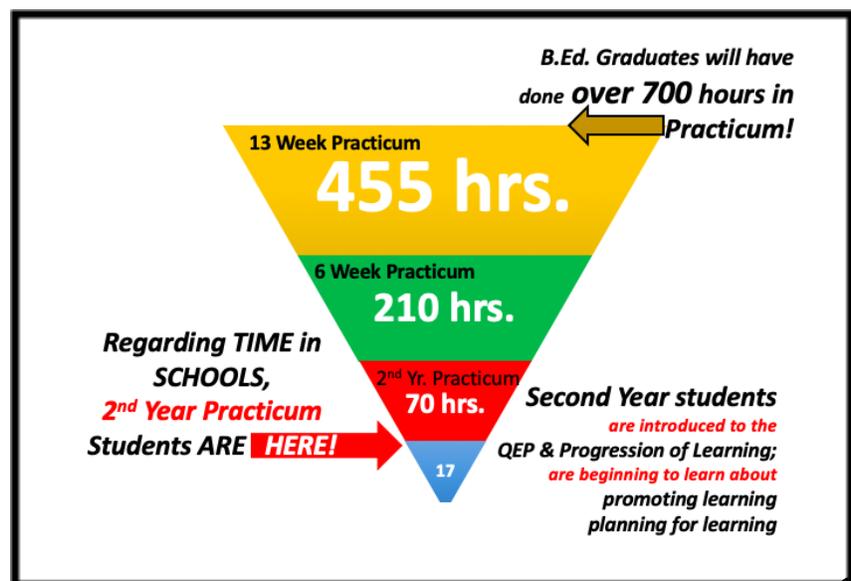


**BISHOP'S SCHOOL OF EDUCATION**  
**2nd Year**  
**Practicum e-Handbook**  
**Winter 2022**

- 1.1 Description of the 2nd Year Practicum – p. 2
- 1.2 Overview of the Role of the Associate Teacher – p. 4
- 1.3 Suggested Pre- and Post-Conference Questions – p. 4
- 1.4 Feedback and Evaluation Processes – p. 5
- 1.5 Overview of the Role of the Student Teacher – p. 5
  - 1.5.1 Specific Tasks of the Student Teacher – p. 6
- 1.6 Tracking and Reflection Tool – p. 7
- 1.7 Associate Teacher Concerns in Practicum – p. 8
- 1.8 Frequently Asked Questions – p. 8
- 1.9 COVID-19 and Practicum - p. 9
- Appendix 1: Tracking and Reflection Tool - p. 12
- Appendix 2: Sample Competency Development Plan - p. 19
- Appendix 3: Competencies in Development Across Practica  
- p. 21



## 1.1 Description of the 2nd Year Practicum

### Background Details:

- Pre-service teachers in Quebec are expected to complete a total of 700 practice teaching hours. Practicum experiences at Bishop's University span across a four to five-year education program, across diverse placements.
- In the Year 1 practicum course, *Orientation to Professional Practice* (EDU 128/129), Student Teachers completed five research experiences in various schools and classes. As a result, they enter their Year 2 practicum with approximately 17.5 hours completed.
- With the Year 2 Winter (2022) practicum, students will be in school for **70 hours**. They are encouraged to participate in one Professional/Pedagogical/Planning day during this period if possible.
- The Year 2 practicum represents the first opportunity for Student Teachers to regularly observe students in a classroom setting and to begin teaching in schools. Therefore, the students are still at the very beginning of their learning-to-teach journey.

SEVEN of the twelve professional competencies are the focus of development and assessment in this practicum.

Competencies Evaluated in the 2nd Year Practicum	
Foundations 1 - 2	<i>Competency 1:</i> Student Teachers deepen their understanding of concepts & ideas from the required programs and learn how to act as a bridge between that knowledge, the students, and their lives.
	<i>Competency 2:</i> Student Teachers develop the ability to communicate effectively, in all school-related contexts: with peers, students, colleagues, and parents. They also work to develop students' communication abilities.
Teaching Act 3 - 6	<i>Competency 3:</i> Student Teachers develop lesson plans to guide and keep track of students' learning.
	<i>Competency 4:</i> Student Teachers implement and adapt their plans, in light of students' responses and needs.
	<i>Competency 6:</i> Student Teachers begin to take charge of the classroom with the goal of promoting student learning and social development.
Professional Identity 11 - 12	<i>Competency 11:</i> Student Teachers focus on their own learning, seeking to build their understanding, doing so individually and with others
	<i>Competency 12:</i> Student Teachers learn how to act ethically and responsibly at all times.

The Year 2 practicum (course codes EDU228, EDU229) is described as follows in the Academic Calendar:

*The second-year field experience involves a combination of half and full days over the Fall or Winter semester... Students begin to integrate theory from courses with field-based practice and carry out aspects of the teaching act in collaboration with associate teachers and university supervisors. They participate in the life of the school inside and outside of the classroom.*

### **TIPS FOR THE ASSOCIATE TEACHER**

#### **Ideas to support the integration of your Student Teacher into the classroom:**

- Get to know the Student Teacher's interests and readiness skills.
- Work out a schedule that respects both the Associate Teacher's and the Student Teacher's schedules.
- Develop a plan for increasing the Student Teacher's involvement in classroom activities.

#### **Timeline for the 70 hours:**

- Student Teachers will contact their Associate Teacher in January to arrange the first visit.
- A mutually agreed upon timeline outlining a schedule of visits (totalling 70 hours) is to be worked out between the Associate Teacher and the Student Teacher.
  - *A half-day is considered 3.5 hours and a full day is considered 7 hours.*
- Students will also attend small group seminar meetings with their assigned 228/229 professor throughout the semester.

#### **Focus of Visits:**

##### **o Step 1**

Student Teachers are provided opportunities to get to know:

- (i) Their practicum school (e.g., layout, schedule, calendar)
- (ii) The classroom(s) in which they will teach (e.g., different routines in place),
- (iii) Their students.

##### **o Step 2**

Teach a lesson; the focus will be on collaborating with the teacher on planning, trying out lesson implementation, and taking responsibility for the class for a period of time. *Note: the lesson need not run the full length of a class period.* The Associate Teacher provides feedback on the lesson.

- o **Step 3**  
Students will plan and implement additional lessons, with a goal of 5 lessons planned and implemented during the entire placement.

***\*When the Student Teachers arrive in your school they have been introduced to the basics of planning, and so will need mentorship support.***

Student Teachers have varied interests and competencies, as well as some previous experiences with children/youth. Discussing this information will help both of you determine a plan for developing possible teaching topics that are suitable for your class.

## **1.2 Overview of the Role of the Associate Teacher**

- The major roles of the Associate Teacher in this practicum are to:
  - (i) Mentor
  - (ii) Model
  - (iii) Provide ongoing formative feedback
  - (iv) Submit a summative evaluation
- Close communication between the Associate Teacher and Student Teacher is essential; this includes:
  - o Regular guidance
  - o Co-planning
  - o Constructive feedback, verbally and in writing
- When the Student Teacher is scheduled to conduct a lesson, conferencing should occur both before and after the lesson.

## **1.3 Suggested PRE & POST-CONFERENCE Questions**

**Suggested questions for the Associate Teacher to use before a lesson observation, in the PRE-CONFERENCE:**

- What do you want the students to learn?
- What teaching tactics or strategies will you use?
- How will you know the students have reached your learning intentions?

**Suggested questions to use after a lesson observation, in the POST-CONFERENCE:**

- What part of the lesson or activity do you feel worked well?
- What part of the lesson or activity would you change for another time?
- Do you feel the students learned what you intended?
- What evidence do you have to support this?

In addition, the prompts on the 2nd year Tracking and Reflection Tool (below, pg. 12) will assist in the Student Teacher's development of competencies.

## 1.4 Feedback & Evaluation Processes

To streamline the **feedback process**, Associate Teachers are required to complete two online assessment tools.

### Online Assessment (1 of 2).

Student Teachers will track and inform their Bishop's Professor of the time they spend in school. Once they have completed **28 practicum hours** and developed/delivered at least one lesson (as noted above, we consider a full day to be 7 hours, a half day 3.5 hours), the Associate Teacher will receive a **personalized link via email** to complete the first online evaluation tool.

There are 4 questions

1. Student's last name;
2. Student's first name;
3. What's working well? (identify strengths);
4. Even better if... (tips for improvement].

There is also an opportunity to provide written comments.

### Online Evaluation (2 of 2).

At the end of the practicum, you will receive a **FINAL evaluation questionnaire** via email, which asks you to rank your Student Teacher's performance on the 7 targeted competencies. The dropdown menu provides the following options for you to describe each competency.

- Exceeds expectations
- Meets all expectations
- Meets many expectations (some adjustments required)
- Meets some expectations (many adjustments required)

## 1.5 Overview of the Role of the Student Teacher

- The goal is for Student Teachers in their 2nd year to teach a minimum of 5 lessons during the practicum.
- Students will keep an Attendance Record that will be kept up to date and initialed by the Associate Teacher.
- Student Teachers are expected to **have a binder (or e-portfolio) for observational notes, lesson plans, materials, and the Attendance Record with them at all times.**

## Travel and Accommodation Costs Related to Practicum:

From the [2021-2022 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. (pg. 69)*

*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. (pg. 70)*

### 1.5.1 Specific Tasks of the Student Teacher

#### Ways to support Student Teachers ease into their role:

- Students should begin with observing, circulating, and helping with small groups. They can move to one to one, and small group teaching, followed by whole group instruction. The majority of the 3 lessons should be taught in a whole class setting.
- **Lesson plans must be submitted to the Associate Teacher for feedback** – in the days before the lesson will be taught. This must be done according to a timeline established by the Associate Teacher; it is not unreasonable for an AT to expect to receive lessons two days ahead of class.

***\*During their time in school, Student Teachers are expected to participate in all classroom events and activities, as well as assisting on field trips, participating in pedagogical days, etc.***

#### Initial 1-2 visits:

- Getting to know the school and classroom in which they will practice teach.
- Observing methods to involve and motivate students.
- Shaping and investigating questions about teaching and learning.
- Keeping a written record of observations and reflections.
- Circulating in the corridors and greeting students at the classroom door near the start of class.
- Discussing unit and daily plans.
- Working with individual students and small groups.
- Managing classroom routines.
- Monitoring and helping students during the lessons taught by the teacher.

**Subsequent hours** - All of the above, plus:

- **Building up to teaching:**

In **Step 1**, before attempting their first solo lesson, the Student Teacher can co-teach a lesson with the Associate Teacher; or teach part of a lesson under the guidance of the Associate Teacher.

In **Step 2**, with guidance from the Associate Teacher, aim to plan and teach five lessons. They do not need to be a series of two connected lessons to the same group of students. However if this is possible, it will augment the learning.

## 1.6 Tracking and Reflection Tool

### REFLECTIVE QUESTIONS AND DISCUSSION PROMPTS FOR THE 7 PROFESSIONAL COMPETENCIES

This form, the Tracking and Reflection Tool, is for guiding conversations and note-keeping:

- Student Teachers can use it for goal setting and self-evaluation;
- Associate Teachers can use it for preparing comments for interim feedback and for the final evaluation.

SEVEN of the twelve professional competencies are the focus of development and assessment in Practicum II, the 2<sup>nd</sup> Year field experience. This Tracking and Reflection Tool provides prompts and questions to support the development of each of the seven targeted competencies. A full page is devoted to each of the targeted competencies; space is provided on each page for your notes. Only selected elements of each competency are included at this point in your process.

Competency 1: Being Inheritor, Critic & Interpreter of Knowledge

Competency 2: Focusing on Effective Communication

Competency 3: Planning for Teaching & Learning

Competency 4: Taking Action: Piloting Teaching & Learning

Competency 6: Organizing and Supervising the Class

Competency 11: Developing Professionally – Individually & with Others

Competency 12: Acting Ethically & Responsibly

Students, please use this document to actively develop your competencies:

- Self-evaluate in relation to particular questions/prompts
- Identify questions or topics that you would like to discuss with your Associate Teacher
- Keep track of your thoughts and competency-related comments that your AT makes
- Choose competencies you would like to discuss with your AT
- Date your notes so that you can track changes or development

**Associate Teachers, please use this document** to shape your ongoing conversations with students:

- Discuss your insights and remarks with the Student Teacher in an open, direct, and

ongoing way;

- Collectively choose competencies for discussion with the student;
- Ask the Student Teacher to self-evaluate in relation to particular questions/prompts;
- Use the document in pre- and post-conferences, when the student is piloting lessons;
- Date your notes so that you can track changes or development.

## 1.7 If an Associate Teacher has Concerns During the Practicum

Depending on the nature of the concern, Associate Teachers should first communicate their observations to the student. **Giving suggestions early on in the practicum** is necessary in order 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:
  - o Signal a “**Notice of Concern**” by contacting the Practice Teaching Office. The Student Teacher should be told that the Practice Teaching Office is being contacted. The purpose is to ensure that ***there is support in place as early as possible to assist the Student Teacher to complete the practicum successfully.***
    - 819 822 9600 Ext: 2508 or [practiceteaching@ubishops.ca](mailto:practiceteaching@ubishops.ca)
  - o **Process:** Depending on the nature of the concerns [Pedagogical, Professional, Other], a consultative process which involves the Associate Teacher, a University Representative, and Student Teacher will be put in place.
    - The Student Teacher will participate in defining a **Competency Development Plan**. This will include: goals, steps, and strategies necessary for success, and a timeline for improvement.
  - o The plan also includes consequences to be put in place if the goals are *not* achieved.

## 1.8 Frequently Asked Questions About the 2nd Year Practicum

### Frequently Asked Questions:

1. *Can a Student Teacher be asked to arrive earlier and stay later?*

Associate Teachers are welcome to open this discussion; however, students in their 2nd year practicum are taking classes from disciplines outside of Education. Their time in the school is carefully slotted into their timetable and many travel with other students in one car. For these reasons, students may need to quickly return to Bishop’s. If an Associate Teacher would like additional contact with a Student Teacher, we encourage other options (virtual or telephone).

2. *Is there a standard lesson plan template?*

There is no standard lesson plan template. Students are required to include particular headings in their lesson plans, but will work with the Associate Teacher to establish the format they prefer. **Every lesson taught by the student needs a detailed lesson plan.** Students have a [lesson plan checklist \(click here to access\)](#), detailing the headings in their lesson plans.

3. *Can a 2nd year Student Teacher substitute teach?*

**Substitute teaching is NOT permitted during the pre-determined 70 practicum hours.** However, students who have gone through the school board hiring process for occasional substitutes can teach for pay on days that are NOT scheduled for practicum.

4. *Do I have to pay for my transportation and accommodation costs during practicum?*

As indicated above, the [2021-2022 Academic Calendar](#) explains:

*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. (pg. 69)*

*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. (pg. 70)*

## 1.9 COVID-19 and Practicum

\*Please see the Practicum website for updates regarding COVID-19 and practice teaching.

The [COVID-19 Health and Safety Protocol for Academics and In-Person Learning](#) outlines the conditions under which Internships/Experiential Learning (EL) experiences, including practica in schools, will be permitted in the 2021-2022 academic year.

Internships/EL experiences, including practica in schools, will be permitted in 2021-2022 provided:

Host organizations accept students in COVID-19 situations and can assign a supervisor, have safety protocols in place that follow public health guidelines, and the organization has the capacity and supplies to implement the protocols.

You should review any school, school board/service centre, and/or Ministerial guidelines with respect to COVID-19 protocols with your Associate Teacher on your first day at the school. This

includes information related to safety equipment, social distancing, and other procedures in the case of an outbreak in your classroom or school, etc. You must abide by these guidelines while you are in your practicum placement. It is recommended that you continue to review these guidelines with your Associate Teacher on a regular basis throughout your placement.

## **Practicum and COVID-19**

Refer to [Quebec Public Health General Covid-19 Information](#), please call 1-877-644-4545 immediately and isolate yourself from others. Based on your symptoms and travel history, a health care professional will advise you on the best course of action.

- Call 1-877-644-4545 for instructions.
- Based on the instructions received, you may be required to self-isolate for a certain period and/or get tested.
- Inform the Practice Teaching Office ([practiceteaching@ubishops.ca](mailto:practiceteaching@ubishops.ca), 819-822-9600, ext. 2508).
- Follow all school and school board protocols, as required.

If someone you live with is experiencing symptoms of COVID-19, even if you are not, please call 1-877-644-4545 for instructions.

## **Carpooling**

Bishop [COVID-19 Health and Safety Protocol for Academics and In-Person Learning](#) outlines the following guidelines for carpooling to practicum sites:

1. Students should not be carpooling in groups of more than two per car (unless they wear procedural masks) to travel to locations. Of course, students will have to abide by all rules imposed by the host organization, even if different and more stringent than those at Bishop's. This will include public transportation and possibly the Vaccine Passport.
2. Students travelling in a carpool group of more than two per car will be provided with additional procedural masks (2 additional masks per day x 5 days per week x the number of weeks of your practicum).

## **How can I access counselling and mental health support during COVID-19?**

Counselling and Mental Health Services are provided to all current Bishop's University students. Services include: Individual counselling, drop-in consultations, referrals, groups and workshops. Counselling professionals use a brief, solution focused approach with students. Bishop's University mental health and counselling 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](mailto:studentservices@ubishops.ca) or 819-822-9695.

You 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-counselling, or by e-counselling.

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](#).

## Appendix 1: Tracking and Reflection Tool

<b>Competency 1: Being Inheritor, Critic &amp; Interpreter of Knowledge</b> <i>Prompts and Questions for Professional Dialogue</i>
<ol style="list-style-type: none"><li>1. What links do you feel can be made between the subject content of your lesson and the lives of your students?</li><li>2. What contribution might this lesson make to the lives of your students?</li><li>3. What strategies are you using, or would you like to use, to ensure that a range of viewpoints is heard in your class?</li><li>4. How might elements of the Broad Areas of Learning be used to enrich the subject content learning for the students?</li></ol>
<i>What Might Be Observed</i>
a. Making links between the disciplinary knowledge of the lesson and students' existing knowledge.
b. Engaging students in learning activities that make the knowledge and discipline accessible.
c. Establishing links between the disciplinary knowledge of the lesson and students' daily life and experiences.
d. Becoming informed of events taking place in the school or community that may link to the knowledge targeted in the lessons.
e. Making explicit links between events taking place (see above, d.) and aspects of the lesson.
f. Encouraging discussion and questioning, and the respectful sharing of ideas in class.
g. Participating in discussion around personal values and beliefs in relation to teaching and learning.

Notes:

**COMPETENCY 2: FOCUSING ON EFFECTIVE COMMUNICATION**

***Prompts and Questions for Professional Dialogue***

1. What writing steps do you go through when preparing written materials related to your lessons?
2. What writing steps do you go through when writing to your Associate Teacher or Supervisor?
3. What areas of written or spoken communication do you feel are your strengths? How do you know that?
4. What areas of written or spoken communication would you like to improve upon?
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?

*What Might Be Observed*

- a. Using varied and rich spoken language in teaching and in interactions with the students.
- b. Using varied and rich spoken language in different contexts (interactions with the Associate Teacher, Supervisor, colleagues, parents, school administration).
- c. Respect for the rules and conventions of written language in communications directed toward students, and others in the practicum situation.
- d. Discussing with the Associate Teacher the oral language errors made by classroom students.
- e. Discussing with the Associate Teacher the written language errors made by classroom students.
- f. Using accurate language in discussion.
- h. Engaging in respectful discussion of ideas with peers, Associate Teacher, and Supervisor.
- j. Use of the 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 [they are] achieved?
5. What difficulties do you anticipate your students may face with your lesson?
6. What actions have you planned to check if the learning is achieved?
7. How will [did] individual differences influence the lesson plan or its implementation?
8. How did you make decisions about the strategies and materials that are you using in 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. Collaborating with the Associate Teacher regarding teaching strategies that supports active student participation.
- c. Collaborating with the Associate Teacher regarding learning that is appropriate to the subject -- and offers realistic challenges, appropriate to students' cognitive, social, and affective characteristics.
- d. Preparing to activate students' prior learning.
- e. Discussing 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. Indicating the process for formative evaluation and the tools that will be used in the process.
- h. Discussing and anticipating the difficulties students might face with a lesson.
- i. Anticipating students' questions regarding specific content and being prepared to respond.
- j. Discussing and 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 help?
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 the how the task helps to achieve the learning intention.
6. Describe one of the tasks of your lesson. Explain the how the task contributes to the development of the targeted competency.

### *What Might Be Observed*

- a. Questioning students on the way they approach a task and attempting to understand the learning strategies they use for carrying out a task.
- b. Explaining a task more than once, using visual aids; having students state the task in their words.
- c. Experimenting with activities in which cooperation is required.
- d. Indicating available resources to students - ensuring they are varied and safe to use.
- e. Using careful observation and circulation around the class in order to monitor effectiveness of students' use of resources.
- f. Experimenting with the use of discrete gestures and/or spoken feedback to encourage students.
- g. Attempting to guide and stimulate students to find ways to undertake a task, with Associate Teacher guidance.
- h. Experimenting with ways to have students represent their learning, for example by using graphic organizers, mind mapping, tables, webs, and so on.
- i. Beginning to lead students to become aware of their learning through discussing the discoveries they have made, the strategies they used, their feelings about their learning, and the competencies they have developed.
- j. Respecting the planned intentions of the learning situation and adapting to student needs and reactions.

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, before they become major disruptions?

### *What Might Be Observed*

- a. Showing awareness and discussing the system for running regular classroom activities.
- b. Attempting to manage student behavior through discrete actions or by means previously discussed with the Associate Teacher.
- c. Attempting to monitor students during individual and group work (peripheral vision).
- d. Exploring and experimenting with strategies for preventing inappropriate behavior.
- e. Experimenting with the implementation of 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. Attempting to maintain a classroom climate that is conducive to learning, encouraging cooperation vs. competition.
- i. Demonstration of coherence between words/thoughts/beliefs and actions.

Notes:

## Competency 11: Developing Professionally – Individually & with Others

### *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 characterize 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 the most significant about it? What connections would you make between that learning and your practicum situation.
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. Participating, when possible, in professional activities organized by the school, center, or school board.
- b. Developing and making on-going entries in the field research binder.
- d. Speaking about and providing examples of how his/her competency is developing or being demonstrated.
- e. Discussing with Associate Teacher and Supervisor the pertinence of his/her teaching and learning approaches.
- f. Identifying the positive aspects and challenges of lesson implementation, in discussion with the Associate Teacher and Supervisor.
- g. With assistance, analyzing and explaining the successes and difficulties, while making connections to competency development.
- h. Seeking solutions to problems faced and seeking guidance regarding future adjustments.
- i. Recognizing the moments when adjustments would be appropriate and explaining the reasons for the original actions.

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?

*What Might Be Observed*

- a. Discussing with Associate Teacher and Supervisor the personal values underlying teaching.
- b. Seeking to understand the regulations of the profession.
- c. Behaving in a way that supports democracy in the classroom and school.
- d. Supporting inclusion.
- e. Recognizing and avoiding of all forms of discrimination (racial, gender, other) towards students, colleagues and parents.
- f. Attempting to use diversified materials.
- g. Planning and implementing lessons that ensure the respect, integrity, health, and security of the students.
- h. Respecting the confidential requirements of the professional.
- i. Discussing with the Associate Teacher and Supervisor ways to deal with incidents of exclusion and discrimination in the classroom.
- j. With support, analyzing moral conflicts arising in the class in order clarify the values represented by the different positions, including his/her own position.

Notes:

## Appendix 2: 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**-----

## Appendix 3: Competencies in Development Across Practica

COMPETENCIES IN DEVELOPMENT			
Indicators: <b>MEETS Expectations</b> End of 2nd Year Practicum		Indicators: <b>MEETS Expectations</b> End of 6-Week Practicum	
Indicators: <b>MEETS Expectations</b> End of 13-Week Practicum		Indicators: <b>MEETS Expectations</b> End of 13-Week Practicum	
Foundations – Competency 1 & 2			
	With guidance...Beginning to	Beginning to...With support...In collaboration	Demonstrating.... Exhibiting... Consistently...
C1	<ul style="list-style-type: none"> <li>✓ Demonstrates a clear and appropriate knowledge of the subject matter and program of study necessary for the lesson taught.</li> <li>✓ Is beginning to select contextually-appropriate teaching materials and techniques in order to establish links between the content and the learners' lives.</li> <li>✓ Allows for different points of view to be expressed.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstrates a proficient and appropriate knowledge of the subject matter and program of study.</li> <li>✓ Establishes some links between the content and the learners' own lives, using contextually appropriate teaching materials or techniques.</li> <li>✓ Allows for learners' different points of view to be expressed and begins to incorporate these into his/her teaching.</li> <li>✓ With support of the associate teacher, begins to critique the program and understand its impact on the learners.</li> <li>✓ Begins to identify and discuss how his/her own origins, cultural practices and social role impact his/her teaching.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstrates a fluent knowledge of the subject matter and program of study.</li> <li>✓ Is able to make contextual connections to broader areas of the curriculum.</li> <li>✓ Establishes links between the content and the learners' own lives.</li> <li>✓ Uses, expands and modifies contextually appropriate teaching materials and techniques.</li> <li>✓ Actively engages learners to express their different points of view and routinely incorporates these into his/her teaching.</li> <li>✓ Exhibits an understanding of the program and its impact on the learners.</li> <li>✓ Identifies and discusses how his/her own origins, cultural practices and social role impact his/her teaching.</li> </ul>
C2	<ul style="list-style-type: none"> <li>✓ Uses appropriate oral and written language (correct grammar and style, precise vocabulary and syntax) in communicating with associate teacher, supervisor, students, parents and peers most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Uses concise and appropriate oral and written language (correct grammar and style, precise vocabulary and syntax) when communicating within the school's community.</li> <li>✓ Uses professional language to articulate and support pedagogical choices most of the time. Is</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Consistently uses professional language to articulate and support pedagogical choices,</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Is beginning to use appropriate professional language to articulate and support pedagogical choices.</li> <li>✓ With guidance from associate teacher, is developing an awareness of the quality of learners' spoken and written language and its possible variance from standard language use.</li> <li>✓ Actively strives to improve his/her oral and written language skills.</li> </ul>	<p>effective, constructive and respectful in his/her communication.</p> <ul style="list-style-type: none"> <li>✓ In collaboration with associate teacher, is aware of learners' spoken and written language quality.</li> <li>✓ Identifies and corrects learners' possible variations from standard language use, when appropriate.</li> <li>✓ Actively strives to improve his/her oral and written language skills, and that of his/her students.</li> </ul>	<p>with the ease, precision, efficiency and accuracy expected of a teacher.</p> <ul style="list-style-type: none"> <li>✓ Is aware of students' spoken and written language quality; identifies possible variations from standard language use; and implements appropriate methods of correction.</li> <li>✓ Strives to refine his/her oral and written language skills, and those of his/her students.</li> </ul>
<b>Teaching Act – Competency 3, 4, 5 &amp; 6</b>			
	<b>Indicators for MEETS Expectations End of 2nd Year Practicum</b>	<b>Indicators for MEETS Expectations End of 6-Week Practicum</b>	<b>Indicators for MEETS Expectations End of 13-Week Practicum</b>
	<b>Beginning to...With guidance</b>	<b>Beginning to...With support...In collaboration</b>	<b>Demonstrating.... Exhibiting...Consistently...</b>
<b>C3</b>	<ul style="list-style-type: none"> <li>✓ With guidance from the associate teacher is able to develop detailed lessons taking into account the logic of the content to be taught and the learning intentions in light of the Quebec Education Program.</li> <li>✓ Lessons are relevant and meaningful for the learners most of the time.</li> <li>✓ Major components of the lesson plan are evident (hook, learning intention, lesson development, formative assessment, closure).</li> <li>✓ Experiments with different instructional strategies.</li> <li>✓ Beginning to show an awareness of the need to differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>✓ In consultation with associate teacher is able to develop a <u>detailed learning and evaluation situation</u> (LES) and individual lessons taking into account the logic and the learning intentions of the Quebec Education Program.</li> <li>✓ The LES and lessons are relevant, meaningful and logically sequenced to ensure that learning intentions are attainable.</li> <li>✓ 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.</li> <li>✓ Is beginning to experiment with differentiation through the use of various instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ The LESs are relevant, meaningful and engaging for all students.</li> <li>✓ Lessons are logically sequenced with built-in evaluation of learning intentions</li> <li>✓ Takes into account social differences, needs and special interests of students (gender, ethnic, socioeconomic, cultural).</li> <li>✓ Includes differentiation through the use of various instructional strategies.</li> <li>✓ Is able to identify obstacles to learning and adapts future lessons based on formative evaluation.</li> </ul>
	<b>2nd-Year Practicum Beginning to...With guidance</b>	<b>6-Week Practicum Beginning to...With support...In collaboration</b>	<b>13-Week Practicum Demonstrating.... Exhibiting...Consistently...</b>
<b>C4</b>	<ul style="list-style-type: none"> <li>✓ With guidance from associate teacher is able to create and structure learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ In collaboration with associate teacher is able to create and structure lessons and a learning and</li> </ul>	<ul style="list-style-type: none"> <li>✓ Implements meaningful lessons and learning and evaluation situations (LESs) that activate</li> </ul>

	<p>situations that activate prior knowledge and stimulate the learners' motivation to learn.</p> <ul style="list-style-type: none"> <li>✓ With guidance from associate teacher beginning to identify and use appropriate resources that are needed in the learning situation.</li> <li>✓ Beginning to experiment with instructional strategies that deepen the learners' understanding (questioning, teamwork).</li> </ul>	<p>evaluation situation (LES) that activates prior knowledge and stimulates the learners' engagement.</p> <ul style="list-style-type: none"> <li>✓ Begins to identify and use appropriate resources that are needed in the learning situation.</li> <li>✓ Experiments with instructional strategies that enhance the learners' understanding (questioning, teamwork).</li> <li>✓ Identifies some of the teaching/learning problems that arise and begins to use the appropriate resources to remedy them.</li> </ul>	<p>prior knowledge and stimulate the learners' cognitive, emotional, and social engagement.</p> <ul style="list-style-type: none"> <li>✓ Uses a variety of appropriate resources that are needed in the learning situation.</li> <li>✓ Implements instructional strategies that facilitates and deepens the learners' understanding (questioning, teamwork).</li> <li>✓ Identifies teaching/learning problems that arise and uses the appropriate resources to remedy them.</li> <li>✓ Can provide frequent and relevant feedback to students that promotes the integration and transfer of learning.</li> </ul>
C5		<ul style="list-style-type: none"> <li>✓ With guidance, designs and implements appropriate learning assessment tools to cover subject competencies.</li> <li>✓ Clearly communicates expectations to students and provides feedback on their progress.</li> <li>✓ Gathers and organizes evidence of students' learning in order to assess their progress.</li> <li>✓ With support begins to adapt teaching accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>✓ In collaboration with associate teacher, designs and implements a variety of learning assessment tools to evaluate subject competencies.</li> <li>✓ Clearly communicates expectations to students and provides timely feedback on their progress.</li> <li>✓ Gathers and organizes data, and begins to identify individual learners' strengths and weaknesses.</li> <li>✓ Interprets data of individual students in order to assess their learning and to adapt his/her teaching accordingly.</li> <li>✓ Informs students and teaching team of results and planned corrective interventions.</li> </ul>
C6	<ul style="list-style-type: none"> <li>✓ With guidance from associate teacher plans and organizes routines.</li> <li>✓ With the help and support of the associate teacher is able to implement these routines.</li> <li>✓ Communicates expectations clearly most of the time.</li> <li>✓ Is aware of learners' behavior and beginning to assess it.</li> <li>✓ With guidance from associate teacher explores and experiments with</li> </ul>	<ul style="list-style-type: none"> <li>✓ Collaborates with associate teacher to develop, organize and maintain classroom routines.</li> <li>✓ Independently implements these routines consistently.</li> <li>✓ Communicates expectations clearly most of the time; ensures students understand and fulfill requirements.</li> <li>✓ Anticipates some problems that might hinder the smooth running of class</li> <li>✓ Assesses learner behaviour and intervenes in a timely manner when problems arise.</li> <li>✓ Reflects and revisits planned routines regularly, and when needed makes modifications in collaboration with the associate teacher.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develops, introduces and maintains efficient classroom routines.</li> <li>✓ Incorporates existing school regulations in his/her classroom routines.</li> <li>✓ Often involves students in carrying out new and/or established standards to ensure a positive learning environment.</li> <li>✓ Communicates expectations clearly.</li> <li>✓ Anticipates problems that might hinder the smooth running of the class and plans measures to prevent them.</li> </ul>

	prevention and intervention strategies.		<ul style="list-style-type: none"> <li>✓ Assesses learner behavior and intervenes when problems arise.</li> <li>✓ Reflects on planned routines and modifies them as needed.</li> </ul>
<b>Social and Educational Context – Competency 7, 8, 9 &amp; 10</b>			
	<b>Indicators for MEETS Expectations End of 2nd Year Practicum</b>	<b>Indicators for MEETS Expectations End of 6-Week Practicum</b>	<b>Indicators for MEETS Expectations End of 13-Week Practicum</b>
		<b>Beginning to...With support...In collaboration</b>	<b>Demonstrating... Exhibiting...Consistently...</b>
C7		<ul style="list-style-type: none"> <li>✓ Aware of exceptionalities and students with individualized education plan(IEP)</li> <li>✓ With guidance from associate teacher (and/or the teaching team), develops differentiated learning tasks (either academic or social) through the use of appropriate strategies and resources.</li> <li>✓ With support of associate teacher, strives to maintain a positive and respectful learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Knows the students with exceptionalities, is aware of their abilities, and the conditions conducive to their success and development.</li> <li>✓ Cooperates with the teaching team in the development of differentiated learning tasks (either academic or social) and the implementation of IEPs designed for these students.</li> <li>✓ Provides timely feedback on the actions taken to associate teacher.</li> </ul>
	<b>2nd-Year Practicum Beginning to...With guidance</b>	<b>6-Week Practicum Beginning to...With support...In collaboration</b>	<b>13-Week Practicum Demonstrating...Exhibiting...Consistentl y...</b>
C8		<ul style="list-style-type: none"> <li>✓ With guidance, effectively selects and incorporates the ICT available in a meaningful and relevant manner.</li> <li>✓ Understands the benefits and limitations of the chosen ICT as a teaching and learning resource.</li> <li>✓ Helps students to familiarize themselves with ICT, and to use it to carry out learning activities.</li> <li>✓ Uses and supports use of ICT learning in a well-structured critical manner.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Selects and incorporates a variety of available ICT, in an engaging and relevant manner.</li> <li>✓ Justifies the benefits and limitations of the chosen ICT as a teaching and learning resource.</li> <li>✓ Uses multi-media in order to diversify instructional approaches for differentiated learning styles.</li> <li>✓ Uses ICT effectively to search, create and communicate information.</li> <li>✓ Helps students to familiarize themselves with ICT, critique it, and to use it to carry out learning activities.</li> </ul>
C9		<ul style="list-style-type: none"> <li>✓ With guidance from associate teacher understands and respects school policies, in</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understands and incorporates school policies, in order to collaborate with school members (e.g.,</li> </ul>

		<p>order to collaborate with school members (e.g., cycle team, resource teachers, disciplinary specialists &amp; various school partners) to maintain and promote school projects.</p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Actively strives to model, support and promote students' active participation and responsibility in the school community.</li> </ul>	<p>cycle team, resource teachers, disciplinary specialists &amp; various school partners) in developing, implementing and evaluating school projects.</p> <ul style="list-style-type: none"> <li>✓ Under the supervision of the associate teacher, communicates with parents regarding projects, homework expectations, classroom conduct, and student progress.</li> <li>✓ With associate teacher's approval, solicits parents' support, their expertise and resources when appropriate.</li> <li>✓ Recognizes diversity of parents' views.</li> <li>✓ Models, supports and promotes students' active participation and responsibilities in the school community.</li> </ul>
	<b>2nd-Year Practicum</b> Beginning to...With guidance	<b>6-Week Practicum</b> Beginning to...With support...In collaboration	<b>13-Week Practicum</b> Demonstrating.... Exhibiting...Consistently...
C10		<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Takes part in the ongoing activities of the teaching teams (planning days, special projects/events, help with homework, etc.).</li> <li>✓ With support from associate teacher maintains open communication with the teaching team.</li> <li>✓ Is able to exercise interpersonal skills, such as listening, respecting others, and exchanging ideas with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Takes part and contributes in the everyday activities of the teaching teams (planning days, special projects/events, help with homework, etc.)</li> <li>✓ Maintains open communication on a sustained basis with the teaching team concerning practices.</li> <li>✓ Begins to exercise interpersonal skills to resolve conflicts proactively by listening, respecting others, and exchanging ideas with colleagues.</li> </ul>
<b>Professional Identity – Competency 11 &amp; 12</b>			
	Indicators: <b>MEETS Expectations</b> End of 2nd Year Practicum	Indicators: <b>MEETS Expectations</b> End of 6-Week Practicum	Indicators: <b>MEETS Expectations</b> End of 13-Week Practicum
C11	Beginning to...With guidance	Beginning to...With support...In collaboration	Demonstrating.... Exhibiting...Consistently...

	<ul style="list-style-type: none"> <li>✓ Beginning to show an understanding of the Professional Competencies.</li> <li>✓ Beginning to identify his/her strengths and areas for improvement.</li> <li>✓ Engages in planned and spontaneous professional discussions with peers, associate teachers and supervisors and reflects on his/her practice.</li> <li>✓ Discusses the relevance of his/her pedagogical choices most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Shows an understanding of the Professional Competencies.</li> <li>✓ Identifies his/her strengths and areas of improvement.</li> <li>✓ 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</li> <li>✓ Actively participates in planned and spontaneous professional discussions with peers, associate teacher and supervisor.</li> <li>✓ Consistently reflects on his/her practice, <b>documents reflection and learning</b> [see Handbook – Overall Expectations for Student Teachers] and experiments with adjustments.</li> <li>✓ Discusses the relevance of his or her pedagogical choices.</li> <li>✓ Seeks and accepts critical feedback.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identifies his/her strengths and areas for improvement.</li> <li>✓ 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;</li> <li>✓ Initiates planned and spontaneous professional discussions with the teaching team (associate teachers, supervisors, other teachers and peers).</li> <li>✓ Consistently reflects on his/her practice, <b>documents reflection and learning</b> [see Handbook Section 1.4], and makes the appropriate adjustments.</li> <li>✓ Discusses the relevance of his or her pedagogical choices and reflects on their effectiveness.</li> <li>✓ Seeks critical feedback, asks questions and integrates ideas.</li> <li>✓ Undertake research projects related to specific aspects of his or her teaching.</li> </ul>
	<b>2nd-Year Practicum</b> <b>Beginning to...With guidance</b>	<b>6-Week Practicum</b> <b>Beginning to...With support...In collaboration</b>	<b>13-Week Practicum</b> <b>Demonstrating.... Exhibiting...Consistently...</b>
C12	<ul style="list-style-type: none"> <li>✓ Beginning to understand and articulate the impact that the values and prejudices underlying his/her teaching have on students.</li> <li>✓ Exhibits care and support for students.</li> <li>✓ Respects confidentiality when dealing with personal information of colleagues, students and their families.</li> <li>✓ With guidance from the associate teacher, is beginning to help students resolve moral conflicts that arise.</li> <li>✓ Is developing an awareness of situations conducive to discrimination or exclusion.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understands and articulates the values and prejudices underlying his/her teaching and their impact on students, most of the time.</li> <li>✓ Exhibits care and support for students. Strives to manage his/her class in a democratic way.</li> <li>✓ Respects confidentiality when dealing with personal information of colleagues, students and their families.</li> <li>✓ Begins to help students resolve moral conflicts that arise. Recognizes situations that may lead to discrimination or exclusion.</li> <li>✓ With guidance from associate teacher is becoming aware of, and developing a respect for, school's policies.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understands and articulates that the values and prejudices underlying his/her teaching have an impact on students.</li> <li>✓ Exhibits obvious care and support for students.</li> <li>✓ Manages his/her class in a democratic way.</li> <li>✓ Demonstrates, respects and understands the need for confidentiality when dealing with personal information of colleagues, students and their families.</li> <li>✓ Helps students resolve moral conflicts that arise. Recognizes and takes steps to address situations that may lead to discrimination or exclusion.</li> </ul>

			<ul style="list-style-type: none"><li>✓ Is aware of and demonstrates respect for the legal and regulatory framework governing the teaching profession (Education Act, school's policies, collective agreement).</li><li>✓ Demonstrates sufficient responsibility in dealings with students that one can confidently recommend that a class be entrusted to his or her care.</li></ul>
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