UNIVERSITÉ BISHOP'S UNIVERSITY

BISHOP'S SCHOOL OF EDUCATION

2nd Practicum
EDU 227/228/229

Practicum Handbook



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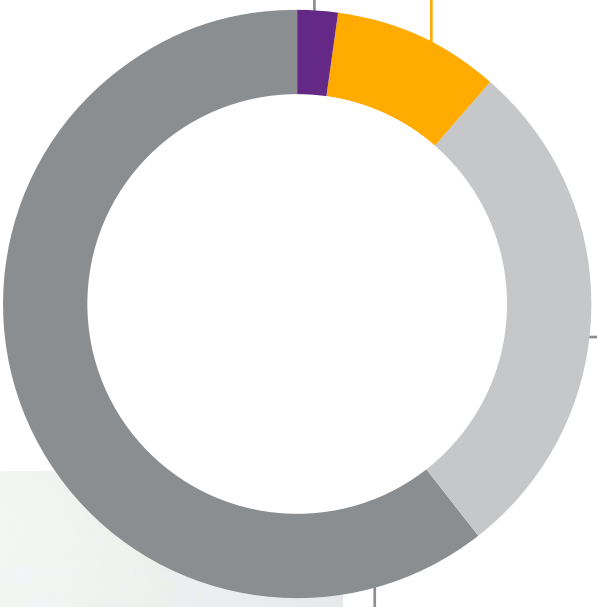
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B.Ed. Graduates will have done over **750 hours** in Practicum!

ORIENTATION TO PROFESSIONAL PRACTICE
EDU 128/129
17.5 hours

REFLECTIVE PRACTICUM
EDU 227/228/229
70 hours



6 WEEK PROFESSIONAL PRACTICE
EDU 328/329
210 hours

12 WEEK INTERNSHIP
EDU 428/429
455 hours



1. Description of the 2nd Practicum

Pre-service teachers in Quebec are expected to complete a minimum of 700 practice teaching hours. Practicum experiences at Bishop's University span across a four to five-year education program, across diverse placements.

- **What have Student Teachers experienced so far?** In the Year 1 practicum course, Orientation to Professional Practice (EDU 128/129), Student Teachers completed five observational visits in various schools and classes. As a result, they enter their 2nd Practicum with approximately 17.5 hours completed.
- **In the 2nd practicum**, Student Teachers will be in school for a minimum of 70 hours across 10 days. The 2nd 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.
- The 2nd Practicum involves a combination of half- and full-days over the 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 the EDU 27/228/229 Course Instructor. They participate in the life of the school inside and outside of the classroom.
- **Eight of the thirteen professional competencies** are the focus of development and assessment in this practicum.

TIMELINE FOR THE 2ND PRACTICUM

- Minimum 70 hours completed across 10 days, calculated in half- and full-day increments. A half-day is considered 3.5 hours and a full-day is considered 7 hours.
- Student Teachers will follow the school calendar (including breaks, pedagogical days, etc. scheduled by their practicum School Board).
- A mutually agreed upon timeline outlining a schedule of visits (totaling 10 complete school days) is to be worked out between the Associate Teacher and the Student Teacher.
- There are Competency Evaluation Forms that are to be filled out and submitted by Associate Teachers (see details in Section 4).
- A minimum 5 lessons developed and implemented.
- Student Teachers are expected to plan and teach lessons in the courses which they are assigned. This might involve adapting existing materials and building from Ministry-authorized texts and resources.

Focus of initial 1-2 visits (Approximately 14 hours)

- Getting to know the school and classroom.
- 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 with the Associate Teacher.
- Working with individual students and small groups.
- Observing classroom routines.
- Monitoring and helping students during the lessons taught by the teacher.

Focus of visits 3-5 (Approximately 15-35 hours)

- Continue with activities above.
- 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.
- 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*.

Focus of visits 6-10 (Approximately 36-70 hours)

- Continue with activities above.
- Student Teacher will plan and implement additional lesson, with a goal of 5 lessons planned and implemented during the entire placement.
- The lessons 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.

2.
Overall Expectations for Student Teachers

The goal is for Student Teachers in their 2nd Practicum to develop and implement a minimum of 5 lessons during the practicum.

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.

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

- Observing and interacting with students and Associate Teachers, and other members of the school community;
- Planning for and evaluating classroom teaching and learning, and recording their daily and long term plans in their binder or e-folder;
- Participating in most of a teacher's general duties, for example, accompanying their Associate Teacher for supervision, remediation, and meetings;
- Reflecting on and documenting their learning;
- Participating in the full life of the school community (e.g., including extracurricular activities if possible).

SPECIFIC TASKS OF THE STUDENT TEACHER

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 5 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 at least 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 assist on field trips, participating in pedagogical days, etc.

Students as Stakeholders in Practicum

Although practicum is designed as a professional learning experience for Student Teachers, it takes place in students' classrooms and becomes part of their educational experience. Students interact with student teachers regularly, experience their developing practice firsthand, and adjust to changes in familiar classroom relationships and routines. They are therefore stakeholders in practicum, directly affected by the learning and relationships that develop throughout the experience.

Having a Student Teacher can shape students' experiences of school and learning in different ways. Students may welcome the energy, perspectives, relationships, and different approaches to teaching that a Student Teacher brings. At the same time, the transition from their regular teacher to a Student Teacher can create uncertainty. Students may be concerned about changes to established routines, whether their learning needs will be understood, or how their learning will be affected as a Student Teacher develops their practice. Student Teachers are therefore encouraged to consider how students are experiencing the practicum alongside their own professional learning.

Students bring knowledge and perspectives that can contribute to a Student Teacher's professional learning. They know their classrooms and schools from the perspective of students, and they know themselves as learners. As those experiencing a Student Teacher's practice firsthand, students can offer insights into whether explanations are clear, activities support their learning, classroom expectations are understood, and the ways in which teaching strategies help or hinder their engagement. Student Teachers can learn by attending to the different ways students respond to and experience their teaching, while also creating appropriate opportunities for students to share their perspectives directly. This way of thinking recognizes that learning to teach also involves learning from and about the students one teaches.

Questions to guide reflection and conversation

- How might students experience having a Student Teacher in their classroom?
- How will you support students as you gradually take over teaching responsibilities from their regular teacher?
- What might students gain from having you as their Student Teacher?
- What can students teach you about their experiences as learners?
- What opportunities can you create for students to share their experiences of your teaching?
- How might students contribute to your professional learning in ways that your Associate Teacher or Course Instructor cannot?
- How might students experience the end of your practicum, and how can you support their transition back to their regular teacher?

Getting to know your students

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

- Take a community walk or roll to explore the neighbourhood in which the school is situated. What do you notice?
- Carefully observe individual students in the classroom. What are their interests, tendencies, strengths, and behaviours?
- Observe the class as a community of learners. What patterns do you notice? For example, what are their general interests, attention span? Who speaks the most during class discussions? Who tends to be more quiet?
- Learn students' names. For example, greet them each day as they arrive to class - by name if you can. Students appreciate this!
- Consider sharing something (not overly personal) about yourself with the class as a way to make student-teacher connections and build trust. Similarly, invite students to share their interests with you. Find natural opportunities to connect and speak with students.



THE MINIMUM REQUIREMENTS OF EVERY LESSON PLAN INCLUDE:

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

Lessons that are being observed for evaluations and/or assessments will need to be more detailed than the outline above.

In planning lessons, Student Teachers must use Ministerial documents (Progression of Learning/ Learning to be Acquired, QEP, Evaluation Frameworks). Lessons must include formal and/or informal processes of Assessment for Learning.

Making time for reflective practice: Documenting your development

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

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 Associate Teacher and/or Course Instructor.

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

Journaling:

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

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

Voice Memos

Time is of the essence in teaching! Using your smartphone's memo recorder, find a few minutes each day to record an audio commentary (e.g., to reflect on a lesson, or details concerning a classroom incident you still have questions about, what needs improvement, observations on student performance, etc.). These recordings can become a time capsule of reflections for you to consider sharing and connecting with your Associate Teacher and/or Course Instructor.

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 Course Instructor and/or Associate Teachers.

Attendance

Student Teachers should arrive and depart at the time agreed upon with the Associate Teacher, checking to see if there is further work to do prior to departure.

Students must inform Associate Teachers, the Practice Teaching Office, and Course Instructor of any anticipated absence for medical or caregiving reasons in advance.

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

1. Contact your Associate Teacher and Course Instructor 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 Form. The Illness or Absence Form is also available through the BU Practicum webpage.

Pedagogical/Planning days

Students are recommended to **participate in school pedagogical days**, unless otherwise directed by the school administration. A range of activities can be carried out: planning, becoming familiar with materials, contributing to classroom organization, and so on. Student Teachers should discuss their plans for the day with their Associate Teacher.

Substitute Teaching Policy

Student Teachers **are not permitted** to act as a supply/substitute teacher during the pre-determined 70 practicum hours.

NOTE: Student Teachers who have gone through the school board hiring process are permitted to substitute teach only if they are on their school board supply list.



3.
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 the classroom in case they require assistance or encounter difficulties.

Generally, during practicum (aside from carrying out Competency Evaluation), Associate Teachers are:

- Tracking the completion of 70 hours (10 days);
- Discussing and sharing effective teaching and assessment strategies (and resources);
- Engaging the Student Teacher in dialogue and challenging assumptions;
- Enabling the Student Teacher to independently teach 5 lessons;
- Observing and giving regular daily feedback;
- Encouraging participation by Student Teachers in the full life of the school (*Student Teachers may need to hear about possible opportunities to participate more fully in school life);
- Attend training sessions organized by BU/ Director of Practice Teaching

Feedback and Evaluation

An important role of the Associate Teacher in the 2nd practicum is to provide

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

Associate Teachers are invaluable in providing mentorship and direction so Student Teachers.

The Tracking and Reflection Tool can be used during pre- and post- lesson discussions. These are covered in Appendix 2 of this Handbook.

See Section 4 for timeline and detailed instructions about assessments and evaluations.

WAYS TO SUPPORT STUDENT TEACHERS AT THE START OF THE PRACTICUM

- Get to know the Student teacher's interests and readiness skills;
- Develop a plan for increasing the Student teacher's involvement in classroom activities;
- Review school and school board codes of professional conduct;
- Explain school rules, dress code and other policies;
- Provide a desk or space to do their work and keep supplies/materials/belongings;
- Review class lists and student characteristics, including IEP strategies and supports;
- Information on how to accommodate a sick student/student allergies;
- Discuss staff washrooms, parking, photocopying, coffee/tea and cafeteria routines;
- Indoor and outdoor supervision guidelines;
- Library procedures and policies;
- Lock down and fire drill information.

Focus of Visits

Visits 1-2

Student Teachers are provided opportunities to get to know:

1. Their practicum school (e.g., layout, schedule, calendar),
2. The classroom(s) in which they will teach (e.g., different routines in place),
3. Their students.

Visits 3-5

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.

Visits 6-10

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

- When Student Teachers arrive in your school they have been introduced to the basics of lesson 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.



Making Time for Pre- and Post- Conferences

The support for the development of competencies can take many forms. 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 before the lesson is taught. The student goes through the lesson and discusses the learning intentions and decisions made. The Associate Teacher can use the time to ask questions.
- The **post-conference** is a meeting between the Student Teacher and Associate Teacher after the lesson is taught. The Student Teacher reflects on the lesson implementation and outcomes, proposes changes, and hears feedback from the Associate Teacher.

✳ 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.

SUGGESTED PRE- AND 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 Practicum Tracking and Reflection Tool (Appendix 2) will assist in the Student Teacher's development of competencies.

4.
Evaluation of Competency Development
see also the Tracking and Reflection Tool - Appendix 2

Practicum 2 Assessment & Evaluation Dates

Associate Teacher Assessment & Evaluation Deadlines		
January	**February 26**	**April 2**
Practicum Pulse Feedback Pulse completed and submitted to the Practice Teaching Office.	**Formal Formative Assessment** Feedback Pulse completed and submitted to the Practice Teaching Office.	**Summative Evaluation** Submitted to Practice Teaching Office.

Types of Assessments and Evaluation

Practicum Pulse

- A "check in" to gather initial feedback on the Student Teacher. This is an online form that can be used to express any early highlights or concerns that may have emerged.

Formal Formative Assessment

- Occurs at the midpoint, with the AT expected to provide feedback directly to their Student Teacher.
- Allows Student Teachers to adjust their strategies based on feedback.
- Identifies areas for improvement and provides Student Teachers with an opportunity to implement feedback before the summative evaluation.
- Please refer to the guiding questions found in Appendix 2 of the Handbook to support your reflection and conversation with your Student Teacher.
- The assessment may be delivered verbally, in writing, or through a combination of both.
- Please record anecdotal comments in the Tracking & Reflection Tool - to which you can refer when completing the online Competency Evaluation process.

After the Formal Formative Assessment, a Practicum Pulse link will be sent. You'll be invited to share:

- How the assessment went
- Which competencies were addressed
- Any noteworthy observations, including areas of growth, concerns, or successes

Note: This is a feedback form, not a formal evaluation. A PDF with the submitted feedback will be sent from the PTO to Student Teachers.

Summative Evaluation

- Occurs at the end of the practicum.
- Provides an evaluation of the Student Teacher's knowledge and skills.
- Provides the Course Instructor with a rationale for a successful practicum.
- A personalized LimeSurvey link will be provided one week before the submission deadline.
- The completed evaluation must be submitted by the ATs to the PTO.

Online Evaluation Process

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

Links to each online evaluation will be emailed a few days before they should be completed.

EIGHT of the fourteen professional competencies are the focus of development and assessment in relation to EDU 227/228/229. The Tracking and Reflection Tool (Appendix 2) provides prompts and questions to support the development of each of the 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 the process.

Reminders:

- Ongoing formative feedback will be given to the students by their ATs.
- At any time during Practicum you can reach out to the PTO with questions, comments, and concerns (also with positive news too!)

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 weeks) to discuss competency development that cannot necessarily be observed.

Associate Teachers 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 are preferable; Student Teachers should also develop questions to ask and request feedback on specific competencies.

5.
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.

- During Practicum Pulse points (as outlined in Section 4) Associate Teachers can also highlight potential concerns that are happening.

For Competency Development Plans

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.

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 and Student Teacher.
2. Discuss the nature of the concern(s) - Pedagogical, Professional, Other. The Student Teacher should be made aware that the Practice Teaching Office is being contacted.
3. Email the Practice Teaching Office (practiceteaching@ubishops.ca) signaling "Notice of Concern" in the subject heading. After confirmation from the Course Instructor, proceed with the **Competency Development Plan (CDP)** (Appendix 3). This form will be sent via email to be completed.
4. With guidance from the Associate Teacher, the Student Teacher will establish a plan for improvement using the CDP. This plan includes goals, steps and strategies necessary for success, and a timeline for improvement. The plan also includes consequences to be put in place if the goals are not achieved.
5. Email the Practice Teaching Office and attach a signed copy of **Part One** of the Competency Development Plan.
6. Results of **Part One** should be communicated to Practice Teaching Office in line with the timeline established within the CDP. This will be done utilizing **Part Two - Results** of the CDP.
7. **Part Three – Final Assessment** of CDP needs to be completed when goals are met or by the end of the placement. This should be signed and sent to the Practice Teaching Office.

6.
Frequently Asked Questions About the Practicum

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 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. Please refer to Section 2 for the minimum requirements of a lesson plan. Students are required to include particular elements 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.

3. 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.

4. Who do Student Teachers notify if they are sick, and cannot go to practicum?

If Student Teachers cannot attend school because of illness or caregiving duties, they are required to contact their Associate Teacher and Course Instructor soon as possible. Send 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 or school closures.

Ít is also your responsibility to notify the Practice Teaching Office using the online link that will be emailed, available in the Moodle and BU Practicum webpage. Absences are recorded in half- and full-day increments.

5. 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.*

The PTO will send communication regarding SOE Student Stipends. Other financial opportunities can be found on the BU website or via the Moodle.

6. Are Student Teachers impacted by An Act respecting the laicity of the State (Quebec's secularism law)? Are Student Teachers prohibited from wearing religious symbols while teaching in schools?

Yes, this law is applicable to students in practicum. Contact the Practice Teaching Office with any concerns on how this will affect your specific circumstance.

7. Can an EDU 228/229 Student Teacher substitute teach?

Student Teachers are not permitted to sustitute teach 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.

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

8. 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 via Student Services.

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-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
Professional Competencies in Development

For all practica, Student Teachers, Associate Teachers, and Supervisors will use the Reference Framework for Professional Competencies for Teachers (2021).

The Reference Framework for Professional Competencies for Teachers (2021) underscores that,

> *"the competency of [Student Teachers] in a teacher education program cannot be evaluated by simply describing and commenting on their behaviours. It is necessary to consider their overall performance, the way in which they interpret their work situation, the specifics of that situation, and its particular constraints and resources. The behaviours of interns in a teacher education program are therefore only signs, or manifestations, of the competency" (p. 38).*

Importantly, the Reference Framework (2021) recognizes the development of professional competencies as occurring over time: "[the] developmental aspect of a competency means that evaluating it must take into consideration the passage of time, i.e. the process of gradual maturation" (p. 39). It also recognizes competency development as occurring over four levels of acquisition:

- Beginning of competency acquisition
- Competency partially mastered
- Competency mostly mastered
- Competency fully mastered

The final level is only expected to be achieved over the course of a career. The expected levels of competency acquisition of the 13 core professional competencies by the end of a teacher education program are outlined in the table below.

Note that the Reference Framework acknowledges that some competencies cannot be developed beyond "beginning of competency acquisition" until students graduate and become early career teachers.

The table below provides context on Student Teachers' involvement in the field across each practicum.

	Practicum 1	Practicum 2	Practicum 3	Practicum 4
Total number of hours in a practicum setting	17.5 hours	70 hours (10 days)	210 hours (2 observation days & 6 weeks)	455 hours (1 observation week & 12 weeks)
Planning and implementation of LESs	NA	With support, develops and implements 5 lesson plans	With support, develops and implements 1 LES	Independently, develops and implements a series of LESs
Percentage of teaching load	NA	NA	60%	80%

Summary of the Level of Competency acquisition by the end of Practicum 2

Adapted from the Reference Framework for Professional Competencies for Teachers (2021, p. 86)

Area / Competency	By the end of Practicum 2
Fundamental Competencies	
Competency 1 Act as a cultural facilitator when carrying out duties	Developing
Competency 2 Master the language of instruction	Developing
AREA 1: Competencies central to working with and for students	
Competency 3 Plan teaching and learning situations	Developing
Competency 4 Implement teaching and learning situations	Developing
Competency 5 Evaluate learning	
Competency 6 Manage how the class operates	Developing
Competency 7 Take into account student diversity	
Competency 8 Support students' love of learning	
AREA 2: Competencies underlying collaborative professionalism	
Competency 9 Be actively involved as a member of the school team	
Competency 10 Co-operate with the family and education partners in the community	
AREA 3: Competency inherent in teachers' professionalism	
Competency 11 Commit to own professional development and to the profession	Emerging
Cross-Curricular Competencies	
Competency 12 Mobilize digital technologies	
Competency 13 Act in accordance with the ethical principles of the profession	Emerging
Competency 15 Value and promote Indigenous knowledge, worldviews, cultures and history	Developing

At Bishop's, we also recognize the development of professional competencies as occurring over time and across four levels of acquisition. The table below illustrates that competency development is an ongoing process that unfolds over time; it is not fixed or fully achieved through an initial teacher education program. Across the four levels, competency development is shaped by reflection, mentorship, and contextual realities; effective teaching is cultivated progressively through sustained practice and professional growth.

Emerging	Developing	Advancing	Accomplishing
Beginning to develop competency; significant support and refinement needed.	Some competency development; but many aspects need improvement.	Demonstrates competency; with few areas for refinement.	Consistently meets or exceeds expectations surrounding competency; with confidence and skill.

(McGinnis, 2025)

Framing the Levels of Competency Development and Acquisition

At Bishop's, professional competencies are assessed using a 4-point scale, guided by a rubric that provides detailed criteria for each specific competency. Some competencies are grayed out to reflect the level of competency development that is evaluated for the duration of the practicum.

Student Teacher Competency Development and Acquisition				
C1	**Beginning to** act as a cultured professional who is at once an interpreter, facilitator and critic of culture when carrying out duties.	**Working on** acting as a cultured professional who is at once an interpreter, facilitator and critic of culture when carrying out duties.	**Starting to** act as a cultured professional who is at once an interpreter, facilitator and critic of culture when carrying out duties.	**Acts** as a cultured professional who is at once an interpreter, facilitator and critic of culture when carrying out duties.
C2	**Beginning to** communicate appropriately in the language of instruction, both orally and in writing, in all contexts associated with the performance of duties.	**Working on** communicating appropriately in the language of instruction, both orally and in writing, in all contexts associated with the performance of duties.	**Starting to** communicate appropriately in the language of instruction, both orally and in writing, in all contexts associated with the performance of duties.	**Communicates** appropriately in the language of instruction, both orally and in writing, in all contexts associated with the performance of duties.
C3	**Beginning to** design and plan teaching and learning activities and situations that are appropriate for the students, the learning content and the education objectives.	**Working on** designing and planning teaching and learning activities and situations that are appropriate for the students, the learning content and the education objectives.	**Starting to** design and plan teaching and learning activities and situations that are appropriate for the students, the learning content and the education objectives.	**Designs and plans** teaching and learning activities and situations that are appropriate for the students, the learning content and the education objectives.
C4	**Beginning to** implement and supervise teaching and learning situations appropriate to the students and the educational aims.	**Working on** implement and supervise teaching and learning situations appropriate to the students and the educational aims.	**Starting to** implement and supervise teaching and learning situations appropriate to the students and the educational aims.	**Implements and supervises** teaching and learning situations appropriate to the students and the educational aims.
C5	**Beginning to** develop, choose and use different methods for evaluating knowledge acquisition and competency development.	**Working on** developing, choosing and using different methods for evaluating knowledge acquisition and competency development.	**Starting to** develop, choose and use different methods for evaluating knowledge acquisition and competency development.	**Develops, chooses and uses** different methods for evaluating knowledge acquisition and competency development.
C6	**Beginning to** organize and manage a class in such a way as to maximize student development, learning, and socialization.	**Working on** organizing and managing a class in such a way as to maximize student development, learning, and socialization.	**Starting to** organize and manage a class in such a way as to maximize student development, learning, and socialization.	**Organizes and manages** a class in such a way as to maximize student development, learning, and socialization.

C7	**Beginning to** implement, as part of an inclusive teaching approach, strategies for differentiating teaching practices so as to support the full participation and success of all students.	**Working on** implementing, as part of an inclusive teaching approach, strategies for differentiating teaching practices so as to support the full participation and success of all students.	**Starting to** implement, as part of an inclusive teaching approach, strategies for differentiating teaching practices so as to support the full participation and success of all students.	Implement, as part of an inclusive teaching approach, strategies for differentiating teaching practices so as to support the full participation and success of all students.
C8	**Beginning to** cultivate the students' natural desire to learn, their sense of discovery and their curiosity by bringing together the conditions required to help them all thrive.	**Working on** cultivating the students' natural desire to learn, their sense of discovery and their curiosity by bringing together the conditions required to help them all thrive.	**Starting to** cultivate the students' natural desire to learn, their sense of discovery and their curiosity by bringing together the conditions required to help them all thrive.	Cultivate the students' natural desire to learn, their sense of discovery and their curiosity by bringing together the conditions required to help them all thrive.
C9	**Beginning to** situate own activities in a collective framework, at the service of the complementarity and continuity of teaching activities as educational acts.	**Working on** situating own activities in a collective framework, at the service of the complementarity and continuity of teaching activities as educational acts.	**Starting to** situate own activities in a collective framework, at the service of the complementarity and continuity of teaching activities as educational acts.	Situate own activities in a collective framework, at the service of the complementarity and continuity of teaching activities as educational acts.
C10	**Beginning to** promote and encourage parental involvement in their children's learning and school life, and contribute to sustainable partnerships between the school and its community.	**Working on** promoting and encouraging parental involvement in their children's learning and school life, and contribute to sustainable partnerships between the school and its community.	**Starting to** promote and encourage parental involvement in their children's learning and school life, and contribute to sustainable partnerships between the school and its community.	Promote and encourage parental involvement in their children's learning and school life, and contribute to sustainable partnerships between the school and its community.
C11	**Beginning to** continuously analyze, evaluate and develop all facets of one's professional practice and promote the status and recognition of the teaching profession by fostering a shared professional culture based on mutual support and co-operation.	**Working on** continuously analyzing, evaluating and developing all facets of one's professional practice and promote the status and recognition of the teaching profession by fostering a shared professional culture based on mutual support and co-operation.	**Starting to** analyze, evaluate and develop all facets of one's professional practice and promote the status and recognition of the teaching profession by fostering a shared professional culture based on mutual support and co-operation.	Continuously analyze, evaluate and develop all facets of one's professional practice and promote the status and recognition of the teaching profession by fostering a shared professional culture based on mutual support and co-operation.
C12	**Beginning to** use digital technologies in order to benefit students and all education stakeholders.	**Working on** using digital technologies in order to benefit students and all education stakeholders.	**Starting to** use digital technologies in order to benefit students and all education stakeholders.	**Uses** digital technologies in order to benefit students and all education stakeholders.

C13	**Beginning to** adopt and promote ethical and responsible behaviours in order to create respectful and trusting relationships with students, members of the school team and the wider education community.	**Working on** adopting and promoting ethical and responsible behaviours in order to create respectful and trusting relationships with students, members of the school team and the wider education community.	**Starting to** adopt and promote ethical and responsible behaviours in order to create respectful and trusting relationships with students, members of the school team and the wider education community.	Adopts and promotes ethical and responsible behaviours in order to create respectful and trusting relationships with students, members of the school team and the wider education community.
C15*	**Beginning to** value and promote Indigenous knowledge, worldviews, cultures and history	**Working on** valuing and promoting Indigenous knowledge, worldviews, cultures and history	**Starting to** value and promote Indigenous knowledge, worldviews, cultures and history	**Values and promotes** Indigenous knowledge, worldviews, cultures and history

(McGinnis, 2025)

* While C15 is not yet part of the Quebec Reference Framework, the School of Education considers C15 an integral part of its programs and teacher development.

Key Elements of the Professional Competencies

The key elements outlined in the table below were taken from the Reference Framework (2021) to guide Student Teachers, Associate Teachers, and Supervisors in focus and language for targeted feedback (both in terms of what is going well, and what is in need of improvement). You are welcome to comment beyond these key elements.

Key Elements of Fundamental Competencies	
C1	**C2**
• Demonstrates an in-depth understanding of the content of the Québec Education Program, especially that associated with the discipline of teaching (theories, concepts, methods, tools, practices, history, etc.) and its intellectual organization, in order to identify the basic benchmarks and points of understanding with a view to facilitating meaningful, in-depth learning by students. • Gives meaning to students' learning by making connections between everything they learn in the classroom, between the subject taught and other subjects, between the subject and the works, narratives and accomplishments that are part of the cultural heritage of people and societies as well as social, scientific, ethical and political issues and everyday situations. • Encourages students to develop critical thinking, perspective and reflexivity with respect to their immediate environment, the media and the digital world, social, scientific, artistic, ethical and political phenomena as well as cultural works of the past and present. • Turns the classroom into an inclusive cultural space that is stimulating for everyone. • Encourages students to articulate and justify their representations, tastes, references and practices with respect to culture. • Encourages open and critical dialogue between the culture of the students and that conveyed by the school. • Casts a critical look at own origins and cultural practices, recognizes their potential and limitations, and finds ways to enrich and diversify them. • Collaborates with the community and local cultural organizations and is familiar with the resources and programs that support teachers in their role as cultural facilitators.	• Masters the rules and usage of spoken and written language so as to be understood by all members of the community. • Demonstrates an ability to present ideas coherently, intelligibly, critically and respectfully in both oral and written communications. • Uses an appropriate level of language in communicating with students, parents and peers. • Incorporates into lesson plans tools that promote the language of instruction as a cultural object. • Uses different modes of language expression (visual, spatial, aural and gestural) to support the development of the students' language competencies. • Draws on and values the students' mother tongue to foster acquisition of the language of instruction. • Checks the quality of students' language, provides frequent feedback and helps them to correct themselves and demonstrate their ability to integrate the rules and usages of language, both spoken and written. • Communicates in a clear, concise and constructive way the learning acquired and any other information that can help students learn.

Key Elements of competencies central to working with and for students	
C3	**C4**
• Develops teaching and learning sequences and situations that take into account the organizational logic of the curriculum content and students' prior knowledge and preconceptions in order to plan learning in the short, medium and long term. • Identifies, in the programs of study, the key concepts, strategies, cultural references and knowledge around which the teaching and learning situations will be organized and adapts them to their students. • Ensures coherence between the educational aims, the teaching and learning situations, and the planned evaluation methods. • Takes into account student diversity when choosing the materials and preparing the teaching and learning situations (diversity related to gender, ethnicity, socio-economics, culture, religion, language or a disability; students' conceptions, needs and areas of interest). • Plans activities for students so they can prepare, integrate, transfer and reinvest their learning in order optimize competency development. • Bases the choice of intervention strategies on research findings in didactics and pedagogy. • Plans ways of presenting the content in a structured manner so that students can grasp the relevant points and understand their contingent nature. • Ensures that the spatial and physical organization of the classroom, or what serves as a classroom, provides all students with safe and optimal learning conditions. • Determines the time needed for each stage in the teaching and learning situation. • When planning lessons, takes into account activities that can be carried out at the same time as classroom instruction (language support, remedial education).	• Informs students of the educational aim of the teaching and learning situations, the competencies targeted, the instructions, the expectations, the process, and the situations' relationship to their prior and future learning. • Uncovers the students' preconceptions and reactivates the prior knowledge needed for the teaching and learning situations. • Uses diverse approaches and strategies and provides a variety of stimulating tasks to trigger and maintain active student engagement in the task and to foster their autonomy. • Uses feedback to continually check students' understanding of concepts, knowledge, strategies or rules. • Adjusts their work methods to take into account the nature of the competencies to be developed, the complexity of the task, the time available and the level of student success. • Provides opportunities for feedback so as to foster the students' ability to synthesize their learning.

Key Elements of competencies central to working with and for students	
C5	**C6**
• Designs or chooses evaluation instruments or methods that are based on the programs of study and make it possible to check student learning. • Uses evaluation methods that are appropriate to what is being evaluated. · Designs or chooses evaluation instruments that are meaningful to students. • Identifies students' strengths and challenges and plans appropriate interventions that foster their learning. • Uses information gathered via different evaluation methods to get an overall picture of the group and plan instruction accordingly. • Provides students with frequent and constructive feedback that allows them to track their learning and supports their progress. • Plans to use a variety of evaluation methods to provide all students with the opportunity to demonstrate the learning they have acquired. • Knows the ministerial guidelines for evaluating students. • Knows and meets the expectations of the education authorities with regard to sharing and assuming responsibilities for evaluation and the communication of evaluation results.	• Builds and maintains positive relationships with students in order to elicit their commitment and contribution to how the class is run. • Instills, in collaboration with the students, a respectful and reassuring classroom climate that is conducive to learning, and periodically reviews with the students the behaviours that are expected of them. • Helps students to recognize and appropriately manage their behaviours and emotions. • Chooses and implements activities that enable students to develop their social and relational skills. • Identifies signs of low motivation or miscomprehension in students and implements the measures needed to remedy the situation. • Ensures that the time devoted to teaching and learning is effectively managed. • Manages the spatial and physical organization of the classroom in order to provide students with safe and optimal learning conditions. • Reminds the students of the established safety measures and ensures compliance with them, especially for activities that take place in the gym, laboratory or workshop, or during school field trips. • Records the facts regarding inappropriate student behaviours and follows up on them.

Key Elements of competencies central to working with and for students	
C7	**C8**
• Adapts teaching and learning situations and support offered to students based on their needs, challenges and capabilities. • Uses available resources to meet needs or overcome specific obstacles to learning. • Groups students in a way that takes into account the educational aims and students' differentiated learning needs. · Uses pedagogical flexibility, adaptation and modification measures to address the specific needs of students in accordance with pre-established objectives. • Promotes mutual help strategies within the class that capitalize on student diversity and that are beneficial to all. • Consults resource persons, parents or relevant documents to obtain information with respect to the needs and educational paths of students and takes that information into account in their teaching. • Uses the appropriate procedures to request services for students with social maladjustments or learning difficulties or students who show signs of impairments or disabilities. • Implements individualized education or learning support plans together with the school team and follows up on them.	• Builds and maintains positive relationships with students in order to spark their motivation to learn. • Helps students develop self-confidence in their learning ability by introducing them to a variety of experiences. · Helps students persevere in their learning by supporting their efforts and progress. • Encourages students to use learning strategies that promote and foster their autonomy. • Ensures that teaching and learning situations include elements of everyday life and cultural references with which the students are familiar. • Sparks students' interest in and curiosity about the subject, the knowledge and skills, practices, tools and techniques, methods and procedures involved, as well as with the history of the subject and the issues, accomplishments, key figures, schools of thought and debates that have marked its development. • Plans teaching and learning situations that spark students' enthusiasm for learning activities and are likely to relate to their areas of interest. • Fosters collaborative work, discussions, participation and mutual help among the students. • Helps students to develop a sense of belonging by involving them in class and school activities.

Key Elements of competencies underlying collaborative professionalism	
C9	**C10**
• Collaborates with members of the school team in defining and adhering to the educational orientations and standards that make the school a healthy, safe and equitable environment. • Helps to develop, implement and evaluate the policies, practices and regulations that govern how the school functions. • Collaborates with the members of the school team in developing and implementing the school's educational project. • Assumes the responsibilities set out in the collective agreement. • Works with the members of the school team to foster, at all times, positive, healthy and safe attitudes and behaviours at school. • When required, collaborates with other members of the teaching staff in designing and evaluating teaching and learning situations in accordance with the evaluation standards and methods in force in the school. • When required, participates in developing measures to address the needs of groups that are marginalized or are having difficulty at school. • Participates in developing, implementing, monitoring and reviewing individualized education or learning support plans.	• Establishes constructive relationships with the student's family and partners in the community. • Maintains good communication with the family regarding the students' success and well-being. • Communicates to the family their expectations with respect to the results, attitudes and behaviours expected of students in class. • Provides the family with the appropriate means to participate in their children's learning as well as in school and extracurricular activities. • Seizes opportunities to co-operate with partners who will enrich student learning and education. • Ensures that the educational aims of the activities proposed by these partners are in line with the Québec Education Program, the educational project, and the interests and needs of students, teachers and the school. • Seizes opportunities to reinvest the content of partnership activities in teaching and learning situations.

Key Elements of Competencies - inherent in teachers' professionalism

C11
• Adopts a reflective stance with respect to own teaching practice in order to continually improve own practices. • Using the appropriate resources, implements the means needed to develop and update own professional competencies. • Depending on the students' needs as well as their own, participates in continuing education activities such as those defined in section 7 of An Act to amend mainly the Education Act with regard to school organization and governance. • Reads, analyzes and evaluates specialized publications with a critical eye and discusses them in order to identify elements that can be incorporated into own practices. • Analyzes educational issues and professional dilemmas in order to enrich own practice and bolster own status as a teacher. • Encourages research and education activities at own school. • Develops a collaborative culture with peers and the education community in order to promote the status and recognition of the teaching profession. • Participates in promoting and publicizing projects and experiences that demonstrate the achievement and commitment of teachers and their students. • Supports and encourages peers in their professional development, especially those who are preparing to enter the profession (interns) and those who have recently entered the profession (novice teachers).

Key Elements of Competencies - cross-curricular competencies

C12	C13
• Exercises ethical citizenship in the digital age. • Develops and mobilizes technological skills. • Harnesses the potential of digital resources for learning. • Develops and mobilizes information literacy. • Collaborates via digital technology. • Communicates via digital technology. • Produces content via digital technology. • Uses digital tools to foster inclusion and address diverse needs. • Mobilizes digital technology for personal and professional empowerment. • Solves diverse problems via digital technology. • Develops critical thinking with regard to the use of digital technology. • Adopts an innovative and creative approach to the use of digital technology.	• Acts and behaves in a respectful manner toward the school and what it represents. • Encourages and celebrates actions and behaviours that reflect the values of the Québec school and Québec society. • Is aware of the ethical issues related to the practice of teaching in order to perform one's duties with integrity. • Takes into account the applicable legal framework when exercising their professional rights and responsibilities. • Acts vigilantly and diligently to protect the confidentiality of information that relates to the private lives of students and other education stakeholders. • Respects the roles and responsibilities of people involved in the education community. • Denounces and tears down the knowledge, practices, attitudes and processes that produce or reproduce situations of exclusion and discrimination in education settings. • Avoids all forms of discrimination by adopting equitable, transparent and inclusive practices and attitudes with regard to students, colleagues and the community.

(McGinnis, 2025)

Competency 15 - Value and promote Indigenous knowledge, worldviews, cultures and history.



Competency 15 was made available in November 2020 thanks to the concerted efforts between the First Nations Education Council, Institut Tshakapesh, and the Centre de développement de la formation et de la main-d'oeuvre Huron-Wendat. Bishop's alumnus **Loretta Robinson** (Naskapi/Cree) led the drafting and development of Competency 15.

Competency 15 reflects the principles outlined in the Truth and Reconciliation Commission of Canada's **Calls to Action** and the **Calls for Justice** from the Missing and Murdered Indigenous Women and Girls National Inquiry and the Viens Commission. Competency 15 calls on education stakeholders to carry out concrete reconciliation actions toward understanding the Indigenous cultures of Quebec. This Indigenous led competency reminds teachers at all levels of their roles and responsibilities to utilize integrative approaches and methods that center Indigenous knowledges, worldviews, cultures, and histories.

The School of Education strives to support the professional growth of future teachers in alignment with **Competency 15**. Student Teachers in the School of Education come to understand education systems as vital in advancing (or not) reconciliation and in promoting (or not) meaningful engagements with Indigenous perspectives. The School of Education affirms that Competency 15 is an integral part of its programs and teacher development. As Loretta Robinson states, "It is incredibly problematic when school boards are not ready for Indigenous students. The more people who ask their school boards to learn about these competencies, the bigger the impact" (Bishop's Alumni Magazine, 2025, p. 7).

Key Elements of compentency
C15
• Create respectful and welcoming learning environments that connect and reflect to the holistic lifelong vision of education. • Actively engage in cultural security practices including cultural consciousness, awareness and competence. • Value Indigenous culture, language, land and knowledge in the classroom and in relations with families and the community. • Provide culturally responsive Indigenous instruction and assessment. • Develop respectful professional relationships with Indigenous learners, parents and community. • Incorporate Indigenous ways of learning and teaching in the classroom and of those on the land. • Recognize that each learner is part of a greater and wider family and community that contribute to his/her lifelong learning journey. • Participate in opportunities that involve establishing connections with students, colleagues, parents, the community and its members as well as connections to place. • Know how to select authentic material to address Indigenous culture and history. • Engage in a continuous learning process and see yourself a learner, not an expert.

Appendix 2
Tracking and Reflection Tool

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

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

Competency 1
Act as a cultural facilitator when carrying out duties

Prompts and Questions for Professional Dialogue

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

What Might Be Observed

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

Notes:

Competency 2
Master the language of instruction

Prompts and Questions for Professional Dialogue

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

What Might Be Observed

a. Showing awareness of the importance of effective language use, and actively seeking to refine and enrich spoken and written language.

b. Using appropriate and effective spoken language in teaching and in interactions with the students, as well as in different contexts (interactions with the Associate Teacher, and Supervisor).

c. Respect for the rules and conventions of written language in communications directed toward students, and others in the practicum situation.

d. Taking steps to address the oral and written language errors made by classroom students.

e. Engaging in respectful discussion of ideas with peers, Associate Teacher, and Supervisor.

f. Using appropriate professional language and disciplinary terms.

Notes:

Competency 3
Plan teaching and learning situations

Prompts and Questions for Professional Dialogue

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

What Might Be Observed

a. Planning that makes use of the QEP (competencies, content, progression of learning, strategies and techniques associated with the subject area).

b. Using teaching strategies that support active student participation.

c. Planning for learning that is appropriate to the subject and offers realistic challenges, appropriate to students' cognitive, social and affective characteristics.

d. Activating students' prior learning.

e. Discussing and implementing a variety of ways to organize the class, for example, how to take into account the individual differences of the students (styles, rhythms, or other factors).

f. Preparing a range of resources to support the students in carrying out a task, taking into account the time required for each.

g. Implementing the process for formative evaluation and the tools that will be used in the process.

h. Anticipating the difficulties students might face with a lesson.

i. Anticipating students' questions regarding specific content, and being prepared to respond.

j. Preparing supplementary activities to consolidate learning.

Notes:

Competency 4
Implement teaching and learning situations

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.

Notes:

Competency 6
Manage how the class operates

Prompts and Questions for Professional Dialogue

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

What Might Be Observed

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

Notes:

Competency 11
Commit to own professional development and to the profession

Prompts and Questions for Professional Dialogue

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

What Might Be Observed

a. Having a strategy to track and make reflections on practice.

b. Speaking about and providing examples of how her/his/their competency is developing or being demonstrated.

c. Explaining the pertinence of her/his/their teaching and learning approaches with the Associate Teacher and Supervisor.

d. Identifying the positive aspects and challenges of lesson implementation, and seeking feedback.

e. Analyzing successes and difficulties faced, drawing connections to professional competency development.

f. Seeking solutions to problems faced and discussing future adjustments with colleagues or others.

g. Being attentive to the moments when adjustments would be appropriate and reflecting on the original plan.

h. Participating in professional activities organized by the school, center or school board.

Notes:

Competency 13
Act in accordance with the ethical principles of the profession

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

Notes:

Competency 15
Value and promote Indigenous knowledges, worldviews, cultures and histories

Prompts, Questions, and Observations were written in collaboration with Vicky Boldo and Shawna Chatterton Jerome

Prompts and Questions for Professional Dialogue

1. How have you engaged and learned from the Indigenous communities, nations, and territories in your region?
2. During your studies at Bishop's University, you have learned about the value and importance of Indigenous perspectives. How do you share and apply what you have learned in your classroom practice?
3. Stereotypes and deficit-based thinking can be harmful and predominate in the media. How do you ensure your classroom practices celebrate Indigenous knowledges, worldviews, cultures and histories?
4. What Indigenous voices, authors, artists, Elders, activists, researchers, scholars, Language Holders, or Knowledge Keepers are represented in your classroom?
5. How do your instructional practices reflect multiple ways of knowing and learning that value and honour Indigenous student success and wellbeing?
6. How are you reflecting on and challenging your own assumptions and biases?
7. How can you create meaningful opportunities for students to engage with Indigenous perspectives, histories, and contemporary experiences in your classroom?
8. How do you move through feelings of discomfort when engaging with Indigenous perspectives and learning?
9. What could be done to make a classroom environment, inclusive and respectful for Indigenous students?

What Might Be Observed

a. Students are offered multiple ways to demonstrate learning, and have respect for multiple ways of knowing and learning.

b. Indigenous perspectives are integrated throughout the curriculum rather than appearing as isolated lessons.

c. Uses authentic resources created by Indigenous authors, organizations, or Knowledge Holders.

d. Lessons include opportunities for storytelling, inquiry, collaboration, reflection, and land-based learning.

e. Makes connections between curriculum content and Indigenous knowledge systems.

f. Learning experiences include connections to place, land, community, and environment where appropriate.

g. Indigenous languages, artwork, books, music, movie, documentaries, creative arts, and resources are visible and respectfully displayed.

Notes:

Appendix 3
Sample Competency Development Plan Form

Note: The Practice Teaching Office will send a fillable PDF via email.

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*].

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.

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.]

SAMPLE

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.]

SAMPLE

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

SAMPLE

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