

**Worthwhile
Information**

For

Student Teaching

Worthwhile Information

LIABILITY/INSURANCE COVERAGE

While student teaching, the insurance provider for Brandon University is in effect. As a student, you are encouraged to complete the application for student membership in the Manitoba Teachers' Society annually. The MTS does not extend insurance privileges to student teachers in private, band operated, out of province or out of country schools. If you request placements in any of these locations, you may be covered by that specific school's liability insurance carrier, provided there is one.

SELECTION OF AREAS FOR PLACEMENT

Students often tell us that they don't have a vehicle or extra money for accommodation outside of Brandon. Some students also remind us that they are from far away and don't know the area. We are sympathetic to these issues; however, we simply cannot accommodate all students within Brandon. Students are expected to complete at least two placements out of Brandon. On the initial application students are asked to specify two placements outside of Brandon. Once students are accepted into the program, they are once again advised of this expectation. Brandon University has a mandate to serve rural Manitoba. Brandon Schools and surrounding areas are unable to accommodate all of our students. To increase your marketability for future jobs, it makes sense to experience a variety of placements in a variety of locations.

SUBSTITUTING

Substitute teaching is strictly prohibited while student teaching. Students may not receive any payment for subbing while they are a student teacher. This practice must stay in line with the requirements of MTS.

WITHDRAWING FROM STUDENT TEACHING

Withdrawals from a placement must be considered carefully. The Director of Field Experience will document the reasons for the withdrawal and a plan for the future will be discussed. Depending upon the circumstances, presentation to the Professional Standards Review Committee may be recommended.

CANCELLATION OF A PLACEMENT

If the Request for Placement has not been submitted or is too late, a placement may not be arranged. Satisfactory achievement in pre-requisite campus based courses is required prior to each student teaching placement. All coursework must be completed prior to the final student teaching placement. If students attempt to make private arrangements for student teaching dates (to accommodate vacations, etc.), or change their placement location, a placement would be in jeopardy. Placements must not be arranged with family, fiancées or close friends acting as evaluators.

TERMINATION OF PLACEMENT

Student teachers are expected to adhere to the Manitoba Teachers' Society Code of Professional Practice and there are cases in which a student teaching placement will be terminated immediately if there is evidence of professional misconduct such as:

- Being charged with a criminal offence
- Inappropriate conduct - with students, staff or in the community
- Violation of school or district policies & procedures
- Physical, mental, or emotional abuse of a student
- Breach of confidentiality (student or school)
- Criticism of cooperating teachers, administrators, or school to a third party
- Failure to appear at a placement without a valid reason and proper notice

If a school terminates a practicum due to a breach of professional practice, attendance, or lack of preparation, a failing grade may be assigned and the student's suitability for continuing in the program may be assessed. Students may be referred to the Professional Standards Review Committee.

STRATEGIES TO CONSIDER WHEN REQUESTING A PLACEMENT

If you are willing to work anywhere, consider requesting your placements in four different divisions, so you are recognized as a hard working teacher everywhere you go. Requesting placements in a variety of grades and in a variety of schools (large/small, rural/urban) demonstrates flexibility. If you have only one division where you'd like to work, consider placements in four different schools in that division, so at least you have staff in four different locations advocating for you. If you plan to commute, consider driving during the shorter fall placements to reduce costs & minimize any complications with the weather. If you plan to live with friends or family during a placement, consider doing this during the shorter fall placements to reduce the amount of time you may feel you are imposing on them. Consider completing your final placement in a division you hope to work, so you will be fresh in their minds if a position becomes available once you graduate. Some people think their final placement is the most important one, but ALL of the placements are important.

WORKING WHILE STUDENT TEACHING

Some people think they can work part-time & student teach, but that may prove to be the deciding factor as to whether a placement is successful. Teaching is a full time commitment! The best strategy is to plan to be involved, to develop relationships, to demonstrate initiative and to be well prepared. Some people say students are "lucky" to get a job; however, the harder you work, the "luckier" you may be.

TEACHING A COURSE THAT YOU HAVE NOT BEEN TRAINED TO TEACH

This happens quite frequently. It is important that the teacher knows you have not covered these curriculum areas in Education yet, but that with support you would be pleased to learn about the subject area. You might ask the teacher to model lessons or team teach with you until you are comfortable. You could also ask the teacher to help you review the curriculum documents to be certain you are interpreting the documents correctly. You could also mention the classes you have taken, and in your discussions see if it is possible to teach classes that you have taken at B.U. Do not put yourself at risk by agreeing to teach out of your skill set. Simply discuss your background training with your Cooperating Teacher and Faculty Supervisor to ensure that you capitalize on your areas of expertise.

TEACHING MORE THAN IS SUGGESTED WITHIN THE COURSE REQUIREMENT

Often student teachers want to teach more than the minimum which is suggested for the Field Experience placement. However, sometimes teachers don't differentiate between students in their second placement and second year (final) placement. Clearly, there are major differences in the training. If it appears that the teacher has simply misunderstood your level of training, please be certain to discuss it. Your Faculty Supervisor can help by reviewing your expectations and negotiating for your success.

HAVING MORE THAN ONE COOPERATING TEACHER

It is not necessary for each CT to complete two formal reports, but it is important that you receive ongoing, verbal feedback from each CT. Each CT may contribute comments for your summative report. If the placement requires that you prepare 2 units, you could do a unit for one teacher & a unit for the other teacher. Each CT could complete one formal report. If you spend more time with one CT, that teacher could be the one who completes the formal reports. Common sense has to prevail.

SICKNESS / ABSENCE DURING STUDENT TEACHING

The cooperating teacher must be advised before school & all absences will be noted on your summative report. Absences due to illness exceeding 2 days must be supported by a doctor's certificate. Depending on the circumstances, and length of an absence, you may be required to make up the time and this may affect your graduation date. Advise the Field Experience Office immediately if you have any pre-existing medical appointments, surgery dates, or special circumstances. Absences for anything other than illness must be discussed/approved through the Field Experience office. The certification branch requires that a minimum number of days be spent in student teaching so if you have a doctor's note for illness or have to miss days for other legitimate reasons such as family bereavement, etc. you may still have to make up this time. Your faculty supervisor must be made aware of all absences and more than 2 absences should be reported to the field experience office immediately.

CONFLICTING DATES FOR STUDENT TEACHING

Student teaching must take priority over all other commitments of a personal nature such as vacations or work. Attendance during the dates established for the student teaching practicum is compulsory. Students are not allowed to alter these dates by making private arrangements with their cooperating teachers, principals &/or advisors. The Field Experience Office may, in exceptional cases, consider &/or negotiate changes to the dates and/or locations of a practicum. Discuss any questions with the Field Experience office so the placement is not placed in jeopardy. Students choosing to make private arrangements or not fulfilling the requirements of the student teaching practicum may have their placement cancelled.

PHOTOCOPYING IN SCHOOLS

One of the issues that repeatedly surfaces when we receive feedback from schools has been around photocopying and its impact on the school's budget. When you arrive at the school and meet the principal and cooperating teacher, inquire about photocopy protocol. Ensure that you avoid running off "busy work" & that the paperwork you choose to implement complements curriculum outcomes. Offer to pay for any "personal" resources you wish to copy which are over and above what you or the teacher prepare for classes.

WORKING WITH A COOPERATING TEACHER (CT)

Discuss the expectations of your CT well in advance. Bring a copy of the handbook to your CT and establish the priorities of the CT while you are a guest in the classroom. Dialoguing with one another. Communication is key to understanding the daily events of a classroom that you are sharing.

WORKING WITH A FACULTY SUPERVISOR (FS)

Establish a schedule for visitation. BE sure to identify and school days where students may not be in classes to prevent any visits where teaching cannot be observed. Identify your strengths and weaknesses with the FS and develop a plan to improve your teaching. Discuss your weekly goal setting sheet so you have established reasonable and valid goals. Supervisory observations will be arranged ahead of time and the FS will debrief with you following an observed lesson. The FS will make 4 visits during 01:271 and 01:474. Five visits will occur in 01:371 and 01:475. Additional visits may be arranged under special circumstances. You will be asked to sign the observation reports and the final report at the end of the placement. These signatures indicate that you have read the reports. If you are not in agreement with something on the report, you are welcome to offer additional written comments in addition to the report. Comments of the evaluator are final. On occasion, a Developmental Review Form #4 will be filled out when areas of concern become apparent. Depending on the circumstances, the Professional Standards Review Committee may be asked to meet with the student teacher in accordance with the policies discussed in another area of the handbook.