements starting after exams. Candidates starting a placement during February Reading Week must submit the on-line information prior to the December break.**

Candidates will be given a placement package during their 3rd or 4th PROF class in September, to send to the Host Teacher prior to the start of the placement. **(Second Year PJ candidates who do not have a Professional Studies course or candidates who have extended a PRAC course must pick up their package from the Practicum Office in September).** The Host Teacher will complete the appropriate year Progress Report at the end of the placement. **It is the candidate's responsibility to ensure that the Practicum Office receives the report to ensure timely submission of their mark.**

Queen's-Trent

Candidates must ensure that their experience is as wide and varied as possible. Placements may be completed either in the Peterborough area or in a Home Board. **Note: The Peterborough and surrounding area is an exception to the SCH Board protocol posted for Kawartha Pine Ridge DSB and Peterborough Victoria Northumberland and Clarington Catholic DSB.** The Queen's-Trent Concurrent Education Program makes all arrangements for those who wish to complete their placement in those boards. Please consult the Program Administrator for further clarification.

All candidates will be given their placement materials in their September registration package which is given out during the first Education class in September. Some of the materials in this package must be given to the Host Teacher prior to the start of placement. The Host Teacher will complete a Progress Report at the end of the placement. **It is the candidate's responsibility to ensure the Queen's-Trent Concurrent Office receives the appropriate year Progress Report to ensure timely submission of their mark.** Please make sure the Progress Report has two signatures. **All placements typically begin in September and are completed by the end of February.**

A) Year 1 Placements

In the first education class in September, candidates will be given a **placement request form**. The placement request form must be returned to the Program Administrator in the second education class. **All candidates must follow Board Protocols - EDU (Office makes the arrangements) or SCH (candidates make their own arrangements with a School Principal).** District School Board protocols are listed on the website above and are subject to change. Placements will be confirmed by the Program Administrator throughout the fall.

B) Years 2 & 3 Placements

All candidates will complete the March **online placement request/form using MyLearningSystem.** **All candidates must follow the Board Protocols - EDU (Office makes the arrangements) or SCH (candidates make their own arrangements with a School Principal).** District School Board protocols are listed on the website above and are subject to change. Year 2 or 3 placements that begin the first week of September will be confirmed by the Program Administrator by the end of June and all other placements will be confirmed throughout the fall.

Police Record Check

All candidates enrolled in any Ontario Faculty of Education MUST have a police record check **prior** to starting any placement. Please check the Practicum Office web site <http://educ.queensu.ca/practicum/concurrent.html> for the most up-to-date information on how to proceed with obtaining a Police Check.

TB Test

Some District School Boards still require a TB test to work with children in their schools. **These boards are indicated on the Board Protocol list** on the Practicum Office website <http://www.educ.queensu.ca/practicum/final-year/board-protocols.html>. A one-step test is required. Positive results must be followed up with a chest x-ray.

Education Placement Agreement Form

Candidates are required to complete an Education Placement Agreement form which must be signed by the principal before the first day and returned immediately by mail, fax or delivered personally to the Practicum Office (Queen's) or Concurrent Education Office (Queen's-Trent). Because the Ministry of Education covers the cost of workers' compensation and private insurance coverage, the Ministry may use this information to verify the legitimacy of claims. Education Placement Agreement forms will be included in the placement packages. The form is also available at: <http://www.educ.queensu.ca/practicum/concurrent/assessments.html>

Progress Reports

As part of your experience in school, your host teacher(s) will complete a progress report. Progress reports will be included in the placement packages. The progress report will be discussed and sign by both the host teacher and candidate on the **last day of placement**. A copy must be submitted to the Practicum Office (Queen's) or Concurrent Education Office (Queen's-Trent) in order for a mark to be submitted for PRAC. Candidates must keep the original of all Progress Reports. The signature indicates receipt of the report only.

Guidelines and Policies

See the Practicum Office web site: educ.queensu.ca/practicum/Policies.html for Guidelines and Policies regarding the following:

- Ontario Teachers' Federation (OTF) Guidelines Regarding Harassment Complaints that Arise During Placements
- Professional Conduct in Schools (This material is introduced and discussed in the first year course Introduction to Teaching - PROF 110.)

Attendance

Placement dates for an EDU placement are confirmed through the District School Board. Exact dates for an SCH placement must be set up early, and in consultation with your host teacher. These dates must be treated as a firm schedule (contract). Any lack of professionalism in this respect has an impact not only on the success of your placement, but also on the success of our program in securing placements for all our students in competition with other universities. Therefore candidates will:

- Inform the Host Teacher, the school office and the Practicum Office (Queen's) or Concurrent Office (Queen's-Trent) of any absence prior to the beginning of the school day. Host Teachers do not always get the message if left only at the office, therefore notifying all three parties is required.

Liability and Insurance (*Candidates must be registered on SOLUS in the Experiences in Schools course to be covered for liability.*)

Candidates working in classrooms as part of their Experiences in Schools placement are covered for liability through Queen's University. The Ministry of Education will provide compensation insurance for candidates working in classrooms as part of their Experiences in Schools placement.

At times, candidates are asked to use or might consider using their personal vehicle to transport students to various activities outside of the school or institution. Candidates should check with their Insurance Company to see if their policy will cover them in case of an accident prior to taking on this responsibility. Any liability claim will go against the Insurance Company first. School Board Insurance will only cover amounts beyond the limits of the car insurance coverage. The Faculty of Education advises against the use of personal vehicles for such activities.

Safety in Host Schools

Safety is an important consideration when 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
- planning extra-curricular activities, whether in or out of the classroom
- planning excursions off school property

It is vital for candidates to discuss with Host Teachers in advance any lesson or activity where student safety may be a concern. The consultation recognizes and reinforces the Host Teacher's primary responsibility for the students in his/her class. The School Principal can be a useful source 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, candidates have a responsibility to protect themselves. If accidents or incidents of any unusual nature occur, **it is vital that they comply with the procedures articulated in the school's Staff Handbook**. Even though there may appear to be no complications arising from the event, notes should be kept. A report on the accident/incident should also be submitted to the Queen's Practicum Coordinator or the Queen's-Trent Program Coordinator.

Note: Candidates **DO NOT SUPPLY TEACH** and **MUST NOT** assume unsupervised responsibility. Instances where this advice could apply include the following:

- If the Host Teacher is away for a day, it is understood that the school places a supply teacher in the class. If this is not done, the candidate should discuss the matter with the School Principal to clarify that they are not legally responsible for the class that day.
- When the Host Teacher leaves the classroom for periods of time, which will happen on occasion, the Faculty position is that he/she retains responsibility for the class.
- Candidates may assist their Host Teacher in supervisory duties, including yard, hall or lunch supervision, or participate in activities such as class excursions, once the Host Teacher is confident that the candidate is familiar with the routines, procedures, and protocols.
- Any difficulty with responsibility in the placement should be discussed with the Queen's Practicum Coordinator or the Queen's-Trent Program Coordinator. A clear understanding of roles, careful planning and conscientious record keeping should protect students, the school, and the candidate.
- If a candidate is injured during the placement, the Practicum Office at Queen's or the Concurrent Office at Queen's-Trent must be contacted immediately.

Placement Information

Copies of the information below will be provided in your placement package. One is for your reference and the other (s) should be given to your Host Teacher(s) on the first day of the placement and discussed with them.

In the Concurrent Teacher Education Program, the Experiences in Schools changes from year to year. The first year of the program is a common year for all candidates.

First year candidates must complete the equivalent of two full weeks of teaching, spending half the time in a Primary/Junior (JK – 6) setting and the other half in an Intermediate (grade 7 or 8) setting. By the end of first year, candidates must select either the Primary/Junior route or the Intermediate/Senior route (Candidates wishing to change from one division to the other after their first year may apply for permission to do so.)

Second year candidates in **Primary/Junior** must spend the equivalent of three full weeks in a Primary/Junior (JK – 6) setting, including contact with a special needs student.

Second year candidates in **Intermediate/Senior** must spend the equivalent of three full weeks, ideally in an Intermediate (grade 9/10) setting, preferably with at least one class in a non-academic stream course.

Third year candidates in **Primary/Junior** must spend the equivalent of three full weeks in a Primary/Junior (JK – 6) setting, including contact with a special needs students.

Third year candidates in **Intermediate/Senior** must spend the equivalent of three full weeks in an Intermediate/Senior (grade 9 – 12) setting, including a special needs component.

Responsibilities of Candidates

- **Obtain a Police Check that includes a Vulnerable Sector Screening. Check Practicum Office web site for updates on how to obtain a Police Check educ.queensu.ca/practicum/concurrent/info.html#PoliceCheck.**
- **Check Board Protocol list for TB test requirement.**
- **Contact the Host Teacher and Principal regarding preparation for the placement at least two weeks prior to starting the placement. The Principal must also be advised of your arrival date and with whom you will be working.**
- Provide the Host Teacher with a brief background of your interests and what you would like to learn during the placement. This should include courses that may be relevant to the placement, activities, and skills you would like to learn or continue to develop.
- Be punctual, prompt and reliable. Contact the Host Teacher directly if unable to attend because of illness (messages don't always get to the intended recipient). Getting the Host Teacher's contact information at the start of the placement may be helpful.
- After consultation with Host Teacher, plan lessons and prepare written copies of these plans. Ensure any materials needed for lesson(s) and/or unit(s), are ready well ahead of time (audio-visual, chalkboard work, handouts, etc.).
- Become familiar with the School Handbook.
- Use time wisely, spending non-teaching time profitably (e.g. making individual student observations, marking work, observing the Host Teacher, looking for individuals needing extra help or attention).
- Share student observations with the Host Teacher.
- Display a professional attitude, appropriate dress, initiative, confidentiality, and cooperation with school personnel.
- Respond appropriately to Host Teacher's suggestions.
- Arrive at the school early and plan to stay after school, when possible, to discuss the day with the Host Teacher.
- **On the first day of the placement, mail or FAX the completed and signed Education Placement Agreement form to the Practicum Office – Queen's or Concurrent Education Office – Queen's-Trent.**
- **Candidates are responsible for submitting completed Progress Report(s) to the Practicum Office – Queen's or Concurrent Education Office – Queen's-Trent, IMMEDIATELY following the end of the placement.**

Responsibilities of Host Teachers

- Welcome the candidate and introduce to the class using the title Ms. /Mr. The candidate should be given a brief tour around the school and be introduced to teaching colleagues.
- Provide candidate with seating plans, School Handbook, materials for the day's activities, a staff list and information about individual students with whom the candidate is expected to work.
- Begin to involve the candidate in class activities as soon as possible. The Host Teacher may have individual students in their classroom for whom they would like to have the candidate observe.
- Allow for adequate observation time at the beginning of the placement. The candidate will prepare written observations, which will be given to the Host Teacher for discussion.
- Plan to utilize the candidate's subject specialty or talents and incorporate them into activities in the classroom.
- Provide the candidate with daily feedback (including feedback regarding lesson plans, student progress, and development of more effective teaching strategies).
- Ensure the Progress Report is completed and signed on the last day of the placement. Allow time for review with the candidate.

No remuneration is given to Host Teachers taking candidates for Experiences in Schools placements however, a \$100 discount is available for teachers interested in taking a Queen's AQ course. The discount form is located at: <http://coursesforteachers.ca/forms/index.shtml> (Associate Teacher Discount Form).

Concurrent Education Program – Role of the Host Teacher (2011-2012)

<p>Year 1 In addition to the Responsibilities of Host Teachers above:</p> <ul style="list-style-type: none">▪ Set aside time each day to give feedback and discuss progress with the candidate.▪ Review the observations prepared by the candidate.▪ Complete the Progress Report on the last day of the placement. Discuss this with the candidate. Both of you should sign the report. The candidate will keep the original; one copy will be given to the Practicum Office/Concurrent Education Office, and you keep the bottom copy.	<p>Year 2 and 3 In addition to the Responsibilities of Host Teachers above:</p> <ul style="list-style-type: none">▪ Set aside time each day to give feedback to and discuss progress with the candidate.▪ Review the observations prepared by the candidate.▪ Guide the candidate in the development of effective lesson plans. Provide assistance with planning and implementation of lessons if necessary. Discuss the lesson after it has been presented.▪ Review the simplified IEP prepared by the candidate.▪ Counsel the candidate on their teaching strategies.▪ Complete the Progress Report on the last day of the placement. Discuss this with the candidate. Both of you should sign the report. The candidate will keep the original; one copy will be given to Practicum Office/Concurrent Education Office, and you keep the bottom copy.
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Concurrent Education Program – Role of the Candidate, Primary/Junior Division (2011-2012)

Year	PURPOSE	TIME FRAME	REQUIREMENTS	FORMS
Year 1 – PRAC 111 (Common year for both Primary/Junior & Intermediate/ Senior candidates)	To increase awareness of individual student development.	Equivalent of 10 full days (minimum 60 hours) in an elementary school. Five days in a grade JK-6 classroom <u>and</u> five days in a grade 7 or 8 classroom. Placement requirements must be completed in the same academic year. First year candidates must complete PRAC 111 in first year.	To assist the classroom teacher in one-on-one or small group situations. Candidates are not expected to teach formal lessons. To make observations of three students, one of whom is a student with special needs. Observations will be discussed with the Host Teacher.	Education Placement Agreement form: Completed the first day and faxed or mailed immediately to Practicum Office – Queen’s or Concurrent Education Office – Queen’s-Trent. Progress Report: completed by the Host Teacher on the last day of the placement, discussed and signed by both the Host Teacher and candidate. It is the responsibility of the candidate to submit the Progress Report to the appropriate Queen’s or Queen’s-Trent program office IMMEDIATELY upon completion.
Year 2 – PJ PRAC 210	To learn about the teaching-learning process through some lesson planning including use of relevant Ontario Curriculum documents.	Equivalent of 15 full days (minimum 90 hours) in one classroom – grades JK-6. Placement requirements must be completed in the same academic year with the same Host Teacher.	To assist and observe. To plan and teach three lessons, preferably on the same topic or be responsible for the setting up, introduction and monitoring of two learning work stations. To prepare a simplified IEP on a specified student. To make observations of three students, one of whom is a student with special needs. Observations, lessons plans and simplified IEP will be discussed with the Host Teacher.	Education Placement Agreement form: Completed the first day and faxed or mailed immediately to Practicum Office – Queen’s or Concurrent Education Office – Queen’s-Trent. Progress Report: completed by the Host Teacher on the last day of the placement, discussed and signed by both the Host Teacher and candidate. It is the responsibility of the candidate to submit the Progress Report to the appropriate Queen’s or Queen’s-Trent program office IMMEDIATELY upon completion.
Year 3 – PJ PRAC 310	To plan and implement a series of lessons and receive feedback from the Host Teacher. To develop strategies related to special needs students.	Equivalent of 15 days (minimum 90 hours) in one classroom – JK-6 including a special needs component which can either be in the classroom or with a resource teacher. If possible, this placement should be in a different division than Year 2 (i.e. Primary grades JK-3 or Junior grades 4-6). Placement requirements must be completed in the same academic year with the same Host Teacher.	To assist and observe. To plan and teach five lessons, preferably on the same topic or be responsible for the setting up, introduction and monitoring of three learning work stations. To prepare a simplified IEP on a specified special needs student. To make observations of five students, two of whom are students with special needs. Observations, lessons plans including accommodations and reflection, and simplified IEP will be discussed with the Host Teacher.	Education Placement Agreement form: Completed the first day and faxed or mailed immediately to Practicum Office – Queen’s or Concurrent Education Office – Queen’s-Trent. Progress Report: completed by the Host Teacher on the last day of the placement, discussed and signed by both the Host Teacher and candidate. It is the responsibility of the candidate to submit the Progress Report to the appropriate Queen’s or Queen’s-Trent program office IMMEDIATELY upon completion.

Concurrent Education Program – Role of the Candidate, Intermediate/Senior Division (2011-2012)

Year	PURPOSE	TIME FRAME	REQUIREMENTS	FORMS
Year 1 – PRAC 111 (Common year for both Primary/Junior & Intermediate/Senior candidates)	To increase awareness of individual student development.	Equivalent of 10 full days (minimum 60 hours) in an elementary school. Five days in a grade JK-6 classroom <u>and</u> five days in a grade 7 or 8 classroom. Placement requirements must be completed in the same academic year. First year candidates must complete PRAC 111 in first year.	To assist the classroom teacher in one-on-one or small group situations. Candidates are not expected to teach formal lessons. To make observations of three students, one of whom is a student with special needs. Observations will be discussed with the Host Teacher.	Education Placement Agreement form: Completed the first day and faxed or mailed immediately to Practicum Office – Queen's or Concurrent Education Office – Queen's-Trent. Progress Report: completed by the Host Teacher on the last day of the placement, discussed and signed by both the Host Teacher and candidate. It is the responsibility of the candidate to submit the Progress Report to the appropriate Queen's or Queen's-Trent program office IMMEDIATELY upon completion.
Year 2 – IS PRAC 211	To learn about the teaching-learning process through some lesson planning including use of relevant Ontario Curriculum documents. To learn about the non-academic stream.	Equivalent of 15 full days (minimum 90 hours) ideally in a grade 9 or 10 setting (preferably with at least one applied or locally developed class). One Host Teacher if possible. Placement requirements must be completed in the same academic year.	To assist and observe. To plan and teach three lessons, preferably on the same topic or be responsible for the setting up, introduction and monitoring of two learning work stations. To prepare a simplified IEP on a specified student. To make observations of three students, one of whom is a student with special needs. Observations, lessons plans and simplified IEP will be discussed with the Host Teacher. Strategies will also be discussed to enable students in applied or locally developed courses to succeed in a school setting.	Education Placement Agreement form: Completed the first day and faxed or mailed immediately to Practicum Office – Queen's or Concurrent Education Office – Queen's-Trent. Progress Report: completed by the Host Teacher on the last day of the placement, discussed and signed by both the Host Teacher and candidate. It is the responsibility of the candidate to submit the Progress Report to the appropriate Queen's or Queen's-Trent program office IMMEDIATELY upon completion.
Year 3 – IS PRAC 311	To plan and implement a series of lessons and receive feedback from the Host Teacher. To develop strategies related to special needs students.	Equivalent of 15 days (minimum 90 hours) in grade 9-12 setting including a special needs component. One Host Teacher if possible. Placement requirements must be completed in the same academic year.	To assist and observe. To plan and teach five lessons, preferably on the same topic or be responsible for the setting up, introduction and monitoring of three learning work stations. To prepare a simplified IEP on a specified special needs student. To make observations of five students, two of whom are students with special needs. Observations, lesson plans including accommodations and reflection, and simplified IEP will be discussed with the Host Teacher.	Education Placement Agreement form: Completed the first day and faxed or mailed immediately to Practicum Office – Queen's or Concurrent Education Office – Queen's-Trent. Progress Report: completed by the Host Teacher on the last day of the placement, discussed and signed by both the Host Teacher and candidate. It is the responsibility of the candidate to submit the Progress Report to the appropriate Queen's or Queen's-Trent program office IMMEDIATELY upon completion.

Final Year Practicum and the Identification of Associate Schools

Watch your university email account for notification of the fall Final Year Information sessions. This is where details are given of when and how to register online for the Practicum placement. Queen's and Queen's-Trent hold an information session for fourth year candidates to explain how the final year unfolds and to review entrance requirements and optional program tracks. In the fourth year (and fifth year - if required) candidates complete a questionnaire, indicating their intent to enter into their final Education year in the fall.

All practicum placements for final year Queen's and Queen's-Trent Concurrent candidates will be made through the Practicum Office at Duncan McArthur Hall, Faculty of Education. **Under no circumstances will candidates be allowed to make their own arrangements for final year Education Practicum placements.**

District School Boards within a specific catchment area are asked to identify "Associate Schools". Maps of the Final Year catchment area are found at: educ.queensu.ca/practicum/final-year/registration/MapBoards.pdf Candidates are asked to identify four of these District School Boards (in order of preference) where they could complete their extended practicum. Candidates are asked to identify the secondary from which they graduated (if in Ontario), to avoid conflict of interest. Each candidate is placed in a school identified as an 'Associate School' (usually in one of the four board choices). **Placements will be made only to Associate Schools.** Candidates should be aware that placements could be made in any of the Associate Schools within a district board and some District School Boards take in a large geographic area. There is always a higher demand for Kingston and the larger urban areas and not everyone can be accommodated. Candidates are not guaranteed a placement in any of the four choices. Candidates will be contacted for additional input if no placement can be found in the original four choices. The Practicum Office will notify candidates about their practicum placement by email (@queensu.ca account) by mid-July.

Final Year 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 of courses and programs, the administration, faculty, staff, and students at Queen's are expected to provide reasonable accommodation to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic standards. We encourage candidates to contact Queen's Disability Services:

LaSalle Bldg.
146 Stuart Street
613-533-6467
TTY 613-533-6566

Keeping In the Know

	Queen's	Queen's-Trent
EMAIL	All candidates are provided with an electronic email account. Become a very active email user. Email distribution lists (Listserv) are the main communication tool for Years 1-4. Updates and reminders are sent out via these mailing lists. Only the Queen's email address (@queensu.ca) will be used.	All candidates are provided with a Trent electronic email account. Become a very active email user. Email and our MyLearningSystem are main communication tools for Years 1-4. Updates and reminders are posted to MyLearningSystem. Only the Trent email address (@trentu.ca) will be used.
CESA	Concurrent Education Student Association (CESA) All Concurrent candidates belong to the Queen's Concurrent Education Student Association, which has an elected student executive. CESA actively pursues issues and ideas that are of importance to the teaching profession and the candidates within the program. CESA runs a number of events and builds our professional community. Website: http://queenscesa.com	Concurrent Education Student Association (CESA) All Concurrent candidates belong to the Queen's-Trent Concurrent Education Student Association, which has an elected student executive. CESA actively pursues issues and ideas that are of importance to the teaching profession and the candidates within the program. CESA runs a number of events and builds our professional community. Website: http://www.trentu.ca/stuorg/cesa
EVENTS	Candidates are informed via emails from CESA and the Education Registrar's Office.	Watch email and check MyLearningSystem site often.
INFO	The Faculty of Education web site educ.queensu.ca has information about how the final year unfolds, housing, etc.	
FINANCIAL AID	Financial Aid is offered to Queen's candidates in final year only. Financial Aid for undergraduate degree is available at respective university campus.	
TEACHING DIVISION (DEGREE) REQUIREMENTS	Primary-Junior Degree Requirements are found at the following web site: www.queensu.ca/calendars/education/Concurrent Primary Junior Degree Requirements.html	
	Intermediate-Senior Degree Requirements are found at the following web site: www.queensu.ca/calendars/education/Concurrent Intermediate Senior Degree Requirements.html	
FINAL YEAR ENTRY REQUIREMENTS	Primary-Junior Final Year Entry Requirements are found at: www.queensu.ca/calendars/education/pg123.html	
	Intermediate-Senior Final Year Entry Requirements are found at: www.queensu.ca/calendars/education/pg126.html	
REGULATIONS AND POLICIES	The Dean of the Faculty, in consultation with the Faculty Board, may at any time, exercise the discretion of the Office of the Dean of Education to ensure that all candidates for the Bachelor of Education degree and/or the Diploma in Education conform satisfactorily with the general professional and ethical requirements of teachers to acquire the Ontario Certificate of Qualification through the Ontario College of Teachers. www.queensu.ca/calendars/education/Regulations Policies.html	