



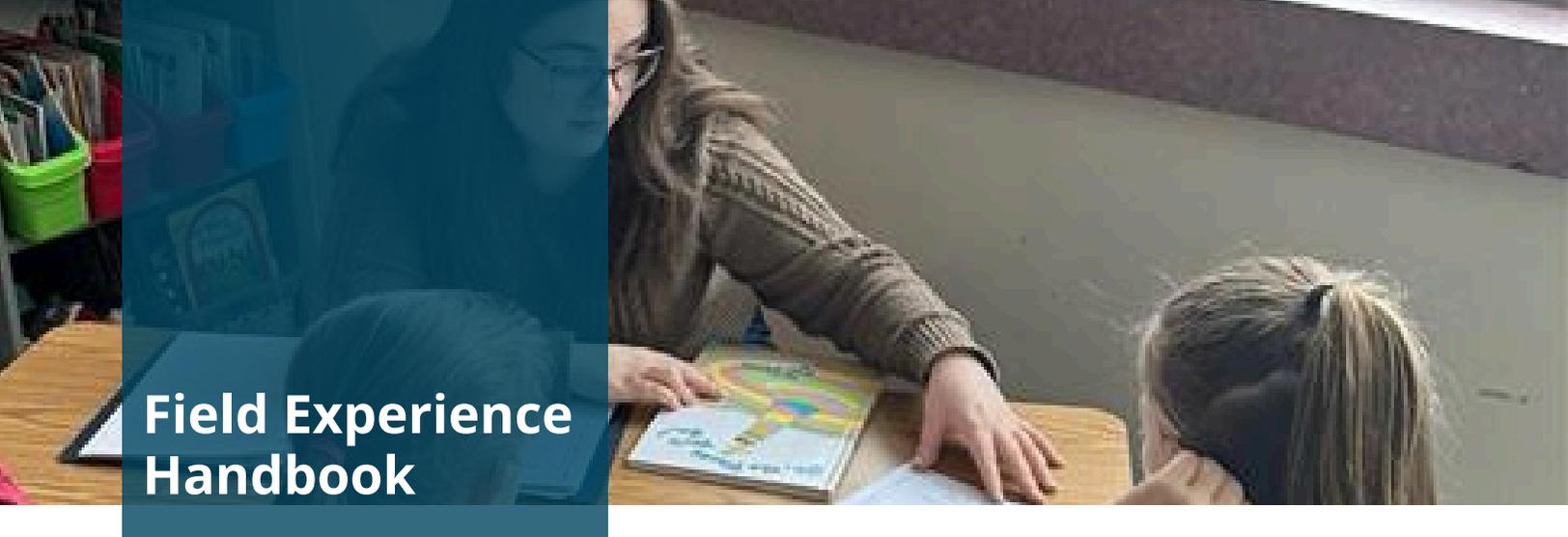
**FIELD EXPERIENCE
HANDBOOK**

FACULTY OF EDUCATION

2024 / 2025



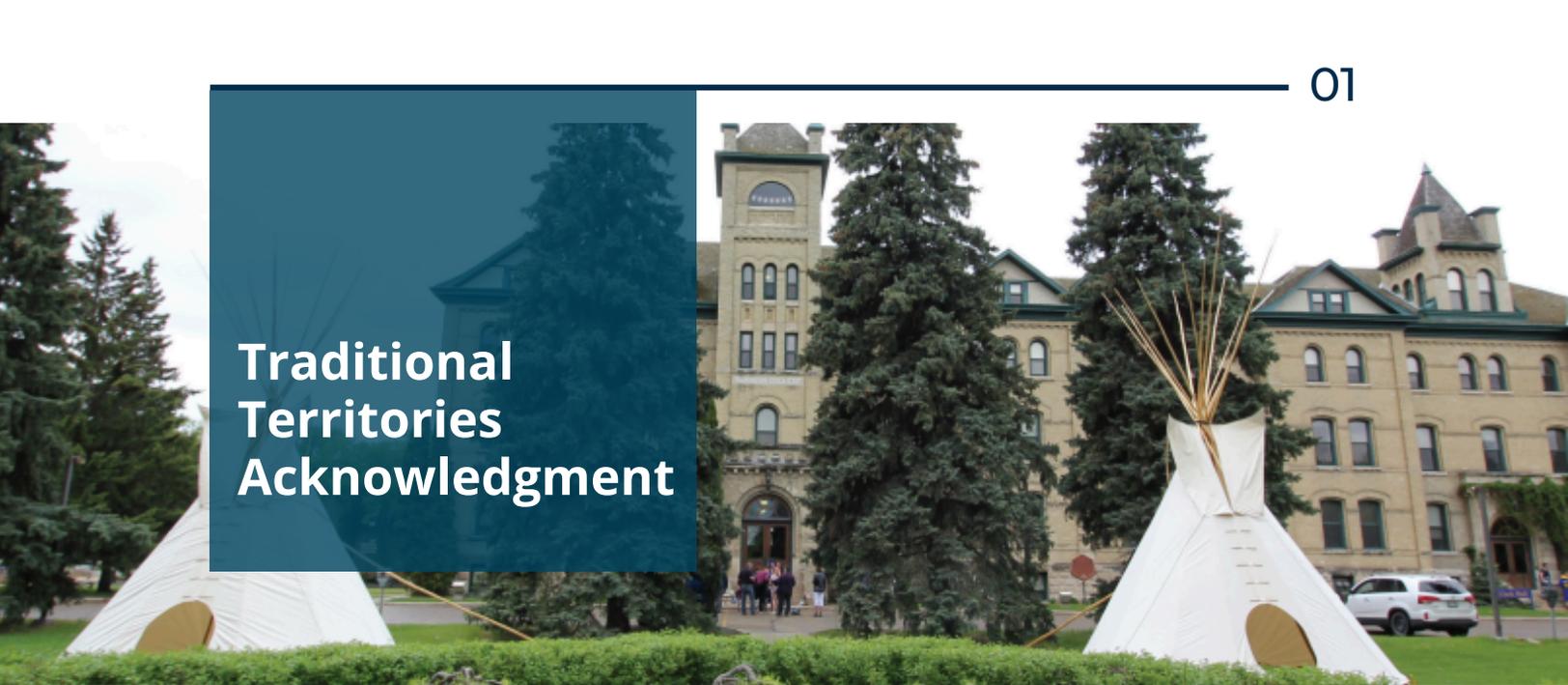
**BRANDON
UNIVERSITY**



Field Experience Handbook

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Traditional Territories Acknowledgment

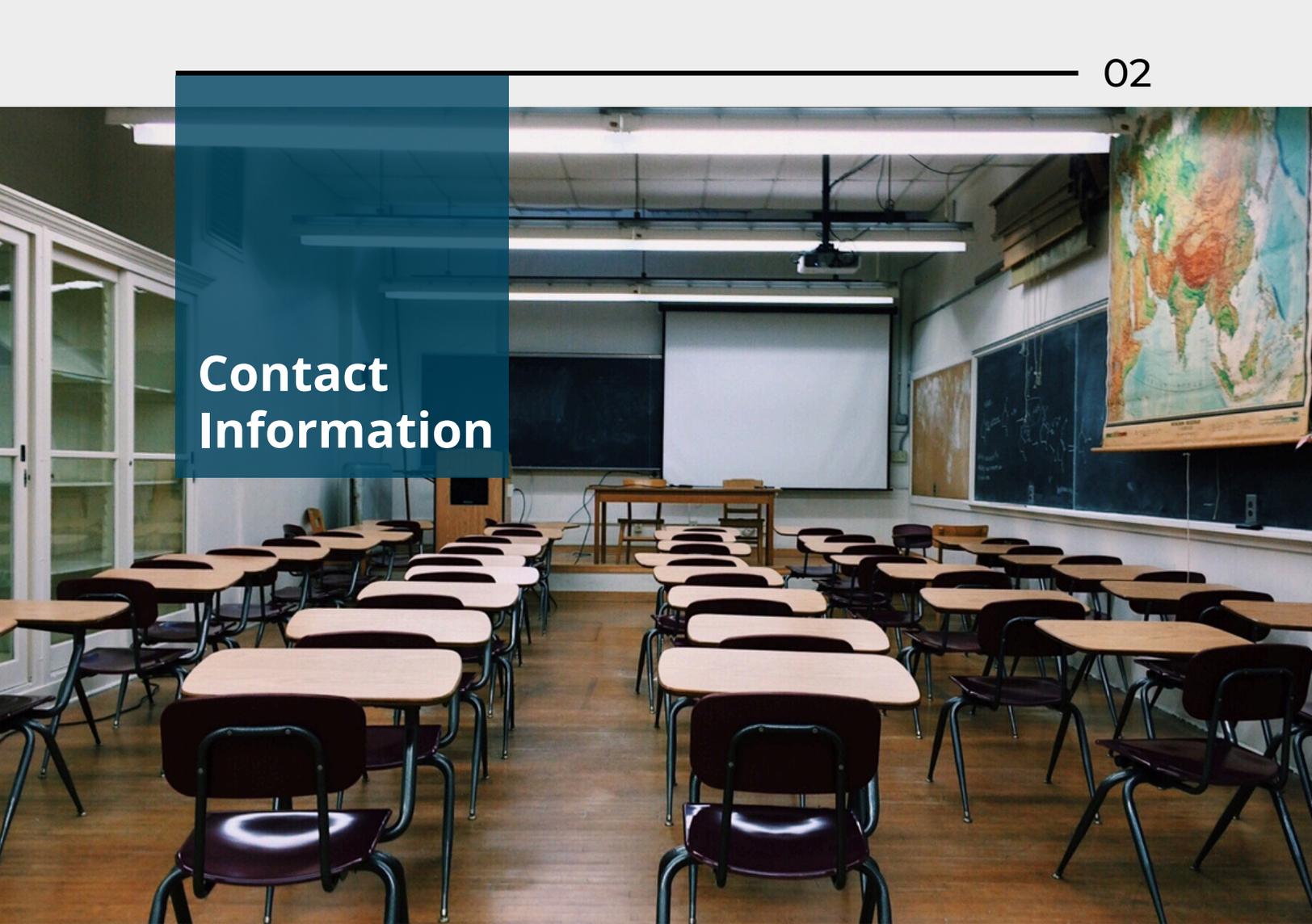
Brandon University has campuses on both Treaty 1 and Treaty 2 lands, and we are a gathering place for people from many backgrounds around the world. In this way, we carry on the Indigenous customs of our home in Brandon. We acknowledge Brandon is on shared territory between the Dakota Oyate, the Anishinaabeg, and the National Homeland of the Red River Métis. Today, many other Indigenous people call Brandon their home, including the Ininew, Anisininewuk, Denesuline, and Inuit.

A territorial or land acknowledgement is an act of reconciliation that involves making a statement recognizing the traditional territory of the Indigenous people who called the land home before the arrival of settlers, and in many cases Indigenous people still do call it home.

Additional Readings:

Chelsea Vowel (Metis) "[Beyond Territorial Acknowledgements](#)".

Hayden King (Anishinaabe) "[I regret it: Hayden King on writing X University's territorial acknowledgement](#)".



Contact Information



**BRANDON
UNIVERSITY**

**Field Experience Office
Faculty of Education**
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Brandon, MB, R7A 6A9

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henryca@brandonu.ca

Practicum Calendar

SEPTEMBER

S	M	T	W	T	F	S
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JUNE

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 Fall Practicum: October 15 - November 15, 2024
(September 3 - 6 Certification Year; September 3 - 5 Orientation for First Year After Degree (A.D.))

 Winter Practicum: March 10 - May 2, 2025 (A.D. & Certification Year I.P.)

 Spring Practicum: April 28 - June 6, 2025 for Integrated Program (I.P.) Students, May 5 - June 6, 2025 for Joint Department of Music Education (JDME) Students

Field Experience Practicum Guide

There are three practicum periods per year: fall, winter, and spring. If you are completing an out-of-sync practicum, you will need to contact the Field Experience office for a special course offering at the time of registration

Step 1: Registration in the Field Experience Course

- 01.271: First practicum (25% teaching load)
 - Fall of first-year A.D., or spring of third-year I.P. and J.D.M.E.
- 01.371: Second practicum (50% teaching load)
 - Winter of first year A.D., or spring of fourth-year I.P. and J.D.M.E.
- 01.474: Third practicum (75% teaching load)
 - Fall of second-year A.D., or fifth-year I.P.
- 01.475: Fourth practicum course (100% teaching load)
 - Winter of second-year A.D., or fifth-year I.P.

Registration and payment must be received prior to the beginning of all practicum courses

Step 2: Complete Request for Placement Digital Form

- Indicate your preferences for grade level/subject area of your practicum courses and if you are hoping to take practicum inside or outside of the Brandon area.
- If you are requesting a practicum outside of the Brandon area, please indicate what schools.
- It is always advisable to take at least one practicum course outside of your stream and area of expertise to broaden your experience.
- Declare any conflicts of interest such as if you are an employee or trustee of a school division, or if you have a child or relative at the school as an employee or student.

Ensure your Child Abuse Registry Check and Criminal Records Check, including Vulnerable Sector Check is current within two years of date of issue.

You will bring a copy of both documents to each new school you attend for practicum

Be professional, courteous and collegial! You will get out of your practicum what you put in to it. Build your professional teacher network on day one.

Step 3: Check your BU Email for your Practicum Details

- All Brandon University Education practicums must be initiated by the Field Experience Office directly to the School Division head office. ***Do not attempt to arrange a practicum with a teacher directly.***
- Practicum details will be shared once they are confirmed, at least one month before the start date.

Go the extra mile, it's never crowded there. Small gestures make a lasting impression.

Step 4: Contact Your Mentor Teacher and School Administration

- Reach out by email well in advance to both your mentor teacher and school administrators to introduce yourself and thank them for hosting you for your practicum course.
- Request to meet in person before the practicum begins to review expectations and to go over any student specific plans, emergency response plans, and other important school information.

Faculty of Education
Field Experience

**Foundation:
First
Practicum
Course**

01.271



Five Weeks in Fall term for
After Degree
Two Formal Observations by
Mentor Teacher & Faculty
Supervisor
25% Teaching Load

Six Weeks in Spring term for
Integrated Program
Two Formal Observations by
Mentor Teacher & Three by
Faculty Supervisor
25% Teaching Load

Perfect attendance for the full practicum period. All absences for any reason must be made up.

Key Expectations:

- **Develop professional relationships with staff and students.**
 - Your day begins no later than 8:30 AM or 30 minutes before the bell and concludes at 4:00 PM.
 - While you are observing your mentor teacher for the majority of the day, you will be actively supporting the room. 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.
 - Avoid using a device while taking notes on classroom routines and procedures. All marking and planning must occur during your mentor teacher's prep period.
 - Where your teacher goes, you go; this includes recess duty, bus duty, extracurricular activities, etc..
 - Do everything you can to get involved in the school. Ask your mentor and principal(s) if there are any opportunities to volunteer as a teacher leader.
- **Twenty-five percent teaching load, no unit plan.**
 - Gradually increase responsibility of lesson planning, delivery and assessment to a minimum of three to four weeks at a 25% teaching load. Optional additional instructional opportunities as agreed upon between teacher candidate, mentor teacher and faculty supervisor.
 - Use the newest version of the lesson plan template provided by the Field Experience Office.
- **Two original teacher candidate generated reflections.**
 - Submit to your Faculty Supervisor at the mid-point and in the final week of practicum.
 - Initial 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 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? *Must include the word astute three times.*

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.

Faculty of Education
Field Experience

Explore: Second Practicum Course

01.371

Seven Weeks in the Winter term for After Degree Program and Six Weeks in Spring term for Integrated Program

Two Formal Observations by Mentor Teacher & Three by Faculty Supervisor
50% Teaching Load
Two Unit Plans

Perfect attendance for the full practicum period. All absences for any reason must be made up.

Key Expectations:

- **Develop professional relationships with staff and students.**
 - Your day begins no later than 8:30 AM or 30 minutes before the bell and concludes at 4:00 PM.
 - While you are observing your mentor teacher, you will be actively supporting the room.
 - Avoid using a device while taking notes on classroom routines and procedures. All marking and planning must occur during your mentor teacher's prep period. Reflect with your mentor each day and ensure that you are both seeking and integrating feedback.
 - Where your teacher goes, you go; this includes recess duty, bus duty, extracurricular activities, etc..
 - Share assessment data with your mentor teacher.
 - Do everything you can to get involved in the school. Ask your mentor and principal(s) if there are any opportunities to volunteer as a teacher leader.
- **Fifty percent teaching load, two unit plans.**
 - Teacher candidates are encouraged to take this practicum course outside of their stream and area of expertise.
 - Gradually increase responsibility of lesson planning, delivery and assessment to a minimum of four to five weeks at a 50% teaching load. Optional additional instructional opportunities or team-teaching as agreed upon between teacher candidate, mentor teacher and faculty supervisor.
 - Use the newest version of the lesson plan and unit plan templates provided by the Field Experience Office. Draft unit plans must be shared with mentor teacher and faculty supervisor by the end of week two. Complete unit plans and lesson plan summaries by the last week of practicum.
- **Two original teacher candidate generated reflections.**
 - Submit to your Faculty Supervisor at the mid-point and in the final week of practicum.
 - Initial 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 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? *Must include the word astute three times.*

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.

Faculty of Education
Field Experience

Initiative: Third Practicum Course

01.474



Six Weeks in Certification
Year Fall Term
Two Formal Observations by
Mentor Teacher & Two by
Faculty Supervisor
75% Teaching Load
Three Unit Plans

Perfect attendance for the full practicum period. All absences for any reason must be made up.

Key Expectations:

- **Develop professional relationships with staff and students.**
 - Your day begins no later than 8:30 AM or 30 minutes before the bell and concludes at 4:00 PM.
 - While you are observing your mentor teacher, you will be actively supporting the room.
 - Avoid using a device while taking notes on classroom routines and procedures. All marking and planning must occur during your mentor teacher's prep period.
 - Where your teacher goes, you go; this includes recess duty, bus duty, extracurricular activities, etc..
 - Provide assessment data to your mentor teacher, practice writing report card comments, and interacting with families. If at all possible, attend Parent-Teacher Conferences.
 - Do everything you can to get involved in the school. Ask your mentor and principal(s) if there are any opportunities to volunteer as a teacher leader.
- **Seventy-five percent teaching load, three unit plans.**
 - Gradually increase responsibility of lesson planning, delivery and assessment to a minimum of three to four weeks at a 75% teaching load. Optional additional instructional opportunities or team-teaching as agreed upon between teacher candidate, mentor teacher and faculty supervisor.
 - Use the newest version of the lesson plan and unit plan templates provided by the Field Experience Office. Draft unit plans must be shared with mentor teacher and faculty supervisor by the end of week three. Complete unit plans and lesson plan summaries by the last week of practicum.
- **Two original teacher candidate generated reflections.**
 - Submit to your Faculty Supervisor at the mid-point and in the final week of practicum.
 - Initial 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 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? *Must include the word astute three times.*

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.

Faculty of Education
Field Experience

**Ready:
Fourth
Practicum
Course**

01.475

Seven Weeks in
Certification Year Winter Term
Two Formal Observations by
Mentor Teacher & Three by
Faculty Supervisor
100% Teaching Load
Four Unit Plans

Perfect attendance for the full practicum period. All absences for any reason must be made up.

Key Expectations:

- **Develop professional relationships with staff and students.**
 - Your day begins no later than 8:30 AM or 30 minutes before the bell and concludes at 4:00 PM.
 - While you are observing your mentor teacher at the beginning of your practicum, you will be actively supporting the room.
 - Avoid using a device while taking notes on classroom routines and procedures. All marking and planning must occur during your mentor teacher's prep period.
 - Where your teacher goes, you go; this includes recess duty, bus duty, extracurricular activities, etc..
 - Provide assessment data to your mentor teacher, practice writing report card comments, and interacting with families. If at all possible, attend Parent-Teacher Conferences.
 - Do everything you can to get involved in the school. Ask your mentor and principal(s) if there are any opportunities to volunteer as a teacher leader.
- **One hundred percent teaching load, four unit plans.**
 - Gradually increase responsibility of lesson planning, delivery and assessment to a minimum of five weeks at a 100% teaching load. Optional additional instructional opportunities or team-teaching as agreed upon between teacher candidate, mentor teacher and faculty supervisor.
 - Use the newest version of the lesson plan and unit plan templates provided by the Field Experience Office. Draft unit plans must be shared with mentor teacher and faculty supervisor by the end of week three. Complete unit plans and lesson plan summaries by the last week of practicum.
- **Two original teacher candidate generated reflections.**
 - Submit to your Faculty Supervisor at the mid-point and in the final week of practicum.
 - Initial 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 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? *Must include the word astute three times.*

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.



Faculty of Education Field Experience

Joint Music Education Department Students JDME

Overview of Field Experience

PROGRAM
OF
YEAR

- 1 No practicum in year one of program
- 2 **01.271: First Practicum Course**
 - Music placement arranged by JDME Faculty
 - Spring practicum period
 - Five weeks
- 3 No practicum in year three of program
- 4 **01.371: Second Practicum Course**
 - Music placement arranged by JDME Faculty
 - Spring practicum period
 - Seven weeks
- 5 **01.474: Third Practicum Course**
 - Non-music placement arranged by Director of Field Experience
 - First week of September and Fall practicum period
 - Six weeks
- 01.475: Fourth and Final Practicum Course**
 - Music placement arranged by JDME Faculty
 - Winter practicum period
 - Seven weeks in winter term

Field Experience Practicum Procedures:

JDME Faculty will make arrangements for the first, second, and fourth practicum courses. **The Field Experience office will make arrangements for the third practicum course in your certification year.**

- Complete Request for Placement Digital Form:
 - Indicate your preferences for grade level/subject area of your non-music practicum course and if you are hoping to take practicum inside or outside of the Brandon area.
 - If you are requesting a practicum outside of the Brandon area, please indicate what schools.
 - Declare any conflicts of interest such as if you are an employee or trustee of a school division, or if you have a child or relative at the school as an employee or student.
- Once you receive your confirmed practicum details, contact your mentor teacher, the school administrators and your assigned faculty supervisor to introduce yourself and arrange an initial meeting.
 - At initial school visit, bring a copy of your Child Abuse Record Check, Criminal Records Check, and a thank-you note to the principal. *See Microsoft Teams for exemplars.*
 - Discuss practicum expectations and due dates for unit plans, and reflections with your mentor teacher and faculty supervisor.
 - Discuss student specific plans, emergency procedures and other important school information.

Please refer to the appropriate areas of this handbook to review your role as a teacher candidate and the expectations of your field experience courses.



Faculty of Education Field Experience

Integrated Program

Overview of Field Experience

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- 1 *Micro-practicum may occur in winter term*
- 2 *Micro-practicum may occur in winter term*
- 3 **01.271: First Practicum Course**
 - Spring practicum period
 - Six weeks
- 4 **01.371: Second Practicum Course**
 - Spring practicum period
 - Six weeks
- 5 **01.474: Third Practicum Course**
 - First week of September and Fall practicum period
 - Six weeks
- 01.475: Fourth and Final Practicum Course**
 - Winter practicum period
 - Seven weeks

It is not uncommon for students in the Integrated Program to complete their courses outside of the anticipated five-year schedule. In the event of an out-of-sync practicum, you will require a special course offering at the time of registration. Please inquire with the Field Experience office for assistance.

Field Experience Practicum Procedures:

Check your BU Email for the Request for Placement Digital Form:

- Indicate your preferences for grade level/subject area of your practicum placements and if you are hoping to take practicum inside or outside of the Brandon area.
 - If you are requesting a practicum outside of the Brandon area, please indicate what schools.
 - Declare any conflicts of interest such as if you are an employee or trustee of a school division, or if you have a child or relative at the school as an employee or student.

Contact your Mentor Teacher

Once you receive your confirmed practicum details, contact your mentor teacher, the school administrators and your assigned faculty supervisor* to introduce yourself and arrange an initial meeting.

- At initial school visit, bring a copy of your Child Abuse Record Check, Criminal Records Check, and a thank-you note to the principal. *See Microsoft Teams for exemplars.*
- Discuss practicum expectations and due dates for unit plans, and reflections with your mentor teacher and faculty supervisor.
- Discuss student specific plans, emergency procedures and other important school information.

**Faculty Supervisors are assigned much later than Mentor Teachers. In most cases, you will receive your Faculty Supervisor's contact information prior to the beginning of your practicum*

Please refer to the appropriate areas of this handbook to review your role as a teacher candidate and the expectations of your field experience courses.

Faculty of Education Field Experience

Role of the Teacher Candidate



EMBRACE THE ROLE OF A PROFESSIONAL TEACHER

- **Be professional, present, and punctual:**
 - Arrive to your class prepared for the day at least 30 minutes before starting time, and stay until at least 4:00 PM.
 - Dress professionally and follow the dress regulations and procedures of the school.
 - If you wouldn't wear it to a job interview, reconsider wearing it while on practicum.
 - Follow the Manitoba Teachers' Society Code of Professional Practice;(see page 22).
 - Attend all staff meetings, in-services, PD/workshops, and school events.
 - As a pre-service teacher, you are expected to keep track of these meetings. Do not expect your Mentor to need to remind you.
 - Do not use or answer your cell phone or use other devices during class.
 - Always maintain confidentiality.
- **Accessibility:**
 - Teacher Candidates with health concerns or accommodations that may impact their field experience courses are encouraged to share this information with their Mentor Teachers and Faculty Supervisors.
- **Attendance:**
 - Completion of the course involves full attendance for each practicum day. In the event of a necessary absence, notify your Mentor Teacher and Faculty Supervisor immediately. You will be responsible for sending all "guest teacher/substitute teacher" plans and accompanying materials for your absence. The missed practicum days must be made up, regardless of the reason.

Reflect on your daily experiences and seek feedback from your Mentor Teacher.

TAKE CHARGE OF YOUR EXPERIENCE AND DEMONSTRATE INITIATIVE

- **Contact your practicum team** (Mentor Teacher and Faculty Supervisor):
 - Once you have received your confirmed practicum details, promptly contact your mentor teacher to introduce yourself and make arrangements to visit the school (unless the distance is prohibitive).
 - Once your Faculty Supervisor has been assigned, contact them to arrange your first meeting and share your contact information. Review practicum expectations and set dates for your first observation, reflection due dates and unit plan drafts (371, 474, 475).
 - Present a copy of your Criminal Record Check & Child Abuse Check along with your thank-you letter and resume to the school office.
- **Be cooperative and helpful:**
 - Uphold classroom routines and procedures while independently developing your lessons and resources. Be sure to collaborate with your Mentor and share your planning with them daily.
 - Demonstrate commitment through active participation in school events and extra-curricular activities.
- **Seek feedback and demonstrate a growth mindset:**
 - Ask your Mentor Teacher 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 each day, professional colleague, student and parent with a positive attitude.
 - Offer gratitude at the end of your practicum and present your Mentor Teacher with a note of appreciation.

Faculty of Education Field Experience

Role of School Principal or Designate



When teacher candidates are in the schools, they are under the supervision of the School Principal as well as the Mentor Teacher.

POSITIVE PRACTICUM EXPERIENCES IN SAFE AND CARING SCHOOLS:

The principal or designate will:

- Accept the Teacher Candidate's request for a student teaching practicum and arrange a Mentor Teacher on site.
- Promote a positive professional relationship between Teacher Candidate and school team.
 - Foster an atmosphere of acceptance of the Teacher Candidate as a teaching colleague at the school.
- Provide an orientation for the Teacher Candidate(s) at the school.

Orientation:

- Include agenda items relevant to the school, such as:
 - Tour of the school and introduction to staff
 - Site Information
 - Office contact information, handbook, policies and emergency response procedures. School newsletter, school website address, student population, grades, catchment, number of staff, and special circumstances. Student/Staff (pertinent) medical concerns/information location.
 - Programming
 - School initiatives, school wide positive behaviour plans and discipline policies.
 - Technology
 - Sign-up process, email, internet/social media, etc.
 - Other
 - Absences, parking, photocopying/printing, computer and wifi access, coffee/water, dress code, laminator, first aid kits, staff meetings, duties, personal phone calls.

Initial email contact with the Teacher Candidate before practicum should include a welcome message, school basics such as time-table, bell times and upcoming events and how Teacher Candidates can involve themselves while at your school such as through coaching opportunities, family fun night, etc.

Reminder that Teacher Candidates cannot be compensated during their practicum courses and as such should not be asked to cover classes due to substitute shortages.

Faculty of Education Field Experience

Role of Mentor Teacher



“

Mentoring should be a fulfilling relationship between somebody with more experience and somebody with less, with the goal of helping both individuals become elevated versions of themselves.

Janice Omadeke

WELCOMING YOUR NEW COLLEAGUE:

- Foster an atmosphere of acceptance of the Teacher Candidate amongst staff and students. Introduce your Teacher Candidate to your class and explain their role.
- Ensure that your Teacher Candidate has access to school information including a site tour, policies, regulations, and resources.
- Provide your Teacher Candidate with any pertinent information about student-specific plans:
 - Adaptation plans, BIPS, IEPs, URIS sheets, parental circumstances, etc.
- Provide a workspace for your Teacher Candidate to keep their materials.

COACHING YOUR TEACHER CANDIDATE:

- Be clear on your expectations and maintain ongoing communication with the Faculty Supervisor.
 - If the practicum is not progressing as expected, let the Faculty Supervisor know as soon as possible.
- Demonstrate various teaching techniques and strategies.
 - Be explicit about what you want them to notice while you are teaching and debrief your lessons afterward.
 - Make your thinking visible by thinking aloud when collaborating with your Teacher Candidate.
 - Share your scope and sequence/year plan to help them develop a sense of responsibility in terms of long-range, unit and daily lesson planning.
- Gradually release the responsibilities of the classroom according to the recommended teaching load of their current practicum course (first 25%, second 50%, third 75%, final 100%).
 - Provide strength-based feedback, suggestions and action steps for growth areas.
 - Support the development of specific activities to amplify their strengths and address areas of concern.
 - Be available to listen to the ideas of your Teacher Candidate.
 - Establish regular times for discussions to help with the reflection of strengths and areas for growth.

TRACKING THEIR GROWTH:

- As the Mentor Teacher, you will complete two formative assessments for your Teacher Candidate and debrief the formal lesson afterward.
 - The first formative assessment should be near the beginning of the practicum and their final formative evaluation should be completed near the end of the practicum period.
 - Have the Teacher Candidate identify the strengths, challenges and next steps of their lesson and add any details that you would also like to include.
 - Share the formative document and your written comments with the Teacher Candidate and the Faculty Supervisor as soon as possible.

As a Mentor, you will help your Teacher Candidate move from theory to practice.

Ongoing reflection is an integral part of the practicum process. Help your Teacher Candidate to self-evaluate on their lessons and set goals.

Be the Mentor that you wish you had in your early career as a Teacher.

The summative evaluation is a reflection of where the teacher candidate is consistently performing at the conclusion of the practicum. The summative comment is co-created by the Mentor Teacher, Faculty Supervisor and the Teacher Candidate at a final meeting. There should be no surprises that occur at the final meeting because feedback has been provided throughout the practicum course.

Faculty of Education Field Experience

Role of Faculty Supervisor

The best support a Faculty Supervisor can offer is the courage to challenge, the patience to listen, and the wisdom to guide. A Faculty Supervisor's role is to be the steady hand leading teacher candidates through the rough waters of self-discovery and professional growth.

SUPPORTING YOUR TEACHER CANDIDATE:

- Have a preliminary meeting with your Teacher Candidate(s) and their Mentor Teacher(s) where you will :
 - Review the expectations of the practicum course
 - Ensure that the Mentor Teacher(s) have the formative assessment document and that they understand their role as Mentor Teacher.
 - Establish due dates for reflections and unit plans (*no unit plans for first practicum course*).
- Foster a positive relationship between the Teacher Candidate and Mentor Teacher.
 - Conduct joint meetings with Mentor Teachers and Teacher Candidates during scheduled school visits and separately as needed.
- Be available to your Teacher Candidate to answer questions and advocate for your Teacher Candidate if they are being asked to go outside of the expectations indicated in the practicum course.
- Contact the Field Experience Office in the event that a Teacher Candidate is experiencing difficulties while on practicum or is requiring additional support.
 - A *Developmental Review Form* may be implemented to document a specific growth plan and to request weekly supervisory during the next placement.

As a Mentor, you will help your Teacher Candidate move from theory to practice.

Ongoing reflection is an integral part of the practicum process. Help your Teacher Candidate to self-evaluate on their lessons and set goals.

Be the Mentor that you wish you had in your early career as a Teacher.

COACHING YOUR TEACHER CANDIDATE:

- Encourage your Teacher Candidate to utilize self-evaluation and reflection each day.
- Provide strength-based feedback, encouragement, specific suggestions, and action steps for growth areas.
- 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.

TRACKING THEIR PROFESSIONAL GROWTH:

- You are responsible for tracking their attendance and submitting the signed summative evaluation and final reflection to fereport@brandonu.ca.
 - Full attendance for the entire practicum is required for the successful completion of the practicum.
 - *Absences for any reason must be made up, and plans must be provided to their Mentor Teacher.*
- Complete formative assessments (two in the fall and three in the winter and spring practicum periods).
 - The first formative assessment should occur in the second week of the practicum and their final formative evaluation should be completed near the end of the practicum period.
 - After each observation, have the Teacher Candidate identify the strengths, challenges and next steps of their lesson and add any details that you would also like to include in the comment section of the document.
 - Share the formative document and your written comments with the Teacher Candidate as soon as possible.
- Provide feedback on lesson plans and unit plans (*no unit plans for first practicum course*).

The summative evaluation is a reflection of where the teacher candidate is consistently performing at the conclusion of the practicum. The summative comment is co-created by the Mentor Teacher, Faculty Supervisor and the Teacher Candidate at a final meeting. There should be no surprises that occur at the final meeting because feedback has been provided throughout the practicum course.

Faculty of Education Field Experience

Fall Faculty Supervisor Checklist



To mentor is to see potential in a teacher candidate, even when they struggle to see it themselves and inspire them to reach it.

At a glance: 4 visits, 2 formative evaluations, 2 reflections, 1 mid-practicum update, 1 summative evaluation

- 1 **Initial Visit:**
Set expectations for when lesson plans and unit plans (*no unit plans for first practicum course*) are due, as well as due dates for two reflections. If possible, set the date and time of the first evaluation in their second week. Confirm contact information. Ask if the Teacher Candidate has any accommodations that you should be aware of that might impact their practicum. Establish contact with Cooperating Teacher.
- 2 **First Formative Observation:**
Have student reflect on their lesson with you, if possible immediately following the lesson. Use the formative evaluation document to help structure your debrief. Begin your feedback with strengths, followed by areas of growth. Give actionable next-step recommendations. Set the date of the next evaluation. Meet with the Cooperating Teacher to gather their feedback. Ensure the Mentor Teacher is facilitating a gradual release of responsibility to the Teacher Candidate.
- 3 **Complete Mid-Practicum Update:**
After your first observation, submit the digital *Mid-Practicum Update* form by October 30th. In the event of concerns, forward your first formative evaluation to fereports@brandonu.ca and contact the Field Experience Office.
- 4 **Second Formative Observation:**
Have student reflect on their lesson with you, if possible immediately following the lesson. Use the formative evaluation document to help structure your debrief. Begin your feedback with strengths and growth from the first observation, followed by goals for future practicums. Give next-step recommendations. Meet with the Cooperating Teacher to gather their feedback. Arrange a time for final visit where you will co-created the Summative Evaluation.
- 5 **Cooperating Teacher Completes Two Formative Evaluations:**
During the practicum, the cooperating teacher will complete two formal observations providing feedback to the Teacher Candidate.
- 6 **Two Reflections & Student “Brag Sheet”:**
Student must submit two reflections to you. You will submit their final reflection along with their summative evaluation. **Optional** Students submit a Brag Sheet on which they will share how they went above and beyond in the practicum to help you co-create their summative evaluation comment.
- 7 **Summative Evaluation:**
Due for submission to fereport@brandonu.ca by November 22nd. The summative evaluation is a reflection of where the teacher candidate is consistently performing at the conclusion of the practicum. **** NEW ****The summative comment is co-created by the Mentor Teacher, Faculty Supervisor and the Teacher Candidate at the conclusion of the practicum. There should be no surprises that occur at this meeting because feedback has been provided throughout the practicum course.

Has your Teacher Candidate gone above and beyond? Nominate them for an Exceptional Teacher Candidate Award.

Faculty of Education Field Experience

Winter Faculty Supervisor Checklist



To mentor is to see potential in a teacher candidate, even when they struggle to see it themselves and inspire them to reach it.

At a glance: 5 visits, 3 formative evaluations, 2 reflections, 1 mid-practicum update, 1 summative evaluation

1 **Initial Visit:**

Set expectations for when lesson plans and unit plans (*no unit plans for first practicum course*) are due, as well as due dates for two reflections. If possible, set the date and time of the first evaluation in their second week. Confirm contact information. Ask if the Teacher Candidate has any accommodations that you should be aware of that might impact their practicum. Establish contact with Cooperating Teacher.

2 **First Formative Observation:**

Have student reflect on their lesson with you, if possible immediately following the lesson. Use the formative evaluation document to help structure your debrief. Begin your feedback with strengths, followed by areas of growth. Give actionable next-step recommendations. Set the date of the next evaluation. Meet with the Cooperating Teacher to gather their feedback. Ensure the Mentor Teacher is facilitating a gradual release of responsibility to the Teacher Candidate.

3 **Complete Mid-Practicum Update:**

After your first observation, submit the digital *Mid-Practicum Update* form by April 4th. In the event of concerns, forward your first formative evaluation to fereports@brandonu.ca and contact the Field Experience Office.

4 **Second and Third Formative Observation:**

Have student reflect on their lesson with you, if possible immediately following the lesson. Use the formative evaluation document to help structure your debrief. Begin your feedback with strengths and growth from the first observation, followed by goals for future practicums. Give next-step recommendations. Meet with the Cooperating Teacher to gather their feedback. At third observation, arrange a time for final visit where you will co-created the Summative Evaluation.

5 **Cooperating Teacher Completes Two Formative Evaluations:**

During the practicum, the cooperating teacher will complete two formal observations providing feedback to the Teacher Candidate.

6 **Two Reflections & Student "Brag Sheet":**

Student must submit two reflections to you. You will submit their final reflection along with their summative evaluation. **Optional** Students submit a Brag Sheet on which they will share how they went above and beyond in the practicum to help you co-create their summative evaluation comment.

7 **Summative Evaluation:**

Due for submission to fereport@brandonu.ca by May 9th. The summative evaluation is a reflection of where the teacher candidate is consistently performing at the conclusion of the practicum. **** NEW ****The summative comment is co-created by the Mentor Teacher, Faculty Supervisor and the Teacher Candidate at the conclusion of the practicum. There should be no surprises that occur at this meeting because feedback has been provided throughout the practicum course.

Has your Teacher Candidate gone above and beyond? Nominate them for an Exceptional Teacher Candidate Award.

Faculty of Education Field Experience

Spring Faculty Supervisor Checklist



To mentor is to see potential in a teacher candidate, even when they struggle to see it themselves and inspire them to reach it.

At a glance: 5 visits, 3 formative evaluations, 2 reflections, 1 mid-practicum update, 1 summative evaluation

1 **Initial Visit:**

Set expectations for when lesson plans and unit plans (*no unit plans for first practicum course*) are due, as well as due dates for two reflections. If possible, set the date and time of the first evaluation in their second week. Confirm contact information. Ask if the Teacher Candidate has any accommodations that you should be aware of that might impact their practicum. Establish contact with Cooperating Teacher.

2 **First Formative Observation:**

Have student reflect on their lesson with you, if possible immediately following the lesson. Use the formative evaluation document to help structure your debrief. Begin your feedback with strengths, followed by areas of growth. Give actionable next-step recommendations. Set the date of the next evaluation. Meet with the Cooperating Teacher to gather their feedback. Ensure the Mentor Teacher is facilitating a gradual release of responsibility to the Teacher Candidate.

3 **Complete Mid-Practicum Update:**

After your first observation, submit the digital *Mid-Practicum Update* form by May 16th. In the event of concerns, forward your first formative evaluation to fereports@brandonu.ca and contact the Field Experience Office.

4 **Second /Third Formative Observation:**

Have student reflect on their lesson with you, if possible immediately following the lesson. Use the formative evaluation document to help structure your debrief. Begin your feedback with strengths and growth from the first observation, followed by goals for future practicums. Give next-step recommendations. Meet with the Cooperating Teacher to gather their feedback. At third observation, arrange a time for final visit where you will co-created the Summative Evaluation.

5 **Cooperating Teacher Completes Two Formative Evaluations:**

During the practicum, the cooperating teacher will complete two formal observations providing feedback to the Teacher Candidate.

6 **Two Reflections & Student "Brag Sheet":**

Student must submit two reflections to you. You will submit their final reflection along with their summative evaluation. **Optional** Students submit a Brag Sheet on which they will share how they went above and beyond in the practicum to help you co-create their summative evaluation comment.

7 **Summative Evaluation:**

Due for submission to fereport@brandonu.ca by June 13th. The summative evaluation is a reflection of where the teacher candidate is consistently performing at the conclusion of the practicum. **** NEW ****The summative comment is co-created by the Mentor Teacher, Faculty Supervisor and the Teacher Candidate at the conclusion of the practicum. There should be no surprises that occur at this meeting because feedback has been provided throughout the practicum course.

Has your Teacher Candidate gone above and beyond? Nominate them for an Exceptional Teacher Candidate Award.

Clear records checks are mandatory for participation in micro-practicum as well as each practicum course. Failure to maintain current records checks will result in the removal from the course.



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

Steps to Obtain a Criminal Record Check (with vulnerable sector check):

Apply for a Criminal Records Check at your local police department or RCMP detachment.

- If you are from a rural community, call your local RCMP detachment before you arrive to ensure there will be someone there to assist you.
- You will require two pieces of government-issued identification:
 - SIN #, Band & Status #, Passport, Birth Certificate, MHSC # - 6 digits, driver's License, etc. *Credit cards or photo ID cards from universities are not accepted.*
- 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, bypassing the six-month processing time the fingerprint examination will take.
- **This process typically takes one week.**
- Scan a copy of the original Criminal Record Check for your records and bring the original to the Field Experience Office. You will forward your scanned copy of the original to your practicum school.

*Ensure your Child Abuse Registry Check and Criminal Record Check, including Vulnerable Sector Check is current within **two years** of date of issue.*

Steps to Obtain a Child Abuse Registry Check:

This application is through the Government of Manitoba.

- Complete 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 government-issued identification.
 - **This process takes typically takes eight to ten weeks.** Do not delay in applying for these documents and do not misplace the originals.
 - Scan a copy of the original Criminal Record Check for your records and bring the original to the Field Experience Office. You will forward your scanned copy of the original to your practicum school.

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.

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.

A school may deny entrance of a Teacher Candidate depending on the severity and circumstances of charges.

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.

Faculty of Education
Field Experience

Bachelor of Education Professional Policies

The Faculty of Education is a professional Faculty. Students are expected to review the following policies and be aware of their expectations.

EMBRACE BEING A PART OF A PROFESSIONAL PROGRAM

Criminal Records Check and Child Abuse Registry Check

Requires all students to have a current criminal Record Check and Child Abuse Record Check before entering schools. These records must be updated every two 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. The procedure for application for this privilege is outlined in the policy.

Lectures and Practical Work Attendance Policy

In professional faculties, teaching contact hours are mandatory. 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 and professional development events.** 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/>

Faculty of Education Field Experience

Bachelor of Education Additional Reminders

The Faculty of Education is a professional Faculty. Students are expected to review the following policies and be aware of their expectations.

Attendance is mandatory during field experience placements to successfully complete the course.

- 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, students must 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 Opportunities

- 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 endeavours to ensure you have multiple opportunities to explore a variety of professional development opportunities while you are in the program.
- Currently, one to two Fridays per term are designated as a date for all teacher candidates to participate in professional development in addition to the Manitoba Teacher's Society Professional Development Day/ Brandon Teacher's Association LIFT Conference, usually the third Friday in October during the fall practicum block.
- Other PD sessions are scheduled throughout each term and it is encouraged that you make every effort to participate in as many as possible.
 - Pre-registration is required for many of the additional PD sessions. View Microsoft Teams for more details.

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 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.

PROTECT YOURSELF BY DOING AN ONLINE PRESENCE PROFESSIONAL EDIT

- Have you googled yourself lately? Are there any photos posted online, which you know were harmless jokes but could be perceived negatively by viewers? Could students/parents in the schools find anything which may question your professionalism?
- Have you asked friends and/or family to request your permission before posting any photos of you?
- When you participate in discussions online (ex. social networking sites like Snapchat, TikTok, Instagram, Twitch, Twitter, Facebook, etc.) could your opinions place your professional credibility in jeopardy?
- Have you used any profanity that would be offensive in a professional context?
- Are your posts free of hate speech?
 - *Abusive or threatening speech or writing that expresses prejudice on the basis of ethnicity, religion, sexual orientation, ability, or similar grounds.*
- When you craft emails or text professional contacts (faculty supervisors, cooperating teachers, principals, parents, etc.) have you used correct grammar, spelling, and punctuation so your 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 (Ipad, video devices, etc.).

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.

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:

- Failing to appear at a placement without a valid reason and proper notice being given;
- Being charged with a criminal offence (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.

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!



Faculty of Education Field Experience

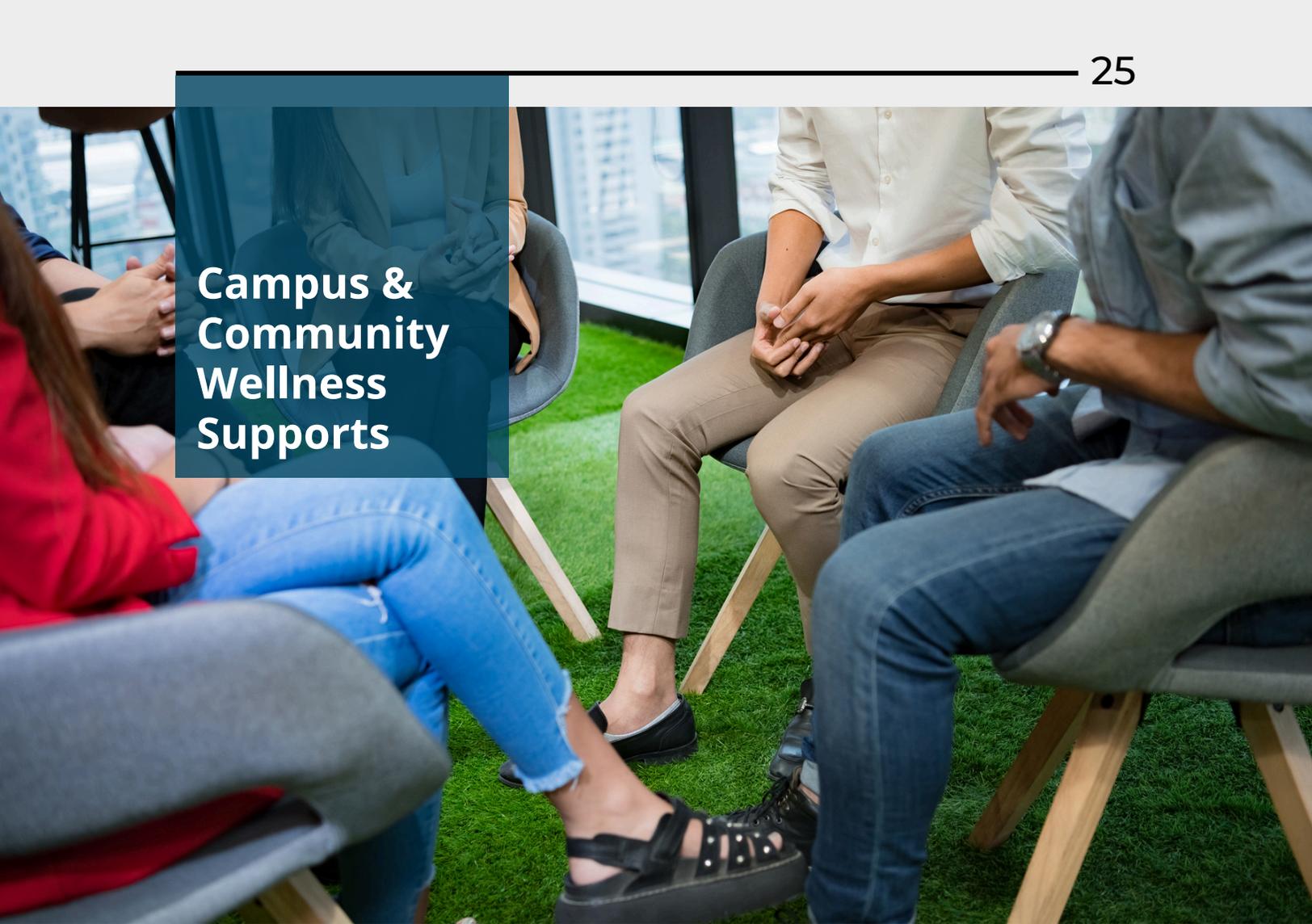
Manitoba Teacher's Society Code of Professional Practice



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.





Campus & Community Wellness Supports

Book an Appointment with Brandon University Student Services:

Academic Advising, Academic Skills Centre (learning skills, writing skills, math tutors), Personal Counselling, Student Accessibility Services, Career Counselling

<https://www.brandonu.ca/student-services/home/how-to-book-an-appointment-with-student-services/>

Crisis Appointments with BU Counselling Therapists 204-727-9737

Indigenous Peoples' Centre <https://www.brandonu.ca/ipc/>

Office of International Activities <https://www.brandonu.ca/international-activities/>

Campus Security 204-727-9700

Campus Map <https://www.brandonu.ca/campus-map/>

Mobile Crisis Unit (over 18 years of age) 204-727-2555

Child & Adolescent Treatment Centre (under 18 years of age) 204-578-2700

Sexual Assault Crisis Line 1-888-292-7565

Klinik Manitoba Wellness Supports 988 or 1-888-332-3019

Medical Distress 911



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/>

