

PENT FIELD EXPERIENCE HANDBOOK



FACULTY OF EDUCATION



**BRANDON
UNIVERSITY**

FIELD EXPERIENCE HANDBOOK



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Helpful Links:

Manitoba Professional Certification
<http://www.edu.gov.mb.ca/k12/profcert/index.html>
Child Abuse Registry Self-Check Application Form:
http://www.gov.mb.ca/fs/childfam/child_abuse_registry_form.html
Manitoba School Divisions and Districts Maps & other links:
<http://www.edu.gov.mb.ca/k12/schools/schooldivmap.html>

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PLACEMENT DESCRIPTIONS OVERVIEW OF STUDENT TEACHING

COURSE	KEY INDICATORS
First Placement 01:271 5 weeks 2 Formal Observations by Cooperating Teacher(s) & 2 by Faculty Supervisors Courses required: 03.352 Instruct. Methods 01.361 Pro. Teacher	<ul style="list-style-type: none"> Identifies goals for placement. Actively observes the classroom & becomes aware of classroom management & routines. Becomes familiar with students & develops rapport with both staff and students. Develops professional relationships. Becomes familiar with the role of the education assistant and understands 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 2 lessons per week for the final 3 to 4 weeks. Complete lesson plans must be constructed.
Second Placement 01:371 7 weeks 2 Formal Observations by Coop. Teacher(s) 3 Formal Observations by Faculty Supervisors Courses Required: 02.458(9) LA Methods	<ul style="list-style-type: none"> Identifies goals for placement. Actively observes for 1st week while participating in classroom routines and assisting with individual students. May do some collaborative teaching with cooperating teacher. Assumes 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 time table. Complete unit and lesson plans must be constructed. 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. Active participation in all classes is expected at all times.
Third Placement 01:474 6 weeks 2 Formal Observations by Cooperating Teacher(s) & 2 by Faculty Supervisors Courses Required: 62.152 Contemp. Math 03.365(6) Math Methods	<ul style="list-style-type: none"> Identifies goals for placement. Informal observation is expected in the first week of September. NO formal record of written observation sheet is expected. With 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 full time teaching. Complete unit and lesson plans are required. Some assistance may be needed. Being a reporting period, pre-service teachers will participate in the reporting process, providing assessment results to the cooperating teacher, and assist whenever requested.
Fourth Placement 01.475 7 Weeks 2 Formal Observations by Coop. Teacher(s) 3 Formal Observations by Faculty Supervisors Courses Required: 02.476(7) S.S. Methods 03.353(4) Sci. Methods	<ul style="list-style-type: none"> Identifies goals for placement. Arrives prepared and confident. Displays an ease of rapport with students and professional relationships. Is actively involved within the "life" of the school. Understands differentiation and possesses strategies for classroom management. Maintains classroom routines while demonstrating independent initiative in planning, assessing & delivering instruction. Displays team spirit and collaborative philosophy. Displays a professional demeanor reflective in personal presentation & belief that all students are able to learn. Assumes full time teaching for 5 weeks. Unit plans and lesson plans 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.

*Note - All placements require setting of goals for the placement and before each summative evaluation your goal reflections should be completed & shared with your Faculty Supervisor.

Role of the Teacher Candidate

BEHAVE AS A PROFESSIONAL

- be on time, plan to be at school one hour 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 41)
- attend all staff meetings, in-services, workshops and school events (ex. Family Fun Night)
- Teacher Candidates with a health concern, that may impact their placement experience, are encouraged to share these concerns with their Cooperating Teachers and Faculty Supervisors.

TAKE CHARGE OF YOUR EXPERIENCE

- be cooperative and helpful
- demonstrate initiative instead of expecting the teacher to tell you what to do (find out about & 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) & Faculty Supervisor to provide suggestions for improvement so you can address areas requiring attention and so you don't encounter any surprises on your final report
- approach the learning and teaching situation with a positive attitude
- 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 using the Field Experience Guide and Checklist
- 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 procedures, newsletter
- Site Information – school website address, student population, grades, catchment, number of staff, school hours, special circumstances
- 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 & resources
- 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 (on-going) manner to gradually increase responsibility in the classroom/school
- establish regular times for discussions to help with the reflection of strengths and weaknesses
- assist with the development of specific activities to amplify strengths and address areas of concern
- be available to listen to 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 reports so there are no surprises at the end of the placement
- Please refer to the "Role of the Teacher Candidate" information on page 4 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 evaluate his or her own progress using the reflective process
- help the Teacher Candidate identify placement goal(s) & action plan using the self- reflection process

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 which 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 with formal lesson plans.

Role of the Faculty Supervisor

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 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 the Professional Reflections and Goals developed with the Cooperating Teacher
- 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, but at the same time be 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 PENT informed of any difficulties.

- starting in the second week undertake 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 formal assessment system provided by the Faculty of Education
- provide the Director of PENT with information concerning any Teacher Candidate experiencing difficulty or requiring support in her/his 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 PENT
- **ensure that the Teacher Candidate is not excused from teaching time** not 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 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 with formal lesson plans.
- collect reports, write the final report in collaboration with the Cooperating Teacher(s) and forward information to the PENT Office within one week of the last student teaching date

****Please note: Student records (including summative evaluations, formative assessments, and goals sheets) should be kept until December 31 after fall placements and June 30th 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 CT expect a lesson plan prior to the lesson being taught. Ideally, plan to have your observation & 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 PENT 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 &/or unit plans according to placement expectations.
8. Ensure that the Cooperating Teacher is aware of and respects the expectations for 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 PENT Office immediately so they arrive at B.U. within one week of the last day of the teaching placement.

****Please note: Student records (including summative evaluations, formative assessments, and goals sheets) should be kept until December 31 after fall placements and June 30th 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 and CARC submitted to the PENT Office prior to beginning your student teaching placement.

Steps for the CRC and CARC

1. You may apply for a CRC 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. CARC forms are also available at the Faculty of Education main office, 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 PENT 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 students' 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 PENT 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 & 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 Query included) that is no older than 3 months. (See Graduation steps on page 34)

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:

- ✓ **Policy B-5 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.
- ✓ **Policy C-3 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 B.U. website or in the office.
- ✓ **Policy D-1 Professional Standards Policy**
Outlines standards for the professional learning climate, academic honesty, academic failure, on-campus Education Students Academic Performance and Field Experience.
- ✓ **Policy D-4 Extended Program Absence**
Allows for students to extend their period of study based on special circumstances. Procedure for application to this privilege is outlined in the policy.
- ✓ **Attendance Policy**
Attendance at Lectures and Practical Work:

Faculty of Education

Policy General Purpose

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 of pre-service professionals. Participation in class activities may be considered in the assigning of a grade.

Policy Guidelines

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

- Attendance and class participation are expected.
- 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.
- At the instructor's discretion, and depending on particular circumstances, course credit may be withheld from students who miss 10% or more of the course time.
- 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.

IMPORTANT TO REMEMBER!

1. Attendance is mandatory during field experience. All absences must be cleared with 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 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.
2. Initiative is very important during a student teaching placement. Please be punctual, arrive early, stay late, do whatever it takes to show you are serious about your career!
3. Always maintain your professional integrity and keep all school matters **CONFIDENTIAL!** You must not discuss school matters or students outside of the school setting.
4. Be aware of technology policies within your school and adhere to the guidelines.

Laws and Regulations Pertaining to Student Teaching

The Minister of Education requires that: "teachers-in training will be required to complete 150 credit hours of academic and professional coursework in order to be certified. Within the 150 credit-hour requirement, not fewer than 30 credit-hours or 24 weeks (i.e. the equivalent of one university academic year) are to be devoted to in-school practicum experience for Teacher Candidates."

The Public Schools Act, and the Regulations provide the right of Teacher Candidates to have the opportunity to develop teaching skills and abilities in a supportive classroom environment with the guidance of a certified teacher.

Public Schools Act

Certified Teachers - Section 91

91 (1) No person is legally qualified to teach or to be employed by a school board as a teacher unless that person holds a valid and subsisting certificate issued by the Minister under the Education Administration Act.

Public in Care of Teacher Aides - Section 91

91 (2) Notwithstanding subsection (1) and subject to the regulations a school board may authorize the Principal to leave pupils in the care and charge of school social workers, psychologists, teacher aides, Teacher Candidates and other designated responsible persons without having a certified Teacher in attendance.

Duties of Teacher - Section 96

96 (h) Every teacher shall admit to his classroom Teacher Candidates enrolled in a teacher education institution approved by the Minister, for the purpose of practice teacher and observing instruction.

Manitoba Regulation 464/88R

Persons Having Care and Charge of Pupils Regulation

⁵ A Teacher Candidate who is registered for instruction in a recognized teacher-training institution may be left in sole charge of classes for such periods of time as may be mutually agreed upon by the principal of the school and the training institution as being beneficial to the student in his or her gradual development as a teacher.

MTS Policy -- P.S. II Teacher Education, Licensing, Certificates and Credentials

3.d) 1) (page 35) Teacher Candidates are not to be used as substitute teachers.

Manitoba Teachers' Society

Technology Advisory

Technology has opened up a new world of possibilities. It has potential to adversely affect the budding careers of Teacher Candidates. In some cases, it has already destroyed established careers of educators. On-line publication of any personal nature must be carefully scrutinized to protect your integrity.

Here is a guide to be considered:

1. Are there any photos posted on-line, 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?
2. Have I asked friends and/or family to request my permission prior to posting any photos of me?
3. 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?
4. Have I used profanity which would be offensive in a professional context?
5. **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?**
6. 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 (Ipods, 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 "loop holes" that might allow you to deviate from expectations. Your career depends on it.





Formative Assessment

To be completed and shared with Teacher Candidate following observation

Date & Time:	Teacher Candidate (TC):
Cooperating Teacher (CT):	Faculty Supervisor (FS):

Lesson Topic (subject area and general outcome or target presented):
Response to Actions from last observation:
Strengths:
Challenges:
Other (Include any CT comments / suggestions):
Actions for next observation:

Consider: Assessment & Evaluation; Planning & Preparation; Delivery of Instruction; Classroom Engagement / Environment; Connection with School and Professional conduct (areas from formative observation assessment document).

FORMATIVE ASSESSMENT

Teacher Candidate:		Faculty Supervisor:		Cooperating Teacher:	
Date:		School:		Grade/Subject:	

Assessment and Evaluation	Visit	NA	NM	D	M	CM	Planning and Preparation for Learning	Visit	NA	NM	D	M	CM
Considers assessment (framework) while constructing lessons	1 2 3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knowledge of subject matter	1 2 3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs pre-assessment of student's skills knowledge, or experience	1 2 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Familiarity with MB curriculum	1 2 3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has considered /used a variety of assessment strategies & tools	1 2 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clarity of Lesson Plans	1 2 3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checks for student understanding during lesson	1 2 3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lessons demonstrate activating, acquiring, and applying strategies of lesson content	1 2 3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discusses assessment practices & results with the CT	1 2 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assessment data was considered/used to inform instruction	1 2 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to students is provided in a timely fashion	1 2 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ICT has been utilized or considered in lesson delivery & for student learning	1 2 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies students who need assistance during & following lessons	1 2 3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Necessary lesson resources / materials are utilized and available	1 2 3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates understanding of assessment "as / for / of" learning	1 2 3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cultural sensitivity/diversity is evident in lessons	1 2 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matches assessment strategies to learning outcomes / targets	1 2 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Differentiated instruction is evident (ie. MI's, Learning Styles, abilities, interests)	1 2 3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student input into assessment development & criteria is practiced/considered	1 2 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

NA – Not applicable – Area listed is N/A to the lesson under observation
NM – Not Meeting – Does not meet expectations in this area for a pre-service teacher in this placement
M – Meeting – Usually demonstrates the skill set expected of a pre-service teacher
D – Developing – Always demonstrating effort & growth in this area
CM – Consistently Meeting – Demonstrates the skill set expected of a pre-service teacher in this placement

Delivery of Instruction	Visit	NA	NM	D	M	CM
Lesson purpose is clearly evident to students	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes use of teachable moments	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructions are clear & concise for students	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exemplars have been utilized to enhance student understanding	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A variety of instructional strategies is evident during lesson	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student groupings have been considered to enhance learning	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizes questioning techniques to enhance learning	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages students in active thinking during lessons	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates enthusiasm for teaching	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Projects a “teacher presence/voice” during delivery (ie comfortable, confident, etc.)	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a good command of the spoken and written language used for instruction	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides closure to lessons	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson flow is appropriate (time allotments for activities)	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Classroom Engagement & Environment	Visit	NA	NM	D	M	CM
Classroom is a safe environment where students are engaged in learning	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the attention of most students prior to beginning a lesson	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confusion is rare with interruptions and transitions skillfully managed	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom routines are evident and adhered to	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discusses behavioral expectations & invites student input when applicable	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is consistent, fair & respectful	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practices proactive discipline and manages disruptions well	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fosters positive interactions with students	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maximizes learning time	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses high expectations for student behavior & skillfully adheres to them	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses high expectations for academic performance	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**** Note: Many areas require discussion with the teacher candidate & the cooperating teacher as well as observation to assess accurately**

COMMENTS:		
Visit 1	Visit 2	Visit 3 (Spring only)

SUMMATIVE EVALUATION

Teacher Candidate:		Faculty Supervisor:		Cooperating Teacher:	
Date:		School:		Grade/Subject:	

<i>Assessment and Evaluation</i>	NA	NM	D	M	CM
Considers assessment (framework) while constructing lessons. (How will students demonstrate their learning?)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs pre-assessment of student's skills, knowledge, or experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has considered /used a variety of assessment strategies & tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checks for student understanding during lesson		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discusses assessment practices & results with the CT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to students is provided in a timely fashion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies students who need assistance during & following lessons		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates understanding of assessment "as / for / of" learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matches assessment strategies to learning outcomes / targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student input into assessment development & criteria is practiced/considered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Planning and Preparation for Learning</i>	NA	NM	D	M	CM
Knowledge of subject matter		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Familiarity with MB curriculum		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of Lesson Plans		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lessons demonstrate activating, acquiring, and applying strategies of lesson content		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment data was considered/used to inform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ICT has been utilized or considered in lesson delivery & for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Necessary lesson resources / materials are utilized and available		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural sensitivity/diversity is evident in lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiated instruction is evident (ie. MI's, Learning Styles, abilities, interests)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessment: Pass ☐ Fail ☐ Incomplete ☐ Course: 271 ☐ 371 ☐ 474 ☐ 475

<i>Delivery of Instruction</i>	NA	NM	D	M	CM
Lesson purpose is clearly evident to students		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes use of teachable moments		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructions are clear & concise for students		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exemplars have been utilized to enhance student understanding		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A variety of instructional strategies is evident during lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student groupings have been considered to enhance learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizes questioning techniques to enhance learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages students in active thinking during lessons		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates enthusiasm for teaching		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Projects a "teacher presence/voice" during delivery (ie comfortable, confident, etc.)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a good command of the spoken and written language used for instruction		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides closure to lessons.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson flow is appropriate (time allotments for activities).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NA – Not applicable – Area listed is N/A to the lesson under observation

NM – Not Meeting – Does not meet expectations in this area for a pre-service teacher in this placement

D – Developing – Demonstrating effort & growth in this area

M – Meeting – Usually demonstrates the skill set expected of a pre-service teacher in this placement

CM – Consistently Meeting – Always demonstrates the skill set expected of a pre-service teacher in this placement

SUMMATIVE EVALUATION

COMMENTS		COURSE	KEY INDICATORS
<div>Signature of Faculty Supervisor:</div> <div>Signature of Cooperating Teacher:</div> <div>Teacher Candidate Comments and Signature:</div> <div> <div>Days Absent:</div> <div>Plan for alternative dates:</div> </div>		1st Placement Course # 01:271 5 weeks 2 Formal Observations by Cooperating Teacher(s) & 2 by Faculty Supervisors	Identifies goal(s) for placement and completes goal(s) reflections. Actively observes the classroom & becomes aware of classroom management & routines. Becomes familiar with students & develops rapport with both staff and students. Develops professional relationships. Becomes familiar with the role of the education assistant and understands 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 preservice teacher will develop and teach 2 lessons per week for the final 3 to 4 weeks. Complete lesson plans must be constructed. Cooperating Teachers may assist pre-service teachers in the development of lesson plans.
		2nd Placement Course # 01:371 7 weeks 2 Formal Observations by Cooperating Teacher(s) 2 Formal Observations by Faculty Supervisors	Identifies goal(s) for placement and completes goal(s) reflections. Actively observes for 1 st week while participating in classroom routines and assisting with individual students. May do some collaborative teaching with cooperating teacher. Assumes responsibility (with assistance) for at least 2 subject areas for a minimum of 5 weeks. At senior levels, preservice teachers become responsible for at least 2 blocks on the time table. Complete unit and lesson plans must be constructed. Assistance may be required. Preservice teachers may team teach at the discretion of the cooperating teacher for subjects they are not assuming full responsibility. Active participation in all classes is expected at all times.
		3rd Placement Course # 01:474 6 weeks 2 Formal Observations by Cooperating Teacher(s) & 2 by Faculty Supervisors	Identifies goal(s) for placement and completes goal(s) reflections Informal observation is expected in the first week of September. NO formal record of written observation sheet is expected. With 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 full time teaching. Complete unit and lesson plans are required. Some assistance may be needed. Being a reporting period, preservice teachers will participate in the reporting process, providing assessment results to the cooperating teacher, and assist whenever requested. Involvement in student-lead parent teacher conferences is recommended.
		4th Placement Course # 01:475 7 weeks 2 Formal Observations by Cooperating Teacher(s) & 3 Formal Observations by Faculty Supervisors	Identifies goal(s) for placement and completes goal(s) reflections Arrives prepared and confident. Displays an ease of rapport with students and professional relationships. Is actively involved within the "life" of the school. Understands differentiation and possesses strategies for classroom management. Maintains classroom routines while demonstrating independent initiative in planning, assessing, & delivering instruction. Displays team spirit and collaborative philosophy. Displays a professional demeanor reflective in personal presentation & belief that all students are able to learn. Assumes full time teaching for 5 weeks. Unit plans and lesson plans 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, displays "readiness" to the full time role as a classroom teacher.

Professional Reflections and Goals

****To be reviewed at the start of all placements by the Faculty Supervisor, Teacher Candidate and Cooperating Teacher**

- 1. Goal area and plan to be completed by the end of week 1 during your placement.**
- 2. Reflection is due at your summative evaluation meeting.**
- 3. Goal page along with reflection is to accompany the summative evaluation when it is sent in to the PENT Office (**For Faculty Supervisors)**
- 4. Summative evaluation and goal sheet may be shared with your next placement (School Administration, Cooperating Teachers & Faculty Supervisors).**

Good teachers constantly reflect on the events of their teaching day. They think about the good moments and the challenging moments, and they formulate personal goals to help improve their “art” so they can be effective and successful in the teaching and learning process. Pre-service teachers should also reflect on their “moments” while they are in field placements. Teacher Candidates should be regularly “unpacking” their lessons.

During your field placement, you should think about the goals that you would like to achieve during your placement and be self-reflective in the process, so you can gauge your personal professional growth. At the beginning of your placement, please decide on a goal or two that you would like to focus on during the practicum. Communicate these goals to your cooperating teacher and your supervisor. Write them down. Reflect on your progress in your journey to meet the goals. Adjust your expectations and challenge yourself throughout the process. Set a time line to help you determine if you are approaching your goal in an appropriate time period. As you meet your goal(s), set new ones and repeat the reflective process.

You are not expected to identify a minimum or maximum number of goals, but you should identify reasonable personal professional goals for the duration of your placement. Use the attached sheet to identify your goals and track your progress. Share your journey with your cooperating teacher and supervisor as they need to be aware of your goals and know that you are engaging in self-reflection. Be aware of the time frame in #1 & 2.

As you begin, here is a list of possibilities (it is not exhaustive) to consider when you think about goal setting in your pre-service teaching. You do not have to focus on any one of these ideas, but these are suggested areas that reflect on good teaching practices:

- Classroom management
- Daily lesson planning
- Unit planning and seeing the big picture
- Rapport with students
- Interaction with colleagues
- Communication skills
- Evaluation and assessment techniques (for, of, and as learning)
- Curriculum knowledge
- Selection of a variety of tasks to engage student learning
- Questioning techniques
- Technology (Smart Board, Presentations, etc.)
- Communication with Parents
- Creativity
- Organizational Skills
- Evaluation and Assessment
- Growth Mindset
- Student Praise (language used)
- Other

Teacher Candidate: _____ Field Experience Course Number: _____

School: _____ Grade/Subject: _____

Goal Area (refer to list)	Action Plan (What I will do to meet goals)	Resources Needed (people/books /internet/etc)	Time Frame (how long)	Reflections/Unpack Your Experience To be completed prior to summative evaluation (Did I meet my goals? Why /Why not?)

Lesson Planning Checklist

(Compilation from MB Education & Training, MTS, & BU)

Lesson Title / Date / Class:	
Timeframes are identified for each activity/lesson event.	
Materials Required	

Curriculum Learning Outcomes or Enduring Understandings: (lesson purpose ; the student will be able to...tswba)	
Cross-Curricular / Real World Connections:	
Thinking Concepts and Skills:	
Students Tasks to Demonstrate Learning (Assessment of Learning):	

Learning Assessment Strategies (Assessment as, for Learning): (exemplars, closure, pre-assessment, variety, check for understanding, provide feedback)	
Activate	
Acquire	
Apply	

Differentiation of Instruction (adaptations, cultural diversity, grouping):	
--	--

Learning Resources (books, websites, videos etc...):	
---	--

Other	
--------------	--

Post Lesson Reflections:	
---------------------------------	--

Lesson Plan Template

(Bracketed points are some of the points being considered during your formative assessment.)

Lesson Title: (Date & Time)

Curriculum Outcomes / Learning Targets Addressed:

(essential questions/lesson purpose) (the student will be able to...)

Materials Required / Resources Referenced / ICT Considered:

Teaching and Learning Activities: (Time allotments noted)

(activating, acquiring, applying) (ICT considered) (variety of strategies/activities; active thinking; questioning)

Differentiation of Instruction:

(adaptations) (cultural diversity) (grouping)

Opportunity for Assessment:

(as, of, for learning) (exemplars/closure) (pre-assessment; variety; check for understanding; provides feedback)

Cross-Curricular/Real World Connections:

Reflections:

Supportive Ideas for Lesson Plan and Unit Plan Development

1. Gardner's Multiple Intelligences include:

- a. Linguistic (reading, writing, telling stories)
- b. Logical / Mathematical (experimenting, working with numbers, questioning)
- c. Spatial (drawing, building, creating, very visual)
- d. Musical (singing, listening to music, using instruments)
- e. Bodily / Kinesthetic (moving, touching, interacting, acting)
- f. Naturalistic (interacting with one's environment and surroundings, enjoying the outdoors)
- g. Interpersonal (talking with peers, mediating, sharing, organizing)
- h. Intrapersonal (thinking inward, working independently, pursuing personal goals)
- i. Existential (understanding religious & spiritual needs, naturalistic, see the big picture in life and the universe)

2. Learning Styles to Consider:

- a. Visual (spatial): prefer using pictures, images, and spatial understanding.
- b. Aural (auditory-musical): prefer using sound and music.
- c. Verbal (linguistic): prefer using words, both in speech and writing.
- d. Physical (kinesthetic): prefer using your body, hands and sense of touch.
- e. Logical (mathematical): prefer using logic, reasoning and systems.
- f. Social (interpersonal): prefer to learn in groups or with other people.
- g. Solitary (intrapersonal): prefer to work alone and use self-study.

3. Groupings (Taken from MB Education & Training)

A variety of groupings facilitate differentiation in a multilevel classroom, including *flexible* and *cooperative groups*.

Flexible groups:

- a. meet a particular need or interest of a small group of learners for strategic or explicit instruction, guided practice, or independent inquiry.
- b. will change frequently throughout a day or a learning/teaching sequence.
- c. may be formed by and across developmental levels and by student choice.

Cooperative groups:

- a. develop a collaborative "micro" learning community within the larger classroom community (Johnson and Johnson).
- b. may stay together for an entire term.
- c. offer valuable opportunities for independent learning, thereby also allowing the teacher more time to work with flexible groups.
- d. require thoughtful role assignment in cooperative groups is essential so that younger students are not overshadowed by older ones. Assign roles that are based on students' skills (e.g., reader, recorder, reporter, helper) and rotate them. Alternatively, suggest a "share-the-pen" strategy, with each member taking a turn at recording an idea while the others are coaches, assisting with spelling, and encouraging thinking.
- e. may be formed across developmental levels. Select students who have a range of social and academic abilities that will foster interdependence.

- Class Review Recording Form

Classroom Strengths

Classroom Needs

Goals -----

Decisions

Individual Concerns

Medical Language Learning Social-Emotional Other

Multiple Intelligence Theory and Bloom's Taxonomy

Bloom's Six Levels of Educational Objectives						
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Verbal Linguistic						
Logical Mathematical						
Visual Spatial						
Body Kinesthetic						
Musical Rhythmic						
Natural						
Interpersonal						
Intrapersonal						

Unit Plan

Integrated Theme/Topic:
Duration of Unit:
Curriculum Outcomes:
Essential Questions:
Stage 1 – Setting Goals
1. Performance Goal(s): <i>Students will be able to. . .</i>
2. Demonstration: <i>Students will demonstrate. . .</i>
3. Product: <i>Students will produce. . .</i>
4. Classroom Process: <i>Processes on which we will focus</i>

Stage 3 – Planning for Learning

Design Must Include Consideration From Differentiated Instruction, Adaptations and Accommodations To Meet All Learner Needs

AT THIS STAGE YOU SHOULD BE INSERTING ALL OF YOUR BUNDLED LESSON PLANS THAT CONSTITUTE THE ENTIRE UNIT.

Some units may have cross-curricular connections. This unit has curricular connectors in the following subjects:

Subject Area	Strategy to Support Subject Area
<input type="checkbox"/> English Language Arts	
<input type="checkbox"/> Mathematics	
<input type="checkbox"/> Science	
<input type="checkbox"/> Social Studies	
<input type="checkbox"/> Physical Education / Health	
<input type="checkbox"/> Information and Communication Technologies	
<input type="checkbox"/> The Arts	

Learning Resources/Sources

Primary Sources (*Field Trips, Experts, Artifacts, etc.*):

Secondary Sources (*Text Set, Multimedia, Print, Web, etc.*):

Inquiry Process (Optional)		
When a Unit involves an Inquiry Process, indicate the leadership responsibilities of the various activities within the process.		
Teacher-Led	Shared/Negotiated	Student-Led

Culminating Event

FINAL STAGE – Reflections of the unit. . .

What worked? What didn't?

Form #4: Developmental Review

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

This form is to be used if, during a placement, areas of concern emerge that may hinder the Teacher Candidate's ability to complete the placement successfully. It may also be used to access weekly supervision from the Faculty Supervisor. Be sure to involve the Director of PENT if a Developmental Review is considered.

Steps for implementing a Developmental Review:

- The Cooperating teacher & Faculty Supervisor identify areas for growth with the Teacher Candidate.
- The Faculty Supervisor discusses the situation with the Director of PENT.
- 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 PENT office for review & for formal approval of additional supervisory support to the Teacher Candidate in the spring term.
- The Faculty Supervisor conducts visitations & provides weekly reports so growth areas and strategies are clearly identified and reviewed on an on-going basis. The Cooperating Teacher provides on-going 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 PENT.

Although it is crucial to focus on positive aspects of a student teaching placement, and provide the Teacher Candidate with on-going 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 PENT 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 behavior with a student;
- Breaching the confidentiality of a student or of the school;
- Criticizing cooperating teachers, administrators, or the school to a third party.



FORM #4: DEVELOPMENTAL REVIEW

TEACHER CANDIDATE:	DATE:
TEACHER:	SUPERVISOR:
SCHOOL:	GRADE/SUBJECT:

This form may be used to identify areas of concern and corrective measures that must be taken in order to complete the student teaching placement successfully.

Area(s) of Concern:

Goals for Improvement:

Reassessment Date:

Teacher Candidate: _____

Cooperating Teacher: _____

Faculty Advisor: _____

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, submit the **Teacher Certification Application** by the stated deadline. 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.

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 original Criminal Record Check (CRC), Vulnerable Sector Query completed & 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 3 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. Forms are also available in the Faculty of Education office, and you will be required to supply 2 forms of identification such as stated on the application form. Credit cards or photo ID card from universities are not accepted.

SUBSTITUTING PRIOR TO RECEIVING OFFICIAL CERTIFICATION

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