

# Welcome to your Pre-FE2 Orientation



**Presentation given by**

**The ISA Team**

**May 4, 2021**



# 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 Anishinabeg 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](http://www.mcgill.ca/isa)) website.

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

**You are supported  
at McGill.**

# Meet the ISA Team



**Dr. Lisa Starr**

Director



**Mitchell Miller**

Officer



**Lara Franko**

Career Advisor



**Sabrina Bruno**

Wellness Advisor

## Meet the ISA Team



**Annie Baldessari**

Placement  
Coordinator



**Jenna Prigioniero**

Placement  
Coordinator



**Gaby Ohayon**

Placement  
Coordinator

# Meet the ISA Team



**Yasmine Zein**

ISA Administrator



**Pat Beauregard**

Administrative &  
Student Affairs  
Coordinator



**Debra Taylor**

Administrative &  
Student Affairs  
Coordinator

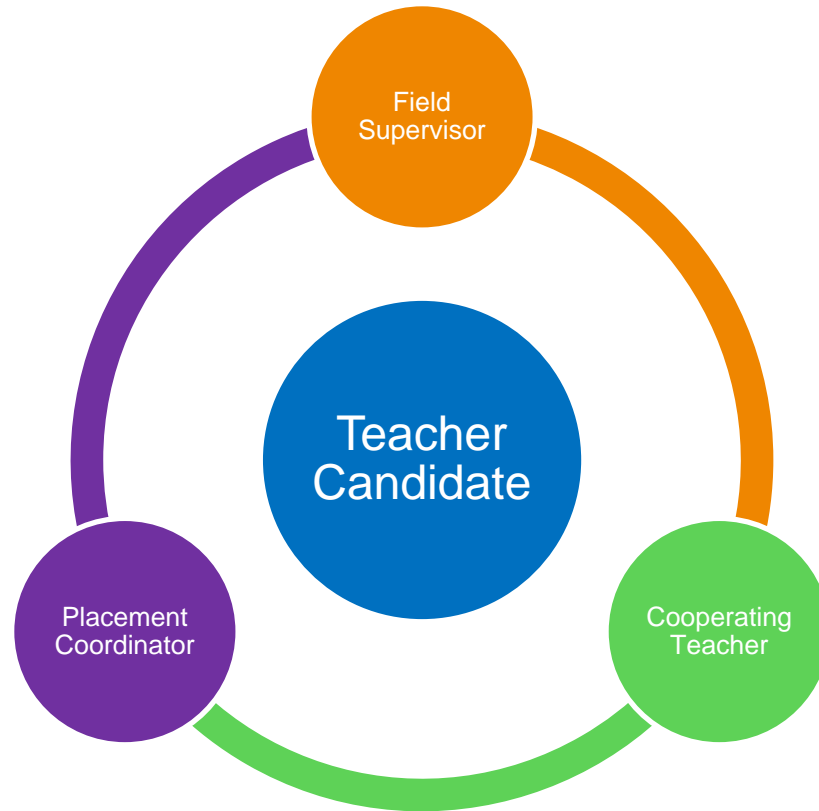


**Katherine  
Spandidakis**

Student Recruitment  
Associate

**You are supported in  
the field.**





# Role of the Teacher Candidate

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- 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

# Role of Co-operating Teacher (CT)

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- Your teaching partner, gracious host, and mentor
- Teaching will be a team effort
- Provide frequent (almost daily) support and periodic formal assessments

## CT presence in classroom:

- You should rarely be left alone in the classroom and:
  - Should never be left alone for entire day
  - Should never be used as a substitute teacher

**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

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- A 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

# Types of Supervision

(During COVID-19 Period)

## IN-PERSON

Supervisor is present in the classroom while you are teaching

## SYNCHRONOUS REMOTE

Supervisor observes in real time via Webex or Zoom

## ASYNCHRONOUS REMOTE

Supervisor observes a video recording via secure upload

**IMPORTANT:** Remote supervision requires consent for the Teacher Candidate, Cooperating Teacher, Field Supervisor and, in some cases, Parents. Consent forms are available in the Student Teaching e-Handbook.

# Role of Placement Coordinator

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- 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](mailto:placements.education@mcgill.ca)

**NEW COVID-19  
ADAPTATIONS &  
GUIDELINES**

# Government of Quebec Guidelines for Schools

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Please review these sites carefully.  
They have the most recent  
information published by the  
Government of Quebec.  
Information is updated regularly.

- [Organization of Educational Activities in 2020-2021 \(COVID-19\)](#)
- [Quebec's Back-to-school plan](#)
- [Coronavirus disease \(COVID-19\) in Québec](#)



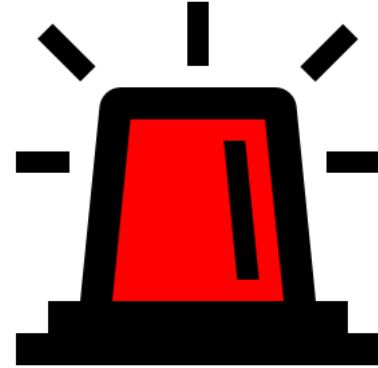
## Level 4: Maximum Alert (Red)

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Majority of schools remain open

Alternating in-person and remote attendance (presence in school one out of two days) is required for students in Secondary III, IV and V.

Essential travel between zones for McGill Teacher Candidates, like teachers, is permitted for field placements in schools



Any school closures are on a case-by-case basis with any decisions made between the Ministry of Education, public health authorities and school boards.

**!** Please note that the ISA does not receive early notice of government decisions, and we respond to any announcements as they are made.

# Procedural Masks & Face Coverings: **Preschool & Elementary**

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- In **RED ZONES**, all Elementary 1 to 6 students are required to wear a pediatric masks at all times
- Educational institutions are responsible for distributing pediatric and procedural masks at the elementary level.
- At the preschool level, students are not required to wear a face covering.

## Procedural Masks & Face Coverings: **Secondary**

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- In **RED ZONES**, all students in secondary school must wear a procedural mask when in classrooms, when circulating in the school and on school grounds, and when using school transportation
- Two procedural masks are provided per day by the school service centre or school board
- Students with a condition that prevents them from wearing a face covering or procedural mask securely are exempted from this requirement.

# School Staff

(includes McGill Teacher Candidates and Field Supervisors!)

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- In elementary and high schools,
  - Wearing a procedural mask is mandatory in common areas, in rooms used by staff, on school grounds and when moving around the school.
  - Wearing a procedural mask is NOT mandatory in a stable class group if the teacher remains 2 metres away from students.
- In preschool (Kindergarten for 4-year-olds and 5-year-olds),
  - Physical distancing is not required between students and teachers. However, personal protective equipment is mandatory

**If McGill field supervisors and students are required to pay for procedural masks out of pocket, reimbursement is available.**

# PPE Reimbursement

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You are only eligible to request reimbursement for PPE if the school is not providing these to Teacher Candidates.

Reimbursement can only be provided if original receipts/proof of payment is provided.

The maximum to be requested per Teacher Candidate is \$105 plus taxes (3 boxes of \$35 plus taxes).

 **Full reimbursement instructions available on the ISA website**

# Vaccination of Teacher Candidates during a Placement

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**Teacher Candidates ARE currently eligible for vaccination.**

Letters of Attestation were sent to all FE2 students on April 16. The vaccination centre may also require you to have a letter from your host school, which you can request when you know your placement details / are in contact with school admin.



# Google Classroom (EMSB)

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If you are placed at a school within the **ENGLISH MONTREAL SCHOOL BOARD (EMSB)**:

You will need to **request a Google Classroom account from your Cooperating Teacher (CT) or school principal** at the beginning of your placement.



# COVID-Related Absences

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- If you are showing flu-like symptoms, please call 1-877-644-4545 immediately and isolate yourself from others. Based on your symptoms and travel history, a health care professional will advise you on the best course of action.
- Based on the instructions received from Info-Santé, you may be required to self-isolate for a certain period and/or get tested.
- McGill students and employees should also consult the [COVID-19 self-declaration form and procedures](#).
- **Complete the [Confirmation of Illness for Field Placements form](#) and send to your Placement Coordinator.**
- Follow all school and school board protocols as required.



# Quarantining During a Placement

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- Provided the constraints of the term allow, **additional time will be added** to your current placement to provide you with as much time in schools as possible to develop as an effective teacher.
- Please note that the Quebec Ministry of Education requires a minimum of 700 hours of successful student teaching by the completion of a teacher education program (B.Ed. or MATL) in order to be recommended for the Brevet.
- If you have quarantined as a result of a positive test for COVID-19, schools may require you to present a negative test before re-entering the school.
- It is possible that a prolonged absence may result in a field placement having to be **retaken at a later date**.

# **TEACHER CANDIDATE STANDARDS & GUIDELINES**

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

New guidelines for professionalism in the program and in the field

**Need to submit ISA's Acknowledgement Statement form to gain access to placement details (when available)**

**[mcgill.ca/isa/student/principles](https://mcgill.ca/isa/student/principles)**

# Guiding Principles\*

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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

\* Replaces the *Code of Conduct for Teacher Candidates*

# Student Rights & Responsibilities

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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](#)

# Student Teaching Policies

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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](#)**

## Commitment to Safe Spaces

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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.

**FE2**



# What you've done so far...

## Field Experience 1

- An introduction to schools, students, teaching, and the education community
- Learning from observing

# What's coming up...

## Field Experience 2

- An introduction to classroom teaching
- Transition from observing to planning and teaching learning activities
- Experiencing school routine and culture

- Your presence is required for 3 weeks total
  - Monday - Friday
- Activity, lesson, and learning plans are to be submitted **before** the lesson
  - Templates available on ISA website
- Notify your Placement Coordinator, CT, and Supervisor of any absences
- Case-by-case evaluation of absences and makeup days. **Do not book vacations!**
- Above all else, professionalism is key

## FE2 Specifics

 **Read detailed  
breakdown on the  
ISA website**

## FE2 Weekly Breakdown

**1**

Observe and shadow (for 1-2 days)  
Learn classroom and school routines  
Plan and create small group learning activity  
Assist in classroom activities

**2**

Lead learning activity with small group  
Maintain classroom and school routines  
Plan full, collaborative lesson with CT  
Become involved in ECAs

**3**

Team teach full class lesson with CT  
Maintain classroom and school routines  
Maintain involvement in ECAs  
Summative report

# After FE2...

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## Field Experience 3

- 15 week experience (with concurrent classes 1 day/week)
- Gradual transition from observation to co-teaching with CT to independent teaching
- From observation to 60% of workload (min.)
- Introduction to a realistic teaching schedule

## Field Experience 4

- Brief opportunity for observation
- Transition from co-teaching with CT to independent teaching
- Daily teaching experience, 100% workload coverage

## FE3 Continuation Requests (OPTIONAL)

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- Can request to continue FE2 placement (same host school AND same Co-operating Teacher) for FE3 in a subsequent Fall term.
  - Different CT, if paired and both want to continue
- CANNOT do if:
  - FE2 was completed in an alternative school or program
  - FE1 & FE2 were completed in the same host school
- **Student Teachers must advise the Co-operating Teacher** of their intent to request a continuation prior to completing this form. The Co-operating Teacher will receive an automatic notification when this form is submitted.
- The Internships & Student Affairs (ISA) Office will communicate with the host school administration to validate any continuation request. The ISA **does not guarantee** that we will be able to fulfill requests in all cases and requests are subject to approval by the host school administration.

 **Learn more & access the form:** <https://www.mcgill.ca/isa/fe3cont>

# 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](#)

# Attendance & Absence

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- B.Ed. students need to complete a minimum of 700 hours in the field in order 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.



# Respecting Confidentiality

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- 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

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- Currently, remote supervision allows for the recording of school activities but only for the purpose of assessment.
- You must obtain consent for any synchronous or asynchronous assessment. Plan ahead if this is applicable to you during FE2.
- Aside from assessment purposes only, 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.

# **ASSESSMENT & EVALUATION**

# Evaluations in FE2

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- Assessment forms completed by CT and SV
- Increase in evaluations from FE1 to FE2
- It is the responsibility of student teachers to track and save all of their evaluations
- It is the right of the student teacher to request detailed and constructive feedback

## Types of Assessments

1. Week 1 Report
2. Formative (2)
3. Summative
4. Record of Early Concern (REC), if being used

# Types of Assessments

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## Week 1 Report:

- Completed by CT & SV
- Report is an assessment of your progress after one week
- Based on observation and explicit examples
- To be retained and tracked by student teachers

## Formative (2 total)

- Observation: evaluation of your lesson plan
- Post-observation: evaluation of your lesson as it is delivered
  - Comments section
- To be retained and tracked by student teachers

## Summative

- Your final evaluation, completed *after* week 3
- Determines if you will continue to FE3
- Can be completed by CT & SV together, or individually
- **Must be submitted to ISA upon completion**

## Record of Early Concern (REC)

- Compares progress with expected competency development
- Co-created to ensure your development
- **Not** a punitive measure

# Evaluation Forms

## Why they matter:

- Your improvement and growth
- Job interviews
- Teaching portfolio
- Teacher certification in other provinces
- Archiving, statistics, and informing ISA policies

## Your responsibility:

- Review your feedback
- Ask for clarity
- Track and save all assessments
- Ensure interim and summative were submitted
- Following up on missing forms

**SUCCESS IN FE2**

# Tools for Success in FE2

## 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.

*Will be expanded on in your Professional Seminar course!*



## Success in FE2...

- Developing professional relationships with students and staff
- Continuously assessing students' strengths and needs
- Ability to control and manage group
- Teacher voice that is confident, loud, welcoming
- Make use of multiple teaching strategies
- Lessons/activities that are:
  - Cooperative
  - Interactive
  - Creative
  - Engaging
  - Well-timed
  - Effectively using technology/visual aspects
  - Appropriately considerate of diverse learners

# Avoiding & Handling Roadblocks

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- Don't allow small problems to turn into big ones
- If you do encounter a problem/issue:
  - Refer to the 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

**HEALTH & WELLNESS**

# Sabrina Bruno

Local Wellness Advisor,  
Faculty of Education



## Tips to Maintain Your Wellness

- Reflect on the aspects of wellness that are most important to you
- Prioritize your needs and find balance where you can





## Wellness Resources

### Need a One-on-One Appointment?

Education students can book one-on-one appointments with Sabrina online via the ISA website: [mcgill.ca/isa/wellness](https://mcgill.ca/isa/wellness)

### Student Wellness Hub

For all additional programming that targets student wellness: [mcgill.ca/wellness-hub](https://mcgill.ca/wellness-hub)

**A FINAL WORD...**

# We rely on your engagement and feedback!

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- 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! 😊

# Q&A Session

Please direct all questions  
via chat to the moderators.



**Thanks!**

**Other questions?**  
**[placements.education@mcgill.ca](mailto:placements.education@mcgill.ca)**