



First Nations & Inuit Education

McGill Teacher Education Program Practicum 1 Implementation Plan and Assessment

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**McGill Teacher Education Program:
Practicum 1 Implementation and Assessment Plan**

The overall goal of this first Practicum is for student teachers to be introduced to the teaching profession, to start the process of becoming a reflective learner, to think about their interest and aptitude for teaching, and to become a proactive aide to the cooperating teacher. This field experience requires that student teachers be in their host schools for 10 full days, as “participant observers” in the classroom, engaging in some limited teaching activities. Throughout this field experience student teachers will identify their strengths and weaknesses in consultation with the cooperating teacher, and, informed by this exchange, will complete designated forms and responses. They will also initiate the production of their professional journals.

It is important to keep in mind that student teachers in this field experience are in the first term of the Program, and may have had a limited number of courses in methodology or classroom management.

During the progression of this field experience, with the evaluation criteria in mind (refer to assessment form), the student teacher should:

- Become oriented to the school
- Become oriented to the functioning of the classroom through observation
- Assist with supervision functions within and outside the classroom
- Assist with the preparation, collation, and distribution of student resource material, and prepare materials for students
- Become familiar with classroom routines
- Implement some of these routines, e.g., take attendance, make announcements
- Introduce a lesson

In addition to these requirements, the student teacher may:

- Begin some limited instruction with individual students, or small groups of students at their work stations
- Team-teach with the cooperating teacher, or colleague
- Teach part of a lesson planned by the cooperating teacher

The cooperating teacher will assess the student teacher’s overall professional readiness appropriate to this stage of their professional development by completing, at the end of the field experience, a formative/summative assessment form (page2). This form, dated and signed, should be given to the student teacher to submit to the McGill office of First Nation and Inuit Education.

Student Teaching Assessment

(Please see Anecdotal Assessment Form also)

| Practicum 1 <input type="checkbox"/> | |
|---|-------------------|
| Student: _____ | Language: _____ |
| Cooperating Teacher: _____ | Class Size: _____ |
| McGill Supervisor: _____ | Grade: _____ |
| School: _____ | Date: _____ |

| Key to Rating Scale | | | |
|---------------------|-----------------------|--------------------|--------------------|
| Satisfactory (S) | Needs Improvement (N) | Unsatisfactory (U) | Not Applicable (X) |

| Formative Assessment | | | | | | |
|--|--|--|---|---|---|---|
| Professional Competencies | | | S | N | U | X |
| Foundations | | | | | | |
| In the language of instruction: | | | | | | |
| • Communicates clearly – orally. | | | | | | |
| • Communicates clearly – in writing | | | | | | |
| • Expresses him/herself with ease, precision and accuracy. | | | | | | |
| Uses voice effectively in the classroom. | | | | | | |
| Professional Identity | | | | | | |
| Shows enthusiasm, humour and caring. | | | | | | |
| With the help of the cooperating teacher: | | | | | | |
| • Identifies and provides appropriate resources. | | | | | | |
| • Organizes pupils effectively. | | | | | | |
| • Organizes materials and equipment effectively. | | | | | | |
| Responds well to feedback & suggestions. | | | | | | |
| Identifies his/her own strengths & limitations. | | | | | | |
| Engages in reflective analysis. | | | | | | |
| Is punctual and reliable. | | | | | | |
| Behaves in a manner expected of a teaching professional. | | | | | | |

| Summative Assessment |
|--|
| Please indicate whether the student has demonstrated qualities which reflect overall professional readiness and is ready to proceed to the next field experience. Please select one: <div style="text-align: center; margin-top: 10px;"> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> </div> |

Signatures: _____ Student

(circle one) Cooperating Teacher / Supervisor

Distribution: Student, FNIE, Practicum Coordinator, Cooperating Teacher

Classroom Organization Checklist

Please tick off and comment on the routines and procedures you observe

Physical Space

| | |
|---|--|
| Designated area for student materials | |
| Designated area for teacher materials | |
| Designated area for classroom materials | |
| Fixed/flexible seating arrangement | |
| Quiet time area | |
| Computer area | |

Procedures and Routines

| | |
|--|--|
| Bathroom and water fountain | |
| When help needed | |
| When materials needed | |
| Checking out class materials | |
| When absent | |
| Changing groups | |
| Going to the office | |
| Schedule for the day | |
| Morning routine | |
| Coming to attention | |
| Sharpening pencils | |
| Finding directions | |
| Exchanging/collecting papers | |
| Transitioning from one activity to another | |
| Moving around the room | |
| Using class library books | |
| What to do when work is finished | |
| Asking a question | |
| Writing homework in the agenda | |
| Entry and dismissal routines | |
| Organization of personal space | |

Professional Journal

The use of this form is optional.

1. Describe - briefly and accurately - the event that took place.

2. Briefly describe how you felt during the event (e.g. satisfied, frustrated, angry ...).

3. Describe a good problem-solving tip that you learned from the event.

Self-Evaluation of the Stage

Select one response for each statement by marking an “X” in the appropriate box.

| MY TEACHING | Not Applicable | A Little | Average | A Lot |
|---|-----------------------|-----------------|----------------|--------------|
| I set precise and realistic goals that respected the associate teacher’s program. | | | | |
| I formulate my objectives clearly and precisely in writing (lessons, workshops). | | | | |
| I obtained the students’ attention rapidly at the beginning of any activity. | | | | |
| I was able to trigger interest and motivation in students by utilizing concrete means such as objects, drawings, films, games, etc. | | | | |
| I was able to create a classroom atmosphere conducive to learning. | | | | |
| I prepared conscientiously the activities done in class (planning, organization, materials). | | | | |
| I acknowledged and encouraged students efforts. | | | | |
| I evaluated learning on the basis of stated objectives. | | | | |
| When possible, I encouraged students to evaluate and correct themselves. | | | | |
| I left the room and material used clean and tidy. | | | | |
| MY RELATIONSHIP WITH OTHERS | | | | |
| I became actively involved in school life. | | | | |
| I provided support to my cooperating teacher and the other school professionals. | | | | |
| I evaluated my work on a daily basis with my cooperating teacher. | | | | |
| I establish positive relationships with students. | | | | |
| I used an appropriate mix of understanding and authority with the students. | | | | |
| MY PERSONALITY | | | | |
| I have shown enthusiasm and dynamism. | | | | |
| I have shown autonomy and adaptability. | | | | |
| I have shown that I can be self-critical. | | | | |
| I have been innovative and creative. | | | | |
| I have shown respect and consideration of others in my language, manners, and behaviour. | | | | |
| I was punctual and diligent. | | | | |

COMMENTS:

Student’s Signature: _____ **Date:** _____
Cooperating Teacher’s Signature: _____ **Date:** _____

Action Plan

To contribute to the goal of preparing beginning teachers who are reflective practitioners, student teachers will write an Action Plan at the end of each field experience in conjunction with the cooperating teacher and/or the University supervisor. It will synthesize each field experience's evaluation, link each field experience to the next, establish goals for improvement, and form an agenda for discussion between the student teacher, the cooperating teacher and University supervisor at the beginning of the next field experience.

Name: _____ Date: _____
School: _____ Practicum: 1 2 3

I have shown strength in these areas during the field experience:

I would like to improve my skills in these areas:

Strategies for improvement:

| | |
|-----------------------------|--|
| _____ | _____ |
| Student Teacher's Signature | Cooperating Teacher or McGill Supervisor |
| _____ | _____ |
| Date | Date |

Lesson Plan Instructions

Subject: _____ **Name:** _____

Topic: _____ **Date:** _____

Teacher's Goal(s):

What you want to get good at in your teaching and that you are going to practice in this lesson.

Objectives for Students: The student will / will be able to (what) ... (how) ... (how well) ... (when).

Describe what the learner will be able to do, the conditions (how) under which the learning is expected to occur, and the criteria (how well and when) the learner must perform to achieve the objective. Focus on higher order cognitive, psychomotor and affective objectives.

Opening: Introduction / Motivation

Describe how you will attract and catch the attention of the students to the topic and the objective(s) of the lesson. The opening could also make connections to previous lessons and activities, preview what is to be presented, and anticipate what activities the students will participate in.

Presentation: Procedures

Describe all the strategies, movements, questions, organization, management and activities that you have designed to effectively achieve the objectives of the lesson. Use cooperative activities if appropriate. Use multiple senses and multiple intelligences to involve the students in activities.

Practice: Application / Activity

Describe the activities the students will be involved in to apply and to practice the objectives of the lesson. Use cooperative activities if possible. Use multiple senses and multiple intelligences to involve the students in activities.

Closing / Conclusion

Describe how the lesson is brought to a conclusion by reviewing the objectives and the activities. Most students should successfully complete the activities before closing the lesson. Always signal the end of the lesson.

Student Evaluation

Describe how you will assess the students' achievement of the objective(s). The following are some methods: observation, oral or written questions, conferencing, checklists, paper and pencil tests, worksheets, self-assessment, peer assessment, tests, exams, projects, reports, essays, presentations, etc.

Self-Evaluation

Describe parts of the lesson you would change or improve in the future to make the lesson more effective, such as: pacing, motivation, presentation, practice, closure, student evaluation, strategies, activities, materials, etc.

Resources & References

List all references and resources used.

Lesson Plan Form (page 1 of 2)

Subject: _____ **Name:** _____

Topic: _____ **Date:** _____

Teacher's Goal(s):

Objectives for Students:

| Opening: Introduction / Motivation | Time | Materials |
|------------------------------------|------|-----------|
| | | |

| Presentation: Procedures | Time | Materials |
|--------------------------|------|-----------|
| | | |

Lesson Plan Form (page 2 of 2)

| Practice: Application / Activity | Time | Materials |
|----------------------------------|------|-----------|
| | | |

| Closing / Conclusion | Time | Materials |
|----------------------|------|-----------|
| | | |

| Student Evaluation | Time | Materials |
|--------------------|------|-----------|
| | | |

| |
|------------------------|
| Self-Evaluation |
| |

| |
|-----------------------------------|
| Resources & References |
| |

Student Teacher's Lesson Evaluation

Name: _____ Date: _____

Subject: _____ Topic: _____

1. Did the students enjoy the lesson? Yes No
2. Did you have too much, just enough, or too little time to do what you had planned?
3. Do the students need more practice? Yes No

If yes, what kind of practice will you give them next?

4. An important part of becoming a good teacher is evaluating your lesson. There is always something that went well and something that could have been better. What part of this lesson was successful and why?

5. What part of the lesson was least successful? Why and how would you change this?

6. Did you focus on your professional target? How did it go? (Optional in Stage 1)

Student Teacher's Attendance Report.

To be completed by the student and returned at the end of the evaluation period.

Student: _____ Cooperating Teacher: _____

| | 1 st Week | | | | | 2 nd Week | | | | | 3 rd Week | | | | | 4 th Week | | | | |
|-------------------------------|----------------------|---|---|---|---|----------------------|---|---|---|---|----------------------|---|---|---|---|----------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Present All Day | | | | | | | | | | | | | | | | | | | | |
| Activities | | | | | | | | | | | | | | | | | | | | |
| • Observation | | | | | | | | | | | | | | | | | | | | |
| • Supervision | | | | | | | | | | | | | | | | | | | | |
| • Teaching | | | | | | | | | | | | | | | | | | | | |
| • Complementary Activity | | | | | | | | | | | | | | | | | | | | |
| • Pedagogical Day | | | | | | | | | | | | | | | | | | | | |
| • Other (Specify) | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| Absent All Day | | | | | | | | | | | | | | | | | | | | |
| Reasons: | | | | | | | | | | | | | | | | | | | | |
| • Sick | | | | | | | | | | | | | | | | | | | | |
| • School Closed | | | | | | | | | | | | | | | | | | | | |
| • Other | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| Absent Part of the Day | | | | | | | | | | | | | | | | | | | | |
| Reasons: | | | | | | | | | | | | | | | | | | | | |
| • Sick | | | | | | | | | | | | | | | | | | | | |
| • School Closed | | | | | | | | | | | | | | | | | | | | |
| • Other | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |

Student: _____ Cooperating Teacher: _____

Stage 1 Checklist for Completed Assignments

Name: _____ **Date:** _____

| Teaching | | Date Completed |
|--|--|-----------------------|
| 1. Lesson Plans for lessons or parts of lessons. | | |
| 2. Student Teacher Lesson Evaluations | | |
| 3. Information from Associate Teacher | | |
| School | | |
| 1. Classroom Organization Routines | | |
| Professional Growth | | |
| 1. Professional Journal | | |
| 2. Action Plan | | |
| Evaluations | | |
| 1. Self-Evaluation | | |
| 2. Cooperating Teacher | | |
| 3. Principal (optional) | | |
| 4. Stage Supervisor | | |