

2nd Practicum
EDU 227/228/229

Practicum Handbook

Winter 2026



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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

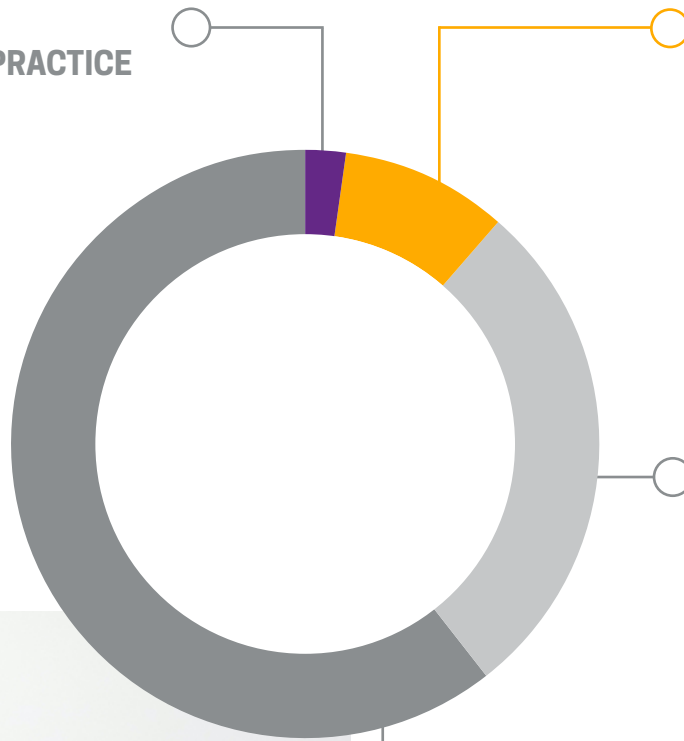
EDU 227/228/229
70 hours

**6 WEEK
PROFESSIONAL PRACTICE**

EDU 328/329
210 hours

12 WEEK INTERNSHIP

EDU 428/429
455 hours



1.

The 2nd Practicum

Background Details

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.

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.

With the 2nd Practicum, students will be in school for 70 hours. They are encouraged to participate in one Professional/Pedagogical/Planning day during this period if possible.

The 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.

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

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

Competencies Evaluated in the 2nd Practicum (2021 Reference Framework)

Fundamental Competencies

Competency 1: Act as a cultural facilitator when carrying out duties

Student Teachers develop their capacities to act as a cultured professional who is at once an interpreter, facilitator and critic of culture when carrying out duties.

Competency 2: Master the language of instruction

Student Teachers develop the ability to communicate appropriately in the language of instruction, both orally and in writing, in all contexts associated with the performance of duties.

Working With and For Students

Competency 3: Plan teaching and learning situations

Student Teachers learn how to design and plan teaching and learning activities and situations that are appropriate for the students, the learning content and the education objectives.

Competency 4: Implement teaching and learning situations

Student Teachers begin to implement teaching and learning situations appropriate to the students and the educational aims. Student Teachers adapt their plans, in light of students' responses and needs.

Competency 6: Manage how the class operates

Student Teachers develop their capacities to organize and manage a class in such a way as to maximize student development, learning and socialization.

Cross-Curricular

Competency 11: Commit to own professional development and to the profession

Student Teachers learn to analyze, evaluate and develop various 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.

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

Student Teachers are in the process of 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.

2.

The Role of the Associate Teacher

The major roles of the Associate Teacher in this practicum are to:

1. Mentor
2. Model
3. Provide ongoing formative feedback
4. Submit a summative evaluation

Close communication between the Associate Teacher and Student Teacher is essential; this includes:

- Regular guidance
- Co-planning
- Constructive feedback, verbally and in writing

When the Student Teacher is scheduled to conduct a lesson, conferencing should occur both before and after the lesson.

TIPS FOR THE ASSOCIATE TEACHER

Ideas to support the integration of Student Teachers into the classroom

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

Timeline for the 70 hours

- Student Teachers will contact their Associate Teacher in the few weeks/days once their placement has been announced to arrange their first visit.
- A mutually agreed upon timeline outlining a schedule of visits (totalling 70 hours) is to be worked out between the Associate Teacher and the Student Teacher.

A half-day is considered 3.5 hours and a full day is considered 7 hours.

- Students will also attend small group seminar meetings with their assigned EDU 227/ 228/229 professor throughout the semester.

Focus of Visits

Step 1

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.

Step 2

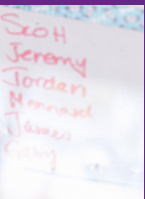
Teach a lesson; the focus will be on collaborating with the teacher on planning, trying out lesson implementation, and taking responsibility for the class for a period of time. *Note: the lesson need not run the full length of a class period.* The Associate Teacher provides feedback on the lesson.

Step 3

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.



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 2nd Practicum Tracking and Reflection Tool (below, page 12) will assist in the Student Teacher's development of competencies.

ASSOCIATE TEACHER CONCERNS DURING THE PRACTICUM

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

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

- Signal a “**Notice of Concern**” by contacting the Practice Teaching Office. The Student Teacher should be told that the Practice Teaching Office is being contacted. The purpose is to ensure that there is support in place as early as possible to assist the Student Teacher to complete the practicum successfully.

Email: practiceteaching@ubishops.ca

- **Process:** Depending on the nature of the concerns [Pedagogical, Professional, Other], a consultative process which involves the Associate Teacher, a University Representative, and Student Teacher will be put in place.

The Student Teacher will participate in defining a **Competency Development Plan**. This will include: goals, steps, and strategies necessary for success, and a timeline for improvement.

The plan also includes consequences to be put in place if the goals are *not* achieved.

3.

The Role of the Student Teacher

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

Students will keep an Attendance Record that will be kept up to date and initialed by the Associate Teacher.

Student Teachers are required to have an e-portfolio for observational notes, lesson plans, materials, and the Attendance Record that is accessible to the Associate Teacher and University Instructor at all times.

Travel and Accommodation Costs Related to Practicum

From 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.

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.

The minimum requirements of every lesson plan include:

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

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

Focus of initial 1-2 visits

- 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.

Subsequent hours - All of the above, plus:

Building up to teaching:

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

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

4.

Feedback & Evaluation Processes

To streamline the feedback process, Associate Teachers are required to complete two online assessments.

Online Assessment (1 of 2).

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

There are 4 pieces to the first online assessment:

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

There is also an opportunity to additional written comments.

Online Evaluation (2 of 2).

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

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

5.

Tracking and Reflection Tool

Reflective questions and discussion prompts for the 7 Professional Competencies

A form, the Tracking and Reflection Tool (refer to Appendix 1), is provided for guiding conversations and note-keeping:

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

SEVEN of the thirteen professional competencies are the focus of development and assessment in relation to EDU 227/228/229. This Tracking and Reflection Tool provides prompts and questions to support the development of each of the seven targeted competencies. A full page is devoted to each of the targeted competencies; space is provided on each page for your notes. Only selected elements of each competency are included at this point in the process.

Competency 1: Being Inheritor, Critic & Interpreter of Knowledge

Competency 2: Focusing on Effective Communication

Competency 3: Planning for Teaching & Learning

Competency 4: Taking Action: Piloting Teaching & Learning

Competency 6: Organizing and Supervising the Class

Competency 11: Developing Professionally – Individually & with Others

Competency 13: Acting Ethically & Responsibly

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

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

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

- Discuss your insights and remarks with the Student Teacher in an open, direct, and ongoing way;
- Collectively choose competencies for discussion with the student;
- Ask the Student Teacher to self-evaluate in relation to particular questions/prompts relating to selected competencies;
- Use the document in pre- and post-conferences, when the student is piloting lessons;
- Date your notes so that you can track development.



6. Frequently Asked Questions About the 2nd 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 p. 9 for the minimum requirements of a lesson plan. Students are required to include particular headings in their lesson plans, but will work with the Associate Teacher to establish the format they prefer. Every lesson taught by the student needs a detailed lesson plan.

3. Can a EDU 227/228/229 Student Teacher substitute teach?

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

4. Do Student Teachers have to pay for transportation and accommodation costs during practicum?

As the Academic Calendar explains:

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

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.

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

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

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

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

7. COVID-19 and Practicum

The student 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

Tracking and Reflection Tool

Competency 1

Act as a cultural facilitator when carrying out duties

Prompts and Questions for Professional Dialogue

1. What links do you feel can be made between the subject content of your lesson and the lives of your students?
 2. What contribution might this lesson make to the lives of your students?
 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 is your level of comfort in navigating the Quebec Education Program?
-

What Might Be Observed

- a. Making links between the disciplinary knowledge of the lesson and students' existing knowledge.
 - b. Engaging students in learning activities that make the knowledge and discipline accessible.
 - c. Establishing links between the disciplinary knowledge of the lesson and students' daily life and experiences.
 - d. Becoming informed of events taking place in the school or community that may link to the knowledge targeted in the lessons.
 - e. Making explicit links between events taking place (see above, d.) and aspects of the lesson.
 - f. Encouraging discussion and questioning, and the respectful sharing of ideas in class.
 - g. Participating in discussion around personal values and beliefs in relation to teaching and learning.
-

Notes:

Competency 2

Master the Language of Instruction

Prompts and Questions for Professional Dialogue

1. What writing steps do you go through when preparing written materials related to your lessons?
 2. What writing steps do you go through when writing to your Associate Teacher or Supervisor?
 3. What areas of written or spoken communication do you feel are your strengths? How do you know that?
 4. What areas of written or spoken communication would you like to improve upon?
 5. What strategies would you use to give feedback to your students regarding their oral language use?
 6. What strategies would you use to give feedback to your students regarding their written language use?
-

What Might Be Observed

- a. Using varied and rich spoken language in teaching and in interactions with the students.
 - b. Using varied and rich spoken language in different contexts (interactions with the Associate Teacher, Supervisor, colleagues, parents, school administration).
 - c. Respect for the rules and conventions of written language in communications directed toward students, and others in the practicum situation.
 - d. Discussing with the Associate Teacher the oral language errors made by classroom students.
 - e. Discussing with the Associate Teacher the written language errors made by classroom students.
 - f. Using accurate language in discussion.
 - h. Engaging in respectful discussion of ideas with peers, Associate Teacher, and Supervisor.
 - j. Use of the appropriate professional language and disciplinary terms.
-

Notes:

Competency 3

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 [they are] achieved?
 5. What difficulties do you anticipate your students may face with your lesson?
 6. What actions have you planned to check if the learning is achieved?
 7. How will [did] individual differences influence the lesson plan or its implementation?
 8. How did you make decisions about the strategies and materials that are you using in your lesson?
-

What Might Be Observed

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

Notes:

Competency 4

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 help?
4. What types of changes would you make to the original lesson plan given the way it unfolded in class?
5. Describe one of the tasks of your lesson. Explain how the task helps to achieve the learning intention.
6. Describe one of the tasks of your lesson. Explain the how the task contributes to the development of the targeted competency.

What Might Be Observed

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

Notes:

Competency 6

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, before they become major disruptions?
-

What Might Be Observed

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

Notes:

Competency 11

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 characterize your growth as a learner over the past year? Past two years?
 4. How would others characterize your strengths?
 5. Describe something you learned recently at the university or through personal study. What is the most significant about it? What connections would you make between that learning and your practicum situation.
 6. Describe a particular time/episode from the practicum when reflection helped you to identify adjustments you would make to your teaching and or planning. Explain the type of adjustments you envisaged.
-

What Might Be Observed

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

Notes:

Competency 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?
-

What Might Be Observed

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

Notes:

Appendix 2

Sample Competency Development Plan Form

Competency Development Plan regarding a *Notice of Concern*

.....

PART ONE

Student Teacher Name:

School:

Associate Teacher:

LEVEL/(Discipline):

Date:

Nature of Concerns: Pedagogical, Professional, Other:

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

[SPACE PROVIDED]

Plan for Improvement:

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

Expand this section, as needed.

[SPACE PROVIDED]

Consequences, if not realized:

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

Initiated by:

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

Date:

Student Teacher’s Signature

Associate Teacher

Representative of Practice Teaching Office

.....

PART TWO**Results:**

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

[SPACE PROVIDED]

PART THREE**Final Assessment:**

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

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

Student Teacher's Signature

Associate Teacher

Supervisor

Representative of Practice Teaching Office

**End of
SAMPLE FORM**

BISHOP'S SCHOOL OF EDUCATION

