Concordia University

Department of Education

Faculty of Arts and Science

Early Childhood And Elementary (ECEE)

Internship Handbook
Winter 2011

Draft

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APPENDICIES
TEACHER TRAINING PROFESSIONAL COMPETENCIES
CODE OF ETHICS AND PROFESSIONAL CONDUCT OF STUDENT - TEACHERS

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The Early Childhood And Elementary (ECEE) Program
B.A. Specialization

The ECEE Specialization program offers accreditation for teachers from kindergarten to grade six.

In the first year, emphasis is placed upon teaching methods of pre-kindergarten children. In this initial internship EDUC 295: Pre-Kindergarten Teaching, the students spend one day per week in Concordia's Observation Nursery where they have the opportunity to work with children aged 4 to 5 years. At this time, students are required to take the course EDUC 264: Communication: Child, Parent and Teacher; the objective of which is to increase understanding of parenting and possibilities of working more closely and effectively with parents of young children.

During the second year of the program, students take course EDUC 297: Observation and Evaluation in Education, in which they learn how to conduct evaluation at the elementary level.

By their third year, students will also have taken relevant psychology and methods courses. The final internships, which students take in their 3rd and 4th years, are based in elementary school classrooms (Kindergarten, Cycles I, II and III) – EDUC 395, 493 and 495. All the educational psychology, philosophy, principles, techniques and methods learned by the students in the course of theoretical lectures are supplemented by teaching experience in the classroom.

All the courses in the ECEE Program are related to the development and mastery of the professional competencies as outlined in the Quebec Education Program (2001).

The aim of the internships is for the student interns to develop from participant observers to competent teachers. By the completion of the internships, the interns should be able to assume complete charge of a class and develop a stimulating and effective program for Kindergarten, Cycle I/II (primary) and Cycle II/Ill (upper elementary) school children.

The internship is an exciting and challenging experience for the students. With the guidance and support of cooperating teachers in the schools and faculty members in the Department of Education, interns learn to relate theoretical knowledge and professional skills to the practical aspects of effective teaching. Students plan and implement activities, paying careful attention to objectives and the competencies related to them. They focus on providing students with meaningful, age-appropriate experiences, which are relevant to them and their lives, allowing them to feel valued and successful in school and in 'life'.

Program Requirements

	Course Name	Course Title	Credits
Group A: 84 credits of Compulsory Courses in Education			
☐	EDUC 200/2	English Exam for Teacher Certification (THIS COURSE MUST BE TAKEN IN FIRST SEMESTER OF ACCEPTANCE TO THE ECEE PROGRAM. STUDENTS MUST PASS THIS EXAM BEFORE TAKING EDUC 493).	0
☐	ARTE 201	Art Education in Early Childhood	3
☐	EDUC 210	Psychology of Education	6
☐	EDUC 211	Child Development	3
☐	EDUC 222	Exploring Movement with Children	3
☐	EDUC 260	Historical & Philosophical Foundations of Early Childhood Education	3
☐	EDUC 311	Child Development II	3
☐	EDUC 264	Communication: Child, Parent and Teacher	3
☐	TESL 231	Modern English Grammar	3
☐	EDUC 295	INTERNSHIP I: Pre-Kindergarten Teaching	3
☐	EDUC 296	Pre-Kindergarten Teaching Seminar	3
☐	EDUC 297	INTERNSHIP II: Observation and Evaluation in Education	3
☐	EDUC 301	Integrating Computers into the Elementary Classroom	3
☐	EDUC 380	Teaching Language Arts I	3
☐	EDUC 381	Teaching Language Arts II	3
☐	EDUC 382	Teaching Science Concepts in the Elementary Classroom	3
☐	EDUC 386	Teaching Mathematics I (September 2011)	3
☐	EDUC 387	Teaching Mathematics II	3
☐	EDUC 388	Teaching Mathmatics III	3
☐	THEO 355	Ethic and Religious Culture	3
☐	EDUC 395	INTERNSHIP III: Kindergarten Teaching	3
☐	EDUC 396	Kindergarten Teaching Seminar	3
☐	EDUC 400	Teaching Across the Curriculum	3
☐	EDUC 445	Education in Quebec	3
☐	EDUC 450	The Inclusive Classroom: Education Exception Children	3
☐	EDUC 454	Diversity in the Classroom	3
☐	EDUC 493	INTERNSHIP IV: Primary Teaching	3
☐	EDUC 494	Primary Teaching Seminar	3
☐	EDUC 495	INTERNSHIP V: Upper Elementary Teaching	3
☐	EDUC 496	Upper Elementary Teaching Seminar	3

Group B: 12 credits of Related Courses

☐	EDUC 230	Introduction to Philosophy of Education	3
☐	EDUC 305	Technology for Educational Change I	3
☐	EDUC 321	Sex Role Socialization in the School	3
☐	EDUC 384	Teaching Social Studies in Elementary School	3
☐	EDUC 385	Teaching a Second Language to Elementary School Childhood	3
☐	EDUC 405	Children and Technology	3
☐	EDUC 406	Educational Aspects of Physical Activity, Health and Wellness	3
☐	EDUC 411	Toys, Media and Children's Popular Culture	3
☐	EDUC 422	Sociology of Education I	3
☐	EDUC 423	Sociology of Education II	3
☐	EDUC 426	Comparative Education I	3
☐	EDUC 427	Comparative Education II	3
☐	EDUC 498	Advanced Topics in Education	3

Group C: 24 credits of Electives (must be taken outside Education)

Electives should be related to subjects that are taught in elementary schools (e.g. science, art, math, french, english, history, geography, health sciences, chemistry, physics, library study, music etc.)

Students must take:

☐ 6 credits of Social Studies

☐ 3 credits of Natural Science

☐ TESL 231 (3 credits)

Additional Requirement

☐ Police Background Check

Internships in conjunction with seminars must be completed in the following sequence:

1. EDUC 295 & 296
2. EDUC 297*
3. EDUC 395 & 396*
4. EDUC 493 & 494
5. EDUC 495 & 496

*NOTE: EDUC 264 must be taken in alternate terms to EDUC 297 and EDUC 395 & 396

INTERNSHIP & SEMINAR COURSE OUTLINES

EDUC 295
INTERNSHIP I: PRE-KINDERGARTEN TEACHING

EDUC 295 - INTERNSHIP I: Pre-Kindergarten Teaching
Course Outline

Course Description:
Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; students must be enrolled in EDUC 296 in the same semester.

This internship gives students first-hand knowledge of the importance of early education. Students will develop preliminary skills in designing and implementing curriculum (articulating educational objectives, meeting the needs of individual children, working effectively with groups) and in reflecting on their practice. Students are placed in a prekindergarten class one day a week for a total of 60 hours.

Required texts:

1. The EDUC 295/296 course pack is available at the SGW Campus bookstore, Library Building, LB-103.
2. Ministère de la Famille et des Ainés (2009). Meeting early childhood needs: Quebec's educational program for childcare services. Retrieve at: http://www.rcpeim.com/wp-content/uploads/2009/12/Educ-Program-Childcare-Qc-copie.pdf
3. Governement du Québec Ministère de l'Education (2001). Chapter 4. Preschool Education. In Québec Education Program (pp. 51-68). Retrieve at: http://www.mels.gouv.qc.ca/DGFJ/dp/programme_de_formation/primaire/pdf/educprg2001/educprg2001-040.pdf
4. Other readings may be posted on-line.

Course Evaluation:

1. Internship Log Book (40%)

Part I: Submitted weekly.
Note in list form your activities during each internship visit, (i.e., what did you do?). Details will not be submitted for Part I, but you should keep written notes to help you write Part II.

Part II: Reflection of Days 1-10.
Please include your ongoing Part I entries with your Part II submissions.
At midterm and at the end of your internship, review your activities and experiences to date. Consider a few episodes, features or patterns of significance in your fieldwork experience and think deeply about these experiences. Write a 5-page reflective essay in which you connect your observations and reflections with theory by meaningfully referring to at least three readings from the course pack.

Note: Part II of the log book must be written in APA style: 12-point Times New Roman font, double-spaced, with one inch margins on all sides (top, bottom, left, right).

Practice teaching:
The practice teaching component of the course is graded by the cooperating teacher and the University supervisor on a Pass or Fail basis. A copy of Part I of your log book must be submitted to your cooperating teacher at midterm and before the final evaluation. The detailed format for the evaluation of practice teaching will be delineated and discussed in class.

2. Curriculum planning (60%)

Using the lesson plan template below, design and implement six (6) learning experiences for your group of children, in consultation with the cooperating teacher.

Name:
CPE or School:
Supervising Teacher:
Lesson Plan #:
Date of Lesson:
Time of Lesson and approximate time required:

Age of children:
Number of children:

- Title of Lesson and Brief Description:

- Curriculum Areas and Targeted Competencies:

- Objectives:
  (the attitudes, experiences, skills, and knowledge you want to help the children acquire)
  By participating in this activity, the children will …

- Rationale:
  (why have you chosen this topic and activity for these particular children at this time?)

- Materials:

- Organization of Space:

Procedures:

- Introduction:
  (how will you get children interested and help them know what to do?)

- Development:

(what will you do and say step-by-step to guide children during the activity/lesson?)

- Closure, transition:
  (what will you do or say to summarize the activity and help children make a transition to another activity?)

Follow-up Activity:

- Alternate or Contingency Plan:

- How to Assess:
  (how will you know whether the children have learned what you intended to teach?)

- Conduct your lesson.

Following your lesson:

- Evaluation:
  (what did the children say or do that showed you whether each objective was met?)

- Cooperating Teacher's Feedback:
  (what did your co-operating teacher say about the lesson?)

- Self-Evaluation:
  (reflect on your teaching: what worked, what didn't work, what you might do differently next time)

Professional Competencies:
This course is related to the development and mastery of the following professional competencies:

- Competency 2: To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.
- 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 of study.
- 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.
- Competency 5: To evaluate student progress in learning the subject content and mastering the related competencies.
- Competency 6: To plan, organize and supervise a class in such a way as to promote students' learning and social development.
- Competency 7: To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.

- 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.
- Competency 12: To demonstrate ethical and responsible professional behavior in the performance of his or her duties.

Important Notes:

- The content and/or evaluation scheme in this course is subject to change.

- The quality of your writing is important. Grades will be deducted for errors in grammar, spelling, and writing style, especially if clarity suffers. All written work must be written in APA style: 12-point Times New Roman font, double-spaced, with one inch margins on all sides (top, bottom, left, right), and appropriately referenced. All work handed in must be stapled. Clearly indicate on your assignment the course number, student name and ID number and title of the assignment, and include page numbers.

- Late assignments will be penalized at the rate of 5% per day unless accompanied by a medical certificate or requested permission prior to the date due. A paper will be considered to be late if it has not been deposited by 8:45 a.m. on the day that the assignment is due.

- Attendance is compulsory for all scheduled classes and attendance will be recorded.

- A minimum grade of "B" is required to pass the course as described in the Concordia University Undergraduate Calendar. In accordance with the regulations for the Specialization in Early Childhood and Elementary Education, students must obtain a B grade in EDUC 295/296 (see Calendar entry). According to the University Undergraduate Calendar, a B grade is considered to be "very good". As such, a passing mark in this course will reflect high quality work.

- Grades will be assigned in terms of letters. To help you understand your grades, here is the recommended undergraduate grading scheme used by the Education Department:

Outstanding work:	A+ (95-100);	A (90-94.9);	A- (85-89.9)
Very good work:	B+ (80-84.9);	B 75-79.9);	B- (72-74.9)
Satisfactory work:	C+ (68-71.9);	C (64-67.9);	C- (60-63.9)
Marginal pass:	D+ (56-59.9);	D (53-55.9);	D- (50-52.9)
Fail grade:	F (below 50)		

Rights And Responsibilities:

1. Plagiarism
   Students are reminded of the warnings concerning plagiarism outlined in the Office of the Provost's Academic Code of Conduct:

   The most common offense under the Academic Code of Conduct is plagiarism, which the

Code defines as "the presentation of the work of another person as one's own or without proper acknowledgement" (Article 16a).

This could be material copied word for word from books, journals, Internet sites, professor's course notes, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student, for example, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased through one of the many available sources. Plagiarism does not refer to words alone - it can also refer to copying images, graphs, tables, and ideas. If you translate the work of another person into French or English and do not cite the source, this is also plagiarism.

IN SIMPLE WORDS:

DO NOT COPY, PARAPHRASE OR TRANSLATE ANYTHING FROM ANYWHERE WITHOUT SAYING FROM WHERE YOU GOT IT! DON'T FORGET TO USE QUOTATION MARKS!

Source: http://provost.concordia.ca/academicintegrity/plagiarism/

2. Professionalism and code of conduct
   Professionalism involves taking the responsibility to create and maintain an environment that supports effective learning. Professional conduct includes: respecting other students and their opinions, participating in classroom discussions, arriving to class on time, not leaving class early, notifying the instructor beforehand if you will be absent, late or must leave early, turning off electronic devices unless part of the classroom assignment, reading assigned material prior to class, turning in assignments when due.

EDUC 296
Pre-Kindergarten Teaching Seminar

EDUC 296 - Pre-Kindergarten Teaching Seminar
Course Outline

Course Description:
Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; students must be enrolled in EDUC 295 in the same semester.

This weekly seminar supports EDUC 295 by offering an introduction to theoretical and applied aspects of early childhood education. Students will develop skills in observation and documentation, linked with theory in topics such as: models of preschool education in Quebec, the role of the teacher, curriculum planning, play theories, learning spaces, guidance strategies, and critical perspectives in the preschool setting.

Required Texts:
1. The EDUC 295/296 course pack is available at the SGW Campus bookstore, Library Building, LB-103.
2. Ministère de la Famille et des Ainés (2009). Meeting early childhood needs: Quebec's educational program for childcare services. Retrieve at: http://www.rcpeim.com/wp-content/uploads/2009/12/Educ-Program-Childcare-Qc-copie.pdf
3. Governement du Québec Ministère de l'Education (2001). Chapter 4. Preschool Education. In Québec Education Program (pp. 51-68). Retrieve at: http://www.mels.gouv.qc.ca/DGFJ/dp/programme_de_formation/primaire/pdf/educprg2001/educprg2001-040.pdf
4. Other readings may be posted on-line.

Course Evaluation:

1. Statement of goals (10%) (2-3 pages)
   Describe in specific terms what you hope to gain from this student teaching internship with 3-5 year olds.

Observations and Documentation
This term, EDUC 295 observations will focus on:
- Individual children
- Cognitive and social stages of play
- Peer conflict and teacher guidance.

2. Anecdotal observations of individual children (20%) (5-7 pages)
   An anecdotal record is a short narrative description (Marion, 2003). Observe and document anecdotal records of at least five children in your group.

Purpose of the assignment: To develop preliminary skills in observation through writing anecdotal records, and to learn about the individual children in your internship.

- Introduction: Begin by presenting your topic and purpose.

- Observations and documentation:
    - Focus on one child at a time. Be open to what you will observe about that child and then record whatever draws your attention as relevant.
    - Describe the situation, event and/or behaviors that you observe.
    - In your report, begin by noting the context (date, time, place, and names of children and adults involved) in each observation.

- Interpretation and evaluation:
    - Reflect on your observations and, with awareness of the limited amount of data collected, tentatively interpret your observations of each child.

- Conclusion: Through this exercise, what did you learn about observing children in the early childhood setting?

3. Play Observation (25%) (6-8 pages)
   Using an event sampling, record instances of specific stages of play.

   Purpose of the assignment: To connect theories of cognitive and social play to actual children, and to consider the impact of adults' attitudes and support of play

   - Introduction: Begin by presenting your topic and purpose.

   - Observations and documentation:
     - Describe one episode of each type of cognitive play (see Piaget and Smilansky below) and one episode of each type of social play (see Parten below) observed in your prekindergarten setting. Include enough detail to accurately depict the type of play being reported.
     - Note the date, time, place, and names of children and adults involved in each observation.
     - Observe and describe, anecdotally, the adult's usual behaviors around the children's play.

   - Reflection and conclusion: Reflect on your observations. What have you learned about children's play? What have you learned about the adult's role and attitudes toward play?

   <u>Piaget and Smilansky: Cognitive Stages of Play</u>

Jean Piaget looked at how play supported cognitive development. He developed a framework with three stages of play development that are analogous to his stages of cognitive development. In the late 1960s Sara Smilansky adapted Piaget's stages of play. She categorized play into four types, similar to those of Piaget and added an additional type: constructive play. Smilansky's work can be seen as building on Piaget's

- Practice (Piaget) or functional (Smilansky) play. Children explore the sensory qualities of toys, materials, and people, and practice motor skills. The child manipulates things in order to learn about them.

- Constructive play (symbolic). Constructive play involves building something . Toddlers stacking cubes are engaged in constructive play as is the four-year-old building with blocks. The child not manipulates objects in order to create something according to a plan.

- Dramatic play (symbolic). Through make-believe actions and interactions the person pretends to be other than what he or she is in reality (mommy, firefighter, etc.) and uses actions, objects, or words to represent other things or situations (a block for an iron, an arm movement for steering a truck, or "woof, woof" for the bark of a dog).

- Games with rules. The child behaves according to preestablished rules in order to sustain legitimate play. Chutes and Ladders, dominoes, kickball, abd jump rope are examples.

<u>M. B. Parten's Stages of Social Play (1932)</u>
Parten identified six stages of social play that can be viewed as a continuum from minimal to maximal social involvement. Each stage dominates a particular age, with children tending toward more social play as they get older, however, all stages occur at all ages as well.

- Unoccupied behavior

- Onlooker

- Solitary play. Children play alone and independently with objects. Other children playing nearby go unnoticed. Although solitary play is dominant in infancy and is more typical in younger children, older children also select and benefit from solitary play.

- Parallel play. Children play side by side but still are engaged with their own play objects. Little interpersonal interaction occurs, but each may be aware of and pleased by the company of a nearby companion.

- Associative play. Parten identified two forms of group play. Associative play is the first. It involves pairs and groups of children playing in the same area and sharing materials. Interaction may be brisk, but true cooperation and negotiation rare. Two children each building a zoo in the block area, sharing animal.

- Props and talking about their zoo but not creating a joint zoo or negotiating what will happen at their zoo, are involved in associative play.

- Cooperative play. In the second and most social form of group play, children actively work together to create sustained play episodes with joint themes. They plan, negotiate, and share responsibility and leadership. For example, a group of children pretending to go on a picnic might cooperatively decide what food to take, who should attend the event, how to get there, who will drive, and what joys and catastrophes await them on their outing.

4. Peer conflict and teacher guidance (25%)
   Observe and document two situations that involve peer conflict and teacher intervention. Evaluate and reflect on the appropriateness or inappropriateness of the action taken.

   Purpose of the assignment: To learn about effective communication with children through close observations of two conflict situations.

   - Introduction: Begin by presenting your topic and purpose.

   - Observations and documentation:
     - Note the date, time, place, and names of children and adults involved in each observation.
     - Describe anecdotally the conflict situation: What triggered the conflict? What did each participant do and say during the conflict?
     - Describe the action taken following the conflict: What did the teacher do and say?
     - Describe the effect of the action: What did the child(ren) do in response to the teacher's actions and words?

   - Interpretation and evaluation:
     - Taking into account the readings by Kaiser & Raminsky (2007), Beatty (1999), and Reynolds (2008), interpret the children's behaviors.
     - Evaluate the appropriateness or inappropriateness of the teacher's actions and words.
     - Describe what you would have done similarly or differently.

- Reflection and conclusion: Through observing the conflict situation, what did you learn about children's conflicts? What did you learn about the teacher's role in guiding effective communication with children?

5. Final presentation (10%)
   Each student will prepare a 7-10-minute presentation. The broad purpose of the assignment is to take stock of your pre-K practicum. The two requirements are that you speak to <u>your practicum experience</u> and <u>your development as a teacher</u>; however, you may do this through one of many avenues, for example:

   - How did your stage experience impact the way you understand childhood?
   - How did your stage experience impact how you think about yourself as a teacher?
   - What did you learn through planning and conducting your lesson plans?
   - What did you learn from your cooperating teacher?
   - What did you learn from interacting with or observing the children in your CPE/pre-K?

6. Participation (10%)
   A portion of class time involves the sharing of stage experiences. Attendance is compulsory for all scheduled classes and attendance will be recorded.

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- University Undergraduate Calendar, a B grade is considered to be "very good". As such, a passing mark in this course will reflect high quality work.

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Very good work:	B+ (80-84.9);	B 75-79.9);	B- (72-74.9)
Satisfactory work:	C+ (68-71.9);	C (64-67.9);	C- (60-63.9)
Marginal pass:	D+ (56-59.9);	D (53-55.9);	D- (50-52.9)
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Rights And Responsibilities:

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another student. It might be a paper purchased through one of the many available sources. Plagiarism does not refer to words alone - it can also refer to copying images, graphs, tables, and ideas. If you translate the work of another person into French or English and do not cite the source, this is also plagiarism.

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Source: http://provost.concordia.ca/academicintegrity/plagiarism/

2. Professionalism and code of conduct
   Professionalism involves taking the responsibility to create and maintain an environment that supports effective learning. Professional conduct includes: respecting other students and their opinions, participating in classroom discussions, arriving to class on time, not leaving class early, notifying the instructor beforehand if you will be absent, late or must leave early, turning off electronic devices unless part of the classroom assignment, reading assigned material prior to class, turning in assignments when due.

EDUC 297
INTERNSHIP II: OBSERVATION AND EVALUATION IN EDUCATION

EDUC 297 - INTERNSHIP II: Observation and Evaluation in Education
Course Outline

Grade levels: K-6
Student observation hours: 50 hours

Course Description:
This course focuses on the development of observational skills for the purpose of determining the needs of individual children and groups of children in school settings (e.g., classroom, playground, gymnasium, child care centers). The data gathered through observations can provide information about all aspects of a child's skills and interests and help to track changes in skills that occur over time. Observations of children can provide written records of their cognitive development, learning styles, language skills, social skills, social relationships, physical skills, emotional behavior, and creativity if the observations are recorded systematically and accurately throughout the academic year. Observations can also provide information about the effectiveness of the learning environment and program content. By using appropriate observations systematically over the course of the year a teacher should be able to produce authentic assessments of children's learning and development and make data-based curriculum content decisions as well as decision about the process of teaching.

The main goal of this course is to provide pre-service teachers with the ability to determine the observation procedures that are most appropriate for examining children's learning and development. As observations play an important role in evaluations in the Quebec Education Program, the first part of the course will focus on observational techniques that can be used for specific purposes. These observational formats include specimen descriptions, anecdotal recordings, event samplings, time samplings, checklists and rating scales. The applicability of these techniques for assessment and decision-making purposes will be discussed and examined. The type of information that can be obtained through observations can reveal important information that formal evaluations may miss, particularly with young children who cannot adequately complete paper and pencil tasks. Observational techniques are also useful when trying to assess older children who may be unable to meet the demands of formal testing sessions.

In this course the information gathered through various observational techniques will culminate in a case study on a specific child. Students will be required to report on the child's skills and to address areas of strength and areas requiring strengthening. This type of reporting is an essential skill for teachers. In addition, the manner in which such information can be shared with parents, school staff, and administrators will be discussed.

Course Objectives:
The objectives of this course are for students to:

1. Develop the requisite skills for all of the commonly used observational formats.
2. Be able to determine which observational technique will be most effective in gathering the type of information needed.

3. Record and store data in a systematic manner for easy retrieval.
4. Interpret and summarize findings and draw relevant conclusions.
5. Base curriculum decisions on observational data.
6. Communicate findings and recommendations to colleagues, school administrators and parents.
7. Determine when informal and formal evaluations are most appropriate.

Required Texts:
Available for purchase in bookstore:

1. Harms, T., Clifford, R., & Cryer, D. (1998). Early Childhood Environment Rating Scale-Revised. New York: Teachers College Press.
2. Nicholson, S., & Shipstead, S.G. (2002). Through the looking glass. 3rd Edition. New Jersey: Merrill, Prentice Hall.
3. Handouts given by course instructor.

Professional Competencies:
This course is related to the development and mastery of the following professional competencies:

- Competency 1: To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.
- Competency 2: To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.
- 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 of study.
- 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.
- Competency 5: To evaluate student progress in learning the subject content and mastering the related competencies.
- 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.
- Competency 11: To engage in professional development individually and with others.
- Competency 12: To demonstrate ethical and responsible professional behaviour in the performance of his or her duties.

(Teacher Training: Orientations, Professional Competencies: p. 55. 2001, Québec: Gouvernement du Québec, Ministère de l'éducation.)

Important Notes:

1. In accordance with the regulations for the Specialization in Early Childhood and Elementary Education, students must obtain a B grade in EDUC 297 (see Calendar entry). According to the University Undergraduate Calendar, a B grade is considered

to be “very good”. As such, a passing mark in this course will reflect high quality work.

2. As some class time will be spent observing in the Observation Nursery and completing in-class assignments, attendance is compulsory for all scheduled classes and attendance will be recorded. Late arrivals can be very disruptive so please arrive on time.
3. Assignments are to be submitted in class on due dates. Late papers will be penalized at the rate of 5% per day unless accompanied by a medical certificate.
4. Students are strongly encouraged to proofread their assignments to reduce the number of typographical errors, spelling errors, and awkward sentences.

Rights And Responsibilities:

1. Plagiarism
   Students are reminded of the warnings concerning plagiarism outlined in the Office of the Provost’s Academic Code of Conduct:

   The most common offense under the Academic Code of Conduct is plagiarism, which the Code defines as "the presentation of the work of another person as one's own or without proper acknowledgement" (Article 16a).

   This could be material copied word for word from books, journals, Internet sites, professor's course notes, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student, for example, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased through one of the many available sources. Plagiarism does not refer to words alone - it can also refer to copying images, graphs, tables, and ideas. If you translate the work of another person into French or English and do not cite the source, this is also plagiarism.

   IN SIMPLE WORDS:

   DO NOT COPY, PARAPHRASE OR TRANSLATE ANYTHING FROM ANYWHERE WITHOUT SAYING FROM WHERE YOU GOT IT! DON'T FORGET TO USE QUOTATION MARKS!

   Source: http://provost.concordia.ca/academicintegrity/plagiarism/

2. Professionalism and code of conduct
   Professionalism involves taking the responsibility to create and maintain an environment that supports effective learning. Professional conduct includes: respecting other students and their opinions, participating in classroom discussions, arriving to class on time, not leaving class early, notifying the instructor beforehand if you will be absent, late or must leave early, turning off electronic devices unless part of the classroom assignment, reading assigned material prior to class, turning in assignments when due.

EDUC 395
INTERNSHIP III: Kindergarten Teaching

EDUC 395 - INTERNSHIP III: Kindergarten Teaching
Course Outline

Grade levels: Kindergarten
Supervision ratio: 8 - 1
Visits from supervisor: 2 - 3
Student hours in field: 240

Course Description:
This course is taken concurrently with EDUC 396 - Kindergarten Teaching Seminar.

Students share in the professional duties of their cooperating teachers. Students progress from being participant observers to gradually taking charge of the whole class. Students will be visited 2-3 times by their university supervisor and will receive a written report.

Course Objectives:

- To familiarize interns with multiple aspects of the realities of teaching in kindergarten (including school structure and resources, staff relations, after school activities, playground supervision);
- To facilitate the integration of teaching theory and practice;
- To help student-teachers develop a sound pedagogical relationship with students;
- To provide student-teachers with opportunities to develop their competencies in activity/lesson planning, observation, classroom management and evaluation;
- To provide student-teachers with opportunities to work with children in small and large groups;
- To foster responsibility and professional growth by gradually asking student-teachers to take charge of the classroom;
- To encourage student-teachers to develop their individual teaching styles.

Professional Competencies:
This course is related to the development and mastery of the following Professional Competencies (MEQ, 2001):

- Competency 2: To communicate clearly in the language of instruction, both orally and in writing, using correct grammar in various contexts related to teaching.
- 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 of study.
- Competency 4:To pilot learning/teaching 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.
- Competency 5:To evaluate student progress in learning the subject content and mastering the related competencies.
- Competency 6: To plan, organize and supervise a class in such a way as to promote students' learning and social development.

- Competency 7: To adapt his/her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.
- 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.
- Competency 11: To engage in professional development individually and with others.
- Competency 12: To demonstrate ethical and responsible professional behavior in the performance of his or her duties.

Course Requirements:

a) Log Book - an important tool for the classroom teacher. Students keep a large 3-ring binder divided into sections to plan activities and record information relevant to the classroom.
b) Journal - (in a duo-tang folder) students keep an account reflecting and commenting upon each day's events.
c) Activity/learning centre - students develop a skill-oriented centre consisting of 4 multi-level activities 2 of which should be self-correcting (e.g. Language Arts, Math)
d) Visits - Students visit two kindergarten classrooms so that they can observe a variety of environments and teaching styles. Written reports on these visits are required.

Course Evaluation:

Activity Centre: Objectives/Competencies	20%
Log Book and Journal	30%
Teaching Effectiveness	50%

Rights And Responsibilities:

1. Plagiarism

   Students are reminded of the warnings concerning plagiarism outlined in the Office of the Provost's Academic Code of Conduct:

   The most common offense under the Academic Code of Conduct is plagiarism, which the Code defines as "the presentation of the work of another person as one's own or without proper acknowledgement" (Article 16a).

   This could be material copied word for word from books, journals, Internet sites, professor's course notes, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student, for example, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased through one of the many available sources. Plagiarism does not refer to words alone - it can also refer to copying images, graphs, tables, and ideas. If you translate the work of another person into French or English and do not cite the source, this is also plagiarism.

IN SIMPLE WORDS:

DO NOT COPY, PARAPHRASE OR TRANSLATE ANYTHING FROM ANYWHERE WITHOUT SAYING FROM WHERE YOU GOT IT! DON'T FORGET TO USE QUOTATION MARKS!

Source: http://provost.concordia.ca/academicintegrity/plagiarism/

2. Professionalism and code of conduct
   Professionalism involves taking the responsibility to create and maintain an environment that supports effective learning. Professional conduct includes: respecting other students and their opinions, participating in classroom discussions, arriving to class on time, not leaving class early, notifying the instructor beforehand if you will be absent, late or must leave early, turning off electronic devices unless part of the classroom assignment, reading assigned material prior to class, turning in assignments when due.

EDUC 396
Kindergarten Teaching Seminar

EDUC 396 - Kindergarten Teaching Seminar
Course Outline

Course Description:
This course is taken concurrently with Education 395, Kindergarten Teaching Practicum

Good classroom management is critical to a student's success in practice teaching and to the creation of a stimulating, child-centered environment. This topic, therefore, is the focus for the initial lectures. The focus then shifts to various aspects of curriculum planning. Other topics include parent/teacher relationships, storytelling, reporting/ evaluation, children and stress. Throughout the course, students are required to read articles dealing with effective teaching practices and current issues in education and be actively engaged in discussions, group work and presentations.

Course Objectives:

To discuss teaching philosophy, practice, theory and research relevant to the Kindergarten classroom situation.
To introduce various theories and models of classroom management.
To focus on curriculum planning with special emphasis on thematic and long range planning.
To review, analyze, and synthesize all that students have learned in their coursework in the context of their internship placement.
To provide impetus, opportunity and means for students to reflect critically on their teaching philosophy and practice.

Professional Competencies:
This course is related to the development and mastery of the following Professional Competencies:

- Competency 2: To communicate clearly in the language of instruction, both orally and in writing, using correct grammar in various contexts related to teaching.
- 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 of study.
- Competency 4:To pilot learning/teaching 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.
- Competency 5:To evaluate student progress in learning the subject content and mastering the related competencies.
- Competency 6: To plan, organize and supervise a class in such a way as to promote students' learning and social development.
- Competency 7: To adapt his/her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.

- 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.
- Competency 11: To engage in professional development individually and with others.
- Competency 12: To demonstrate ethical and responsible professional behavior in the performance of his or her duties.

Course Evaluation:

Responses to readings	35%
Storytelling	25%
Reporting/Evaluation	20%
Parent-Teacher Relationship	20%

EDUC 493
INTERNSHIP IV: PRIMARY TEACHING
CYCLE I/II

EDUC 493 - INTERNSHIP IV: Primary Teaching
Course Outline

Grade levels: Cycle I/II (Grades 1,2,3)
Supervision ratio: 8 - 1
Visits from supervisor: 2-3
Student hours in field: 240

Course Description:
This course is taken concurrently with EDUC 494, the Cycle I/II (Primary) Teaching Seminar. Students share in the professional duties of their cooperating teachers. Students progress from being participant observers to gradually taking charge of the whole class. Students will be visited 2-3 times by their university supervisor and will receive a written report.

Course Objectives:
- To familiarize interns with multiple aspects of the realities of teaching in Cycle I/II (including school structure and resources, staff relations, after school activities, playground supervision);
- To facilitate the integration of teaching theory and practice;
- To help student-teachers develop a sound pedagogical relationship with students;
- To provide student-teachers with opportunities to develop their competencies in activity/lesson planning, observation, classroom management and evaluation;
- To provide student-teachers with opportunities to work with children in small and large groups;
- To foster responsibility and professional growth by gradually asking student-teachers to take charge of the classroom;
- To encourage student-teachers to develop their individual teaching styles.

Professional Competencies:
This course is related to the development and mastery of the following Professional Competencies:
- Competency 2: To communicate clearly in the language of instruction, both orally and in writing, using correct grammar in various contexts related to teaching.
- 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 of study.

- Competency 4:To pilot learning/teaching 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.
- Competency 5:To evaluate student progress in learning the subject content and mastering the related competencies.
- Competency 6: To plan, organize and supervise a class in such a way as to promote students' learning and social development.
- Competency 7: To adapt his/her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.
- 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.
- Competency 11: To engage in professional development individually and with others.
- Competency 12: To demonstrate ethical and responsible professional behavior in the performance of his or her duties.

Course Requirements:

a. Log Book - an important tool for the classroom teacher. Students keep a large 3-ring binder divided into sections to plan activities and record information relevant to the classroom.

b. Journal - (in a duo-tang folder) students keep an account reflecting and commenting upon each day's events.

c. Curriculum Unit - students plan and implement a thematic unit integrating all areas of the curriculum.

d. Visits – Students visit two Cycle I/II (primary) classrooms so that they can observe a variety of environments and teaching styles. Written reports on these visits are required.

Course Evaluation:

Curriculum Unit	20%
Log Book and Journal	30%
Teaching Effectiveness	50%

EDUC 494
PRIMARY TEACHING SEMINAR
CYCLE I/II

EDUC 494 - Primary Teaching Seminar
Course Outline

Course Description:
Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; 60 credits including EDUC 295, 296, 297, 395, 396; students must be enrolled in EDUC 493 in the same semester.

This course is taken concurrently with Education 493, The Cycle I/II Practicum. Topics include the development of appropriate and stimulating learning environments, classroom management, planning and implementation of curriculum units (project-based learning), teacher-parent relationships, evaluation methods and tools and other current issues in primary education.

NOTE: Students who have received credit for EDUC 474 may not take this course for credit.

Course Objectives:
- To discuss teaching philosophy, practice, theory and research relevant to the Cycle I/II classroom situation.
- To review, analyze, and synthesize all that students have learned in their coursework in the context of their internship placement.
- To provide impetus, opportunity and means for students to reflect critically on their teaching philosophy and practice.

Professional Competencies:
This course is related to the development and mastery of the following Professional Competencies:
- Competency 2: To communicate clearly in the language of instruction, both orally and in writing, using correct grammar in various contexts related to teaching.
- 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 of study.
- Competency 4: To pilot learning/teaching 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.
- Competency 5: To evaluate student progress in learning the subject content and mastering the related competencies.
- Competency 6: To plan, organize and supervise a class in such a way as to promote students' learning and social development.
- Competency 7: To adapt his/her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.
- 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.

- Competency 11: To engage in professional development individually and with others.
- Competency 12: To demonstrate ethical and responsible professional behavior in the performance of his or her duties.

Course Evaluation:

Responses to readings	35%
Integrated learning	25%
Classroom management	25%
Curriculum unit outline	15%

EDUC 495
INTERNSHIP V: UPPER ELEMENTARY TEACHING
CYCLE II/III

EDUC 495 - INTERNSHIP V: Upper Elementary Teaching (Cycle II/III)
Course Outline

Grade levels: 4 - 6
Supervision ratio: 8 - 1
Supervisor visits: 2 - 3
Student hours in field: 240

Course Description:
Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; 90 credits including EDUC 222, 295, 296, 297, 301, 380, 381, 382, 383, 385, 387, 388, 395, 396, 493, 494

This internship is taken concurrently with EDUC 496, Upper Elementary (Cycle II/III) Teaching Seminar. Students are placed in an elementary classroom (grades 4-6) for an eight-week student-teaching experience. Students progress from being participant observers to gradually taking charge of the whole class. Students will be visited 2-3 times by their university supervisor and will receive a written report.

Students are provided with the opportunity to continue to develop their own teaching strategies and enhance their skills in curriculum planning and implementation of activities, preparing and evaluating classroom materials and monitoring student progress. Students participate in the daily routines and professional duties of their cooperating teachers and become involved in school activities.

NOTE: Students who have received credit for EDUC 475 may not take this course for credit.

Course Objectives:
- To familiarize interns with multiple aspects of the realities of teaching in Cycle II/III.
- To facilitate the integration of teaching theory and practice;
- To help student-teachers develop a sound pedagogical relationship with students;
- To provide student-teachers with opportunities to further develop their competencies in activity/lesson planning, observation, classroom management and evaluation;
- To provide student-teachers with opportunities to work with students in small and large groups;
- To foster responsibility and professional growth by gradually asking student-teachers to take charge of the classroom;
- To encourage student-teachers to develop their individual teaching styles.

Professional Competencies:
This course is related to the development and mastery of the following Professional Competencies:

- Competency 2: To communicate clearly in the language of instruction, both orally and in writing, using correct grammar in various contexts related to teaching.
- 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 of study.
- Competency 4:To pilot learning/teaching 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.
- Competency 5:To evaluate student progress in learning the subject content and mastering the related competencies.
- Competency 6: To plan, organize and supervise a class in such a way as to promote students' learning and social development.
- Competency 7: To adapt his/her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.
- 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.
- Competency 11: To engage in professional development individually and with others.
- Competency 12: To demonstrate ethical and responsible professional behavior in the performance of his or her duties.

Course Requirements:

a. Log Book - an important tool for the classroom teacher. Students keep a large 3-ring binder divided into sections to plan activities and record information relevant to the classroom.

b. Journal - students keep a diary reflecting and commenting upon each day's events.

c. Visits - students visit two other elementary classrooms to become familiar with various classroom settings, teaching and learning styles.
   - Written reports on these visits are required.
   - Students progress from being participant observers to gradually taking charge of the whole class.

Course Evaluation:

The Log Book	35%
Journal Teaching Effectiveness	65%

EDUC 496
UPPER ELEMENTARY TEACHING SEMINAR
CYCLE II/III

EDUC 496 - Upper Elementary Teaching Seminar (Cycle II/III)
Course Outline

Course Descriptions:
This course is taken concurrently with EDUC 495 – Internship V: Upper Elementary Teaching (Cycle II/III).

Topics include curriculum development, and diversity in the classroom population, involvement of parents in their children's education, MEQ guidelines, teaching strategies, educating the 'whole' child, the facilitation of pro-social behavior in the elementary school child, self reflection and evaluation.

Throughout the course students are required to read articles and books dealing with current teaching practices and issues in (upper) elementary education.

Course Objectives:
- To discuss teaching philosophy, practice, theory and research relevant to the Cycle II/III classroom situation.
- To discuss, review and analyze relevant material in the context of the students' specific internship placements.
- To review, analyze, and synthesize all that students have learned in their coursework in the context of their internship placement.
- To provide students with the opportunity and means to reflect critically on their teaching philosophy and practice.

Professional Competencies:
This course is related to the development and mastery of the following Professional Competencies:
- Competency 2: To communicate clearly in the language of instruction, both orally and in writing, using correct grammar in various contexts related to teaching.
- 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 of study.
- Competency 4: To pilot learning/teaching 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.
- Competency 5: To evaluate student progress in learning the subject content and mastering the related competencies.
- Competency 6: To plan, organize and supervise a class in such a way as to promote students' learning and social development.
- Competency 7: To adapt his/her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.
- 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.

- Competency 11: To engage in professional development individually and with others.
- Competency 12: To demonstrate ethical and responsible professional behavior in the performance of his or her duties

Course Evaluation:

The Learning Environment (Individual School)	25%
The Importance of Self Evaluation	25%
Research Project:	50%

- Topic specific to individual class
- Oral Presentation/Paper

INTERNSHIP
ORIENTATION, PROCEDURES, GUIDELINES & REQUIREMENTS

Internship Orientation & Procedures

Internship Orientation:
Students are informed of their placements prior to the beginning of each term. An orientation session is held to acquaint students with their roles and responsibilities in the classroom.

The Kindergarten and Cycle I/II (Primary) internships involves eight-week (full days) supervised student-teaching experience.

Internship Procedures:
Visiting the School Prior to Internship:

a) meet the teacher and the principal;

b) get class list, daily timetable and school calendar (including pedagogical days and holidays);

c) note school hours and routines (e.g. parking facilities, lunch, year duty).

The student is expected to share in the daily life and work of a teacher. Included are many duties other than teaching. The following are suggestions for activities in which an intern is expected to participate during the internship:

- Distributing and collecting materials and returning children's work;
- Making an inventory of learning materials that are available in the class and/or school;
- Preparing teaching materials;
- Preparing bulletin boards;
- Supervising hallways and playground;
- Assisting at athletic events;
- Assisting with field trips;
- Assisting with record keeping;
- Assisting with audio-visual aids, projectors, tape recorders, videotapes, models, etc.,
- Attending curriculum meetings;

- Attending staff meetings;
- Studying the community that the school serves;
- Assisting in fire drills.

It is recognized that an internship may vary according to the individuals and environments involved. The student is expected to progress from the role of participant observer to that of an independent, creative teacher. This process usually occurs in three phases.

Kindergarten Internship Phases

Phase I (week 1)
During this period, the student is expected to become familiar with classroom routines, management techniques and school materials and resources. S/he is expected to, in particular, to get to know the individuals in the class. At this time, the student should begin to keep an anecdotal record on each child. The teaching activities should be chosen in close consultation with the cooperating teacher and implemented under his/her supervision. The student may work with a small group or the entire class if the cooperating teacher feels that s/he is ready. Activities during this phase may also include:

- observing pupil behavior;
- helping individual students;
- working with small groups on projects;
- reading or telling a story.

NOTE: Kindergarten Activity Centre topic should be discussed with cooperating teacher.

Phase II (weeks 2 - 4)
It is during this phase that the student should begin to take responsibility for the entire group over progressively longer time periods. The cooperating teacher may leave the classroom from time to time as the student gradually assumes more responsibility for planning, organizing and evaluating classroom activities. Although the teacher's program must be followed, the student is encouraged to incorporate his/her own ideas into the implementation of the actual activities. This is an important step in the development of the student's own teaching style.

Visits from the faculty supervisor focus on adjustment to the classroom situation, preparation of activities (objectives/competencies), teaching skills and management techniques, development of professional competencies.

Phase III (weeks 5 - 8)
In this phase, the student should plan and prepare classroom activities with a minimum of supervision and assistance from the cooperating teacher. S/he should be in charge of the class (cooperating teacher absent from room) for prolonged periods of time culminating in full responsibility for the planning and implementation of activities for the last week of the internship.

NOTE: Kindergarten Activity Centre should be in full operation during week 7 & 8

A final supervisory visit will be made during this phase at which time the complete range of teaching and professional competencies will be assessed.

Primary (Cycle I/II) Internship Phases

Phase I (week 1)
During this period, the student is expected to become familiar with classroom routines, management techniques and school materials and resources. S/he is expected to, in particular to get to know the individuals in the class. At this time the student should begin to keep an anecdotal record on each child. The teaching activities should be chosen in close consultation with the cooperating teacher and implemented under his/her supervision. The student may work with a small group or the entire class if the cooperating teacher feels that s/he is ready. Activities during this phase may also include:

- observing pupil behavior;
- helping individual students;
- working with small groups on projects;
- reading or telling a story.

Phase II (weeks 2 - 4)
It is during this phase that the student should begin to take responsibility for the entire group over progressively longer time periods. The cooperating teacher may leave the classroom from time to time as the student gradually assumes more responsibility for planning, organizing and evaluating classroom activities. Although the teacher's program must be followed, the student is encouraged to incorporate his/her own ideas into the implementation of the actual activities. This is an important step in the development of the student's own teaching style.

NOTE: Curriculum Unit topic should be discussed with the cooperating teacher.

Visits from the faculty supervisor focus on adjustment to the classroom situation, preparation of activities (objectives/competencies), teaching skills, management techniques.

Phase III (weeks 5 - 8)
In this phase, the student should plan and prepare classroom activities with a minimum of supervision and assistance from the cooperating teacher. S/he should be in charge of the class (cooperating teacher absent from room) for prolonged periods of time culminating in full responsibility for the planning and implementation of activities for the last week of the internship.

NOTE: Curriculum Unit should be implemented during this phase.

A final supervisory visit will be made during this phase at which time the complete range of teaching competencies will be assessed.

Upper Elementary (Cycle II/III) Internship Phases

Phase I (week 1)

During this period, the student is expected to become familiar with classroom routines, management, techniques and school materials and resources. S/he is expected to, in particular, to get to know the individuals in the class. At this time the student should begin to keep an anecdotal record on each child. The teaching activities should be chosen in close consultation with the cooperating teacher and implemented under his/her supervision. The student may work with a small group or the entire class if the cooperating teacher feels that s/he is ready. Activities during this phase may also include:

- observing pupil behavior
- helping individual students
- working with small groups on projects

Phase II (weeks 2 - 4)

It is during this phase that the student should begin to take responsibility for the entire group over progressively longer time periods. The cooperating teacher may leave the classroom from time to time as the student gradually assumes more responsibility for planning, organizing and evaluating classroom activities.

Although the teacher's program must be followed, the student is encouraged to incorporate his/her own ideas into the implementation of the actual activities.

Visits from the faculty supervisor focus on preparation of activities, objectives/competencies, teaching skills and management techniques, professional competencies.

Phase III (weeks 5 - 8)

In this phase, the student should plan and prepare classroom activities with a minimum of supervision and assistance from the cooperating teacher. S/he should be in charge of the class (cooperating teacher absent from room) for prolonged periods of time, assuming responsibility for the planning and implementation of the activities.

A final supervisory visit will be made during this phase at which time the complete range of teaching competencies will be assessed.

Internship Guidelines For Students

1. Students are advised to arrange a visit to the school prior to the first day of the internship to meet their cooperating teacher and principal, and to become acquainted with the school environment.

2. Students should report to the principal on the first day of the internship. The principal is in charge of the school. In effect, an intern has the equivalent of a temporary appointment to the staff with all responsibilities this entails and whatever authority may be delegated.

3. Students should be in the school and ready to begin teaching not later than 30 minutes before the beginning of the school day.

4. Students are expected to attend regularly and punctually during the student teaching period. A student who is absent from student teaching more than one day may be required to make up the time lost by completing an extra session at the end of the course.

5. In keeping with standard procedure, absences should be reported by telephone to the school as soon as possible in the morning.

It is most important that absences also be reported to the cooperating teacher as soon as possible, so that the day's teaching assignments may be re-planned.

Please notify your supervisor at your weekly conference of any absences from school.

6. Students will have many opportunities to take part in staff meetings, yard duty, school assemblies and extra-curricular activities. Decisions as to participation in activities during the school day will be made by the cooperating teacher. Professional Development days frequently occur during the course of the internship period. Whenever possible, interns should attend and participate in these sessions as these can provide valuable learning experiences. If participation is not possible, the day may be spent in preparation for teaching or visits to other schools.

Routine procedures and standards of decorum differ somewhat from school to school. It is important that students adapt themselves to these procedures.

7. It is suggested that the cooperating teacher formally introduce the intern to the class as another teacher. Although students should be friendly with the children, those who are overly friendly and who tend to physically coddle the children may have trouble maintaining control in the classroom when teaching responsibilities increase.

8. Each student is required to keep a daily log during the internship. The log should record all classroom activities - copies of handouts, reference books, extra-curricular activities, materials used, etc., and should be shown regularly to the faculty supervisor.

9. Prior to implementation, activity plans should be discussed with the cooperating teacher.

Further details and examples of log book entries and activity plans will be found in the section on Internship Procedures.

10. Evaluation is a critical dimension of the internship. A key to successful teaching is the ability to examine actual performance in an objective manner so that the student benefits from mistakes as well as from positive experiences. The student is encouraged to accept input from the cooperating teacher and the supervisor in a positive, non-defensive manner.

Self-evaluation is a more difficult skill. However, it is an integral part of the student's learning process in becoming more aware of the successful implementation of activity objectives and meeting the children's needs.

11. The Activity Center should be discussed with the cooperating teacher during Phase II of the internships to ensure that the subject area or the theme is acceptable.
Further details will be found in the section on Internship Requirements.

12. There are 2 required visits to other classrooms during the internships.
Further details will be found in the section on Internship Requirements.

13. Students must attend the seminars organized by their faculty supervisor.

14. One copy of the Information Sheet should be given to the cooperating teacher on the student's first visit to the school. A second copy should be given to the faculty supervisor at the first seminar.

15. The student should inform his/her cooperating teacher and principal of the faculty supervisor's visits.

Internship Requirements

A. The Log Book

B. The Journal

C. Activity Centre

D. The Visit

A. THE LOG BOOK

The log book is an important tool for the classroom teacher. It is used to plan activities and record information relevant to the classroom. A large loose-leaf binder is required! It should be divided into the following sections:

1. **General Information**: Include class schedule holidays, school and class rules, information on audio-visual material and equipment and an inventory of learning materials in the classroom.

2. **Daily Plans**: Include a schedule of each day's activities. Prepare an activity plan for each activity prior to its implementation.

3. **Long-range plans**: Include a page on possible topics for themes, and ideas for future activities.

4. **Life-Savers**: Include favorite poems, finger-plays, songs, and games which can be used if you are asked to take over the class unexpectedly. Refer to your notes from methods courses for ideas.

5. **Children**: Include an anecdotal record on each child considering social, emotional, intellectual and physical factors. The purpose of these observations is (a) to familiarize you with the children in your class, (b) to gather information to plan for specific needs and (c) to help with assessment of and evaluation of the children's progress.

6. **Visits**: Include the reports of your visits in this section.

   Further details will be found in the section on Visits.

PLANNING QUESTIONNAIRE

1. What do you plan to teach in this period of instruction? (Objectives)
   What are the competencies related to the objectives?

2. What should the students know or be able to do as a result of the content they received in this lesson?

3. What factors were considered in selecting content for this lesson?

4. How did you determine that students were ready for this lesson?

5. How did you decide how much content would be taught in this period of instruction?

6. How is this content related to previous and/or future lessons?

7. What elements of content will be emphasized in this lesson?

8. What materials are to be used for instruction and why were these selected?

9. What preparation of materials is required prior to the beginning of the lesson?

10. What plans have you made for managing materials during instruction?

11. What activities will be included in this lesson and for what purposes?

12. How will you conduct each of these activities?

13. What is the sequence of activities to be used in this lesson?

14. How will the class be organized for instructional activities?

15. How will you determine that the intended learning has taken place?
    - evaluation/assessment methods and tools

ACTIVITY PLANNING

The purpose of written plans is to assist beginning teachers to think out in advance the objectives/competencies and the order of the activities to be presented as well as the techniques and material, which will be used.

A weekly meeting with the cooperating teacher is recommended, to discuss areas of responsibility for the following week. These might range from a regular time period each day to responsibility for a particular topic over several days. Activity plans are to be written up before the day's activities, not afterwards.

Prior to planning any activity, a considerable amount of thought and preparation is necessary. The following factors must be taken into account:

- How many children are going instructed? (large group, small group, individual)
- How can I involve most of the children most of the time?
- What type of activity is being presented? (e.g., storytelling, free, play, math)
- What is/are the objective(s)/competencies of the activity? (e.g. one-to-one correspondence, sequencing, print awareness)
- What references and resources can be used to advantage?
- What materials and procedures will work best to teach the concepts? (concrete objects, pictures, visits, flannel and/or magnetic boards, films, videos, transparencies, etc.)
- What purposeful follow-up activities are appropriate?

Writing the Activity Plan:

I. Objectives of the Activity / Competencies

Each plan should have clear objectives which state what is to be accomplished.
Each plan should include the competencies related to the objectives.

The following are examples of activities and some appropriate objectives and competencies.

Activity	Possible Objectives	Competencies
1. Art	• To teach color mixing • To produce various shades of green by using different quantities of blue and yellow.	• To affirm his/her personality. • To perform sensorimotor actions • To complete an activity or project.
2. StoryteIling	• To discuss emotions. • To focus on parental love and a child's. • Where The Wild Things Are (M. Sendak) ways of coping with anger.	• To affirm his/her personality. • To construct his/her understanding of the world. • To communicate. • To interact harmoniously with other.
3. Math	• To introduce shapes: To focus on the attributes of the circle and the square.	• To affirm his/her personality. • To communicate. • To construct his/her understanding of the world.

II. Materials Required

List all the materials required by both the teacher and the children for the activity.

Activity	**Materials**
1. Art	• Teacher: film on color mixing, paper (to cover tables), smock/apron • Children: paint, brush, paper, water container, smock
2. StoryteIling	• Teacher: Book: Where The Wild Things Are by M. Sendak • Props (e.g., puppets, flannel board cut-outs, pictures)
3. Math	• Teacher: Appropriate shapes in the form of concrete objects (attribute blocks, hula hoops, boxes, classroom objects, etc.)

III. Room Organization and Routines

The room should be arranged in such a way that the children can best be involved in the activity.

Whenever necessary, indicate procedures to be followed.

Activity	Room Organization & Routines
1. Art	• Children seated on carpet for film; tables set up for the painting; selected children distribute brushes, paints and paper; teacher distributes water containers
2. StoryteIling	• Children seated on carpet/in story-telling corner
3. Math	• Children seated in circle for introduction; four stations for this activity

IV. Outline of Steps in the Activity

Motivation and Introduction

It is important to capture the children's attention before beginning the activity. In the introduction, focus on the topic.

Activity	Motivation and Introduction
1. Art	• Film • Introduce idea of paint mixing. Communicate instructions/rules necessary
2. StoryteIling	• Monster puppet, brief discussion about monsters
3. Math	• Surprise bag of circular and square objects, two hula hoops • Children sort objects into hoops.

Development

The activity should progress in a logical sequence of steps, which moves from simple to complex; from concrete to the abstract.

Activity	Development
1. Art	Children experiment with blueandyellow paint. Teacher interacts with children throughout activity.
2. StoryteIling	Teacher reads story with animation, showing pictures to the children, stopping for comments, explanation and discussion. Prepare questions according to Bloom's taxonomy: e.g., What happened to Max? Did it really happen? How do you think Max felt? Why do you think he wanted to sail away? What do you do when you're unhappy? Why do you think he got his dinner?
3. Math	4 stations (all children rotate) (a) sorting box (b) inset puzzles or matching shape to teacher-made outline (c) play dough and cookie cutters (d) tracing shapes Teacher circulates

Conclusion

Activity	Conclusion
1. Art	• Display finished paintings and discuss results.

2. StoryteIling	• Relate to child's experience:
	  ○ Did you ever behave like a "monster" making your mother angry?
	  ○ Were you punished?
	  ○ Did your mother still love you?

3. Math	• Review attributes of circle and square. Children remain at last station and share information with class.

Evaluation
Children's accomplishments should show that objectives/competencies have been met:

Activity	Evaluation
1. Art	• Did the children learn that mixing blue and yellow produces green? • At what level have the children mastered the competencies?
2. StoryteIling	• Did the children understand the point of the story: parental love and coping with anger? • At what level did the children master the competencies?
3. Math	• Can the children recognize and name a circle and a square? • At what level did the children master the competencies?

Follow-up Activities

Activity	Follow-up Activities
2. Art	Mix red and yellow to produce orange; red and blue to make purple.
3. StoryteIling	Write story with own experience of anger/parental love. Read book "Will you still love me?"
4. Math	Introduce triangle and rectangle

V. Self-evaluation

After the activity has been completed: If I were to do this activity again would I do it the same way? What changes would I make?
What professional competencies have I addressed?

B. THE JOURNAL

The journal is a personal diary of subjective reflection upon the day's events. It is kept separate from the log in a duo-tang folder.

C. ACTIVITY CENTRE

One of the more efficient methods of meeting individual needs within a classroom is to develop a number of interest and learning centers. In order to learn how to do this, each student is expected to develop one skill-oriented centre in the area of language arts, mathematics, science, social studies or fine arts.

Once the subject area for the activity centre has been chosen in consultation with the cooperating teacher, the student decides upon the objectives/competencies for the four activities which are to be created. There should be four different objectives for these activities or games, and at least two of the activities should be self-correcting. Since the activities are designed for independent learning and to meet individual needs, care should be taken that they are suitable for different levels of ability within the group of children who will be using the activities. A means should be provided for keeping a record of the children's participation in the activity centre, either individually or as a group.

The Activity Centre is discussed in detail in the Internship Seminar and during weekly meetings with the student's individual supervisor. It is the supervisor who evaluates the Activity Centre and its use by the children in the student's classroom. The following criteria are used for assessment:

- objectives of activities
- competencies related to objectives
- quality of items
- suitability of items
- physical layout
- responses of children to the centre

NOTE: The Activity Centre should be discussed with the cooperating teacher during the first week of the internship. Activities should be introduced to the children by week 3 and the Activity Centre should be in full operation by week 6.

GUIDELINES FOR ACTIVITY CENTRE ASSIGNMENT

Specific information on developing an activity centre will be given during the Seminar. The following are guidelines for creating and implementing a skill-oriented activity centre in the Kindergarten classroom.

1. In discussion with your cooperating teacher, select an area of the curriculum, e.g. language arts, mathematics, science, social studies or music, in which you want the children to develop particular skills. The aim of the activity centre is to provide activities by which children can learn independently.

2. A minimum of 4 activities or games with appropriate objectives/competencies is required.

3. Refer to books of activities in the subject area, which you have chosen, and adapt the ideas you find there to suit the children with whom you will be working. Provide activities for the different developmental levels found in your classroom. At least two of the activities, which you create, should be self-correcting.

4. Prepare a means of keeping track of the activities as they are completed by the children. This may be in the form of a chart for the group, or folders or envelopes for individual children.

S. Activities and games, which are already in, the classroom may be included in the centre in addition to the four you are making.

6. Be ingenious in finding the materials for your games; use things, which you have already, have around the house as much as possible. Making the games is very time-consuming and can be expensive. Plan your activities carefully to reduce time and effort. Your centre should be sturdy, attractive and colorful, and easy for the children to use. Bristol board or card items, which will see a lot of wear, should be laminated to protect them.

7. Different ways of physically setting up the centre will be discussed in the Seminar, but be sure to ask your cooperating teacher for at least a table and some shelf space.

8. Your Faculty Supervisor will discuss details of your activity centre with you during your weekly meetings, see the centre in operation in your classroom, and evaluate it.

ACTIVITY PLAN: Kindergarten

Subject Area:

I. Objectives of the Activity:

II. Materials Required:

III. Room Organization and Routines:

IV. Outline of Steps in the Activity:

V. Self-Evaluation:

CURRICULUM UNIT Cycle I/II

One of the major aims of the Cycle I/II (Primary) Internship is to help students develop curriculum planning skills. Two important principles are stressed: the value of long-range planning and the value of integration or continuity in programming.

In order to put these principles into practice, students are required to prepare and implement a curriculum unit. They first choose a suitable theme in consultation with their cooperating teacher, and then create a stimulating program of activities in a variety of disciplines, e.g., math, language, music and movement, natural science, social studies and art, relating these activities to the selected theme.

The primary objective of the curriculum unit is to give students first-hand experience at developing their own ideas, planning activities to achieve specific objectives and competencies, and implementing these
activities in the classroom.

GUIDELINES FOR CURRICULUM UNIT ASSIGNMENT

The following is the outline, which you are to follow to develop your Curriculum Unit.

1. Rationale: why you have chosen a particular theme.

2. Sub-units: the two or three areas of your theme, which you will develop.

3. Objectives/Competencies: General

4. Activities: (total of 8 activity plans) & ideas for other activities.

   Please begin with an introduction to the theme and include at least one plan for each of the following: (you will probably want to double up on Math and Language Arts)

   - Math
   - Language Arts
   - Science or health
   - Music, dance, movement
   - Art
   - Social Studies

   Please label each plan as to subject area(s) covered.

5. Ideas for Interest Centre Activities

6. Ideas for visits, outdoor activities, etc. (One of these may be included as an activity plan).

7. List of Resources:

   a. Materials - special (and books used with children)

   b. Videos

   c. Reference books (teacher's use)

8. Vocabulary - new words and expressions that need explanation

The purpose of this assignment is twofold: to have you practice planning an integrated curriculum, and to provide you with coherent plans each week of teaching on your own.

It is hoped that your work will also serve as a ready-to-use unit when you have you own classroom.

ACTIVITY PLAN: Cycle I/II

Subject Area: Math
Level: Grade One
Time: 30 min.

II. Objectives of the Activity/Competencies:

Objective: To compare the lengths of different objects to a meter.

Competencies (QEP, 2001): To communicate using mathematical language. To reason using mathematical concepts and processes.

III. Materials Reguired:

Teacher:
- A meter stick
- 3 different sizes of paperclips

Children:
- 1 length of string with knots 1 meter apart for each group of 3 children
- Recording sheet
- Pencils

IV. Room Organization and Routines:

Children seated at tables for introduction. Children work in groups to estimate measures and size of selected objects. Children return to table for sharing information.

V. Outline of Steps in the Activity:

Motivation & Instruction: Review number of 'regular' paper clips needed to measure a specific object.

- Measure same object with longer paper clips.
- Repeat using shorter clips.
- Review terms longer than, shorter than, same length as.
- Elicit reasons for different number of paper clips.
- Introduce concept of standard measurement - specifically the "meter".
- Elicit reasons for using standardized measurement.

Development:
1. get in groups of 3.
2. at tables, guess two objects in the room that will be longer than, shorter than, same length as the meter. Show and explain recording sheet.

Conclusion:
Return to tables for sharing information.

Evaluation:
- Could the children do the assignment?
- Do they understand the terms "longer than", "shorter than", "same length as" in relation to a meter?
- Were the competencies achieved?

Follow-up activities:
Have the children identify from among several objects of different lengths or those whose length is a "meter".

VI. Self-Evaluation:

1. If I were to repeat this lesson, would I do it differently? What Professional Competencies were developed/enhanced?
2. Did the children work well in groups?
3. Were the instructions clear?
4. Was the work sheet appropriate?

GUIDELINES FOR PRINCIPALS

It is suggested that the Principal:

1. Act as a consultant t the internship director in the selection of possible cooperating teachers for the internship program,

2. Welcome interns to the school and give them some basic information on programs and regulations in effect,

3. Consider allowing other interns to visit the school so that they may complete their compulsory observation assignments,

4. Notify the intern about professional days and other school holidays,

5. Be attentive to the progress of interns in the school,

6. Report to the faculty supervisor or the internship director as soon as possible of any changes or disruptions in normal school operation.

GUIDELINES FOR COOPERATING TEACHERS

I. Teachers should meet with the intern prior to the beginning of the internship, if possible.

2. They should request the student's Information Sheet, which is intended to provide background details on the intern's abilities and interests.

3. It is suggested that teachers familiarize the intern with the classroom environment by providing information on program content, timetable, support duties and school policies.

4. A supportive environment for the intern should be established. The intern is a novice in the art of teaching and should thus experience a gradual immersion into a daily routine.

5. The intern should be introduced to the class as another teacher.

6. A schedule should be established for frequent teaching observations and discussions in consultation with the intern. Such interactions help provide useful feedback on the intern's work on a continuing basis, throughout the teaching session.

7. The teacher and the intern should have weekly conferences to plan the week's events.

The teacher should comment on activity plans prepared by the intern, prior to teaching. Should major modifications be recommended, sufficient time should be allowed for correction.

8. The faculty supervisor visits the intern at least 2 times during the internship. The faculty supervisor meets with the cooperating teacher and intern after each supervisory visit.

9. A final report is to be submitted upon the student's completion ~f the internship.

10. Teachers should permit the intern to visit different schools or classroom environments during the internship, and in a reciprocal arrangement, consider welcoming other interns in order to broaden the student's exposure to a variety of educational settings.

11. Teachers should provide the interns with their home telephone number in case of emergency (e.g. report illness, etc.)

12. Teachers may contact he faculty supervisor concerning and difficulties, inquiries, or any other matters pertaining to the internship.

INFORMATION SHEET FOR COOPERATING TEACHERS

Concordia University Education Intern

Name:

Address:

Telephone:

Faculty Supervisor: Telephone:

ADDITIONAL EXPERIENCE WITH YOUNG CHILDREN:

HOBBIES AND SPECIAL INTERESTS:

OTHER ACTIVITIES THIS SEMESTER: (e.g., courses, part-time work, etc.)

GUIDELINES FOR FACULTY SUPERVISORS

The two main roles of the faculty supervisor are: 1) to work with the student intern guiding, observing and evaluating; and 2) to provide a liaison between the school principal, the cooperating teacher, the intern and the university.

1. Supervisors should give assistance, if required, in clarifying he role of the student intern to the cooperating teacher.

2. A minimum of 2 visits should be arranged. If visits must be cancelled, as much advance notice as possible should be provided. Theses visits should be spaced to allow for maximum development of the skills as outlined in Internship Procedures.

3. Supervisors should contact the principal on the first visit to a school and follow the school's policy for subsequent visits.

4. In order to become acquainted with what the intern has been prior to each visit, the supervisor should read the intern's log.

5. The supervisor should meet with the intern and the cooperating teacher to discuss the student's performance. The student must be provided with a written report of each visit, a copy of which is placed in the student's file.

6. Supervisors must hold a weekly seminar for their students. During discussion, students have an opportunity to exchange information, review experiences and to plan for the remaining weeks.

7. Supervisors should be available to help resolve any problems that may arise.

8. Supervisors should provide a final evaluation of the student's overall performance.

INFORMATION SHEET FOR FACULTY SUPERVISORS

Concordia University Education Intern

Name:

Address:

Telephone:

ADDITIONAL EXPERIENCE WITH YOUNG CHILDREN:

HOBBIES AND SPECIAL INTERESTS:

OTHER ACTIVITIES THIS SEMESTER: (e.g., courses, part-time work, etc.)

REPORT ON INTERN'S PROGRESS
FOR COOPERATING TEACHERS AND FACULTY SUPERVISORS

Cooperating Teacher:
At the end of the internship, a final anecdotal evaluation should be given to the faculty supervisor. Suggestions for points to be considered are listed in the Guidelines for Evaluation of Interns.

The cooperating teacher's reports are essential in determining the intern's final grade.

Faculty Supervisor:
The faculty supervisor will visit the intern a minimum of two times and will consult closely with the cooperating teacher. The evaluation form for these visits is an anecdotal report based on the same criteria used by the cooperating teacher. Each visit will be discussed with the intern who will receive a copy of the evaluation report.

Guidelines for Evaluation of Education Interns

Personal Qualities: (QEP, 2001: Professional Competencies: 2,9,10,11,12)

Vitality, Poise, Confidence, Voice
Initiative, Sense of responsibility
Punctuality, Attendance
Flexibility, Response to criticism
Interpersonal Relationships (students/colleagues)
Self-evaluation

Planning & Preparation: (QEP, 2001: Professional Competencies: 1,3,4,6,7,8)

Log and Activity Plans
Clarity of Objectives/Competencies
Use of Teaching Aids (including IT)
Creativity, Originality, resourcefulness
Provision for Individual Differences
Background Knowledge

Creation of Learning Situation: (QEP, 2001: Professional Competencies: 1,2,3,4,5,6,7,8)

Communication Skills
Establishment of Set and Closure
Use of Effective Motivation Techniques
Encouragement of Student Participation
Response to Students
Pacing
Conclusion of Activities/Closure

Reinforcement and Evaluation of Learning

Classroom Management: (QEP, 2001: Professional Competencies: 3,4,6,7)

Interactions with Students (individuals, small groups, large groups)
Effective Management of Routines (transitions)
Management Techniques/Methods
Dealing with Special Needs

Home and School Relations: (QEP, 2001: Professional Competencies: 9,10,11,12)

Cooperation with School
Cooperation with Staff
Cooperation with Parents

A Sample Final Report

Diane has worked in this class for approximately six weeks, five days a week. Though she initially appeared rather apprehensive in the classroom, she has gradually become more comfortable and spontaneous. (competencies 2,3,4)

Diane is basically a quiet, soft-spoken individual, but she is lively and enthusiastic when working with the class. She has a warm and positive manner, and she quickly developed very pleasant rapport with the children. (competencies 3,4)

Diane still needs to develop skills in the area of behavior management. When she sets limits on the children's behavior, she isn't always consistent in following through on them. However, she has responded to constructive criticism in this area and has improved significantly. Diane has had sole responsibility of the class for an hour at a time and has been able to maintain effective discipline. (competencies 3,4,6,7)

Diane has progressively taken more initiative in planning segments of the program. She has developed an awareness of the interests and ability levels of the children, and has shown flexibility in adjusting her lessons accordingly - skills that were not evident previously. (competencies 3,4,6,7)

Though Diane's lessons are not particularly innovative, they are generally of interest to the children, and they reflect a great deal of thought and planning on her part. She is thoroughly familiar with the subject of her lessons and motivates the children by varying the pace and by using visual aids effectively. (competencies 1,3,4,6,7,8)

Diane has shown an extreme sense of responsibility in her internship. She has never missed a day, and has generally arrived early in the morning. She has always been well prepared and has offered to do more than would normally be expected. She has responded very well to criticism and has been willing to change and improve her performance. She has been a very pleasant individual to work with and it has been a pleasure for the children and me to have her in our class. (competencies1,2,3,4,5,6,7,9,10,11,12)

Teacher training

Orientations

Professional Competencies

NEW DIRECTIONS FOR SUCCESS

Québec

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Teacher Training

Orientations

Professional Competencies

Professional competencies

Foundations

1. To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.
2. To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

Teaching act

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.

Professional 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.

COMPETENCY N° 1

To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.

FEATURES

- Situates the discipline's basic benchmarks and points of understanding (concepts, postulates and methods) in order to facilitate significant, in-depth learning by students.
- Adopts a critical approach to the subject matter.
- Establishes links between the secondary culture set out in the program and the secondary culture of the students.
- Transforms the classroom into a cultural base open to a range of different viewpoints within a common space.
- Casts a critical look at his or her own origins, cultural practices and social role.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

- 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 promote the creation of meaningful links by the students;
- Establish links with the students' culture in the proposed learning activities.

COMPETENCY N° 2

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

FEATURES

- Uses appropriate language when speaking to students, parents and peers.
- Observes rules of grammar and stylistics when writing texts intended for students, parents or peers.
- 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 discussions.
- Communicates ideas concisely using precise vocabulary and correct syntax.
- Corrects the mistakes students make when speaking and writing.
- Constantly strives to improve his or her own oral and written language skills.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

- master the rules of oral and written expression so as to be understood by most of the linguistic community;
- Express himself or herself with the ease, precision, efficiency and accuracy expected by society of a teaching professional.

COMPETENCY N° 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.

FEATURES

- Bases the selection and content of teaching sequences on data drawn from recent didactical and pedagogical research.
- Selects and interprets subject-specific knowledge in terms of the aims, competencies and subject content specified in the program of study.
- Plans teaching and evaluation sequences taking into account the logic of the content to the taught and the development of learning.
- Takes into account the prerequisites, conceptions, social differences (i.e. gender, ethnic origin, socio-economic and cultural differences), needs and special interests of the students when developing teaching/learning situations.
- Selects diverse instructional approaches that are suited to the development of the competencies targeted in the programs of study.
- Anticipates obstacles to learning posed by the content to be taught.
- Plans learning situations that provide opportunities to apply competencies in different contexts.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

- 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.

COMPETENCY N° 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.

FEATURES

- Creates conditions in which students can engage in meaningful problem situations, tasks or projects, based on their cognitive, emotional and social characteristics.
- Provides students with the resources they need to take part in the learning situations.
- Guides students in selecting, interpreting and understanding the information provided in the various resources and in understanding the elements of a problem situation or the requirements of a task or project.
- Supports student learning by asking questions and providing frequent and relevant feedback to promote the integration and transfer of learning.
- Encourages teamwork.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

- 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.

COMPETENCY N° 5

To evaluate student progress in learning the subject content and mastering the related competencies.

FEATURES

- Gathers information as students are engaged in a learning situation in order to identify their strengths and weaknesses and to review and adapt his or her teaching accordingly to help them progress.
- Takes stock of the learning acquired by students in order to assess their mastery of the related competencies.
- 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

By the end of his or her initial training, the student teacher should be able to :

- 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 or her 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;
- Inform the students of the results of a diagnostic evaluation process and inform parents and members of the teaching team of the corrective intervention strategy elements envisaged.

COMPETENCY N° 6

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

FEATURES

- Develops and implements an efficient system for running regular classroom activities.
- Communicates clear requirements regarding appropriate school and social behaviour and makes sure that students meet those requirements.
- Involves students on an individual or a group basis in setting standards for the smooth running of the class.
- Develops strategies for preventing inappropriate behaviour and dealing effectively with it when it occurs.
- Maintains a classroom climate that is conducive to learning.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

- 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.

COMPETENCY N° 7

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

FEATURES

- Facilitates the educational and social integration of students with learning disabilities, social maladjustments or handicaps.
- Consults resource people and parents to obtain background information on students with difficulties (needs, progress, etc.).
- Proposes learning tasks, challenges and roles within the class that help students to progress.
- Participates in developing and implementing individualized education plans.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

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

COMPETENCY Nº 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.

FEATURES

- Exercises critical judgment regarding the real benefits and limitations of ICT as teaching and learning resources, and regarding the social issues they raise.
- Assesses the instructional potential of computer applications and networking technology in relation to the development of the competencies targeted in the programs of study.
- Communicates using various multimedia resources.
- Uses ICT effectively to search for, interpret and communicate information and to solve problems.
- Uses ICT effectively to build networks that facilitate information sharing and professional development with respect to his or her own field of teaching or teaching practice.
- Helps students to familiarize themselves with ICT, to use ICT to carry out learning activities, to assess their own use of ICT, and to exercise critical judgment regarding the information they find on the Internet.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

- demonstrate critical judgment 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 in particular) for teaching and learning, and know how to integrate ICT in a functional manner into teaching/learning activities, when appropriate;
- 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.

COMPETENCY N° 9

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

FEATURES

- Collaborates with other members of the school staff in defining orientations, and developing and implementing projects related to educational services in areas falling under the responsibility of the school.
- Informs parents and encourages them to become actively involved.
- Coordinates his or her actions with those of the school's various partners.
- Supports students involved in the administrative structures of the school or in school activities or projects.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

- 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.

COMPETENCY N° 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.

FEATURES

- Recognizes instances where cooperation with other members of the teaching team is required in order to design or adapt teaching/learning situations, to evaluate student learning or to promote the mastery of competencies by the end of the cycle.
- Develops and organizes a project appropriate to the objectives to be attained by the teaching team.
- Cooperates in an active, ongoing manner with the teaching teams working with the same students.
- Helps build consensus, when required, among members of the teaching team.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

- 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.

COMPETENCY N° 11

To engage in professional development individually and with others.

FEATURES

- Takes stock of his or her competencies and takes steps to develop them using available resources.
- Discusses the relevance of his or her pedagogical choices with his or her colleagues.
- Reflects on his or her practice (reflective analysis) and makes the appropriate adjustments.
- Spearheads projects to solve teaching problems.
- Involves peers in research related to the mastery of the competencies targeted in the programs of study and to the educational objectives of the school.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

- identify, understand and use available resources (research reports 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.

COMPETENCY N° 12

To demonstrate ethical and responsible professional behaviour in the performance of his or her duties.

FEATURES

- Understands the values underlying his or her teaching.
- Manages his or her class in a democratic way.
- Provides students with appropriate attention and support.
- 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 work.
- 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.
- Demonstrates sound judgment in using the legal and regulatory framework governing the teaching profession.

LEVEL OF MASTERY

By the end of his or her initial training, the student teacher should be able to :

- 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.

Chapter 4

Exit Profiles

Bachelor of education degree in preschool and elementary education

For the granting of a bachelor of education degree in preschool and elementary education, universities will be required to offer a teacher training program that provides future teachers with professional competencies specific to the teaching profession, namely:

1. To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.
2. To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.
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.
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.
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.

The teacher training program should prepare future teachers to offer the educational services provided for preschool education and to teach all the subjects prescribed in the basic school regulation at the elementary level, with the exception, in most case, of the specialist subjects.

The bachelor of education program in preschool and elementary education should consolidate the subject-specific knowledge acquired for each subject, and introduce future teachers to arts subjects.

4.1.1 The bachelor of education program in preschool and elementary education

Under the *Education Act*, the Government is responsible for establishing a basic school regulation for preschool, elementary and secondary education, setting out the nature and objectives of educational services and an organizational framework.

At the preschool level, "the purpose of preschool education services is to promote the overall development of children by helping them to acquire the attitudes and competencies that will facilitate their success as students and as individuals" (Éditeur officiel du Québec 2000b:1). The basic school regulation does not prescribe compulsory subjects at the preschool level.

At the elementary level, "the purpose of elementary instructional services is to promote the overall development of students and their integration into society through basic learning, which will contribute to the progressive development of their autonomy and will prepare them for the level of learning required in secondary school" (Éditeur officiel du Québec 2000b: 1). The basic school regulation prescribes the compulsory subjects taught at the elementary level: language of instruction, second language, mathematics, science and technology, the arts, history, geography and citizenship education, physical education and health, moral instruction or religious and moral instruction.

In recent years, preschool and elementary school teachers have taught most of the subjects specified in the basic school regulation to a single group of students. An exception is made for the subjects traditionally recognized as specialities, such as the arts, physical education and health, and second languages, which are generally taught by specially trained teachers. However, the reality of the education system in certain communities means that elementary school teachers sometimes have to teach even these specialist subjects. The *Education Act* states that "every teacher has a right to refuse to give moral and religious instruction of a religious confession on the grounds of freedom of conscience" (Éditeur officiel du Québec 1998: 6).

A sound basic training in all subjects is thus required to teach at the elementary level. The teacher training program must consolidate and complete, if necessary, the subject-specific knowledge of the student teachers. The emphasis placed on certain subjects in the timetable highlights the importance of certain types of learning. The language of instruction and mathematics are two subjects that are considered to be fundamental if students are to continue their education. Similarly, science and technology must receive particular attention in teacher training programs. Québec schools must ensure that more students are attracted to these subjects in order to meet the needs of society, and elementary education plays a key role in this respect. It would be appropriate for the universities to establish methods to diagnose the needs of student teachers as soon as they begin their course and, where necessary, to complete their training.

The consolidation of subject-specific knowledge as part of the teacher training program must be designed to meet the teaching needs of those subjects at the elementary level, interdisciplinarity and teaching from a cultural perspective.

The teacher training program must also introduce the subjects considered as specialized subjects, namely the arts, second languages and physical education and health, and more importantly show how they contribute to students' overall development.

CONCORDIA UNIVERSITY

Department of Education
Specialization in Early Childhood and Elementary Education
Specialization in Teaching English as a Second Language
Department of Art Education
Specialization in Art Education – Visual Arts

CODE OF ETHICS AND PROFESSIONAL CONDUCT OF STUDENT-TEACHERS

Preamble

The Quebec Department of Education has identified twelve core professional competencies that student teachers are expected to have attained by the end of their initial teacher training. One of these professional competencies reads as follows: "To demonstrate ethical and responsible professional behaviour in the performance of his or her duties". Consequently, the Department of Education and the Department of Art Education are required to attest to the attainment of this competency when recommending a student for certification. The mastery of this competency is attained through both the academic component of the program and through the internships.

Teachers recognize that they are bound by standards of conduct expected of caring, knowledgeable and reasonable adults who are entrusted with the custody, care or education of students or children. They recognize their actions are bound in moral, ethical and legal considerations regarding their obligations to students, parents, peers, administrators, school authorities, communities and society at large. They acknowledge these obligations and act accordingly.

1.0 Code of Ethics

The purpose of the Code of Ethics is to set high standards for professional conduct and teaching excellence for both novice and experienced teachers. It clarifies the attributes, competencies and behaviours that all student teachers are expected to develop and demonstrate even though they are not yet full-fledged teachers. The Code of Ethics also guides the work of cooperating teachers and university supervisors as they prepare student teachers for the profession.

At the core of the Code of Ethics is the expectation that student teachers will act with integrity, honesty, fairness and dignity in all their dealings with students, parents, peers, teachers, faculty, and staff in schools.

They are expected to adhere to the following principles in measure sufficient to teachers at the beginning of their professional careers:

1.1 Teachers promote and support the full development of each individual. They are responsible for nurturing all students' intellectual, physical, emotional, cultural, moral, social, spiritual and civic growth in a climate of affirmation of each individual's dignity and worth. They demonstrate respect for human dignity, freedom, justice, democracy, and the environment.

1.2 Teachers respect the dignity and rights of all. They are responsible for ensuring that their conduct is always without prejudice as to religious beliefs, cultural values, race, gender, sexual orientation, physical attributes, age, socio-economic status, ethnicity or national origin.

1.3 Teachers draw on their professional knowledge to develop and maintain a learning environment that is challenging and supportive for all. They are responsible for recognizing and responding to distinct individual needs and abilities in a fair, consistent and respectful manner that promotes optimal learning opportunities for each student.

1.4 Teachers demonstrate commitment to their professional development and to learning. They are responsible for acquiring and applying new knowledge to their teaching practice.

1.5 Teachers work with colleagues and other professionals to create learning environments in which students feel that they are physically, psychologically, socially and culturally secure. They are responsible for collaborating to support all aspects of student development in these secure learning environments.

1.6 Teachers work with parents and the community to further the educational development of students. They are responsible for contributing to an atmosphere of trust, respect and openness.

1.7 Teachers acknowledge that their relationship with students is based on trust. They are responsible for maintaining a professional relationship that is characterized by respect, confidentiality and an absence of exploitation. They will not disclose confidential information about students and their families, except in cases where law or personal security requires this.

1.8 Teachers value the professional reputation and abilities of their fellow teachers. They are responsible for working with them to promote student development and achieve school goals. They encourage students and colleagues to have confidence in other teachers and present any criticism in confidence and in good faith.

1.9 Teachers adhere to regulations that govern the practice of teaching. They are responsible for fulfilling the obligations specified in local agreements.

2.0 Professional Conduct

The Code of Professional Conduct stipulates minimum standards of professional conduct for an individual who is registered in a program at Concordia University leading to permanent certification as a qualified teacher in Quebec. Professional conduct is assessed through the attitude and behaviours demonstrated by the student teacher in both the academic and field experience components of the teacher-training program.

Student teachers must develop and display a set of consistent educational and professional values and attitudes. These include but are not limited to: honesty and a concern for truth, open-mindedness, sound judgment, a sense of fairness and justice, respect for others, trustworthiness, discretion, concern for the interest of others, courage cooperativeness, high standards in teaching and dedication to the goals of schooling.

The educational and professional values and attitudes to be acquired by students are modeled by faculty and instructors, are examined throughout the program of studies in various courses, are the subject of pre-internship preparation and of the reflective seminars attached to each internship. In particular, prior to each of the internships, students are informed of expectations regarding their behaviour and attitude, receive suggestions on how to foster positive relations and resolve conflicts with their cooperating teachers and other staff at the school, and are advised of the availability of their university supervisors to assist them in completing successful internships. Students may call on their academic advisors, the person responsible for student teaching, or their university internship supervisors to clarify issues of an ethical or professional nature that may arise. Faculty, instructors, academic advisors, and the person responsible for student teaching accept their responsibility of alerting or advising a student whenever a student displays a behaviour or attitude that is in conflict with acceptable educational and professional values and attitudes.

It is understood that student teachers may not have acquired these values and attitudes all to the same degree. Student teachers, however, have the responsibility to develop these characteristics and acquire the knowledge, understanding and competence sufficient for beginning teachers. In cases where this development does not occur to a desired level, an individual's conduct will be reviewed within the context of these expectations in accordance with the procedures established to evaluate unprofessional conduct.

2.1 In addition to meeting the academic standards of the teacher-training program of studies, acceptable professional conduct means that student teachers are expected to:

2.1.1 Adhere to academic regulations in the Concordia University Undergraduate calendar.

2.1.2 Cite references when using materials or information that they have not developed, including information and materials from the Web;

2.1.3 Submit a separate and distinct assignment for each course. A single assignment cannot be used for more than one course, unless prior approval is obtained;

2.1.4 Adhere to copyright laws and regulations;

2.1.5 Respect Concordia University's Code of Rights and Responsibilities so that all students, faculty and staff can enjoy a civil and safe learning and working environment. Toward that end, recognize the authority of the instructor; arrive on time for class; attend all classes unless unavoidably absent for a serious reason; stay for the duration of the class, unless prior approval for an early dismissal was obtained; complete course assignments in the required time frame; turn off cell phones, pagers and other electronic devices while classes are in session; participate in classroom activities and discussions in a manner respectful of instructors and other students through the avoidance of disruptive comments and inappropriately aggressive behaviour;

2.1.6. Submit to a police check prior to the first practicum where required by law.

2.2 While on a field experience, acceptable professional conduct means that student teachers are expected to:

2.2.1 Be mindful of the Code of Ethics and its implications in relation to pupils, colleagues, school authorities, and the profession;

2.2.2 Recognize that they are representatives of Concordia University and guests in the host schools;

2.2.3 Adhere to the procedures outlined for student teacher placements;

2.2.4 Follow the instructions in the Student Handbook with respect to responsibilities both prior to and during a practicum;

2.2.5 Work in a respectful and cooperative manner with the cooperating teacher and exhibit collegial behaviour;

2.2.6 Accept constructive analysis of performance by cooperating teacher, principal, or university supervisor and implement suggestions;

2.2.7 Prepare and submit instructional plans in a timely fashion;

2.2.8 Enrich classroom instruction beyond routine textbook/workbook exercises;

2.2.9 Demonstrate professional commitment;

2.2.10 Adhere to the rules and requirements that apply to full time teachers;

2.2.11 Be present each day, unless an absence, duly reported, is due to unavoidable circumstances;

2.2.12 Be on time everyday and respect the workday of teachers at the school;

2.2.13 Ensure the safety and security of students at all times;

2.2.14 Establish proper rapport with students based upon their developmental levels and needs;

2.2.15 Establish and maintain appropriate professional and personal relationships with teachers, school staff, parents, etc.;

2.2.16 Communicate using correct language in both oral and written forms;

2.2.17 Abide by the regulations, procedures, instructional practices, and professional and personal expectancies of the host school and school board;

2.2.18 Reflect professionalism by their mannerisms, vocabulary, conversational style, appearance and thoughtful behaviour;

2.2.19 Ensure confidentiality of any information regarding the site, students and their families, or staff revealed during the student teaching experience.

2.3 The Department of Education or the Department of Art Education, depending on the program in which the student teacher is enrolled, has the right and responsibility to assess a student's professional conduct. Action may be taken any time a student is suspected of unprofessional conduct that, for example, contravenes the Code of Ethics for acceptable professional behaviour or the Quebec Education Act and other legislation governing teaching practices or displays inappropriate behaviour or impaired judgment in fulfillment of program requirements.

2.3.1 Failure to meet expectations set out in Concordia's academic regulations and Codes will be handled under the provisions of those regulations and Codes and may result in:

. A student being required to withdraw from a course or a practicum at any time during the semester; or

. A student being assigned a grade of "F" for the component where standards of professional conduct were not met, which may result in a student being required to withdraw from the practicum.

2.3.2 A student may be required to withdraw from a practicum, at any time during the practicum, by reason of:

. Conduct during the practicum which has resulted in the Cooperating Teacher or school authorities having required the student's withdrawal from the assigned classroom or school; or

. Evidence of inability to carry out duties established for a student in the practicum.

2.3.3 A student may be required to withdraw from a course at any time during the semester for repeated or serious breaches of the Concordia University's Code of Conduct (Academic).

2.4 Any student who has displayed unprofessional conduct or who has been convicted of a criminal offence may be required to withdraw from the teacher specialization program or to undertake a supplemental or remedial program.

3.0 Internships

Internships in a school are governed by an agreement between the university and the school board. These agreements respect the protocol regarding the placement of student teachers that has been negotiated between the school board and its local teacher union. These agreements and protocols are unique to each school board and, as a result, vary in the manner in which student placements may be made. The person responsible for student teaching is responsible for assuring the respect of the agreements with the school boards and is the only person authorized to confirm student placements and to settle any issues that may arise. Student teachers are required to scrupulously adhere to the procedures outlined for student teacher placements by the person responsible for student teaching.

At times during a practicum, some questions or concerns may arise among student teacher, cooperating teacher and university supervisor. Usually these can be resolved through open communication among the parties. The most effective way of addressing a dispute between a student teacher and a cooperating teacher is direct communication. If it appears that an issue cannot be settled between the student teacher and the cooperating teacher, then the university supervisor should be involved.

A breach of the rules governing internships is considered unprofessional conduct.

3.1 Students must obtain permission of their advisor to enroll in a practicum.

3.2 Students must satisfy all the prerequisites for any practicum.

3.3 The person responsible for student teaching is the only person who may assign a placement.

3.4 Students must inform the person responsible for student teaching if the assigned placement is in a school where an immediate family member is employed as such an assignment would be judged inappropriate.

3.5 Prior to commencing the practicum, the student teacher must contact the school principal and/or the cooperating teacher to arrange a meeting.

3.6 A student may not change the location of the placement without the specific permission of the person responsible for student teaching.

3.6.1 If for a just and sufficient reason, a student teacher wishes to change the location of an internship prior to its starting date, he or she must submit the request in writing stating the reasons to the person responsible for student teaching.

3.6.2 If the person responsible for student teaching judges the reason as just and sufficient, a new placement will be found; if the reason is judged insufficient, the student must complete his or her internship at the assigned location.

3.7 A student may not terminate an internship before its end date without the specific permission of the person responsible for student teaching.

3.7.1 If for very serious, exceptional personal or pedagogical reasons, a student teacher wishes to terminate an internship prior to its end date, he or she must submit the request in writing stating the reasons to the person responsible for student teaching.

3.7.2 If the person responsible for student teaching judges the reason as serious and exceptional, the student may be permitted to terminate his or her placement early and the student assumes the academic penalties that may be imposed by university regulation; if the reason is not judged as serious and exceptional, the student teacher is expected to complete the internship.

3.8 A university supervisor may not bring an early end to an internship without the permission of the person responsible for student teaching.

3.8.1 If for just and sufficient reason a university supervisor wishes to bring an internship to an early end, he or she advises the person responsible for student teaching after having discussed his or her reasons with the student teacher, the cooperating teacher, and the principal of the school.

3.8.2 If the person responsible for student teaching judges the reasons as just and sufficient, he or she advises the student teacher of the termination of the internship and of the academic and/or professional consequences.

3.9 The principal or the cooperating teacher who, for serious reasons, wishes to bring an internship to an early end is expected to advise the university supervisor or the person responsible for student teaching in writing of these reasons.

3.9.1 Prior to advising the student teacher of the intention to bring the internship to an early end, the person responsible for student teaching, the university supervisor of the student teacher, the principal and the cooperating teacher meet to explore measures that could be taken to avoid an early end to the internship.

3.9.2 While awaiting a final decision, a student teacher may be advised that the internship is temporarily suspended.

3.9.3 The person responsible for student teaching advises the student teacher of the decision taken following the meeting with the principal, cooperating teacher and university supervisor. If the decision is to end the internship, the person responsible for student teaching advises the student teacher of the academic and professional consequences of the decision.

3.10 Usually, an internship that is not seen to term results in the student teacher receiving a failing grade for the practicum.

3.10.1 The person responsible for student teaching may determine that the reasons for bringing an internship to an end warrants another grade, i.e. for medical reasons.

3.11 A student may appeal the decision of the person responsible for student teaching to the Chair of the Department in accordance with university regulations and departmental practices.

4.0 Procedures

Generally, other than in exceptional cases warranting immediate action, the procedures outlined below are to be implemented only after the issues that relate to professional conduct have not been resolved despite planned corrective measures.

Any complainant, including faculty member, instructor, field supervisor, principal, cooperating teacher or student, who identifies a student whose conduct is deemed unprofessional as outlined in the criteria above, may initiate the following process once the student teacher has been fully informed by the complainant of the nature of the criticism.

4.1 Complaints of an academic nature

4.1.1 Complaints of an academic nature are subject to the procedures outlined in Concordia's Code of Conduct (Academic).

4.2 Complaints related to inappropriate behaviour exhibited by one university member toward another university member or against university property

4.2.1 Complaints related to discrimination, harassment, sexual harassment, threatening or violent conduct, and offences against property are subject to the procedures outlined in Concordia University's Code of Rights and Responsibilities.

4.3 Complaints related to internships

4.3.1 The complainant shall document in writing to the person responsible for student teaching, the incident(s) and behaviours(s) deemed indicative of unsatisfactory professional conduct.

4.3.2 The person responsible for student teaching shall request meetings with the complainant and the student teacher at the earliest convenient time, but within 10 working days of having received the complaint, to clarify all aspects of the matter and attempt a resolution.

4.3.3 No later than 5 working days after having met the complainant and the student teacher, the person responsible for student teaching informs the complainant and student teacher of the decision or recommendation regarding the matter and forwards a copy of the decision to the Chair of the Department.

4.3.4 If either the complainant or the student teacher is not satisfied with the decision or recommendation of the person responsible for student teaching, he or she may appeal in writing, citing reasons, directly to the Chair of the Department no later than 10 working days after having received the recommendation or decision of the person responsible for student teaching.

4.3.5 The Chair of the Department, within 10 days of receiving a referral or an appeal of a decision or a recommendation from the person

responsible for student teaching, shall establish a review panel composed of at least three persons – a faculty member unconnected with the facts of the case who will be the chair, a practicing teacher, and a student acceptable to the education student association.

4.3.6 The Chair of the Department will notify the student teacher and the complainant by registered letter at least 5 working days prior to the meeting of the review panel to discuss the referral or appeal. The letter will specify the date, time and place of the meeting and be accompanied by a copy of all supporting documentation and will advise the student teacher that he or she may be accompanied by an advocate.

4.3.7 The review panel will meet in closed session with the student to discuss his or her professional conduct. The student teacher's advocate may advise the student and may speak on his or her behalf. Members of the review panel are required to observe confidentiality regarding all matters pursuant to the review.

4.3.8 The review panel may make one of the following recommendations to the Chair of the Department within 5 days of the completion of the hearing:

. that the student be allowed to continue in the program without qualification;
. that the student be allowed to continue on a provisional basis with conditions indicated in writing;
. that the student be required to discontinue for a specified period or indefinitely in accordance with the regulations of Concordia University.

4.3.9 After due deliberation, but within 10 days of having received the recommendations of the review panel, the Chair of the Department will convey his or her decision in writing with reasons and advise the student of the right to appeal the decision to the Dean.

Adopted by the Concordia Teacher Education Council (CTEC) on January 19, 2005.