

**Lakehead University
Faculty of Education**

Native Language Instructors' Program



**STUDENT TEACHING
HANDBOOK**

Student Teaching Handbook

Education 0190 Practicum

Education 0290 Practicum

Education 0390 Practicum

Teaching Experience: September - June

**Native Language Instructors' Program
Lakehead University**

Prepared: June, ~~1995~~ 1996

Logo by: Daanis (Gail Bressette)

Artwork by: Fred Saggashi

Medicine Wheel Adaptations by: Lena Odjig White

Secretarial Work by: Sonya Matson

Every effort has been made to ensure appropriate credits and acknowledgments for excerpts, citations or adaptations made in developing this handbook. An attempt will be made to make corrections in future printings which are communicated to it.

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FORWARD

This handbook was prepared to assist all those who are involved in the student teaching component of the Native Language Instructors' Program at Lakehead University. It provides information on practicum requirements, description of roles and responsibilities of participants, the supervision cycle and evaluation.

This is an exciting time for Native language teacher education. We are faced with many challenges and initiatives in the maintenance and revitalization of our Native languages.

"Language is the most vital expression of the people who speak it. A language expresses the uniqueness of the culture, reflects upon its spirituality, and embodies aspects of history and philosophy... It is the principle means by which culture is gathered, shared and passed on to successive generations." (Shirley D. Leon)

With this statement in mind, the resurgence of interest in the retrieval of Native traditional teachings and values is considered important in Native education. We have been reminded by our First Nations people to start developing and implementing culturally-appropriate programs. We have this opportunity and support in fulfilling these aspirations.

This handbook was revised to include the Medicine Wheel teachings and the Seven Gifts of the Seven Grandfathers of the Anishnaabe Nation. The teachings have been adapted and incorporated where applicable to fit the needs in practicum. "The Medicine Wheel is not limited as an expression of traditionality. Its application within indigenous support systems is well documented as a source of interpretative balance, interpersonal renewal, and community aspiration all of which can and do change over time." (Webster 1992)

It is with great pride and joy that we accomplished this much in our endeavours to prepare a student teaching handbook that includes a framework conceptualizing teaching and learning from the Native perspective.

ACKNOWLEDGMENTS

We extend our thanks to the people who were involved in the initial work and design of this student teaching handbook. Thanks to the students and faculty who gave ideas and suggestions in its revision. Many people have contributed. It is not possible to acknowledge everyone, however, *Gchi-miigwech* to the Elders, spiritual leaders, Native educators and Native professionals in First Nations communities who shared the Native teachings, and the Seven Gifts of the Seven Grandfathers at various conferences and ceremonies. We are kept reminded to acknowledge the source of these teachings, the Three Fires of the Anishnaabe Nation.

Our gratitude also goes to our Dean, David Bates, and faculty and staff of the Faculty of Education who continually give us support, guidance and direction in our work.

Special thanks to Sonya Matson, our Secretary, for her caring nature, thoughtfulness, efficient administrative support, and for her contributions in the revision of this handbook.



Lena Odjig White
Coordinator
Native Language Instructors' Program

INTRODUCTION

PURPOSE

This handbook contains *guidelines* for the conduct of practicum teaching. These guidelines are not legal regulations and may be altered from time to time by the Native Language Instructors' Program as the need arises.

1. The practicum is a vital part of teacher education. By means of this phase of work, the student learns to relate his/her academic and professional knowledge of the practicum aspects of effective teaching. Student teaching provides the opportunity for the student to gain, by practical experience, some understanding of the ways in which children learn and the methods by which a teacher can promote learning.
2. Student teaching is a combination of observation and teaching experiences during which student teachers have opportunities to examine their own teaching competencies in practical situations.
3. The main aims of student teaching are:
 - (a) the development of the student's potential as a teacher;
 - (b) the development of the student's understanding of children and adolescents and their behaviours (especially as applicable to learning);
 - (c) the assessment of the student's suitability for the teaching profession; and
 - (d) the preparation of the student for further study of teaching and learning.
4. Successful completion of the prescribed student teaching program is required for certification and graduation.

THE MEDICINE WHEEL

The Medicine Wheel is used as a framework to conceptualize the learning process in practicum from a Native perspective. It provides a wholistic approach to our personal development and professional development.

The teachings inherent in the Medicine Wheel are adapted and incorporated where applicable to reflect the needs and aspirations of the student teachers. These Native teachings are being retrieved by our First Nations people, and are becoming part of our everyday life. It is with their encouragement and support that gives us motivation to start applying Native traditional teachings and values in everything we do. The Medicine Wheel encompasses the Seven Teachings of the Seven Grandfathers of the Anishnaabe Nation. These Native teachings and the Code of Ethics of the teaching profession may serve as our guiding principles and function as the competency criteria in developing knowledge and skills in teacher education.

PRACTICUM

Summer Session

Education 0190 - Education 0290 - Education 390

This series of courses deal with planning and implementation of NSL. At each level, there are four parts:

1. **Student Teaching** - During the first three weeks of classes, each student will teach a minimum of four times. Please note that each *First year student* will observe the first class and teach a minimum of three times. This includes a pre-conference, evaluation and post-conference with an Associate Teacher.
2. **Planning Session** - Students participate in the preparation of lesson plans, unit plans, and long range plans. These sessions are one hour in length the first three weeks of classes.
3. **Assembly** - In this half hour, students meet together as a group for presentations pertaining to their professional life as a teacher. These lectures take place during the fourth week of classes.
4. **Workshops** - These workshops take place during the fourth week of classes. Each student is required to choose and participate in two workshops. Each workshop is 15 hours duration for a total of 30 hours.
For example, topics may include: Native Arts and Crafts, The Role of Traditional Teachings in the Home and School, Curriculum and the Medicine Wheel, Adapting Existing Materials, Music and Drama in the Classroom, Teaching NSL at the Secondary Level, and other relevant topics that may be selected from year to year.

Policy Concerning Successful Teaching Experience

September - June

1. The teaching experience must be obtained in,
 - (a) a school operated by council of a band or an education authority where such council or education authority is authorized by the Crown in right of Canada to provide education for Indians,
 - (b) a school operated by the Department of Indian and Northern Affairs, Canada,
 - (c) a school operated by board, or
 - (d) experiences deemed to be equivalent by the Teacher Education Section of the Ministry of Colleges and Universities.
2. The teaching experience must be certified by one of the following:
 - (a) the Ministry for successful teaching experience gained in a school operated by a council of a band or an education authority where such council or education authority is authorized by the Crown in right of Canada to provide education for Indians,
 - (b) an official of the Department of Indian and Northern Affairs, Canada for successful teaching experience in schools under the jurisdiction of that board, or
 - (d) an appropriate supervisory official for successful teaching experience outside Ontario.
3. A candidate for admission to each of the second and third sessions of the program for the Native Language Teacher Certification Program must complete successfully a minimum of twenty contact days of practical experience in teaching experience for entry to each of these courses.
4. The requirement of at least twenty contact days for admission to the second session of the program for the Native Language Teacher Certification Program may be waived for the transitional year 1985 - 1986 providing that a candidate who is admitted to the second session under the "waiver clause" must complete a minimum of forty contact days of practical experience in a teaching environment before being admitted to the third session of the Native Language Teacher Certification Program.
5. A Provisional Letter of Standing, issued for the successful completion of either the first or the second session of the Native Language Teacher Certification Program, that has expired, or is about to expire, may be renewed for a period of one year provided that the holder submits evidence to the Teacher Education Section of the Ministry of Colleges and Universities that he has an offer of a placement for practical experience in:
 - (a) a school operated by a council of a band or an education authority where such council or education authority is authorized by the Crown in right of Canada to provide education for Indians,
 - (b) a school operated by the Department of Indian and Northern Affairs Canada,
 - (c) a school operated by a board, or
 - (d) experiences deemed to be equivalent by the Teacher Education Section of the Ministry of Colleges and Universities.

Original signed by:
R.G. Sheridan
Coordinator
Teacher Education Section
University Relations Branch

ROLES AND RESPONSIBILITIES

Summer Session

Student Teacher

The Student Teacher is responsible for:

- 1) arriving at the appropriate classroom in time to prepare for his/her lesson;
- 2) notifying his/her associate teacher, or the Principal on the previous evening or by 8:00 a.m. on the day of absence due to illness or other legitimate factors;
- 3) returning books and materials which may have been taken to the residence for lesson preparation to avoid unnecessary inconvenience to the associate teacher and to other students;
- 4) being a good role model for your pupils regarding proper language usage to study and learning, and exhibiting tolerance and respect for others.

Associate Teacher

The Associate Teacher is responsible for:

- 1) demonstrating practical and effective teaching strategies for the student teacher;
- 2) providing the student teacher with opportunities to develop skill in planning for instruction, by offering assistance in appropriate materials and methods;
- 3) encouraging the student teacher to plan and prepare thoroughly by having her/him submit and discuss the lesson plan prior to teaching it;
- 4) counselling the student teacher after each practicum session on the basis of the observation made in the classroom;
- 5) preparing a formal practicum teaching report after each practicum session and after the report has been discussed and signed by the student teacher, submit the report to the Principal. Associate teachers may wish to make a copy for their records. These reports are to be submitted to the Principal at 12:30 each day;
- 6) reporting to the Principal and the Coordinator any major problems that are affecting the classroom atmosphere, or academic achievement of students.

Principal

The Principal is responsible for:

- 1) maintaining liaison with the student teacher and the associate teacher;
- 2) meeting the children and assigning them to appropriate classrooms;
- 3) compiling and updating class lists which include phone numbers of parents/guardians;
- 4) preparing the student teaching schedule;
- 5) assisting in maintaining discipline in the classroom;
- 6) distributing, collecting and collating evaluation forms;
- 7) assisting in planning field trips and the NASL Children's Program graduation;
- 8) providing class lists for certificates;
- 9) ensuring supervision of children at 12:30 noon until parent/guardian arrives.

Coordinator

The Coordinator is responsible for:

- 1) the practicum process, liaison and general administration of the practicum;
- 2) ensuring consistency and culturally appropriate approaches to student teaching are developed and the program objectives are achieved;
- 3) providing support, assistance and encouragement for the students' well-being;
- 4) ensuring that evaluation is being conducted.

Added

Note about
responsibility
for obtaining
placements

ROLES AND RESPONSIBILITIES

Note: Students September - June
student teaching placements.

Student Teacher

The Student Teacher is responsible for:

- 1) arranging for a school visit to meet the principal, associate teacher and staff;
- 2) providing a copy of a resume to the associate teacher;
- 3) arriving at least 30 minutes before classes begin for adequate preparation;
- 4) becoming familiar with school policies, rules and routines;
- 5) being a good role model by using proper language, demonstrating positive attitudes, and exhibiting tolerance and respect for others;
- 6) proper attire in a manner appropriate to the professional role of the teacher;
- 7) sending "thank you" notes to the associate teacher and the principal to show appreciation for their assistance.

Associate Teacher

The Associate Teacher is responsible for:

- 1) providing the student teacher an overview of the curriculum to be taught;
- 2) providing orientation needs of the student teacher;
- 3) demonstrating and assigning a variety of effective teaching and learning strategies;
- 4) encouraging the student teacher to plan lessons, activities and support materials;
- 5) observing, assessing, and providing written and verbal comments for the lessons taught emphasizing strengths and areas to be developed;
- 6) completing evaluation reports as planned during the student teaching session and at the conclusion of the session.

Principal

The Principal is responsible for:

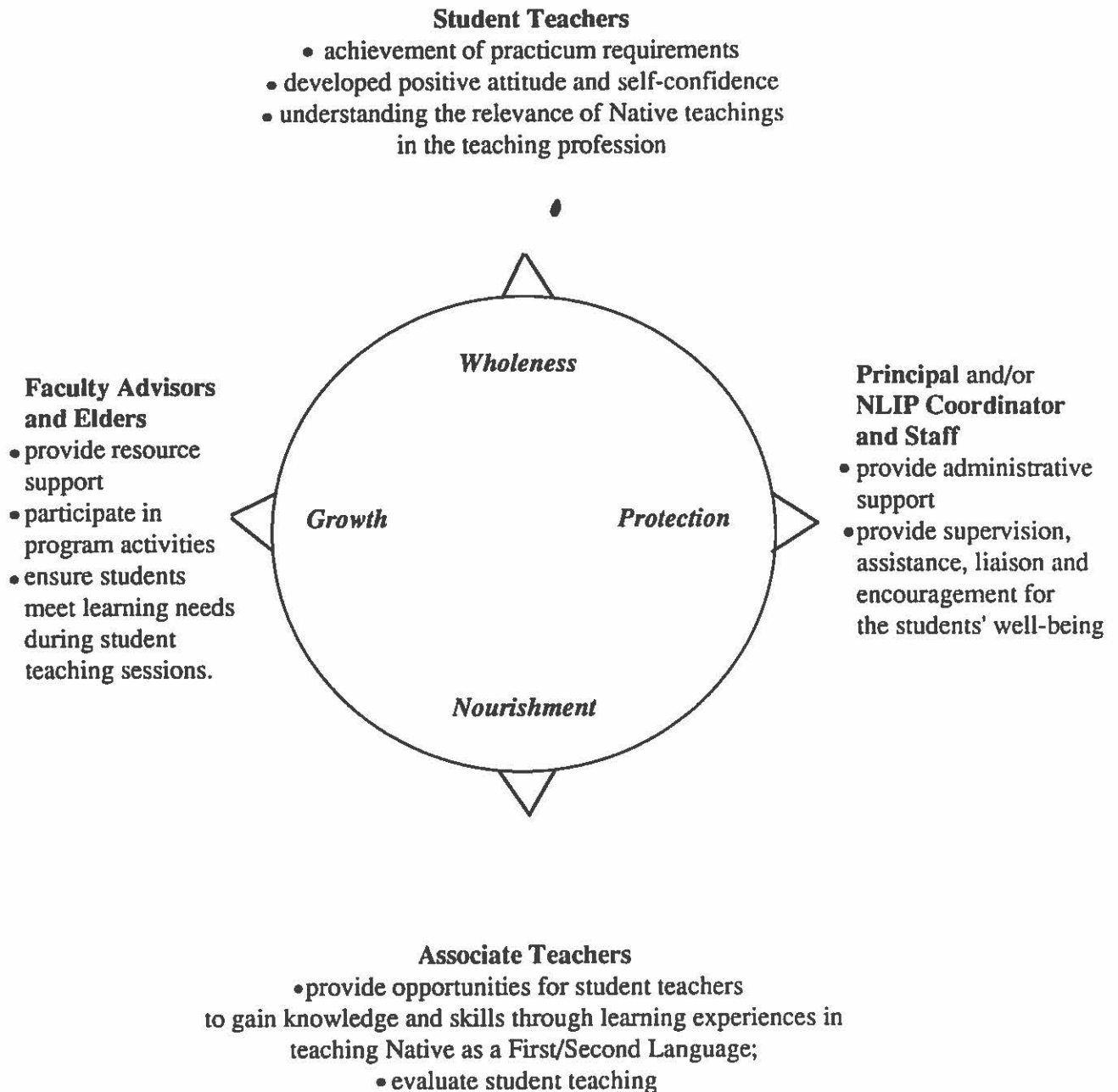
- 1) welcoming the student teacher and explaining the philosophy, mission statement, and programs of the school;
- 2) arranging a tour of the school for the student teacher;
- 3) introducing the student teacher to the school staff;
- 4) discussing school and community relations and inform the student teacher in what ways parents are involved in the school.

NLIP Coordinator (acting as Faculty Advisor)

The Faculty Advisor is responsible for:

- 1) the practicum process, liaison and general administration of the practicum;
- 2) informing and assisting student teachers, associate teachers, and principals, regarding practicum requirements;
- 3) liaising with the student teacher and the associate teacher for consultation regarding the student teacher's progress, and visiting the student teacher when feasible and/or when necessary;
- 4) ensuring that a signed "Statement of Successful Teaching Experience" form is submitted to the NLIP Office at the conclusion of the student teaching session. This form must be signed by an appropriate supervisory official of a school board or school jurisdiction.

ROLES AND RESPONSIBILITIES IN PRACTICUM *THE WHOLISTIC PERSPECTIVE*



These Medicine Wheel Teachings "The Four Great Meanings" *Protection, Nourishment, Growth, and Wholeness* are movements in the cycle of human development. (The Sacred Tree)

LESSON PLAN

The student teacher is expected to:

- have a written plan for each formal lesson that is taught. This lesson plan should state clearly the objectives, the procedure to be followed in the lesson development and the application, appreciation or follow-up steps which form part of the lesson. It is often helpful to include some of the key questions which the student teacher will ask during the presentation of the lesson. The amount of detail included in the written plan will depend upon the type of lesson and the children's needs as determined by the student and the associate teacher.
- exercise initiative and originality in the lessons; however, unusual presentations should have the approval of the associate teacher before they are attempted.
- have a copy of the lesson plan to use as reference during the lesson, and provide one copy for the associate teacher's perusal before the lesson is taught, the copy to be kept and filed for resource material and evaluation.

Lesson Outline Components:

1. Objectives

What do you want the students to learn?

2. Content

Specify which content areas are taught in each lesson.

- | | |
|--------------------------|---------------------------|
| - language patterns | - language functions |
| - vocabulary | - culture / values |
| - communicative concepts | - materials and resources |

3. Activities

List teaching activities. Some ideas are provided for you in the curriculum guidelines that are available, which you are not limited to.

Schedule of Activities:

1. Introduction

How will you motivate the students?

2. Presentation

List teaching activities to be used in the lesson.

3. Application

List **student activities** chosen to practice what is being learned.

4. Review / Closing

Decide how you will end the lesson.

5. Evaluation

List methods used to evaluate the lesson.

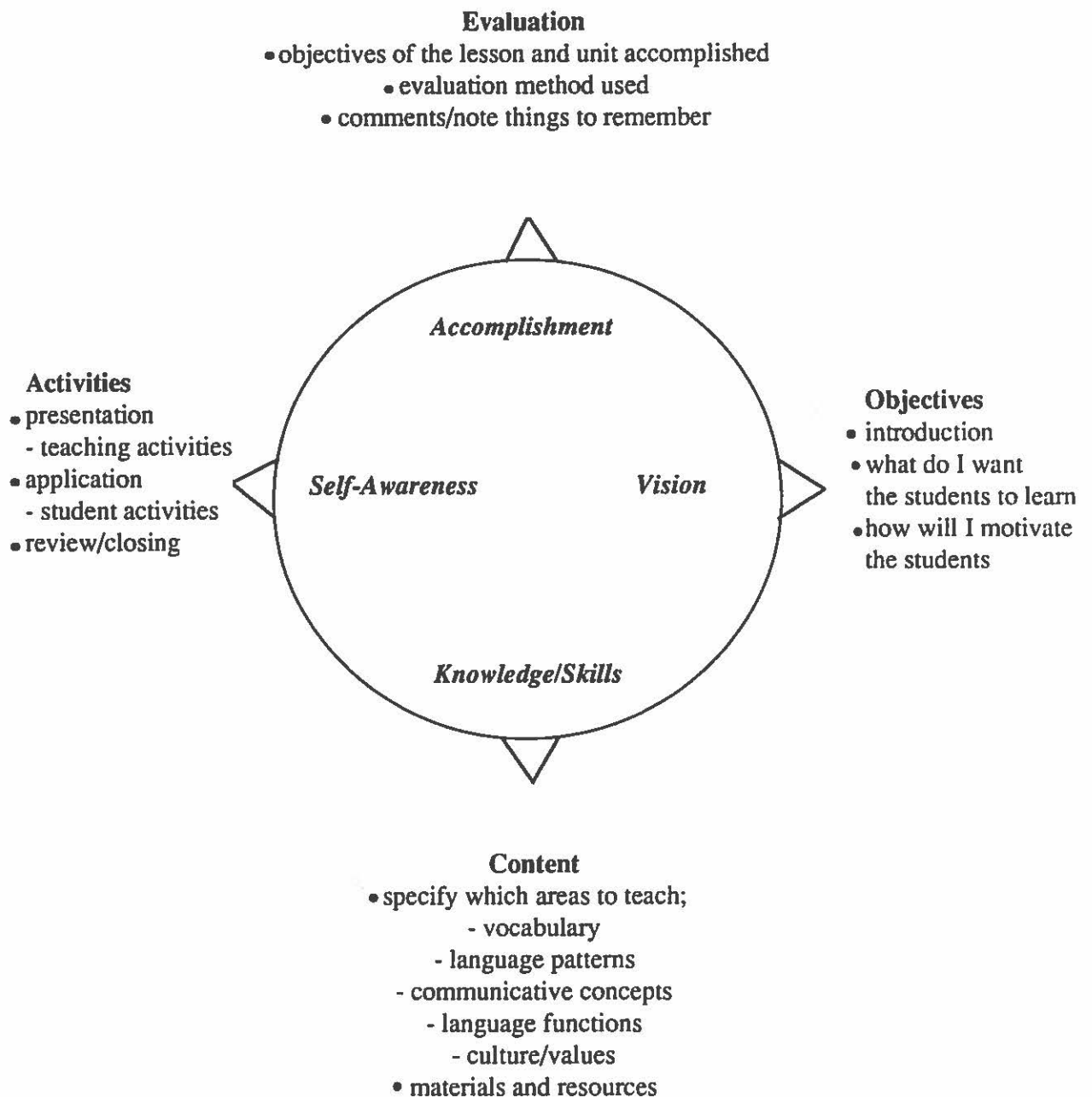
Were objectives accomplished? Did lesson meet unit objectives?

6. Comments / Notes

Reminders of incomplete work.

Note things to remember.

THE LESSON PLAN *THE WHOLISTIC PERSPECTIVE*



EVALUATION OF STUDENT TEACHING

1. Associate teachers observe students during their teaching session not only to identify the positive elements of a student's performance, but also to comment on personal and professional factors which require improvement. Ultimately, the results of these observations are used to predict the student teacher's suitability for a career in teaching.
2. The most significant and valuable assessment occurs in the discussions between the associate teacher and student teacher. The formal student teaching evaluation reports given after each designated lesson or session should provide a written record of the strengths and areas to be developed of the student teacher's performance during the observation period.
3. The associate teacher should complete evaluation reports as determined below:
 Summer Session: - at the end of each student teaching lesson
 Between September - June: - dates as planned.
4. The formal practicum evaluation report should be filled in as completely as possible using the scales on each form and the space for comments. Schools may use their own teaching evaluation report forms if preferred.
5. Student teachers are required to indicate that they have read and discussed each written report by signing it. The student's signature indicates only that the student has discussed the report with an associate teacher.



94. FSAGASHI

STUDENT TEACHING

To the Student:

The Medicine Wheel is used as a framework to describe the process in student teaching from a Native perspective. When used as a working tool, it provides a wholistic approach in all aspects of personal and professional development in teacher education. The Medicine Wheel represents the meaning of the *Four Sacred Directions* and encompasses all of the teachings of the Anishnaabe people, so that we can live in harmony with all of the Creation. The Seven Gifts of the Seven Grandfathers will be part of the framework for the competency criteria for teacher education which are presented as the Native traditional values.

Vision: Gifts of the East

- entry point for the process of student teaching - to grow and develop as a teacher and uniqueness through the Anishnaabe teachings;
- my search for knowledge, what are my goals?
- what aspect of teaching do I want to improve?
- what are my learning needs and my students' needs?

Knowledge: Gifts of the South

- understanding the concepts of language acquisition;
- the nurturing we receive through interactions with the human, physical and spiritual environments;
- understanding ways in which children learn;
- sensitivity to the feelings of others.

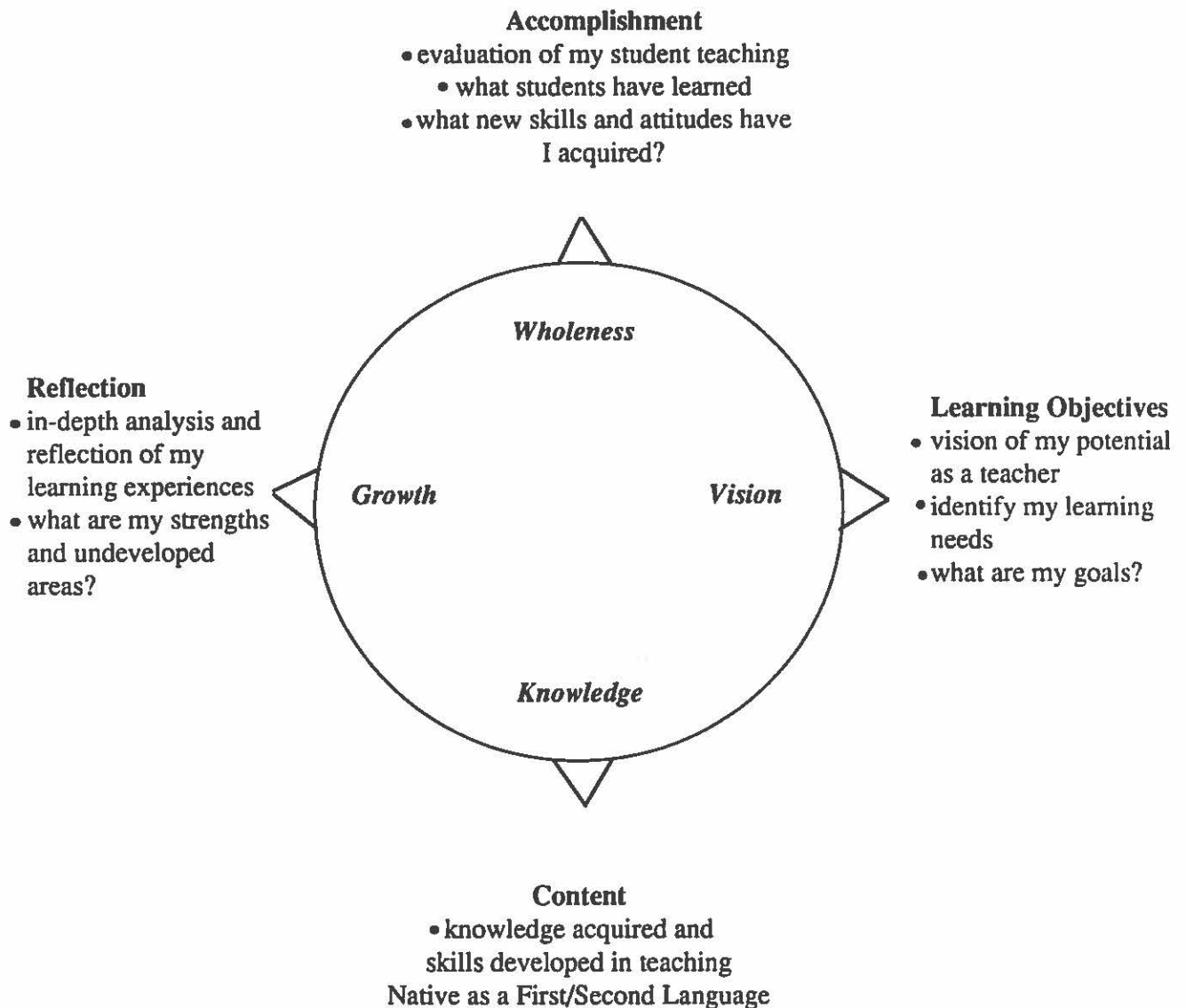
Growth: Gifts of the West

- a time to reflect on my experiences; what are my values and attitudes;
- what are my strengths and undeveloped areas;
- building on the ongoing evaluation of the lessons taught;
- my identity consisting of :
 - Self-concept* - what I think about myself and my potential as a teacher;
 - Self-esteem* - how I feel about myself and my ability to grow and develop;
 - Self-awareness* - looking within; my strengths and areas to improve;
 - Self-determination* - my ability to develop the four aspects of my nature, the spiritual, emotional, physical and mental - toward wholeness.

Wholeness: Gifts of the North

- what goals have I accomplished?
- evaluating my own teaching experiences in practical situations;
- appropriate teaching activities I have selected to promote learning;
- having greater understanding of myself as a teacher;
- what new skills, new attitudes, and new experiences have I acquired?
- recommendations and my own plans for improvement in my next journey around the Medicine Wheel.

PRACTICUM TEACHING
THE WHOLISTIC PERSPECTIVE



THE SEVEN GIFTS OF THE SEVEN GRANDFATHERS

To the Student:

As student teaching is a vital part in teacher education, application of knowledge gained in your courses and opportunities to experience teaching will be rewarding as you take into account these teachings, the Seven Gifts of the Seven Grandfathers.

Nbwaakaawin

*To cherish knowledge is to know **WISDOM**.*

- to take time to reflect on everything we experience;
- to acknowledge the opportunity of every lesson learned;
- consistently seek to extend knowledge and improve skills;
- striving for accomplishment of our vision and our goals;
- to know and practice the values and ethics of the teaching profession;
- to seek guidance from our Elders.

Zaagidwin

*To know **LOVE** is to know peace.*

- to know how to get along with others and work with people;
- to have the capacity for caring;
- to show kindness and cooperation;
- to apply values of acceptance and empowerment;
- demonstrate capacity to offer hope and effective support;
- develop classroom management skills;
- a desire for harmony and well-being in interpersonal relations.

Mnaadendiwin

*To honour all of the Creation is to have **RESPECT**.*

- respect for others;
- to accept cross-cultural differences;
- to have a strong sense of what is right;
- to maintain high standards of conduct;
- safeguard student's dignity, individuality and rights;
- respecting the integrity of oneself and others;
- form a meaningful relationship our colleagues, students, and others.

Aakde'win

***BRAVERY** is to face the foe with integrity.*

- to have courage and face difficult situations;
- to acknowledge the ability to go deeper into self-awareness;
- to be strong and achieve completeness in our personal and professional development;
- to have self-assurance;
- to identify professional development needs and undertake to meet them;
- demonstrate ability to take initiative;
- maintain self-awareness; manage personal needs, feelings and values
- demonstrate awareness and understanding of own attitudes and values in the learning process.

Gwekwaadziwin

HONESTY *in facing a situation is to be brave.*

- to have personal qualities in truthfulness, sincerity and fairness;
- to know how to manage confidential information;
- respect the inner workings and difficulties of a practicum/school setting;
- know how to apply an evaluation strategy;
- know how to communicate results of feedback appropriately.

Dbadendizwin

HUMILITY *is to know yourself as a sacred part of the Creation.*

- to be modest in our actions in the context of teaching;
- to have sensitivity toward others;
- to be respectful of our students' preferred ways of doing things;
- to recognize yourself as a sacred and equal part of the Creation;
- develop self-awareness on personal strengths and limitations;
- know that I have the capacity for growth and change; take initiative in self-development and self-evaluation;
- develop listening and observation skills;
- ability to develop appropriate teaching strategies respecting Native learning styles; ability to interpret non-verbal communication.

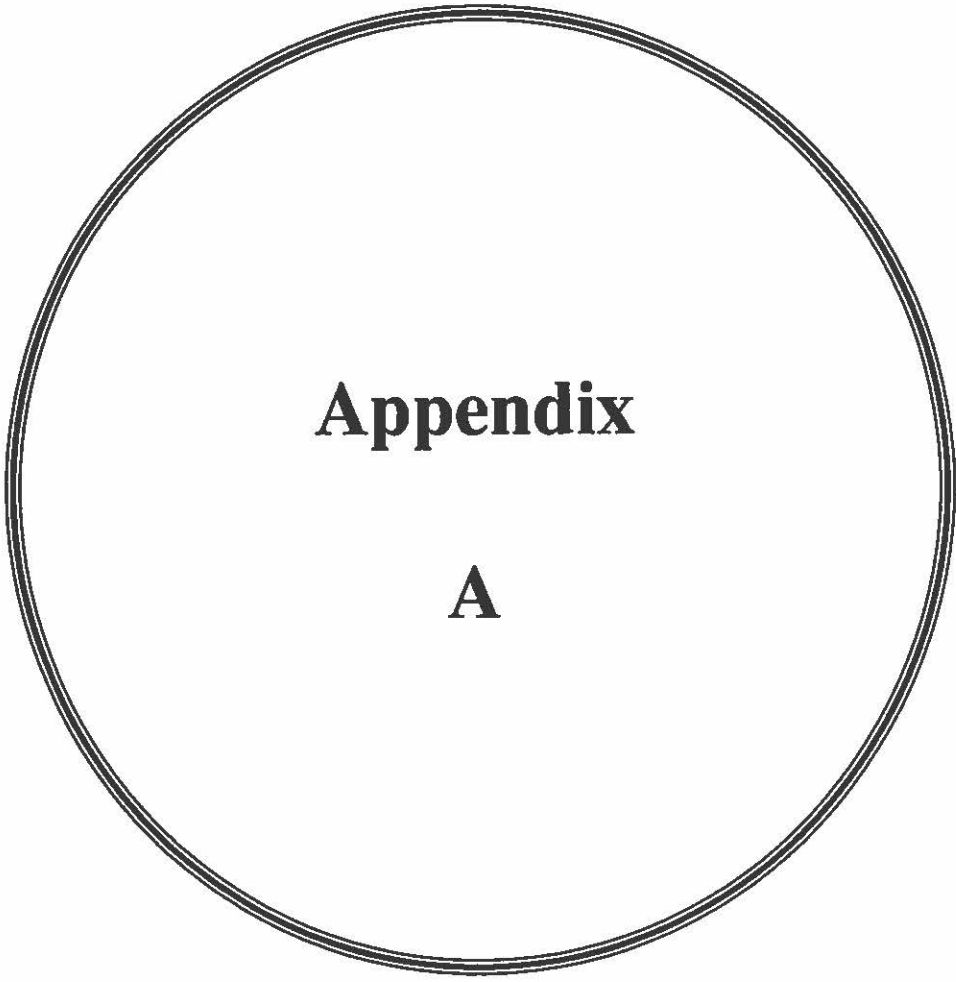
Debwewin

TRUTH *is to know all of these things.*

- to have a genuine interest in the teaching profession;
- to be loyal in our human relationships;
- the state or character of being true in relation to being, knowledge or speech;
- know and understand our students' growth and development as it pertains to all of the Seven Teachings of the Seven Grandfathers.

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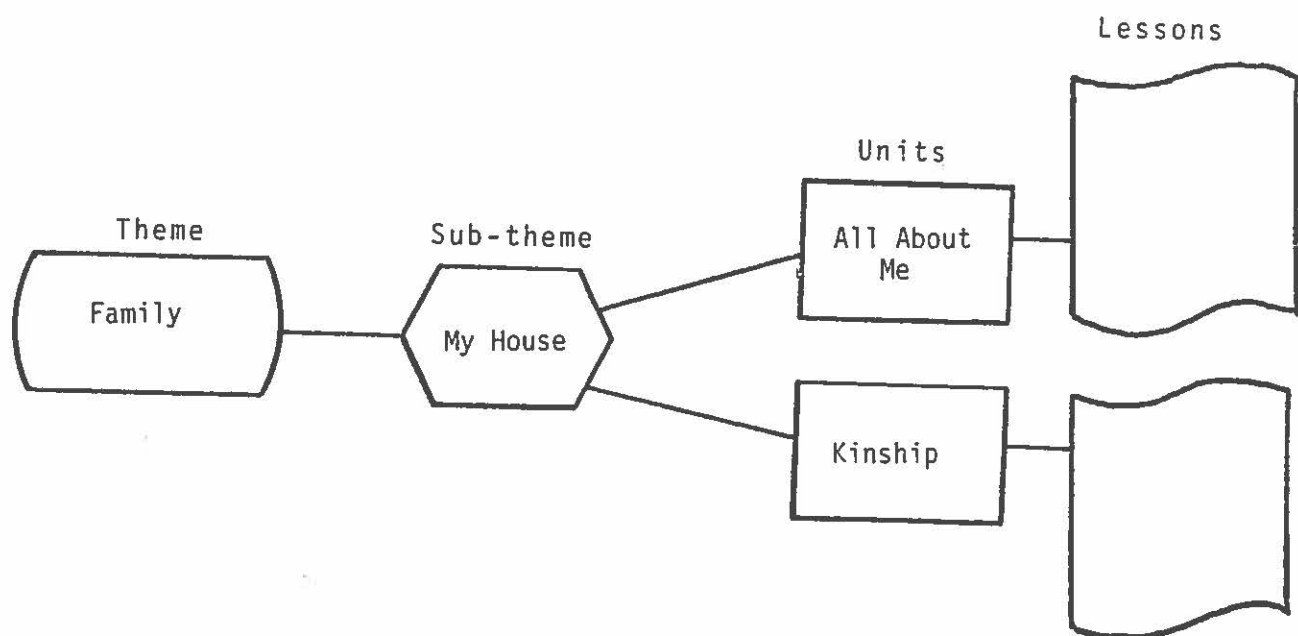
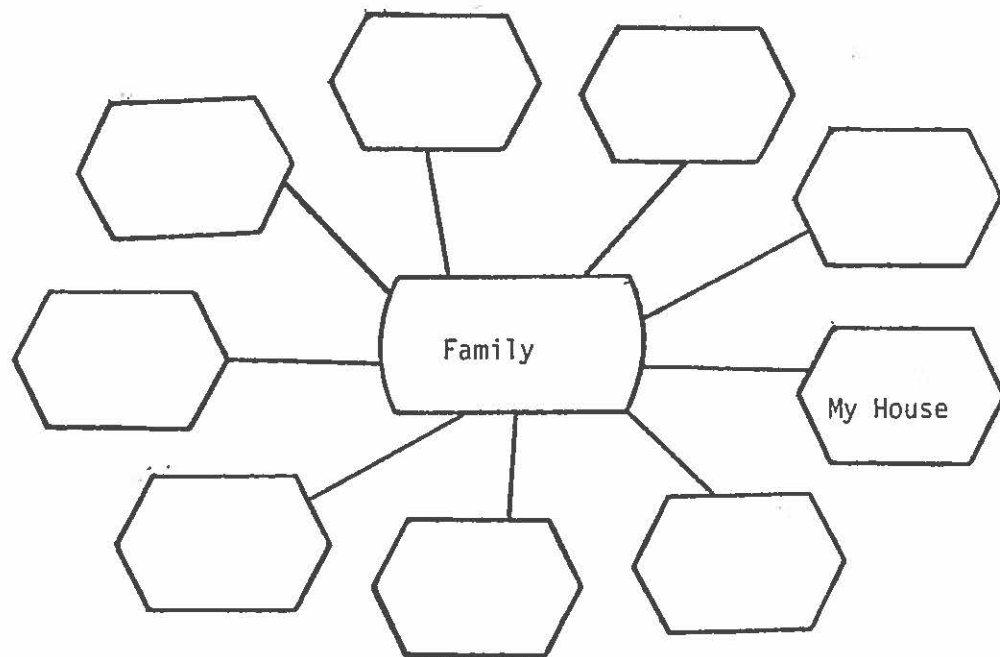
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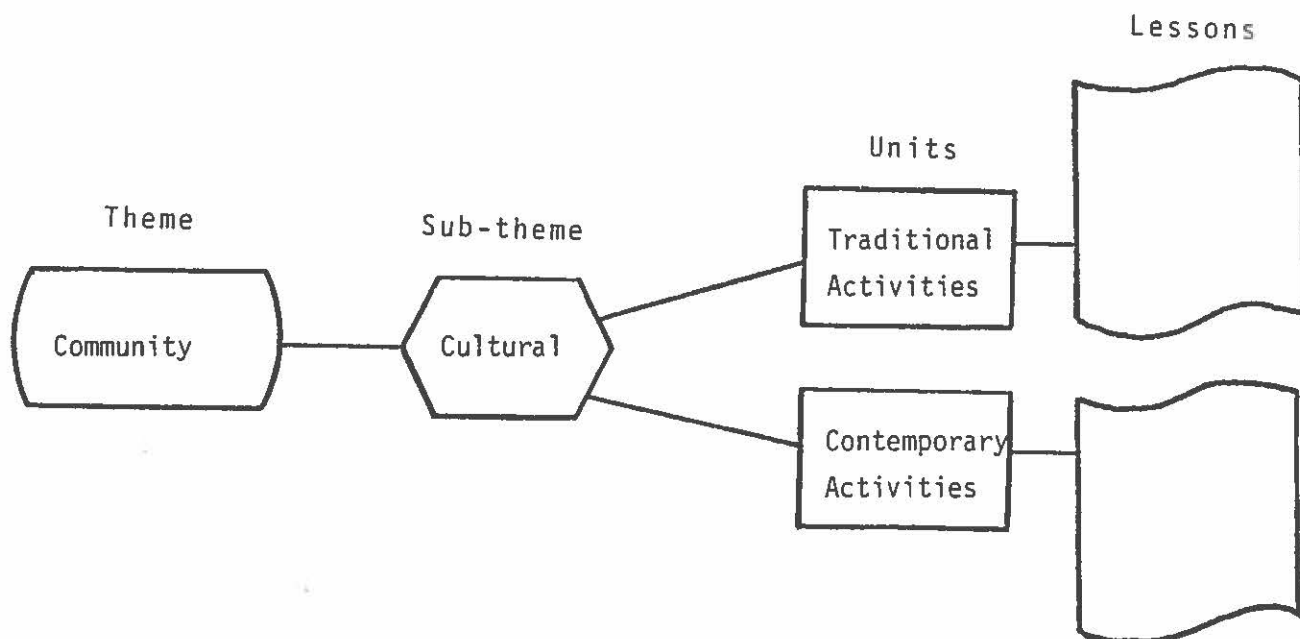
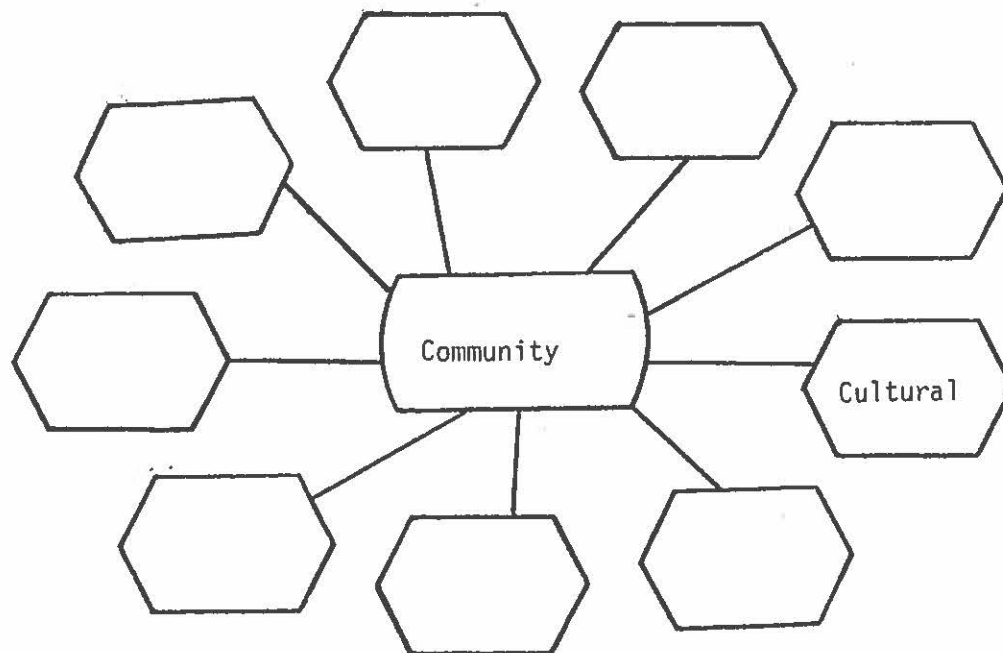
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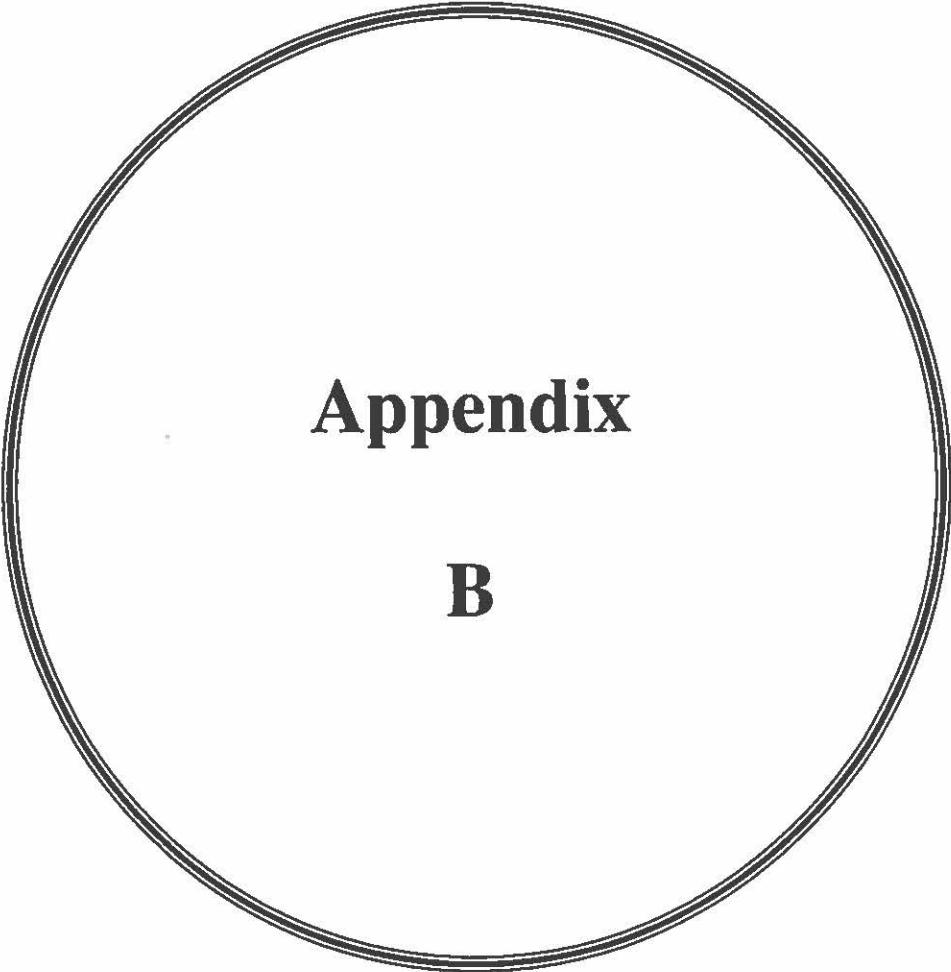
NSL LESSON PLAN

CLASS _____ DATE _____ TIME _____	
THEME:	
UNIT:	
LESSON:	
OBJECTIVES: The learner will be able to:	
CONTENT LANGUAGE PATTERNS	VOCABULARY
COMMUNICATIVE CONCEPTS	LANGUAGE FUNCTIONS
CULTURAL COMPONENT	MATERIALS & RESOURCES
ACTIVITIES	

TIME	SCHEDULE OF ACTIVITIES
	INTRODUCTION
	PRESENTATION: Teaching Activities
	APPLICATION: Student Activities
	REVIEW/CLOSING
	EVALUATION
COMMENTS/NOTES	







Appendix

B

**Native Language Instructors' Program
Lakehead University - School of Education
Practicum Evaluation**

Student's Name _____ Date _____ Class _____

Associate Teacher _____ Time _____

A. Lesson Planning:	1	2	3	4	5
1. Identified the objectives					
2. Planned a lesson which will allow all students to experience success					
3. Planned lesson summaries					
4. Planned a method to evaluate student learning					
5. Prepared concrete materials for the lesson					
B. Structuring Behaviours					
6. Created interest and relevance					
7. Stated ~~major~~ objectives of the lesson clearly					
8. Related the activities to the objectives					
9. Presented the lesson in an effective sequence and time frame					
10. Communicated well in Native language					
11. Organized the content					
12. Summarized after major points and at the conclusion of the lesson					
13. Recognition of individual differences					
14. Provided the student extra practice					
C. Classroom Management					
15. Supervision of students					
D. Professional Attributes					
16. Is receptive to supervisory feedback					
17. Demonstrated mature and professional behaviour towards students					
18. Demonstrated a positive attitude					
19. Demonstrated dependability and punctuality					
20. Exhibited appropriate appearance ~~and hygiene~~					

Marking: 1 - Excellent 5 - Needs Improvement

Comments: _____

Signatures: We have read and discussed this evaluation carefully.

Student Teacher: _____

Associate Teacher: _____

Principal: _____

**Native Language Instructors' Program
Lakehead University - School of Education
Practicum Evaluation**

Student's Name _____ Date _____ Class _____

Associate Teacher _____ Time _____

A. Lesson Planning:

	1	2	3	4	5
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C. Classroom Management

15. Supervision of students					
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D. Professional Attributes

16. Is receptive to supervisory feedback					
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18. Demonstrated a positive attitude					
19. Demonstrated dependability and punctuality					
20. Exhibited appropriate appearance and hygiene					

Marking: 1 - Excellent 5 - Needs Improvement

Comments: _____

Signatures: We have read and discussed this evaluation carefully.

Student Teacher: _____

Associate Teacher: _____

Principal: _____

**Native Language Instructors' Program
Lakehead University - School of Education
Practicum Evaluation**

Student's Name _____ Date _____ Class _____

Associate Teacher _____ Time _____

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	1	2	3	4	5
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4. Planned a method to evaluate student learning					
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C. Classroom Management

15. Supervision of students					
-----------------------------	--	--	--	--	--

D. Professional Attributes

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20. Exhibited appropriate appearance and hygiene					

Marking: 1 - Excellent 5 - Needs Improvement

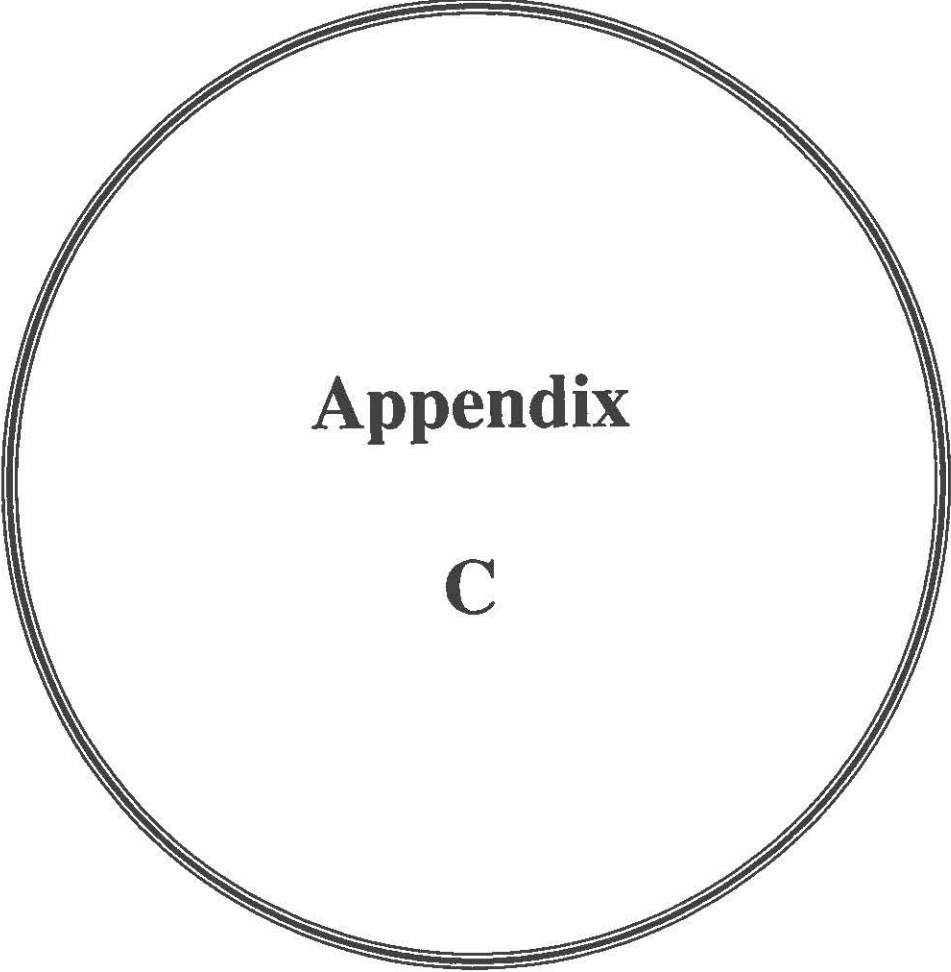
Comments: _____

Signatures: We have read and discussed this evaluation carefully.

Student Teacher: _____

Associate Teacher: _____

Principal: _____



Appendix

C

Native Language Teachers' Certification Program

Ontario Ministry of Education

Name _____ Student Number _____

Address _____ Phone Number _____

_____ Postal Code _____

I am applying for level two of the program.

- (1) I have successfully completed the first session, or equivalent* thereof; and
- (2) I am hereby submitting evidence of at least 20 contact days of successful teaching in Ontario certified by the appropriate supervisory official.

Statement of Successful Teaching Experience

This is to verify that _____ has successfully completed the required (minimum of 20 contact days) experience in teaching _____ native language as a second language, during the school year 19__ to 19__.

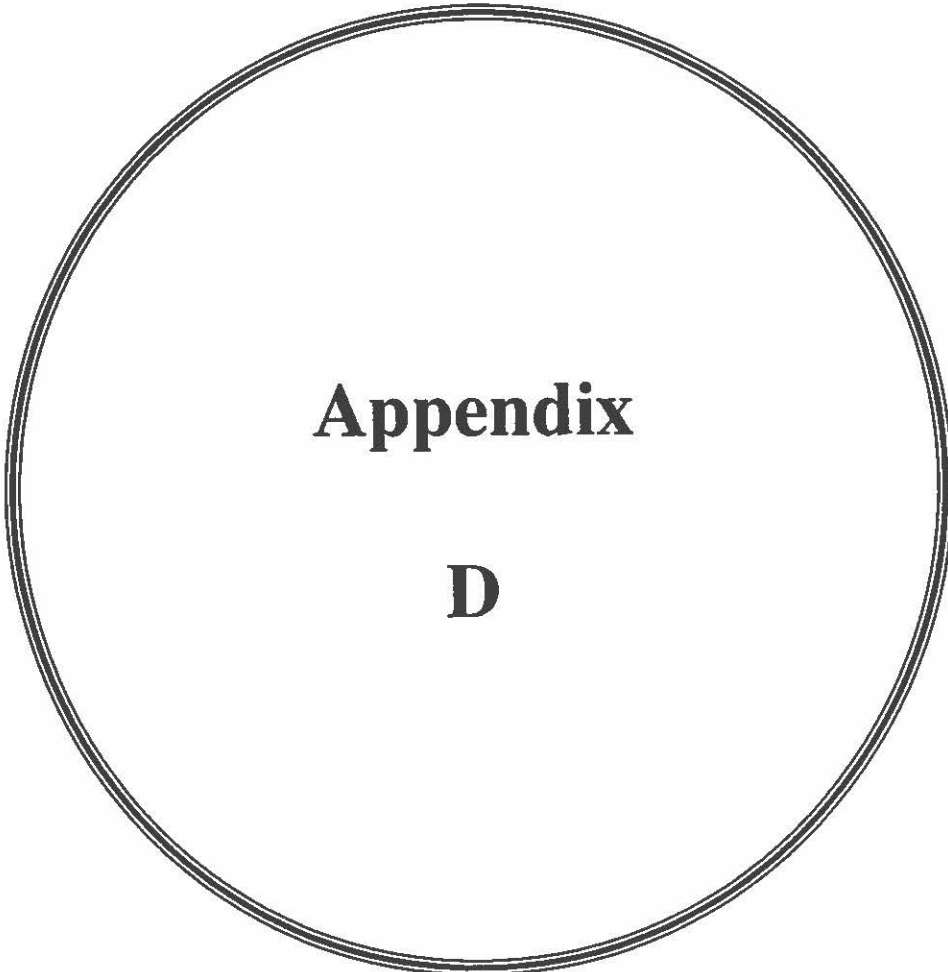
Date

Signature of Supervisory Official*

Print or type name and position of Supervisory Official

Name of School Board or School Jurisdiction

- * Notes:
- 1. If application is through equivalent standing, please enclose verifying documentation, unless equivalency was obtained through Lakehead University.
 - 2. A Supervisory Official may be any one of those described under item 2 of the attached policy paper.



Appendix

D

STUDENT RESUME

Name: _____ Student No.: _____

Telephone: _____

Address: _____

Native Language Teacher Certification (NLTC) Program - Year _____

Previous Education:

Elementary: _____

Secondary: _____

College/University: _____

Teaching Experience, if any (describe): _____

Grade level teaching preference: _____

What are your goals for student teaching? _____

Do you have any health concerns or special needs? Please elaborate.

Do you have any areas of special interest? _____
