Competency Improvement Plan (CIP) |
Plan d'amélioration des compétences (PAC)

Faculty of Education | **Faculté des** sciences de l'éducation

DATE

TEACHER CANDIDATE
Stagiaire

PLACEMENT
Stage

CO-OPERATING TEACHER(S)
Enseignant·e(s) associé·e(s)

PROGRAM
Programme

FIELD SUPERVISOR
Superviseur·se

SCHOOL
École

CIP INITIATED BY *(Select all that apply)*

PAC initié par (Sélectionnez tout ce qui s'y rapporte)

Co-operating Teacher *Enseignant·e associé·e*   **School Administrator** *Administrateur·se scolaire*

Field Supervisor *Superviseur·se*   **Teacher Candidate** *Stagiaire*

ISA Office *Bureau ISA*   **Other** *Autre*

VISIT OUR WEBSITE **FOR DETAILED INFORMATION ON WHEN AND HOW TO INITIATE A CIP, AND HOW TO SUBMIT IT.**
Visitez notre site web pour des informations détaillées sur quand et comment lancer un PAC, et comment le soumettre.

WHICH PROFESSIONAL COMPETENCY(IES) IS (ARE) BEING TARGETED IN THIS CIP? *(Select all that apply)* *Quelle(s) compétence(s) professionnelle(s) est (sont) ciblée(s) dans ce PAC ? (Sélectionnez tout ce qui s'y rapporte)*		
FUNDAMENTAL COMPETENCIES *Compétences fondatrices*		
	C1	**Act as a cultural facilitator when carrying out duties** *Agir en tant que médiatrice ou médiateur d'éléments de culture*
	C2	**Master the language of instruction** *Maîtriser la langue d'enseignement*
COMPETENCIES CENTRAL TO WORKING WITH AND FOR STUDENTS *Compétences au coeur du travail fait avec et pour les élèves*		
	C3	**Plan teaching and learning situations** *Planifier les situations d'enseignement et d'apprentissage*
	C4	**Implement teaching and learning situations** *Mettre en oeuvre les situations d'enseignement et d'apprentissage*
	C5	**Evaluate learning** *Évaluer les apprentissages*
	C6	**Manage how the class operates** *Gérer le fonctionnement du groupe-classe*
	C7	**Take into account student diversity** *Tenir compte de l'hétérogénéité des élèves*
	C8	**Support students' love of learning** *Soutenir le plaisir d'apprendre*
COMPETENCIES UNDERLYING COLLABORATIVE PROFESSIONALISM *Compétences à la base du professionnalisme collaboratif*		
	C9	**Be actively involved as a member of the school team** *S'impliquer activement au sein de l'équipe-école*
	C10	**Co-operate with the family and education partners in the community** *Collaborer avec la famille et les partenaires de la communauté*
COMPETENCY INHERENT IN TEACHERS' PROFESSIONALISM *Compétence inhérente au professionnalisme enseignant*		
	C11	**Commit to own professional development and to the profession** *S'engager dans un développement professionnel continu et dans la vie de la profession*
CROSS-CURRICULAR COMPETENCIES *Compétences transversales*		
	C12	**Mobilize digital technologies** *Mobiliser le numérique*
	C13	**Act in accordance with the ethical principles of the profession** *Agir en accord avec les principes éthiques de la profession*

If validation of authenticity is required, please contact the Internships & Student Affairs Office at placements.education@mcgill.ca

Si vous avez besoin de valider l'authenticité, s'il vous plaît contacter le Bureau des stages et des affaires étudiantes à placements.education@mcgill.ca

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CONCERNS THAT SUPPORT THE CREATION OF THE CIP *Préoccupations qui justifient la création du PAC*
SPECIFIC EXAMPLES OF STRATEGIES AND ACTIONS REQUIRED TO DEMONSTRATE ACCEPTABLE IMPROVEMENT *Exemples spécifiques de stratégies et actions nécessaires pour démontrer des progrès acceptables*
DATE(S) BY WHICH IMPROVEMENT MUST BE DEMONSTRATED *Date(s) à laquelle des progrès acceptables doivent être démontrés*
FOLLOW-UP ASSESSMENT DATE *Date de l'évaluation de suivi*

GENERAL OR ADDITIONAL COMMENTS *Observations générales ou supplémentaires*

SIGNATURES (DIGITAL OR IN-PERSON) *Signatures (numérique ou en personne)*
TEACHER CANDIDATE *Stagiaire*
CO-OPERATING TEACHER(S) *Enseignant·e(s) associé·e(s)*
FIELD SUPERVISOR *Superviseur·se*

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For the Competency Improvement Plan resolution, assess the level of improvement (based on what was outlined in the original CIP) and provide specific details. *Pour la résolution du Plan d'amélioration des compétences, évaluer le niveau de progress (basé sur ce qui était désigné dans le PAC original) et fournir des détails spécifiques.*

If acceptable improvement is not achieved, the end date of the placement must be reassessed based on the preferences and recommendations of the Co-operating Teacher and Field Supervisor. The placement may be ended at this time or teacher candidates may be required to complete additional time in the placement as appropriate.
Consult the Internships & Student Affairs Office at placements.education@mcgill.ca for assistance as required.
Si des progrès acceptables ne sont pas réalisés, la date de fin du stage doit être réévaluée en fonction des préférences et des recommandations de l'enseignant associé et du superviseur de terrain. Le stage peut être terminé à ce moment-là ou les stagiaires peuvent être tenus de prolonger le stage, le cas échéant.
Consultez le Bureau des stages et des affaires étudiantes à placements.education@mcgill.ca pour obtenir de l'aide au besoin.

OUTCOME *Résultat*
GENERAL OR ADDITIONAL COMMENTS *Observations générales ou supplémentaires*

SIGNATURES (DIGITAL OR IN-PERSON) *Signatures (numérique ou en personne)*
TEACHER CANDIDATE *Stagiaire*
CO-OPERATING TEACHER(S) *Enseignant·e(s) associé·e(s)*
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For teacher candidates in the B.Ed. programs:

	FE1	FE2	FE3	FE4
CONTEXT	Develop initial understanding of PCs in context of the classroom and school. Begins to apply some PCs in teaching and learning activities and situations as possible and relevant, with support of the CT and/or peers.	Increases acquisition of PCs through more researched observations. Demonstrates application of PCs in collaboratively (with CT and/or peers) planned and implemented teaching and learning activities and situations.	Demonstrates application of PCs in solo teaching and learning activities and situations, and through some different forms of outside-the-classroom engagement.	Demonstrates advanced application of PCs in solo teaching and learning activities and situations, and through active engagement outside the classroom. End of teacher education; therefore, should be at the final expected level of PC acquisition for this stage.
C1	Recognizes how rich and meaningful cultural references are integrated into teaching and learning situations.	Includes rich and meaningful cultural references into teaching and learning situations.	Integrates rich and meaningful cultural references into teaching and learning situations.	Integrates rich and meaningful cultural references into teaching and learning situations and takes a cultural approach to instruction.
C2	Regularly communicates appropriately in the language of instruction, both orally and in writing.	Regularly communicates appropriately in the language of instruction, both orally and in writing.	Communicates appropriately in the language of instruction, both orally and in writing.	Communicates appropriately in the language of instruction, both orally and in writing.

C3	Recognizes how appropriate teaching and learning activities and situations are planned.	Collaboratively plans 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.	Designs and plans teaching and learning activities and situations that are appropriate for the students, the learning content and the education objectives. Bases the choice of intervention strategies on research findings in didactics and pedagogy.
C4	Recognizes how appropriate teaching and learning situations are implemented and supervised.	Collaboratively implements and supervises 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.	Implements and supervises teaching and learning situations appropriate to the students and the educational aims. Uses diverse approaches and strategies, and adjusts their work methods when necessary.
C5	Recognizes how different methods of student evaluation are developed, chosen, and used.	Collaboratively develops, chooses and uses different methods for evaluating students' knowledge acquisition and competency development.	Develops, chooses and uses different methods for evaluating students' knowledge acquisition and competency development.	Develops, chooses and uses different methods for evaluating students' knowledge acquisition and competency development. Evaluation meets the ministerial guidelines for evaluating students.

C6	Supports the CT's organization and management of the class.	Actively contributes to the organization and management of 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.	Organizes and manages a class in such a way as to maximize student development, learning and socialization. Helps students to recognize and appropriately manage their behaviours and emotions.
C7	Recognizes how strategies for differentiating teaching practices are implemented.	Supports strategies for differentiating teaching practices are implemented.	Implements, as part of an inclusive teaching approach, some initial strategies for differentiating teaching practices so as to support the full participation and success of all students.	Implements, as part of an inclusive teaching approach, some researched strategies for differentiating teaching practices so as to support the full participation and success of all students.
C8	Recognizes how students' love of learning is cultivated.	Supports the cultivation of the students' love of learning.	Provides some stimulating and meaningful teaching and learning situations that support students' love of learning.	Frequently provides stimulating and meaningful teaching and learning situations that support students' love of learning.
C9	Co-operates with CT, other teachers and student teachers, and other school team members.	Co-operates with CT, other teachers and student teachers, and other school team members.	Co-operates with CT, other teachers, and other school team members. Makes efforts to be actively involved in the school team.	Actively collaborates with the members of the school team in supporting, developing and/or implementing school-wide projects.

C10	Recognizes how family and community partnerships are developed.	Supports, when possible and reasonable, the development of family and community partnerships.	Co-operates with family and/or education partners in the community. Makes efforts to be actively involved in these partnerships.	Establishes all necessary relationships and involvement with family and/or education partners in the community.
C11	Reflects on their professional development and commitment to the profession.	Reflects on their professional development and commitment to the profession.	Using the appropriate resources, implements the means needed to develop their professional competencies.	Using the appropriate resources, implements the means needed to develop their professional competencies. Supports and encourages peers in their professional development where possible and relevant.
C12	Supports the CT's use of digital technologies.	Actively contributes to the use of digital technologies.	Uses digital technologies in order to benefit students and all education stakeholders.	Adopts innovative and creative approaches to the use of digital technology.
C13	Acts and behaves in a respectful manner.	Acts and behaves in a respectful manner.	Acts and behaves in a respectful manner. Makes active efforts to adopt ethical, equitable, transparent, and inclusive practices.	Acts and behaves in a respectful manner. Adopts ethical, equitable, transparent and inclusive practices.

For teacher candidates in the MATL program:

	IN1	IN2
CONTEXT	Demonstrates application of PCs in solo teaching and learning activities and situations, and through some different forms of outside-the-classroom engagement.	Demonstrates advanced application of PCs in solo teaching and learning activities and situations, and through active engagement outside the classroom. End of teacher education; therefore, should be at the final expected level of PC acquisition for this stage.
C1	Integrates rich and meaningful cultural references into teaching and learning situations.	Integrates rich and meaningful cultural references into teaching and learning situations and takes a cultural approach to instruction.
C2	Communicates appropriately in the language of instruction, both orally and in writing.	Communicates appropriately in the language of instruction, both orally and in writing.
C3	Designs and plans 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. Bases the choice of intervention strategies on research findings in didactics and pedagogy.
C4	Implements and supervises 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. Uses diverse approaches and strategies, and adjusts their work methods when necessary.

C5	Develops, chooses and uses different methods for evaluating students' knowledge acquisition and competency development.	Develops, chooses and uses different methods for evaluating students' knowledge acquisition and competency development. Evaluation meets the ministerial guidelines for evaluating students.
C6	Organizes and manages 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. Helps students to recognize and appropriately manage their behaviours and emotions.
C7	Implements, as part of an inclusive teaching approach, some initial strategies for differentiating teaching practices so as to support the full participation and success of all students.	Implements, as part of an inclusive teaching approach, some researched strategies for differentiating teaching practices so as to support the full participation and success of all students.
C8	Provides some stimulating and meaningful teaching and learning situations that support students' love of learning.	Frequently provides stimulating and meaningful teaching and learning situations that support students' love of learning.
C9	Co-operates with CT, other teachers, and other school team members. Makes efforts to be actively involved in the school team.	Actively collaborates with the members of the school team in supporting, developing and/or implementing school-wide projects.
C10	Co-operates with family and/or education partners in the community. Makes efforts to be actively involved in these partnerships.	Establishes all necessary relationships and involvement with family and/or education partners in the community.

C11	Using the appropriate resources, implements the means needed to develop their professional competencies.	Using the appropriate resources, implements the means needed to develop their professional competencies. Supports and encourages peers in their professional development where possible and relevant.
C12	Uses digital technologies in order to benefit students and all education stakeholders.	Adopts innovative and creative approaches to the use of digital technology.
C13	Acts and behaves in a respectful manner. Makes active efforts to adopt ethical, equitable, transparent, and inclusive practices.	Acts and behaves in a respectful manner. Adopts ethical, equitable, transparent and inclusive practices