WELCOME TO YOUR PRE-FE4 ORIENTATION

Internships & Student Affairs
(Faculty of Education)

McGill

Presentation given by

The ISA Team

February 2024
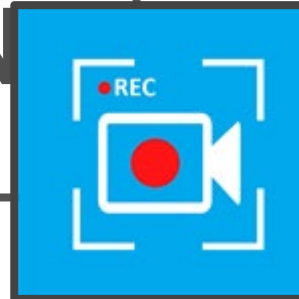
LAND ACKNOWLEDGEMENT

"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."

TAKE NOTE!

!

The following presentation was accurate at the time of creation. The information presented today applies to all students, including those completing FE4 as a distant placement.

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.

FE4 PLACEMENT DETAILS

Most students should have received their placement details in early February. 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.

FE4 DATES

- FE4 (K/Elem, Secondary, TESL & Music)
  - **February 19 - April 12** + make-up week, if needed

- FE4 (Phys. Ed.)
  - **February 19 - April 19** + make-up week, if needed

- Spring Break days in excess of one week must be made up at the end

W2024 FE4 STATS

- Total Students: 238 students

- Distant placements: 35 students

- Number of Schools: 134 schools

- Number of FE4 supervisors: 68

- Number of emails sent in search of FE4 placements: 1,551 emails since September!
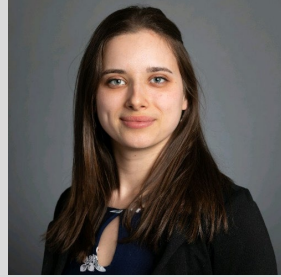
YOU ARE SUPPORTED AT MCGILL.

MEET THE ISA TEAM

Yasmine Zein
—

ISA Director

Annie Baldessari
—

Internships
Administrator

Marysa Maruca
—

Placement
Coordinator

Omar Hejazin
—

Placement
Coordinator

MEET THE ISA TEAM (CONT.)

Gaby Ohayon

ISA Administrator

Pat Beauregard

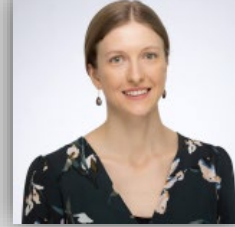Administrative & Student Affairs Coordinator

Debra Taylor

Administrative & Student Affairs Coordinator

Marie-Eve Couture

Wellness Advisor

Lara Franko

Career Advisor

Katherine Spandidakis

Student Recruitment Associate

CAREER ADVISING WITH LARA FRANKO

- As soon to be graduates, do not hesitate to meet with Lara for questions/help with:

  - Career Advising

  - CV review

  - Interview Prep

- career.education@mcgill.ca

Booking Page Link: https://outlook.office365.com/owa/calendar/CareerAdvisingMcGillFacultyofEducation@McGill.onmicrosoft.com/bookings/
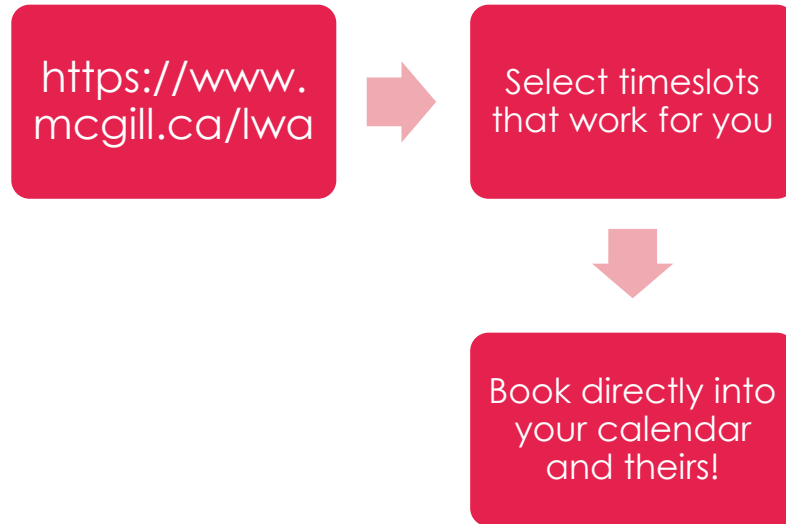
LOCAL WELLNESS ADVISOR

- 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!

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.

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

MENTORING TEAM

CO-OPERATING TEACHER (CT)

- Your teaching partner, gracious host, and mentor
- Initially, teaching will be a team effort
- Gradual transition to independent teaching
- 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.

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
- Ensures that McGill and ISA policies are being respected and followed

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 <u>in-person</u> supervision for the Winter 2024 term (except for FE4 distant placements)

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 <u>**consent**</u> for the Teacher Candidate, Field Supervisor and, in some cases, Parents. Consent forms are available in the Student Teaching e-Handbook.

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

TEACHER CANDIDATE STANDARDS & GUIDELINES

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 learn from and collaborate with teachers, other school staff; pilot and develop your practical teaching competencies, teacher presence and style, and network for future career opportunities

- You are held to ethical standards (see Principles of Practice on ISA website), as well as those of the Quebec Professional Teaching Competencies

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

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 placements:

- 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

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 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]

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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

Such as:

- Confidentiality

- Image & Video Use

- Attendance / Absences

💻 **All policy information and details available in the Student Teaching e-Handbook on the ISA website**

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 placement, to whom, and where

- **Posting information about your placement on social media is not advised**

- <u>UNDER NO CIRCUMSTANCES SHOULD YOU ENGAGE WITH STUDENTS ON ANY FORM OF SOCIAL MEDIA</u>

  - QPAT's Social Media Recommendations for Teachers

GENERAL GUIDELINES
FOR IMAGES/VIDEO IN SCHOOLS

- 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 FE4.

- **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 placement - whether in learning environment settings or any other context.**

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 <u>EACH</u> placement they do.**

- Any McGill Teacher Candidate who fails to obtain the necessary security clearance will not be permitted to undertake their placement and, consequently, will be withdrawn from the program as these are a mandatory requirement.

You can find more information about the Judicial Record Check <u>on the ISA website</u>

SUBSTITUTE TEACHING IN FE4

Given the current needs of schools, the Ministry of Education has authorized McGill Teacher Candidates to substitute for their Co-operating Teacher in the event of their CT's absence under specific conditions, such as:

- The CT and/or the School Admin 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!

Pro Tip: Speak to your CT/Admin early into FE4 about potential subbing, so you are hired from outset!

💻 **Complete details on conditions & procedures available on the ISA Website**

ATTENDANCE & ABSENCE

- 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. You do not need to track.

- Students must attend their host school for the full day (as stipulated by the school schedule, regardless of their CT's schedule). Generally, includes staff meetings, PT interviews, ECAs…

    - Need school schedule? Ask CT or visit school website. Note: You will likely need to come in earlier/stay later!

- Unexcused absences are not permitted; for excused absences, 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.**

ABSENCE NOTIFICATION FORM

- Students undergoing an field experience must use the **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).
  - 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 consecutive 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).

WHERE TO FIND
ABSENCE NOTIFICATION FORM

PED DAYS & SNOW DAYS

- 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

LA LOI VISANT À ASSURER LA PROTECTION DES STAGIAIRES EN MILIEU DE TRAVAIL

- As of **August 24, 2022** this law gives 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-Hanbook
  - Amended policies have been marked *New*

FIELD EXPERIENCE 4

INTRODUCTION TO FE4

- 7 weeks in duration for K/Elem, Sec, TESL & Music
- 8 weeks in duration for Phys. Ed.
  - Presence is required for all weeks, Mon-Fri **all day**
- FE4 emphasizes:
  - Rapidly taking over a full teaching workload (85%-100% by week 4)
  - Planning, implementation, and assessment
  - Preparation, grading, supervision, ECAs
  - Student teachers are expected to demonstrate full participation in school community and life, including lunch groups, after school activities, etc.

AHEAD OF FE4

- Review your FE3 Action Plan and begin brainstorming FE4 expectations
- Contact your CT if not already done so.
- Supervisor should have reached out by now, if not – let us know!
- Judicial form – Some schools require this to be completed ahead of the placement. Ask your CT or school principal for your case.
- Complete your Student Teacher Profile, to be shared with your Field Supervisor and Co-operating Teacher on your first day. (now in fillable format!)

💻 **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

How to calculate workloads?
- Not an exact science
- TBD between CT, SV, and Teacher Candidate during the Introductory Meeting
- Should be based on CT workload
- Variation and discrepancy may occur based on a number of factors
- Should not be lower than recommended targets

WORKLOAD

PROFESSIONAL COMPTENCIES

13 PROFESSIONAL COMPETENCIES

- 2021 update of the *Reference Framework for Professional Competencies for Teachers* is now available online!

- Includes **13 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

PROFESSIONAL COMPETENCY EVALUATION GUIDE FOR STUDENT TEACHING

	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.

ASSESSMENT & EVALUATION

ASSESSMENT PROCESS

- Assessment starts as of **minute one**. Your professional demeanor and interactions with everyone at school are assessed.

- During FE4, you will be assessed on your level of competency acquisition for **all 13 PCs**

- Supervisor and CT evaluate STs and report back to the ISA **using the assessment forms that ISA provides**, which are based on these PCs

- FEs do not have "final exams"

- FEs are graded Pass/Fail (more info available on the ISA website)

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

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				
Compétences fondatrices				
COMPETENCY *Compétence*	DEFICIENT *Déficiente*	EMERGING *Émergente*	PROFICIENT *Performante*	EXCEEDING *Approfondie*
C1 Act as a cultural facilitator when carrying out duties *Agir en tant que médiatrice ou médiateur d'éléments de culture*	◯	◯	◯	◯
C2 Master the language of instruction *Maîtriser la langue d'enseignement*	◯	◯	◯	◯
FEEDBACK RELATED TO THE LEARNING/LESSON PLAN *Commentaires concernant le plan d'apprentissage*				
FEEDBACK RELATED TO THE ACTIVE TEACHING OF THE LEARNING/LESSON PLAN *Commentaires concernant l'enseignement du plan d'apprentissage*				

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*

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

TYPES OF ASSESSMENTS

Formative (3 total)
- Pre-observation: evaluation of your lesson plan prior to delivery
- Post-observation: evaluation of your active teaching
- "Separate" assessment weeks can be for 1 or 2 lessons
- For your development, to be done as per the assessment schedule; for you to track
- Make sure to retain copies

Interim
- A mid-way evaluation to report on your progress
- Typically, jointly completed by CT & SV
- **Must be submitted to ISA upon completion**

Summative
- Your final evaluation
- Determines if you will pass the FE and be recommended for teacher certification (i.e. brevet)
- Typically, jointly completed by CT & SV
- **Must be submitted to ISA upon completion**

LEARNING/LESSON PLANS

- **Daily planning** is an expectation throughout the field experience (and of the profession) (Competency 3)

- Build off comprehensive templates on ISA website, initially and for any observation/evaluation by Supervisor, CT

  - ✓ Plans are to be submitted BEFORE any evaluated lesson

- May elect to use a condensed format later on for own planning, if not being evaluated & if CT and Supervisor permit

- A log of all plans should be kept up-to-date and readily available for consultation at any time

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

WEEKLY REFLECTION JOURNAL

- The Journal allows Student Teachers to synthesize ideas, thoughts and activities from the week and link practice to theory, as part of their own best practices in reflective teaching and PC development

- Journal content may be free-form but its tone should be professional (i.e. not that of a personal diary)

- The Journal must be kept up-to-date and readily available for consultation at any time (e.g. by the Co-operating Teacher, Field Supervisor, ISA Office).

- In addition to the Journal, students may choose to keep a personal diary; this document is not shared and is a tool for processing individual feelings and experiences

SUCCESS IN FE4

MAKING THE MOST OF FE4

- **Be flexible, adaptive, and resilient**
  - You will not have an identical experience to that of your peers; each student teacher, FE, school, and classroom/learning environment are different and may require some flexibility on your part
  - 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

SUCCESS IN FE4 CAN LOOK LIKE…

- Consideration of CT/School Admin and SV feedback

- Timely and professional communication with school and McGill staff

- Developing relationships with students and staff

- Materials and lesson plans prepared in advance

- Lessons that are cooperative & interactive

- Continuously assessing students' strengths and needs

- Whole group lessons and individual learning

- Ability to engage students and manage behaviour

- Lessons that are creative and engaging

- Well-timed lessons

- Effective use of technology/visual aspects

- Teacher voice that is confident, loud, welcoming

- Make use of multiple teaching strategies

- Appropriate consideration of diverse learners

AVOIDING & HANDLING ROADBLOCKS

- **Don't allow small problems to turn into big ones.**

- COMMUNICATION IS KEY!

- If you do encounter a problem/issue:

  - Refer to the e-Handbook

  - Communicate with your CT/School Admin 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

STUDENT TEACHING AWARDS

- Your Cooperating Teacher and Supervisor may choose to nominate you for one of the 4th Field Experience student teaching awards:
    - Jean M. Gwynne Award
    - Miriam (Khaner) Marcus Award
    - Teaching & Leadership Award *(Phys. Ed. only)*
- Eligible Student Teachers will:
    - Have received consistently **excellent** evaluations in the preparation, implementation, and management of classroom activities
    - Have demonstrated achievements **above and beyond** regular classroom responsibilities
    - Have had a **high degree of engagement** in the school community and a positive rapport with students
- Student teachers are to refrain from actively soliciting a nomination

APPLY FOR GRADUATION & BREVET !

Deadline to Apply to graduation on Minerva: **February 29th**

TEACHER CERTIFICATION FOR B.Ed. STUDENTS
- Students finishing all courses in Winter 2024 must submit their teacher certification application between **March 1 - April 30, 2024.**

- B.Ed. Physical Education and B.Sc. Kinesiology students must submit proof (scan/photo) of certification in Emergency First Aid, and Level C in Cardiopulmonary Resuscitation (CPR)/AED to the Department of Kinesiology and Physical Education to graduate. Submit proof of certification by April 15, 2024, to studentaffairs.kpe@mcgill.ca

APPLY FOR BREVET !

Students finishing all courses in Winter 2024 must submit their
teacher certification application between **March 1 - April 30, 2024.**

○ Do not email documents before March 1ˢᵗ
○ Even if you do not think that you need certification at this time, **apply now** as it can be a complicated and lengthy process later on.
○ The ISA Office submits the documentation on your behalf to the Ministry; upon receipt of the documentation, the Ministry is responsible for the processing and distribution of permits/diplomas; **processing times can vary**, so please be patient and recognize that the ISA/McGill does not have control of this process!
○ The diploma/permit will be mailed to you at the **mailing address that you specify on your application**; therefore, please be sure to include a permanent address where you can still receive mail anywhere from 6 months to a year later.
○ Individuals with a Quebec teaching license who wish to **teach in another province or in another country** must first apply for and receive their Teacher Certification in Quebec before applying directly to the Teacher Certification Agency in the other relevant province or country.

SAVE THE DATE!

- Monday, April 15th
- More information forthcoming from your Education Career Advisor, Lara Franko

A FINAL WORD…

WE RELY ON YOUR ENGAGEMENT AND FEEDBACK!

- 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 or raise your virtual hand