



**Internships & Student Affairs
Faculty of Education**

3700 McTavish Street, 243
Montreal, Quebec, Canada
H3A 1Y2

**Bureau des stages et des affaires étudiantes
Faculté des sciences de l'éducation**

3700 rue McTavish, 243
Montréal, Québec, Canada
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514-398-7046 (Student Teaching / Stages)
514-398-7042 (Student Affairs / Affaires étudiantes)
514-398-4679 (Fax / Télécopie)

Distant Placement Request Form | 4th Field Experience

To be completed by the STUDENT TEACHER (and given to the School Administrator)

Student Teacher:

Program:

About the Student Teacher:

To be completed by the SCHOOL ADMINISTRATOR/PRINCIPAL (and returned to the ISA Office)

Name:

Title:

Email:

Phone:

School Name:

Public/Private:

School Address:

School Board/District (if applicable):

Co-operating Teacher Name:

Email:

Subject Taught:

Grade/Level:

Language(s) of Instruction:

Years of Teaching Experience and Previous Mentorship Experience:



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DETAILS OF AGREEMENT

McGill University, Faculty of Education, Internships & Student Affairs Office (ISA) and the host school's Administrator and Co-operating Teacher(s) understand and agree that:

1. The purpose of this agreement is for the host school to provide a comprehensive learning experience for the Student Teacher within a school setting in accordance with the guidelines set forth in **Addendum A**.
2. The Student Teacher will be placed in the above-noted host school with the above-noted Co-operating Teacher (CT), and that the CT will fulfill his/her role as mentor and evaluator (as per **Addendum B**) in the provision of verbal and written assessment and feedback, using the required assessment documentation provided by McGill.
3. McGill will provide or approve a Field Supervisor (distance/on-site) to assess the Student Teacher based on McGill's requirements and taking into consideration Quebec's 13 Professional Competencies for teaching.
4. The Co-operating Teacher(s) will collaborate with the assigned Field Supervisor, as required; for the purposes of this agreement, "collaboration" shall include, but not be limited to:
 - a. Completion of required assessments, in accordance with the guidelines and schedule set forth in the attached **Addendum A**
 - b. Monitoring the progress of the Student Teacher through feedback provided weekly, either by telephone, e-mail or Skype/Zoom
5. It shall be the responsibility of the Student Teacher named in this agreement to:
 - a. Comply with the policies and procedures of the host school to which they are assigned
 - b. Obtain prior written approval of both parties to this agreement prior to publishing any material related to the learning experience provided under the terms of this agreement
 - c. Comply with all McGill and host school confidentiality policies and regulations regarding the use of recording devices for the purposes of distance supervision/assessment, if applicable
6. McGill agrees to pay the following expenses:
 - a. Cost of a Field Supervisor, as per the standard rates established for 4th Field Experience
7. The Student Teacher participant agrees to arrange and pay for the following expenses:
 - a. Round-trip airfare from Montreal, QC, Canada (if applicable)
 - b. Room and board for the duration of the Field Experience (if applicable)
 - c. Provision of their own health, life, and travel insurance
8. The host school agrees to assume no financial costs associated with the aforementioned 4th Field Experience.
9. The host school will provide, at the Student Teacher's expense, emergency care for injuries or acute illness while the participant is in the host school, for the period of time specified above.
10. The host school shall reserve the right to request that McGill withdraw any Student Teacher from its facilities whose conduct or work with pupils or associates is not in accordance with the policies and procedures of the schools or is detrimental to pupils or others. Similarly, McGill shall reserve the right to terminate this agreement and/or withdraw the Student Teacher for compelling reasons.
11. Either party shall have the right to terminate this agreement up to 30 days before the departure date, with or without cause, by providing written notice.

School Administrator/Principal - if in agreement, please check 'I agree', enter date and return by e-mail

placements.education@mcgill.ca):

I agree:

Date:

Signature



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Addendum A - Guidelines for 4th Field Experience

Student Teachers are assigned to a host school for a minimum of 7 weeks/35 days, and will take the same spring break as the host school. The Co-operating Teacher (CT) will provide verbal feedback and written assessment according to the schedule below. The McGill Field Supervisor will make a total of 4 "visits" (on-site or at a distance), including 2 formative assessments. Student Teachers are expected to be in the final stages of attaining mastery of the 13 professional competencies for teaching (as per Quebec's requirements). Student Teachers will prepare LES (learning and evaluation situations) for classes or units to be taught, and will continue to develop their professional portfolio. By week 4, Student Teachers should be undertaking 85% to 100% of a full teaching workload.

Week	Progression of Tasks/Workload
Week 1	<ul style="list-style-type: none"> • Review Student Teacher Profile and FE3 Action Plan and expectations for FE4 with the Co-operating Teacher and Field Supervisor (e.g. at Introductory Meeting) • Shadow and observe Co-operating Teacher • Become knowledgeable about students, school routines, policies, schedules, programs and resources • Assist Co-operating Teacher in activities and implement routines (e.g. taking attendance, making announcements, preparing and distributing materials) • Start planning for and teaching/team-teaching some lessons • Begin long-term planning for assigned units
Weeks 2-3	<ul style="list-style-type: none"> • Gradually take on solo teaching; increase to 50% of a full teaching workload and be responsible for planning, implementation and some assessment • Demonstrate progressive development across all PCs • Use non-teaching time for preparation, marking, classroom supervision and extracurricular activities, etc. • Integrate suggestions and techniques based on the Co-operating Teacher's/Field Supervisor's feedback
Weeks 4-6	<ul style="list-style-type: none"> • Increase to 85-100% of a full teaching workload • Continue to show progressive development across all PCs • Continue to integrate suggestions and techniques based on the Co-operating Teacher's/Field Supervisor's feedback • Use non-teaching time for preparation, marking, classroom supervision, extracurricular activities, etc.
Week 7	<ul style="list-style-type: none"> • Transition class back to the Co-operating Teacher (all marking, materials, etc.)



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Assessment Schedule

Week	Field Supervisor	Co-operating Teacher
Week 1	Introductory Meeting (Student Teacher, Co-operating Teacher, Field Supervisor)	
Weeks 2-3	Formative Assessment 1	Formative Assessment 1
Week 4	Formative Assessment 2	Formative Assessment 2
Week 5	Interim Report (Jointly)	
Week 6	Formative Assessment 3	Formative Assessment 3
Week 7	Summative Assessment (Jointly)	



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Addendum B – Mentoring Team Roles & Responsibilities

Role	Responsibilities
School Administrator/Principal	<ul style="list-style-type: none"> • Ensures staff is aware of the role and responsibilities of a CT, distributes pertinent information • Oversees arrangements for assigning the Student Teacher to appropriate members of the school • Orients Student Teacher to the school and acquaints them with social environment, philosophy, policies, and regulations • Assists in coordination of Student Teacher's activities in the school and ensures that he/she is exposed to an appropriate number and range of experiences
Co-operating Teacher	<ul style="list-style-type: none"> • Provides the Student Teacher with opportunities to observe and, according to the guidelines of the Field Experience, develop a variety of teaching and learning situations within the classroom • Exposes Student Teacher to a variety of teaching and management techniques • Assigns appropriate teaching and management tasks, taking care to increase gradually the Student Teacher's responsibilities • Oversees and monitors lesson planning, observes practice teaching in accordance with Field Experience guidelines • Speaks daily with the Student Teacher regarding their progress • Provides Student Teacher with written formative and summative feedback and assessments according to the suggested guidelines for each Field Experience • Alerts Field Supervisor or ISA Office of concerns that may arise, including those that lead to the use of the Competency Improvement Plan (CIP) • Gives all appropriate copies of the formative and summative evaluation forms to the Student Teacher as they are completed during the Field Experience
Field Supervisor	<ul style="list-style-type: none"> • Acts as the liaison between the school and university by meeting and collaborating with the school personnel and the Student Teacher • Informs Co-operating Teacher and Student Teacher about specific Field Experience guidelines, expectations and responsibilities, including formative and summative assessments, Competency Improvement Plan, Action Plan and e-Portfolio • Observes and assesses Student Teacher teaching lessons followed by a period of discussion • Completes formative assessments and provides oral and written feedback to the Student Teacher • Reports any difficulties that may arise immediately to the ISA Office • Ensures that all necessary forms are duly completed, signed and dated by the Co-operating Teacher in a timely fashion • Consults with the Co-operating Teacher and Student Teacher and makes clear recommendations about the suitability of the Student Teacher as a future member of the teaching profession