Practicum Handbook

A Guide for Teacher Candidates, Associate Teachers, School Liaisons, and Faculty Liaisons

VALID FOR 2018-2019 ONLY

Faculty of Education
Duncan McArthur Hall
511 Union Street
Kingston, Ontario K7M 5R7
Tel 613-533-6202
Fax 613-533-6596
educ.queensu.ca/practicum
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What Matters in the Program

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.

Keeping in Touch

Key offices are listed below. A directory of faculty and staff phone numbers and emails are on the following website:  http://educ.queensu.ca/people

Practicum Office  
613-533-6202  FAX: 613-533-6596  
Email:  practicum.office@queensu.ca  
Tammy O’Neil, Practicum Manager  
Nadine Thompson, Practicum Placement Assistant  
Lauren Hare, Practicum Placement Assistant  
educ.queensu.ca/practicum

Alan Wilkinson - Undergraduate Program Advisor  
613-533-6210  FAX: 613-533-6307  
Email:  alan.wilkinson@queensu.ca

Andrea Martin - PROF 410 Course Coordinator  
Email:  andrea.martin@queensu.ca

TBA - PROF 411 Course Coordinator  
Email:

Student Services  
613-533-6205  FAX: 613-533-6203  
Email:  educstudentservices@queensu.ca  
educ.queensu.ca/student-services

Education Career Services  
613-533-6205  FAX: 613-533-6203  
Email:  ed.careers@queensu.ca  
educ.queensu.ca/career.services

Education Library  
613-533-2191

Continuing Teacher Education  
613-533-2387  
Email:  cedmail@queensu.ca  
www.coursesforteachers.ca
B.Ed./Dip.Ed. Practicum Dates

Teacher Candidates in the four-term program complete 17 weeks of regular practicum and 3 weeks of Alternative Practicum. Concurrent candidates in the two-term program complete 10 weeks of regular practicum in the Fall and Winter terms and 3 weeks of Alternative Practicum. There are six practicum components.

<table>
<thead>
<tr>
<th>Term 1 (Summer 2018)</th>
<th>Consecutive candidates only</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 7–25</td>
<td>PRAC 410/411 – <strong>Practicum: Component 1, Introduction to Schools</strong></td>
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<tr>
<td>(May 21 – Victoria Day)</td>
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<thead>
<tr>
<th>Term 2 (Fall 2018)</th>
<th>Final Year Concurrent and Consecutive candidates</th>
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<tbody>
<tr>
<td>October 9–26</td>
<td>*PRAC 420/421 – <strong>Practicum: Component 2</strong></td>
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<tr>
<td>(October 8 – Thanksgiving)</td>
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<tr>
<td>October 29–November 16</td>
<td>*PRAC 430/431 – <strong>Practicum: Component 3</strong></td>
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<td></td>
<td>*The two Fall term components (6 consecutive weeks) are normally with the same Associate Teacher and/or department.</td>
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<thead>
<tr>
<th>Term 3 (Winter 2019)</th>
<th>Final Year Concurrent and Consecutive candidates</th>
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<tbody>
<tr>
<td>February 11–March 8</td>
<td>PRAC 440/441 – <strong>Practicum: Component 4</strong></td>
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<tr>
<td>(February 18 – Family Day)</td>
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<tr>
<td>March 18–April 5</td>
<td>PRAC 450/451 – <strong>Alternative Practicum: Component 5</strong></td>
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<td></td>
<td>(normally at the same Associate School as the Fall term)</td>
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<td>(normally a non-school setting that complements the program focus course and/or educational studies course)</td>
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<tr>
<th>Term 4 (Summer 2019)</th>
<th>Final Year Concurrent (optional) and Consecutive candidates</th>
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<tbody>
<tr>
<td>April 29–May 24</td>
<td>PRAC 460/461 – <strong>Practicum: Component 6</strong></td>
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<tr>
<td>(May 20 – Victoria Day)</td>
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<td>(normally at the same Associate School as the Fall and Winter terms)</td>
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A final four-week practicum, normally in the same associate school as all other regular practicum components (not Alternative Practicum) where possible.

**Course Codes Specific to Practicum (see Appendix A)**

- **PRAC** – Practicum: PRAC courses ending in ‘0’ are for Primary-Junior (PJ) candidates (e.g., PRAC 410 is Summer 1 Primary-Junior) and PRAC courses ending in ‘1’ are for Intermediate-Senior (IS) candidates (e.g., PRAC 411 is Summer 1 Intermediate-Senior)
- **PROF** – Theory & Professional Practice: Courses ending in ‘0’ are PJ; courses ending in ‘1’ are IS
- **FOCI** – Program Focus courses
- **EDST** – Educational Studies courses
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.

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). Upon completion of each online summative assessment, Associate Teachers are taken to an online Honoraria Request form.

Honoraria for taking Queen’s B.Ed./Dip.Ed. candidates in the Fall (October 9–26 & October 29–November 16, 2018) and Winter (February 11–March 8, 2019) will be paid in May.

*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.

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 410/411; 420/421/ 430/431; 440/441; 460/461) are arranged exclusively by the Practicum Office in Associate Schools within our designated catchment area. Candidates must NOT arrange their own practicum. Practicum placements should be undertaken in contexts free of employment implications, coaching obligations, or advantageous relationships with respect to assessment.

The Summer 1 practicum (PRAC 410/411) is the first in-school experience in the four-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 the week prior to PRAC 410/411, 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.

Primary-Junior The first practicum component is an Introduction to Schools where the candidate will observe and assist in a primary or junior classroom. Candidates are not expected to teach formal lessons during this practicum.

Teacher Candidates are placed in elementary schools and must have experience in both primary and junior divisions for the remaining four regular practicum components. There are two consecutive 3-week components in the Fall with the same Associate Teacher, a 4-week component in the Winter term in a different division or grade than the Fall components, and a final 4-week component in May. If an Associate School cannot provide experience in both primary and junior over the course of the three terms, the candidate will be placed in another Associate School in the Summer 2 term, in the required division.

Primary-Junior candidates who are eligible, and are enrolled in FSL Part 1 with Queen’s Continuing Teacher Education (CTE) for the Fall 2018 term, can spend some time in French (Immersion, extended, or core) classrooms for part of the day during the Fall term practicum components only. This is only if the opportunity exists in the school in which you are placed, and will only be for part of a day, not a full practicum.

Intermediate-Senior The first practicum component is an Introduction to Schools where the candidate will observe and assist in a Grade 7 or 8 classroom. Candidates are not expected to teach formal lessons during this practicum.

Candidates are placed in secondary schools over the next three terms and normally have experience in both curriculum subjects. It is important for candidates to meet the Ministry requirement of gaining experience in both the intermediate (9 and/or 10) and senior (11 and/or 12) divisions in one and/or both subjects. Some Intermediate-Senior candidates may only get experience in one teaching subject over the two divisions. If an Associate School cannot accommodate a candidate in a specific term, the candidate may be placed in another Associate School.

Roles of the Professional Learning Community

As outlined above, Teacher Candidates are assigned to an Associate School in a group that 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 410/411 discussion questions during the scheduled weekly or bi-weekly meetings.
Teaching Responsibilities – Primary-Junior

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.

The Summer 1 practicum (PRAC 410) is the first in-school experience in the four-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. Primary-Junior candidates are placed in a Grade K-6 classroom for the Summer 1 practicum component. During the week prior to PRAC 410, 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 to visit other classrooms for observation purposes where possible.

PRAC 410 (May 7 – May 25, 2018)

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

Fall/Winter Practicum

In the Fall term practicum components, we expect that Teacher Candidates will take increasing responsibility for teaching as the practicum progresses. Candidates are expected to take on more teaching in the second component (November) of the Fall practicum than in the first component (October). By mid-way through the Winter practicum component, candidates should teach up to 75% 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. Teacher Candidates are expected to take on increasing responsibility as the Fall term practicum components proceed. By the end of the second week of practicum component 4 (February-March), candidates are normally expected to teach up to 75% of a full teaching load. Past experience has shown that Teacher Candidates learn by teaching and 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 judgement 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.

Primary-Junior candidates must have experience in both the primary and junior divisions over the course of the program.
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
- 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
- meets 3 hours per week in school group professional learning communities (PLCs) addressing PROF 410 discussion topics
- visits other classrooms for observation purposes where possible

PRAC 430 (October 29 – November 16, 2018)

The Teacher Candidate:

- 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.
- 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
- meets 3 hours per week in school group professional learning communities (PLCs) addressing PROF 410 discussion topics

During each practicum component in the Fall term, Primary-Junior Teacher Candidates require 3 hours a week (during school time) to work collaboratively on their PROF 410 course discussion topics (as detailed in the course syllabus). The weekly meetings 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 meet twice, during Week 1 or 2 and Week 3. Candidates do not have weekly meetings during the Summer 2 term practicum.
PRAC 440 (February 11 – March 8, 2019)

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
- meets 3 hours per week in school group professional learning communities (PLCs) addressing PROF 410 discussion topics

Weeks 2 - 4

The Teacher Candidate:
- takes on more responsibilities for lesson planning, teaching, and assessment for, as, and of learning. During Weeks 3 and 4 the Teacher Candidate should have the opportunity to demonstrate the ability to sustain a substantial teaching load.
- In Week 3 meets 3 hours in school group professional learning communities (PLCs) addressing PROF 410 discussion topics

Summer 2 - PRAC 460 (April 29 – May 24, 2019)

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 – 4

The Teacher Candidate:
- assumes more responsibilities for lesson planning, instruction and assessment for, as, and of learning. During Weeks 3 and 4, the Teacher Candidate should have the opportunity to demonstrate the ability to sustain a substantial teaching load.
Teaching Responsibilities – Intermediate-Senior

The Summer 1 practicum (PRAC 411) is the first in-school experience in the four-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. Intermediate-Senior candidates are placed in a Grade 7 or 8 or 7/8 classroom for the Summer 1 practicum component. During the week prior to PRAC 411, 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 to visit other classrooms for observation purposes where possible.

PRAC 411 (May 7 – May 25, 2018)

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, when necessary
- Assists with extra-curricular activities, as appropriate

Fall/Winter Practicum

It is important to note that Queen's Faculty of Education has a policy of not placing candidates in the secondary school which they attended or from which they graduated, if fewer than 6 years have elapsed since their final year of secondary school.

Teacher Candidates are expected to take on increasing responsibility as the Fall term practicum components proceed. By the end of the second week of practicum component 4 (February-March), candidates are normally expected to teach up to 75% of a full teaching load. Past experience has shown that Teacher Candidates learn by teaching and by observing teachers teach throughout the practicum.

The Associate Teacher’s professional judgement determines when the Teacher Candidate is ready to assume greater responsibilities. If required, the Associate Teacher may consult with the Teacher Candidate, the principal/school liaison and/or the Faculty Liaison.

The guidelines below provide direction in recognizing when it seems most appropriate for the Teacher Candidate to take on additional teaching responsibilities.

There is great value in observing the approaches of many different teachers, especially when the Teacher Candidate is looking specifically at how different teachers address challenging issues; (e.g., classroom management, questioning techniques).

The instructional periods referenced in this section are based on the 72-minute, four-period instructional day used in most semestered Ontario secondary schools. Under this system, a full-time teaching load is deemed to be 3 periods or 215 minutes per day plus on-call and supervision time. While the majority of schools use this model, there are a variety of timetables used in the province. Another example is the 60-minute, five-period, Multi-Subject Instructional Period (MSIP) model. Also used is a 50-minute period in a non-semestered setting. In cases where the timetable model differs from the four-period semestered configuration, the Associate Teacher, the Teacher Candidate and the Faculty Liaison should consult on how best to calculate appropriate teaching loads.

To fulfill the OCT requirements of Regulation 347/02 and Regulation 184/97, the college requires Intermediate-Senior candidates to gain experience in both Intermediate and Senior divisions over the course of the program. While it is highly recommended that candidates have experience in both teaching subjects, course enrollment, teacher availability and school timetables may make some placements difficult to arrange.
PRAC 421 (October 9 – 26, 2018)
The Teacher Candidate:

- spends some time each day observing teachers and students in classrooms. Observations should focus on teaching strategies, classroom routines, classroom organization and student learning
- 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
- begins to plan activities and lessons within existing units
- leads a class for short segments within a period, with the expectation of teaching one instructional period per day no later than Week 2
- discusses procedures for daily feedback with Associate Teacher
- becomes familiar with, and comfortable in, the entire school community and considers assisting in an extra-curricular activity if progress is being made in the classroom
- meets 2 hours per week in school group professional learning communities (PLCs) addressing PROF 411 discussion topics
- visits other classrooms for observation purposes where possible

PRAC 431 (October 29 – November 16, 2018)
The Teacher Candidate:

- normally teaches two instructional periods each day
- uses a third instructional period in a number of ways; such as, observing other teachers (or other Teacher Candidates), preparing lessons, and observing/assisting in another area of the school (such as a learning resource centre or guidance)

Intermediate-Senior Teacher Candidates require 2 hours a week (during school time) to work collaboratively on their PROF 411 course discussion topics (provided in the course outline). These weekly meetings should be arranged over a two-period time slot that is mutually convenient for Teacher Candidates and Associate Teachers. In the Winter term, Teacher Candidates should meet twice, during Week 1 or 2 and Week 3. Candidates do not have weekly meetings during the Summer 2 term.

PRAC 441 (February 11 – March 8, 2019)
Week 1
The Teacher Candidate:

- spends some time each day observing teachers and their classrooms. Observations should focus on teaching strategies, classroom routines, classroom organization and student learning
- assists students with individual and group work from the beginning of the practicum component
- becomes familiar with curriculum expectations and assessment for as and of learning in their Associate Teacher’s classroom
- leads classes for short segments until class routines are familiar
- begins teaching entire class periods after opportunities for observation
- discusses procedures for daily feedback with Associate Teacher
- meets 2 hours in school group for professional learning communities (PLCs) addressing PROF 411 discussion topics
PRAC 441 (cont’d)

Weeks 2 - 4

The Teacher Candidate:

- teaches two instructional periods a day in the second week and up to a full teaching load over consecutive days, as appropriate. During Weeks 3 and 4, the Teacher Candidate should have the opportunity to demonstrate the ability to sustain a full teaching load for 3 consecutive days.
- continues using preparation time in a number of ways; such as, observing other teachers or other Teacher Candidates, preparing lessons, observing/assisting in another area of the school such as a learning resource centre or special education setting.
- In week 3, meets 2 hours in school group professional learning communities (PLCs) addressing PROF 411 discussion topics.

Summer 2 - PRAC 461 (April 29 – May 24, 2019)

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 – 4

The Teacher Candidate:

- assumes greater responsibility for lesson planning, instruction, and assessment for, as, and of learning. During Weeks 3 and 4, the Teacher Candidate should have the opportunity to demonstrate the ability to sustain a substantial teaching load.
Roles & Responsibilities of Associate Teachers

Orientation
- orient the Teacher Candidate to the school
- 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 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 assessment, lesson planning, and unit planning; share daily, 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 where applicable
- ensure the Teacher Candidate never assumes the responsibility of a certified teacher
- provide IS candidates with 2 hours and PJ candidates with 3 hours per week for meetings with cohorts. This is not considered planning time.
- 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
- discusses procedures for providing daily feedback to the Teacher Candidate
- provide daily constructive feedback, verbal and written, as though mentoring a beginning teacher
- contact the Faculty Liaison immediately, if you have concerns about the Teacher Candidate’s progress or performance
- guide the Teacher Candidate in the development of more effective teaching and assessment strategies

Assessment and Evaluation
http://educ.queensu.ca/practicum - scroll to Associate Teachers and Schools (Final Year Concurrent/ B.Ed./Dip.Ed. Practicum); select ‘Assessments for B.Ed./Dip.Ed. Candidates’
- complete the online Summative Assessment prior to discussion and review with the Teacher Candidate before final submission. See page 14 for submission deadlines.
- complete the online Interim Formative report at mid-point for Winter (PRAC 440/441) and Summer 2 (PRAC 460/461) term practica
- 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 15)

Note: Teacher Candidates have the same responsibility for the well-being of pupils as certified teachers.
Roles & Responsibilities of School Liaisons

Orientation
- distribute the candidates’ background information forms to the appropriate Associate Teachers
- welcome Teacher Candidates and introduce them to the school community
- provide a tour of the school
- provide a placement schedule for each Teacher Candidate and the Faculty Liaison
- discuss expectations and responsibilities with the Teacher Candidates concerning the practicum
- provide copies of policies and procedures (first aid and emergencies; fire drills; harassment, equity, curriculum documents; dress code; use of materials)

Monitoring
- provide modeling, guidance, leadership, and support for Teacher Candidates and Associate Teachers
- facilitate opportunities for experiencing all facets of the school community

Communication
- collaborate with the Faculty Liaison to facilitate placements for the Winter and Summer 2 terms

Roles & Responsibilities of Faculty Liaisons

Visiting
- contact and/or visit the Associate School prior to the start of the October practicum component
- observe each candidate in the classroom and meet with the Associate Teacher twice, once in the Fall term and once in the Winter term

Communication
- communicate with the school liaison to obtain a board-issued email address for each Associate Teacher working with a Teacher Candidate
- 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 needed to complete assignments
- orient Associate Teachers, Principals/School Liaisons to the PROF 410/411 course by providing information about the course and stressing the importance of Teacher Candidates being allotted time weekly during the Fall practicum and bi-weekly during the Winter practicum for professional discussions within the context of professional learning
- facilitate practicum placements with the school liaison including new placements for the Winter and Summer 2 practicum components

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 Summative assessment, Interim Formative report, and Self-assessment
- initiate a Supporting a Candidate in Difficulty form if the Associate Teacher is concerned about progress or performance. 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.
Assessments

The Assessment Rubric is located on page 31. 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. year. 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 – The online Summative Assessment must be completed at the end of 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.

Fall/Winter - The Faculty Liaison assigned to observe 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.

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 15).

Associate Teachers complete the online Summative Assessment prior to discussion and review with the Teacher Candidate before final submission. See page14 for submission deadlines. Once verified by Practicum Office staff, a PDF of the assessment will be emailed to the Associate Teacher, Teacher Candidate and Faculty Liaison.

In the Winter and Summer 2 terms, Associate Teachers complete an online Interim Formative report at the mid-point. A candidate with an overall rating of ‘Inadequate Progress’ on the online Interim Formative report in the Winter or Summer 2 practicum components 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 term Summative Assessments, and a minimum overall rating of Meets Expectations on the Winter and Summer 2 term Summative Assessments, to receive a passing grade for those practicum components.

Teacher Candidates complete an online 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. Once submitted, a copy of the Self-assessment will be emailed to the Associate Teacher and Faculty Liaison. The link for the online Self-assessment is on the Education Intranet (B.Ed./Dip.Ed.).

The online Assessments are found on the Practicum Office web page at http://educ.queensu.ca/practicum; scroll to ‘Associate Teachers and Schools (Final Year Concurrent/B.Ed./Dip.Ed. Practicum)’; Assessments for B.Ed./Dip.Ed. Candidates section.
Assessment Due Dates

Due dates for all assessments are as follows.

**Summer 1 Term**
- May 25 – Summer 1 Summative Assessment (Consecutive candidates only)

**Fall Term**
- October 17 – Self-assessment from candidate
- October 26 – October Summative Assessment
- November 7 – Self-assessment from candidate
- November 16 – November Summative Assessment

**Winter Term**
- February 22 – Interim Formative report from Associate Teacher
- February 22 – Self-assessment from candidate
- March 8 – March Summative Assessment

**Summer 2 Term**
- May 10 – Interim Formative report from Associate Teacher
- May 10 – Self-assessment from candidate
- May 24 – Summer 2 Summative Assessment

All online summative assessments and interim formative assessments are found on the Practicum Office website [http://educ.queensu.ca/practicum](http://educ.queensu.ca/practicum) - scroll to ‘Associate Teachers and Schools (Concurrent/B.Ed./Dip.Ed. Practicum)’ click on ‘Assessments for B.Ed./Dip.Ed. Candidates’.


Once the Practicum Office staff verify the summative assessment, a PDF of the assessment will be emailed to the Associate Teacher, Teacher Candidate, and Faculty Liaison.

*PRAC course codes*
PRAC 410/411 – May 7-24, 2018
PRAC 420/421 – October 9-26, 2018
PRAC 430/431 – October 29-November 16, 2018
PRAC 440/441 – February 11-March 8, 2019
PRAC 450/451 – March 18-April 5, 2019 (Alternative Practicum)
PRAC 460/461 – April 29-May 24, 2019
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 24) 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.

Summer 1 Term Practicum – Introduction to Schools – PRAC 410/411
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 Practicum – PRAC 420/421 and PRAC 430/431
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 conjunction with the Associate Teacher, must complete Part 1 of the Supporting a Candidate in Difficulty form (see sample page 18), 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.

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 Toward Expectations must be granted for Fall term practicum components.
Supporting Teacher Candidates in Difficulty (cont’d)

Winter Term Practicum – PRAC 440/441

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.

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 the Winter term practicum component.
Supporting Teacher Candidates in Difficulty (cont’d)

Summer 2 Term Practicum – PRAC 460/461

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 the Summer 2 term practicum.

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.

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 the Summer 2 term practicum component.
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 460/461-May 2019) 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 on page 24.)
 Queens University
Faculty of Education
Supporting a Candidate in Difficulty – Part 1
Recommendations for Improvement Form

Candidate
School
Associate Teacher
Grade/Subject:
Practicum Component: October 9-26, 2018 □ October 29-November 16, 2018 □ February 11-March 8, 2019 □ Other ____________
Date: ____________ Date by which recommendations must be implemented: ____________

Areas of Concern related to Elements of Practice
(Identification, Support, Evaluation, Professional Development, Relationship, Assessment)

Detailed Recommendations for Sustained Improvement:

Please check if there is a continuation of recommendations on page two: □

Signatures:
Associate Teacher: __________________________ Faculty Liaison: __________________________
Teacher Candidate: __________________________ Date: ____________

I have read and understand the areas of concern and recommendations for improvement.

The Teacher Candidate, Associate Teacher, Faculty Liaison, and Practicum Manager must receive a copy of this form.

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Queens University
Faculty of Education
Supporting a Candidate in Difficulty – Part 2
Outcomes Form

Candidate
School
Associate Teacher
Grade/Subject:
Practicum Component: October 9-26, 2018 □ October 29-November 16, 2018 □ February 11-March 8, 2019 □ Other ____________
Date: ____________

Outcome of the Candidate in Difficulty Process: 
completed by the end of the practicum semester in which the Supporting a Candidate in Difficulty form was initiated.

Teacher Candidate has fulfilled the recommendations □ Teacher Candidate has not fulfilled the recommendations □

Based on the outcomes above of the Recommendations for Improvement, the overall rating on the assessment is: Please choose a rating:

Signatures:
Associate Teacher: __________________________ Faculty Liaison: __________________________
Teacher Candidate: __________________________ Date: ____________

The Teacher Candidate, Associate Teacher, Faculty Liaison, and Practicum Manager must receive a copy of this form.
Roles & Responsibilities of Candidates

The structure of the program recognizes the need for a partnership among Associate Teachers, school administration and the Faculty of Education. The key to this partnership is open communication among participants. Professionalism requires the Teacher Candidate to take some responsibility for actively maintaining this open communication with participant groups. Teacher 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.

Orientation
- establish with your Faculty Liaison clear plans for contacting schools before the practicum begins
- have available proof of vulnerable sector screening police check
- complete Health & Safety training required by the school board and/or school
- negotiate methods of communication with the Associate Teacher and Faculty Liaison

Teaching and School Participation
- be punctual and reliable, arriving at least 30 minutes before the school day begins and remaining 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(s) and the 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 accommodate 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. Adhere to school policy on electronic devices.
- maintain regular contact with the Faculty Liaison

Note: Teacher Candidates DO NOT supply teach and MUST NOT assume unsupervised responsibility.

Assessment
Candidates complete a Self-assessment mid-way through each practicum component. The assessment will assist candidates in determining their teaching proficiency at that particular point in their program (see page 14 for due dates).

The online Candidate Self-assessment is available on the Education Intranet (B.Ed./Dip.Ed. > Practica 2018-2019 > Practicum Forms and Deadlines section).

Associate Teachers do not have access to the Education Intranet and therefore access the online summative assessment on the Practicum Office web site. (www.educ.queensu.ca/practicum > scroll to Assessments for B.Ed./Dip.Ed. Candidates 2018-2019)
Special Program Tracks (OEE and ATEP)

Teacher Candidates in the **Outdoor and Experiential Education** (OEE) will complete the Winter practicum component with Ontario certified teachers in good standing, in an Ontario outdoor or experiential education setting that follows the Ontario curriculum. Intermediate-Senior OEE candidates in the final year Concurrent program must get experience in both the intermediate (Grade 9 and/or 10) and senior (Grade 11 and/or 12) divisions in at least one of their subjects in the Fall term. Primary-Junior OEE candidates in the final year of the Concurrent program must get experience in both the primary and junior divisions.

Candidates in the **Aboriginal Teacher Education program** (ATEP) will complete the Winter term practicum in a First Nations school or school with large aboriginal population. Candidates in the ATEP program who are placed in a school with a large Aboriginal student population in the Fall term may elect to stay at that school for all practicum components (Fall, Winter and Summer 2).

**Alternative Practicum — (March 18 – April 5, 2019)**

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. Candidates are encouraged to seek placements outside of a school setting. The topic of exploration for the alternative practicum should be consistent with one of the professional learning goals of your particular FOCI/EDST concentration. The FOCI instructor must approve the setting of your Alternative Practicum.

Important information on the Alternative Practicum is found at [http://educ.queensu.ca/practicum](http://educ.queensu.ca/practicum) (scroll to B.Ed./Dip.Ed. Alternative Practicum Placements). 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](http://www.safety.queensu.ca/ocasp/ocasp2.htm). There will be a mandatory meeting in January 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.

The Alternative Practicum (PRAC 450/451) has a minimum requirement of 90 hours, but there is no maximum number of hours. The Alternative Practicum normally starts after the March Break; however, candidates have a 4-week timeframe that incorporates the March Break to complete the minimum 90-hour requirement of PRAC 450/451. **Candidates must complete the minimum 90-hour requirement of PRAC 450/451 over a three-week duration and cannot complete the minimum 90 hours within a shorter timeframe. This can be completed in two different settings over a three-week period if necessary.**

Candidates must **not miss any practicum days to leave early or return late for travel to and from the Alternative Practicum.** 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. There are no ‘flex days’ of practicum and candidates are expected to be in their winter term practicum until the end of day on the Friday before the March Break, and return to on-campus classes on Monday after the Alternative Practicum. Candidates must arrange an Alternative Practicum where they will be able to fulfil the three-week requirement within the four-week timeframe.

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 an Alternative Practicum is arranged by the Practicum Office in an Ontario district school board on behalf of the Teacher Candidate (EDU on Board Protocol), the candidate is expected to accept the practicum arranged by the board (in some cases it is not the setting the candidate requested).
Practicum Office Due Dates

Over the course of the program, the Practicum Office will require candidates to submit various documents both online and in person. Below are the deadlines for submission of documents.

**April 13, 2018** (Consecutive B.Ed./Dip.Ed. candidates for Summer 1 term) – Deadline to submit an original Vulnerable Sector Police check to the Practicum Office for verification.

**May 4, 2018** (Consecutive B.Ed./Dip.Ed. candidates for Summer 1 term) – Deadline to submit to onQ (Health and Safety folder), signed Student Declaration of Understanding form (for WSIB) and Certificate of Completion for Ministry of Labour’s online Health & Safety training ‘Worker Health & Safety in 4 Steps’.

**August 10, 2018** – (Concurrent Education candidates) deadline to submit your original Vulnerable Sector Police Check to the Practicum Office for processing.

**August 10, 2018** – (Consecutive candidates) deadline to submit a second Vulnerable Sector police check if police check for Summer 1 was dated prior to April 9, 2018.

**September 7, 2018** – (Final Year Concurrent Education candidates only) - Deadline to submit to onQ, signed Student Declaration of Understanding form (for WSIB) and Certificate of Completion for Ministry of Labour’s online Health & Safety training ‘Worker Health & Safety in 4 Steps’.

**September 28, 2018** – (All candidates) Any additional board specific Health & Safety training must be completed by the deadline to ensure compliance prior to starting practicum.

**October 17, 2018** – Submit online **Self Assessment**

**November 7, 2018** – Submit online **Self Assessment**

**December 7, 2018** – Submit online completed **Alternative Practicum Arrangement Form** for placements in Ontario district school boards with protocol of EDU as Board Protocol.

**January 26, 2019** – Submit online completed **Alternative Practicum Arrangement Form** for placements in all other settings (including Ontario District School Board indicating protocol of SCH).

**February 1, 2019** – Submit online Off-campus Activity Safety Police Procedure (OCASP) for candidates completing Alternative Practicum out of the country, in the far Canadian North, or in a setting of elevated risk only.

**February 22, 2019** – Submit online **Self Assessment**

**April 12, 2019** – Email to the Practicum Office and FOCI instructor, a scanned copy of Record of Alternative Practicum Experience form (PRAC 450/451)

**May 10, 2019** – Submit online **Self Assessment**

The Candidate Self-Assessment and Alternative Practicum Arrangement form are accessed on the Education Intranet > (B.Ed./Dip.Ed.) using your NetID and Password.

All online practicum assessments are accessed by the **Associate Teachers** on the Practicum Office web site: [http://educ.queensu.ca/practicum](http://educ.queensu.ca/practicum), scroll to ‘Associate Teachers and Schools (Final Year Concurrent/B.Ed./Dip.Ed. Practicum)’; Assessments for B.Ed./Dip.Ed. Candidates section.
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 Student Accessibility Services at their earliest opportunity.

Lasalle Bldg.
146 Stuart Street - 613-533-6467 - TTY 613-533-6566
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).

Teacher Candidates will:

- Be punctual and reliable
- Speak and act towards students with respect and dignity, and deal judiciously with them, acknowledging their rights and sensibilities
- Acknowledge that the culture of teaching demands professional courtesy, self-reflection, and a compassionate and nurturing manner
- Hold the safety and security of students in higher regard than personal rights and privileges
- 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 requires approval by the Associate Dean, Undergraduate Studies. Approval will be based upon the following:

- The Associate Dean, Undergraduate Studies will meet with the Practicum Manager within the week prior to each practicum component to determine each Teacher Candidate’s eligibility to undertake the practicum.

- Teacher Candidates identified as having incomplete coursework, repeatedly breaching Faculty of Education attendance requirements, or demonstrating lack of professional conduct or judgement will meet with the Associate Dean, Undergraduate Studies 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 component 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 component, which may involve an additional administrative fee to be paid by the Teacher Candidate.

Teacher Candidates who fail to maintain a professional standard of conduct and ethical behaviour 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 Advisories and Guidelines

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

For the full advisory, see the OCT web site:

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 (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 on each day of an absence. In addition to contacting the school office, the Associate Teacher must also be contacted (preferably by phone).

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. The B.Ed./Dip.Ed. program at Queen’s has 81 days of practicum over the extended four-term program schedule. Candidates are expected to be in attendance for all 81 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.

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.
Mandatory Health and Safety Training

The Occupational Health and Safety Awareness and Training Regulation (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 online training prior to their placement https://www.labour.gov.on.ca/english/hs/elearn/worker/index.php. 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 online training is completed, candidates must submit a copy of the Certificate of Completion to onQ (Health & Safety folder) 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 Practicum Office immediately. 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 in their home country are not covered for workplace injury or illness and must use personal insurance.
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.

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 Health and Safety folder in onQ by the deadline (see page 22).
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 discuss 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 able to use the appropriate lesson organizers unique to each curriculum area.
Faculty of Education Summative 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 each particular point in her/his B.Ed./Dip.Ed. year.* 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 page 15 for the Supporting a Candidate in Difficulty process.* A minimum overall rating of Progressing Toward Expectations must be granted in the Fall term (PRAC 420/421 and 430/430), and a minimum overall rating of Meets Expectations must be granted in the Winter and Summer 2 terms (PRAC 440/441 and 460/461), if there has been no Supporting a Candidate in Difficulty process initiated in those components. The Faculty Liaison (or designate for PRAC 460/461-May 2019) 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 Winter or Summer 2 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>
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<tbody>
<tr>
<td>I – Professionalism</td>
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<tr>
<td>1. Initiative &amp; dependability</td>
<td></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>
</tr>
<tr>
<td>2. Discretion &amp; professional judgement</td>
<td></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>
</tr>
<tr>
<td>3. Response to mentorship</td>
<td></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>

*Please see page 15 for the Supporting a Candidate in Difficulty process.*

*Requires continuous coaching to connect Associate Teacher's feedback to the improvement of teaching practice.*
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<td>II – Supporting a Community of Learners</td>
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<tr>
<td>1. Promoting a safe and trusting learning community</td>
<td></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>2. Promoting student independence</td>
<td></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>
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<tr>
<td>III – Planning and Preparing</td>
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<tr>
<td>1. Use of curriculum documents</td>
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<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>
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<tr>
<td>2. Sequencing of steps in a lesson or unit</td>
<td></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>
<td>3. Differentiation</td>
<td></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>
</tr>
<tr>
<td>4. Resources</td>
<td></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 digital 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>
</tr>
<tr>
<td>Elements of Practice</td>
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<td>IV. Lesson Presentation</td>
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<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>
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<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>
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<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>
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<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>
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<tr>
<td>5. Engaging all 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</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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<td>V. Assessment</td>
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<tr>
<td>1. Assessment for learning</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>
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<tr>
<td>2. Assessment as learning</td>
<td>Creates an environment where students use assessment information to determine or discuss 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>
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<tr>
<td>3. Assessment of learning</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>
<td></td>
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# APPENDIX A
## Schedule of courses by term

### Summer 1 Term 2018

<table>
<thead>
<tr>
<th>PRIMARY-JUNIOR</th>
<th>COMMON PROGRAM ELEMENTS</th>
<th>INTERMEDIATE-SENIOR</th>
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<tbody>
<tr>
<td>Summer 1</td>
<td>Summer 1</td>
<td>Summer 1</td>
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<tr>
<td>PROF 110 – Self as Teacher</td>
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<td>PROF 210 – Self as Learner</td>
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<tr>
<td>PROF 310 – Self as Professional</td>
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<tr>
<td>PRAC 410/411 (3 weeks)</td>
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<tr>
<td>PROF 500 – Supporting Learning Skills</td>
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<tr>
<td>PROF 504 – Technology as a Teaching &amp; Learning Tool</td>
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### Fall and Winter Terms 2018-2019

<table>
<thead>
<tr>
<th>PRIMARY-JUNIOR</th>
<th>COMMON PROGRAM ELEMENTS</th>
<th>INTERMEDIATE-SENIOR</th>
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<tbody>
<tr>
<td>CURR 355 – Language &amp; Literacy</td>
<td></td>
<td>CURR – 1&lt;sup&gt;st&lt;/sup&gt; teachable (Fall)</td>
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<tr>
<td>CURR 383 – Mathematics</td>
<td></td>
<td>CURR – 2&lt;sup&gt;nd&lt;/sup&gt; teachable (Fall)</td>
</tr>
<tr>
<td>CURR 387 – Science &amp; Technology</td>
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<td>CURR – 1&lt;sup&gt;st&lt;/sup&gt; teachable (Winter)</td>
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<td>CURR 385 – Social Studies</td>
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<td>CURR – 2&lt;sup&gt;nd&lt;/sup&gt; teachable (Winter)</td>
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<tr>
<td>CURR 395 – Health &amp; Phys. Ed.</td>
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<td>PROF 411 – Professional Practice</td>
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<tr>
<td>CURR 389/391/393 – Art/ Drama or Music</td>
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<tr>
<td>PROF 410 – Professional Practice</td>
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<tr>
<td>FOUN 100 – Psychological Foundations</td>
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<td>FOUN 101 – Foundations of Assessment</td>
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<td>FOUN 102 – Historical &amp; Philosophical</td>
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<tr>
<td>PROF 170 – School &amp; Classroom Leadership</td>
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<tr>
<td>PROF 180 – School Law &amp; Policy</td>
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<td>EDST (w/FOCI)</td>
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<tr>
<td>PRAC 420/421,430/431, 440/441, 450/451 (Alternative Practicum)</td>
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### Summer 2 Term 2019

<table>
<thead>
<tr>
<th>PRIMARY-JUNIOR</th>
<th>COMMON PROGRAM ELEMENTS</th>
<th>INTERMEDIATE-SENIOR</th>
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<tbody>
<tr>
<td>CURR 390 – Dance</td>
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<td>PROF 506 – English Language Learners</td>
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<tr>
<td>CURR 389/391/393 – Art/ Drama/or Music</td>
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<td>PROF 507 – Transitions</td>
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<td>CURR 384 – Literacy &amp; Numeracy</td>
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<td>PROF 508 – Teaching Grades 7/8</td>
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<td>PRAC 460/461 (4 weeks)</td>
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<td>PROF 501 – Building a Professional Career</td>
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<td>PROF 502 – Introduction to Aboriginal Studies for Teachers</td>
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<td>PROF 503 – Supporting Environmental Education in the Classroom</td>
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<td>PROF 505 Meeting the Needs of All Learners</td>
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