



First Nations & Inuit Education
Kahnawake Teacher Education Program
Practicum Handbook

NAME _____

SESSION _____

Fall 2014 Edition

TABLE OF CONTENTS

Cover.....	1	
Contents.....	2	
Introduction	3	
1.0	General Information	4
	1.1 Persons Involved	4
	1.2 Roles and Obligations.....	4
	1.2.1 The Student Teacher	4
	1.2.2 The Cooperating Teacher.....	5
	1.2.3 The Stage Supervisor	5
	1.2.4 The School Principal.....	5
2.0	General Objective	6
	2.1 Global Objectives	6
	2.2 Specific Objectives	6
	2.2.1 Teaching	6
	2.2.2 School	6
	2.2.3 Professional Growth	7
3.0	Aids to Self-Knowledge	7
	3.1 Professional Journal.....	7
	3.2 Self-Evaluation	8
4.0	Meetings	8
5.0	Evaluation.....	8
	5.1 Evaluation by the Associate Teacher.....	8
	5.2 Evaluation by the Principal.....	8
	5.3 Evaluation by the Stage Supervisor.....	9

INTRODUCTION

Practica are important components of the teacher training programs at the Office of First Nations and Inuit Education.

The Practica segment of this program consists of periods of elementary classroom experience working with different cooperative teachers in a minimum of 2 different levels. The purpose of these practica is to bring the student teacher to gradually take complete charge of a classroom.

During formal evaluation periods, a Practicum Implementation and Assessment Plan for each stage specifically outlines the activities of the student teacher. It is important to consult it and to follow its instructions throughout the whole period.

In this Handbook you will find all the necessary information on the roles and obligations of the student teacher, cooperating teacher and stage supervisor; general and specific objectives, evaluation criteria and tools.

The first part contains general information about the status and roles of the people whose goal is the smooth functioning of the stage. Here also will be found the tasks and obligations of the trainee, the associate teacher, the principal and the stage supervisor.

The second part presents the general and specific objectives, which must be realized over the course of this stage. It describes what the student teacher must do to achieve the smooth functioning of the stage.

The third part gives two aids to self-knowledge for the student teacher, the professional journal and the self-evaluation form.

The fourth part outlines some meetings where attendance is required. They are those, often initiated by the student teacher, with the cooperating teacher, the stage supervisor, and the principal where possible, as well as the seminars set up by the stage supervisors.

The fifth part presents information on the required evaluations, that is: the cooperating teacher's evaluation, the principal's evaluation and the stage supervisor's evaluation.

In a separate document you will find a Practicum Implementation and Assessment Plan with specific information on the stage that you are embarking on, including various aids and forms needed for the period of the stage and its evaluation.

1.0 GENERAL INFORMATION

1.1 Persons Involved

The success of the stage depends on co-operation of all those involved. Therefore, it is important to understand the role of each person.

The STUDENT TEACHER is the student who has been admitted to the Bachelor of Education or Certificate Program of McGill University.

The COOPERATING TEACHER (CT) is the teacher who accepts a trainee into their class.

The STAGE SUPERVISOR or PRACTICUM EVALUATOR is a person delegated by the University who is responsible for the practice teaching stages in each school.

The SCHOOL PRINCIPAL is the person responsible for the school in which the stage is taking place.

1.2 Roles and Obligations

1.2.1 The Student Teacher (ST)

The Student Teacher is the person most responsible for the success of the stage, which is an essential part of their training. The Student Teacher must:

- meet with the stage supervisor, the cooperating teacher and the principal at the beginning of the practice teaching evaluation session (stage) to discuss tasks, assignments, schedule of meetings and deadlines;
- be present in school at all times during the practicum in accordance with the school calendar, for teaching, planning, activity and exam times, pedagogical days, staff meetings, etc.;
- let the cooperating teacher and school principal know if you are going to be absent and fill in the attendance form on a daily basis (see form in annex);
- collaborate with the cooperating teacher and the stage supervisor in making a final evaluation of the stage;
- hand in all assigned homework before the evaluation of the stage;
- show initiative in the performance of your tasks.

1.2.2 The Cooperating Teacher (CT)

The cooperating teacher, (as the guide for the student teacher) has very important responsibilities for the stage:

- become familiar with the requirements of the teacher training program the student teacher is enrolled in, as well as with the specific objectives of the stage;
- create a classroom atmosphere in which the student teacher feels welcomed and valued;
- provide the student teacher with opportunities to observe and develop a variety of teaching and learning situations within his/her classroom;
- provide the student teacher with the possibility to put theory into practice in a variety of educational and pedagogical situations;
- help the student teacher to attain the specific objectives of the stage;
- notify the principal or stage supervisor about any serious difficulties during the stage as well as all absences of the student teacher;
- participate as often as possible on the various meetings scheduled during the stage.

1.2.3 The Stage Supervisor

The stage supervisor acts as a liaison between the University and school personnel:

- plans all practice teaching meetings;
- clarifies, with the student teacher and the cooperating teacher, the objectives of the stage;
- evaluates the student teacher at least once during stage 1 and at least twice during the other stages.

1.2.4 The School Principal

The school principal's responsibility for the student teacher is essentially the same as for other teachers:

- facilitates the functioning of the stage;
- shows interest in the work of the student teacher in the same way that he/she shows interest in the work of the other teachers;
- completes an evaluation of the student teacher in all stages except stage 1
- participates, when possible, in the stage meetings.

2.0 GENERAL OBJECTIVE

The goal of the stage is to lead the future teacher to gradually assume the full responsibilities of a teacher at the grade level of the stage. More explicitly, the student teacher must:

2.1 Global Objectives

- develop the essential knowledge and skills of the teaching profession, such as: the ability to communicate, to work as a team, to observe carefully, to suggest diagnoses, to organize and deliver effective lessons;
- become familiar with the school milieu;
- learn to identify his/her personal attributes in order to contribute fully to the life of the school;
- define for him/herself one or more personal, professional goals related to practical skills that he/she wants especially to develop during the present stage.

2.2 Specific Objectives

2.2.1 Teaching:

- (See Practicum Implementation and Assessment Plan for each stage)

2.2.2 School:

- Describe and analyze how both parents and the school personnel participate in the orientation and educational life of the school.
- In later stages describe the roles of the school council and the Parents'/School committee in your community. List the names of the members.
- Take on an extracurricular activity during later stages in the Elementary Sector (e.g. school yearbook committee, an after-school sports activity, etc.). Write a short report in your professional journal about the activity at the end of the stage

2.2.3 Professional Growth:

- Continue a professional journal all during the stage (keeping in mind all the tasks of an educator). Make an entry at least once a week reflecting amongst other things on the following:
 - general observations of that week
 - reactions to those general observations
 - reactions to feedback from your cooperating teacher
 - how you felt
 - what you learned
- Describe two professional targets (one of your own and one from the cooperating teacher). Report results and your progress.
- Re-read your professional journal - choose and implement an idea found in your journal, report your findings and the results of your plan.

Note: The later stages, in addition to promoting a more thorough mastery of the objectives of Practice Teaching I, emphasize the student teacher's knowledge of the class and ways in which the parents and school personnel participate in the life of the school.

3.0 AIDS TO SELF KNOWLEDGE

In order to help the student teacher know him/herself better, two aids are provided: the professional journal and the self-evaluation.

3.1 Professional Journal

The professional journal is a tool for the collection of observations, reflections, and questions related to the student teacher's experiences over the course of his/her stage. Its purpose is to help him/her acquire a more accurate and thorough knowledge of him/herself.

This aid encourages the student teacher to think back over the significant encounters and interactions of the day, to become aware of how he/she felt or the way he/she reacted in certain situations, and finally, to make comments or to propose possible solutions following analysis. The form found in the annex and entitled, "How to keep a Professional Journal" can be used if you wish.

3.2 Self-Evaluation

Self-evaluation constitutes without a doubt a very important aid for any person who wants to understand his/her own personality and abilities in order to improve them whenever necessary. That is why the self-evaluation form seems to be a helpful tool in achieving this self-evaluation.

The self-evaluation form provided allows the student teacher to qualitatively assess his/her acquisition of some of the essential skills of a teacher. The student teacher will be able to compare his/her own perceptions with those of his/her cooperating teacher. The process naturally encourages in the student teachers a truer awareness of their own teaching abilities, without either over-estimating or under-estimating themselves.

4.0 MEETINGS

Meetings will take place at the beginning and at the end of the stage with the stage supervisor, the associate teacher, the student teacher, and the principal whenever possible. Seminars presented by the stage supervision team will be scheduled and attendance at all of them is a requirement.

5.0 EVALUATION

The evaluation of the stage is made by three persons: 1) by the cooperating teacher, 2) by the principal of the school [except for stage 1], and 3) by the stage supervisor.

5.1 Evaluation by the Cooperating Teacher

It is expected that the cooperating teacher and the student teacher will meet daily to evaluate each of the educational activities (teaching or other) that the student teacher undertakes, in the spirit of a formative evaluation.

At the end of the evaluation period, the cooperating teacher will do an evaluation using the form provided for this purpose. The cooperating teacher's goal is to help the student teacher improve from day to day. The cooperating teacher will always point out strengths as well as areas needing improvement based on the on-going daily evaluations. .

5.2 Evaluation by the Principal

Evaluation of the student teacher by the school principal is important; he or she may use the form provided in the annex. Alternatively an anecdotal evaluation is an acceptable substitute. The principal's evaluation is optional in the first stage.

5.3 Evaluation by the Stage Supervisor

The stage supervisor is the representative of the University attesting to the quality of the practical skills of the student teacher. In this role, s/he is responsible for the evaluation of the student teacher and must be provided by the student teacher, with all pertinent information (written work, self-evaluation results, cooperating teacher evaluations, principal's evaluation and other relevant documents). The Stage supervisor will fill out the evaluation form provided for this purpose. After studying this stage dossier, the McGill evaluator assigns a final mark to the student teacher.

This method of evaluation is designed to evaluate the level of achievement of each of the objectives and helps the student teacher to discover his/her strong points and those needing improvement. It comprises four parts: the first relates to aptitudes for teaching and education, the second to personal and professional qualities, the third to other behaviour, and the fourth concerns a global evaluation.

Please note that a student teacher is marked as being either satisfactory or unsatisfactory (pass/fail).