

12-Week Practicum
EDU 428
EDU 429

Practicum Handbook

Winter 2024



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B.Ed. Graduates will have done over **750 hours** in Practicum!

ORIENTATION TO PROFESSIONAL PRACTICE

EDU 128/129
17.5 hours

REFLECTIVE PRACTICUM

EDU 227/228/229
70 hours

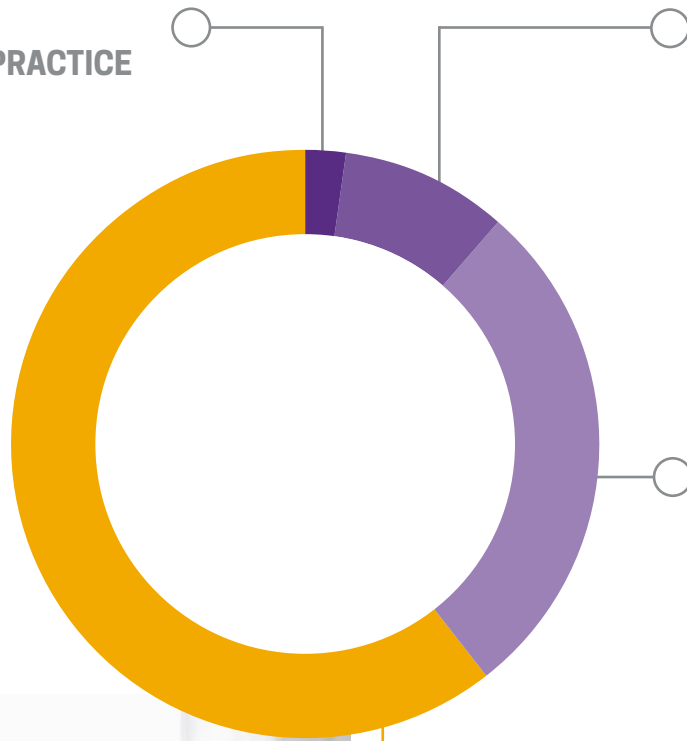
6 WEEK PROFESSIONAL PRACTICE

EDU 328/329
210 hours

12-WEEK PRACTICUM

EDU 428/429
455 hours

*The November Observation Week is included in these hours.



1.

Description of the 12-week Practicum

Background

Student Teachers are in their final semester of a four/five-year education program. During the program, they will complete over 750 hours of practice teaching, across diverse placements.

Upon starting the 12-week practicum, Student Teachers will usually have completed just under 300 hours of practice teaching. They should have created and piloted at least one Learning and Evaluation Situation (LES) in their 6-week practicum.

For the 12-week practicum, Student Teachers will be in school for approximately 455 hours - they have 60% of their practicum hours left to complete. They will develop and implement a **series** of LESs, and will participate in all dimensions of the school day and week, including Professional/Pedagogical/Planning days.

This practicum represents the final university-connected opportunity for Student Teachers to be observed and assessed.

Expectations

By the end of the 12-week practicum, Student Teachers must demonstrate that they have mastered all of the professional competencies laid out by the Quebec Government. The Mastery levels are provided for you in this Handbook beginning on page 24.

TIMELINE FOR THE 12-WEEK PRACTICUM

Students will visit their schools during the week of **November 13-17**;
They will return on **January 8th**, and remain until **April 5th**.

JANUARY TO APRIL TIMELINE

First 5 days

Student Teachers observe their Associate Teacher for 1 or 2 days, as needed, and then teach at least one lesson to a class each day for the remaining three days.

Weeks 2-11

Begin to teach 80% of a full time teaching load – to be maintained for a minimum of 10 weeks.

Student Teachers are expected to plan and teach sequences of learning (multiple lessons) and evaluation situations (LESSs) in the courses which they are assigned. They are responsible for designing complex learning situations through which disciplinary competencies are developed and assessed. This might involve adapting existing materials and building from Ministry-authorized texts and resources.

Week 12

The Associate Teacher will take over the class progressively during this last week. Student Teachers evaluate and return all student work by the end of this week.

2.

The Triad Meeting - A Cornerstone of Practicum Placements

In Quebec, Associate Teachers and University Supervisors are viewed as co-educators, who work together to prepare future teachers in the province. While there are many opportunities for Associate Teachers and Student Teachers to have meaningful daily conversations about pedagogy and practice, one of the essential acts of co-education is the triad meeting.

The triad meeting of co-educating by Supervisors and Associate Teachers “is crucial because it impacts the professional development of Student Teachers. Student Teachers face many difficulties as they alternate between training sites and try to establish meaningful connections between what is taught in university and what is taught by teachers in the schools.”¹ By giving Student Teachers an opportunity to be in discussion with Associate Teachers and Supervisors – together – Student Teachers are able to hear and participate in exchanges of points of view involving knowledgeable educators.

As Hamel (2012) points out, “The supervision of a student teacher is realized in a triad mode with a university supervisor and associate teacher to achieve a better understanding of the complexity of the teaching profession.”² Please ensure that these triad meetings are scheduled and carried out as required. They need NOT only focus on what has been observed during a Student Teacher’s lesson; the triadic discussion can and should take up any dimensions of the 12 professional competencies that the Student Teacher is developing.

Making Time for Pre- and Post- Conferences

The support for the development of competencies can take many forms. Supervisors and Associate Teachers will provide formative feedback, foster reflection through questions, encourage self-evaluation, as well as gather data for decision making at multiple points along the way.

The **pre-conference** is a meeting between the Student Teacher and Associate Teacher and/or Supervisor before the lesson is taught. The Student Teacher overviews the lesson and discusses the learning intentions and why particular decisions were made. The Associate Teacher or Supervisor can use the time to ask questions.

The **post-conference** is a meeting between the Student Teacher and Associate Teacher and/or Supervisor after the lesson is taught. The Student Teacher reflects on the lesson implementation and outcomes, proposes changes, and hears feedback from the Associate Teacher and/or Supervisor.

Making time for pre-conferences and post-conferences is essential to the development of the Student Teacher. The roles and expectations of each triad member are outlined in the next sections.

¹ Portelance, L., Gervais, C., Lessard M., & Beaulieu, P. (2008). *La formation des enseignants associés et des superviseurs universitaires: Cadre de référence*. Québec, QC: La table MELS-Université. (p. 8).

² Hamel, C. (2012). Supervision of Pre-Service Teacher: Using Internet Collaborative Tools to Support Their Return to Their Region of Origin. *Canadian Journal of Education*, 35(2), 141–154. (p. 143).



3.

Overall Expectations for Student Teachers

As soon as Student Teachers from Bishop's University enter schools for their 12-week practicum, they should consider themselves members of the teaching profession, demonstrating a commitment to personal and professional growth.

Student Teachers will work closely with their assigned Associate Teachers and will be responsible to the School Principal or designated authority. Generally, during the practicum, Student Teachers are:

- Observing and interacting with students and Associate Teachers, and other members of the school community;
- Planning for and evaluating classroom teaching and learning, and recording their daily and long term plans in their binder or e-folder;
- Teaching 80% of the Associate Teacher's assigned teaching time (minimum), including managing the class and assessing the learning, providing formative feedback to students, and generating data for reporting purposes;
- Generating evaluation data and grades for reporting, and participating in Parent/Guardian Teacher meetings to discuss student progress;
- Participating in most of a teacher's general duties, for example, accompanying their Associate Teacher for supervision, remediation, and meetings;
- Reflecting on and documenting their learning;
- Actively participating in professional dialogue and school initiatives with members of the school community;
- Participating in the full life of the school community (e.g., including extracurricular activities if possible).

Getting to know your students

Taking the time to get to know your students is extremely important and will help you to plan and teach effectively. While you will continue to find different ways to understand who your students are everyday in the classroom (as well as outside the classroom, e.g., during extra-curricular activities, supervision), here are a few ideas to get you started during the November visit, and early in the 12-week practicum.

- Take a community walk or roll to explore the neighbourhood in which the school is situated. What do you notice?
- Carefully observe individual students in the classroom. What are their interests, tendencies, strengths, and behaviours?
- Observe the class as a community of learners. What patterns do you notice? For example, what are their general interests, attention span? Who speaks the most during class discussions? Who tends to be more quiet?

- Learn students' names. For example, greet them each day as they arrive to class - by name if you can. Students appreciate this!
- Consider sharing something (not overly personal) about yourself with the class as a way to make student-teacher connections and build trust. Similarly, invite students to share their interests with you. Find natural opportunities to connect and speak with students.

LES and lesson planning

As stated above, Student Teachers are expected to plan and teach sequences of Learning and Evaluation Situations (LESs) in the courses which they are assigned.

They are responsible for designing complex learning situations through which disciplinary competencies are developed and assessed. This might involve adapting existing materials and/or building from Ministry-authorized texts and resources.

LESs should be carefully planned in collaboration with Associate Teachers. Planning should draw on Ministerial documents (QEP, progression of learning, learning to be acquired).

Consider the following prompts to help guide your long term planning:

- What are the desired results, or the long term learning goals, of the LES/unit of study?
- What assessments will students complete in order to demonstrate evidence of their understanding and learning?
- What learning experiences (instructional strategies and learning activities) will work best to support students to achieve the long term goals?

Student teachers are required to keep an e-portfolio (or binder) of their planning that is accessible to the Associate Teacher and Supervisor at all times.

Tips to build and organize your e-portfolio:

- Each course/level is kept separate (e.g., in different google folders);
- Arrange lesson plans and materials chronologically (including the tools you use to evaluate and track student progress), according to their units of study;

The binder, or e-folder, must be up-to-date and available for examination by the Associate Teacher and Supervisor.

Please see Frequently Asked Questions, on page 20, for the rationale for developing detailed, written lesson plans. While there is no standard lesson plan template, Student Teachers are encouraged to work with their Associate Teacher to establish a format they prefer.

THE MINIMUM REQUIREMENTS OF EVERY LESSON PLAN INCLUDE:

- Clearly stated Learning Intentions – What do you want the student to learn? And how do the learning intentions draw on Ministerial documents?
- Clearly stated Set of Procedures- How will you accomplish the learning intention?
- Clearly stated formal or informal Evaluation(s) – How will you know if you have reached your learning intention?
- Clearly stated Accommodations/Modifications – What adjustments are necessary for specific students?

Lessons that are being observed will need to be more detailed than the outline above.

Making time for reflective practice: Documenting your development

John Dewey maintained that learning was not only about accumulating experience, but that learning occurs through *reflection* on experience.

Capturing data can support deeper reflection on your teaching practice. Here are some quick and easy ways to embed reflective routines into your daily professional practice:

Journaling:

Capture quick notes after each class (e.g., in a google doc diary, Evernote). Ask yourself:

- Which pieces of the lesson plan went well, and why?
- Which activities could have gone better, and why?
- Did I achieve the learning intentions of the lesson? How do I know?
- Which students require further support?
- How did I feel during today's lesson?

Voice Memos

Time is of the essence in teaching! Using your smartphone's memo recorder, find a few minutes each day to record an audio commentary (e.g., to reflect on a lesson, or details concerning a classroom incident you still have questions about, what needs improvement, observations on student performance, etc.).

These recordings can become a time capsule of reflections for you to consider sharing and connecting with your Associate Teacher and/or Supervisor.

Exit Tickets

Exit tickets are a formative assessment tool that provides teachers with a way to assess how well students understand the material they are learning in class, and/or how they are experiencing activities (and your teaching!). Student voice can be powerful tools to drive reflection on your practice and inform your professional development. To find out more about how to use exit tickets, follow:

<https://www.edutopia.org/practice/exit-tickets-checking-understanding>

Stay Organized! Keeping Reflections in a Repository

However you choose to share your reflections (vlogging, mind-mapping, sketch-notes, bulleted text, narrative, any of the above), remember to keep them in a repository **that is accessible** to your Supervisors and/or Associate Teachers.

Attendance

Student Teachers should arrive at their schools a minimum of thirty minutes before the first class begins and plan to remain in their schools at least thirty minutes after the final bell, checking to see if there is further work to do prior to departure.

If you cannot attend school because of illness or social leave, contact your Associate Teacher as soon as possible. Share detailed lesson plans and materials to support the teaching of classes in your absence.

Also report your absence to the Practice Teaching Office using the online link that will be mailed to you in November 2022 (subject line: Reporting an Absence During Practicum).

It is important that you also contact your BU Supervisor to report your illness, as well as your plans to make up for the absence.

Pedagogical/Planning days

- ✧ If professional development sessions are running, Student Teachers should ask to participate in them.

Students should be in school for all pedagogical days, unless otherwise directed by the school administration. A range of activities can be carried out, whether or not the Associate Teacher is present [planning, becoming familiar with materials, contributing to classroom organization, and so on]. Student Teachers should discuss their plans for the day with their Associate Teacher.

4.

The Role of the Associate Teacher

Associate Teachers have various roles in supporting the development of Student Teachers, including mentor, coach, advisor, facilitator among others.

“Mentoring is a brain to pick, an ear to listen, and a push in the right direction.”

John C. Crosby

A key role of an Associate Teacher is to create a positive learning environment that supports the professional growth and reflective capacities of Student Teachers. An Associate Teacher models successful skills relating to teaching practices, lesson planning, classroom management, assessment and evaluation, and equitable classrooms.

Student Teachers are novice teachers, and so your expectations should be reasonable, particularly at the start of the practicum. The goal is for Student Teachers to grow in their professional capacities over the practicum in all aspects of their teaching.

An Associate Teacher, at all times, must model a high degree of professionalism, whereby concerns are approached with a mindset that we can work collaboratively to overcome any issues that may arise. Professional conduct includes engaging in respectful interactions and relations with colleagues, school administrators, school support staff, and parents/caregivers.

The Associate Teacher and Student Teacher relationship must also be framed by professional boundaries.

Generally, during the 12-week practicum, Associate Teachers are:

- Discussing and sharing effective teaching strategies (and resources);
- Engaging the Student Teacher in dialogue and challenging assumptions;
- Enabling the Student Teacher to independently teach an 80% workload;
- Observing and giving regular daily feedback to Student Teachers;
- Encouraging participation by Student Teachers in the full life of the school (*Student Teachers may need to hear about possible opportunities to participate more fully in school life);
- Actively participating in Triad discussions with Student Teachers and their BU Supervisor.

Feedback and Evaluation

An important role of the Associate Teacher in the 12-week practicum is to provide

1. feedback FOR learning, and
2. evaluation OF competency development.

By the end of the 12 weeks, Student Teachers are expected to demonstrate that they are ready to be recommended for teacher certification. Therefore, Associate Teachers are invaluable in providing mentorship and direction so Student Teachers can achieve this goal.

The Tracking and Reflection Tool can be used during pre- and post- lesson discussions. These are covered on page 30 of this Handbook.

✳ See Section 6 below for dates and detailed instructions about evaluations.

Ways to support Student Teachers at the start of the 12-week practicum

- Review school and school board COVID-19 policies and procedures;
- Review school and school board codes of professional conduct;
- Explain school rules, dress code and other policies;
- Provide a desk or space to do their work and keep supplies/materials/belongings;
- Provide classroom keys, if necessary;
- Review class lists and student characteristics, including IEP strategies and supports;
- Information on how to accommodate a sick student/student allergies;
- Discuss staff washrooms, parking, photocopying, coffee/tea and cafeteria routines;
- Indoor and outdoor supervision guidelines;
- Library procedures and policies;
- Fire drill information.

IMPORTANT

The following meeting dates (all Friday afternoons) have been scheduled to accommodate virtual meetings between Student Teachers and their EDU 419/420 Professor:

January 19, 1-4pm

February 2, 1-4pm

March 1, 1-4pm

March 22, 1-4pm

Student Teachers will not be available during these meetings. Associate Teachers are kindly asked to resume responsibility for their classes at these times. Student Teachers will create lesson plans for use during their absence (consider this good practice for preparing plans for a supply teacher and receiving feedback on those plans!).

5. The Role of the Supervisor

The Bishop's University Supervisor mentors and evaluates Student Teachers. They act as a liaison between the University and practicum school.

In general, during the practicum, Supervisors are:

- Observing, giving feedback and providing guidance to Student Teachers;
- Leading TRIAD discussions between Student Teachers, Associate Teachers, and Supervisors;
- Evaluating Student Teachers (see Section 6 below for dates and detailed instructions);
- Supporting Student Teachers requiring additional support;
- Liaising with school-based educators and the Practice Teaching Office.

For the 2023-2024 academic year, Bishop's University requests all Supervisors to conduct face-to-face (in school) observational visits, including the pre- and post-conferences, when circumstances allow.

In some situations, however, it may be more fruitful to conduct virtual post-conferences at a later time/date, for example, when the Associate Teacher is not available after the lesson to join the triad meeting. Or, some Supervisors may prefer to reflect on their lesson notes before the post-lesson conference, to provide clearer constructive feedback.

- ✧ Please aim to conduct the post-conference no later than 24 hours after the lesson. Immediate feedback is essential for Student Teachers' development in the practicum.



6.

Evaluation of Competency Development

see also the Tracking and Reflection Tool - page 30

Key documents to use

Please record anecdotal comments in the Tracking & Reflection Tool - to which you can refer when completing the online Competency Evaluation process (see page 30 of this Handbook).

Discuss your insights and remarks with the Student Teacher in an ongoing way, as well as when completing the evaluation forms.

- It is also helpful to ask the Student Teacher to self-evaluate.
- Student self-evaluation can be the basis of a discussion.
- Being open and direct is the best approach.
- It is helpful to make specific remarks that draw on examples, rather than vague statements.

Online Evaluation Process

Supervisors and Associate Teachers will receive personalized links via email, which they will use to complete an online evaluation of the Student Teacher's Competency Development.

- The Associate Teacher will formally evaluate the student **four** times;
- The Supervisor will formally evaluate the student **three** times.

Links to each online evaluation will be emailed a few days before they should be completed. The evaluation submission deadlines are as follows:

The Associate Teacher deadlines			
January 29	February 19	March 18	April 12

The Supervisor deadlines		
February 5	March 4	April 12

Your evaluations **MUST** be based on more than one lesson observation (e.g., triad conversations, review of planning documents).

7.

Concerns During the Practicum

Depending on the nature of the concern, Associate Teachers should first communicate their observations to the Student Teacher. Providing suggestions early in the practicum is necessary to give the Student Teacher an opportunity to adjust their teaching practices.

If the Student Teacher is not progressing as expected, despite suggestions and mentoring, the Associate Teacher should:

1. Organize a consultative process which involves the Associate Teacher, Supervisor, and Student Teacher.
2. In the triad, discuss the nature of the concern(s) - Pedagogical, Professional, Other.
3. With guidance, the Student Teacher will establish a plan for improvement using the Competency Development Form (below). This plan includes: goals, steps and strategies necessary for success, and a timeline for improvement.
4. The plan also includes consequences to be put in place if the goals are not achieved.
5. Email the Practice Teaching Office (practiceteaching@ubishops.ca) signaling “Notice of Concern” in the subject heading. Attach a copy of the completed Competency Development Form.
6. The Student Teacher should be made aware that the Practice Teaching Office is being contacted.

The purpose of this process is to ensure that there is support in place as early as possible to assist the student teacher to complete the practicum successfully.

Sample Competency Development Plan Form

Competency Development Plan regarding a *Notice of Concern*

.....

PART ONE

Student Teacher Name:

School:

Associate Teacher:

LEVEL/(Discipline):

Date:

Nature of Concerns: Pedagogical, Professional, Other:

[Please identify the nature of concerns below and, where possible, connect the concern(s) to one or more competencies/ domains: *E.G.: Teaching Act Competencies: Need for detailed lesson plans, e.g., clear objectives; detailed procedures; activities linked to objectives; strategy to assess student realization of objectives*].

[SPACE PROVIDED]

Plan for Improvement:

[Use bullet points or numbers; list goals with specific responsibilities and relevant dates for completion. Extend to the next page, if needed. Identify when a meeting will be held to assess goal completion – see the “Results” section on the next page.]

Expand this section, as needed.

[SPACE PROVIDED]

Consequences, if not realized:

[Please be clear. e.g.: Consequences might include an assessment of “does not meet” for one or more competencies on the next evaluation form, an assessment of failure to meet overall practicum expectations or, in some cases, removal from the practicum before the end of the practicum.]

Initiated by:

Supervisor/ Associate Teacher/Practice Teaching Office [Please indicate initiators by circling or underlining the person or people who initiated the notice. To be signed the day when the plan is drafted.]

Date:

Student Teacher’s Signature _____

Associate Teacher _____

Representative of Practice Teaching Office _____



PART TWO

Results:

[At the meeting to assess goal completion, review each goal, and report findings; if a goal is met – then please indicate clearly; if a goal must be revised and a new deadline set, list it as a “revised goal” below the goals that have been met.]

[SPACE PROVIDED]



PART THREE**Final Assessment:**

[To be completed when goals are met; or by the end of the placement period.]

- Student teacher fulfilled the plan for improvement.
- Student teacher did not fulfill the plan for improvement.

Student Teacher's Signature

Associate Teacher

Supervisor

Representative of Practice Teaching Office

.....

**End of
SAMPLE FORM**

8.

Frequently Asked Questions About the 12-Week Practicum

1. Why are detailed lesson plans required?

Student Teachers are novice teachers. While experts can fluidly retrieve core concepts and big ideas, and see meaningful patterns, novices' knowledge of curriculum content, learning processes, teaching and evaluation practices, and the significance of individual student differences may still be emerging.

In the face of the unexpected, an expert can draw on their automatic and fluent knowledge to adapt. Experts can use a “skeletal plan” because a few key works can be connected to many possible actions that belong to richly connected knowledge bases.

For example, when an expert writes in their planning book, “Reorganize groups,” they are likely picturing a clearly thought-out and detailed set of steps, which would be conditional on the intended and acquired learning, their knowledge of the students, their knowledge of cooperative learning approaches and group dynamics, and strategies for minimizing disruption in class. A novice may not have considered all that goes into reorganizing student groups – or what such changes might provoke.

Writing out a detailed lesson plan puts Student Teachers in a position to anticipate what they and students will do, minute by minute. It makes their thinking visual to the mentor, and helps them to internalize the kind of thought processes which may be automatic and fluent to the more experienced teacher.

✧ Note: Various lesson plan templates can be found on the [BU Practicum Website](#).

2. When are Student Teachers expected to arrive and depart each day?

Student Teachers are expected to arrive at least 30 minutes before school begins and stay at least 30 minutes after students are dismissed. These are minimum requirements and Student Teachers should check with their Associate Teachers before they leave for the day. That being said, some Student Teachers are parents with drop-off and pick-up responsibilities. Many are also in a carpool situation. In addition, although Student Teachers are advised to treat their practicum as a full time job, some must carry an outside job due to their circumstances.

Please speak with your Student Teacher in order to arrive at a mutually agreeable solution. You may want to discuss other options to connect, such as via email or phone.

3. Who do Student Teachers notify if they are sick, and can't go to practicum?

If Student Teachers cannot attend school because of illness or social leave, they are required to contact their Associate Teacher as soon as possible. Send detailed lesson plans and materials to support the teaching of classes in your absence.

Report the absence to the Practice Teaching Office using the online link that will be emailed in November (subject line: Reporting an Absence During Practicum).

It is important that Student Teachers also contact their BU Supervisor to report illnesses, as well as share their plans to make up for the absence.

4. Do Student Teachers have to pay for their transportation and accommodation costs during the practicums?

As indicated in the Academic Calendar:

In addition to the costs listed in the Fees section of this Calendar, students are responsible for all travel and accommodation costs related to the required student teaching practica in the Bachelor of Education degree.

Placements are made in schools throughout the province according to criteria established by the School of Education. Student teachers may have additional travel and accommodation costs during a practicum.

Please contact the Practice Teaching Office to learn about any financial opportunities for practicum (e.g., accommodation, mileage).

5. Are Student Teachers impacted by Bill 21: Quebec's secularism bill? Are Student Teachers prohibited from wearing religious symbols while teaching in schools?

Bill 21 is not applicable to students in practicum since they are not employees of the school. However, if you are on a supply teaching contract, the law would then apply because you are an employee of the school board while supply teaching.

6. Is it possible to access counseling and mental health support during practicum?

Counseling and Mental Health Services are provided to all current Bishop's University students. Services include: Individual counseling, drop-in consultations, referrals, groups and workshops. Counseling professionals use a brief, solution focused approach with students. Bishop's University mental health and counseling services are inclusive and anti-oppressive in all services and programs.

To schedule an appointment or if you have any questions, please contact

studentservices@ubishops.ca or **819-822-9695**.

A student can access the BU Counselling Portal counselling portal by clicking [HERE](#).

Counselling will continue to be offered in person and virtually.

Student Care and Empower Me

Students also have access to Student Care and Empower Me. Student Care offers comprehensive health coverage to all students in the Fall and Winter.

Students who are members of the Bishop's University Students' Representative Council (SRC) and who are paying tuition fees at either the Canadian or Quebec rates are automatically covered by the collective Enhanced Care Health & Dental Plan.

For more information contact the SRC or **BU SRC Student Care**.

Empower Me allows students to connect with qualified counsellors, consultants, and life coaches for a variety of issues. As a Dental Plan member, you are entitled to sessions delivered in person, by telephone, by video-counseling, or by e-counseling.

Empower Me is a confidential, multilingual, culturally, gender and faith inclusive service offered 24/7, 365 days per year. For more information contact the SRC or **BU SRC Empower Me**.

9. COVID-19 and the Practicum

The Student Teacher should review any school, school board/service centre, and/or Ministerial guidelines with respect to COVID-19 protocols with the Associate Teacher on their first day at the school. This includes information related to safety equipment, social distancing, and other procedures in the case of an outbreak in a classroom or school, etc. Student Teachers must abide by these guidelines while they are in their practicum placement. It is recommended that Student Teachers continue to review these guidelines with their Associate Teacher on a regular basis throughout the placement.



Appendix 1

Indicator Levels of Competency Development (Mastery Levels)

* For the Winter 12-week practicum in 2024, Associate Teachers and Supervisors will use the pre-2021 Reference Framework for Professional Competencies for Teachers.
Foundations – Competency 1 & 2

LEVEL OF MASTERY REQUIRED FOR GRADUATION		COMPETENCIES IN DEVELOPMENT	
C1	<ul style="list-style-type: none"> Understand the subject-specific and program specific knowledge to be taught, so as to promote the creation of meaningful links by the students; Exhibit a critical understanding of his or her cultural development and be aware of its potential and limitations; Exhibit a critical understanding of the knowledge to be taught so as to promote the creation of meaningful links by the students; Establish links with the students' culture in the proposed learning activities. 	<p>Indicators: MEETS Expectations End of 6-Week Practicum</p> <p>Beginning to... With support... In collaboration</p> <ul style="list-style-type: none"> Demonstrates a proficient and appropriate knowledge of the subject matter and program of study. Establishes some links between the content and the learners' own lives, using contextually appropriate teaching materials or techniques. Allows for learners' different points of view to be expressed and begins to incorporate these into his/her teaching. With support of the associate teacher, begins to critique the program and understand its impact on the learners. Begins to identify and discuss how his/her own origins, cultural practices and social role impact his/her teaching. 	<p>Indicators: MEETS Expectations End of 13-Week Practicum</p> <p>Demonstrating.... Exhibiting... Consistently...</p> <ul style="list-style-type: none"> Demonstrates a fluent knowledge of the subject matter and program of study. Is able to make contextual connections to broader areas of the curriculum. Establishes links between the content and the learners' own lives. Uses, expands and modifies contextually appropriate teaching materials and techniques. Actively engages learners to express their different points of view and routinely incorporates these into his/her teaching. Exhibits an understanding of the program and its impact on the learners. Identifies and discusses how his/her own origins, cultural practices and social role impact his/her teaching.
C2	<ul style="list-style-type: none"> Master the rules of oral and written expression so as to be understood by most of the linguistic community; Express himself or herself with the ease, precision, efficiency and accuracy expected by society of a teaching professional. 	<p>Indicators: MEETS Expectations End of 6-Week Practicum</p> <p>Beginning to... With support... In collaboration</p> <ul style="list-style-type: none"> Uses concise and appropriate oral and written language (correct grammar and style, precise vocabulary and syntax) when communicating within the school's community. Uses professional language to articulate and support pedagogical choices most of the time. Is effective, constructive and respectful in his/her communication. In collaboration with associate teacher, is aware of learners' spoken and written language quality. Identifies and corrects learners' possible variations from standard language use, when appropriate. Actively strives to improve his/her oral and written language skills, and that of his/her students. 	<p>Indicators: MEETS Expectations End of 13-Week Practicum</p> <p>Demonstrating.... Exhibiting... Consistently...</p> <ul style="list-style-type: none"> Proficient use of concise and appropriate oral and written language (correct grammar and style, precise vocabulary and syntax) when communicating within the school's community. Consistently uses professional language to articulate and support pedagogical choices, with the ease, precision, efficiency and accuracy expected of a teacher. Is aware of students' spoken and written language quality; identifies possible variations from standard language use; and implements appropriate methods of correction. Strives to refine his/her oral and written language skills, and those of his/her students.

Teaching Act – Competency 3, 4, 5 & 6

COMPETENCIES IN DEVELOPMENT		
<p>LEVEL OF MASTERY REQUIRED FOR GRADUATION</p> <ul style="list-style-type: none"> • Develop appropriate and varied teaching/learning situations involving a reasonable level of complexity that enable students to progress in the development of their competencies. • Build these activities into a long-term plan. 	<p>Indicators: MEETS Expectations End of 6-Week Practicum</p> <p>Beginning to... With support... In collaboration</p> <ul style="list-style-type: none"> • In consultation with associate teacher is able to develop a detailed learning and evaluation situation (LES) and individual lessons taking into account the logic and the learning intentions of the Quebec Education Program. • The LES and lessons are relevant, meaningful and logically sequenced to ensure that learning intentions are attainable. • With guidance from associate teacher is able to identify some of the obstacles to learning and is beginning to adapt future lessons based on formative evaluation. • Is beginning to experiment with differentiation through the use of various instructional strategies. 	<p>Indicators: MEETS Expectations End of 13-Week Practicum</p> <p>Demonstrating.... Exhibiting... Consistently...</p> <ul style="list-style-type: none"> • After consultation with associate teacher, is able to independently develop detailed learning and evaluation situations (LESS) and sequences of lessons, incorporating the logic and the learning intentions of the QEP, enabling students to develop their competencies • The LESS are relevant, meaningful and engaging for all students. • Lessons are logically sequenced with built-in evaluation of learning intentions • Takes into account social differences, needs and special interests of students (gender, ethnic, socioeconomic, cultural). • Includes differentiation through the use of various instructional strategies. • Is able to identify obstacles to learning and adapts future lessons based on formative evaluation.
<ul style="list-style-type: none"> • Guide students, through appropriate interventions, in carrying out the learning tasks. • Lead students to work together in cooperation. • Detect teaching/learning problems that arise and use the appropriate resources to remedy them. 	<p>In collaboration with associate teacher is able to create and structure lessons and a learning and evaluation situation (LES) that activates prior knowledge and stimulates the learners' engagement.</p> <ul style="list-style-type: none"> • Begins to identify and use appropriate resources that are needed in the learning situation. • Experiments with instructional strategies that enhance the learners' understanding (questioning, teamwork). • Identifies some of the teaching/learning problems that arise and begins to use the appropriate resources to remedy them. 	<ul style="list-style-type: none"> • Implements meaningful lessons and learning and evaluation situations (LESS) that activate prior knowledge and stimulate the learners' cognitive, emotional, and social engagement. • Uses a variety of appropriate resources that are needed in the learning situation. • Implements instructional strategies that facilitates and deepens the learners' understanding (questioning, teamwork). • Identifies teaching/learning problems that arise and uses the appropriate resources to remedy them. • Can provide frequent and relevant feedback to students that promotes the integration and transfer of learning.

<p>C5</p> <ul style="list-style-type: none"> • Detect the strengths and weaknesses of the students in a learning situation. • Identify some adjustments required in his or her teaching on their own. • In cooperation with colleagues, design evaluation materials to interpret students work in terms of the mastery of the competencies and develop tools for parent communication. • Inform the students of the results of a diagnostic evaluation process and inform parents and members of the teaching team of the corrective intervention strategy elements envisaged. 	<ul style="list-style-type: none"> • With guidance, designs and implements appropriate learning assessment tools to cover subject competencies. • Clearly communicates expectations to students and provides feedback on their progress. • Gathers and organizes evidence of students' learning in order to assess their progress. • With support begins to adapt teaching accordingly. 	<ul style="list-style-type: none"> • In collaboration with associate teacher, designs and implements a variety of learning assessment tools to evaluate subject competencies. • Clearly communicates expectations to students and provides timely feedback on their progress. • Gathers and organizes data, and begins to identify individual learners' strengths and weaknesses. • Interprets data of individual students in order to assess their learning and to adapt his/her teaching accordingly. • Informs students and teaching team of results and planned corrective interventions.
<p>C6</p> <ul style="list-style-type: none"> • Introduce and maintain routines that ensure the smooth running of regular classroom activities. • Identify and correct organizational problems that hinder the smooth running of the class. • Anticipate some of the organizational problems that hinder the smooth running of the class and plan measures to prevent them. • Establish and apply methods that can be used to solve problems with students who exhibit inappropriate behaviours. 	<ul style="list-style-type: none"> • Collaborates with associate teacher to develop, organize and maintain classroom routines. • Independently implements these routines consistently. • Communicates expectations clearly most of the time; ensures students understand and fulfill requirements. • Anticipates some problems that might hinder the smooth running of class • Assesses learner behaviour and intervenes in a timely manner when problems arise. • Reflects and revisits planned routines regularly, and when needed makes modifications in collaboration with the associate teacher. 	<ul style="list-style-type: none"> • Develops, introduces and maintains efficient classroom routines. • Incorporates existing school regulations in his/her classroom routines. • Often involves students in carrying out new and/or established standards to ensure a positive learning environment. • Communicates expectations clearly. • Anticipates problems that might hinder the smooth running of the class and plans measures to prevent them. • Assesses learner behavior and intervenes when problems arise. • Reflects on planned routines and modifies them as needed.
<p>LEVEL OF MASTERY REQUIRED FOR GRADUATION</p>		

Social and Educational Context – Competency 7, 8, 9 & 10

<p>Indicators: MEETS Expectations End of 2nd Year Practicum</p> <p>With guidance... Beginning to</p>	<p>Indicators: MEETS Expectations End of 6-Week Practicum</p> <p>Beginning to... With support... In collaboration</p>	<p>Indicators: MEETS Expectations End of 13-Week Practicum</p> <p>Demonstrating.... Exhibiting... Consistently...</p>
<p>C7</p> <ul style="list-style-type: none"> Cooperate in the development and implementation of individualized education plans designed for students under his or her responsibility. 	<ul style="list-style-type: none"> With guidance, effectively selects and incorporates the ICT available in a meaningful and relevant manner. Understands the benefits and limitations of the chosen ICT as a teaching and learning resource. Helps students to familiarize themselves with ICT, and to use it to carry out learning activities. Uses and supports use of ICT learning in a well-structured critical manner. 	<ul style="list-style-type: none"> Selects and incorporates a variety of available ICT, in an engaging and relevant manner. Justifies the benefits and limitations of the chosen ICT as a teaching and learning resource. Uses multi-media in order to diversify instructional approaches for differentiated learning styles. Uses ICT effectively to search, create and communicate information. Helps students to familiarize themselves with ICT, critique it, and to use it to carry out learning activities.
<p>C8</p> <ul style="list-style-type: none"> Demonstrate critical judgment regarding the real benefits and limitations of ICT as teaching and learning resources. Demonstrate a general understanding of the possibilities offered by ICT (and the internet in particular) for teaching and learning, and know how to integrate ICT in a functional manner into teaching learning activities when appropriate. Use ICT effectively in different aspects of his or her intellectual and professional life: communication, research, information processing, evaluation, interaction with colleagues or experts, etc.. Effectively transmit the ability to use ICT to his or her students in order to support collective construction of learning in a well-structured critical manner. 	<ul style="list-style-type: none"> With guidance, effectively selects and incorporates the ICT available in a meaningful and relevant manner. Understands the benefits and limitations of the chosen ICT as a teaching and learning resource. Helps students to familiarize themselves with ICT, and to use it to carry out learning activities. Uses and supports use of ICT learning in a well-structured critical manner. 	<ul style="list-style-type: none"> Selects and incorporates a variety of available ICT, in an engaging and relevant manner. Justifies the benefits and limitations of the chosen ICT as a teaching and learning resource. Uses multi-media in order to diversify instructional approaches for differentiated learning styles. Uses ICT effectively to search, create and communicate information. Helps students to familiarize themselves with ICT, critique it, and to use it to carry out learning activities.

C9	<ul style="list-style-type: none"> • Situate his or her role in relation to the that played by other internal and external resource persons. • Adjust his or her actions to the educational objectives of the school and contribute to the attainment of these objectives by becoming personally involved in school projects. • Start building a trusting relationship with parents. 	<ul style="list-style-type: none"> • With guidance from associate teacher understands and respects school policies, in order to collaborate with school members (e.g., cycle team, disciplinary specialists & various school partners) to maintain and promote school projects. • With support from associate teacher communicates with parents regarding projects, homework expectations, classroom conduct, and student progress as well as solicits support, expertise and resources as appropriate. • Actively strives to model, support and promote students' active participation and responsibility in the school community. 	<ul style="list-style-type: none"> • Understands and incorporates school policies, in order to collaborate with school members (e.g., cycle team, resource teachers, disciplinary specialists & various school partners) in developing, implementing and evaluating school projects. • Under the supervision of the associate teacher, communicates with parents regarding projects, homework expectations, classroom conduct, and student progress. • With associate teacher's approval, solicits parents' support, their expertise and resources when appropriate. • Recognizes diversity of parents' views. • Models, supports and promotes students' active participation and responsibilities in the school community.
C10	<ul style="list-style-type: none"> • Contribute to the work of the teaching team in an effective manner. • Provide constructive criticisms and make innovative suggestions with respect to the team's work. 	<ul style="list-style-type: none"> • With guidance from the associate teacher, cooperates and collaborates with school members (e.g., cycle team, subject team) as appropriate in order to design, adapt and evaluate teaching/learning situations that meet the common objectives. • Takes part in the ongoing activities of the teaching teams (planning days, special projects/events, help with homework, etc.). • With support from associate teacher maintains open communication with the teaching team. • Is able to exercise interpersonal skills, such as listening, respecting others, and exchanging ideas with colleagues. 	<ul style="list-style-type: none"> • Explores and experiments with different ways of working with school members (e.g., cycle team, subject team) as appropriate in order to design, adapt and evaluate teaching/learning situations that meet the common objectives. • Takes part and contributes in the everyday activities of the teaching teams (planning days, special projects/events, help with homework, etc.) • Maintains open communication on a sustained basis with the teaching team concerning practices. • Begins to exercise interpersonal skills to resolve conflicts proactively by listening, respecting others, and exchanging ideas with colleagues.

**LEVEL OF MASTERY
REQUIRED
FOR GRADUATION**

Professional Identity – Competency 11 & 12

<p>Indicators: MEETS Expectations End of 2nd Year Practicum</p> <p>With guidance... Beginning to</p>	<p>Indicators: MEETS Expectations End of 6-Week Practicum</p> <p>Beginning to... With support... In collaboration</p>	<p>Indicators: MEETS Expectations End of 13-Week Practicum</p> <p>Demonstrating.... Exhibiting... Consistently...</p>
<p>C11</p> <ul style="list-style-type: none"> Identify, understand and use available resources (research reports and professional literature, pedagogical networks, professional associations, data banks) related to teaching. Identify his or her strengths and limitations along with his or her personal objectives and the means of achieving them. Engage in rigorous reflexive analysis on specific aspects of his or her teaching [to be documented – see: Handbook, Section 1.4 for options]. Undertake research projects related to specific aspects of his or her teaching. 	<ul style="list-style-type: none"> Shows an understanding of the Professional Competencies. Identifies his/her strengths and areas of improvement. Begins to set personal professional objectives and experiments with steps to achieve them, seeks advice for resources (professional literature, pedagogical networks, professional associations) related to teaching Actively participates in planned and spontaneous professional discussions with peers, associate teacher and supervisor. Consistently reflects on his/her practice, documents reflection and learning [see Handbook – Overall Expectations for Student Teachers] and experiments with adjustments. Discusses the relevance of his or her pedagogical choices. Seeks and accepts critical feedback. 	<ul style="list-style-type: none"> Identifies his/her strengths and areas for improvement. Is able to set personal professional objectives and takes appropriate steps to achieve them, using available resources (research reports and professional literature, pedagogical networks, professional associations, data banks) related to teaching. Initiates planned and spontaneous professional discussions with the teaching team (associate teachers, supervisors, other teachers and peers). Consistently reflects on his/her practice, documents reflection and learning [see Handbook Section 1.4], and makes the appropriate adjustments. Discusses the relevance of his or her pedagogical choices and reflects on their effectiveness. Seeks critical feedback, asks questions and integrates ideas. Undertake research projects related to specific aspects of his or her teaching.
<p>C12</p> <ul style="list-style-type: none"> Demonstrate sufficient responsibility in dealing with students that one can recommend with no reservation that a class can be entrusted to his or her care. Answer to others for his or her actions by providing well-founded reasons. 	<ul style="list-style-type: none"> Understands and articulates the values and prejudices underlying his/her teaching and their impact on students, most of the time. Exhibits care and support for students. Strives to manage his/her class in a democratic way. Respects confidentiality when dealing with personal information of colleagues, students and their families. Begins to help students resolve moral conflicts that arise. Recognizes situations that may lead to discrimination or exclusion. With guidance from associate teacher is becoming aware of, and developing a respect for, school's policies. 	<ul style="list-style-type: none"> Understands and articulates that the values and prejudices underlying his/her teaching have an impact on students. Exhibits obvious care and support for students. Manages his/her class in a democratic way. Demonstrates, respects and understands the need for confidentiality when dealing with personal information of colleagues, students and their families. Helps students resolve moral conflicts that arise. Recognizes and takes steps to address situations that may lead to discrimination or exclusion. Is aware of and demonstrates respect for the legal and regulatory framework governing the teaching profession (Education Act, school's policies, collective agreement). Demonstrates sufficient responsibility in dealings with students that one can confidently recommend that a class be entrusted to his or her care.

Appendix 2

Tracking and Reflection Tool (2023)

Student Teachers should use the spaces provided in this form for self-evaluation; note taking, and goal setting, linked to the competency questions and prompts.

Associate Teachers and Supervisors should use the form for note taking, guiding discussion, and preparing comments for the Competency Evaluation Rubric.

Competency 1

Being Inheritor, Critic & Interpreter of Knowledge

Prompts and Questions for Professional Dialogue

1. What links do you think can be made between the subject content of your lesson and the lives of the students in your class?
2. What contribution might this lesson make to their lives?
3. What strategies are you using, or would you like to use, to ensure that a range of viewpoints is heard in your class?
4. What values, beliefs or perspectives are embedded in the concepts or materials you are using? What steps will you/did you take to uncover them?
5. In what ways can elements of the Broad Areas of Learning be used to enrich the disciplinary learning in the lesson?



What Might Be Observed

- a. Participating in discussion around personal values and beliefs in relation to teaching and learning.
- b. Making links between the disciplinary knowledge of the lesson and students' existing knowledge.
- c. Engaging students in learning activities that make the disciplinary knowledge accessible.
- d. Establishing links between the disciplinary knowledge of the lesson and students' daily life and experiences.
- e. Encouraging discussion and questioning, and the respectful sharing of ideas in class.



Notes:

Competency 2

Focusing on Effective Communication

Prompts and Questions for Professional Dialogue

1. What areas of written or spoken communication do you feel are your strengths? How do you know that?
 2. What areas of communication (written or spoken) would you like to improve upon?
 3. In what ways do you think students may be influenced by a teacher's quality of language?
 4. In what ways do you think students may be influenced by a teacher's communication style?
 5. What strategies would you use to give feedback to your students regarding their oral language use?
 6. What strategies would you use to give feedback to your students regarding their written language use?
 7. What writing steps do you go through when preparing written materials for lessons?
 8. What writing steps do you go through when writing to your Associate Teacher or Supervisor?
-

What Might Be Observed

- a. Showing awareness of the importance of effective language use, and actively seeking to refine and enrich spoken and written language.
 - b. Using appropriate and effective spoken language in teaching and in interactions with the students, as well as in different contexts (interactions with the Associate Teacher, and Supervisor).
 - c. Respect for the rules and conventions of written language in communications directed toward students, and others in the practicum situation.
 - d. Taking steps to address the oral and written language errors made by classroom students.
 - e. Engaging in respectful discussion of ideas with peers, Associate Teacher, and Supervisor.
 - f. Using appropriate professional language and disciplinary terms.
-

Notes:

Competency 3 Planning for Teaching & Learning

Prompts and Questions for Professional Dialogue

1. Tell me in general about your planning process.
2. How does your lesson contribute to competency development?
3. How does your lesson activate and build on students' prior knowledge and learning?
4. How did you select the learning intention(s) and how will your lesson development ensure it is achieved?
5. What difficulties do you anticipate your students may face with your lesson?
6. How will your formative evaluation process help you know if you have achieved your learning intention?
7. How will [did] individual differences influence the lesson plan or its implementation?
8. How did you make decisions about the instructional strategies, tools, and materials that you are using as part of your lesson?



What Might Be Observed

- a. Planning that makes use of the QEP (competencies, content, progression of learning, strategies and techniques associated with the subject area).
- b. Using teaching strategies that support active student participation.
- c. Planning for learning that is appropriate to the subject and offers realistic challenges, appropriate to students' cognitive, social and affective characteristics.
- d. Activating students' prior learning.
- e. Discussing and implementing a variety of ways to organize the class, for example, how to take into account the individual differences of the students (styles, rhythms, or other factors).
- f. Preparing a range of resources to support the students in carrying out a task, taking into account the time required for each.
- g. Implementing the process for formative evaluation and the tools that will be used in the process.
- h. Anticipating the difficulties students might face with a lesson.
- i. Anticipating students' questions regarding specific content, and being prepared to respond.
- j. Preparing supplementary activities to consolidate learning.



Notes:

Competency 4

Taking Action - Piloting Teaching & Learning

Prompts and Questions for Professional Dialogue

1. Describe some of the challenges students faced with your lesson.
 2. What questions did you [would you] use to help students reflect on their learning?
 3. When a student appears to be unable to understand a task, what strategies have you tried to assist the student?
 4. What types of changes would you make to the original lesson plan given the way it unfolded in class?
 5. Describe one of the tasks of your lesson. Explain how the task helps to achieve the learning intention.
 6. Describe one of the tasks of your lesson. Explain how the task contributes to the development of the targeted competency.
-

What Might Be Observed

- a. Explaining a task more than once, using visual aids; having students state the task in their words.
 - b. Experimenting with activities in which cooperation is required.
 - c. Indicating available resources to students - ensuring they are varied and safe to use.
 - d. Using careful observation and circulation around the class in order to monitor effectiveness of students' use of resources.
 - e. Using discrete gestures and/or spoken feedback to encourage students.
 - f. Guiding and stimulating students to find ways to undertake a task.
 - g. Experimenting with ways to have students represent their learning, for example by using graphic organizers, visual displays, mind mapping, oral presentations, tables, webs, arts-based representations, and so on.
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Notes:

Competency 5 To Evaluate Student Progress in Learning the Subject Content and Mastering the Related Competencies

Prompts and Questions for Professional Dialogue

1. Describe some of the tools that you have designed or used to evaluate student progress.
2. In what ways have you adapted your teaching as a result of gathering information on student learning?
3. In what ways are you communicating on-going feedback to your students?
4. What strategies are you using to help students become aware of their learning process (their strengths, strategies, areas for improvement, expected and attained outcomes, and so on)?
5. At what points in your particular learning and evaluation situation do you feel self-evaluation will be beneficial to the students?
6. Describe how you manage the data generated in your classroom (observations, anecdotal notes, students' results, and so on).
7. How will your LES contribute to the end of term reporting?



What Might Be Observed

- a. Using informal methods to quickly detect student difficulties (questioning, analysis of student answers, observation and feedback, and so on).
- b. Using formal means to support students and evaluate the progress of their learning (observation grids, checklists, descriptive checklists, rubrics, and so on).
- c. Giving feedback to students that permits them to become aware of their strengths and weaknesses, as well as attitudes.
- d. Gathering observations and other data related to student progress.
- e. Making use of a range of data as part of the review of learning (for example, for the end of term).
- f. Discussing evaluation practices and professional judgment with other members of the teaching team.
- g. Observing and noting behavior of students or student teams that corresponds to the criteria that have been established during the planning stage.
- h. Supporting student reflection regarding their learning process, the strategies they use, regarding the application of knowledge acquired (competency), through the use of self-evaluation grids, journals, or other pertinent tools.
- i. Leading students to explain their successes and difficulties and to regulate their actions and attitudes (their effort, the method used, their attention to the learning, and so on).



Notes:

Competency 6

Organizing and Supervising the Class

Prompts and Questions for Professional Dialogue

1. Describe the routines you use in your classroom.
 2. Is there any part of the lesson that you feel is more difficult to manage? Why do you think this is the case?
 3. Explain an action that you took to address a student's inappropriate behaviour? Was it effective? Why/why not?
 4. What steps have you taken to establish a positive classroom atmosphere during a lesson?
 5. In what ways do you involve students in the smooth running of the class?
 6. What challenges do you face in the transitions between activities?
 7. What types of problem behaviors might appear during the implementation of your lesson? What might you do to deal with them?
-

What Might Be Observed

- a. Showing awareness and discussing the system for running regular classroom activities.
 - b. Managing student behaviour through discrete actions or by means previously discussed with the Associate Teacher.
 - c. Monitoring students during individual and group work (peripheral vision).
 - d. Exploring and experimenting with strategies for preventing inappropriate behavior.
 - e. Implementing strategies for dealing effectively with inappropriate behavior when it happens.
 - f. Involving students on an individual or group basis in setting standards for smooth running of the class.
 - g. Communicating expectations to students during lessons.
 - h. Maintaining a classroom climate that is conducive to learning, encouraging cooperation vs. competition.
-

Notes:

Competency 7 To Adapt Teaching to the Needs and Characteristics of Students with Learning Disabilities, Social Maladjustments

Prompts and Questions for Professional Dialogue

1. What formal or informal strategies are you using to support students in your class who demonstrate special needs?
2. What is your understanding of how open lines of communication are built and sustained with the parents of students in your class who are demonstrating special needs?
3. What accommodations or modifications would you build/have you built into your learning and evaluation situation for specific students?
4. In relation to your work with students with special needs, can you tell me about some of the interventions that you feel have been effective?
5. In what ways could you adjust your current practices in order to better meet the needs of students in your class who are demonstrating special needs?



What Might Be Observed

- a. Seeking out information on students' needs and previous learning.
- b. Providing individual students demonstrating special needs with support through more frequent feedback, supportive questioning, and so on.
- c. Using pedagogical approaches that view error as a part of student progress and learning.
- d. Demonstrating a positive attitude to student difficulty or error.
- e. Encouraging students to assist each other to improve.
- f. Leading students on a regular basis in learning activities that take into account their needs and personal characteristics.
- g. Engaging in discussion with colleagues regarding the pertinence of chosen interventions for students demonstrating difficulties.
- h. Developing and implementing cooperative situations in which individual differences are seen as positive aspects that contribute to intellectual, affective, and social development.
- i. Making use of specialized services that are available through the school when necessary.
- j. Participating in the planning and implementation of an IEP - individualized education plan.



Notes:

Competency 8

To Integrate Information and Communication Technologies (ICT) in the Preparation and Delivery of Teaching/Learning Activities and for Instructional Management and Professional Development Purposes

Prompts and Questions for Professional Dialogue

1. Describe some of the ways you are using ICT professionally, including for your personal professional growth or for planning?
2. How are you using ICT in the classroom to benefit student learning?
3. What do you feel are some of the limitations and ethical implications of ICT use, and how are you addressing these with students in your class?
4. How are you helping students make critical judgments related to the representations [written, audio, visual texts] that are communicated through the applications on the internet?
5. How are you helping students make critical judgments related to the representations [written, audio, visual texts] that they communicate through the different applications on the internet?
6. In what ways have you created opportunities for students to make use of the expanding possibilities for learning through different platforms and apps (MacOS, Windows, Twitter, Storify, and so on)?

What Might Be Observed

- a. Participating in training to use ICT tools and applications available in the school or center, or learning opportunities such as webinars.
- b. Integrating ICT into plans for learning and evaluation situations.
- c. Using ICT to carry out professional tasks (entering marks, preparing learning materials, networking with colleagues and others).
- d. Leading students to use ICT and media to carry out research.
- e. Discussing the importance of respecting intellectual property, and making proper citations.
- f. Leading students to act ethically in relation to the use of ICT.
- g. Leading students to use ICT to represent their learning through ICT (for example, blogs, podcasts, Prezi, wikis, digital stories, and so on).
- h. Supporting students in effective use of ICT and media.
- i. Drawing on digital resources in the creation of learning and evaluation situations.
- j. Engaging in discussions regarding the benefits, limitations and ethical implications of ICT use, including specific equipment and applications.

Notes:

Competency 9 To Cooperate with School Staff, Parents, Partners in the Community and Students in Pursuing the Educational Objectives of the School

Prompts and Questions for Professional Dialogue

1. What strategies do you feel can be used to involve parents in educational initiatives in your classroom or the school?
2. How would you/do you keep parents up to date on collaborative projects that are part of the school and your classroom initiatives?
3. Which of the school’s initiatives or aims could provide/has provided an opportunity for you to align classroom learning to school aims?
4. Which committees would you like to be a part of/have you been part of?
5. What kind of collaborative project would interest you/have you been part of?
6. What steps could you take/are you taking to support students to effectively participate in activities taking place in the school or center?



What Might Be Observed

- a. Seeking to learn about existing projects that correspond to the educational project of the school.
- b. Participating in the implementation of collaborative projects that correspond to the educational project of the school.
- c. Observing discussions with parents and/or partners regarding the education objectives of the school or center.
- d. With Associate Teacher guidance, informing parents of school projects and initiatives.
- e. Seeking to involve parents in school, center or classroom initiatives.
- f. Showing an interest in the organization and operation of different committees at the school or center.
- g. Participating in different committees at the school or center.
- h. Encouraging students to participate in activities and projects at the school or center.
- i. Participating with students in various activities taking place in the school or center.
- j. Aligning planning for learning (when possible and appropriate) to the initiatives of the school community.



Notes:

Competency 10

To Cooperate With Members of the Teaching Team In Carrying Out Tasks Involving the Development and Evaluation of the Competencies Targeted in the Programs of Study, Taking Into Account the Students Concerned

Prompts and Questions for Professional Dialogue

1. What do you feel are the benefits of colleague collaboration?
2. What current collaborative initiatives in the school are you part of, or would you like to be part of?
3. Describe an issue that teachers may disagree on. How can you share your opinion in a way that is collaborative and leads to consensus?
4. Describe some of the procedures that are part of your teacher team meetings?
5. What strategies or techniques do you feel will assist a team to work together effectively?
6. Describe a learning situation or a tool that was developed collaboratively by a team to which you belonged. How would you describe your contribution?

What Might Be Observed

- a. Sharing ideas with colleagues regarding various aspects of teaching on a regular basis.
- b. Making suggestions for team projects that correspond the team's educational goals.
- c. On-going collaboration with the teaching team, in planning of learning and evaluation situations.
- d. On-going collaboration with the teaching team, in revision of learning and evaluation situations.
- e. Collaborative development of evaluation tools designed to support knowledge acquisition and application.
- f. Using and revising evaluation tools designed collaboratively.
- g. Participating in discussion with the teaching team regarding student learning (evaluation, motivation of students, student reflection and so on).
- h. Respecting the procedures and rules developed by the teaching team to ensure effective group work.
- i. Participating in consensus building around issues being discussed.

Notes:

Competency 11 Developing Professionally

Prompts and Questions for Professional Dialogue

1. What personal goals have you been setting for yourself in relation to this practicum?
2. What personal strengths do you bring to this practicum situation? Which professional teaching competencies would you associate with those strengths?
3. How would you describe your growth as a learner over the past year? Past two years?
4. How would others characterize your strengths?
5. Describe something you learned recently at the university or through personal study. What is most significant about it? What connections would you make between that learning and your practicum experiences.
6. Describe a particular time/episode from the practicum when reflection helped you to identify adjustments you would make to your teaching and or planning. Explain the type of adjustments you envisaged.



What Might Be Observed

- a. Having a strategy to track and make reflections on practice.
- b. Speaking about and providing examples of how her/his/their competency is developing or being demonstrated.
- c. Explaining the pertinence of her/his/their teaching and learning approaches with the Associate Teacher and Supervisor.
- d. Identifying the positive aspects and challenges of lesson implementation, and seeking feedback.
- e. Analyzing successes and difficulties faced, drawing connections to professional competency development.
- f. Seeking solutions to problems faced and discussing future adjustments with colleagues or others.
- g. Being attentive to the moments when adjustments would be appropriate and reflecting on the original plan.
- h. Participating in professional activities organized by the school, center or school board.



Notes:

Competency 12

Acting Ethically & Responsibly

Prompts and Questions for Professional Dialogue

1. Describe the values that you believe are an essential part of a learning community.
 2. How would you address a situation where one or more students in your classroom exhibit intolerance toward one or more peers?
 3. Describe the significance of challenging situations that lead to exclusion and discrimination in the classroom.
 4. Describe how democratic principles can be incorporated into the running of a classroom.
 5. What support would you need to assist two or more students to resolve a moral conflict?
 6. What is the importance of confidentiality in school settings and in relation to the teaching profession?
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What Might Be Observed

- a. Discussing with the Associate Teacher and Supervisor the personal values underlying teaching.
 - b. Showing understanding of the regulations of the profession.
 - c. Supporting democracy in the classroom and school.
 - d. Developing strategies to support inclusion.
 - e. Seeking to understand and address all forms of discrimination (race, culture, ethnicity, gender, orientation, religion, age, ability, class, and so on) towards students, colleagues and parents.
 - f. Locating and using materials that promote diversity.
 - g. Respecting the confidentiality requirements of the profession.
 - h. Discussing with the Associate Teacher and Supervisor and finding ways to deal with incidents of exclusion and discrimination in the classroom.
 - i. Engaging in analysis of moral conflicts arising in the class to clarify the values represented by the different positions, including their/his/her own position.
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Notes:

For examples of Lesson Plan templates, please refer to the School of Education Practicum website under [Resources and Forms](#).

BISHOP'S SCHOOL OF EDUCATION

