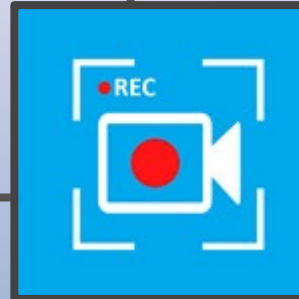


WELCOME TO YOUR PRE-FE1 ORIENTATION



Presentation given by

The ISA Team

April 2024



LAND ACKNOWLEDGEMENT

“McGill university is located on land which has long served as a site of meeting and exchange amongst indigenous peoples, including the Haudenosaunee and Anishinaabeg nations. McGill honours, recognizes and respects these nations as the traditional stewards of the lands and waters on which we meet today.”

TAKE NOTE!



The following presentation was accurate at the time of creation.

For the most up-to-date and accurate information, please visit the isa (www.Mcgill.Ca/isa) website.

In the event of a discrepancy between this presentation and a website, the latter shall prevail.

The background of the slide is a vibrant teal color, densely populated with various speech bubbles. Each bubble is a different color (red, yellow, pink, light blue, white) and contains a large, dark blue question mark. The bubbles are scattered across the entire frame, creating a pattern that suggests a Q&A session or a forum.

Q&A SESSION AT THE END

FEEL FREE TO WRITE YOUR QUESTIONS IN THE CHAT AT ANY TIME. WE WILL EITHER ANSWER RIGHT AWAY OR SAVE THEM FOR THE END IF WE THINK IT WOULD BE GOOD TO EXPAND FURTHER!

FE1 PLACEMENT DETAILS

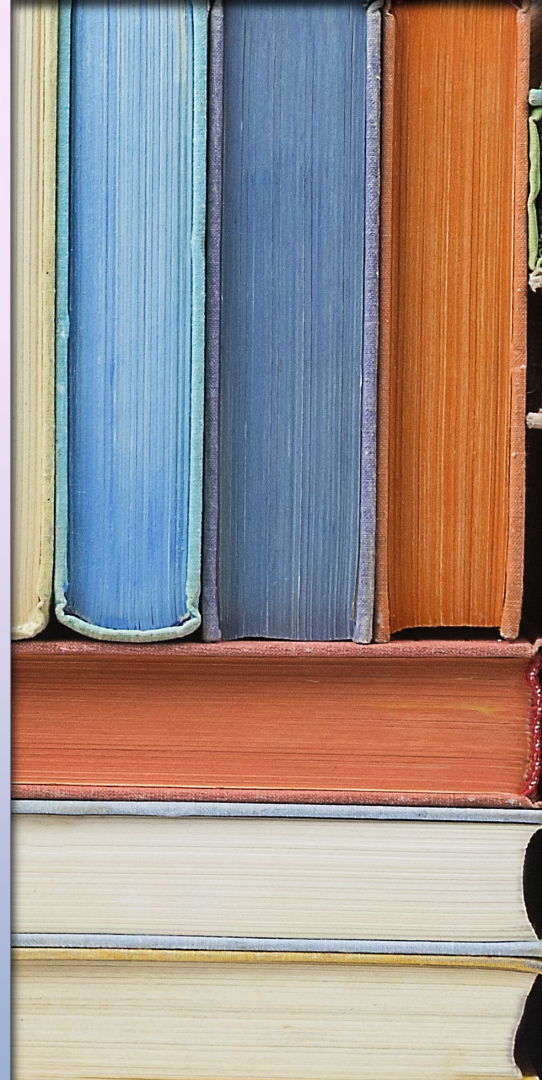
Most students should have received their placement details in early April. Some placements are still tentative or pending while school admin/CTs confirm their availability for student teachers, so there are still some students who have not received their details yet. Your placement coordinator will reach out via e-mail once a placement has been confirmed for you.

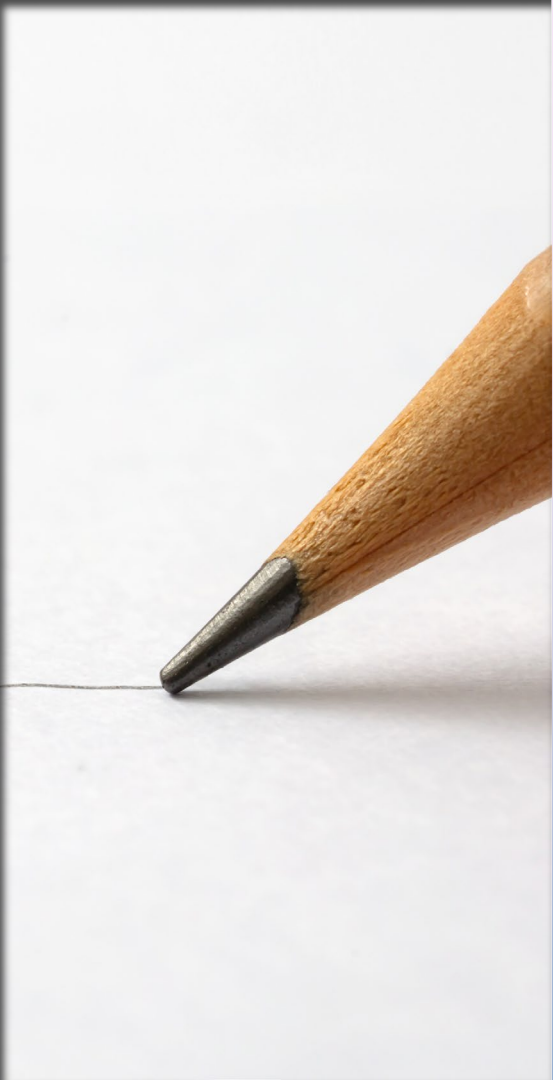


WORDING FOR ISA AND QEP

- ▶ **ISA** Internships and Student Affairs Office
- ▶ **CT** Cooperating Teacher
- ▶ **SV** Field Supervisor
- ▶ **FE** Field Experience (FE, FE2, FE3, FE4)
- ▶ **CIP** Competency Improvement Plan

- ▶ **QEP** Québec Education Program
- ▶ **PCs** 13 Professional Competencies
from Ministry of Education





- ▶ Music: Monday, April 22nd – Friday, May 3rd
- ▶ Secondary: Monday, April 22nd – Friday, May 3rd
- ▶ K/Elem: Monday, April 22nd – Friday, May 3rd

FE1 PLACEMENT DATES

**YOU ARE
SUPPORTED
AT MCGILL.**

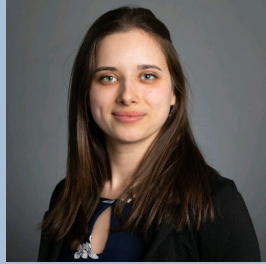


MEET THE ISA TEAM



Yasmine Zein

ISA Director



Annie Baldessari

Internships
Administrator



Marysa Maruca

Placement
Coordinator



Omar Hejazin

Placement
Coordinator



Anurag Dhir

Internships Administrator -
BA

MEET THE ISA TEAM (CONT.)



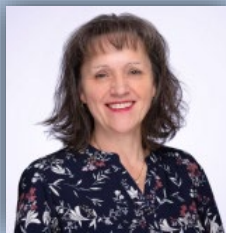
Gaby Ohayon

ISA Administrator



Pat Beauregard

Administrative &
Student Affairs
Coordinator



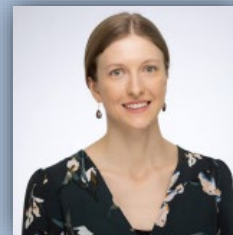
Debra Taylor

Administrative &
Student Affairs
Coordinator



Marie-Eve Couture

Wellness Advisor



Lara Franko

Career Advisor



Katherine Spandidakis

Student Recruitment
Associate



HOW ARE YOU FEELING AHEAD OF FE1?





LOCAL WELLNESS ADVISOR

- A mental health professional in your faculty that promotes **Awareness, Prevention & Early Intervention**
- Resource-provider **in** your faculty **for** your faculty
- **Bridge to care** - Specialist in referring to resources on campus and in the community

HOW TO BOOK WITH YOUR LWA?

<https://www.mcgill.ca/lwa>

Select timeslots that work for you

Book directly into your calendar and theirs!

lwa.education@mcgill.ca

NEW

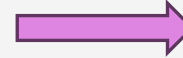
MEET WITH YOUR PLACEMENT COORDINATOR VIA TEAMS

- Now Available Using MS Bookings!
- Meet With:
 - Annie – Internships Administrator
 - Omar – Placement Coordinator
 - Marysa – Placement Coordinator

Placement Coordinators

Placement Coordinators are responsible for specific programs/cohorts (*subject to change during the year*) but are all available to help students from all programs, if need be.

PROGAM	PLACEMENT COORDINATOR	EMAIL	MEETINGS/APPOINTMENTS
K/Elem	Marysa Maruca	placements.education@mcgill.ca	Placement Coordinators are always happy to meet with students to answer questions, discuss potential concerns, and provide support. *NEW* To schedule a meeting/appointment, please check our booking page for an online appointment.
MATL (Secondary)	Omar Hejazin		
Secondary	Omar Hejazin		
Music	Annie Baldessari		
TESL & MATL TESL	Annie Baldessari		
Physical Education	Annie Baldessari		



1. <https://www.mcgill.ca/isa/>
2. Select Student Teaching Tab
3. Placement Dates + Contacts

Have a quick question? A call is still the easiest way to reach us from 9-4pm!
514-398-7046



CAREER ADVISING WITH LARA FRANKO



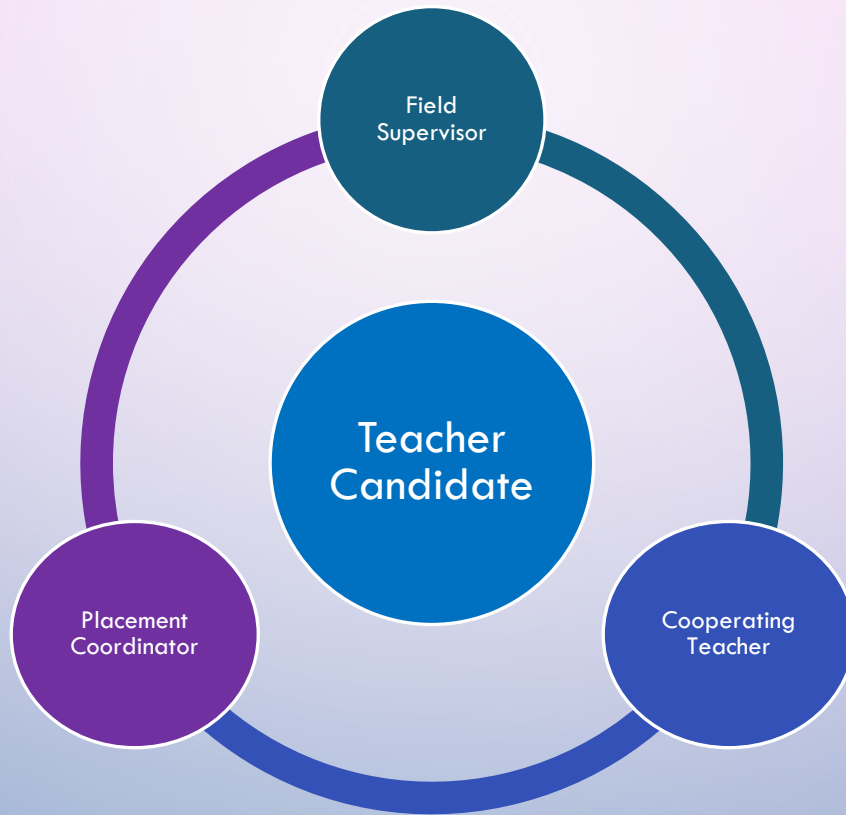
- Do not hesitate to meet with Lara for questions/help with:
 - Career Advising
 - CV review
 - Interview Prep
 - Summer Job Opportunities
- career.education@mcgill.ca

Booking Page Link: <https://outlook.office365.com/owa/calendar/CareerAdvisingMcGillFacultyofEducation@McGill.onmicrosoft.com/bookings/>



**YOU ARE
SUPPORTED IN
THE FIELD.**





ROLE OF THE TEACHER CANDIDATE

- ▶ Your FE is a learning placement organized by McGill and you are there as a teacher candidate
- ▶ As a teacher candidate, **you are a guest in your host school and a representative of McGill**
 - ▶ Remember that you are a McGill student in an EXTERNAL organization; we cannot control what happens in the host school, beyond the recommended workload/assessment schedule
- ▶ Biggest opportunity is to collaborate with teachers, and see how they approach creating quality learning for students
- ▶ You are held to ethical standards (see [principles of practice](#) on ISA website), as well as those of the Quebec professional teaching competencies
- ▶ Opportunity to start building your network

ROLE OF CO-OPERATING TEACHER (CT)

- Provides you with opportunities to observe and, according to the guidelines of the FE, develop teaching and learning situations
- **CT presence in classroom for FE1:**
 - You should **never** be left alone in the classroom, even for short periods of time



Note: CTs are NOT selected by ISA (they are selected by school admin) and are not paired with a Teacher Candidate based on background, personality quiz, etc. We welcome your feedback but remember that we have no control over the behaviour of your CT or other staff at your host school.

ROLE OF FIELD SUPERVISOR


- ▶ An evaluating member of the mentoring triad to aid in your development as teacher candidates
- ▶ Wealth of knowledge and teaching experience
- ▶ Act as a liaison between McGill and the field
- ▶ Provide you with support in the form of periodic feedback and formal assessments
 - ▶ Weekly check-ins with students and CTs
- ▶ Beyond pedagogy, supervisors are there to support your overall growth as teachers

ROLE OF PLACEMENT COORDINATOR

- ▶ Coordinate between school administrators and school boards to obtain and assign placements.
- ▶ Point of contact for questions, concerns, connecting directly with McGill.
- ▶ Ensure that McGill has an accurate record of placement/information to substantiate recommendations for the brevet
- ▶ Best way to contact placement coordinators is by email: placements.education@mcgill.ca

TEACHER CANDIDATE STANDARDS & GUIDELINES





McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates

Guidelines For Professionalism In
The Program And In The Field

Students Need To Submit Isa's
Acknowledgement Statement
Form To Gain Access To
Placement Details

mcgill.ca/isa/student/principles

GUIDING PRINCIPLES*

▶ Given the essential role of professionalism in the field of teaching, these apply to all aspects of the program including coursework and field experiences:

- ▶ Act with integrity
- ▶ Communicate with integrity
- ▶ Use social media and technology responsibly
- ▶ Demonstrate respect for equity and diversity
- ▶ Demonstrate respect for human dignity
- ▶ Demonstrate respect for confidentiality and privacy
- ▶ Demonstrate respect for the teaching profession
- ▶ Demonstrate respect for existing ethical codes and professional standards

Ethical Conduct: Guide to Professional Behaviour for Student Teachers

Outlines appropriate and inappropriate behaviours related to ethics in Student Teaching, emphasizing the need to always behave ethically and responsibly.

This should be read in advance of your Field Experience.

<https://www.mcgill.ca/isa/teaching/ehandbook/st-resources#Behaviour>



Some
Highlights

Ethical Conduct: Guide to Professional Behaviour for Student Teachers

Communication -

- Communicate with your cooperating teacher in a respectful manner and use appropriate language.
- Be open, respectful and courteous in your dealings with everyone in the school

Teaching professionals, members of the school community and students –

- Respect the confidentiality of any written or verbal information. Avoid inappropriate closeness or familiarity with students, teachers, parents, administrators or other members of the school community.
- Do not go on a private outing with a student or school staff member, even at their request.
- Maintain a professional relationship with students

Information Technology –

- Make sure you never transmit information pertaining to the privacy of students, school staff or parents
- Avoid contact with students on social networks on the internet.
- Refrain from photographing or recording students for purposes other than teaching.
- Be mindful of your CT's privacy – do not use their computer or access their email account without explicit consent.
- Be sure to have your CT's consent before consulting their teaching resources (lesson plans, assignments, activities, etc.)

STUDENT RIGHTS & RESPONSIBILITIES

McGill places A great deal of importance on honest work and the fair treatment of all members of the university community. A solid understanding of everyone's rights and responsibilities can ensure that all our interactions are fair and respectful.



READ MORE ON THE ISA
WEBSITE

COMMITMENT TO SAFE SPACES

▶ ISA staff are committed to nurturing a space, at mcgill and in the field, where teacher candidates, co-operating teachers, supervisors, ISA staff, and other relevant parties can all engage in the exchange of ideas and dialogue, **without fear of being made to feel unwelcome or unsafe** on account of their sex, sexual orientation, gender identity or expression, race/ethnicity, religion, linguistic and cultural background, age, physical or mental ability, or any other aspect integral to one's personhood and identity.

▶ If you, for whatever reason, feel unwelcome, unsafe, or discriminated against during a student teaching placement, **please contact us.**

▶ Depending on the situation and person(s) involved, there are various internal and/or external courses of action we can recommend or take.

JUDICIAL RECORD VERIFICATION

- ▶ Quebec's education act, section 261.0.2, grants public school boards and private schools the right to verify the judicial record of any person in regular contact with minor students, including teacher candidates.
- ▶ Each board or private school may have its own administrative procedures for judicial record verification and teacher candidates are responsible for informing themselves of and complying with these procedures.
- ▶ **Teacher candidates should submit a declaration concerning a judicial record ahead of each placement they do.**
- ▶ Any McGill teacher candidate who fails to obtain the necessary security clearance will not be permitted to undertake their field experiences/internships and, consequently, will be withdrawn from the program as these are a mandatory requirement.



You can find more information about the Judicial Record Check [on the ISA website](#)

NEW STUDENT E-MAIL SIGNATURE

- ▶ To bolster your professional persona and help ISA better serve you, we **strongly recommend** students create an e-mail signature for their McGill e-mail account.
- ▶ **Recommended templates:**

Internal

First/Preferred Name & Last Name

McGill ID: [Insert Student number]
[Program name and concentration]

[Current placement i.e FE2]

Preferred Pronouns: [insert preferred pronouns]

McGill University / Université McGill

Faculty of Education / Faculté des sciences en éducation
T: [if desired] | E: [McGill email account]

External

First/Preferred Name & Last Name

[Program and concentration]

Preferred Pronouns: [insert preferred pronouns]

McGill University / Université McGill

Faculty of Education / Faculté des sciences en éducation
T: [if desired] | E: [McGill email account]

PLACEMENTS

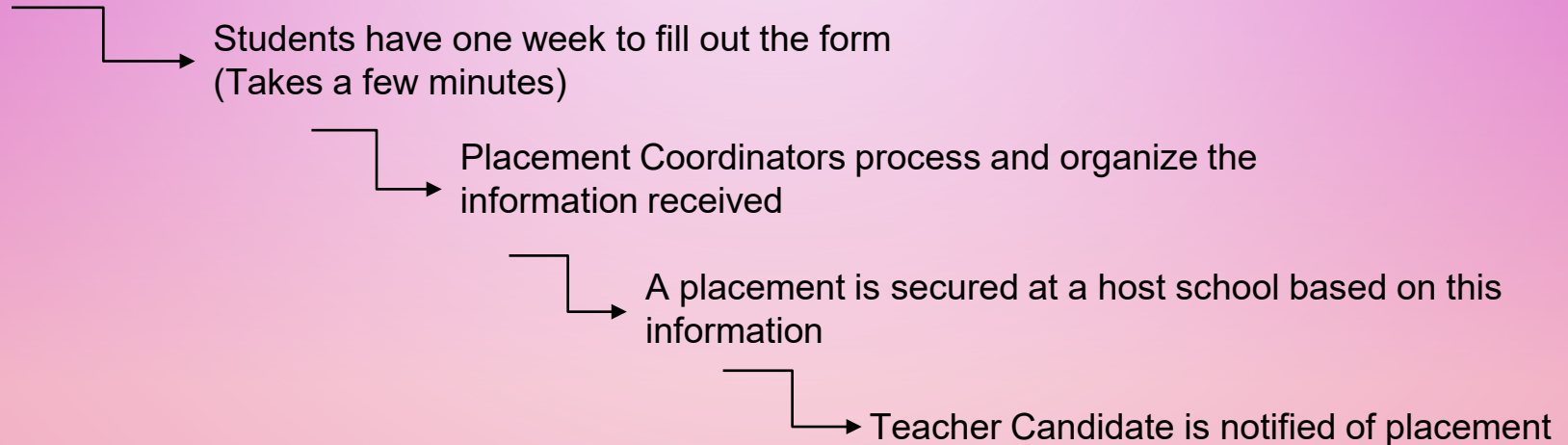
FE1



PLACEMENT PROCESS

(When things go well)

ISA Office sends Teacher
Candidates the link & important info



PLACEMENT PROCESS

(When things are more complicated)

ISA Office sends Teacher Candidates the link & important info

Students have one week to fill out the form
(Takes a few minutes)

Oops! Some students didn't fill it out! PCs must reach out to students for information individually

Placement Coordinators process and organize the information received

A school cannot accommodate – Try another! And another...

A placement is secured at a host school based on this information

Student situation has changed:

- Access to car
- Sudden relatives in schools
- Moved residence

Teacher Candidate is notified of placement

INTRODUCTION TO FIRST FIELD EXPERIENCE (FE1)



- ▶ 2 weeks (Mon-Fri)
 - ▶ FE starts April 22nd
 - ▶ Prof. Seminar attendance is required for those registered. Check your PS dates!
- ▶ Orientation to school culture & community
- ▶ Participating in school activities and events
- ▶ Assisting with supervision duties within and outside the class
- ▶ Become familiar with classroom routines/activities and implement some of them
- ▶ **Anything beyond (e.g. Solo or co-teaching) is up to you and CT, and not expected or required!**
- ▶ **Good time to reflect on the fit and suitability of the teaching profession for you individually**
- ▶ 1 formal assessment
 - ▶ **Summative assessment (jointly)**

FE1 & FE2 BACK-TO- BACK

- ▶ FE1: 2 weeks (Mon-Fri)
 - ▶ FE starts April 22nd
 - ▶ Prof. Seminar attendance is required! Check your PS dates!
- ▶ FE2: 3 weeks (Mon-Fri)
 - ▶ FE starts May 6th
 - ▶ Prof. Seminar attendance is required! Check your PS dates!
- ▶ **Students who are doing both fe1 & fe2 in the spring term at the same school for both placements need to follow the fe1 & fe2 back-to-back workload and assessment schedule.**
<https://www.Mcgill.Ca/isa/teaching/ehandbook/placements/fe12>
- ▶ **A pre-fe2 orientation will be held on May 1st. The PPT and recording from that session will be sent to all FE2 students afterwards. Students completing FE1 & FE2 back-to-back will be required to view the slides and recording from the pre-fe2 orientation PRIOR to going out on FE2 and will be held accountable for all the information that will be discussed during the session.**



COMPETENCY IMPROVEMENT PLAN (CIP)

- Provides support and strategies for when progress is below expected competency acquisition level
- Co-created to ensure your development
- Follow up within 1-2 weeks, depending on the nature of concerns
- **Not** a punitive measure

PLACEMENT	FE1	FE2	FE3	FE4
DURATION	3 weeks (12 days- Fall) or 2 weeks (10 days Summer)	3 weeks (20 days)	15 weeks (60 days)	7 weeks (35 days)
TIMING (TYPICALLY)	Late Fall (Nov-Dec) or Late Spring (Apr-May)	Late Spring (Apr-May)	Fall (Aug-Dec)	Late Winter (Feb-Apr)
MODEL	In cohorts or pairs	In pairs (Fall 2020 exception)	Solo	Solo
TASKS	Observation	Observation, with small group activities	Teaching (planning, implementation, and assessment)	Teaching (planning, implementation, and assessment)
TARGET WORKLOAD			60-75% of full teaching workload (by end of the Field Experience)	85-100% of full teaching workload (by end of the Field Experience)

FE PROGRESSION



WHAT TO BRING ON 1ST DAY

- ▶ **Completed Student Teacher Profile**
<https://mcgill.ca/isa/teaching/ehandbook/st-resources>
- ▶ **Judicial Record Form (IMPORTANT – *may be required in advance*)**
- ▶ **Notebook**
 - ▶ Don't plan on taking notes on a laptop or phone!*
 - ▶ Example observations/reflections: classroom management, activities, teacher presence, engagement...
 - ▶ May have specific directives from PS instructor
 - ▶ *SAA accommodations may apply
- ▶ **Lunch**



Don't expect perfection

Lesson planning, creating a rapport with students, and interacting with other teachers are all skills that are developed over time

Be patient, make an honest effort, and those around you will recognize your desire to improve



Don't make unrealistic comparisons

You will not have an identical experience to that of your peers; each student teacher, FE, school, and classroom/learning environment are different

Take these differences in stride and see them as the opportunity to grow



Be open to new experiences

Each school is full of opportunities, clubs, teams and activities

Don't be afraid to try something new or take initiative


MAKING THE MOST OF FE

STUDENT TEACHING POLICIES



SUCH AS:

- DRESS REQUIREMENTS
- CONFIDENTIALITY
- IMAGE & VIDEO USE
- ATTENDANCE / ABSENCES

 **ALL POLICY INFORMATION
AND DETAILS AVAILABLE IN
THE STUDENT TEACHING E-
HANDBOOK**

[ON THE ISA WEBSITE](#)

PROFESSIONAL ATTIRE

- ▶ **Dress as you would for a job interview.**
 - ▶ Confident. Comfortable. Professional.
- ▶ **Safer > sorry**
 - ▶ Don't let your clothes be something that your supervisor, CT, students/teachers/parents, or the school administration need to take note of (to you or to themselves).
 - ▶ Do not necessarily go by what your CT wears/suggests
- ▶ **Items not recommended to wear**
leggings, sweatpants, ripped pants, short-shorts, short dresses/skirts, baseball caps, hoodies, tank tops, or clothing that would not be acceptable in a school setting.
- ▶ **If you are unsure about what to wear, check:**
 - ▶ Your host school's website to see if they have an official dress code/policy.
 - ▶ Your host school's website or social media for what teachers from that school might be wearing in posted photos.
 - ▶ With your supervisor or placement coordinator.
 - ▶ With trusted (and honest) members of your personal support network.
 - ▶ Pinterest and blogs, for ideas and inspiration.

RESPECTING CONFIDENTIALITY

- ▶ As a student teacher and a future educator, **respect for confidentiality** is a cornerstone of your professional and ethical conduct
- ▶ Remember that you are entrusted with the safety and instruction of vulnerable minors
- ▶ Pay attention to how you speak about your field experience, to whom, and where
- ▶ **Posting information about your field experience on social media is not advised**
- ▶ **Under no circumstances should you engage with students on any form of social media**
 - ▶ [Qpat's social media recommendations for teachers](#) (link)

GENERAL GUIDELINES FOR IMAGES/VIDEO IN SCHOOLS

- ▶ During FE1, you are NOT permitted to photograph or record (video or audio), children and youth with whom you work during a field experience - whether in learning environment settings or any other context.

ATTENDANCE & ABSENCE

- ▶ B.Ed. Students need to complete a minimum of 700 hours in the field to receive their teacher certification. Your field experiences are carefully scheduled with this in mind.
- ▶ Students **must** attend their host school for the **full day** (as stipulated by the school schedule, regardless of their CT's schedule)
- ▶ Unexcused absences are **not permitted**; for excused absences (see below), the student must notify all parties (ISA, CT and supervisor) as soon as possible.
- ▶ **Excused absences – and whether they need to be made up – will be reviewed by the isa office on a case-by-case basis; confirmation of the make-up plan may be rendered closer to the end of the FE, when the full context and total amount of missed days are better known.**

NEW ABSENCE NOTIFICATION FORM

- Students undergoing a Field Experience must use the new **absence notification for field experiences/internships form** on the ISA website to submit their absences to the ISA office.
- Take note that students are required to notify the isa office of all absences for the duration of their field placement.
- Before submitting this form, please take note of the following:
 - You must still notify your co-operating teacher(s) and field supervisor of your absence(s). Your field supervisor will also receive an automatic notice of your absence upon the submission of the form.
 - Per the isa's absence policy, all missed time in the field must be made up, with some exceptions. Your placement coordinator will keep track of your field-related absences and notify you towards the end of your field placement how much time must be made up and your new end date.
 - Any illness-related absences lasting longer than 2 days will require a valid medical note which should be submitted to your placement coordinator via placements.education@mcgill.ca
- Students will need to log in with their McGill e-mail address and password to access the form (click on login on the yellow bar at the top of the page).

FAQs: COVID-19 & Student Teaching

Placement Dates & Contacts

Placement Process

Mentoring Team

Course Outlines

Student Teaching e-Handbook

1. Student Teaching Policies

***NEW* Report a Field Placement Absence!**

Withdrawal / Dismissal

Appeal of a Field Experience/Internship Grade

Grading

2. Student Teacher Resources

3. Professional Competencies

4. Placements

5. Teaching Awards

6. Feedback

You must [login](#) to view this form.

Absence Notification for Field Experiences/Internships

Students undergoing a Field Experience or Internship must use the below form to submit their absences to the ISA office. Take note that students are **required** to notify the ISA office of any and all absences for the duration of their field placement. Before submitting this form, please take note of the following:

- You must still notify your Co-operating Teacher(s) of your absence(s). Your Field Supervisor will receive an automatic notice of your absence upon the submission of this form.
- [Per the ISA's absence policy](#), all missed time in the field must be made up, with some exceptions. Your Placement Coordinator will keep track of your field-related absences and notify you towards the end of your field placement how much time must be made up and your new end date.
- Course conflicts with a field placement will not be grounds for an excused absence from the field.
- Any absences lasting longer than 2 days will require a valid medical note which should be submitted to your Placement Coordinator via placements.education@mcgill.ca

WHERE TO FIND ABSENCE NOTIFICATION FORM

- ▶ As per the ISA office's [policy on exam conflicts during a field experience](#), if you have one or more exams scheduled during your FE1 and/or will be writing the EETC in April/May, please notify your placement coordinator with the names of the courses and the dates of their availability windows BEFORE your FE1 begins.
 - ▶ You will also be expected to notify your cooperating teacher and field supervisor of this planned absence once you have their contact (email) information or on the first day of your FE1.
- ▶ Each exam will only result in the maximum of one (1) day's absence from the field, no matter the length of the exam's availability window, and may result in no permitted absences if the exam's availability window is mostly during the weekend.
 - ▶ Students are not permitted to be absent the day before a scheduled exam to study.
- ▶ As noted in the aforementioned policy, in general "students do not need to make up any day(s) missed due to McGill exams.". However, student teachers may be asked to make up an exam day depending on how many days they missed.

EXAMS DURING FE1





ASSESSMENT & EVALUATION

ASSESSMENT PROCESS

- ▶ Assessment starts as of **minute one**. Your professional demeanor and interactions with everyone at school are assessed.
- ▶ Supervisor and CT report back to the ISA **using the assessment forms that ISA provides**
- ▶ Qc's ministry of education has created **professional competencies (PCs)** for the teaching profession
- ▶ Evaluation forms used by your CT and McGill field supervisor are based on these PCs
- ▶ FEs do not have “final exams”
- ▶ FEs are graded pass/fail ([more info available on the ISA website](#))

Summative

- Your final evaluation
- Determines if student will move on to FE2.
- Usually jointly completed by CT & SV
- **Must be submitted to ISA upon completion**

FE1 Action Plan

- To be used in FE2
- Student Teachers are encouraged to use their assessments/reports, and Professional Seminar self-assessments to inform the creation of their Action Plan. (The PS self-assessment does NOT need to be submitted to the CT or Supervisor.)

TYPES OF ASSESSMENTS (FE1)



PROFESSIONAL COMPTENCIES





- ▶ 2021 update of the *Reference Framework for Professional Competencies for Teachers* is now available online!
- ▶ Includes **13 new professional competencies**
- ▶ New Framework is being integrated into the B.Ed. programs, including Field Experience assessments, beginning in Fall 2021 (pilot year)
- ▶ Introduces **levels of competency acquisition** to ascertain the development of professional competencies throughout a teacher's career, including during their teacher education

NEW PROFESSIONAL COMPETENCIES

	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.

PROFESSIONAL COMPETENCY EVALUATION GUIDE FOR STUDENT TEACHING

Table 1: Summary table of the 13 core professional competencies of teachers

 TWO FUNDAMENTAL COMPETENCIES	
Competency 1	Act as a cultural facilitator when carrying out duties
Competency 2	Master the language of instruction
 AREA 1: Six specialized competencies central to working with and for students	
Competency 3	Plan teaching and learning situations
Competency 4	Implement teaching and learning situations
Competency 5	Evaluate learning
Competency 6	Manage how the class operates
Competency 7	Take into account student diversity
Competency 8	Support students' love of learning



AREA 2: Two competencies underlying collaborative professionalism

Competency 9	Be actively involved as a member of the school team
Competency 10	Co-operate with the family and education partners in the community



AREA 3: One competency inherent in teachers' professionalism

Competency 11	Commit to own professional development and to the profession
---------------	--



TWO CROSS-CURRICULAR COMPETENCIES

Competency 12	Mobilize digital technologies
Competency 13	Act in accordance with the ethical principles of the profession

Table 2: Level of competency acquisition through ongoing professional development

The 13 competencies	INITIAL TEACHER EDUCATION AT UNIVERSITY		ONGOING EDUCATION	
	Before initial teacher education	By the end of initial teacher education	Upon entry into the profession	Over the course of a teaching career
FUNDAMENTAL COMPETENCIES				
C1	○	●	●	■
C2	◐	●	●	■
AREA 1: Competencies central to working with and for students				
C3		●	●	■
C4		●	●	■
C5		●	●	■
C6		●	●	■
C7	○	◐	●	■
C8		◐	●	■
AREA 2: Competencies underlying collaborative professionalism				
C9		◐	●	■
C10		○	●	■
AREA 3: Competency inherent in teachers' professionalism				
C11		○	●	■
CROSS-CURRICULAR COMPETENCIES				
C12	◐	●	●	■
C13	○	◐	●	■

Legend

- Beginning of competency acquisition
- ◐ Competency partially mastered
- Competency mostly mastered
- Competency fully mastered

FUNDAMENTAL COMPETENCIES <i>Compétences fondatrices</i>				
COMPETENCY <i>Compétence</i>	DEFICIENT <i>Déficiente</i>	EMERGING <i>Émergente</i>	PROFICIENT <i>Performante</i>	EXCEEDING <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>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C2 Master the language of instruction <i>Maîtriser la langue d'enseignement</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FEEDBACK RELATED TO THE LEARNING/LESSON PLAN <i>Commentaires concernant le plan d'apprentissage</i>				
FEEDBACK RELATED TO THE ACTIVE TEACHING OF THE LEARNING/LESSON PLAN <i>Commentaires concernant l'enseignement du plan d'apprentissage</i>				

► For pcs to be **mostly mastered by the end of teacher education** (C1-6, 12):

- **Deficient:** not at all mastered; consistently does not meet expectations
- **Emerging:** mastery is developing; demonstrates expectations with some needed improvements
- **Proficient:** mostly mastered; demonstrates expectations
- **Exceeding:** fully mastered; exceeds expectations

EVALUATION OF PCS IN ASSESSMENTS & REPORTS

COMPETENCY <i>Compétence</i>		Is the competency acquisition to an appropriate level, given the current stage of their professional development? <i>L'acquisition de la compétence est-elle à un niveau approprié, compte tenu de l'étape actuelle de leur développement professionnel ?</i>
COMPETENCIES CENTRAL TO WORKING WITH AND FOR STUDENTS <i>Compétences au cœur du travail fait avec et pour les élèves</i>		
C7	Take into account student diversity <i>Tenir compte de l'hétérogénéité des élèves</i>	<input type="text"/>
C8	Support students' love of learning <i>Soutenir le plaisir d'apprendre</i>	<input type="text"/>
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>	<input type="text"/>
FEEDBACK RELATED TO THE LEARNING/LESSON PLAN <i>Commentaires concernant le plan d'apprentissage</i>		
FEEDBACK RELATED TO THE ACTIVE TEACHING OF THE LEARNING/LESSON PLAN <i>Commentaires concernant l'enseignement du plan d'apprentissage</i>		

► For pcs to begin to acquire (C10, 11) or partially master (C7-9, 13):

► Yes or no

► C9-11 only evaluated in interim and summative reports

EVALUATION OF PCS IN ASSESSMENTS & REPORTS



SUCCESS IN FE1

SUCCESS IN FE1 ...

- **Be punctual and responsible;** you arrive when the teacher arrives, not the students; submit documents on time; respond to emails ASAP
- **Leave your electronic devices safely stowed away;** do not text, do not check your e-mail nor use your cell phone in the classroom
- **Maintain an appropriate professional distance** with students, your CT and other school staff
- As a member of the school/class community, **be courteous, respectful and engaged**
- **Stay on good terms and in touch with your host school;** this is a great opportunity to start networking in your field or get leads on part-time/summer jobs! Education is a small community in Montréal...



Reflection

One of the most important tools for new and experienced teachers alike.

Consider a different perspective on your lessons and methods.



Ask Questions

Now is your time to learn and make mistakes.

Rely on your mentors for support.



Be open, be flexible

Incorporate feedback and suggestions from mentors.

Feedback is integral to your continued improvement

MAKING THE MOST OF FE

AVOIDING & HANDLING ROADBLOCKS

- ▶ **Don't allow small problems to turn into big ones**
- ▶ If you do encounter a problem/issue:
 - ▶ Refer to the student teaching e-handbook
 - ▶ Communicate with your CT and clarify the problem/issue/miscommunication
 - ▶ Communicate with your supervisor and ask for guidance about how to proceed
 - ▶ If you cannot resolve the issue through these methods, communicate with your placement coordinator



**A FINAL
WORD...**



- ▶ We only know if/what/when you tell us!
- ▶ Quality placements are important to ISA, the Faculty, and the overall profession
- ▶ If attempts to resolve individually prove unsuccessful, notify ISA immediately of any placement issues in the field
 - ▶ With CT and/or Supervisor
 - ▶ The sooner, the better!
- ▶ Share positive experiences too! 😊

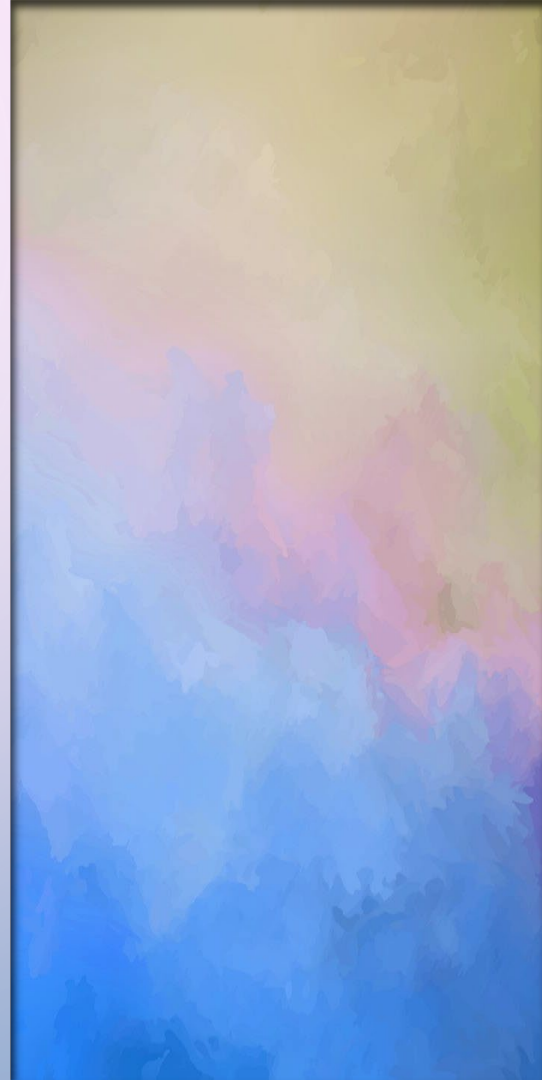
**WE RELY ON YOUR
ENGAGEMENT AND FEEDBACK!**

▶ Please direct all questions via chat to the moderators.

▶ **Other questions?**

▶ placements.education@mcgill.ca

Q&A SESSION



Thank you!

placements.education@mcgill.ca

