



6-Week Professional Practice
EDU 328
EDU 329

Practicum Handbook

Winter 2025



Table of Contents

1. General Description of the 6-Week Practicum.....	4
2. The Triad Meeting - A Cornerstone of Practicum Mentorship	6
3. Overall Expectations for Student Teachers.....	8
4. The Role of the Associate Teacher	12
5. The Role of the Supervisor	14
6. Evaluation of Competency Development	15
7. Concerns During the Practicum.....	16
Sample Competency Development Plan	17
8. Frequently Asked Questions About the 6-Week Practicum	20
9. COVID-19 and the Practicum.....	23
 Appendix 1: Indicator Levels of Competency Development (6-Week Practicum vs. 12-Week Practicum)	 24
Appendix 2: Tracking and Reflection Tool	30

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



1.

General Description of the 6-Week Practicum

- **What have Student Teachers experienced, so far, in their field placements?** To date, students have generally completed 87 hours of the 700 practicum hours they are required to complete by the end of their B.Ed. degree.
- **In their previous practicum (EDU 228/229)**, Student Teachers developed and piloted a minimum of 5 lessons (some of which may have been linked/sequential) and they experimented with informal assessment practices. They took responsibility for a class, to different degrees, and for relatively short periods of time, given the structure of the practicum [e.g., in full or half-day increments].
- In the **6-week practicum (EDU 328/329)**, Student Teachers are much more active. They will be in school for over 200 hours, will develop and implement at least one Learning and Evaluation Situation (LES), and will participate in all dimensions of the school day/week.
- Student Teachers will join their host teacher for 100% of the school day and will take over **60% of the Associate Teacher's assigned teaching load**, including managing the class and assessing students' learning. They will observe the teacher in the remaining classes that make up the teaching assignment and will participate in most of the teacher's general duties, for example, accompanying the teacher for supervision, remediation, and meetings.

A look back... a look ahead

2nd Year Practicum (EDU 228/229)

- Time in School: 70 hours
- Teaching Practice: minimum 5 lessons developed and implemented
- Additional Expectations: Classroom observations and professional behaviour.

6-week Practicum (EDU 328/329)

Time in school: over 200 hours

Teaching Practice: 60% of Associate Teacher's assigned teaching time, including managing the class and assessing the learning

Additional Expectations: Observation of the teacher and participation in most of the teacher's general duties.

TIMELINE FOR THE 6-WEEK PROFESSIONAL PRACTICE PRACTICUM

- **February 10 and 11** for all the students are dedicated observation and planning days for Student Teachers to be in schools with their ATs. Please consider using this opportunity to collaboratively plan the Learning and Evaluation Situation (LES) that will be implemented by the Student Teacher.
- Student Teachers will begin the practicum on Monday, **February 24** and will remain in schools until Friday, **April 11, 2025**.
- Student Teachers will follow the **March Break** scheduled by their practicum School Board.
- The major roles of the Associate Teacher in this practicum are to mentor the Student Teacher, provide ongoing assessment FOR learning, and carry out evaluation OF their competency development. This is the first opportunity Student Teachers have to design and implement a Learning and Evaluation Situation (LES), so mentoring and guidance is essential.
- The University Supervisor affiliated with Bishop's University will also mentor and evaluate Student Teachers and act as a liaison person with the school community.
- There is a Competency Evaluation Form that is to be filled out and submitted 2 times by Associate Teachers and 2 times by Supervisors (see below for more details).



2.

The Triad Meeting - A Cornerstone of Practicum Mentorship

In Quebec, Associate Teachers, Supervisors and Professors 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. This focused moment of co-educating by Supervisors and Associate Teachers – the triad meeting – 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 – the 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 students are developing.

The ability to participate in such moments of co-education is central to the abilities that Associate Teachers and Supervisors are expected to develop for their role as co-educators. They are named in the 2008 document related to the needed competencies:

Associate Teacher Competency (related to collaboration to ensure consistent training of student)

- Work in collaboration with different university partners, in particular the university supervisor.

Supervisor Competencies (related to collaboration)

- Practice collaborative leadership within the student teaching triad.
- Work together with the cooperating teacher to provide consistent training to Student Teachers.
- Develop a co-training relationship with the cooperating teacher.

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. Making time for pre-conferences and post-conferences is essential to the process.

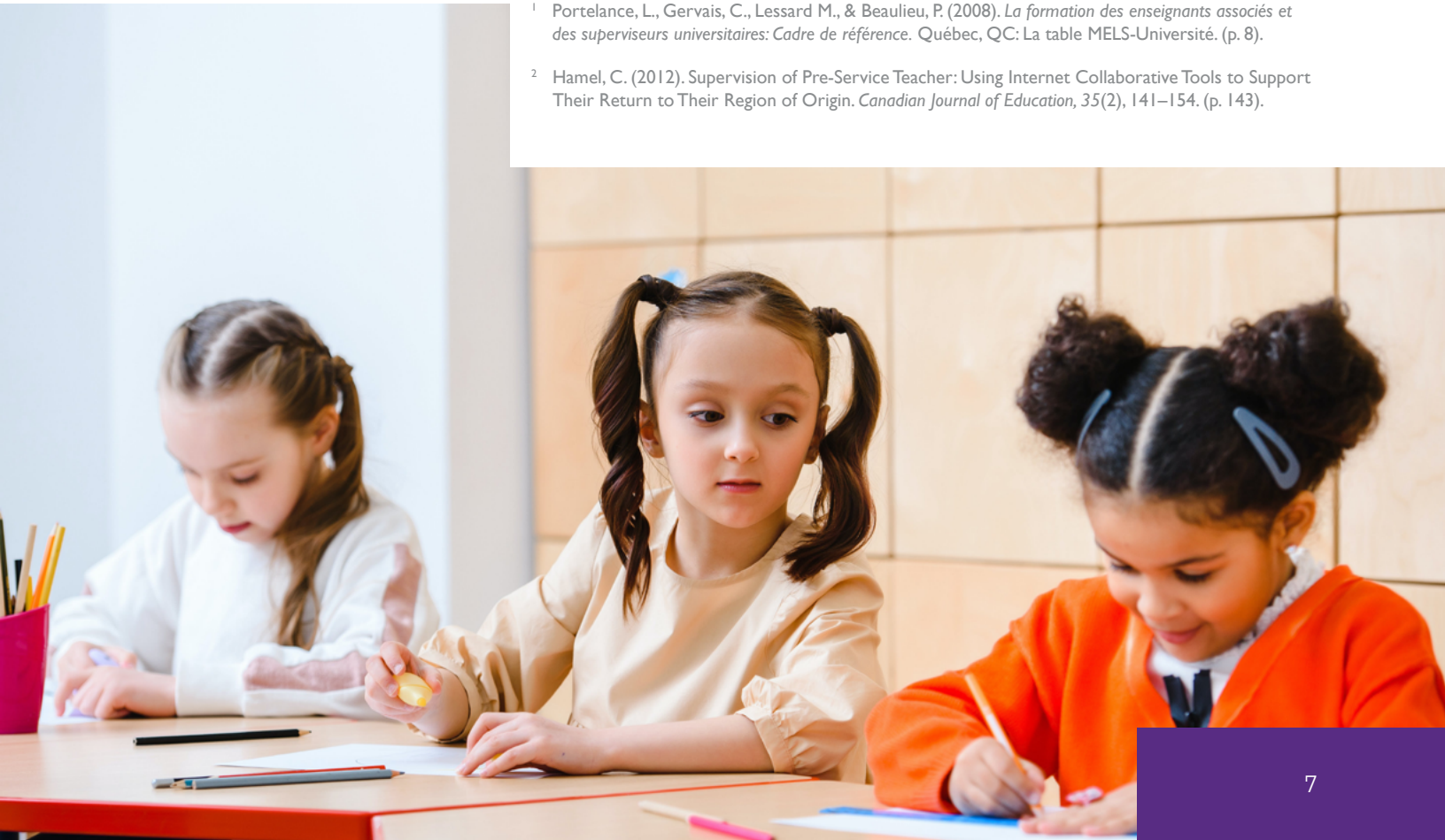
- The **pre-conference** is a meeting between the Student Teacher and Associate Teacher and/or Supervisor before the lesson is taught. The student goes through the lesson and discusses the learning intentions and decisions made. The Associate Teacher or Supervisor can use the time to ask questions.
-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

In some situations 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.

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 practicum, they should consider themselves members of the teaching profession demonstrating a commitment to personal and professional growth.

They will work closely with their assigned Associate Teachers and will be responsible to the School Principal or designated authority. Students are encouraged to visit other classrooms during the practicum, if possible, to observe different approaches to teaching.

General Duties

- Observing and interacting with students and Associate Teachers, and other members of the teaching and school team;
- Actively participating in professional dialogue and school initiatives with members of the school community;
- Participating to a great degree in the general duties of the Associate Teacher and the life of the school.

Long and Short-Term Planning Responsibilities

During the 6-week practicum, Student Teachers are required to develop (in consultation with their AT) and implement at least one **Learning and Evaluation Situation (LES)** and generate **written lesson plans for every lesson they teach**. [Please see the Frequently Asked Questions for the rationale behind developing detailed, written lesson plans.]

An **LES of sequenced lessons** is the goal; however, it is understood that with some subject areas, the Student Teacher may not see the same group enough times, so the LES may have fewer lessons.

The LES should comprise sequences of learning (multiple lessons) in a course to which they are assigned.

This might involve adapting existing materials and/or building from Ministry-authorized texts and resources.

The LES 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-folder (e.g., google docs) of their planning.

Tips to build and organize an e-folder:

- Each course/level is kept separate;
- Arrange lesson plans and materials chronologically (including the tools you use to evaluate and track student progress), according to their units of study;
- 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 e-folder must be up-to-date and available for review by the Associate Teacher and Supervisor at all times.

The minimum requirements of every lesson plan are:

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

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

For examples of Lesson Plan templates, please refer to the School of Education Practicum website under **Resources and Forms**.

In planning the LES and daily lessons, students must use Ministerial documents (Progression of Learning/ Learning to be Acquired, QEP, Evaluation Frameworks). The LES must include evaluation tools (Assessment of Learning); daily lessons must include formal and/or informal processes of Assessment for Learning.

Reflection on Practice

Student Teachers are invited to engage in reflective practice to support the integration of their lived experiences in the practicum with course work. There MAY be processes that are developed by professors of some of the courses connected to the practicum. This process is discussed in more detail in the related pre-practicum courses. These reflections in whatever format may form the basis of your conversations with your Supervisor.

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 share and connect 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.

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.

Students must inform Associate Teachers, the Practice Teaching Office (using the online link emailed to them at the start of practicum), and Supervisors of any anticipated absence for medical or social reasons in advance.

Through the course of your 6 weeks, it might happen that you cannot attend school because of illness or parenting/caregiving duties (does not include snow days). If that is the case, please see the procedure below:

1. Contact your Associate Teacher as soon as possible. Include detailed lesson plans and materials to support the teaching of classes in your absence.
2. Report your absence to the Practice Teaching Office by completing the [Illness or Absence Report](#).
3. Contact your BU Supervisor to report your absence (it is recommended you cc your supervisor on the initial email to your Associate Teacher)

The Illness or Absence Report is also available through the website: [Practicum - Bishop's University Bachelor of Education](#), under the "3rd practicum: The Professional Practice Practicum" tab.

In practicum 3, Student Teachers are granted 2 days for which they do not need to make up (e.g., illness, funeral). Beyond these 2 days, Student Teachers must contact the Practice Teaching Office to make up for days missed at the end of the practicum period.

Pedagogical/Planning days

Students should be in school for 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 Teachers. If professional development sessions are running, students should ask to participate in them.

Substitute Teaching Policy

Student Teachers completing their 6-week practicum are required to dedicate 100% of each day to their practicum school: 100% participation in the life of a school includes both teaching and general duties.

Student Teachers are permitted a maximum of three days to act as a substitute teacher for their Associate Teacher only. These days will count towards their practicum hours/days and do not need to be made up at the end of the practicum period.

Student Teachers must report all substitute teaching to their Bishop's Supervisor. Only under exceptional circumstances will additional supply teaching time be permitted, and only with special approval from the Director of Practice Teaching. Requests can be sent to practiceteaching@ubishops.ca.

NOTE:

Student Teachers are permitted to substitute teach only if they are on their school board supply list.

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.

Associate Teacher Presence

It is a professional expectation that Associate Teachers be present with their Student Teacher in case they require assistance or encounter difficulties.

Generally, during this practicum (aside from carrying out Competency Evaluation) ATs are:

- Modeling and discussing effective teaching and assessment strategies
- Guiding the Student Teacher to independently teach 60% of the classes
- Observing and giving regular daily feedback
- Involving the Student Teacher in carrying out general duties
- Fostering participation by the Student Teacher in the life of the school
- Participating in TRIAD discussions with the Student Teacher and BU Supervisor

SUGGESTED WELCOMING PRACTICES:

- Provide a desk or space to do their work and keep their supplies
- Explain school rules, dress code and other policies
- Offer class lists and student characteristics
- Offer information on what to do with a sick student/student allergies
- Discuss staff washroom, parking, photocopying, coffee and cafeteria routines
- Explain indoor and outdoor supervision guidelines
- Explain library procedures and policies
- Share fire drill information
- Explain COVID-19 policies and procedures



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, Associates, and Supervisors
- Evaluating Student Teachers (2 times, please see timeline below)
- Supporting Student Teachers needing additional help
- Liaising with the school-based educators and the Practice Teaching Office



6.

Evaluation of Competency Development

- Twelve professional competencies are the focus of development and assessment in this practicum.
- This is the first time that all competencies will be evaluated in the field; Associate Teachers and Supervisors should take this into consideration when evaluating early in the 6-week practicum.
- Student Teachers can use Appendix 2: Reflection and Tracking Tool for self-evaluation and goal setting. *The Reflection and Tracking Tool* can be used in Pre- and Post- lesson discussions to support this process.
- The Reflection and Tracking Tool is an ideal place for Associate Teachers and Supervisors to make anecdotal comments; they can later refer back to the document while completing the Evaluations for Competency Development.

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.

Each set of competencies will be ranked according to the following scale:

- Meets all expectations
- Meets most expectations (some adjustments needed)
- Meets basic expectations (many adjustments needed)
- Difficulty meeting expectations (significant adjustments needed)

The Associate Teacher will complete one formal formative assessment and two summative evaluations. The Supervisor will complete one formal formative assessment and one summative evaluation.

EMAIL LINKS to the evaluation form will be sent out a few days before they should be completed. The evaluation submission deadlines are as follows:

The Associate Teacher deadlines		
March 14 (Formal Formative Assessment)	March 28 (Summative Evaluation)	April 11 (Summative Evaluation)

The Supervisor deadlines	
March 21 (Formal Formative Assessment)	April 4 (Summative Evaluation)

Your evaluations MUST be based on more than just a lesson observation: consider pre- and post-observation conversations as opportunities (as well as informal check-ins over the 6 weeks) to discuss competency development that cannot necessarily be observed.

Associate Teachers and Supervisors should discuss their insights with the Student Teacher in an ongoing way, not only when completing the evaluation form.

- Student self-evaluation can be the basis of a discussion.
- Open and direct approaches taken by the Associate Teacher and Supervisor are preferable; Student Teachers should also develop questions to ask and request feedback on specific competencies.

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.
7. Fill out the practicum pulse form, which will be sent out after the first week of practicum. This form will be checked by the Practice Teaching Office.

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

A fillable template of this form can be found on the [BU Practicum Website](#).

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 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 30 minutes before school begins and stay 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 you cannot attend school because of illness or caregiving duties, contact your Associate Teacher as soon as possible. Include detailed lesson plans and materials to support the teaching of classes in your absence.

Note: Student Teachers do not need to make up for school sanctioned snow days.

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

It is also your responsibility to notify the Practice Teaching Office of your absence using the online link.

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. Can an EDU 328/329 Student Teacher substitute teach?

Student Teachers are permitted a maximum of three days to act as a substitute teacher for their Associate Teacher only that will count towards their practicum hours/days. These days do not need to be made up at the end of the practicum period.

Student Teachers must report all substitute teaching to their Bishop's Supervisor.

Note: Student teachers are permitted to substitute teach only if they are on their school board supply list

6. 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.

7. 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 6-week practicum in 2025, 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	
		Indicators: MEETS Expectations End of 6-Week Practicum Beginning to... With support... In collaboration	Indicators: MEETS Expectations End of 12-Week Practicum Demonstrating.... Exhibiting... Consistently...
C1	- 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.	- 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.	- 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	- 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.	- 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.	- 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

	LEVEL OF MASTERY REQUIRED FOR GRADUATION	COMPETENCIES IN DEVELOPMENT	
		Indicators: MEETS Expectations End of 6-Week Practicum Beginning to... With support... In collaboration	Indicators: MEETS Expectations End of 12-Week Practicum Demonstrating.... Exhibiting... Consistently...
C3	- 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.	- 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.	- 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.
C4	- 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.	- 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. - 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.	- 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.

C5	• 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.	• 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.	• 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.
C6	• 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.	• 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.	• 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.

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

	LEVEL OF MASTERY REQUIRED FOR GRADUATION With guidance... Beginning to	COMPETENCIES IN DEVELOPMENT	
		Indicators: MEETS Expectations End of 6-Week Practicum Beginning to... With support... In collaboration	Indicators: MEETS Expectations End of 12-Week Practicum Demonstrating.... Exhibiting... Consistently...
C7	Cooperate in the development and implementation of individualized education plans designed for students under his or her responsibility.	- 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.	- 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.
C8	- 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.	- 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.	- 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	• 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.	• With guidance from associate teacher understands and respects school policies, in order to collaborate with school members (e.g., cycle team, resource teachers, 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.	• 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	• 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.	• 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.	• 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.

Professional Identity – Competency 11 & 12

	LEVEL OF MASTERY REQUIRED FOR GRADUATION With guidance... Beginning to	COMPETENCIES IN DEVELOPMENT	
		Indicators: MEETS Expectations End of 6-Week Practicum Beginning to... With support... In collaboration	Indicators: MEETS Expectations End of 12-Week Practicum Demonstrating... Exhibiting... Consistently...
C11	- 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.	- 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.	- 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.
C12	- 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.	- 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.	- 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 (2024)

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 pre- and post-lesson 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?

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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.

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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, 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 [they are] 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.
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Notes:

Competency 7

To Adapt His or Her Teaching to the Needs and Characteristics of Students with Learning Disabilities, Social Maladjustments or Handicaps

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?

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What Might Be Observed

- a. Seeking out information on student's 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.

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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. Taking part, with her/his 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.
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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 his/her competency is developing or being demonstrated.
 - c. Explaining the pertinence of his/her 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.
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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?
-

What Might Be Observed

- a. Discussing with 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 his/her own position.
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Notes:

BISHOP'S SCHOOL OF EDUCATION

