

# NIPISSING

## U N I V E R S I T Y

### Schulich School of Education

2018/2019

Concurrent – Alternative Practicum Handbook

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## ALTERNATIVE PLACEMENT

### Course Description

Teacher candidates apply pedagogical skills and theoretical knowledge in a self-selected, non-traditional community setting as a means to broaden practical experience and develop awareness of community-based programs that benefit from educational applications.

The alternative placement is a required component of Observation and Practice Teaching (EDUC 4023 or EDUC 4133). Teacher candidates must successfully complete a minimum of 115 hours in an alternative placement setting in order to earn credit for Observation and Practice Teaching.

### Learning Expectations/Outputs

Teacher candidates will:

- demonstrate professionalism in all aspects of the community experience according to the OCT Standards of Practice;
- apply course-based knowledge and skills in a non-traditional setting;
- engage in reflection as a means of improving teaching practice;
- interact appropriately with clients and co-workers;
- demonstrate commitment to professional growth through collaboration with site supervisor(s) and acceptance of varied responsibilities in a non-traditional environment.

### Course Requirements

- Teacher candidates are required to complete a minimum of 115 hours of community-based teaching experience as scheduled during the academic year.
- Teacher candidates must submit a completed Alternative Placement Log at the end of the alternative practicum.
- Teacher candidates must be successful in both their alternative placement and regular placements in order to be successful in EDUC 4023/4133.

### Contacts

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## ALTERNATIVE PLACEMENT TIMELINE

Date	Task(s)
February-August, 2018	Research potential placement organizations. Provide placement letter to organizations that are of interest to you and that would also meet the criteria outlined for the alternative placement.
Friday, October 19, 2018	Alternative Placement Information form due. Please submit to the Practicum Office. Form can be found on the website.
Friday, December 7, 2018	Police Vulnerable Sector Check (PVSC) due. Candidates who do not submit their PVSC to the Practicum Office by this deadline will not be permitted to begin their alternative placement.
Friday, December 14, 2018	Contact your site supervisor on or before this date to make arrangements for your first day of placement.
January 7-February 1, 2019*	<p>Arrive at your placement at the agreed upon day and time. Discuss with your site supervisor what your responsibilities will include and review with him/her the Alternative Placement Report that is to be completed and submitted to the Practicum Office at the end of the placement.</p> <p>Attend placement for a minimum of 115 hours within the provided five week placement block. Ensure that you complete your Alternative Placement Log each day of placement and have your site supervisor or alternate sign the log.</p> <p><b>*Can begin as early as January 2, 2019</b></p>
February 2019	<p>Your Alternative Report is due on the <b>last day of your placement</b>. Your site supervisor is required to complete and submit the completed report to <a href="mailto:ptoffice@nipissingu.ca">ptoffice@nipissingu.ca</a>. You site supervisor should also send a copy to your Nipissing University email address for your records.</p> <p>*A final grade for EDUC 4133 or 4023 cannot be submitted until the Alternative Report is received by the Practicum Office.</p>
February 8, 2019	<p>Submit your Alternative Placement Log to <a href="mailto:ptoffice@nipissingu.ca">ptoffice@nipissingu.ca</a> on or before this date.</p> <p>*A final grade for EDUC 4133 or 4023 cannot be submitted until the alternative log is received by the Practicum Office.</p>

## ROLE OF THE TEACHER CANDIDATE

### Finding a Placement

Teacher candidates are responsible for researching various organizations and securing their own alternative placement. The Practicum Office will support teacher candidates who experience difficulty in finding an appropriate and safe placement. Teacher candidates must keep the following criteria in mind when researching organizations of interest:

- The placement must consist of a minimum of **115 hours** of service completed over the scheduled five-week block in the winter term. **(January 7-February 1, 2019)** May begin as early as **January 2, 2019**
- The placement must have a connection to human development and service to the community
- The placement must include a teaching/learning component where teaching skills can be applied
- The placement must be completed within Ontario
- The placement must be completed within a healthy and safe environment
- The placement cannot take place at Nipissing University
- The placement must be unpaid
- The placement cannot be completed in an organization where the teacher candidate has previously worked or volunteered
- The site supervisor cannot be an immediate family member of the teacher candidate
- Placement hours must be arranged according to the needs of the organization and/or the site supervisor
- The placement cannot be completed in a classroom/setting within a publically funded school in Ontario, such as: library, prep, guidance, etc
- The placement may be completed in an outdoor education centre or in a care and treatment facility run by a publicly funded school board in Ontario

### Foundations of Professional Practice

Teacher candidates must adhere to the Ontario College of Teachers Foundations of Professional Practice, as well as the Ontario Teachers' Federation Code of Ethics. A breach of any part of these may be reason enough to prevent the teacher candidate from continuing in the Bachelor of Education (BEd) program, continuing in the practicum, or from being deemed successful in the BEd program.

[http://www.oct.ca/~media/PDF/Foundations%20of%20Professional%20Practice/Foundation\\_e.ashx](http://www.oct.ca/~media/PDF/Foundations%20of%20Professional%20Practice/Foundation_e.ashx)

### Confidentiality

Most organizations are governed by the *Freedom of Information and Protection of Privacy Act* (FIPPA). During the alternative placement, teacher candidates may be privy to private and confidential information. FIPPA demands that all employees (teacher candidates) respect the privacy of each individual, hence, it is prohibited for teacher candidates to share personal information acquired in the workplace (host organization).

### Police Vulnerable Sector Check

Teacher candidates must be prepared to provide, upon request, a copy of a current Police Vulnerable Sector Check (PVSC) to their site supervisor. Failure to provide a current PVSC may result in the teacher candidate being removed from the placement. Some organizations may require an original PVSC.

## **Workplace Safety and Insurance Board (WSIB)**

The Ministry of Training, Colleges, and Universities (MTCU) provides insurance coverage program through WSIB for teacher candidates completing unpaid work placements. Guidelines and FAQs related to WSIB can be found on the Ministry's public website at: [http://www.tcu.gov.on.ca/pepg/publications/UnpaidWork\\_PlacementsGuide.pdf](http://www.tcu.gov.on.ca/pepg/publications/UnpaidWork_PlacementsGuide.pdf)

## **Alternative Placement Log**

Teacher candidates must log their community leadership hours by completing the Alternative Placement Log (p.11-12).

When completing reflections at the end of placement, teacher candidates may ask themselves the following questions:

- How did I apply course-based knowledge and prior classroom experience in my community placement?
- What aspect of my community leadership experience resonated with me the most?
- How has my community leadership experience informed my professional growth?
- How has my community leadership experience impacted me (e.g., personally, professionally)?

A teacher candidate who fails to submit a copy of his/her Alternative Placement Log by the deadline is at risk of receiving a final grade of "F" (fail) in EDUC 4023/4133 Observation and Practice Teaching.

## **Absence from Alternative Placement**

Regular attendance throughout the community placement is an expectation for the successful completion of EDUC 4023 or 4133. Teacher candidates must make every effort to schedule appointments outside of set placement hours. Teacher candidates who must be absent are required to make up all hours as soon as possible and are responsible for negotiating the dates directly with the site supervisor. Absences must be recorded in the Alternative Placement Log (p. 11-12).

## **ROLE OF THE SITE SUPERVISOR**

Site supervisors are asked to provide teacher candidates with opportunities to explore different ways of applying the pedagogical skills and theoretical knowledge they have gained in the Bachelor of Education program. They will guide teacher candidates in their role within the organization and will provide clear expectations and duties to be fulfilled by the teacher candidate. Site supervisors are required to evaluate their teacher candidate's success in the placement using the Schulich School of Education Alternative Placement Report (p. 9-10).

## **Welcoming your Teacher Candidate**

Beginning a new placement is often an exciting yet stressful time for teacher candidates. Site supervisors are encouraged to consider the following when welcoming teacher candidates into the organization:

- Make contact with your teacher candidate prior to his/her arrival and share information about projects/initiatives that are ongoing within the organization;
- Provide your teacher candidate with a schedule (minimum of 120 hours) and a brief outline of his/her role and responsibilities within the organization;
- Provide your teacher candidate with helpful resources (e.g., organizational policies and procedures, appropriate dress, calendar of events, parking);
- Provide your teacher candidate with a tour of the organization and introduce them to colleagues;
- Clearly outline your expectations of the teacher candidate during the entire placement.

## **Supervision**

Site supervisors will monitor and support the teacher candidate throughout the community placement to ensure that the teacher candidate's responsibilities within the organization are fulfilled in an effective way. Please refer to the chart on p. 8 for a summary of responsibilities of both the site supervisor and teacher candidate.

## **Feedback**

Ongoing constructive feedback is critical for the professional growth of teacher candidates. Site supervisors are encouraged to meet with their teacher candidate on a regular basis, preferably daily, to provide feedback. It is the responsibility of the teacher candidate to be available for these meetings. Site supervisors may use the Alternative Placement Report (p. 9-10) as a basis for these discussions.

## **Evaluation**

Site supervisors will evaluate the teacher candidate's contribution to the organization. A fillable copy of the Alternative Placement Report (p. 9-10) will be emailed to the site supervisor prior to placement. Site supervisors are required to complete the report on the final day and submit it **no later than one week following the conclusion of the placement** to:

- The Practicum Office ([ptoffice@nipissingu.ca](mailto:ptoffice@nipissingu.ca))
- The teacher candidate (teacher candidate will provide email address)

The site supervisor is encouraged to discuss the report with the teacher candidate prior to submitting it to the Practicum Office.

## **Teacher Candidate Absence**

If the teacher candidate is absent from placement and does not notify the site supervisor, the site supervisor is asked to contact the Practicum Office as soon as possible at [ptoffice@nipissingu.ca](mailto:ptoffice@nipissingu.ca) or 705-474-3450 ext. 4555. Teacher candidates are required to make up for all missed time and are responsible for negotiating the dates directly with the site supervisor.

## **Site Supervisor Absence**

If the site supervisor is absent during the placement, the teacher candidate may not assume unsupervised responsibilities. Another member of the organization must be present to assist and supervise the teacher candidate.



## Steps to Take if the Teacher Candidate Experiences Difficulty

Site supervisors may use the following as a guideline if the teacher candidate experiences difficulty:

1. Site supervisors are asked to notify the Practicum Office immediately ([ptoffice@nipissingu.ca](mailto:ptoffice@nipissingu.ca) or (705)474-3450 ext. 4555) if the teacher candidate begins to experience difficulty in the placement or is at risk of receiving an overall achievement level of Does Not Meet Expectations (D).
2. Using the Alternative Placement Report as a basis for discussion, the site supervisor should discuss concerns with the teacher candidate and offer suggestions and guidance where necessary.
3. The site supervisor should set reasonable and realistic goals for improvement to be demonstrated by the teacher candidate according to an established timeline.
4. The site supervisor is encouraged to keep appropriate documentation, particularly if the teacher candidate is not meeting the expectations in any area of the report.
5. The site supervisor and Practicum Coordinator will monitor the subsequent performance of the teacher candidate to determine whether or not he/she may continue in the placement.

## TEACHER CANDIDATES AT RISK

Teacher candidates who experience difficulty in the alternative placement or have a question/concern, should contact the Practicum Office for immediate support.

### Does Not Meet Expectations

A teacher candidate who receives an overall achievement level of Does Not Meet Expectations on the Alternative Placement Report will have his/her file reviewed by the Practicum Committee and is at risk of receiving a final grade of F (fail) in EDUC 4023 or 4133. In such cases, all practicum reports in year five will be reviewed and considered by the Practicum Committee in determination of the final grade.

The Schulich School of Education reserves the right to exercise its collective professional judgement about a teacher candidate's final standing in the BEd program.

### Removal from Alternative Placement

Any of the following may be considered cause for the immediate removal of a teacher candidate from an alternative placement:

1. A charge by organization personnel and/or the Schulich School of Education of physical or sexual abuse;
2. A report by organization personnel and/or the Schulich School of Education of unprofessional conduct as regulated by the Ontario College of Teachers Foundations of Professional Practice, as well as the Ontario Teachers' Federation Code of Ethics.



3. An assessment by organization personnel and/or the Schulich School of Education that the teacher candidate's behaviour seriously or chronically affects the intellectual, emotional or physical well-being of others within the organization;
4. In the opinion of the Schulich School of Education and/or site supervisor that there is evidence that continued placement could have a detrimental effect on the organization, the learners, or the staff.

If a teacher candidate is removed from an alternative placement for any reason, it is considered a failed placement (Does Not Meet Expectations). If a teacher candidate removes him/herself from an alternative placement without written consent from the Practicum Office, it is considered a failed placement (Does Not Meet Expectations). In either case, the teacher candidate will have his/her file reviewed by the Practicum Committee and is at risk of receiving a final grade of F (fail) in EDUC 4023 or 4133.

The teacher candidate's right to continue in the program may be revoked, depending on the nature of the situation.

### **Additional Alternative Placement**

Deferral of an alternative placement must be approved by the Associate Dean of the Schulich School of Education, and will only be considered in the most extreme cases. Deferrals will not be granted once the alternative placement has begun. In the rare instance that a deferral is granted, the required 115 hours will be completed immediately following the successful completion of all other scheduled practicum and may be subject to a \$425 administrative fee. Deferral of an alternative placement may prohibit the teacher candidate from being able to register for AQ and ABQ courses and/or may delay graduation.

## ALTERNATIVE PLACEMENT RESPONSIBILITIES

Responsibilities	Site Supervisor	Teacher Candidate
<b>General</b>	<ul style="list-style-type: none"> <li>• Provide guidance and leadership to the teacher candidate</li> <li>• Review expectations and provide feedback to the teacher candidate on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>• Provide site supervisor with applicable forms and personal resumé to secure placement</li> <li>• Provide PVSC to site supervisor (if applicable)</li> <li>• Provide health &amp; safety certificate to supervisor (if applicable)</li> <li>• Be professional</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• Create a schedule for the teacher candidate that meets the needs of the organization and the requirements of the alternative placement</li> <li>• Designate someone else within the organization to supervise the teacher candidate if you are absent</li> </ul>	<ul style="list-style-type: none"> <li>• Attend placement regularly according to the agreed upon schedule and be punctual</li> <li>• Notify site supervisor of absences</li> <li>• Record absences in your Alternative Placement Log</li> <li>• Negotiate make-up days with site supervisor</li> </ul>
<b>Planning &amp; Preparation</b>	<ul style="list-style-type: none"> <li>• Ensure that the teacher candidate is aware of any planning/preparation that is required prior to the beginning of placement</li> <li>• During the placement, work with the teacher candidate to create an outline of the activities/tasks/projects that need to be accomplished</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and prepare for the placement in advance, as required by the site supervisor</li> <li>• Be prepared for placement each day and complete activities/tasks/projects assigned by the site supervisor, meeting applicable deadlines</li> </ul>
<b>Placement Safety</b>	<ul style="list-style-type: none"> <li>• Provide the teacher candidate with health and safety policies and procedures relevant to your organization</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with and adhere to health and safety policies and procedures relevant to the organization</li> </ul>
<b>Confidentiality</b>	<ul style="list-style-type: none"> <li>• Provide the teacher candidate with organizational policies regarding confidentiality</li> <li>• If applicable, ensure that the teacher candidate completes all required paperwork</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with and adhere to organizational policies regarding confidentiality</li> <li>• Become familiar with the Freedom of Information and Protection of Privacy Act (FIPPA)</li> </ul>
<b>Alternative Placement Log</b>	<ul style="list-style-type: none"> <li>• At the end of each day, initial the teacher candidate's Alternative Placement Log</li> <li>• Upon completion of the placement, sign and date the teacher candidate's Alternative Placement Log</li> </ul>	<ul style="list-style-type: none"> <li>• Complete your Alternative Placement Log on a regular basis</li> <li>• At the end of each day, ask your site supervisor to initial your log entries</li> <li>• Upon completion of the placement, ask your site supervisor to sign and date your Alternative Placement Log</li> <li>• Submit your completed Alternative Placement Log to the Practicum Office, ptoffice@nipissingu.ca</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Encourage the teacher candidate to set goals and reflect on his/her effectiveness in the placement</li> </ul>	<ul style="list-style-type: none"> <li>• Set personal/professional goals</li> <li>• Reflect on own effectiveness in the placement</li> <li>• Include overall reflections on the Alternative Placement Log</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Complete the Alternative Placement Report on the <b>last day of placement</b>.</li> <li>• Discuss the report with the teacher candidate.</li> <li>• Email the completed report to the Practicum Office <b>and</b> the teacher candidate</li> </ul>	<ul style="list-style-type: none"> <li>• Remind the site supervisor that the Alternative Placement Report is to be completed on the <b>last day of placement</b></li> <li>• Accept feedback professionally</li> <li>• Provide the site supervisor with your Nipissing University email address</li> </ul>
<b>Questions/Concerns?</b>	Contact the Practicum Coordinator T: (705)474-3450 ext. 4224 E: sandrami@nipissingu.ca	

## SCHULICH SCHOOL OF EDUCATION ALTERNATIVE PLACEMENT REPORT-SAMPLE ONLY

<b>Teacher Candidate Name:</b>	<i>Sample only</i>
<b>Organization:</b>	
<b>Site Supervisor Name:</b>	
<b>Date of Report:</b>	

<b>OVERALL ACHIEVEMENT:</b> Please provide an overall level of achievement for the placement	
	<b>MEETS EXPECTATIONS WITH EXCELLENCE (E)</b> The teacher candidate demonstrates the required knowledge, skills, and attitudes with a high degree of effectiveness.
	<b>MEETS EXPECTATIONS (M)</b> The teacher candidate demonstrates the required knowledge, skills, and attitudes effectively.
	<b>DOES NOT MEET EXPECTATIONS (D)</b> The teacher candidate demonstrates the required knowledge, skills, and attitudes with limited effectiveness.

SKILLS AND ATTITUDES	D	M	E
<b>1. Commitment to Service</b>			
Fulfills responsibilities and commitments within the environment			
Establishes priorities and manages time to complete tasks as assigned by the Site Supervisor			
Treats others equitably and with respect			
<b>2. Leadership and Community</b>			
Takes responsibility for and manages own behaviour (e.g. attendance, punctuality, demeanour, deportment)			
Accepts various responsibilities as assigned by the Site Supervisor			
Responds positively to the ideas, opinions, values, and traditions of others			
Collaborates with others to create a positive community			
Shares information, resources, and expertise			
<b>3. Professional Learning</b>			
Looks for and acts on new ideas and opportunities for learning and/or professional growth			
Demonstrates the capacity for innovation and a willingness to take risks			
Approaches new tasks with a positive attitude			
Assesses and reflects critically on own strengths, needs, and interests (including the Alternative Placement Log)			
Plans for the environment (e.g., resources, materials)			
<b>4. Engaging and Sustaining Relationships</b>			
Contributes positively to the goals of the organization			
Demonstrates enthusiasm			
Seeks clarification or assistance when needed and accepts constructive feedback			
Responds purposefully to challenges			
<b>5. Communication Practices</b>			
Engages in professional communication with others (e.g., Site Supervisor, colleagues, learners)			
Models appropriate communication strategies (i.e., written, verbal, non-verbal)			
Uses listening and questioning skills appropriate to the setting			

**Briefly describe the main roles and responsibilities of the Teacher Candidate within the organization:**

**Overall comments:**

**I have discussed this report with the Teacher Candidate**

☐

**Site Supervisor E-Signature:** *sample only* \_\_\_\_\_

**PLEASE EMAIL COMPLETED REPORT TO:**

- The Practicum Office at [ptoffice@nipissingu.ca](mailto:ptoffice@nipissingu.ca)
- The Teacher Candidate

## Alternative Placement Log

Please complete and return this form to the Practicum Office (F201) by 4:00 p.m. on Friday, February 8, 2018.

<b>Teacher Candidate Name:</b>	<b>Student ID:</b>
<b>Organization:</b>	<b>Site Supervisor Name:</b>

Date	# Hours Completed	Summary of Responsibilities	Site Supervisor Initials
<b>Sample 1:</b> Jan. 8	4.5 hours	Provide a summary of tasks/projects/duties you were responsible for today.	Site supervisor must sign off each day.
<b>Sample 2:</b> Jan. 13	0 hours	Absent due to illness	Site supervisor must sign off each day.

## Reflections

**When completing your reflections, ask yourself the following questions:**

- *How did I apply course-based knowledge and prior classroom experience in my alternative placement?*
- *What aspect of my alternative placement resonated with me the most and why?*
- *How has my alternative placement informed my professional growth?*
- *How has my alternative placement impacted me (e.g., personally, professionally)?*

*Sample Only*

**Total # of Hours Completed:** \_\_\_\_\_/minimum 115 hrs.

**Teacher Candidate Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Site Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**NIPISSING**  
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**Schulich**  
SCHOOL OF EDUCATION

ONE STUDENT AT A TIME

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