Protocol for Working with the English Language Teaching Community and Observations Across CERTESL

for students in the University of Saskatchewan’s CERTESL courses
with the Distance Education Unit and the College of Education

Note to Saskatoon and Hamilton-Wentworth Area CERTESL Students:

Request forms to visit the Global Gathering Place, Saskatoon Intercultural Association, Saskatoon Open Door Society, and the Hamilton-Wentworth District School Board are located near the end of this document and are to be submitted directly to those organizations.

Request forms to visit K to 12 schools within Saskatoon are to be submitted to certificates.admin@usask.ca, fax 306.966.5590, or by mail to the CERTESL Program Office, University of Saskatchewan, Room 464 221 Cumberland Avenue N. Saskatoon, SK S7K 1M3.

Forms submitted to organizations after the deadline dates below will not be accepted.

September 3 Term 1 Adult and K to 12 Placements
January 5 Term 2 Adult and K to 12 Placements
May 4 Spring/Summer Adult Placements Only

Note to PDCEAL Students Enrolled in CERTESL Courses:

Please submit the general K to 12 classroom observation request forms provided to you by the PDCEAL Program to the Curriculum Studies Office in the College of Education following the schedules outlined by your program. As experienced teachers remaining in the K to 12 school system, you do not require practicum orientation.
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Part 1: Protocol for Working with the English Language Teaching Community

Introduction to Working with the ELT Community

Courses in Teaching English as an Additional/Second Language (TEAL or TESL) at the University of Saskatchewan, both in the CERTESL program and in the College of Education’s Department of Curriculum Studies (ECUR), have become very popular. Your most important learning will come from English language learners (ELLs) and teachers; practical assignments that draw you into contact with these most important resource people are a feature of the program.

To complete our classroom and interview-based assignments successfully, you will need to make contact with English language learners, school divisions, teachers, or delivery agencies. These groups value your efforts to gain professional expertise in English Language Teaching (ELT) and most have been very cooperative in the past. By following the enclosed instructions, you will help to ensure a continued positive relationship between students of the University of Saskatchewan and these groups. Although some of the points that follow may seem obvious to you, others may be new; we raise them as reminders or in case you may not have thought of them before.

MOST IMPORTANT: The teachers who agree to share their classrooms and expertise with you are granting you a privilege. Please demonstrate that you understand and appreciate this when you make requests, when you participate in observations, interviews or volunteer activities, and when you carry out all the requirements of your practicum. If you are not able or willing to project this attitude towards your future colleagues, you may not be well-suited for the English language teaching profession.

Also, remember that as an observer, volunteer, or practicum student, you do not represent the host agency in any way. Make sure that you understand all relevant protocols of the host agency and that you follow them carefully.

Adult Program Placements

If you want to observe, volunteer with and/or carry out practicum teaching with adults, you will usually need to make direct contact with EAL delivery agencies and follow the instructions that are outlined in this document. Each agency has a limited number of placement opportunities, so you are encouraged to contact them early and well in advance.
If the agency you hope to observe in is reluctant to accept you because they have no policy in place for observations, share this information package with them in order to potentially assist them in developing an approach that will be appropriate for their particular agency.

Some host agencies may require that initial contacts are made by the program in which a student-teacher is undergoing training. Unfortunately, because CERTESL students live across the country and the world, the CERTESL Program cannot feasibly make initial contacts for all students. However, if an agency tells you they cannot accept you as an observer or practicum student unless they are first contacted by a representative from the CERTESL Program, please email our Academic Coordinator who will be happy to make appropriate contacts with that agency on your behalf. Ensure that you provide the Academic Coordinator with the name and location of the agency and the name, telephone number, and an email address of the contact person.

Some host agencies may require teacher-trainees to make a formal commitment to volunteer in return for the privilege of observation. Volunteering constitutes excellent professional development; you are encouraged to welcome such requirements as opportunities for professional growth. If the venue in which you observe does not have volunteer requirement, please consider offering your time anyway; language learners will themselves be your most important teachers throughout your career in the language teaching field.

Some host agencies will require you to agree to a police record check before admitting you to the venue. In such cases, you may need to pay an administrative fee to the police service that carries out the check. Please understand and respect the requirement if it is made. Agencies may serve political refugees or other marginalized demographics and, often, programming for children and teens is provided at the same venue as adult classes.

**Pre-K to 12 School Placements**

Pre-K to 12 placements are usually unavailable during the Spring/Summer Session.

As noted on the cover, if you are a PDCEAL student, pre-K to 12 school placements must be arranged through the Curriculum Studies Office in the College of Education.

If you plan to work with younger learners, you will need to respect the chains of responsibility in your local school system.

Most pre-K to Grade 12 school systems **outside of Saskatoon** have policies and procedures in place for student-teachers and other observers. These policies absolutely must be respected because most students in such school systems are legal minors (children and teens who are under the legal age of consent). If you are a CERTESL student or an Education undergraduate taking ECUR 291 or 391 as an elective within your degree program, school division contacts **MUST** be made first with the office of your regional Board of Education, unless you are already employed by that Board or are in the process of completing a pre-K to 12 practicum or internship placement.
within a Bachelor of Education program at the host school. Having a previous acquaintance with a particular teacher or school is not grounds for making arrangements directly with the school; the board office must be aware of non-board personnel who will be in direct contact with their learners.

If you wish to conduct observations in the pre-K to 12 systems in Saskatoon, procedures are different from those outlined above. If you are a CERTESL student or education undergraduate and are not employed by the Saskatoon Public or Catholic Boards, you will make your initial contacts through the CERTESL Program Office. The Saskatoon school boards host large numbers of College of Education and CERTESL students in their classrooms and therefore require a centralized means of keeping all observations organized and fairly distributed throughout their schools. It usually takes three weeks to arrange pre-K to 12 placements in the Saskatoon Public and Catholic school board jurisdictions, so you must submit your request form strictly in accordance with the deadlines on the cover of this booklet.

Instructions and forms concerning placements in pre-K to 12, whether in Saskatoon or elsewhere, can be found near the end of this protocol document.

For ethical reasons, you must not conduct interviews of anyone under the age of 18 without first obtaining parental permission. Most schools send permission forms for matters like school excursions to parents, so obtaining permission may not be as complicated as it sounds provided the school agrees to cooperate. Once you have been put in touch with a teacher through the required procedures, please check with the principal of the host school regarding parental permission for interviews if this is required for the completion of any assignment. If permission is not forthcoming, you will need to explore alternatives with your instructor.

As your placement will be in a venue serving children or teens, the host school division may require you to undergo a police record check. This may entail an administrative fee paid to the police service that carries out the check.

Why You Need to Arrange Placements

Your program includes the following activities that will require you to spend time in ELT or ELD (English Language Development) classrooms:

- **Observation Across CERTESL** (see Part 2 for full instructions). This consists of ten hours of classroom-based observations that you must carry out before you can register for either ECUR 446.3 (Supervised Practicum) or ECUR 448.3 (Professional Project). You will not be allowed to register in ECUR 446.3 or ECUR 448.3 until your observation record and reports on these observations have been submitted to the CERTESL Program Office. Please provide one report for each period of observation, noting that a period is defined as the time from one break to the next, to a maximum of 90 minutes of class time.
The Academic Coordinator will examine your reports and provide some feedback.

If you are planning to seek TESL Ontario accreditation, your Observations Across CERTESL must take place in an adult venue and ideally should be split between at least two different types of programs, at least one of which should be a government-funded Settlement English program for immigrant learners such as LINC, pre-LINC literacy, workplace-based English classes, or ELT.

College of Education undergraduate students who do not plan to enter the CERTESL or PDCEAL programs are not required to do all ten hours of observations but are well advised to complete them anyway as an excellent form of professional development.

- **Specific assignments** that you will carry out in various CERTESL/PDCEAL classes require observations or interviews with ESL/EAL teachers and/or students. You may use some of your Observations Across CERTESL hours as raw material for these assignments.

- **ECUR 446.3 (Supervised Practicum)** must be taken by all TESL Canada and TESL Ontario certification candidates as well as by all CERTESL participants who do not have either substantial, documented, relevant prior teaching experience or Bachelor of Education degrees. ECUR 446.3 is also completed by many internationally-trained ESL teachers who are preparing to enter the Canadian TESL employment market.

  ECUR 446.3 consists of ten guided observation hours and ten supervised practice teaching hours, in addition to academic coursework on teaching practice and classroom-based research and the ten hours of classroom observation that must be completed prior to the practicum or project courses.

- **Practicum Additional Hours Module** (ECUR 447.1) is also required for most candidates who intend to seek TESL Ontario OCELT accreditation; for those who started training after April 30, 2018, for TESL Saskatchewan Standard 2 – Competency level accreditation; and for those who start training after August 2017, Standard 2 TESL Canada certification (please see the Practicum Additional Hours module supervisor approval form located in the Current Students area of the CERTESL website). The Practicum Additional Hours Module adds another ten guided observation and ten supervised practice teaching hours. An exception to the Additional Hours requirement is allowed to those candidates who started their training in a TESL Canada-Standard 1 recognized program that included practica of ten observation and ten supervised teaching hours in adult venues.

If you will be taking ECUR 446.3, consider your Observations Across CERTESL a good opportunity to become familiar with the kinds of venues in which you might like to teach. Your observations are also a chance to identify potential local supervising teachers for your practicum. Your chances of finding a suitably qualified local supervisor will improve if the qualified people in your area know who you are and are ensured of your genuine interest in their students. In addition to your
observation, do not hesitate to volunteer at interesting venues to improve your learning and to become known and welcome at those venues.

**Types of Agencies in Which You May Observe**

For the ten hours of Observation Across CERTESL that you will carry out prior to enrollment in ECUR 446.3 (Supervised Practicum) or ECUR 448.3 (Professional Project), you can choose to observe any kind of program where the classes have at least five ESL, EFL, or ELD students — unless you plan to apply later for TESL Ontario accreditation.

All thirty observation hours required for TESL Ontario accreditation or TESL Canada Standard 2 certification are regarded as part of your practicum, hence the programs and teachers you observe must meet the basic conditions required for the practicum: the classes must be EAP, general ESL, or federally/provincially funded classes for adult learners in non-credit programs.

During ECUR 446.3, because you must know the students before you start to teach them, at least five observation hours must be carried out in the class that you will be teaching during the practicum. If you will be splitting your teaching time between two classes, you need to spend at least five hours observing each of them. Do **not** do practice teaching with any more than two learner groups.

For TESL Ontario purposes, at least fifty percent of the practicum hours must be located in Canada. The sponsor-teacher with whom the accreditation candidate works must have training equivalent to that required for TESL Ontario accreditation, at minimum, and they must have at least three years of adult ESL teaching experience.

TESL Ontario accreditation candidates must spend at least two hours of their observation time in a type of program other than the one in which their practicum teaching and the bulk of their observations are conducted. At least one of the host programs should be a LINC, pre-LINC literacy or ELT program (see below for a glossary of these acronyms).

Often, Ontario students choose to observe in two or three different types of venues before their practica so that they are able to judge the types of venues and programs that are best suited to them. This approach to observation also works well for non-Ontario CERTESL student-teachers.

If you are planning to seek only Standard 1 certification by TESL Canada, rather than Standard 2, or if you are planning to work in a context that requires neither TESL Canada nor TESL Ontario credentials, your ten pre-practicum Observations Across CERTESL hours may take place in either adult or K to 12 venues. In fact, there are many advantages in observing the commonalities and contrasts among a wide range of learner ages. Therefore, if you are not concerned with either TESL Ontario or TESL Canada Standard 2 credentialing, you may seek placements in any of the following settings; only the adult settings apply to TESL Ontario and TESL Canada.
• **Pre-K to 12 Schools** – This is a term used to refer to ordinary elementary and secondary schools serving children and teens. Depending on where you are located, you may find full-time EAL classes with a focus on ESL (English as a Second Language), EFL (English as a Foreign Language, if you are located overseas or in Quebec), or ELD/ESD (English Language Development or English as a Second Dialect, if you work with Canadian-born learners whose maternal language is not mainstream English and therefore need additional academic English language development support). You may find resource programs that address English language learning needs through targeted small-group instruction; “submersion” programs in which students spend all or most of their time in the English-first-language home room, hopefully with the support of a good educational assistant; or semi-integrated programs in which students attend mainstream classes for part of the day and ELT classes for the remainder. Classes may be made up entirely of immigrants and refugees, entirely of international students who are in Canada on study permits, entirely of aboriginal students born in Canada, or a wild mixture of ethnicities and needs. If you find a placement in a K to 12 school, please note that you should be observing actual ELT classrooms, whether part-time or full-time, or a resource room/small group targeted instruction class explicitly of EAL /ESD learners. In Quebec, a CEGEP may be regarded as a K to 12 venue, as a substantial percentage of CEGEP students are under 18 years of age.

• **Cram Schools (juku, hogwan, etc.)** – Found mainly in East Asian countries such as Japan, Korea or Taiwan, these are after-school EFL programs attended mostly by junior high and high school students who are under pressure to earn high English scores on university entrance exams. Some cram schools serve elementary-age learners as well.

• **LINC Language Instruction for Newcomers to Canada** – The most common type of adult ESL program in most provinces, LINC programs are federally-funded and assure immigrants and Convention refugees of basic to intermediate-level instruction in English language skills. LINC programs are delivered by a wide range of agencies, including settlement agencies, ethnic and multicultural councils, public and private colleges, school boards, immigrant women’s advocacy groups, and some private language schools. Pre-LINC literacy programs, which meet the needs of ESL learners who are not literate or numerate in their first languages, are generally treated as being part of LINC programs. (NOTE: Many agencies are beginning to refer to these classes as CLB rather than LINC.)

• **Stage I or II CLB** – These classes are often funded by provincial sources for the benefit of temporary foreign workers and other newcomers to Canada who do not qualify for federal LINC funding.

• **ELT Enhanced Language Training (also called Workplace Preparation Program or WWP)** – Training that enables learners who have completed their allowable funded LINC or Stage I/II CLB hours to increase their English skills to a level closer to that needed to find work and obtain orientation to Canadian workplace culture in their own fields. Language levels
can range from CLB 3 (upper beginner) to CLB 10 (university-ready). An employment orientation component is usually a strong feature of ELT programs. Note that the term ELT is not used in all provinces for this type of program; programs with other names such as English for the Workplace may have the same focus. Also note the confusion that sometimes happens between ELT – Enhanced Language Training and the more general term ELT – English Language Teaching!

- **EAL/ESL Communication or Conversation** – These types of courses are usually designed for people who are taking English for personal interest rather than settlement, employment, or academic purposes, although this type of course can also be offered to meet practical and social needs of learners who no longer qualify or have never qualified for federal or provincial funding. These are most commonly offered by private language schools, ethnic or multicultural community centres, and some colleges or universities. LINC and Stage I/II CLB venues may also offer them to fill gaps between learner needs and regular program options.

- **Workplace or Vocational English Programs** – Some employers sponsor ESL programs specifically for immigrant and/or migrant workers in their workplaces. Occasionally these programs are open to spouses of such workers as well as the workers themselves. As long as this type of program is taught by suitably qualified instructors, it can be used for practicum purposes. Unfortunately, because many of these programs are in rural locations where trained English Language teachers are not available, not all venues are able to engage such individuals.

- **ESP English for Special Purposes** – This is a term that covers a wide range of special topic courses related to specific fields of employment or personal interest, such as business, banking, medicine, or travel. Often these are delivered in an EFL rather than an ESL (immigrant or academic preparation) language-learning environment. However, some ELT programs may accurately be described as ESP, especially if they are designed to meet needs of a particular employment group.

- **EAP English for Academic Purposes** – University or college preparation courses that are usually offered in connection with senior high school, university or college-based ESL/ EAL programs. EAP includes both comprehensive university preparation (for most, the wisest option) and such specialized courses as advanced writing or TOEFL, CanTEST, IELTS or TOEIC preparation. Note that for TESL Ontario and TESL Canada purposes, EAP observations may not take place in a high school program; the learners you observe must be 18 years of age or older.

- **Bridging Programs** – A number of program types fall under this label. Bridging can include:
  - specialized programs for professionals or skilled tradespeople who are “bridging” back into their proper callings following immigration.
o programs for young adults (ages 16 to 21) who have serious limitations in academic skills and need to “bridge” into the practicalities of adult life as well as language. The second type of program can be found in some high schools, but because this type of program is not teaching high school curriculum and not preparing learners for high school graduation, it can meet TESL Canada and TESL Ontario’s definition of “adult” programming as long as the majority of learners are age 18 and over.

o special classes within university or college-based EAP programs that give advanced learners experience and support for mastering content in regular university courses; students in these courses may receive formal credit for an academic course taken as part of the bridging program.

• **Volunteer English Programs** – These may be run out of a number of venues, with religious institutions, community agencies, and libraries perhaps being the most common. Often, though not always, taught by volunteers with little or no training, this type of program may be very informative to you but if the teacher does not have training that meets appropriate standards, his or her classes do not meet the standard necessary for TESL Ontario or Standard 2 TESL Canada observations, and the teacher will not be able to serve as sponsor-teacher for ECUR 446.3 or ECUR 447.1. The same types of venues may run professionally-led programs as well as volunteer-led programs; make your professional certification needs very clear when discussing possible placements with such a venue.

**Contact with Adult English Language Training Delivery Agencies**

As you have seen, there are many kinds of English language teaching institutions and agencies in a variety of locations. There are also many English language teacher training programs whose students need practicum placements. As the menu of recognized training programs has expanded, competition for observation and practicum placements has become a challenge in some locations. Observation placements are generally easier to find than practicum placements because the lower level of responsibility for teachers. Start investigating practicum placement possibilities early in your program. If you discover your location to be one of the more difficult ones, contact the CERTESL Academic Coordinator early for guidance.

Keeping these factors in mind, the following suggestions may help you make initial contact and build a good working rapport with agencies that provide English Language Teaching:

1. Identify the types of students with whom you would eventually like to work. Then research to find out which English Language programs in your region work with these types of learner groups.

2. Find out if an agency has continuous intake of learners, or when their term begins and ends. For example, it is not advisable to request a placement with an agency in August if
their classes do not even begin until mid-September. Contact the agency again at the start of September to schedule observation and arrange your practicum before their summer break begins. Do not expect delivery agencies to be able to accommodate your presence in their classrooms until after the first week of the term to allow students and teachers to settle into a routine. Definitely do not expect them to accommodate you during the intense week prior to term exams.

3. Find out if there is a particular person with whom you should be speaking to make arrangements. Most agencies have a specific staff person, usually in a supervisory position, who should be the first person to deal with possible observers.

4. Once you have identified the correct person to talk to, identify yourself by name and program. Ask if she or he has time to talk to you. They may direct you to a specific teacher or student, or they may handle the request personally. If you have reached the contact at an inopportune time, be willing to set up an alternative time to follow-up.

5. After confirming that the time is right to speak, tell the person what course you are taking (identify the course by number and title). Ensure that they are familiar with the program before you continue. Give a brief explanation, if required, and feel free to include our certesl.usask.ca website address so that they can do additional research. Give a short explanation of your most immediate assignment that requires teacher or student contact and ask if you might be able to arrange observations and/or an interview with one of their teachers and/or students.

6. Ask if the agency has any requirements of you. Some institutions require that you commit to volunteer work in exchange for allowing you to enter their classrooms and work with learners. They may require you to take part in an orientation program before you enter their classes. As noted previously, some venues require police record checks. Still others have no expectations other than good manners and a real interest in learners.

7. A school or agency may not be able to accommodate you. If this happens, simply thank them for their time and turn to another agency. They do not owe you their time and they are not obliged to give you access to their students, so please do not imply that they do! If you cannot find an agency that can accommodate you, contact your instructor immediately. He or she may be able to assist you.

8. Act professionally at all times during your contact with a school or agency. Thank the agency, administrators, learners, and teachers once you have completed your work with them. A card is effective thanks and has the additional benefit of giving the learner group something real to read.

9. Respect the absolute confidentiality of the agency and its learners at all times. Do not include names of people or agencies in written assignments and reports, except in the context of the signature sheets needed to document observation and teaching hours. If
you are looking for field trip venues in connection with practicum teaching, consult your sponsor-teacher about the host agency’s protocols for external contacts. You are a guest; do not represent yourself as belonging to the agency unless you are also an employee of the agency.

Remember: these schools and agencies are going out of their way to help you and are not obligated to do so. Be very polite and considerate in order to maximize your chances of cooperation. Also, be very respectful of their policies, and of the privacy rights of their staff and students. This is a matter of basic professional manners. We expect students in this program to behave professionally, and it is in your own best interest to do so.

Very serious breaches of professional manners may merit the early termination of a practicum, or even suspension from our program.

Observations at the University of Saskatchewan Language Centre (USLC)

As Saskatoon’s largest employer of teachers who meet or exceed TESL Canada and TESL Saskatchewan certification standards, the USLC is also a popular observation venue for Saskatoon area residents in the University of Saskatchewan CERTESL, TEFL, and College of Education ECUR-TEFL programs.

Over the years, the USLC has evolved a particular protocol for responding to observation and practicum placement requests. Even if you are acquainted with a USLC teacher who is willing to cooperate with you, please direct your official request through the Assistant Director of the centre. The USLC ensures that requests are fairly distributed between instructors to ensure that workloads are evenly distributed and that no one becomes overburdened due to too many observers. The USLC also needs to ensure logical timing that does not detract from key events for its language learners such as start-of-term orientations and exam periods. Make your request to the USLC by telephoning the Assistant Director at 306.966.4354.

Observations Requiring Organization-Specific Forms

If you are in the Saskatoon area and wish to carry out required work for CERTESL courses in a setting that involves adult ESL learners or immigrants, you may be considering the Global Gathering Place, the Saskatoon Intercultural Association, or the Saskatoon Open Door Society as options for obtaining a placement. Due to the number of students requesting this experience and the organizations’ needs to control classroom interruptions and ensure effective learning environments for their students, specific protocols have been established to obtain placements.

It is not appropriate to contact teachers directly. Instead, you should begin by submitting an introductory cover letter and the appropriate form located near the end of this document. Firm application form submission deadlines are indicated on the cover of this document. You will be required to undergo specific orientations if you are accepted as an observer or, later in your
program, as a practicum student and you will be responsible for familiarizing yourself with protocols at the agencies.

**Saskatoon Intercultural Assoc.**  
Language Program Head  
6018 1st Avenue North  
Saskatoon, SK S7K 1X7  
linc@saskintercultural.org

**Saskatoon Open Door Society**  
Manager, Education and Training  
247 1st Avenue North  
Saskatoon, SK S7K 1X2  
Fax: 306.653.4404

**The Global Gathering Place**  
Language Services Team Lead  
315 25th Street East  
Saskatoon, SK S7K 0L4  
esl@globalgatheringplace.com

Hamilton-Wentworth District School Board (HWDSB) also requires prospective observers and practicum student-teachers to use a specific form, provided near the end of this document, to request observation or practicum placements. Please submit the HWDSB form to the attention of the Manager, English Language Programs (ESL & LINC).

**HWDSB Community and Continuing Education**  
Manager, English Language Programs (ESL & LINC)  
465 East 16th Street  
Hamilton, ON L9A 4K6  
cce@hwdsb.on.ca  
Fax: 905.561.2582

### Contact with Pre-K to 12 Schools

If you wish to carry out work for CERTESL courses in a setting that involves children or teenagers, you will almost certainly be attempting to do so in the pre-K to 12 school system (elementary and/or secondary). As noted previously, because the students you observe will be minors under the legal age of consent, proper protocols must be followed when making contact in order to request observations, interviews, or practicum teaching access.

As noted previously, protocols are different depending on whether you are a CERTESL student or a PDCEAL student. If you are a PDCEAL student and you have not yet obtained the protocol document and request forms for PDCEAL, please contact the Department of Curriculum Studies at eal.inquiries@usask.ca.

Because the privacy and security of students under the age of 18 is extremely important, you may be required to undergo and pay for a police record check prior to being allowed into K to 12 schools in school divisions that enforce such policies. Make sure that you investigate such requirements when you initially request your placement.

This K to 12 section is divided into two subsections: procedures for schools in Saskatoon, and procedures for schools outside of Saskatoon.
Pre-K to 12 Schools in Saskatoon

If you plan to carry out your school-based work in Saskatoon, you must follow special protocols that have been developed due to the large number of University of Saskatchewan students that visit Saskatoon schools. You are competing not only with other CERTESL and ECUR-TESL students, but with all the students of the College of Education, including the experienced pre-K to 12 teachers who are studying in the PDCEAL program.

Unless you are an employee of the school division in which you hope to observe or you are carrying out observations during a College of Education internship placement in the particular school, you must fill out the form at the end of this document entitled CERTESL/ECUR-TESL Request Form to Visit a Saskatoon K to 12 School. Deliver the completed form to the Distance Education Unit General Office in Room 464 of the Williams Building at 221 Cumberland Avenue N Saskatoon, SK S7N 1M3. You may fax it to the attention of the Certificates Administration Office at 306.966.5590 or scan and email it to certificates.admin@usask.ca. Our office will then forward your request to one of the two school divisions. A school division representative will then get in touch with you when the placement has been arranged.

Do not contact the Saskatoon school divisions directly. If the reply is delayed, contact our front office at 306.966.5563 and we will follow up with the school division.

The firm deadlines for applications to Saskatoon K to 12 schools are listed on the cover of this document.

Please note that the Saskatoon Public Board of Education will require that you undergo a police record check if you want to do individual tutoring of students who are not under the direct supervision of a classroom teacher. If you merely want to observe, a police record check may not be necessary.

In general, Saskatoon’s school divisions are supportive of teachers and teaching assistants who are in the process of acquiring TESL credentials, but they need your full cooperation in order to distribute requests fairly and appropriately. If you are an employee of the school division, you likely have your own contacts, but please let your school division’s EAL coordinator know if you are carrying out observations within the division. The coordinator must also know who is doing practicum supervision and teaching within the division’s EAL program, so consult the EAL coordinator before you start your hunt for a supervisor within your own school division.

If you are a school division employee and your normal hours of work are the same as those of the EAL class in which you have been given a placement, you may be able to obtain permission for the necessary hours of professional development leave from your superintendent or director.
K to 12 Schools Outside of Saskatoon

To request a placement in a K to 12 school outside of Saskatoon, we have supplied a sample letter and a sample form that you might use near the end of this document. Note that in the large majority of School Divisions (Boards of Education), it is not appropriate to contact teachers directly unless you are already an employee of the same school division. Instead, you should begin by contacting the office of the Director of Education for your local School Division to request information about the division’s particular policies and procedures. If you wish to find a placement in a First Nations band-controlled school, contact the office of the Director of Education for the band. Initial contact with Directors of Education should be made by phone to determine if it is even possible to arrange a placement, but you should always confirm in writing.

School divisions are likely to want to know the following:

- the nature of your training program, your course and assignments, and your expectations (simply to observe, to tutor students, to interview students, to become a classroom volunteer…). Feel free to copy and share the instructions we provide you in this document and in your course syllabuses with division staff.

- the number of times and for how long you wish to visit the school.

Be flexible and respectful; school divisions may not be able to meet all your needs and their own students’ needs must come first.

A sample letter is included near the end of this document as an example of how you might wish to approach a school division, along with a form you may wish to fill out and enclose. Some parts of the sample letter may not be appropriate for your circumstances, so edit it as appropriate. It is merely intended as a starting guide.

You should allow two to three weeks from the time of your written request until you receive a response. For this reason, you should start with an exploratory phone call as you do not want to wait three weeks for a rejection.

If you are an employee of the school division, you likely have your own contacts. If your hours of work are the same as those of the EAL program, your superintendent or director may be willing to approve PD time for classroom observation purposes, as it is to your Board’s advantage to assist teachers and educational assistants in learning to work effectively with English language learners.
Contact with ELT Practitioners

During your pre-practicum observations and course assignments, you will be involved in two types of contacts with instructors: contact when observing their classes, and consultations or interviews you will conduct.

Like all of us, ELT teachers and administrators can be busy people of all types and temperaments. However, when you get them talking about a topic they are passionate about, they may become more accommodating. Following these points should help to facilitate your work with this group:

1. Identify yourself by name. Tell the practitioner what program and course you are taking; identify the course by number and title and describe the assignment.

2. Ask if it would be possible for you to work with them on the project, be it visiting their class or conducting an interview. Ask if he or she has any requirements of you, such as participating as a conversation partner or assisting with monitoring of small group work. Regard such requirements as a positive thing; you learn more if you can engage actively with students.

3. Set up mutually agreeable times to carry out the work and be sure to keep your appointments.

4. If the practitioner cannot accommodate you, simply give your thanks and turn to another practitioner. If you cannot find anyone who can assist you, contact your instructor as he or she may be able to assist.

5. Act professionally at all times and ensure confidentiality.

6. Thank the practitioner once you have completed your work. As mentioned earlier, a card is sufficient thanks.

Contact with English Language Learners (ELL’s)

Whether or not a school division or adult program provides your initial introduction to the learners with whom you will work, your contact with ELL’s requires the greatest cultural awareness and sensitivity on your part. Learners are individuals with a variety of personalities, cultures, and background experiences. While some may have had a relatively easy adjustment to life in North America, for others the adjustment may have been difficult and/or the experiences leading up to their immigration may have been traumatic.

If you are working in a classroom, ask the teacher if he or she has any suggestions regarding learners with whom you could work. Do not simply pick learners on your own; the teacher should
facilitate the contact. If the learner is under the age of 18, you may have to follow additional protocols in accordance with school division policies.

Many books have been written on working with people from different cultures. When using such books, be careful of any stereotyping that may appear in them. No culture is a monolith; every village, age group, gender, and social class has its variations.

Some agencies have print resources as well as excellent intercultural orientation sessions that you may make arrangements to attend. You can refer to books and other resources, but the best starter advice is to pay attention, be observant, listen, and think before you speak.

1. Identify yourself to the learners by name. Consider writing your name down if they will feel more comfortable reading it when trying to pronounce it. However, be aware of the learners’ levels of literacy before you do this, and do not press them to read your name back to you.

2. Tell the learners why you are working with them. Explain the course you are taking. If the learners are sufficiently advanced, you may wish to identify the course by its title and more detail.

3. Describe the assignment you are working to complete. Ask if it would be possible for you to work together on the project. Ask if they have any requirements of you.

4. Set up mutually agreeable meeting times to carry out the work.

5. If the learners cannot accommodate you, simply offer your thanks and work with the teacher to identify alternative learners. If you cannot find anyone who can accommodate you, contact your instructor immediately as he or she may be able to assist.

6. Act professionally at all times. Be sure that you keep learners’ names confidential and let them know that you will not use their real names on assignments unless they consent. Do not create sound or video recordings without their explicit consent, even for tutoring purposes. Ensure that the learners understand that they do not have to consent.

7. Show genuine interest in the learners, but do not press for answers if a learner is not willing to supply them to you. Ensure the learners understand that they only have to answer questions that they are comfortable answering.

8. Pay attention, be observant, listen, and think before you speak:
   - Paying attention means being aware and alert, particularly to cultural signals. Do not pressure learners too much. If you can, find out about learners from their instructors so that you are prepared for your work with them. Some questions you might ask of
instructors relate to cultural specifics (for example, some cultures hold eye contact longer than others; certain body language in some cultures is offensive, etc.).

- Observing means watching body language, eye contact, and general comfort level with each question, comment, and response.

- Listening means hearing what the learner has to say. You may wish to feed what the learner has said to you by repeating back his or her statements in other more simple words to make sure that you have heard and understood correctly and that the learner has nothing else to add.

- Thinking before you speak means a number of things. First, it means not speaking until you have given sufficient time for the learner to think about the answer and respond. A waiting time of two or three seconds is not enough; 10 to 15 seconds is more realistic. You may need to rephrase or repeat your question, as silence may mean that the learner does not understand your question or pronunciation.

- Thinking before you speak means enunciating clearly, slowing your speech by pausing slightly, but not unnaturally, between phrases rather than individual words, and slightly, but not unnaturally, exaggerating intonation. It does not mean speaking more loudly than normal.

- Thinking before you speak means choosing not only your words but also the complexity of your sentences so that the student will understand you without feeling that you are insulting his or her intelligence.

- Thinking before you speak also means asking yourself if the question you are about to ask or the comment you are about to make is too intrusive and considering what the learners’ past experiences might have been.

9. Thank the learners once you have completed your work. As mentioned above, a card is sufficient thanks.

Good luck with your community contacts! We know that you will benefit from the experience.
Part 2: Observations Across CERTESL

Instructions for Observing Across CERTESL

Students in the CERTESL Program are required to complete a total of ten hours of classroom observation prior to registration in ECUR 446.3 – Supervised Practicum or ECUR 448.3 – Professional Project. This is to ensure that you have opportunities to observe how teachers apply language teaching theory in their classroom teaching and to experience the actual dynamics of the classroom in preparation for your practicum. During the practicum, you will have additional opportunities to observe teachers and peers. If you are a student in the undergraduate Certificate in TESL program, you must register in ECUR 391.3 and ECUR 445.1 concurrently in order to meet this requirement. If you are completing your CERTESL studies in the original Certificate in Successful Completion in TESL program, please refer below to the heading “Certificate of Successful Completion Students” for instructions regarding the pre-practicum/pre-project observations.

This section explains how you will complete these observation hours as your work through the CERTESL Program toward the practicum.

As outlined on the CERTESL website and course syllabi, you should have access to students to complete your courses. You will not be given permission to register in the practicum or project courses unless you have completed ECUR 445.1 to document ten hours of observation time in a language classroom and report on your observations. As noted above and below, this requirement does not apply to Certificate of Successful Completion students who must complete the non-credit Observations Across CERTESL. Even if, for instance you live in a particularly remote area, you have little access to English language learners at certain times, you will not be given permission to register unless you have completed the ten hours of Observation Across CERTESL. Sample templates for documenting and reporting on these observation hours are included near the end of this document; however, you should refer to your class syllabus for exact requirements from your instructor.

Who Can I Observe?

There is an extensive range of classrooms where you can observe language learners: from elementary or secondary to adult and whether located in Canada or elsewhere across the world. You can observe in LINC programs offered by settlement agencies, libraries, or community colleges. You can observe in private or public language programs, or in post-secondary programs for international students. Read Part I, the Protocol section, for a more comprehensive list, keeping in mind restrictions imposed by your professional accreditation or certification objectives.
We strongly prefer that you observe in an English language classroom. However, if you meet **three conditions**, you may observe for no more than 4 hours in a non-English language classroom (e.g., French, Spanish, German, Cree, etc.):

- if you can speak enough of the non-English language to understand the teachers’ instruction to students
- if you do not need to use those observation hours to meet TESL Ontario or TESL Canada Standard 2 requirements
- if you are not in a position to obtain an observation placement for the full ten hours in an English language classroom.

You will gain the most from your observations if the teacher that you observe has some formal training in the field of language teaching and at least two years of teaching experience. For TESL Ontario and TESL Canada Standard 2 purposes, the teacher must have formal training at least equivalent to CERTESL and must have at least two years of experience.

You may not use peer observations or videotaped lessons as part of this requirement.

If you plan to apply for TESL Ontario accreditation or, if you started your training in or after September 2017, for TESL Canada Standard 2 certification, you will need to conduct these observations in an adult program environment. If you are not planning to apply to TESL Ontario or for TESL Canada Standard 2, you may observe students of any age during these pre-practicum observations. TESL Canada Standard 1 certification prospects may observe students of any age at this stage, but their practica have to be carried out entirely with adult learners. However, you may wish to apply Standard 2 provisions in case you later decide to obtain Standard 2 credentials.

**When Can I Observe?**

You must register in **ECUR 391.3 and ECUR 445.1 concurrently**. You may complete ECUR 445.1 over the span of up to two academic terms with the grade status of In Progress. At least two hours need to occur during enrollment in ECUR 391.3. While you may do all of your pre-practicum/pre-project observations at one time, this tends to reduce the benefit of reflective learning. Ideally, you should spread observation hours across your whole of two academic terms. This way you will be able to observe how teachers apply the theoretical concepts introduced in many of the courses that you take prior to the practicum. However, if you have been granted special permission to take three courses during your first term in CERTESL, you will need to do all ten hours during the first term.
How Will I Demonstrate My Observation Time?

You should refer to your class syllabus for exact requirements from your ECUR 445.1 instructor. However, you will document the hours that you have observed through Documentation of Observation form and Observation Report Forms similar to those that follow. Please use as many pages as you need. You may want to keep these forms in a separate folder or save electronic scans so as not to misplace them over time.

Certificate of Successful Completion Students

The following information does not apply to students in the undergraduate certificate program and/or students admitted after the 201905 term. Students completing the Certificate of Successful Completion stream must submit the documentation of hours and observation reports no later than the 15th of the month prior to the start of the term in which they start the practicum or project:

- August 15: Term 1 OAC Submission Deadline
- December 15: Term 2 OAC Submission Deadline
- April 15: Spring/Summer OAC Submission Deadline

You can observe at any time between starting the CERTESL Program and enrolling in ECUR 446.3 – Supervised Practicum or ECUR 448.3 – Professional Project; you will not be given permission to register in the practicum or project courses unless you have documented ten hours of observation time in a language classroom and reported on your observations. Ideally, you should spread observation hours across your whole pre-practicum time in the CERTESL Program. This way you will be able to observe how teachers apply the theoretical concepts introduced in all of the courses that you take prior to the practicum.

Observation Reports for these students will then be passed on to the Academic Coordinator for feedback, and eventually to the University of Saskatchewan practicum instructor. Reports that are not reasonably thorough and clear will be returned to the student for revision.

With each Observations Across CERTESL (OAC) session, you are required to:

- Fill out the Demonstration of Observation form:
  - Fill in the date and time of each class observed. Include the name and location of the agency delivering the instruction.
  - Have the teacher(s) whose class you observed sign the form and provide contact information. Unsigned observation hours cannot be considered official; you must obtain a signature from the teacher affirming that you have completed the observation.
• Complete the Observation Report form:
  o Complete one report for each period of observation.
  o Make sure that you phrase your objectives clearly and concretely; do not confuse them with activities! You may need to reconstruct the objectives provided by the teacher(s) you observe in order to be explicit about the skills the learners are intended to acquire as a result of the lesson.
  o Make sure that you provide process information that adequately supports your comments and suggestions. Provide different theory-practice links for each report.

If your reports are not reasonably thorough and clear, if the objectives are not actually objectives, or if the suggestions and theoretical links are too repetitive, the reports will be returned to you to be rewritten. Reports may be handwritten; if your handwriting is not sufficiently legible, reports should be typed.

This document contains a sample copy of an appropriately completed Observation Report form. There is also a questions-only version with space for you to respond; **complete one report for each lesson you observe.** A lesson is defined as the period between one break and the next. Lessons are usually as long as ninety minutes in an adult program context and as short as forty minutes in an elementary program context. Lessons are **never** a whole day or a half-day in length. If you observe for a whole morning or a whole day, treat each period before or after a break as one lesson; for instance, if you observe for four hours during which there are two breaks, you must complete three report forms.

When you have completed your demonstration and report forms for all ten hours, submit them to the CERTESL Program Assistant by electronic scan - photos are **not** accepted - to certificates.admin@usask.ca or by fax to 306.966.5590. Please keep a copy for yourself.

**Special Notes**

If you choose to take ECUR 448.3 - Professional Project instead of ECUR 446.3 - Supervised Practicum, you will still need to complete ten hours of observation in advance to ensure that you have witnessed how teachers apply theory and to experience for yourself the actual dynamics of the language classroom. Note that not all students are eligible to take ECUR 448.3.

If you received transfer of credit for courses taken at another educational institution and would like to have guided observations carried out at that institution counted towards Observations Across CERTESL hours, you must demonstrate that you observed in an actual language classroom (not just observation of peer teaching) as an official part of your previous training program. You must indicate the number of hours observed and confirm those hours through a letter or other documentation from the previous training program. If you are planning to use these hours for
TESL Ontario or TESL Canada Standard 2 purposes, the documentation must specify that the hours were carried out in adult classes.

Any other observations done before you enrolled in ECUR-TESL or CERTESL courses will not be acceptable as the Observations Across CERTESL are opportunities for you to apply the theory that you learned in TESL academic courses to classroom practice. If previous observations were not carried out with explicit reference to and guidance from a TESL training program, the hours, therefore, cannot count.

If you have specific questions or require clarification, please contact the Academic Coordinator of the CERTESL Program.

Revised LAM February 2019
Observation Across CERTESL: Demonstration of Observation Form

Please complete this form as you progress through your observations. Print so all entries are legible. The signatures of the teachers you observe will demonstrate that you have completed the required number of pre-ECUR 446.3/448.3 observation hours (10). Space for five entries have been provided below. You may need to make another copy of this page, depending upon the number of lessons you observe to make up ten hours.

Remember to fill in the Observation Form each time you observe in a classroom.

Student Name: ___________________________ Student Number: ___________________________

<table>
<thead>
<tr>
<th>Dates and hours of observation</th>
<th>Name and location of institution(s)</th>
<th>Signature and printed name of teacher(s)</th>
<th>Contact phone numbers:</th>
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* DO NOT FORGET to complete the Observation Reports
Observation Across CERTESL: CERTESL Observation Report Form

Student Name: ______________________  Student Signature: ______________________

To be completed by the CERTESL student teacher.

Type of program observed, location, level and age range of learner group:

Number of hours observed: ______

For your observation period, list the following:

1. Topic(s)/theme(s) of the lesson, expressed in terms of communicative purpose (e.g., making a doctor’s appointment, winter clothing, etc.)

2. Objectives of the lesson taught:

3. Describe three things about the lesson that you found effective.
4. Explain two to three things you might you have chosen to do differently.

5. List three things you observed in this classroom that connect to theoretical concepts you covered in your CERTESL or other TESL training courses. Explain the connections between what you observed in the classroom and the particular modules and concepts you have covered in your course readings. Please cite modules and course numbers. If you are drawing on TESL courses taken in a previous program, please cite those courses or materials studied in those courses.
Sample CERTESL Observation Report

Student Name: Naomi Hayakawa  
Student Signature: Naomi Hayakawa

Type of program observed, location, level and age range of learner group:

Part-time morning LINC program for recent adult immigrants to Canada in Saskatoon, SK. CLB Levels 4-5 (high beginner-low intermediate.) Students are between 30 and 60 years of age. All have at least high school education in their home languages (Tamil, Spanish, Korean, Arabic, Dari).

Number of hours observed: 1.25 hours (75 minutes)

For your observation period, list the following:

1. Topic(s)/theme(s) of the lesson, expressed in terms of communicative purpose (e.g., making a doctor’s appointment, winter clothing, etc.)

   Personal history/biography

2. Objectives of the lesson taught:

   Main (terminal, content) objective: Students will give and obtain information about their own and classmates’ childhoods.
   Enabling objective: Students will form questions using “wh” words (who, what, where, when, why, how)
   Enabling objective: Students will use simple past tense and specific years accurately in questions and responses about the past.
   Enabling objective: Students will articulate the “th” sound in “father” and “mother” comprehensibly, with the tongue in position between the teeth.

3. Describe three things about the lesson that you found effective.

   I liked the way the teacher introduced the lesson by giving information about her own childhood
   The teacher modelled the pairs task for the students
   She knew and used the names of all students
4. Explain two to three things you might have chosen to do differently.

The teacher is very good at drawing and often drew to demonstrate the meaning of words such as skating. I am not such a good artist, so likely I would use more mime to demonstrate activities. I would have asked questions to confirm understanding of the solo writing task instructions (a personal history form) because some learners especially newer ones, had trouble figuring out what they were supposed to do. Students might benefit from some optional homework on the topic because there wasn’t enough class time to explore all their ideas or to do much writing. The instructor says most of the students have jobs or child-care responsibilities so a lot of homework isn’t a good idea, but I think some of them might appreciate the option.

5. List three things you observed in this classroom that connect to theoretical concepts you covered in your CERTESL or other TESL training courses. Explain the connections between what you observed in the classroom and the particular modules and concepts you have covered in your course readings. Please cite modules and course numbers. If you are drawing on TESL courses taken in a previous program, please cite those courses or materials studied in those courses.

Module 1 of ECUR 291 describes the LINC program, and I was able to see how it works. I was impressed by the way the teacher was able to deal with students from different backgrounds and with varying language proficiency levels and literacy skill sets. In module 3 of ECUR 291, I read about the role of the “affective filter” in language acquisition. In this lesson, I saw that the teacher made the learners comfortable by using their names, modeling the pairs activity and sharing relevant information about her own life. The atmosphere seemed relaxed, so students were willing to experiment with the new language. At my previous university, in the course Methods of Second Language Teaching, we read The Practice of English Language Teaching by J. Harmer. It demonstrated the PPP model of lesson organization: presentation, practice and production. I was able to see the first two stages in this lesson. The teacher planned to work on the Production phase after the break (see next report).
CERTESL/ECUR-TESL Request Form to Visit a Saskatoon K to 12 School

Please use this form to provide information to the CERTESL Program about your request for visitation permission. The Program (not the student) MUST clear Saskatoon observations through appropriate channels in the two school divisions so that the load of hosting student-teachers can be fairly divided amongst divisional staff.

Student Name: ___________________ Address: ___________________

Tel: ___________________ (h)
     ___________________ (w) Email: ___________________

Course Name and Number: __________________________________________

Describe briefly the nature of your assignment(s):

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

I wish to:                                 Interview Students  Teach/Tutor Students  Interview Teachers
                                            Public School      Separate School     No Preference

How many times do you wish to visit the class? ________

Have you undergone a Criminal Record/Po
cine Background check? ________

Length of each visit? ________

If not, are you willing to do so? ________

I have the following special requirements. (You may indicate if you wish to work with particular
age or ethnic groups, if you have a physical disability, if you wish to ask the school division to restrict circulation of personal information such as your phone number, etc.)

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Are there particular times or days that are best for you?

_________________________________________________________________

Are there any times or days that are impossible for you?

_________________________________________________________________

Signature authorizing information to be shared with the cooperating school: ____________________________
Sample Letter for CERTESL/ECUR-TESL Students Seeking K to 12 Placements Outside of Saskatoon

Jane Student  
Mailing Address  
City, Province Postal Code  

Date  

Name, Title  
School Division  
Mailing Address  
City, Province Postal Code  

Dear (Title) (Name):  

I am writing this letter to follow-up on a recent telephone conversation with (name). I am a student in (name and number of course) in the Certificate in Teaching English as a Second Language (CERTESL) program [or in the College of Education, if applicable] at the University of Saskatchewan. To complete the assignments for this course, I am required to conduct an interview with an ESL teacher and/or quietly observe a teacher in an ESL (EFL, EAL, or ELD) classroom setting. In my telephone conversation with (name), I was informed that this would be a possibility. Therefore, I am writing to make this a formal request. 

Please find the details of my course requirements and my specific request attached. I appreciate that it may be difficult to accommodate all of the specific details of my request; I assure you that I can be flexible in this respect and would appreciate discussing this with you or one of your staff in order to make arrangements that meet your availability. 

Thank you for your assistance in helping me to fulfill my course requirements. Your accommodation is greatly appreciated.  

Sincerely,  

Jane Student  

Encl.
Please use this form to provide information to the school division with which you are arranging visitation permission.

Student Name: ___________________________  Address: ___________________________

____________________________________

Tel: ___________________________ (h)  ___________________________ (w)  Email: ___________________________

Course Name and Number: ___________________________________________________________

Describe briefly the nature of your assignment(s):

______________________________________________________________________________

______________________________________________________________________________

Check the following where appropriate. I wish to:

[ ] Observe  [ ] Interview Students  [ ] Teach/Tutor Students  [ ] Interview Teachers

How many times do you wish to visit the class? __________  Have you undergone a Criminal Record/Police Background check? __________

Length of each visit? __________  If not, are you willing to do so? __________

I have the following special requirements. (You may indicate if you wish to work with particular age or ethnic groups, if you have a physical disability, if you wish to ask the school division to restrict circulation of personal information such as your phone number, etc.)

______________________________________________________________________________

______________________________________________________________________________

Are there particular times or days that are best for you?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Are there any times or days that are impossible for you?

______________________________________________________________________________
Language Services Department

STUDENT OBSERVATION/PRACTICUM REQUEST FORM

Student Name ____________________________________________
Telephone __________________________ Email ______________________
Program Name ________________________________
Institution ____________________________________________
Course Name and Number ___________________________ Course Instructor _________________________
Brief Description of Assignment/Nature of Request

__________________________________________________________________________________________

Special Requirements, if applicable ______________________________________________________________
Availability ____________________________________________

Please submit this form to the Language Services Department Manager or ESL Team Lead at Global Gathering Place, who will respond to your request by making necessary arrangements with you and an instructor from the department. Depending on the nature of your request, you may be asked to attend an orientation session, submit a current criminal record check, volunteer with a class, or submit a copy of your assignments to the teacher/manager. Regardless of the nature of your request, you are required to respect the confidentiality of the students in your assignments and outside the classroom.

Signature of Student ____________________________ Date ________________

FOR OFFICE USE ONLY

Date placed ________ Date started ________ Date completed ____________
Teacher __________________________ Class _________________________

NOTES

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Classroom Observation Request Form

(Please fill out the form, sign it and send it back to linc@saskintercultural.org)

Date of Request: ____________________________

Name of TESL Training Institute: ___________________ Contact number/email: ______________________

Referred by: _______________________________ Contact number/email: ______________________

Student Name: ______________________________________

Phone: (cell) _______________________ (work): ______________________

Purpose of the Observation:
________________________________________________________________________________________

Preferred Visit Days and Times (please provide at least three options):
________________________________________________________________________________________

Length of time needed each day:
________________________________________________________________________________________

Classroom Observation Confidentiality Acknowledgement Disclaimer

I, ________________________________, have requested to observe a classroom or program attended by LINC students. I acknowledge that select confidentiality conditions may be applicable. In exchange for permission to observe, I agree to abide by the following conditions:

1. During the observation, I will not disrupt the environment.

2. During the observation, I will remain in the location directed by the teacher or staff.

3. I will submit a current clear Police Record Check to SIA (done within the last 6 months)

4. I will not question or compare the students, teachers and organizations with other students, teachers and organizations.

5. I will not seek to study or look at work samples from students other than the one I am observing during the observation.

6. I acknowledge that I cannot disclose any student identifying information to others related to the observation.

7. I agree to submit a copy of my assignments to Saskatchewan Intercultural Association for the classes I observed.
I have read all the requirements and I acknowledge that student record information, including all information related to the student’s learning and achievements, classroom conduct, personal life, are highly confidential information protected by the SIA Confidentiality agreement and that I have no right to access or share such information for students without permission. I must maintain said information in strict confidence, and I may not disclose it to others.

________________________________________
Signature of Observer

Date

For Office Use Only

Name of Observing teacher: ______________________________________________________

Activity Name: _________________________________________________________________

Interested in volunteering: _____________________________________________________

Name of Orientation Staff: _______________________________________________________

________________________________
Signature of Language Program Head

Date
Submit this form in application for a Student Observation/Volunteer placement to the Manager, Education & Training by mail or in person to 247 1st Avenue N Saskatoon, SK S7K 1X2.

Student Name: __________________________________________________________

Phone: _____________________________ Email: ______________________________

Course name and number: ______________________________________________

Course instructor: _______________________________________________________  

Phone: _____________________________ Email: ______________________________

Course requirements: ____________________________________________________

Availability times: ______________________________________________________

With permission to fulfill my course requirements at Open Door, I agree to:

1. Attend an orientation session regarding the Language Training Unit and policies related to observers, volunteers and practicum students.
2. Submit a current Canadian Police Information Center certification (done within the last 3 months) to indicate no criminal record.
3. Commit to volunteer/assist in an ESL class for 10 additional hours if my course requirements are to observe or teach for 10 or more hours.
4. Respect the confidentiality of the students in my assignments and outside the classroom.
5. Submit a copy of my assignments to the Open Door teacher(s) whose class I observed.

Signature of student __________________________ Date _________________

For Office Use Only

Date placed ___________________________ CPIC ☐
Teacher ______________________________ Orientation __________________________
Class/level ___________________________ Assignment received ☐
Date completed ________________________ Comments attached ☐
APPLICATION FOR TESL PRACTICUM
or OBSERVATION PLACEMENT
HWDSB Community and Continuing Education

The Hamilton-Wentworth District School Board’s ESL and LINC program is offered at 4 schools in the city. Please check our website for locations, schedule and details of courses offered.

Placements are based on availability of instructors. Candidates will need a criminal record check including a vulnerable sector check. This is at the candidate’s cost.

Please Print:

Name: ________________________________
Surname: ________________________________
Given Names: ________________________________
Address: ________________________________
Street: ________________________________
City: ________________________________ Province: ________________________________ Postal Code: ________________________________

Home Phone: ________________________________ Work Phone: ________________________________
Cell Phone: ________________________________ E-Mail: ________________________________

School: ________________________________
Program: ________________________________

Coordinator’s Name: ________________________________ Phone Number: ________________________________
e-mail address: ________________________________

Placement: Mon □ day □ evening Tue □ day □ evening Wed □ day □ evening Thu □ day □ evening Fri □ day □ evening

Observation: _______ hours Practice Teaching: _______ hours

Date available to start: ________________________________
Location Preferred: ________________________________

Applicant’s Signature ________________________________

Interview/Visit/Tour:

Date: ________________________________ Time: ________________________________
Interviewed by: ________________________________
Placed with Instructor: ________________________________
Comments: ________________________________

☐ Criminal Record Check (dated within six months