



## TAKE NOTE!

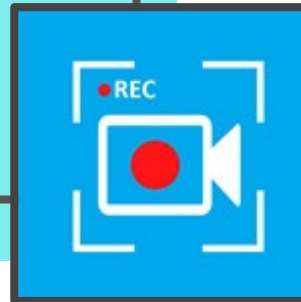


The following presentation was accurate at the time of creation.

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.

# Welcome to your Pre-IN2 Orientation



**Presentation given by**

**The ISA Team**

**September 7, 2023**

# IN2 Dates

**Monday September 11<sup>th</sup> – Friday November 24<sup>th</sup> (Monday-Friday)**

As with our student teachers, please remain available for **up to one week** following the internship for any extensions or to resolve performance issues

Students are required to attend their placements during McGill's Reading Week.





# Land Acknowledgement

“McGill University is on land which long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous peoples whose footsteps have marked this territory on which peoples of the world now gather.”

## **IN2 Placement Details**

IN2 Details have been released. Please consult e-mail sent by ISA Office to your McGill e-mail for more information. If you have any questions about your placement, please reach out to your Placement Coordinator.

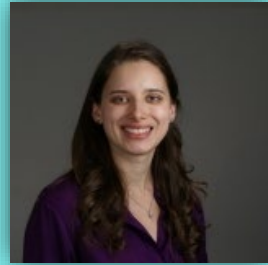
**You are supported  
at McGill.**

# Meet the ISA Team



**Yasmine Zein**

ISA Manager



**Annie Baldessari**

Internships  
Administrator



**Marysa Maruca**

Placement  
Coordinator



**Anurag Dhir**

BA Internships  
Administrator

## Meet the ISA Team (cont.)



**Gaby Ohayon**

ISA Administrator



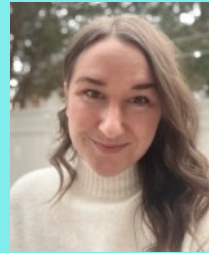
**Pat Beauregard**

Administrative &  
Student Affairs  
Coordinator



**Debra Taylor**

Administrative &  
Student Affairs  
Coordinator



**Marie-Eve  
Couture**

Wellness Advisor



**Lara Franko**

Career Advisor



**Katherine  
Spandidakis**

Student Recruitment  
Associate



# MATL Program Coordinator



**Stella-Marie Paradisis**

Graduate Program Coordinator  
(MATL & Grad Certificates)

[matl.education@mcgill.ca](mailto:matl.education@mcgill.ca)

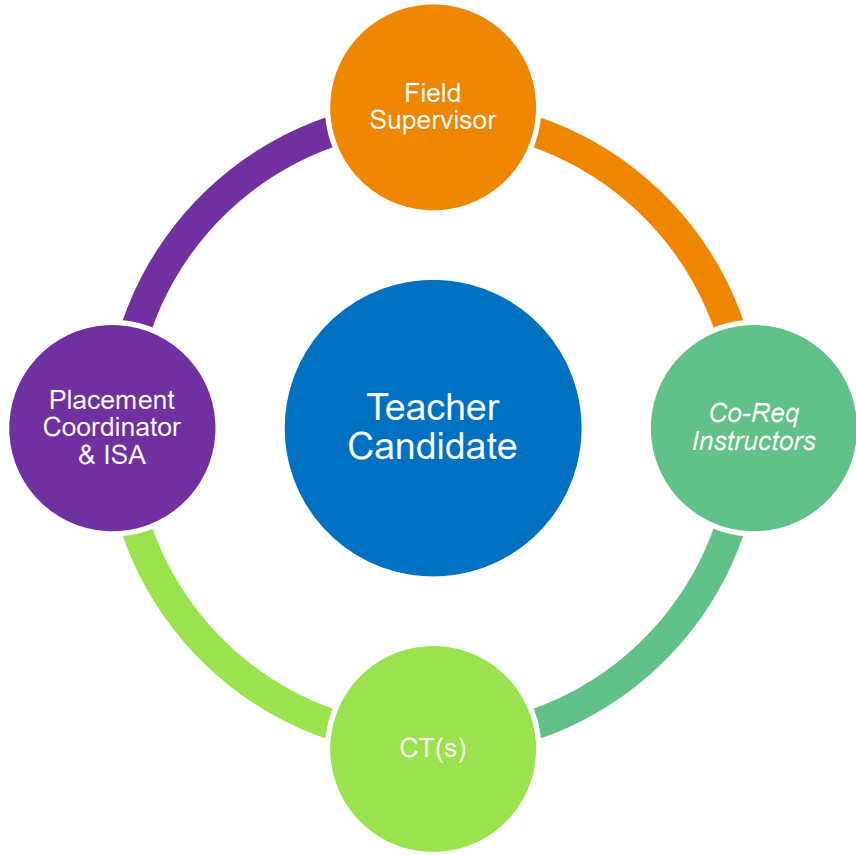
Please contact Stella for assistance with and/or questions about:

- Academic Advising
- Course Registration
- Program Requirements

Please contact your Placement Coordinator for assistance with and/or questions about:

- Placement Process & Placement Form
- Internship Contracts
- Issues during a Field Placement

**You are supported in  
the field.**



# Role of the Teacher Candidate

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- Your IN 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 develop your professional competencies by lesson planning and teaching, and responding to feedback throughout your IN
- 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 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)

# 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 **CAN** be left alone in the classroom but:
  - Should **never** be left alone for entire day
  - Should **never** be used as a substitute teacher **without going through proper procedures...**

**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
  - Virtual or in-person observations and feedback sessions
- Beyond pedagogy, supervisors are there to support your **overall growth** as teachers

# Types of Supervision

Exact type(s) you will have should be discussed with your Supervisor and will depend on context and capacity!

## IN-PERSON

Supervisor is present in the classroom while you are teaching

**\*ISA is prioritizing in-person supervision for the Fall 2023 term**

## SYNCHRONOUS REMOTE\*

Supervisor observes in real time via Webex or Zoom

**\*\*Remote supervision has been reserved for exceptional circumstances that have been pre-approved by ISA.**

## 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.



# \*NEW\* Consent Forms

- All students are expected to complete a Teaching Episode Consent form at the beginning of the field experience.
- It's important to communicate with the co-operating teachers even if a Field Supervisor does not plan on conducting remote assessments during the placement, in case unforeseen circumstances arise (e.g. inclement weather, illness, etc.) that would necessitate an assessment be conducted virtually.

If necessary: A parental Authorization form is now available in English and French and can be found in the *Student Teacher Resources* of the E-Handbook

 **McGill**  
Internships and Student Affairs / Stages et affaires étudiants

Autorisation pour la prise de photos, l'enregistrement audio et vidéo ou la reproduction de documents

Madame, Monsieur,  
Dans le cadre de ma formation, je dois réaliser des travaux universitaires qui peuvent nécessiter l'enregistrement de séquences d'enseignement et la présentation de productions réalisées par les élèves. Ceci me permet d'analyser ma pratique afin de développer mes compétences professionnelles. Les documents recueillis seront utilisés seulement dans le contexte universitaire aux fins de ma formation et conservés dans les limites de temps prévu pour mon évaluation (jusqu'à un an au maximum).  
Sachez que toutes les mesures seront prises afin de respecter la confidentialité des informations relatives aux élèves. Seules les personnes impliquées dans ma formation auront accès au matériel recueilli.  
Votre autorisation constitue un aspect important aux dispositifs de formation visant à mieux comprendre les situations réelles vécues en milieu d'enseignement. Je vous remercie de votre précieuse collaboration.


**Identification du stagiaire**  
Nom : \_\_\_\_\_  
Prénom : \_\_\_\_\_  
Stage : \_\_\_\_\_  
Ecole : \_\_\_\_\_  
Signature : \_\_\_\_\_

**Section à remplir par les parents ou l'élève âgé de 14 ans ou plus**

**Identification de l'élève**  
Nom : \_\_\_\_\_  
Prénom : \_\_\_\_\_

**Par la présente, j'autorise :**

• la prise de photos,	<input type="radio"/>	<input type="radio"/>
• l'enregistrement où l'élève apparaît (visuellement ou auditivement)	<input type="radio"/>	<input type="radio"/>

 **McGill**  
Internships and Student Affairs / Stages et affaires étudiants

Authorization for photography photos, audio and video recording or reproduction of documents

irrevocably and unconditionally waive any and all remedies, rights and claims of any nature whatsoever against the Intern and/or McGill University that may arise from the exercise of this authorization including any and all claims of defamation, damages and invasion of privacy.

grant this authorization free of charge.

agree that this authorization is valid for the duration of the trainee's training.

acknowledge that I have read and understand the meaning and scope of the present authorization, which will be governed by the laws applicable in the province of Quebec (Canada).

declare that I am the parent or guardian of the above-named student and certify that this authorization is signed with my full consent and approval and that no other signature or authorization is required in order to make this authorization valid and binding.

\_\_\_\_\_  
Name of parent, guardian or student

\_\_\_\_\_  
Signature of parent, or student

\_\_\_\_\_  
Date

# 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

**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](#)**

## 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.

## **\*NEW\*** La Loi visant à assurer la protection des stagiaires en milieu de travail

- As of **August 24, 2022**, this new law will give student teachers rights equivalent to those provided for in the Act respecting labour standards with respect to short-term leave and psychological or sexual harassment.
- Amended policies can be viewed in the [Student Teaching e-Handbook](#)
  - Amended policies have been marked **\*NEW\***

# 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 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 McGill ID number]

Program [include program name and concentration]

Current Placement [include the placement you are currently completing, e.g. IN1]

Preferred Pronouns: [Insert preferred pronoun]

### McGill University / Université McGill

Faculty of Education / Faculté des sciences en éducation

T: [insert phone number, if desired] | E: [insert McGill e-mail address]



McGill University is on land which long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

## External

### First/Preferred Name & Last Name

Program [Include name and Concentration]

Preferred pronouns: [Insert Preferred pronoun]

### McGill University / Université McGill

Faculty of Education / Faculté des sciences en éducation

T: [phone number, if desired] | E: [Insert McGill e-mail address]



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**How to create signature on Outlook:** <https://support.microsoft.com/en-us/office/create-and-add-an-email-signature-in-outlook-com-776d9006-abdf-444e-b5b7-a61821dff034>

# Student Teaching Policies

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Such as:

- Dress requirements
- Confidentiality
- Image & Video Use
- Attendance / Absences
- Substitute Teaching

 **All policy information and details available in the Student Teaching e-Handbook [on the ISA website](#)**

# “Professional” Attire

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- **Dress as you would for a job interview.**
  - Confident. Comfortable. Professional.
- **Use your professional judgment about what to show/cover** (e.g. visible tattoos, piercings)
  - Be prepared to have constructive discussions if addressed by school staff
- **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

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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 IN2.
- **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.**

# Substitute Teaching in IN2

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Given the current needs of schools, the ISA is prepared to ***exceptionally authorize*** McGill Teacher Candidates in IN2 to substitute for their Co-operating Teacher in the event of their CT's absence under specific conditions, such as:

- You, the CT, and the School Admin all provide consent/endorsement
- The ISA provides authorization via an official letter
- You are hired and remunerated by the school/board as a Sub. Teacher
- You can sub for 5 days/32 hours max.
- You self-report all subbing to the ISA

**You should not sub until you receive authorization and are hired!**



**Complete details on conditions & procedures available [on the ISA Website](#)**

# Attendance & Absence

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- MATL students need to complete a minimum number of hours in the field in order to receive their teacher certification. Your Internships 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/how they need to be made up – will be confirmed by your Placement Coordinator and align with the posted policies on the ISA website.**

# \*NEW\* Absence Notification Form

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- Students undergoing an 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 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) 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 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](mailto: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).



# Where to Find Absence Notification Form

The screenshot shows the McGill University website's navigation structure. At the top, the McGill logo and 'Internships & Student Affairs' are visible. A search bar is present. Below the navigation bar, the breadcrumb trail reads: Home / Student Teaching / Student Teaching e-Handbook / 1. Student Teaching Policies. A yellow alert box states: 'You must login to view this form.' The main heading is 'Absence Notification for Field Experiences/Internships'. The introductory text states: '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:'. A list of three bullet points follows, detailing notification requirements. The left sidebar contains a table of contents for the 'Student Teaching e-Handbook', with '1. Student Teaching Policies' expanded to show sub-items: 'NEW\* Report a Field Placement Absence!', 'Withdrawal / Dismissal', 'Appeal of a Field Experience/Internship Grade', and 'Grading'. The 'NEW\*' item is circled in blue. The 'login' link in the alert box is also circled in blue.

McGill | Internships & Student Affairs  
Faculty of Education

Quick Links ▾

Search 🔍

Home / Student Teaching / Student Teaching e-Handbook / 1. Student Teaching Policies

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

# PED Days & Snow Days

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- Student teachers are required to attend PED days at their host school, unless the CT/Admin informs the student teacher that he/she is not invited
  - In the case of a student teacher either attending a PED day or *not* being invited to attend a PED day, neither need to be made up at the end
- Snow days that cause a school to be closed need not be made up by the student teacher provided they are not in excess of 2 days
  - For closures in excess of 2 days, please refer the situation to your Placement Coordinator

**IN2**

**WORKLOAD & ASSESSMENT**

- Your final placement!
- Your presence is required for **11 weeks** total
  - Start and end dates may vary for students on contract. Contact your Placement Coordinator if you are unsure.
- Student Teachers will be responsible for a minimum of **85% of a full-time teaching workload** and for developing all 13 Professional Competencies (PCs).
- Professionalism is key!
- Activity, lesson, and learning plans are to be submitted **before** the lesson
  - Templates available on ISA website

## IN2 Specifics

 **Read detailed breakdown on the ISA website**

# WORKLOAD

 **Overview of weekly recommended tasks/workload available [on the ISA website](#)**

## **What is a teaching workload?**

- Active teaching, *and more!*
- Classroom preparation
- General school responsibilities

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## **How to calculate workloads?**

- Not an exact science
- TBD between CT, SV, and Teacher Candidate
- Based on CT workload
- Variation and discrepancy may occur based on a number of factors
- Should not be lower than recommended targets

# Evaluations in IN2

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- Assessment forms completed by CT and SV
- 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. Weekly Check ins
2. Formative Assessments (4)
3. Interim Report (1)
4. Summative Assessment (1)
5. Competency Improvement Plan (CIP), if needed

# IN2 Workload / Assessment Schedule

## Weeks 1-3

Gradually take on solo teaching, progress to a min. 50% workload by week 3

Introductory Meeting  
Formative #1

## Weeks 4-10

85-100% teaching workload  
(Plan, implement, evaluate, manage class)

Formatives #2-4  
Interim

## Week 11

Transition class back to CT

Summative  
Action Plan

\*STs on contract have similar expectations and assessments; however, workload progression is different.

[Workload & Assessment Schedule IN2 \(on contract\)](#)

# 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



# Action Plan / Self-Assessment

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**ACTION PLAN** is to be completed at the end of the placement and shared at the outset of your following placement

**SELF-ASSESSMENT** is completed in your Professional Seminar and does **NOT** need to be submitted to your Supervisor or CT.

The self-assessment can help inform your Action Plan.

# PROFESSIONAL COMPTENCIES

# 13 Professional Competencies

- 2021 update of the *Reference Framework for Professional Competencies for Teachers* is now [available online!](#)
- Includes **13 new professional competencies**
- Introduces of **levels of competency acquisition** to ascertain the development of professional competencies throughout a teacher's career, including during their teacher education



# 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
<b>FUNDAMENTAL COMPETENCIES</b>				
C1	○	●	●	■
C2	◐	●	●	■
<b>AREA 1: Competencies central to working with and for students</b>				
C3		●	●	■
C4		●	●	■
C5		●	●	■
C6		●	●	■
C7	○	◐	●	■
C8		◐	●	■
<b>AREA 2: Competencies underlying collaborative professionalism</b>				
C9		◐	●	■
C10		○	●	■
<b>AREA 3: Competency inherent in teachers' professionalism</b>				
C11		○	●	■
<b>CROSS-CURRICULAR COMPETENCIES</b>				
C12	◐	●	●	■
C13	○	◐	●	■

### Legend

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

# Evaluation of PCs in Assessments & Reports

- Evaluators provides indication of where you are in terms of **demonstration of expected level of acquisition of each PC**
  - Keeping the placement level in mind
- Detailed feedback should be provided for each competency area
  - Formative: Feedback on learning plan and active teaching
  - Reports: Commendations and areas for further development

Formative Assessment / Évaluation formative

COMPETENCIES CRUCIAL TO WORKING WITH AND FOR STUDENTS

TEACHER CANDIDATE: Name, COOPERATING TEACHER(S), FIELD SUPERVISOR, SCHOOL, LEARNING TOPIC / TEACHING CONTEXT

DATE, PLACEMENT, PROGRAM, FORM COMPLETED BY, CYCLE / ANNEE

COMPETENCY	EMERGING	PROFICIENT	EXCELLENCE
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION A  
COMPETENCIES TO BE MOSTLY MASTERED BY THE END OF TEACHER EDUCATION

COMPETENCY	DEFICIENT	EMERGING	PROFICIENT	EXCELLENCE
C1 Act as a cultural facilitator when working with diverse groups of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2 Master the language of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Evaluation of PCs in Assessments & Reports

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

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>
<b>C1</b> 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"/>
<b>C2</b> Master the language of instruction <i>Maîtriser la langue d'enseignement</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>FEEDBACK RELATED TO THE LEARNING/LESSON PLAN</b> <i>Commentaires concernant le plan d'apprentissage</i>				
<b>FEEDBACK RELATED TO THE ACTIVE TEACHING OF THE LEARNING/LESSON PLAN</b> <i>Commentaires concernant l'enseignement du plan d'apprentissage</i>				

# Evaluation of PCs in Assessments & Reports

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*

<b>COMPETENCY</b> <i>Compétence</i>		<b>Is the competency acquisition to an appropriate level, given the current stage of their professional development?</b> <i>L'acquisition de la compétence est-elle à un niveau approprié, compte tenu de l'étape actuelle de leur développement professionnel ?</i>
<b>COMPETENCIES CENTRAL TO WORKING WITH AND FOR STUDENTS</b> <i>Compétences au coeur du travail fait avec et pour les élèves</i>		
C7	<b>Take into account student diversity</b> <i>Tenir compte de l'hétérogénéité des élèves</i>	<input type="text"/>
C8	<b>Support students' love of learning</b> <i>Soutenir le plaisir d'apprendre</i>	<input type="text"/>
<b>CROSS-CURRICULAR COMPETENCIES</b> <i>Compétences transversales</i>		
C13	<b>Act in accordance with the ethical principles of the profession</b> <i>Agir en accord avec les principes éthiques de la profession</i>	<input type="text"/>
<b>FEEDBACK RELATED TO THE LEARNING/LESSON PLAN</b> <i>Commentaires concernant le plan d'apprentissage</i>		
<b>FEEDBACK RELATED TO THE ACTIVE TEACHING OF THE LEARNING/LESSON PLAN</b> <i>Commentaires concernant l'enseignement du plan d'apprentissage</i>		



**SUCCESS IN IN2**

# 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 (yourself or others) to the ISA e-Handbook and our guidelines/policies
  - 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

# Tools for Success in IN2

## 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 co-requisite courses...

## IN2 Co-Requisites

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- Once a week at McGill
  - EDTL 612 or EDTL 626 or EDTL 628 or EDTL 630 or EDTL 634 or EDTL 636
  - EDPS 620: Professional Seminar 2
- Designed and scheduled to help develop and support your PC acquisition during IN2
- Instructors are excellent resources and contribute to your professional development in the field... but remember: they are not your Field Supervisor!
- Students must return to campus for their co-requisite, in-person evening classes.

## **TAKE NOTE: WEEK OF OCTOBER 6-11th!**

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- **Monday, October 9<sup>th</sup>: Thanksgiving**
  - McGill and host schools closed
  - No need to make up this day as it is a statutory holiday
- **Friday, October 6<sup>th</sup> & Tuesday, October 10<sup>th</sup> - Wednesday, October 11<sup>th</sup>: McGill Fall Reading Week**
  - Does not apply to students in the field. Follow schedule of host school.
  - Continued attendance is required.

## QPAT – October 13, 2023

Students who will be **in the field on Internship 2** are eligible to attend. These days do not need to be made up; however, students should confer with their CT and Supervisor well in advance to ensure that their absence on those days is possible and will not adversely impact their classes. Some host schools may already have a Professional Day on the Friday to allow teachers to attend the convention.

<https://qpat-apeq.qc.ca/prelimschedule/>

**WHEN IN2 ENDS...**

## Student Teaching Awards



- ❖ **Discontinuation of IPSS**
- ❖ **Phyllis Shapiro Award**

- Reminder: awards are created and administered by the Ministry of Education
- Ultimately, decision lies with the Ministry as they oversee all aspects of the award



# Student Teaching Awards

## Phyllis Shapiro Award

- Awarded on the basis of good academic standing and strong IN2 evaluations
- Created to recognize excellence in teaching

### **Application Process:**

- Students are nominated by both McGill Field Supervisors and Cooperating Teachers\*
- *\*School administrator for those on contract*
- If nominated, a personal statement is required
- **NOTE:** Students cannot nominate themselves and are to **refrain from actively soliciting a nomination**

**Additional information:** <https://www.mcgill.ca/isa/teaching/ehandbook/awards>

# 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)**