



Département des sciences de l'éducation
Unité d'enseignement en sciences du langage et communication
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INTERNSHIP GUIDE

PRACTICE TEACHING II

3ENL232

Student-teacher: _____

Associate teacher: _____

Supervising teacher: _____

Date of the internship from _____ *to* _____

School: _____

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CALENDAR

| EVENT | DATE/DUE DATE | PLACE | REFERENCE |
|-------------------------|--|--------------|-------------------------|
| Introductory meeting | First week of session | UQAC: | 7.1 p.8 |
| Report 1 (A, B) | Second week of session to beginning of February | N/A | 8.2.1, Appendix 1 |
| Observation days | Day 1: | School name | 8.2.2., Appendix 1 |
| | Day 2: | School name | |
| | Day 3: | School name | |
| | Day 4: | School name | |
| | Day 5: | School name | |
| Report 1 (C) | Between last day of observation and beginning of practicum | N/A | 8.2.3, Appendix 1 |
| Preparation of Report 2 | Before the beginning of practicum | N/A | 8.3.1, Appendix 2 |
| Practicum | From: JJ/MM/YYYY To: JJ/MM/YYYY | N/A | 8.3.2-5 |
| Supervisor visit 1 | JJ/MM/YYYY (am/pm) | School name | 6, 8.3.5, Appendix 4 |
| Seminar 1 | Early practicum, the week after the supervisor's first visit | UQAC: | 8.3.6 |
| Supervisor visit 2 | JJ/MM/YYYY (am/pm) | School name | 6, 8.3.5, Appendix 4 |
| Seminar 2 | The week after the supervisor's second visit | UQAC: | 8.3.7 |
| Completion of Report 2 | At the end of the practicum | N/A | 8.3.8., Appendix 2 |
| Seminar 3 | After the end of the practicum | | 8.3.9, Appendix 3 |
| Report 3 | One week after the end of the practicum | | 8.3.10, Appendix 3 |
| Report 4 | One week after the end of the practicum | | 8.3.11, Appendix 3 |

THE INTERNSHIP

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 meet the necessary pre-requisites for this internship are strongly advised to contact the director of the *Unité d'enseignement en sciences du langage et communication* before officially enrolling in this activity.

2. OVERVIEW OF INTERNSHIP

Practice Teaching II is made of two parts: a preparatory observation period and a teaching practicum. As part of the observation period, the student-teacher will continue their reflective process to evaluate his/her knowledge, beliefs and teaching competencies. During the practicum, the student will continue developing his/her teaching competencies while continuing the reflective process. Throughout the internship, the student-teacher will have to write reports (4) and participate in meetings and seminars (3).

3. OBJECTIVE OF INTERNSHIP

Practice Teaching II, which normally takes place in the fourth semester of the BELS program, is the second of three program internships. The aim of this internship is to continue sensitizing student-teachers to various aspects of the educational relationship and communicative approach in secondary level language classes by developing their ability to interact professionally with students and colleagues alike, to create and use certain pedagogical activities, to speak English 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, that student-teachers are not expected to demonstrate expertise in these aspects of the internship because, once again, the aim here is to make them aware of the variety of social and pedagogical skills underlying effective L2 teaching so that they may begin the process of developing these as early on in their training as possible.

4. THE REFLECTIVE PROCESS

Research (e.g., Richards & Farrell, 2011) shows that student-teachers who are 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?”) are more likely to note reasons for their actions and to make judgments about the adequacy of their efforts than are students who are 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 the internship, during the time spent in actual classroom teaching and, indeed, throughout their entire ESL career, they will be called upon to engage in the practice of reflective teaching.

5. THE ASSOCIATE TEACHER'S ROLE

The main role of the associate teacher is to guide and support the student-teacher in order to lead him/her to develop his/her teaching skills and progressively assume more responsibility and gain confidence in the teaching acts. The associate teacher must enable the student to:

- assist in the teaching/evaluation activities for at least 1 period per day during the first week of the twenty-day internship.
- be the main actor in the learning/evaluation activities at least for 1 period per day during the second week, for 2 periods per day on the third week, and 3 periods per day in the fourth and fifth weeks.

Throughout the twenty-day internship, the associate teacher:

- provides a selection of material and supervises the student's preparation for the class activities. While not creating the material, the student should select the most appropriate material and plan the teaching and evaluation sequences.
- observes the student-teacher's teaching acts and provides constructive feedback on those acts as soon as possible after the class.
- refrains from intervening during the student-teacher's teaching act unless a discipline situation is getting out of control or the pupils' learning is compromised.
- plays an important role in the formative and summative evaluation of the student-teacher's performance during the internship. He/she reports his/her observation to the supervisor during the latter's visits as well as prepares and participates in the student-teacher's final evaluation.
- as the front-line observer, is responding for contacting the supervisor when, despite guidance and feedback, the student-teacher's performance or behavior remains concerning and requires swift intervention. NOTE: early detection of serious issues is required for the procedure for intervention (see section 10) to be put in place before mid-internship.
- is asked to leave the classroom during the supervisor's visit and to make time for a conversation with the supervisor to report his/her observations.

6. THE INTERNSHIP SUPERVISOR'S ROLE

The internship supervisor is in charge of leading the introductory meeting and group seminars in which he or she:

- explains the objectives, requirements and calendar of the internship,
- sets the topics of discussion during the seminars
- facilitates the exchange of ideas during the discussions
- helps the student-teachers reflect upon their teaching practices, attitudes and beliefs
- evaluates the student-teachers' reports

During the twenty-day practice teaching period, the supervisor:

- is required to observe the student-teachers in the classroom, on at least two occasions for a minimum of one class period. If need arises, and at his/her discretion, he/she may visit more often and/or for longer.
- is the main evaluator for the formative and summative evaluation of the student-teachers' performance during the internship.
- provides the student-teacher, if possible in the presence of the associate teacher, feedback on the development and attainment of the eight professional competencies evaluated in this internship (see below).

7. PROFESSIONAL COMPETENCIES

PROFESSIONAL COMPETENCIES

| Foundations | | | |
|---|---|--|---|
| 2. To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students. | ✓ | 1. To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching. | ✓ |
| Teaching acts | | | |
| 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 of study. | ✓ | 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. | ✓ |
| 5. To evaluate student progress in learning the subject content and mastering the related competencies. | ✗ | 6. To plan, organize and supervise a class in such a way as to promote students' learning and social development. | ✓ |
| Social and educational context | | | |
| 7. To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps. | ✓ | 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. | ✗ |
| 9. To cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school. | ✓ | 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. | ✓ |
| Personal identity | | | |
| 11. To engage in professional development individually and with others. | ✓ | 12. To demonstrate ethical and responsible professional behaviour in the performance of his or her duties. | ✓ |

Legend:

✓ Competency evaluated during this internship

✗ Competency not evaluated during this internship

8. THE STUDENT-TEACHER'S DUTIES AND CALENDAR

8.1. THE INTRODUCTORY MEETING

The student-teacher is required to attend an introductory seminar (in the first week of the session; maximum of two hours) during which the details of the internship is explained. The supervisor sets a study topic on which all students relate their initial perception and beliefs. The exchange is meant to initiate the student-teacher's reflective process.

8.2. THE OBSERVATION PERIOD

8.2.1. PREPARATION FOR THE OBSERVATION DAYS, REPORT 1 A, B

In the week following the introductory meeting, the student-teacher prepares for observation by personalizing his/her observation grid. To do so, the student-teacher may use the various viewpoints related during the introductory meeting, or any personal knowledge acquired through course work, personal experience and/or discussions with ESL teachers, or readings suggested by the supervisor. **IMPORTANT:** The grid must be completed before the first observation day; a copy must be submitted to the associate teacher at the start of the first observation day and to the internship supervisor at the following group seminar. This step must be taken seriously as a well-prepared grid will enable the student-teachers to get the most out of their classroom observation (see Appendix 1).

8.2.2. THE FIVE OBSERVATION DAYS

On the five observation days, spread from February to March, the student-teacher observes the associate teacher in the classroom. For each of these observation days, the student-teacher's primary task 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 in this process, he/she concentrates on the observation topic set for each day (see appendix 1). For each topic, specific objectives and a set of questions (catalysts for reflection) are given to guide observation; these questions also serve as the basis for weekly reflective-teaching exercises required in the observation seminars.

During these observations, the student-teacher may also be asked to:

- participate in team teaching,
- guide group learning activities,
- work with students individually
- shadow the associate teacher on special days (pedagogical day, snow day, etc.)

Practical information for the observation days. The student-teacher must arrive at the school early, in order to meet with the associate teacher, discuss the observation topic of the day and observation methods envisaged. This meeting should also be used to clarify what role the associate teacher would like the student-teacher to play in the classroom and throughout the day. It should be borne in mind though that, in order to observe effectively, the student-teacher must devote a good portion of the day to observation only. Outside of the classroom periods, the student-teacher should expand his/her knowledge of the teaching profession 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.

8.2.3. REPORT 1, PART 2

In the week following the last day of observation, the student-teacher prepares a report (see appendix 1, part 2) in which he/she organizes and analyzes the observational notes documented in the observation grid. The report must include: a legible copy of the grid containing the observational data collected and the conclusions drawn from observations, whether they confirm or contradict the initial perceptions. Any new insight or question elicited during observation must also be related. The final part of the report must be a brief discussion of how this whole process will affect the student-teacher's future teaching.

8.3. THE PRACTICUM

This part of the internship includes the following elements, chronologically:

- Preparation of Report 2: Personalized Practice Teaching Report (8.3.1)
- 25 days of in-class practicum (see 8.3.2 to 8.3.5)
- 3 seminars (see 8.3.6, 8.3.7 and 8.3.10)
- Completion of Report 2: Personalized Practice Teaching Report (see 8.3.8)
- Report 3: Reflective Report on Teaching (see 8.3.10)
- Report 4: Prospective Report on Teaching and career (see 8.3.11)

8.3.1. PREPARATION OF REPORT 2: PERSONALIZED PRACTICE TEACHING REPORT

This report is referred to as "personalized" since student-teachers begin the internship with their own set of competencies, experience, beliefs, as well as areas that need improvement for becoming a competent ESL teacher. The first two parts of this report require the student-teachers to a/ reflect upon their level of competence in L2 teaching as it stands before the beginning of the practicum and b/ establish their plan to further develop it over the subsequent twenty-day practicum. The form presented in Appendix 2 should be used as a model.

The student-teacher is required to give a copy of the first two parts of the report (components a and b) to both the internship supervisor and associate teacher at the beginning of the twenty-day teaching period. This will allow all those involved to discuss and validate the content of the report before the actual practice teaching begins.

NOTE: The final part of the report will be written once the practicum is completed – see 8.3.8.

8.3.2. DESCRIPTION OF THE PRACTICUM

In this part of *Practice Teaching II*, the student-teacher enters into the practical internship phase which covers a period of twenty days in April. This period marks the transformation from “student observer” to student-teacher. Throughout the practicum, the student-teacher has the opportunity to progressively assume more of an active role of an ESL teacher, but also to continue reflecting on how his/her educational beliefs, teaching experience and learning relate to second-language teaching at this stage in his/her professional development. Moreover, with the help of the associate teacher and internship supervisor, the student-teacher begins the process of understanding how his/her own personalized use of pedagogical techniques and strategies contribute to successful learning in the classroom,

and how in turn, they can help him/her in developing a successful pedagogical plan of action in the more difficult areas of his/her teaching. Therefore, broadly speaking, the general aim of the practice-teaching phase is to help develop the pedagogical skills necessary for teaching in the field of ESL and also the various competencies required for teaching ESL at the Secondary level. During this practicum at the Secondary level, the student-teacher works to develop the skills and knowledge that underlie the professional competencies indicated with a ✓ in the “Professional competencies” (section 7).

8.3.3. THE STUDENT-TEACHER’S PRACTICUM DUTIES

During the practicum, the student-teacher gains experience and confidence by progressively becoming a major actor in the learning/evaluation activities: in order to achieve this, the student-teacher minimally assumes the following tasks:

- assists in the classroom activities for at least one period per day during the first week.
- leads the learning/evaluation activities for
 - at least 5 classes on week 2
 - at least 7 classes on week 3
 - at least 9 classes on week 4
 - all classes (normally 13) on week 5

When not leading the activities, the student-teacher assists the teacher or takes part in school activities. The student-teacher is strongly encouraged to use free periods to observe other teachers (ESL or other) to further his/her understanding of how different instances of teacher-student interaction and various instructional techniques come together to create an effective learning environment.

During this practicum, the student-teacher is not required to create teaching/evaluating material. However, he/she needs to select the most appropriate material from a selection provided by the associate professor to plan the teaching and evaluation sequences. If the student-teacher wishes to produce pedagogical material, he/she must submit it to the associate teacher for approval before using it with pupils.

8.3.4. OTHER OBLIGATIONS

- In early February, the student-teacher must provide his/her supervisor with the complete schedule for his/her practicum (see appendix 4) so that the supervisor can plan the visits.
- The student-teacher must inform his/her supervisor AND associate teacher of any situation (illness, family emergency, etc.) that leads to an absence from work.
- The student-teacher must inform his/her supervisor of any situation (illness, family emergency, etc.) that leads to an absence at a seminar or of any situation that may compromise the completion of practicum duties.
- The student-teachers must keep informed with university matters and activities, by checking their UQAC emails.
- On pedagogical days, the student-teacher must work with the associate teacher.
- On snow days or other special circumstance, the student-teacher must comply with school instructions.

8.3.5. EVALUATION OF THE PRACTICUM

During classroom visits, the internship supervisor closely monitors the student-teacher's overall progress by carefully evaluating the extent to which each of the competencies targeted in this specific internship is mastered. After each visit, the supervisor discusses the results of the evaluation and provides constructive feedback (i.e., formative evaluation). By mid-practicum, if the associate teacher and supervisor consider that the student-teacher significantly lacks in one or more competencies, they set the Response procedure in motion (see section 10).

At the end of the twenty-day practicum, the internship supervisor and associate teacher exchange their views and comments on the student-teacher's performance on the competencies evaluated to determine if the overall level of mastery required to pass *Practice Teaching II* has been reached (i.e., summative evaluation).

The supervisor, in consultation with the associate teacher, records the final mark for *Practice Teaching II* as either PASS, FAIL or INCOMPLETE. A satisfactory level of mastery (minimally B-) in each of the 10 competencies is necessary to pass the internship. An incomplete grade (I) is granted, by the supervisor alone, in the event that the student-teacher was not able to complete the work necessary to determine a pass or fail in the internship.

The observation grid presented below (pages 14 to 23) 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 the 10 competencies, each of which is characterized by a set of specific attitudes and beliefs.

In determining the overall level of mastery for a given competency, the associate teacher and internship supervisor circle one of the letters from the scale which appears in the box below the set of criteria. They then justify their evaluation of the student-teacher's level of mastery by indicating the reasons for their decision and specifying the student-teacher's strengths and weaknesses. The descriptions of the different levels of competence are the following:

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

The student-teacher does not meet, or rarely meets, the criteria for a given competency and does not demonstrate any significant progress towards meeting these criteria.

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

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

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

The student-teacher frequently meets the criteria for a given competency.

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

The student-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.

The internship supervisor and associate teacher look at the student-teacher's overall performance for a given competency and weigh whether individual characteristics such as attitude, effort, initiative, general progress, etc. warrant a plus (+) or minus (-) for each grade.

Determining the Final Mark for Practice Teaching II

Once the associate teacher and internship supervisor have evaluated the level of mastery for each of the 10 competencies, they determine whether or not the student-teacher has reached the overall level of mastery required to pass *Practice Teaching II*. In doing so, they 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 student-teacher must achieve a satisfactory level of mastery for each of the 10 competencies.

8.3.6. SEMINAR 1

During this early practicum seminar, each student-teacher must present a summary of his/her observations. The exchange serves to enrich the student-teachers with other perceptions of a same situation and topics. These discussions should lead the student-teachers 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 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.

The level of language demonstrated during the seminar may count for competency 2. Presence at, and implication during, this seminar may count for competencies 10 and 11.

8.3.7. SEMINAR 2

During this mid-practicum seminar, the supervisor sets a topic of discussion in order for the student-teachers to exchange views based on their learning and internship experience.

The level of language demonstrated during the seminar may count for competency 2. Presence at, and implication during, this seminar may count for competencies 10 and 11.

8.3.8. COMPLETION OF REPORT 2: PERSONALIZED PRACTICE TEACHING REPORT

At the end of the twenty-day practicum, the student-teacher must restate the competencies targeted for improvement in his/her plan of action (see 8.3.1) and clearly describe the current state of development vis-à-vis these competencies. The student-teacher must indicate which competencies have not been "mastered" at this particular stage and will be worked on for development in the next internship. The level of language demonstrated in the report may count towards competency 2. Completion of this report may count for competency 11. NOTE: It is important to keep a copy of the entire report so that it can be used as a starting point for reflection in the final internship.

8.3.9. REPORT 3: REFLECTIVE REPORT ON TEACHING

At the end of the practice teaching, the student-teacher must write a report on three classroom situations in which he/she found his/her teaching performance to have improved considerably and then analyze in depth possible reasons underlying this success. Use the form presented in Annex 3 to describe all three situations.

The level of language demonstrated in the report may count towards competency 2. Completion of this report may count for competency 11.

8.3.10. SEMINAR 3

After the end of the twenty-day practicum, the supervisor leads a discussion directing student-teachers to reflect on their internship and the development of their competencies, as well as analyse the differences between teaching at the primary level and at the secondary level. The reflection should lead the student-teacher to evaluate teaching at the two levels, both from an objective perspective and considering their internship experience, in order to make a sound and objective choice for their final internship.

The level of language demonstrated during the seminar may count for competency 2. Presence at, and implication during, this seminar may count for competencies 10 and 11.

8.3.11. REPORT 4: PROSPECTIVE REPORT ON TEACHING AND CAREER

Based on the seminar 3 exchange, the student-teacher must write a report objectively analysing the differences between teaching at the primary level and at the secondary level. The student-teachers' reflection should also include a section on how their personality, abilities, and the specifics of their two internships lead them to believe that they might be better suited for or might prefer primary or secondary level teaching for their final internship.

9. REFERENCES

The internship supervisor will give a list of the course's readings.

The student-teachers are also encouraged to consult the library, previous courses notes or any other source of documentation which will help them to establish pertinent links between their academic training and training received in the practicum. Two titles in particular which are recommended as a starting point in this area:

- 1) H. D. Brown's (2015) *Teaching by Principles: An Interactive Approach to Language Pedagogy*. NY: Pearson Education.
- 2) Richard's & Farrell's (2011) *Practice Teaching: A Reflective Approach*. Cambridge: Cambridge University Press.

| |
|--|
| 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 students to express themselves and listen to others' points of view). | | | | |

Level of mastery: A – B – C – D -

Justification – student-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 – student-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. - Without necessarily creating the material, 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 – student-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 use English as much as possible 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 – student-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 – student-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 – student-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 – student-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 – student-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 – student-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. | | | | |

| |
|---|
| <p>Level of mastery: A – B – C – D -</p> <p>Justification – student-teacher's strengths and areas needing improvement</p> |
|---|

10. 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 (Ministry of Education). 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, advice, etc.) that are made and the actions required to achieve the desired improvements.

Secondly, the student-teacher puts into practice the favoured 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: _____ | |

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: _____

APPENDIX 1
The reflective process
Report 1 A, B, C

To help in the reflective process, the student-teachers are asked to complete two short reports, one to analyse their own thoughts, the other to report their classroom observations. They will also have the opportunity to share their findings in group seminars. The following steps and guidelines have been designed to help them in the reflective process before, during (report 1A, B) and after classroom observations (report 1C).

Report 1 A, B

Between the introduction meeting and the first day of observation, the student-teachers need to complete report 1. This report includes two parts: the initial perceptions on the five topics established and the observation grid that they will use to take notes during their observation days. The topics are given below, in individual boxes, together with a set of questions or catalysts for reflection.

Report 1 C

Between the introduction meeting and their first day of observation, student-teachers need to complete their original grid by adding their observations and conclusions. See details in the table below.

| Report (Section) | Subject | What to include |
|------------------|----------------------|---|
| Report 1 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.) |
| Report 1 Part B | Observation Grid | Build your grid based on the various sources outlined. (Maximum one page.) |
| Report 1 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. (Maximum three additional pages) |

APPENDIX 2

| Topic 1: Presenting information & Giving instructions | |
|--|---|
| OBJECTIVES | CATALYSTS FOR REFLECTION |
| 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. | What should I be aware of when presenting new information so that it reaches my students in a clear and coherent fashion? When giving instructions, what important elements should I consider so that students are able to successfully carry out the activity or exercise at hand? How might my instruction strategies differ in situations of individual, pair or group work? |

| Topic 2: Eliciting information: teachers' questions and responses | |
|--|--|
| OBJECTIVES | CATALYSTS FOR REFLECTION |
| 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. | How do my questions and responses to students facilitate their learning as well as inform me of their learning progress? |

| Topic 3: Dealing with corrective feedback | |
|--|---|
| OBJECTIVES | CATALYSTS FOR REFLECTION |
| 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. | How does my feedback to students facilitate their learning? How can I ensure that my students give attention to my feedback? How can I check if previous feedback was useful? |

Topic 4: Dealing with class discipline

| OBJECTIVES | CATALYSTS FOR REFLECTION |
|---|--|
| To form a personal opinion concerning ways to manage a secondary level class. | What do I see to be the advantages and disadvantages of various classroom layouts for teaching English at the Secondary level? |
| To form a personal opinion as to how to make the best use of various classroom management techniques. | How can I vary the structure of a lesson so that it is appropriate for different grades, times of day and ability-levels? What can I do to make the most of the hours available to me for teaching English and by so doing give each student the maximum amount of learning-time? |

Topic 5: Roles of the interactive teacher; managing interaction through pair and group work

| OBJECTIVES | CATALYSTS FOR REFLECTION |
|--|--|
| To form a personal opinion as to how different strategies in classroom management can foster an interactive classroom environment. | What patterns of interaction am I most likely to observe in a communicative classroom? What role do I play as a teacher in sustaining interaction in the classroom? How can I manage pair- and group-work so that my interaction with students is less teacher-centered? What techniques can I use as a teacher to ensure that individual, pair or group work keeps students alert, motivated, engaged and on course? |

Report 2: PERSONALIZED PRACTICE TEACHING REPORT

This report is referred to as "personalized" since student-teachers begin the internship with their own set of competencies, experience, beliefs, as well as areas that need improvement for becoming a competent ESL teacher and progress at different pace.

The first parts of this report requires the student-teachers to a/ reflect upon their level of competence in L2 teaching as it stands before the beginning of the practicum and b/ establish their plan to further develop it over the subsequent twenty-five-day practicum. This report should center on the secondary level teaching skills and requirements. The form presented below should be used as a model.

The student-teacher is required to give a copy of the first part of the report (components a and b) to both the internship supervisor and associate teacher at the beginning of the twenty-day teaching period. This allows all those involved to discuss and validate the content of the report before the actual practice teaching begins.

At the end of the twenty-day practicum, the student-teacher must restate, (report 2, part 2) the competencies targeted for improvement in his/her plan of action (see 8.3.1) and clearly describe the current state of development vis-à-vis these competencies. The student-teacher must indicate which competencies have not been "mastered" at this particular stage and will be worked on for development in the next internship.

The level of language demonstrated in the report may count towards competency 2. Completion of this report may count for competency 11.

Part 1:

a. A personalized evaluation of the current level of competence in L2 teaching

In this component, the student-teacher is asked to reflect first on past experiences (in-class observations, classes, seminars, previous teaching experience, etc.) and evaluate his/her current level of competence in all 10 competencies evaluated in this internship. The student-teacher must identify 3 to 5 competencies that require greater development during the practicum, particularly for secondary level teaching, explain why and how he/she plans to further develop those competencies.

b. A personalized plan of action for developing my competence in L2 teaching

For each of the 3 to 5 competencies identified in a/, the student-teacher must clearly state the strategies he/she intends to integrate into his/her teaching in order to improve in those competencies.

Part 2: The student-teacher must indicate which competencies have not been "mastered" at this particular stage and will be worked on for development in the next internship.

APPENDIX 3

Report 3: Reflective Report on Teaching

At the end of the practice teaching, the student-teacher must write a report on three classroom situations in which he/she found his/her teaching performance to have improved considerably and then analyze in depth possible reasons underlying this success. Use the following format to discuss all each of the three situations.

Description of situation n°

- 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?

APPENDIX 4

PERSONAL SCHOOL CALENDAR

For the four weeks of the internship, the student-teacher needs to provide the following information.

Information required for each of the weeks:

- The date AND the academic day (ie. the school calendar day) as a same date can be day 1 at one school and day 7 at another.
- The beginning and end times of each period, as those vary from one school to another.
- If teaching at two schools, make sure to identify the school for each day/period.
- While the exact content to be taught on each day/period may not be known, it is extremely important to specify any evaluation period or any activity where the interaction with pupils would be limited (for instance, a writing activity or evaluation)

| | Date & academic day |
|----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Period 1 am am | Group: Content: | Group: Content: | Group: Content: | Group: Content: | Group: Content: |
| Period 2 am am | Group: Content: | Group: Content: | Group: Content: | Group: Content: | Group: Content: |
| Period 3 am pm | Group: Content: | Group: Content: | Group: Content: | Group: Content: | Group: Content: |
| Period 4 pm pm | Group: Content: | Group: Content: | Group: Content: | Group: Content: | Group: Content: |