

INTERNSHIP GUIDE

PRACTICE TEACHING II

3ENL232

Part 1

**The Educational Relationship
and the Communicative Approach in L2 Special Programs**

Part 2

From Student Observer to Student Teacher

Introductory Meeting

And Presentation of Practicum

Unité d'enseignement (tél.: 545-5011, poste 5337)

UQAC

Université du Québec
à Chicoutimi

Practice teacher : _____

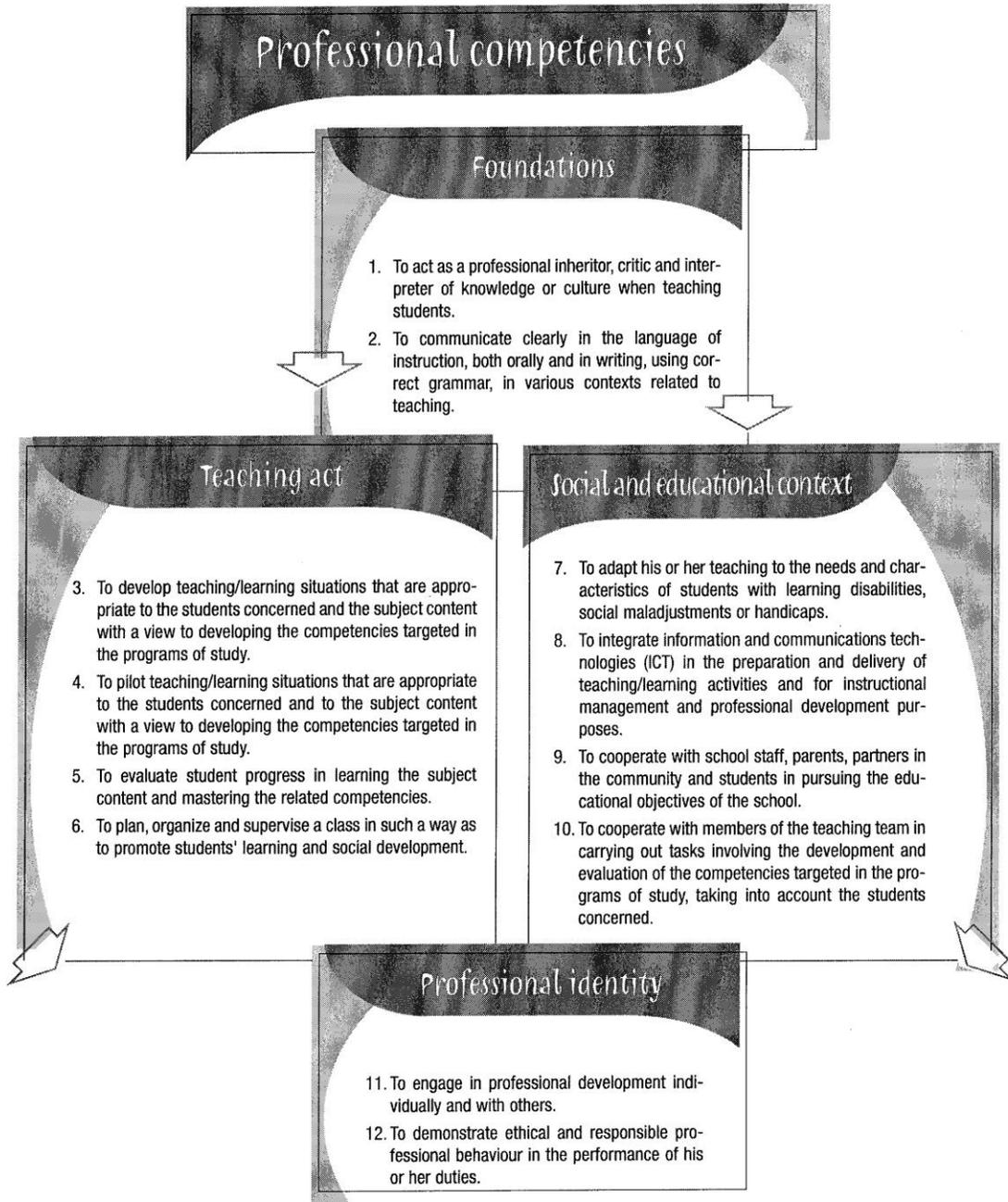
Supervising teacher : _____

PRACTICE TEACHING 3ENL232

	DATE	TIME	PLACE
<i>Preparatory meeting</i>			
<i>In-Class Observations (5 days)</i>			
<i>Group seminar 1 Report 1</i>			
<i>Group seminar 2 Report 2</i>			
<i>Group seminar 3 Report 3</i>			
<i>Group seminar 4 Report 4</i>			
<i>Supervisor visit</i>			
<i>Supervisor visit</i>			
<i>Final evaluation</i>			

Date of the internship from _____ **to** _____

School : _____



1. PLACE OF PRACTICUM IN THE TEACHING PROGRAM

Practice Teaching II is the second internship required for graduation in the *Baccalauréat en enseignement des langues secondes* (BELS). Prior to enrolling in this internship, BELS students should have successfully completed *Practice Teaching I* (3ENL120) or its equivalent. Students who are unsure of whether they have the necessary pre-requisites are strongly advised to meet with the director of the *Unité d'enseignement en linguistique et en langues modernes* before officially enrolling in this internship.

2. TIME TABLE

The internship covers 5 days of classroom observation, plus 3 consecutive weeks of student-teaching. In addition, students will attend four group seminars which will be scheduled by their practice teaching supervisor.

3. OBJECTIVE OF INTERNSHIP

Practice Teaching II, which normally takes place in the sixth semester of your BELS program, is the second of three internships you are required to do in the second-language classroom. The aim of this internship is to begin sensitizing you to various aspects of the educational relationship and communicative approach in L2 special programs by developing your ability to interact professionally with students and colleagues alike, to create and use certain pedagogical activities, to speak English both fluently and accurately in classroom situations and also to manage the class as a group effectively, while at the same time being sensitive to the needs of individual students. It is important to emphasize, though, you are not expected to demonstrate expertise in all aspects of your internship because, once again, the aim here is to make you aware of the variety of social and pedagogical skills underlying effective L2 teaching so that you may begin the process of developing these as early on in your training as possible.

Your internship is divided into two parts: The first part of your internship consists of the in-class observation phase and lasts from February to March. Part two consists of the actual student-teaching phase where you have the opportunity to teach for a period of 20 consecutive days in April.

2. Part 1: Observing in the Classroom

In this first part of your internship, each Friday will usually be devoted to observing your cooperating teacher in the classroom. During these weekly observations, you may be asked by your cooperating teacher to participate in team teaching, to guide group learning activities or to work with students individually. In addition, you may even be asked on observation days to supervise during recess periods, attend meetings with other teachers or participate in after-school activities. However, you should realize that your primary task during the observation phase is to note how different instances of teacher-student interaction and various instructional techniques come together to create an effective ESL learning environment. To help draw your attention to different aspects of ESL pedagogy and classroom dynamics, you will be assigned an observation topic for each day you spend in the classroom (see Table 1). For each of the topics, you are provided with specific objectives as well as a set of questions (catalysts for reflection) to guide your classroom

observation (see Table 2); these questions will also serve as the basis for weekly reflective-teaching exercises required in your observation seminars.

TABLE 1

Observation Topics
<p>1. Teaching Skills and Strategies</p> <ul style="list-style-type: none">1.1 Presenting information1.2 Giving instructions1.3 Eliciting information: teachers' questions and responses1.4 Dealing with corrective feedback <p>2. Classroom Management</p> <ul style="list-style-type: none">2.1 Managing classroom communication: patterns of interaction2.2 Managing interaction through pair and group work2.3 Roles of the interactive teacher2.4 Timing and pace

TABLE 2

Objectives and Reflective Prompts for Classroom Observation	
Specific Objectives	Catalysts for Reflection
<p>1.</p> <p>To form a personal opinion as to how different teaching skills (methods) and strategies (techniques) can be integrated into the various phases of a lesson in order to maximize the overall L2 learning process.</p>	<p>What should I be aware of when presenting new information so that it reaches my students in a clear and coherent fashion?</p> <p>When giving instructions, what important elements should I consider so that students are able to successfully carry out the activity or exercise at hand?</p> <p>How might my instruction strategies differ in situations of individual, pair or group work?</p> <p>How do my questions and responses to students facilitate their learning as well as inform me of their learning progress?</p>
<p>2.</p> <p>To form a personal opinion as to how different strategies in classroom management can foster an interactive classroom environment.</p>	<p>What patterns of interaction am I most likely to observe in a communicative classroom?</p> <p>What role do I play as a teacher in sustaining interaction in the classroom?</p> <p>How can I manage pair- and group-work so that my interaction with students is less teacher-centered?</p> <p>What techniques can I use as a teacher to ensure that individual, pair or group work keeps students alert, motivated, engaged and on course?</p>

3. Becoming a Reflective Teacher

Research (e.g., Tsangaridou & O'Sullivan, 1994) has found that student teachers who were given questions as reflective prompts (for example, Why was this event significant? How did you react to this event? Why did you react that way? What did you learn from this event?) were more likely to note reasons for their actions and to make judgments about the adequacy of their efforts than were students who were not given such prompts. Student teachers who use these reflective prompts to examine their attitudes, beliefs and teaching practices before during and after interactions with their students are called "reflective teachers." Put more simply, reflective teachers think about what they do in the classroom and why. During the observational phase of your internship, during the time spent in actual classroom teaching and, indeed, throughout your entire ESL career, you will be called upon to engage in the practice of reflective teaching.

As previously pointed out, each observation topic comes with a set of questions or catalysts for reflection. The reflective prompts for your classroom observation will be the bases for writing four, short reflective reports, which will be discussed in group seminars scheduled for Part 1 of your internship. The following steps and guidelines have been designed to help you in the reflective process before, during and after classroom observations.

4. The Reflective Process

Step 1: Opening Discussion

Time Frame: Opening discussion on an objective takes place during a preparatory seminar the week before the scheduled class observation day.

To open the seminar, your internship supervisor will present the study topic for the seminar. Then, he or she will call upon you to relate your initial perception of that study topic to the seminar group based on your personal experience. (Report A – See section 5). After sharing your perceptions, you will brainstorm the various points for observation that could be included in your observation grid to be prepared for your first day of observation.

Step 2: Preparing for Observation

Time Frame: Prepare your observation grid in the week after the opening discussion seminar for a given objective

In this step, you will prepare an observation grid related to the study topics. You may base your grid upon several possible sources. You could call upon what you have learned up to now on the topic (through coursework, personal experience and/or discussions with ESL teachers). You could take ideas from the brainstorming activity in the group seminar. Also, your readings in the *Practice Teaching II* booklet will offer possible points for observation.

Of course, inherent to your observation grid is a personal system of gathering data that allows you to easily document your in-class observations for later reflection. You may find it beneficial to include a space for reflections made on the spot, although most of the reflecting work is done later outside of the classroom.

You must submit a copy of your observation grid to cooperating teacher at the start of the observation day and to your internship supervisor at the following group seminar.

Take this step seriously. If your grid is well-prepared, you will be able to get the most out of your classroom observation. (Report B – See section 5)

Step 3: Classroom Observation

Time Frame: Classroom observation takes place one week after the opening discussion group seminar, following the preparation of your observation grid.

Arrive at the school early, so that you can meet with your cooperating teacher, discuss what you will be observing and how you will carry it out. Use this time also to determine what role you will play in the classroom, if you decide with your cooperating teacher to participate in class activities at some point during the day. Keep in mind, however, that in order to observe effectively, you will have to devote a good portion of the day to observation only.

During observation days, you should take advantage of the time you are not in class to expand your knowledge of teaching by conversing with available teachers or by asking about teaching tasks that take place outside of the classroom, such as correction, recording marks, and class planning.

In the week following observation, you will prepare a report (three pages maximum—Report C – See section 5) in which you organize and analyze the observational notes documented in your observation grid. Include a legible copy of the grid itself containing the observational data collected and report what conclusions can be drawn from those data. Discuss how these conclusions confirm or go against your initial perceptions regarding the topic of observation. Relate any new discoveries or questions that your observation has elicited. Conclude your report with a brief discussion (maximum 1 paragraph) of how this whole process will affect your future teaching. In the following group seminar, you will be called upon to present a summary of your report to the group.

Step 4: Sharing your Findings

Time Frame: This group seminar takes place in the week following classroom observation for a given topic. Following the seminar, you will write the last section of your reflective report, in which you relate how the group's findings as a whole have affected your perceptions.

Your internship supervisor will open the seminar by asking you to present a summary of your observations on the given topic. This period of sharing observations with other practice teachers is meant to allow you to add to your personal perceptions or to modify them.

These discussions should lead you to gradually determine effective methods of ESL class planning and interacting with students to promote learning of their second language. As well, this step of the reflection process also serves as a means for you to discover contradictions that sometimes exist between pedagogical intentions and what actually happens in class and to question the bases (beliefs, values and principles, etc.) on which the observed practices are founded.

As a follow-up to the group seminar, you are asked to summarize what you have taken away from the discussion and relate how this affects your perceptions of the study topic. (Report D – See section 5).

Note: In order for your reflection to be profitable, you will need to write your reports according to the established timetable. Afterwards, you are required to submit two copies of your report, one to your internship supervisor and one to your cooperating teacher.

5. Summary of Reflective Process

Report Section	Subject	What to include
Part A	Initial Perceptions	Using the reflective prompts suggested, and based on experience and/or previous knowledge, relate your current understanding of the given study topic. What is your interpretation of it? What are your beliefs on it? What questions do you have about it? (Maximum 3 paragraphs on one page.)
Part B	Observation Grid	Build your grid based on the various sources outlined. (Maximum one page.)
Part C	Observation Analysis	Including the completed grid, outline observations and draw conclusions, explaining discoveries and/or newly formed opinions as well as new questions regarding the study topic.
Part D	Post Group Discussion Perceptions	Relate how the final group discussion has affected your perceptions of the study topic. (Maximum 1 paragraph.)

6. The Role of Student Supervisors (Participants)

Throughout this document, reference has been made to the two people who will guide you in achieving the goals of your internship: the cooperating teacher and the internship supervisor.

The main role of the cooperating teacher is to open his or her classroom to you and supervise you during your observation in class and throughout the period in which you lead the class. At group seminars, the cooperating teacher may also assist the internship supervisor with the discussion process. In addition, the cooperating teacher will take part in the formative and summative evaluation of your progress for the internship.

The internship supervisor is in charge of leading the introductory meeting as well as the group seminars. As such, he or she will facilitate the exchanging of ideas in your discussions. As often as is necessary, your cooperating teacher will observe you in action in the classroom and give you constructive feedback on your work with the students. He or she will also help you to question your teaching practices, your attitudes and beliefs. The internship supervisor is the *primary* evaluator for the formative and summative evaluation of your progress for the internship.

7. References

For observation reports, and group seminars, you will need to purchase a copy of the readings prepared specifically for this internship. These are available at the student COOP.

You are also encouraged to consult the library, previous courses notes or any other source of documentation which will help you to establish pertinent links between your academic training and training received in your practicum. Two titles in particular which are recommended as a starting point in this area are 1) H. D. Brown's (2001) *Teaching by Principles: An Interactive Approach to Language Pedagogy*. NJ: Prentice Hall and 2) John Murphy's (2001) chapter, "Reflective Teaching in ELT", in Marianne Celce-Murcia (Ed), *Teaching English as Second or Foreign Language* (3rd ed.) (pp. 449-515). Boston: Heinle & Heinle.

Practice Teaching II: Part 2

1. From Student Observer to Student Teacher

In this second part of *Practice Teaching II*, you will enter into the practical internship (student teacher) phase which covers a period of twenty days in April. During this time, you will also attend two group seminars which will be scheduled by your practice teaching supervisor.

It is during this particular phase of the internship that you will begin the transformation from student observer to student teacher. Throughout the twenty days of practice teaching, you will not only have the opportunity to assume the active role of an ESL teacher, but also to reflect on how your own educational beliefs, previous teaching experience as well as what you know about L2 learning relate to second-language teaching at this stage in your professional development. Moreover, with the help of your cooperating teacher and practice teaching supervisor, you will begin the process of understanding how your own personalized use of pedagogical techniques and strategies contribute to successful learning in the classroom, and how in turn, they can help you in developing a successful pedagogical plan of action in the more difficult areas of your teaching. Therefore, broadly speaking, the general aim of the practice-teaching phase is to help you develop the pedagogical skills necessary for teaching in the field of ESL and also the various competencies required for teaching ESL in special programs.

During your student teaching at the secondary level, you will be working to develop the skills and knowledge which underlie a series of different competencies. The specific competencies targeted for development are listed below and focus on the extent to which you are able to

1. demonstrate aspects of reflective thinking;
2. develop individually and collaboratively an action plan for professional development;
3. communicate clearly and correctly in English;
4. demonstrate appropriate, professional conduct;
5. maintain constructive relationships with those in the work place;
6. devise and implement pedagogical activities which promote ESL learning and the development of other competencies set out in the Quebec Education Program;
7. demonstrate effective classroom management techniques with respect to class / groups dynamics and instructional activities.

2. Required Elements for Student-Teachers

For this phase of the internship, there are three distinct parts on which you will be evaluated: 1) a personalized practice teaching report 2) a reflective report on teaching and 3) actual teaching in the classroom. The three parts will be evaluated separately; however, they will be considered as a whole (along with the four seminar reports from Part I) when determining your final mark.

2.1 Personalized Practice Teaching Report

This report is referred to as "personalized" since practice teachers begin the internship with their own unique set of needs for becoming a competent ESL teacher. In this report, you will be asked to reflect upon your present level of competence in L2 teaching and how you plan to further develop it over the subsequent twenty-day period. At the end of this period, you will assess the different areas in which you have progressed or achieved a higher level of competence.

The report should cover the following three components:

i) *personalized evaluation of my current level of competence in L2 teaching*

In this component, you are asked to reflect first on past experiences (in-class observations, classes, seminars, previous teaching experience, etc.) and evaluate your current level of competence in L2 teaching. Then, refer to the different competencies (see section 3) and evaluate your competence level with regards to these. Next, based on your personal evaluation of these competencies, state which ones you feel are important to develop further during the twenty days.

ii) *A personalized plan of action for developing my competence in L2 teaching*

Taking into consideration those competencies you targeted for further development, clearly state the strategies you intend to integrate into your teaching which will result in some type of progression, i.e., development.

iii) *Outcome of my personalized plan of action*

At the end of the twenty-day period, restate those competencies in your plan of action and clearly describe your current state of development vis-à-vis these competencies. Also describe the competencies which, in your view, you have not yet "mastered" at this particular stage in your L2 teaching and which you will continue to work on (develop) in your next internship.

NB: You are required to give a copy of the first two parts of the report (components 1 and 2) to both the practice teaching supervisor and cooperating teacher at the beginning of the fifteen-day teaching period. This will allow all those involved in your training to discuss and validate the content of your report before the actual practice teaching begins. Also, it is important to keep a copy of the entire report so that it can be used as a starting point for reflection in your next internship.

2.2 Reflective Report on Teaching

At the end of your practice teaching, you will be asked to identify at least three classroom situations in which you found your teaching performance to have improved considerably and then analyze in depth possible reasons underlying this success. For all three situations, you are asked to respond to each of the guidelines below when writing your report. (You may write your report in point-form.)

Description of the situation

- a) State the competency or competencies (see section 3) related to the particular classroom situation.
- b) Identify and explain the specific context in which you experienced success.
- c) Explain why your teaching appeared to improve considerably in this context.

Personal expectations and pedagogical awareness

- a) Describe what your expectations were for this specific teaching situation.
- b) Describe what type of pedagogical strategies and/or approach you used and why you believe them to have been successful in this particular context.
- c) How might those elements (e.g.: attitude, pedagogical techniques, etc.) you feel are responsible for your success in this situation be applied to instances of your teaching which were more challenging and/or less successful?

2.3 Practice Teaching in the Classroom

Over the twenty-day practice teaching period, your supervisor will arrange to visit your classroom on at least two separate occasions. For each visit, the supervisor will usually stay for a minimum of two class periods; however, keep in mind that a supervisor may indeed visit your classroom on more than two occasions and may even stay longer for each visit. Thus, it is entirely left up to the discretion of your supervisor as to how much time he or she needs to effectively observe your teaching and accurately evaluate whether or not you are developing the competencies set out for this specific internship.

During classroom visits, your practice teaching supervisor will closely monitor your overall progress by carefully evaluating the extent to which you are able to “master” each of those competencies targeted in this specific internship. After each visit, your supervisor will discuss the results of his or her evaluation and provide constructive feedback as to how you might further progress in different areas of your teaching (i.e., formative evaluation). Once you have completed the twenty-day teaching period, both your practice teaching supervisor and cooperating teacher will consult one another regarding your performance on the various competencies and determine together whether or not you have reached the overall level of mastery required to pass *Practice Teaching II* (i.e., summative evaluation).

Your supervisor in consultation with your cooperating teacher will record your final mark for *Practice Teaching II* as either PASS, FAIL or INCOMPLETE. In order to pass the internship, you **MUST** achieve a satisfactory level of mastery in all 10 competencies; a failing mark will be awarded if you are unable to reach a satisfactory level of mastery in the required number of competencies. You may also be awarded an incomplete in the event you were not able to complete the work necessary to determine whether or not you passed

your internship. In this case, it is your supervisor who will decide if the granting of a mark of incomplete is indeed warranted.

5. DETERMINING THE OVERALL LEVEL OF MASTERY FOR EACH COMPETENCY

The observation grid presented below is based on the 12 competencies reported in the MEQ (2001) training guide for new teachers (*Formation initiale à l'enseignement*). For this internship the grid is composed of 10 competencies each of which is characterized by a set of specific attitudes and beliefs (criteria).

In determining the overall level of mastery for a given competency, the cooperating teacher and practice teaching supervisor circle one of the letters from the scale which appears in the box below the set of criteria (see section 6). They then justify their evaluation of the practice teacher's level of mastery by indicating the reason for their decision and stating the practice teacher's strengths and areas needing improvement. The descriptions of the different levels of competence are given below:

1) Absence of significant progress (Letter grade equivalents: **E, D+, D**)

The practice teacher does not or rarely meets all of the criteria for a given competency and does not demonstrate any significant progress towards meeting these criteria.

2) Approaching a satisfactory level of mastery (Letter grade equivalents: **C-, C, C+**)

While the practice teacher is making significant progress, he or she has not yet met the criteria for a given competency.

3) Satisfactory mastery (Letter grade equivalents: **B-, B, B+**)

The practice teacher frequently meets the criteria for a given competency.

4) Notable mastery (Letter grade equivalents: **A-, A, A+**)

The practice teacher has achieved a high level of mastery for a given competency; he or she almost always meets all of the criteria for a given competency.

When determining a plus (+) or minus (-) for a given grade, the practice teaching supervisor and cooperating teacher look at the practice teacher's overall performance for a given competency and weigh whether individual characteristics such as attitude, effort, initiative, general progress, etc. would warrant the granting of such a plus or minus.

5.1 Determining the Final Mark for Practice Teaching II

Once both the cooperating teacher and practice teaching supervisor have evaluated the level of mastery for each of the 10 competencies, they will determine whether or not the practice teacher has reached the overall level of mastery required to pass *Practice Teaching II*. In doing so, they will attribute one of the following letter grades as a final mark: A+, A, A-, B+, B, B-, C+, C, C-, D+, E.

In order to pass, the practice teacher **MUST** achieve a satisfactory level of mastery for all 10 competencies.

Professional competency: Foundations

Competency 1: To act as a professional inheritor, critic and interpreter of culture when teaching students.

Level of Mastery required

Understand the subject-specific and program-specific knowledge to be taught, so as to be able to promote the creation of meaningful links by the students.

Exhibit a critical understanding of his or her cultural development and be aware of its potential and limitations.

Exhibit a critical understanding of the knowledge to be taught, so as to be able to promote the creation of meaningful links by the students.

Establish links with the students' culture in the proposed learning activities.

	A	B	C	D
<ul style="list-style-type: none">- Must be able to situate the contribution of university –level knowledge to the understanding of subject-specific program content.- Establishes links between subject-specific knowledge and school-level knowledge.- Adopts a critical approach to the subject matter (meaning that teachers may judge the statements contained in their subjects and programs, and estimate their impact in the classroom).- Transforms the classroom into a cultural base open to a range of different viewpoints within a common space (encourage the students or express and listen to their points of view).				

Level of mastery : A – B – C – D -

Justification – practice teacher's strengths and areas needing improvement

Professional competency: Foundations

Competency 2: To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

Level of Mastery required

Master the rules of oral and written expression of the English language.

Express himself or herself in English with ease, precision, efficiency and accuracy.

	A	B	C	D
<ul style="list-style-type: none"> - Uses precise vocabulary and appropriate language when speaking to students, parents, and peers. - Speaks with attention to correct syntax, verb tenses and pronunciation. - Speaks with attention to articulation, with a clear and audible voice. - Writes texts with attention to appropriate structure of sentences and paragraphs. - Respects standard academic conventions of written language (grammar, syntax, spelling and punctuation). - Is able to take up a position, support his or her ideas and argue his or her subject matter in a consistent, effective, constructive, and respectful way during discussion. - Constantly strives to improve his or her own oral and written language skills. 				

Level of mastery : A – B – C – D -

Justification – practice teacher’s strengths and areas needing improvement

Professional competency: Teaching act

Competency 3: To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs study.

Level of Mastery required

Develop appropriate and varied teaching/learning situations involving a reasonable level of complexity that enable students to progress in the development of their competencies.
Build these activities into a long-term plan.

	A	B	C	D
<ul style="list-style-type: none">- Estimates as fairly as possible his or her current level of competency in ESL teaching.- Based on this self-evaluation, identifies those competencies to develop or to integrate into his or her teaching.- Plans teaching and evaluation sequences, taking into account the logic of the content to be taught and the development of learning.- Reviews and understands the material related to instructional activities.- Prepares instructional goals that are apparent to students.- Anticipates the learning posed by the content to be taught.- Takes into account the needs and special interests of the students when developing teaching/learning situations.- Creates stimulating activities which motivates students to make links in their learning.				

Level of mastery : A – B – C – D -

Justification – practice teacher’s strengths and areas needing improvement

Professional competency: Teaching act

Competency 4: To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.

Level of Mastery required

Guide students, through appropriate interventions, in carrying out learning tasks.

Lead the students to work together in cooperation.

Detect teaching/learning problems that arise and use the appropriate resources to remedy them.

	A	B	C	D
<ul style="list-style-type: none"> - Explains class material in an understandable way. - Gives clear and concise instructions which students are able to carry out. - Takes care to balance the use of English and French during class time - Creates a positive learning environment. - Attempts to use a variety of activities which are appropriate to students' age and linguistic ability. - Attempts to remove structure from artificial drill contexts and applies them to the real contexts of students' personal experiences. - Provides students with resources they need to take part in the learning situation. - Ensures both teach-student and student-student interaction. - Considers students ideas. - Encourages students to express their difficulties in learning English. - Encourages teamwork. - Makes optimal use of the class period. 				

Level of mastery : A – B – C – D -

Justification – practice teacher's strengths and areas needing improvement

Professional competency: Teaching act

Competency 6: To plan, organize and supervise a class in such a way as to promote students' learning and social development.

Level of Mastery required

Introduce and maintain routines that ensure the smooth running of regular classroom activities.
 Identify and correct organizational problems that hinder the smooth running of the class.
 Anticipate some of the organizational problems that hinder the smooth running of the class and plan measures to prevent them.
 Establish and apply methods that can be used to solve problems with students who exhibit inappropriate behaviours.

	A	B	C	D
<ul style="list-style-type: none"> - Moves around the class and makes eye contact with students. - Communicates clear requirements regarding appropriate school and social behaviour and makes sure that students meet those requirements. - Encourages and assures full student participation from the beginning to end of class. - Involves students on an individual or group basis setting standards for the smooth running of the class. - Sees that classroom rules are respected throughout different learning activities. - Is able to spot and manage inappropriate behaviour which interrupts the dynamics of the class. - Treats student fairly, impartially and with respect. 				

Level of mastery : A – B – C – D -

Justification – practice teacher's strengths and areas needing improvement

Empty box for justification.

Professional competency : Social and educational context

Competency 7: To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.

Level of Mastery required

Cooperate in the development and implementation of individualized education plans designed for his or her students.

	A	B	C	D
<ul style="list-style-type: none"> - Facilitates the educational and social integration of students with learning disabilities, social maladjustments or handicaps. - Consults resource people to obtain relevant information on the needs and progress of students with difficulties. - Proposes learning tasks, challenges and roles within the class that help students to progress. - Participates in developing and implementing individualized educational plans. 				

Level of mastery : A – B – C – D -

Justification – practice teacher’s strengths and areas needing improvement

Professional competency : Social and educational context

Competency 9: To cooperate with school staff, parents, partners in the community and students in pursuing educational objectives of the school.

Level of Mastery required

Situate his or her role in relation to that played by other internal or external resource persons.

Adjust his or her actions to the educational objectives of the school and contribute to the attainment of these objectives by becoming personally involved in school projects.

Start building a trusting relationship with parents.

	A	B	C	D
<ul style="list-style-type: none"> - Works in concert with different school partners. - Is cordial with peers, administrators and other staff members. - Establishes a personal and professional rapport with parents and encourages them to become actively involved. - Supports students involved in the administrative structures of the school or in school activities or projects. 				

Level of mastery : A – B – C – D -

Justification – practice teacher’s strengths and areas needing improvement

Professional competency : Social and educational context

Competency 10: To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned.

Level of Mastery required

Contribute to the work of the teaching team in an effective manner.
 Provide constructive criticism and make innovative suggestions with respect to the team's work.

	A	B	C	D
<ul style="list-style-type: none"> - Shows himself or herself to be receptive and respectful of others' ideas. - Expresses point of view without imposing it on others. - Goes along with the ideas of others when necessary to ensure good group dynamics. - Cooperates when required with other members of the teaching team in order to design or adapt teaching/learning situation. - Cooperates in an active, ongoing manner with the teaching teams working with the same students. 				

Level of mastery : A – B – C – D -

Justification – practice teacher's strengths and areas needing improvement

Professional competency : Professional identity

Competency 11: To engage in professional development individually and with others.

Level of Mastery required :

Identify, understand and use available resources (research and professional literature, pedagogical networks, professional associations, data banks) related to teaching.
 Identify his or her strengths and limitations, along with his or her personal objectives and

the means of achieving them.
 Engage in rigorous reflexive analysis on specific aspects of his or her teaching.
 Undertake research projects related to specific aspects of his or her teaching.

	A	B	C	D
<ul style="list-style-type: none"> - Questions his or her ideas and beliefs about ESL teaching in relation to ESL teaching practices in the school. - Creates a realistic personalized plan of action for further developing his or her competencies - Clearly expresses his or her points of view and discoveries about ESL pedagogy. - Discusses the relevance of his or her pedagogical choices with his or her colleagues. - Demonstrates ability to apply theory to practice. - Reports progress made during internship. - Identifies the statements contained in the ESL teaching programs, and estimate their impacts in the classroom context. - Shows critical thinking in addressing opinions, ideas, texts and methods. 				

Level of mastery : A – B – C – D -
Justification – practice teacher’s strong and weak points

Professional competency: Professional identity
Competency 12: To demonstrate ethical and responsible professional behaviour in the performance of his or her duties.
Level of Mastery required
Demonstrate sufficient responsibility in dealings with students that one can recommend with no reservations that a class be entrusted to his or her care.

Answer to others for his or her actions by providing well-founded reasons.

	A	B	C	D
<ul style="list-style-type: none"> - Understands the values underlying his or her teaching through reflexive analysis and supported by structured steps. - Manages his or her class in a democratic way (could use democratic approach to help students classroom with conflicts) - Provides students with appropriate attention and support (individual and group needs) - Justifies his or her decisions concerning the learning and education of students to the parties concerned. - Respects the confidential nature of certain aspects of his or her profession. - Avoids any form of discrimination toward students, parents or colleagues. - Situates the moral conflicts arising in class with reference to the major schools of thought (sex, violence, drugs, etc.) - Demonstrates sound judgement in using the law and regulations related to the teaching profession such as dress, attitude and behaviour. 				

Level of mastery : A – B – C – D -
Justification – practice teacher’s strengths and areas needing improvement

Response procedure in the event of major difficulties in teacher training

Predominantly, all students wish to become good teachers, but unfortunately some have more difficulties than others in achieving this goal. Generally, adequate support -

observations made on a regular basis followed by constructive feedback - can help a student reach considerable improvement.

However, sometimes problems persist, even after several interventions (meetings, modeling, etc.) made by the associate teacher and the university supervisor. **When the situation becomes very serious**, for example if pupils' learning is compromised, the procedure for intervention in case of major difficulties in training must be completed without delay, no later than mid-internship. The procedure includes a few steps which are described below.

First, the associate teacher, the university supervisor and the student-teacher discuss areas for improvement and clearly identify the problems encountered by establishing, where possible, links with the Core Professional Competencies for the Teaching Profession (MELS, 2001). Together, they set realistic goals and identify ways which can help the student-teacher to significantly improve within a reasonable time. Stakeholders should ensure that the student-teacher understands the nature of the problems, the recommendations (suggestions, advices, etc.) that are made and the actions required to achieve the desired improvements.

Secondly, the student-teacher puts into practice the favored means of action while making, with the help of his or her associate teacher and university supervisor, a thorough analysis of his or her educational practices.

Finally, at the end of the prescribed period, at subsequent meetings with the student-teacher, the associate teacher and the supervisor complete the "Comments regarding improvements" part by specifying the extent to which objectives have been met and stating recommendations about the sequence of events to come. In the absence of significant progress, both key players in collaboration with the director of the university program make a decision as to whether the student-teacher should carry on with the internship or rather end it. The procedure to follow in case the internship is terminated is specified in the *Guide à l'intention des étudiants stagiaires en enseignement* (Bureau de la formation pratique en enseignement, UQAC).

At the end of each meeting, the student-teacher, the associate teacher and the university supervisor must sign and date the intervention procedure, which will be included in the summative evaluation report and filed with the direction of the program.

It is strongly suggested to inform the school principal and, if necessary, seek his or her assistance from the beginning of the implementation of this monitoring procedure for the management of major difficulties in teacher training.

Response procedure in the event of major difficulties in teacher training

(This document must be added to the final report of the internship evaluation)

Name of student-teacher : _____

Student ID number : _____

School : _____

Level taught : _____ Subject matter taught : _____

Name of associate teacher : _____

Name of supervisor : _____

Practicum 1 ___

Practicum 2 ___

Practicum 3 ___

Practicum 4 ___

Problems identified : _____

Competencies : _____

Objectives	Means to achieve them	Deadline
Objective 1		
Objective 2		
Objective 3		

Date of the follow-up meeting: _____

Student-teacher's signature : _____

Associate teacher's signature : _____

Supervisor's signature : _____

Principal's signature : _____

FOLLOW-UP MEETINGS

FIRST MEETING

Date : _____

Comments on improvements :

Student-teacher's signature : _____

Associate teacher's signature : _____

Supervisor's signature : _____

Principal's signature : _____

SECOND MEETING (if necessary)

Date : _____

Comments on improvements :

Student-teacher's signature : _____

Associate teacher's signature : _____

Supervisor's signature : _____

Principal's signature : _____

THIRD MEETING (if necessary)

Date : _____

Comments on improvements :

Student-teacher's signature : _____

Associate teacher's signature : _____

Supervisor's signature : _____

Principal's signature : _____