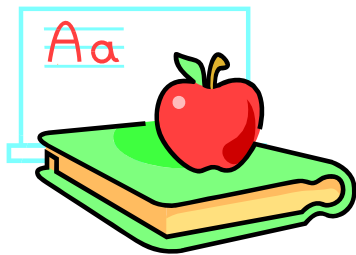


CONCURRENT TEACHER EDUCATION PROGRAM PLACEMENT INFORMATION For Host Teachers and Principals

One of the advantages of Concurrent Education is the field centred approach of being in schools right away. Experiences in Schools, is a key part of the program with an extended placement in final year.



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

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

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

Second year candidates in **Intermediate/Senior** must spend the equivalent of three full weeks in an Intermediate (grade 9/10), setting with at least one class at the applied/essential level.

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

Third year candidates in **Intermediate/Senior** must spend the equivalent of three full weeks in an Intermediate/Senior (grade 9 – 12) setting. Normally a placement with special needs students is recommended.

If you have any questions, feel free to contact our offices:

Queen's Concurrent Program

Practicum Office
Duncan McArthur Hall
511 Union Street
Queen's University
Kingston, Ontario K7M 5R7
Phone: 613-533-6202
FAX: 613-533-6596
Email: practicum.office@queensu.ca
Web site: <http://educ.queensu.ca/practicum>

Personnel:

Peter Chin, Associate Professor & Practicum Coordinator
Tammy O'Neil, Placement Assistant
Nadine Thompson, Placement Assistant

Queen's-Trent Concurrent Program

Concurrent Education Office
Lady Eaton College, Trent University
1600 West Bank Dr. (N124)
Peterborough, Ontario K9J 7B8
Phone: 705-748-1011 x 7464
FAX: 705-748-1008
Email: concurrented@trentu.ca
Web site: www.trentu.ca/education/concurrent

Personnel:

Sharon Carew, Coordinator, 748-1011 x 7268
Email: sharoncarew@trentu.ca
Deb Earle, Program Administrator,
748-1011 x 7618
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Kathy Fife, Program Secretary,
748-1011 x 7464
Email: kfife@trentu.ca

Note: one copy of this information is for the Teacher Candidate and a second copy should be given to the Host Teacher

Responsibilities of Teacher Candidates

- **Obtain OESC ID card from the Ontario Education Services Corporation. Carry card with you during your placement.**
- **Check Board Protocol list for TB test requirement.**
- **Contact the Host Teacher and Principal regarding preparation for the placement at least two weeks prior to starting the placement. The Principal must also be advised of your arrival date and with whom you will be working.**
- Provide the Host Teacher with a brief background of your interests and what you would like to learn during the placement. This should include courses that may be relevant to the placement, activities, and skills you would like to learn or continue to develop.
- Be punctual, prompt and reliable. Call the Host Teacher if unable to attend because of illness.
- After consultation with Host Teacher, plan lessons and prepare written copies of these plans. Ensure any materials needed for lesson(s) and/or unit(s), are ready well ahead of time (audio-visual, chalkboard work, handouts, etc.).
- Become familiar with the School Handbook.
- Use time wisely, spending non-teaching time profitably (e.g. making individual student observations, marking work, observing the Host Teacher, looking for individuals needing extra help or attention).
- Share student observations with the Host Teacher.
- Display a professional attitude, appropriate dress, initiative, confidentiality, and cooperation with school personnel.
- Respond appropriately to Host Teacher's suggestions.
- Arrive at the school early and plan to stay after school, when possible, to discuss the day with the Host Teacher.
- **Teacher Candidates are responsible for submitting completed forms to the Practicum Office – Queen's or Concurrent Education Office – Trent, IMMEDIATELY following the end of the placement.**

Responsibilities of Host Teachers

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

Concurrent Education Program – Role of the Host Teacher (2008-2009)

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

Note: one copy of this information is for the Teacher Candidate and a second copy should be given to the Host Teacher

Concurrent Education Program – Role of the Teacher Candidate, Primary/Junior Division (2008-2009)

Year	PURPOSE	TIME FRAME	TEACHING REQUIREMENTS	PLACEMENT REQUIREMENTS	FORMS
Year 1 – PRAC 111 (Common year for both Primary/Junior & Intermediate/Senior candidates)	To increase awareness of individual student development.	Equivalent of 10 full days (minimum 60 hours) in an elementary school. Five days in a grade JK-6 classroom <u>and</u> five days in a grade 7 or 8 classroom. Placement requirements must be completed in the same academic year. First year candidates must complete PRAC 111 in first year.	To assist the classroom teacher in one-on-one or small group situations. Teacher Candidates are not expected to teach formal lessons.	Teacher Candidates will make observations of three students, one of whom is a student with special needs. These observations will then be given to the Host Teacher and discussed.	Progress Report: completed by the Host Teacher on the last day of the placement, discussed and signed by both the Host Teacher and Teacher Candidate. It is the responsibility of the Teacher Candidate to submit the Progress Report to the appropriate Queen’s or Queen’s-Trent program office IMMEDIATELY upon completion.
Year 2 – P/J PRAC 210 (formerly PRAC 116)	To learn about the teaching-learning process through some lesson planning including Ministry Curriculum Planners.	Equivalent of 15 full days (minimum 90 hours) in one classroom – grades JK-6. Placement requirements must be completed in the same academic year.	To assist and observe. To plan and teach three lessons on the same topic or be responsible for the setting up, introduction and monitoring of two learning work stations. To prepare a simplified IEP on a specified student.	Teacher Candidates will make observations of three students, one of whom is a student with special needs and discuss with the Host Teacher. Three lesson plans will be discussed with the Host Teacher. The simplified IEP will be discussed with the Host Teacher.	Progress Report: completed by the Host Teacher on the last day of the placement, discussed and signed by both the Host Teacher and Teacher Candidate. It is the responsibility of the Teacher Candidate to submit the Progress Report to the appropriate Queen’s or Queen’s-Trent program office IMMEDIATELY upon completion.
Year 3 – P/J PRAC 310 (formerly PRAC 121)	To plan and implement a series of lessons and receive feedback from the Host Teacher. To develop strategies related to special needs students.	Equivalent of 15 days (minimum 90 hours) in one classroom – JK-6 including a special needs component which can either be in the classroom or with a resource teacher. If possible, this placement should be in a different division than Year 2 (i.e. Primary grades JK-3 or Junior grades 4-6). Placement requirements must be completed in the same academic year.	To assist and observe. To plan and teach five lessons on the same topic or be responsible for the setting up, introduction and monitoring of three learning work stations. To prepare a simplified IEP on a specified special needs student.	Teacher Candidates will make observations of five students, two of whom are students with special needs and discuss with the Host Teacher. Five lesson plans including accommodations and reflection will be discussed with the Host Teacher. The simplified IEP on a special needs student will be discussed with the Host Teacher.	Progress Report: completed by the Host Teacher on the last day of the placement, discussed and signed by both the Host Teacher and Teacher Candidate. It is the responsibility of the Teacher Candidate to submit the Progress Report to the appropriate Queen’s or Queen’s-Trent program office IMMEDIATELY upon completion.

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Concurrent Education Program – Role of the Teacher Candidate, Intermediate/Senior Division (2008-2009)

Year	PURPOSE	TIME FRAME	TEACHING REQUIREMENTS	PLACEMENT REQUIREMENTS	FORMS
Year 1 – PRAC 111 (Common year for both Primary/Junior & Intermediate/Senior candidates)	To increase awareness of individual student development.	Equivalent of 10 full days (minimum 60 hours) in an elementary school. Five days in a grade JK-6 classroom <u>and</u> five days in a grade 7 or 8 classroom. Placement requirements must be completed in the same academic year. First year candidates must complete PRAC 111 in first year.	To assist the classroom teacher in one-on-one or small group situations. Teacher Candidates are not expected to teach formal lessons.	Teacher Candidates will make observations of three students, one of whom is a student with special needs. These observations will then be given to the Host Teacher and discussed.	Progress Report: completed by the Host Teacher on the last day of the placement, discussed and signed by both the Host Teacher and Teacher Candidate. It is the responsibility of the Teacher Candidate to submit the Progress Report to the appropriate Queen's or Queen's-Trent program office IMMEDIATELY upon completion.
Year 2 – I/S PRAC 211 (formerly PRAC 131)	To learn about the teaching-learning process through some lesson planning including Ministry Curriculum Planners. To learn about the non-academic stream.	Equivalent of 15 full days (minimum 90 hours) in a grade 9 or 10 setting (with at least one applied or essential level class). One Host Teacher if possible. Placement requirements must be completed in the same academic year.	To assist and observe. To plan and teach three lessons on the same topic or be responsible for the setting up, introduction and monitoring of two learning work stations. To prepare a simplified IEP on a specified student.	Teacher Candidates will make observations of three students, one of whom is a student with special needs and discuss with the Host Teacher. Three lesson plans will be discussed with the Host Teacher. The simplified IEP will be discussed with the Host Teacher. Strategies will also be discussed to enable applied/essential students to succeed in a school setting.	Progress Report: completed by the Host Teacher on the last day of the placement, discussed and signed by both the Host Teacher and Teacher Candidate. It is the responsibility of the Teacher Candidate to submit the Progress Report to the appropriate Queen's or Queen's-Trent program office IMMEDIATELY upon completion.
Year 3 – I/S PRAC 311 (formerly PRAC 136)	To plan and implement a series of lessons and receive feedback from the Host Teacher. To develop strategies related to special needs students.	Equivalent of 15 days (minimum 90 hours) in grade 9 – 12 including a special needs component. One Host Teacher if possible. Placement requirements must be completed in the same academic year.	To assist and observe. To plan and teach five lessons on the same topic or be responsible for the setting up, introduction and monitoring of three learning work stations. To prepare a simplified IEP on a specified special needs student.	Teacher Candidates will make observations of five students, two of whom are students with special needs and discuss with the Host Teacher. Five lesson plans including accommodations and reflection will be discussed with the Host Teacher. The simplified IEP on a special needs student will be discussed with the Host Teacher.	Progress Report: completed by the Host Teacher on the last day of the placement, discussed and signed by both the Host Teacher and Teacher Candidate. It is the responsibility of the Teacher Candidate to submit the Progress Report to the appropriate Queen's or Queen's-Trent program office IMMEDIATELY upon completion.

Note: one copy of this information is for the Teacher Candidate and a second copy should be given to the Host Teacher