

FIELD EXPERIENCE HANDBOOK 2023-2024



FACULTY OF EDUCATION



FIELD EXPERIENCE HANDBOOK



Contact Information:

**Field Experience Office
Faculty of Education
#102-2 Brandon University
Brandon MB R7A 6A9**

Director: Shawna Philpott
Phone (204) 727-9638
email philpotts@brandonu.ca

Office Assistant: Shannon Tomlinson
Phone (204) 727-9647
email tomlinsons@brandonu.ca

Table of Contents

Field Experience practicum Calendar	4
Steps to a Student Teaching Placement	5
Placement Description	6
Music Students – Field Experience Overview	9
Integrated Students – Field Experience Overview	10
Role of the Teacher Candidate	11
Role of the School Principal or Designate	12
Role of the Cooperating Teacher	13
Role of the Faculty Supervisor	14
Faculty Supervisor – Checklist	15
Criminal Record Check (CRC), Child Abuse Registry Checks (CARC)	16
Professional Standards (Including Attendance Policy)	17
Important to Remember	18
Technology Advisory	19
Form #4: Developmental Review	20
Graduation Steps	21
M.T.S. Code of Professional Practice	22
Important Links.....	23

Field Experience Practicum Calendar for 2023-2024 Brandon University - Faculty of Education

Teacher Candidates are student teaching during **highlighted days**.

1st Year Students Orientation **Sept 5th - 7th**

*Note: Only 2nd Year AD, 5th Year IP & JDME Students are student teaching **Sept 5th - 8th**

Music Education (JDME) 271 Placement **Apr 29-May 31** &

Integrated Program 271 & 371 Placement **Apr 22 - May 31**

August '23						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September '23						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October '23						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November '23						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December '23						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January '24						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February '24						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March '24						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April '24						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May '23						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June '23						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July '23						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Note: Spring Break March 25 to 29, 2024

Steps to a Student Teaching Placement

1. Registered in the appropriate course (01:271, 01:371, 01:474, or 01:475) If you are registering for a placement (out of sync) that is not within the regularly scheduled placement periods, a special course offering must be created by the Field Experience office. Students should check with the Field Experience office prior to registration for any out-of-sync placements. **Registration and payment must be received prior to all school placements.**
2. Submit your "Request for Placement" fully completed forms to the field experience office by the required dates. Most schools have websites with their staffing and contact information. Please check the websites when you need school information for your paperwork.
3. Be sure your Child Abuse Record Check and Criminal Records Check are up to date (not older than 2 years).
4. The Field Experience Office will arrange your placement with the schools. DO NOT attempt to arrange your own placements. The office does its best to place you according to your order of requests, but this is not always possible due to various circumstances within schools. You may be asked for further suggestions. One of your placements should be outside of Brandon, so try to request placements that will give you the broadest base of experience to increase your potential for marketability when it comes time for your job search at the end of your program. Teacher Candidates are to avoid placements in the following situations:
 - if you have a child/relative in the class.
 - if the cooperating teacher is a relative or close personal friend.
 - if you are an employee or trustee in that school division.
5. Please check your BU email address regularly as this is the method we will be using for correspondence with you, including your placement information.
6. Be sure you have an updated resume prepared to bring to your assigned school if requested. Cards/Treats for your Cooperating Teacher/Field Supervisor, and School Staff (Principal, Secretary, etc.) may be considered at the conclusion of your practicum.
7. Once you know where your placement is, you must contact the school well in advance of your placement. You must bring a copy of your Child Abuse Record Check and Criminal Record Check. Contact your Faculty Supervisor once you have been assigned one and again prior to the start of the placement.
8. At your initial visit, discuss the expectations of the Cooperating Teacher regarding lesson and unit plans and what you can be doing to prepare for your time in the school. Be aware of any exceptional students in the class, emergency response plans, and other important school information.

FIRST YEAR PLACEMENT DESCRIPTIONS OVERVIEW OF STUDENT TEACHING

Evidence of competency with technology is an expected component of all practicum experiences. Should instruction be virtual, Teacher Candidates will be expected to maintain a similar proportion to the classroom workload as suggested by their in person expectations. Collaboration with Faculty Supervisor will be an important discussion point to address any virtual instructional delivery.

COURSE	KEY EXPECTATIONS
<p>First Placement – 1st Yr Course # 01:271 5 weeks Term I Fall 2 Formal Observations by Cooperating Teacher(s) & Faculty Supervisors</p>	<ul style="list-style-type: none"> • Prepare two reflections to be shared with your Faculty Supervisor. See below for possible topics. • Actively observe the classroom paying attention to classroom management strategies & routines. Become familiar with students & develop rapport with both staff and students. • Develop professional relationships. • Become familiar with the role of the education assistant and understand the importance and function of classroom assistants in the support role for student learning. • Based on the cooperating teacher’s units, that are being taught, the pre-service teacher will develop and teach one or two lessons per day for the final 3 to 4 weeks. More instructional opportunities as agreed upon between all parties may suit most situations. Complete lesson plans must be constructed.
<p>Second Placement – 1st Yr Course # 01:371 7 weeks Term II Spring 2 Formal Observations by Cooperating Teacher(s) 3 Formal Observations by Faculty Supervisors</p>	<ul style="list-style-type: none"> • Prepare two reflections to be shared with your Faculty Supervisor. See below for possible topics. • Actively observing and assisting for 1st week while participating in classroom routines. May do some collaborative teaching with cooperating teacher. • Assume responsibility (with assistance) for at least 2 subject areas for a minimum of 5 weeks. At senior levels, pre-service teachers become responsible for at least 2 blocks on the timetable. Complete unit plans must be constructed for these 2 blocks/subject areas with accompanying lesson plan summaries. Assistance may be required. Pre-service teachers may team-teach at the discretion of the cooperating teacher for subjects they are not assuming full responsibility for. • Active participation in all classes is expected at all times. • More instructional opportunities as agreed upon between all parties may suit most situations. Complete lesson plans must be constructed for all observed lessons.

*Reflections Suggestions

Initial/First Reflection: How have your observations and involvement in the following areas of classroom climate/management, student skill set, and lesson planning impacted and or influenced your thinking about the educator you hope to become.

Final/ Second Reflection: How have your observations and involvement in the following areas of lesson delivery, assessment and evaluation, student/teacher relationships, and big picture/parting thoughts influenced your thinking about the educator you hope to become.

SECOND YEAR (AD Program and 5th Year IP) PLACEMENT DESCRIPTIONS OVERVIEW OF STUDENT TEACHING

Evidence of competency with technology is an expected component of all practicum experiences. Should instruction be virtual, Teacher Candidates will be expected to maintain a similar proportion to the classroom workload as suggested by their in person expectations. Collaboration with Faculty Supervisor will be an important discussion point to address any virtual instructional delivery.

<p>Third Placement – 2nd Yr Course # 01:474 6 weeks Term I Fall 2 Formal Observations by Cooperating Teacher(s) & Faculty Supervisors</p>	<ul style="list-style-type: none"> • Prepare two reflections to be shared with your Faculty Supervisor. See below. • Informal observation is expected in the first week of September. No formal record or written observation is expected this week. • With the commencement of the final 5 weeks, the first week will be spent informally observing, establishing rapport & professional relationships, actively assisting in classroom routines, and preparing for teaching. • Team teaching with the cooperating teacher may occur to transition into a minimum of 3 weeks of full-time teaching. Three complete unit plans with accompanying lesson plan summaries are required. Some assistance may be needed. Units & lessons should demonstrate differentiation reflective of the class. Moving directly into the instructional role may suit most situations. • Being the reporting period, pre-service teachers will participate in the reporting process, providing assessment results to the cooperating teacher, and assist whenever requested.
<p>Fourth Placement – 2nd Yr Course # 01:475 7 weeks Term II Spring 2 Formal Observations by Cooperating Teacher(s) 3 Formal Observations by Faculty Supervisors</p>	<ul style="list-style-type: none"> • Prepare two reflections to be shared with your Faculty Supervisor. • Arrive prepared and confident, displaying an ease of rapport with students, comfortable creating professional relationships and actively involved within the “life” of the school. • Understand differentiation and possess strategies for classroom management. • Maintain classroom routines while demonstrating independent initiative in planning, assessing & delivering instruction. Display team spirit and collaborative philosophy. • Display a professional demeanor reflective in personal presentation & belief that all students are able to learn. • Assume full time teaching for 5 weeks. Four unit plans with accompanying lesson plan summaries must be completed independently. Planning processes must reflect a variety of grade appropriate strategies. • Assessment should support “as”, “of”, and “for” learning practices. • Above all, display “readiness” to the full time role as a classroom teacher.

*Reflections Suggestions

Initial/First Reflection: How have your observations and involvement in the following areas of classroom climate/management and student skill set, and lesson planning impacted and or influenced your thinking about the educator you hope to become.

Final/ Second Reflection: How have your observations and involvement in the following areas of lesson delivery, assessment and evaluation, student/teacher relationships, and big picture/parting thoughts influenced your thinking about the educator you hope to become.

3rd & 4th Year Integrated – PLACEMENT DESCRIPTIONS OVERVIEW OF STUDENT TEACHING

Evidence of competency with technology is an expected component of all practicum experiences. Should instruction be virtual, Teacher Candidates will be expected to maintain a similar proportion to the classroom workload as suggested by their in-person expectations. Collaboration with Faculty Supervisor will be an important discussion point to address any virtual instructional delivery.

COURSE	KEY EXPECTATIONS
<p>First Placement – 3rd Yr Course # 01:271 6 weeks Term II Spring 2 Formal Observations by Cooperating Teacher(s) & 3 Formal Observations by Faculty Supervisors</p>	<ul style="list-style-type: none"> • Prepare two reflections to be shared with your Faculty Supervisor. See below for possible topics. • Actively observe the classroom paying attention to classroom management strategies & routines. • Become familiar with students & develop rapport with both staff and students. • Develop professional relationships. • Become familiar with the role of the education assistant and understand the importance and function of classroom assistants in the support role for student learning. • Based on the cooperating teacher’s units, that are being taught, the pre-service teacher will develop and teach one or two lessons per day for the final three to four weeks. More instructional opportunities as agreed upon between all parties may suit most situations. Complete lesson plans must be constructed.
<p>Second Placement – 4th Yr Course # 01:371 6 weeks Term II Spring 2 Formal Observations by Cooperating Teacher(s) & 3 Formal Observations by Faculty Supervisors</p>	<ul style="list-style-type: none"> • Prepare two reflections to be shared with your Faculty Supervisor. See below for possible topics. • Actively observing and assisting for one week while participating in classroom routines. • May do some collaborative teaching with cooperating teacher. • Assumes responsibility (with assistance) for at least two subject areas for a minimum of five weeks. Complete unit plans must be constructed for these two blocks/subject areas with accompanying lesson plan summaries. Assistance may be required. • Pre-service teachers may team-teach at the discretion of the cooperating teacher for subjects they are not assuming full responsibility for. • Active participation in all classes is expected at all times. • More instructional opportunities as agreed upon between all parties may suit most situations. Complete lesson plans must be constructed.

*Reflections Suggestions

Initial/First Reflection: How have your observations and involvement in the following areas of classroom climate/management, student skill set, and lesson planning impacted and or influenced your thinking about the educator you hope to become.

Final/ Second Reflection: How have your observations and involvement in the following areas of lesson delivery, assessment and evaluation, student/teacher relationships, and big picture/parting thoughts influenced your thinking about the educator you hope to become.



Music Students – Field Experience Overview

During the five year program in music, music education students will go into the field 4 times for student teaching:

Year 1 – No Student Teaching

Year 2 – 01:271 First Placement in Spring/Summer Session (April to May) 5 weeks

Year 3 – No Student Teaching

Year 4 – 01:371 Second Placement in Winter Session Term II (Mar to May) 7 weeks

Year 5 – 01:474 Third Placement (non-music) in Fall Session Term I (Oct to Nov) 6 weeks

Year 5 – 01:475 Fourth & Final Placement in Winter Session Term II (Mar to May) 7 weeks

Placement Procedures

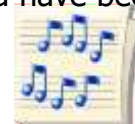
1. Music professors will make recommendations to the Education Field Experience Office for 01:271, 01:371, and 01:475 placements. The Field Experience Office will contact appropriate school officials to finalize placements. The music department will make suggestions for supervision as well.

2. Regarding the 01:474 fall placement (non-music), students will submit a “request for placement” form to the Field Experience Office in the spring prior to beginning the 01:371 placement. Arrangements for school placement will be made through the Field Experience Office and placements spreadsheets will be placed on the Education website.

3. Once you know where your placement is, you should contact the school well in advance of your placement. Bring a copy of your Child Abuse Record Check, Criminal Records Check, a thank-you letter addressed to the principal, and a copy of your resume to your cooperating teacher(s). Sample templates are available on our website if you need help in this area.

4. At your initial visit, discuss the expectations of the cooperating teacher regarding unit plans and what you can be doing to prepare for your time in the school. Be aware of any students with exceptionalities in the class or any school regulations that are important to know about.

5. **Contact your Faculty Supervisor** to exchange contact information once you have been assigned one prior to the start of the placement.



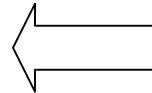
6. Offer thanks at the end of your placement.

7. Please refer to the appropriate areas of this handbook to review your role as a teacher candidate and familiarize yourself with your responsibilities.

Integrated Student – Field Experience Overview

During the integrated program students will be going to the field for four practicums. Assuming students make their way through the program in the anticipated five-year schedule, practicums will be set as follows:

- Year 1 – No Student Teaching
- Year 2 – No Student Teaching



Micro practicum experience may occur as part of a student's Education courses in year 1 & 2

- Year 3 – 01:271 (Spring) – 6 weeks following the regular university exam schedule
- Year 4 – 01:371 (Spring) – 6 weeks following the regular university exam schedule
- Year 5 – 01:474 (Fall) – 6 weeks, (one week is the first week of September)
01:475 (Spring) – 7 weeks

**Students not completing program in the 5-year schedule may have some variation to the year in which they complete their various field experience requirements. This will be determined on an individual basis.

Role of the Teacher Candidate

BEHAVE AS A PROFESSIONAL

- Be on time, plan to be at school 30 minutes or more before starting time, and stay one hour after dismissal time or as per arrangement with the Cooperating Teacher.
- If you drive, make sure you are aware of the school parking policy.
- Dress appropriately and follow the regulations and procedures of the school.
- Follow the Manitoba Teachers' Society Code of Professional Practice;(see page 22).
- Attend all staff meetings, in-services, workshops, and school events.
- Be mindful of cell phone use – you are at work, check your phone at breaks or lunchtime NOT during class.
- Teacher Candidates with health concerns or accommodations that may impact their placement experience are encouraged to share these concerns with their Cooperating Teachers and Faculty Supervisors.
- If you must be absent for a day, inform the school, your CT & your FS any absences must be made up at the conclusion of the practicum. Make arrangements with your CT & FS.

TAKE CHARGE OF YOUR EXPERIENCE

- Once the Field Experience Office has confirmed your placement, contact or visit the school (unless the distance is prohibitive) to meet the school principal and the cooperating teacher; and contact your Faculty Supervisor (regardless if you have worked together previously).
- Provide the school and your Faculty Supervisor with your contact information (cell number and email address).
- Report to the Principal's office on the first visit to the school & present a copy of your Criminal Record Check & Child Abuse Check along with your thank-you letter and resume.
- Be cooperative and helpful.
- Demonstrate initiative instead of expecting the teacher to tell you what to do (find out about and make a note of duties, meetings, etc. so you do not miss them)
- Demonstrate commitment through active participation in school activities / extra-curricular activities.
- Ask the Cooperating Teacher(s) and Faculty Supervisor to provide feedback in the form of suggestions for improvement so you can address areas requiring attention and so you don't encounter any surprises in your final report.
- Approach the learning and teaching situation with a positive attitude.
- Offer thanks at the end of your placement and present your Cooperating Teacher with a note of appreciation. Cards and treats for your supervisor and Cooperating Teacher are always a nice touch
- Complete full lesson plans that coordinate with your teaching..."winging it" is not an option!

BE REFLECTIVE AND OPEN TO SUGGESTIONS

- Together with your Cooperating Teacher and your Faculty Supervisor, develop a continual self-assessment of strengths and areas for improvement through your personal reflections.
- Be prepared to observe and teach in other classrooms and various grade levels.
- Be prepared to assume an increasing number of teaching responsibilities both inside and outside the classroom as your teaching skills develop.

Role of the School Principal or Designate

When Teacher Candidates are in the schools, they are under the supervision of the School Principal as well as the Cooperating Teacher.

The School Principal or Designate will:

- arrange (or appoint a designate) to facilitate Teacher Candidates' participation at the site
- provide an atmosphere of acceptance of the Teacher Candidate as a co-worker in the school
- promote a positive professional relationship between the Cooperating Teacher and the Teacher Candidate
- coordinate efforts between the Cooperating Teachers, Brandon University Supervisors, and the Teacher Candidate
- provide an orientation for Teacher Candidates.

Orientation

The orientation needs to include agenda items relevant to the school, however, in the past students have identified the following items as useful:

- Hand-outs – business card, handbook, policies, emergency response procedures, newsletter
- Site Information – school website address, student population, grades, catchment, number of staff, school hours, special circumstances
- Student/Staff (pertinent) medical concerns/information location
- Miscellaneous - absences, parking, photocopying, computer access, coffee/water, dress code, laminator, rubber gloves, staff meetings, duties, personal phone calls
- Programming – school initiatives, discipline, printing
- Technology (sign-up process, email, internet/social media, etc.)
- Tour of site

Email contact with the teacher candidate before placement which should include:

- Welcome
- School Basics
- Activities and how Teacher Candidates can involve themselves while at your school (coaching, family fun night, etc.)

Role of the Cooperating Teacher

Provide an atmosphere of acceptance of the Teacher Candidate as a co-worker in the classroom.

- Welcome & introduce the Teacher Candidate to the class and explain his or her reason for being there.
- Provide the Teacher Candidate with information about the school, policies, regulations, and resources.
- Provide the Teacher Candidate with any pertinent information about students, BIPS, IEPs, health issues, parental circumstances, etc.
- Demonstrate various teaching techniques and strategies.
- Provide a space in the classroom for the Teacher Candidate to work and keep materials.

Help the Teacher Candidate to develop her or his own abilities and skills.

- Work in a formative (ongoing) manner to gradually increase responsibility in the classroom/school.
- Establish regular times for discussions to help with the reflection of strengths and areas for growth.
- Assist with the development of specific activities to amplify strengths and address areas of concern.
- Be available to listen to the ideas of the Teacher Candidate.
- Help develop a sense of responsibility in terms of long-range unit and daily lesson planning.
- Observe and record data about the Teacher Candidate's experience & provide regular feedback so there are no surprises at the end of the placement.
- Please refer to the "Role of the Teacher Candidate" information on page 11 to understand the expectations we have for our Students.

Help the Teacher Candidate learn the professional role of the teacher.

- Facilitate the use of the mandated curriculum guides in teaching.
- Encourage the Teacher Candidate to self-evaluate and reflect on their own progress.
- Help the Teacher Candidate identify areas requiring further growth and ways to develop/address these areas.

The Cooperating Teacher will help develop a summative (final) statement concerning overall practice near the end of the field experience term, which will:

- Consider the total effort and response to guidance or direction.
- Highlight areas of strength and areas for growth that were addressed throughout the placement.
- Track attendance- Teacher Candidates are expected to be in attendance during all regular school days.
- Preview the Teacher Candidate's unit and lesson plans in advance of the delivery to the students.
- Lessons that are being formally evaluated should be accompanied by formal lesson plans.

Role of the Faculty Supervisor

The Advisor will make four visitations during the 5-week (October/November) placement and five visitations in the 7-week (March/May) placement. Responsibilities are listed below.

Keep informed about Teacher Candidate's progress.

- Contact and meet with the Teacher Candidate and Cooperating Teacher(s) to discuss expectations from the vantage point of the Faculty Advisor, Teacher Candidate, and Cooperating Teacher(s).
- Conduct meetings with Cooperating Teachers, and Teacher Candidates during scheduled visits and as otherwise required.

Provide assistance and advice to assist the Teacher Candidate in developing teaching skills.

- Encourage the Teacher Candidate to utilize self-evaluation using the reflection process, & ask to see their required reflections
- Provide the Teacher Candidate with specific suggestions on instructional strategies
- Arrange joint meetings with the Teacher Candidate and Cooperating Teacher(s) when needed to ensure communication remains open & ensure there are no surprises on the final report
- Maintain continuing involvement in the Teacher Candidate's work and professional development, and provide assistance where it is needed by suggesting and assisting in planning a wide variety of activities.
- Provide the Teacher Candidate with suggestions for classroom management techniques.
- Stress the accomplishments of the Teacher Candidate rather than dwelling on problems, while at the same time being candid and direct with the Teacher Candidate regarding areas for improvement.

Evaluate and assess the progress of the Teacher Candidate and keep the Director of Field Experience informed of any difficulties.

- Beginning in the second week, complete an observation and written analysis of the Teacher Candidate(s).
- Hold post-conferences with the Teacher Candidate to assess the lessons observed stressing the student's accomplishments as well as providing specific suggestions for improvement.
- Prepare progress and evaluation reports on the work of the Teacher Candidate in the classroom and discuss these with the Teacher Candidate, the Cooperating Teacher, using the formative assessment system provided by the Faculty of Education.
- Provide the Director of Field Experience with information concerning any Teacher Candidate experiencing difficulty or requiring support in their placement as soon as possible, (A Developmental Review Form may be completed at this time to document a specific growth plan and to request weekly supervisory during the next placement.) Discuss any other special circumstances with the Director of Field Experience.
- **Ensure that the Teacher Candidate is not excused from teaching time** that has not been pre-approved by BU and expect a doctor's certificate for any absences due to illness over 2 days. **All missed days, regardless of reason, must be made up in order for the Teacher Candidate to be eligible for certification.**
- The Faculty Supervisor should check with the Cooperating Teacher that sufficient unit plans have been developed by the Teacher Candidate
- Lessons that have been formally evaluated should be accompanied by formal lesson plans.
- Collect reports, write the final report in collaboration with the Cooperating Teacher(s), and forward information to the Field Experience Office within one week of the last student teaching date.

****Please note: Student records (including summative evaluations, formative assessments, and reflections) should be kept until December 31 after fall placements and June 30 after spring placements. All documents should be destroyed after a maximum of one year.**

Faculty Supervisor - Checklist

1. During the first week arrange an orientation with the Teacher Candidate(s) and Cooperating Teacher(s).
2. Arrange visitations for observation and written analysis of the Teacher Candidate(s). Ensure the Teacher Candidate knows that you & the Cooperating Teacher(s) expect a lesson plan prior to the lesson being taught. Ideally, plan to have your observation and that of the Cooperating Teacher on alternative weeks.
3. Hold post-conferences with the Teacher Candidate to assess the lessons observed stressing the student's accomplishments as well as providing specific suggestions for improvement.
4. Provide the Teacher Candidate with specific suggestions & discuss alternate delivery methods for instructional & management techniques.
5. Arrange joint meetings with the Teacher Candidate(s) and Cooperating Teacher(s) to ensure communication remains open. We need candid feedback and don't want any surprises on final reports.
6. Provide the Director of Field Experience with information immediately concerning any Teacher Candidate who experiences difficulty or requires additional mentoring. A Developmental Review is recommended to outline a plan for success. Once a Developmental Review is in place, additional formal supervision may be approved to support the Teacher Candidate. Although it is critical to focus on positive aspects, it is equally important to provide honest feedback. If general suitability for teaching is a concern, it is important that the appropriate support and outplacement counselling is arranged as soon as possible. (See Developmental Review)
7. Monitor the work of the Teacher Candidate using the guidelines and assessment system provided by the Faculty of Education. Expect students to share lesson and/or unit plans according to placement expectations.
8. Ensure that the Cooperating Teacher is aware of and respects the expectations of the Teacher Candidate with regard to the gradual increase of teaching responsibilities.
9. Collect all of the reports and write the final report collaboratively with the Cooperating Teacher. Forward (email) the Summative Evaluation Rubric report to the Field Experience Office immediately so they arrive at B.U. within one week of the last day Teacher Candidates are in schools.

Checklist of Reports to email to the Field Experience office fereport@brandonu.ca:

Summative Evaluation Rubric

Final Professional Reflection from the Teacher Candidate

(PLEASE DO NOT FORWARD LESSON PLANS OR ADDITIONAL MATERIALS.)

****Please note: Student records (including summative evaluations, formative assessments, and reflections sheets) should be kept until December 31 after fall placements and June 30 after spring placements. All documents should be destroyed after a maximum of one year.**

Criminal Record Check (CRC) Child Abuse Registry Checks (CARC)

Please note that you must have a valid CRC (with vulnerable sector check) and CARC submitted to the Field Experience Office by July 31 for Fall Placements and Jan 31 for the Spring Placements.

Steps for the CRC and CARC

1. You may apply for a CRC (with vulnerable sector check) at your local police or RCMP detachment. The Child Abuse Registry Self-Check Application forms are available online at: http://www.gov.mb.ca/fs/childfam/pubs/child_abuse_registry_application_form.pdf. You will require 2 pieces of identification such as: SIN #, Band & Status #, Passport, Birth Certificate, MHSC # - 6 digits, driver's License, baptism certificate, marriage/divorce certificate, government-issued ID, professional cards -nursing card, pilot license, Canadian citizenship card, or firearms license. Credit cards or photo ID cards from universities are not accepted as forms of identification.
2. Any Criminal Records Check that indicates a possible record will be examined to determine whether the record is relevant to the applicant's honesty, integrity and/or suitability to the profession and whether the offence(s) constitute reasonable grounds to deny admission to the program and/or for teacher certification. Terms, conditions or limitations on registration, in accordance with the Professional Certification Unit may be applied.
3. The Field Experience office will require a record of the disposition of charges. A "Certification of No Criminal Record" can only be obtained with a submission of a set of fingerprints. This is the student's responsibility. A Criminal Compliance Form may be completed at your local police or RCMP detachment, this will bypass the six-month processing time the fingerprint examination will take.
4. A school may deny entrance of a Teacher Candidate depending on the severity and circumstances of charges.
5. If a student incurs charges after the CRC & CARC are submitted, it is imperative that the circumstances are discussed with the Director of Field Experience immediately. Failure to do so may jeopardize continuation in the Faculty of Education.
6. Remember that it can take 8 to 10 weeks to receive a CARC and 1 week for a CRC to be returned so if you misplace these documents, you could put your student teaching placement in jeopardy. A CRC with a Vulnerable Sector Query must be included in your check prior to your placement date.
7. When students complete the Bachelor of Education program and apply for Certification they will require an original CRC (Vulnerable Sector Check included) that is no older than 3 months. (See Graduation steps on page 20)
8. Please remember to keep copies of your CRC & CARC (originals must be presented in the Faculty of Education office) to take to each of the schools on your first day of all 4 student teaching blocks.

Professional Standards

The Faculty of Education has adopted several policies applying to a student's field experience. These policies are available on the Field Experience webpage. Students are expected to review these policies and be aware of their expectations. They include:

Criminal Records Check and Child Abuse Registry Check

Requires all students to have updated Criminal Records Checks and Child Abuse Record Checks before entering schools. These records must be updated every 2 years.

Out-Of-Province Field Experience Placement

Allows for students to apply for out-of-province or out-of-country requests for student teaching. Application forms are available on the Field Experience website.

*Please note that out-of-province placements are generally only considered for the final placement.

Professional Standards Policy

Outlines standards for the professional learning climate, academic honesty, academic failure, on-campus Education Students' Academic Performance, and Field Experience. The Professional Standards Committee exists to deal with/process professional standards concerns. To view the full professional standards policy please visit <https://www.brandonu.ca/education/files/Professional-Standards-Policy-Undergraduate-Program-1.pdf>

Extended Program Absence

Allows students to extend their period of study based on special circumstances. Procedure for application to this privilege is outlined in the policy.

Lectures and Practical Work Attendance Policy

The Faculty of Education is a professional Faculty. In professional faculties, teaching contact hours matter. Class participation is an essential element. Professional faculties are distinct in this way from undergraduate programs, in which participation in class activities may not be required. Students are expected to organize their schedules so that they can attend all classes. When students are present they not only learn from other students and their instructors but contribute their own experiences and knowledge. Attendance and participation are expected in pre-service professionals. Participation in class activities may be considered in the assigning of a grade. (Faculty of Education - Policy General Purpose)

Policy Guidelines

As pre-service professionals, the Faculty of Education expects exemplary academic performance from students, including:

- Attendance and class participation.
- It is a student's professional obligation to provide professors with written documentation, in advance where possible, for each absence.
- Professors may require students to complete additional assignments to make up for absences.
- Appeals of any disputed Course Grade are made following the Grade Appeals procedures.

Scope of the Policy

Applies to all students in Faculty of Education Programs. For further information regarding the policies of the Faculty of Education please visit <https://www.brandonu.ca/education/about-us/faculty-of-education-policies/>

IMPORTANT TO REMEMBER!

- Attendance is mandatory during field experience placements. All absences must be communicated to the Cooperating Teacher and Field Supervisor prior to the start of the school day. Students are required to make up days missed for illness (even if a doctor's note is provided), bereavement, etc. The certification branch **REQUIRES** a minimum number of days spent student teaching during a student's program: therefore, it is essential that students meet this requirement to qualify for certification. Extra-curricular involvement in a school does not count as "make-up" days. Students are expected to participate in these events in the same way they would attend staff meetings, parent-teacher interviews, professional development days, etc.
- Professional development involvement is a key component of some coursework and for your professional growth over the course of your career. The Faculty of Education endeavors to ensure you have multiple opportunities to explore a variety of professional development opportunities while you are in the program. Currently, one Friday per term is designated as a date for all teacher candidates to participate in professional development along with MB PD Day/LIFT, usually the third Friday in October while on your fall placement. Other Friday sessions are scheduled throughout each term and it is encouraged that you make every effort to participate in as many as possible. PD opportunities for this academic year will be discussed during orientation.
- Taking initiative is very important during a student teaching placement. Please be punctual, arrive early, stay late, and do whatever it takes to show you are serious about your career!
- Practice good communication skills with everyone with whom you work and remember if you are asked to substitute while you are a Teacher Candidate, you cannot be reimbursed monetarily.
- Always maintain your professional integrity and keep all school matters **CONFIDENTIAL!** You must not discuss school matters or students outside of the school setting.
- Be aware of technology policies within your school and adhere to the guidelines.

Undergraduate Program Policies:

Professional Standards Policy - <https://www.brandonu.ca/education/files/Professional-Standards-Policy-Undergraduate-Program-1.pdf>

Process for Removal from Practicum - <https://www.brandonu.ca/education/files/Process-for-Removal-from-Practicum-1.pdf>

Technology Advisory

Technology has the potential to adversely affect the budding careers of Teacher Candidates. In some cases, it has destroyed the established careers of educators. Online publication of any personal nature must be carefully scrutinized to protect your integrity.

Here is a guide to be considered:

- Are there any photos posted online, which I know were harmless jokes, but could be “perceived” negatively by viewers? Could students/parents in the schools find anything which may question my professionalism?
- Have I asked friends and/or family to request my permission prior to posting any photos of me?
- When I participate in discussions online (ex. social networking sites like Snapchat, Instagram, Twitter, Facebook, etc.) could my opinions place my professional credibility in jeopardy?
- Have I used any profanity that would be offensive in a professional context?
- **When I email or text professional contacts (faculty supervisors, cooperating teachers, principals, parents, etc.) have I used correct grammar, spelling, and punctuation so my literacy levels would not be questioned?**
- Be aware that schools have policies for technology use in schools. These policies include items that reference cell phones, digital cameras, and personal hand-held media devices (Ipads, video devices, etc.). Please ensure that you are upholding the policy expectations of the school and be a good example to staff and students alike.

Remember... you can only control your decisions and behaviour, not that of others. Lead by example as opposed to looking for “loopholes” that might allow you to deviate from expectations. Your career depends on it.



Form #4: Developmental Review

<http://www.brandonu.ca/academic/education/fe/>

This form is to be used if, during your time in the program while attending courses or during a placement, areas of concern emerge that may hinder the Teacher Candidate's ability to complete the program or placement successfully. It may also be used to access weekly supervision from the Faculty Supervisor. Be sure to involve the Director of Field Experience if a Developmental Review is considered.

Steps for implementing a Developmental Review during a field experience practicum:

- The Cooperating Teacher & Faculty Supervisor identifies areas for growth with the Teacher Candidate.
- The Faculty Supervisor discusses the situation with the Director of Field Experience.
- The Teacher Candidate, Faculty Advisor, and Cooperating Teacher complete the Developmental Review Form, outlining areas of concern and goals for improvement.
- Please make certain that the Principal is informed if it appears that it will be necessary to implement a Developmental Review process.
- The Developmental Review Form is emailed to the Field Experience office (fereport@brandonu.ca) for review and for formal approval of additional supervisory support to the Teacher Candidate in the spring term.
- The Faculty Supervisor conducts visitations and provides weekly reports so growth areas and strategies are clearly identified and reviewed on an ongoing basis. The Cooperating Teacher provides ongoing mentoring and feedback to the Teacher Candidate and Faculty Supervisor.
- If despite the intervention of a Developmental Review, all parties feel consultation with a third party may be helpful, contact the Director of Field Experience.

Although it is crucial to focus on the positive aspects of a student teaching placement and provide the Teacher Candidate with ongoing assistance, it is equally critical to provide honest feedback. If general suitability for teaching is questioned, it is important that the appropriate support and outplacement counselling are arranged as soon as possible. Please consult the Field Experience Office regarding any questions.

If, in the opinion of the Cooperating Teacher & Faculty Supervisor, a Teacher Candidate would benefit with additional support from the outset during the next student teaching placement, it is essential that this recommendation, along with specific areas for growth, is included in the Final Report.

Termination of Field Experience

There are cases in which a student teaching placement will be terminated immediately. These fall under the umbrella of professional misconduct. Some examples of these cases are:

<p>Failing to appear at a placement without a valid reason and proper notice being given; Being charged with a criminal offense (indictable); Inappropriate conduct with students and/or staff; Violation of school or district policies or procedures; Any physically, mentally, or emotionally abusive behaviour with a student; Breaching the confidentiality of a student or of the school; Criticizing cooperating teachers, administrators, or the school to a third party.</p>

Graduation Steps



Step #1 APPLY ONLINE TO GRADUATE (graduation application tab in student information account) by the deadline on the university website.

Step #2 GO ONLINE <http://www.edu.gov.mb.ca/k12/profcert/index.html>. Retrieve, complete, and submit the **Teacher Certification Application** by the stated deadline in March. If you have questions, you may email certification@gov.mb.ca or call 1 (800) 667-2378. Mail to Professional Certification, Unit PO Box 700, Russell, MB R0J 1W0:

- Completed application
- Criminal Record Check (**must** state that the vulnerable sector screening has been completed) and Child Abuse Registry Check, no more than 3 months old from the date on the application.
- Proof of birth date & Proof of name change where applicable
- Proof of Canadian Citizenship or Landed Immigrant status if born outside of Canada
- Fees
- Remember to sign your application form!!!

You will receive an email confirmation from Teacher Certification (within 2 or 3 weeks of submission) of receipt of your application and advising if any documentation is missing.

If you plan to teach outside of MB, it is recommended that you also apply for a "Statement of Standing". Check out the documentation & associated fees on the website.

Step #3 PAY FOR A FINAL TRANSCRIPT at Financial & Registration & request that your final transcript be forwarded, after your convocation, to the Professional Certification Unit, Box 700, Russell, MB, R0J 1W0. Expect to receive your official Teaching Certificate in July.

GRADUATES APPLYING FOR TEACHING POSITIONS

You may find teaching positions advertised in newspapers, on divisions' websites, or at the following sites:
<http://www.educationcanada.com/or> <http://www.applytoteach.ca/>

When applying for teaching positions, or substitute teaching positions, applicants are required to submit an original Criminal Record Check (CRC) with a Vulnerable Sector Query completed, and a Child Abuse Registry Check (CARC) in Manitoba. Therefore, when applying for these checks it is recommended that you apply for more than one original so you have them on hand. Each school division stipulates an expiry date for these checks but usually, they must not be more than three months old. You may apply for a CRC at your local police or RCMP detachment. Download the CARC Child Abuse Registry Self-Check Application form online: http://www.gov.mb.ca/fs/childfam/child_abuse_registry_form.html

SUBSTITUTING PRIOR TO RECEIVING OFFICIAL CERTIFICATION

Divisions' websites and/or offices will provide information on applications and divisional processes for substituting. An interview may be part of the process and you will need an original, current CRC and CARC. The number of days you are allowed to substitute prior to receiving your official certification is limited.

GRADUATES ACCEPTING TEACHING POSITIONS PRIOR TO CONVOCATION

If you begin teaching prior to receiving your official certification, the school division employing you will apply, on your behalf, for a Grad Limited Teaching Permit. Check out information regarding Grad Limited Teaching Permits at <http://www.edu.gov.mb.ca/k12/profcert/> until your official documents from the Manitoba Education Certification Branch are received, your salary will be one classification below what you expect to earn.

CELEBRATE Let us know if you sign contracts so we may celebrate your successes!

M. T. S. Code of Professional Practice

Members are bound by the following principles and each Member's professional behaviour must reflect the spirit as well as the letter of these principles:

1. A Member's first professional responsibility is to the Member's students;
2. A Member acts with integrity and diligence in carrying out professional responsibilities;
3. A Member avoids involvement in a conflict of interest, recognizes that a privileged relationship with students exists, and refrains from exploiting that relationship for material, ideological or other advantage;
4. A Member's conduct is characterized by consideration and good faith. The Member speaks and acts with respect and dignity, and deals judiciously with others, always mindful of their rights;
5. A Member respects the confidential nature of information concerning students and may give the information only to authorized personnel or agencies directly concerned with the individual student's welfare;
6. A Member first directs any criticism of the professional activity and related work of a colleague to that colleague in private. Only after informing the colleague of the intent to do so, the complainant may direct in confidence the criticism to appropriate officials through the proper channels of communication. A Member shall not be considered in contravention of this Article in the following circumstances:
 - a) consulting with the Society or the Member's Local president;
 - b) taking any action that is allowed or mandated by legislation;
 - c) where the Member is acting in good faith and without malice in the discharge of the legitimate duties of the Member's appointed or elected position;
7. A Member does not bypass immediate authority to reach higher authority without first exhausting the proper channels of communication;
8. A Member makes an ongoing effort to improve professionally;
9. A Member adheres to collective agreements negotiated by the Society and its Local; and
10. A Member or group of Members makes only authorized representations to Outside Bodies on behalf of the Society or its Locals. Without the express permission of the Society, no Members conferring with Outside Bodies may explicitly or implicitly claim that they represent the Society or its Locals.

(The Society approved new Bylaws at its 2014 AGM. Bylaw IV includes the Code of Professional Practice that applies to all teachers who are members of the Society. Bylaw IV also outlines what constitutes *professional misconduct* and how the Code is enforced. The Society's Constitution and Bylaws outline the remedies or sanctions that can be imposed against any teacher who violates the Code of Professional Practice.)

Important Links

Field Experience

<https://www.brandonu.ca/education/field-experience/>

Formative Classroom Assessment

<https://www.brandonu.ca/education/files/Formative-Assessment-Dec-2021.pdf>

Professional Reflections

<https://www.brandonu.ca/education/files/Professional-Reflections-3.pdf>

Summative Evaluation

<https://www.brandonu.ca/education/files/Summative-Evaluation-Jan-2022.pdf>

Developmental Review Form

<https://www.brandonu.ca/education/files/Developmental-Review-1.pdf>

Manitoba Professional Certification

<http://www.edu.gov.mb.ca/k12/profcert/index.html>

Child Abuse Registry Self-Check Application Form:

<https://web22.gov.mb.ca/AbuseRegistry>

Manitoba Schools and School Divisions:

<https://web.gov.mb.ca/school/school?action=school>

The Public Schools Act

https://web2.gov.mb.ca/laws/statutes/ccsm/_pdf.php?cap=p250p

Faculty of Education Undergraduate Program Policies

<https://www.brandonu.ca/education/about-us/faculty-of-education-policies/>