

OBSERVATION GUIDE

PRACTICE TEACHING III

3ENL305

Final Internship

From Student Teacher to Teacher

Introductory Meeting

And Presentation of Practicum

Practice teacher : _____

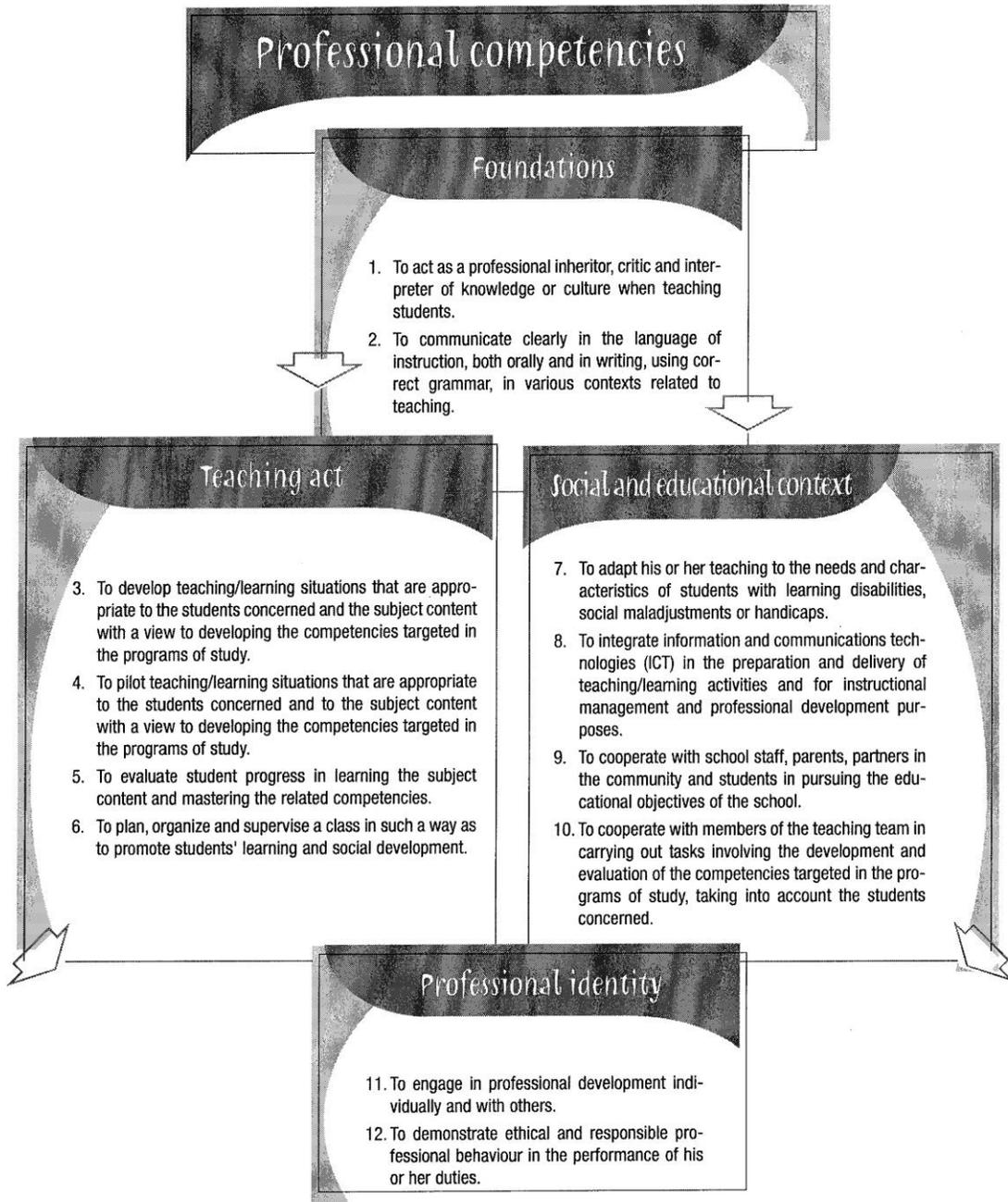
Supervising teacher : _____

PRACTICE TEACHING 3ENL305

	DATE	TIME	PLACE
<i>Preparatory meeting</i>			
<i>Group seminar 1</i> <i>Report 1</i>			
<i>Group seminar 2</i> <i>Report 2</i>			
<i>Group seminar 3</i> <i>Report 3</i>			
<i>Group seminar 4</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 III is the final 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 both *Practice Teaching I* (3ENL120) and *Practice Teaching II* (3ENL230) or their equivalents. 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 final internship.

2. TIME TABLE

The internship covers a period of 12 consecutive weeks, plus 1 week of observation for a total of 13 weeks. During this period, students are required to teach a minimum of 20 class periods per each 9-day cycle (or the equivalent at the elementary level). In addition, students will attend four group seminars which will be scheduled by their practice teaching supervisor.

3. OBJECTIVE OF INTERNSHIP

The internship is a continuation of the practical and theoretical training students received in *Practice Teaching II* and is intended to provide them with both the pedagogical and overall professional competence required of ESL teachers for successful entry into their field. In particular, the internship focuses on the continued development of students' reflective and pedagogical skills and, ultimately, provides a context in which students are expected to obtain a high degree of mastery in the twelve core professional competencies for the teaching profession. (See page. 3)

4. REQUIRED ELEMENTS FOR THE INTERNSHIP

The internship has two required phases: a preparatory phase and a hands-on classroom teaching phase.

4.1 The Preparatory Phase

In the preparatory phase, which begins before classes resume in January, the practice teacher should become familiar with this practice teaching guidebook. At this time, you are also required to meet with your supervising teacher to set out your teaching schedule during the internship and to put together the pedagogical materials necessary to plan your practice teaching. In addition, in view of the experience and skills gained from your previous internship (3PDG230), you should establish your goals for professional development for the first part of this new internship and set forth the means by which you intend to accomplish these goals.

The preparatory phase continues at the school during the first week of classes in January. At this time, you should become familiar with your work environment by meeting the teachers and administrative staff and the students you will be teaching as well as becoming aware of the physical layout of the school and the services offered there. In addition, you should become aware of and where possible get copies of

documents related to the school's operation such as the class schedule, the school calendar, discipline policy, *the projet éducatif* and *the conseil d'établissement*.

Practice teachers and their supervising teachers are also asked to attend a **preparatory meeting** with internship supervisors in a group seminar. The group will consist of a maximum of 8 interns and will provide a venue for participants to come to a common understanding of how the internship works, to agree on how to carry out various aspects of the internship and to schedule future meetings where possible. The preparatory meeting will be scheduled for December or the first school week in January.

4.2 The Teaching Phase

(Begins in the second week of classes in January and ends at the end of the second week of April.)

The teaching phase begins during the second week of classes in January. The intern and the supervising teacher can decide on the actual start date within the week based on whether or not the preparatory phase has been completed and on their judgment of the right time for the intern to begin.

4.2.1 The Duties of the Practice Teacher

Throughout this phase, you, the practice teacher under the supervision of the supervising teacher are to carry out the following duties:

- take on teaching responsibilities for the classes agreed upon in the preparatory phase (planning, classwork and evaluation);

(It should be noted that the practice teacher is not necessarily required to take on all teaching duties throughout the twelve-week period. You must, however, be present in the classroom for most of this period. You and your supervising teacher may wish to gradually increase your teaching duties, or alternate with brief periods of observation as well opportunities for exchange.)

- when possible during the practicum, observe other English classes taught by other English teachers or other interns and exchange with them on their teaching;
- in general, take every opportunity to talk with other interns and teachers in order to enlighten your own reflection and teaching;
- get involved in school life by taking part in extracurricular activities;
- participate actively in internship meetings (group seminars, supervisory meetings, etc.);
- reflect systematically on your teaching, discerning your strong points and those areas you need to improve, and choose teaching methods that will best foster the students' learning;
- write three reports to improve your professional endeavors, in which you reflect on your teaching methods, classroom management and attitudes.

4.2.2 Self-evaluation

You are strongly encouraged to keep a journal in which you evaluate your teaching on a daily basis.

In addition, you are encouraged to videotape your teaching occasionally. A video recording of your teaching will help you to be more objective in your self-evaluation and will also allow teachers, supervisors or other interns to provide feedback on it.

4.2.3 Observation and Evaluation by Supervising Teacher and Practice Teaching Supervisor

In the first three weeks of the teaching phase, your supervising teacher will observe your teaching at least **five complete periods** per week. After this period, he or she will gradually decrease observation to two and then one period per week. After each observation period, you should offer your own evaluation of your teaching to your supervising teacher and then get his or her feedback.

The practice teaching supervisor will arrange to visit your classroom on at least **three to four** separate occasions over the practicum. For each visit, the supervisor will usually stay for a minimum of **two** class periods. However, keep in mind that a supervisor may visit your classroom on more than four occasions and may stay longer for each visit. Thus, it is entirely left 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 your teaching skills. After each visit, your practice teaching supervisor will discuss his or her observations and provide constructive feedback as to how you might further progress in different areas of your teaching. At the end of your practicum, both your practice teaching supervisor and your cooperating teacher will consult one another regarding your progress and determine together whether or not you have reached the overall level of mastery required to pass *Practice Teaching III* (see section 5, *Determining the Overall Level of Mastery...*).

4.2.4 Reflection on Practice Teaching

As part of your internship, you are called upon to reflect on your practice teaching. This kind of self-evaluation is meant to develop your autonomy and lead you to actively readjust your teaching based on your own personal assessment, a requirement for any teacher throughout his or her career.

On three occasions during your practicum (at the beginning of the **third, seventh** and **tenth** week) you are asked to assess your teaching in a report. In each report, you should evaluate your teaching methodology and classroom management as well as your other involvements in the school so as to provide a picture of your progress up to that point.

Based on this reflective observation, you should decide on several **developmental objectives** to work on in the following period as well as the specific means by which you will reach these objectives.

Here are the requirements for each report:

REPORT	COMPLETION DATE	REQUIREMENTS
1 st report	Beginning of Week 3	<ul style="list-style-type: none"> • summarize your accomplishments from the first two weeks of practice teaching. In particular, write with these questions in mind: <ul style="list-style-type: none"> - Did you reach the goals for professional development you established in the preparatory phase ? - Did you use the means you had set forth to achieve these goals? • decide on your developmental goals for the next period, from week three through week six and state how you will achieve them (<i>Note: You may wish to continue working on prior objectives if necessary, while at the same time setting forth new ones.</i>)
2 nd report	Beginning of week 7	<ul style="list-style-type: none"> • reflect on accomplishments from week three through week six • state developmental objectives and means for achieving them for weeks seven through nine
3 rd report	Beginning of week 10	<ul style="list-style-type: none"> • reflect on accomplishments from week seven through week nine • state developmental objectives and means for achieving them for the final period of the practicum

Here is an example of how you might structure each report:

Title: Practice Teaching Report: Reflection on Weeks ____ through ____
Part 1: My Accomplishments in Professional Development
Part 2: My Professional Development Goals for the next period and How I Will Achieve Them

4.2.5 Format of Group Seminar Meetings

Group seminars will generally be held in the third, seventh, tenth and twelfth weeks of the practicum. The group seminars are lead by the practice teaching supervisor and include the participation of interns (to a maximum of eight) as well as their cooperating teachers. They are meant to provide an opportunity for all concerned to talk about their practice teaching experiences and exchange points of view in order to make each internship as successful as possible.

More specifically, interns are encouraged to discuss in group seminar problems they have encountered, projects or pedagogical activities they are having their students work on, or any preoccupations they may have regarding their practice teaching. In fact, the group seminars will be set up so that a subject for discussion voiced by each intern can be addressed at each meeting.

Thus, each group seminar will serve as a consultation period in which one intern who takes the role of “client” will present a problem, a project or topic. The other practice teachers and the cooperating teachers will act as “consultants” and the internship supervisor will direct the discussion acting as “facilitator.”

4.2.6 Practice Teaching Portfolio

Throughout the practice teaching period, you will naturally produce a body of work related to your teaching duties, such as lesson plans, pedagogical materials for your lessons, tests, quizzes or student evaluation sheets you have written and used, your daily journal etc.

By the end of your internship, you must hand in to your practice teaching supervisor a portfolio containing examples of this work. It is entirely up to you to decide the number and type of examples to include in your practice teaching portfolio. You are encouraged to select examples of work you feel truly represent the quality of your teaching and those which you might present to a future employer to demonstrate your competence.

5. DETERMINING THE OVERALL LEVEL OF MASTERY FOR EACH COMPETENCY

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 description 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 III

Once both the cooperating teacher and practice teaching supervisor have evaluated the level of mastery for each of the 12 competencies, they will determine whether or not the practice teacher has reached the overall level of mastery required to pass *Practice Teaching III*. 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 the 12 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 the 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 5 : To evaluate student progress in learning the subject content and mastering the related competencies.

Level of Mastery required

Detect the strengths and weaknesses of the students in a learning situation.
Identify some of the adjustments required in his or her teaching on his own.
In cooperation with colleagues, design evaluation materials, interpret the work of students in terms of their mastery of the competencies, and develop tools for communicating with parents.

	A	B	C	D
<ul style="list-style-type: none">- Gathers information as students are engaged in a learning situation in order to identify strengths and weaknesses.- Reviews and adapts his or her teaching accordingly to help the student progress.- Designs or uses tools to evaluate student progress and mastery of competencies.- Communicates expected outcomes to students and parents and provides feedback on student progress and mastery of competencies using clear, simple language.- Works with the teaching team to determine the desired stages and rate of progression within the cycle concerned.				

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

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 8: To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.

Level of Mastery required

Demonstrate critical judgement regarding the real benefits and limitations of ICT as teaching and learning resources.
Demonstrate a general understanding of the possibilities offered by ICT (and the Internet) for teaching and learning, and know how to integrate ICT in a functional manner in teaching/learning activities when appropriate if possible (depending on the school).
Use ICT effectively in different aspects of his or her intellectual and professional life: communication, research, information, processing, evaluation, interaction with colleagues or experts, etc.
Effectively transmit the ability to use ICT to his or her students in order to support the collective construction of learning in a well-structured, critical manner when possible.

	A	B	C	D
<ul style="list-style-type: none">- Exercises critical judgement regarding the real benefits and limitations of ICT as teaching and learning resources.- Communicates using various multimedia resources.- Uses ICT effectively to search for, interpret and communicate information and to solve problems.				

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 so that one can recommend without reservations that a class be entrusted to his or her care.

Answer others for their 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 : _____