



TEACHER CANDIDATE

Stagiaire

CO-OPERATING TEACHER(S)

Enseignant·e(s) associé·e(s)

FIELD SUPERVISOR

Superviseur·se

SCHOOL

École

DATE

PLACEMENT

Stage

PROGRAM

Programme

FORM COMPLETED BY*

*Formulaire rempli par**

CT/Admin EA/Admin

Supervisor Superviseur·se

*The Interim Report should be completed jointly by the CT and Supervisor, and only completed individually when necessary.

*Le Rapport intérimaire doit être rempli conjointement par l'enseignant·e associé·e et le/la superviseur·se, et peut être rempli individuellement seulement lorsque nécessaire.

Visit our website for detailed information on:

- [How to evaluate each professional competency for this placement](#)
- [How to submit this form](#)
- [When and how to initiate a Competency Improvement Plan \(CIP\)](#)

Visitez notre site web pour obtenir des informations détaillées sur :

- [Comment évaluer chaque compétence professionnelle pour ce stage](#)
- [Comment soumettre ce formulaire](#)
- [Quand et comment créer un Plan d'amélioration des compétences](#)

Providing feedback to teacher candidates is vital to their development. Specific and meaningful feedback in each section is required, and should always include evidence supporting the assessment, in particular whenever there is an indication of Deficient or Exceeding (Section A), or No (Sections A & B).

Fournir des commentaires et la rétroaction aux stagiaires est essentiel à leur développement. Des commentaires et la rétroaction spécifiques et significatifs sont requis dans chaque section et doivent toujours inclure des preuves à l'appui de l'évaluation, en particulier chaque fois qu'il y a une indication d'Insuffisante ou Approfondie (section A), ou de Non (sections A & B).

SECTION A

COMPETENCIES TO BE MOSTLY MASTERED BY THE END OF TEACHER EDUCATION

Des compétences à maîtriser en large partie au terme de la formation à l'université

FUNDAMENTAL COMPETENCIES				
<i>Compétences fondatrices</i>				
COMPETENCY	DEFICIENT	EMERGING	PROFICIENT	EXCEEDING
<i>Compétence</i>	<i>Insuffisante</i>	<i>Émergente</i>	<i>Performante</i>	<i>Approfondie</i>
C1 Act as a cultural facilitator when carrying out duties <i>Agir en tant que médiatrice ou médiateur d'éléments de culture</i>				
C2 Master the language of instruction <i>Maîtriser la langue d'enseignement</i>				
Has an acquisition of these competencies been demonstrated to a level appropriate enough to continue in the current placement? <i>L'acquisition de ces compétences a-t-elle été démontrée à un niveau suffisamment approprié pour continuer dans le stage actuel ?</i>				
AREAS TO BE COMMENDED <i>Domaines à féliciter</i>				
RECOMMENDATIONS FOR CONTINUED PROFESSIONAL DEVELOPMENT <i>Des recommandations pour un développement professionnel continu</i>				

**COMPETENCIES CENTRAL TO WORKING WITH AND FOR STUDENTS***Compétences au coeur du travail fait avec et pour les élèves*

COMPETENCY <i>Compétence</i>		DEFICIENT <i>Insuffisante</i>	EMERGING <i>Émergente</i>	PROFICIENT <i>Performante</i>	EXCEEDING <i>Approfondie</i>
C3	Plan teaching and learning situations <i>Planifier les situations d'enseignement et d'apprentissage</i>				
C4	Implement teaching and learning situations <i>Mettre en oeuvre les situations d'enseignement et d'apprentissage</i>				
C5	Evaluate learning <i>Évaluer les apprentissages</i>				
C6	Manage how the class operates <i>Gérer le fonctionnement du groupe-classe</i>				
Has an acquisition of these competencies been demonstrated to a level appropriate enough to continue in the current placement? <i>L'acquisition de ces compétences a-t-elle été démontrée à un niveau suffisamment approprié pour continuer dans le stage actuel ?</i>					
AREAS TO BE COMMENDED <i>Domaines à féliciter</i>					
RECOMMENDATIONS FOR CONTINUED PROFESSIONAL DEVELOPMENT <i>Des recommandations pour un développement professionnel continu</i>					

CROSS-CURRICULAR COMPETENCIES*Compétences transversales*

COMPETENCY <i>Compétence</i>		DEFICIENT <i>Insuffisante</i>	EMERGING <i>Émergente</i>	PROFICIENT <i>Performante</i>	EXCEEDING <i>Approfondie</i>
C12	Mobilize digital technologies <i>Mobiliser le numérique</i>				
Has an acquisition of this competency been demonstrated to a level appropriate enough to continue in the current placement? <i>L'acquisition de cette compétence a-t-elle été démontrée à un niveau suffisamment approprié pour continuer dans le stage actuel ?</i>					
AREAS TO BE COMMENDED <i>Domaines à féliciter</i>					
RECOMMENDATIONS FOR CONTINUED PROFESSIONAL DEVELOPMENT <i>Des recommandations pour un développement professionnel continu</i>					

**SECTION B****COMPETENCIES TO BEGIN TO ACQUIRE OR TO BE PARTIALLY MASTERED BY THE END OF TEACHER EDUCATION***Des compétences à s'approprier au début ou à maîtriser en partie au terme de la formation à l'université*

COMPETENCY <i>Compétence</i>		Is the competency acquisition to a level appropriate enough to continue in the current placement? <i>L'acquisition de cette compétence est-elle à un niveau suffisamment approprié pour continuer dans le stage actuel ?</i>
COMPETENCIES CENTRAL TO WORKING WITH AND FOR STUDENTS <i>Compétences au coeur du travail fait avec et pour les élèves</i>		
C7	Take into account student diversity <i>Tenir compte de l'hétérogénéité des élèves</i>	
C8	Support students' love of learning <i>Soutenir le plaisir d'apprendre</i>	
FEEDBACK <i>Commentaires et rétroaction</i>		
COMPETENCIES UNDERLYING COLLABORATIVE PROFESSIONALISM <i>Compétences à la base du professionnalisme collaboratif</i>		
C9	Be actively involved as a member of the school team <i>S'impliquer activement au sein de l'équipe-école</i>	
C10	Co-operate with the family and education partners in the community <i>Collaborer avec la famille et les partenaires de la communauté</i>	
FEEDBACK <i>Commentaires et rétroaction</i>		
COMPETENCY INHERENT IN TEACHERS' PROFESSIONALISM <i>Compétence inhérente au professionnalisme enseignant</i>		
C11	Commit to own professional development and to the profession <i>S'engager dans un développement professionnel continu et dans la vie de la profession</i>	
FEEDBACK <i>Commentaires et rétroaction</i>		
CROSS-CURRICULAR COMPETENCIES <i>Compétences transversales</i>		
C13	Act in accordance with the ethical principles of the profession <i>Agir en accord avec les principes éthiques de la profession</i>	
FEEDBACK <i>Commentaires et rétroaction</i>		

**OUTCOME (Assessments and any other documentation should clearly support the outcome)***Résultat (Les évaluations et tout autre documentation doivent clairement justifier le résultat)*

	The teacher candidate should continue in this placement. <i>Le stagiaire mérite de continuer dans ce stage.</i>
	The teacher candidate may continue in this placement, subject to the creation and satisfactory resolution of a Competency Improvement Plan (CIP). <i>Le stagiaire peut continuer dans ce stage, sous réserve de la création et de la résolution satisfaisante d'un Plan d'amélioration des compétences (CIP).</i>
	The teacher candidate should not continue in this placement. <i>Le stagiaire ne doit pas continuer dans ce placement.</i>

GENERAL OR ADDITIONAL FEEDBACK*Observations générales ou supplémentaires*

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.

<p>C3</p>	<p>Recognizes how appropriate teaching and learning activities and situations are planned.</p>	<p>Collaboratively plans teaching and learning activities and situations that are appropriate for the students, the learning content and the education objectives.</p>	<p>Designs and plans teaching and learning activities and situations that are appropriate for the students, the learning content and the education objectives.</p>	<p>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.</p>
<p>C4</p>	<p>Recognizes how appropriate teaching and learning situations are implemented and supervised.</p>	<p>Collaboratively implements and supervises teaching and learning situations appropriate to the students and the educational aims.</p>	<p>Implements and supervises teaching and learning situations appropriate to the students and the educational aims.</p>	<p>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.</p>
<p>C5</p>	<p>Recognizes how different methods of student evaluation are developed, chosen, and used.</p>	<p>Collaboratively develops, chooses and uses different methods for evaluating students' knowledge acquisition and competency development.</p>	<p>Develops, chooses and uses different methods for evaluating students' knowledge acquisition and competency development.</p>	<p>Develops, chooses and uses different methods for evaluating students' knowledge acquisition and competency development. Evaluation meets the ministerial guidelines for evaluating students.</p>

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