Mentoring Student Teachers

HANDBOOK FOR
BACHELOR OF EDUCATION
SECONDARY PRACTICUM EXPERIENCES

2010 -2011

Website:
www.educ.uvic.ca/current/index.php
Dear Mentor:

Thank you for agreeing to mentor one of our UVic student teachers, and for joining with us in the rewarding and challenging task of preparing the next generation of educators. We recognize and appreciate the commitment in time and effort that mentoring entails, but also hope that this proves to be an enriching relationship for you and for your own students. If you have worked with student teachers previously, you are well aware of the rewards that result from seeing them gain in confidence as they expand and refine their skills for engaging learners in meaningful and productive ways. If this will be your first experience hosting a UVic student, we’d like to extend our warmest welcome and sincere thanks for taking on this vitally important role.

It is not an overstatement to stress the crucial nature of the role played by school mentors in the education and development of future teachers. Over the several weeks or months of the practicum, there will be many opportunities to closely collaborate with your “apprentice” and share your insights, beliefs, and knowledge about how to create an environment that supports the development of all learners. We encourage you to engage in some team teaching, as appropriate. Your modeling of excellent teaching and the opportunities you provide to your student teacher for furthering their understanding of the complexities of teaching will offer them a strong foundation from which they can grow. Along with what they have learned from their university instructors, the insights and strategies that they will gain from working with you will prove invaluable as they seek to establish themselves as professionals, as teachers we can all be proud of. As a school mentor, you also play a key role in helping student teachers determine whether they are indeed suited to a career in elementary education.

Again, thank you for agreeing to be a mentor. We value your contribution enormously and look forward to supporting you in any way that we can as you work with your student teacher.

Sincerely,

Alison Preece
Associate Dean, Teacher Education
apreece@uvic.ca
Phone: (250) 721-6570

Phil Watt
Coordinator, Teacher Education Field Experience
pawatt@uvic.ca
Phone: (250) 721-6635
Fax: (250) 472-4641
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SECONDARY TEACHER EDUCATION

ADMINISTRATION
Directory

Office Hours: 8:30 a.m. – 4:30 p.m.
Field Experience Office: MacLaurin A260
Phone: (250) 721-6635 / Fax: (250) 472-4641

Associate Dean
Teacher Education
Dr. Alison Preece  apreece@uvic.ca
(250) 721-6570

Assistant to the Associate Dean
Teacher Education
Ms. Susan Chambers  adte@uvic.ca
(250) 721-6570

Manager
Teacher Education Programs
Ms. Marian Ward  mward@uvic.ca
(250) 721-7762

Manager
Teacher Education Field Experience
Ms. Luanne Krawetz  lkrawetz@uvic.ca
(250) 721-7870

Assistant to the Manager
Teacher Education Field Experience
Ms. Maureen Spizawka  eseo@uvic.ca
(250) 721-7870

Coordinator
Teacher Education-Secondary
Mr. Phil Watt  pawatt@uvic.ca
(250) – 721-6635

Assistant to the Coordinator
Teacher Education-Secondary
Ms. Betty Christensen  bchriste@uvic.ca
(250) 721-6635

Mailing Address:
Secondary Teacher Education
Faculty of Education
University of Victoria
P.O. Box 3010, STN CSC
Victoria, B.C.  V8W 3N4  Canada
B.Ed. (Secondary Curriculum) – Professional Year and
B.Ed. PDPP (Secondary) Music
SEPTEMBER 2010 to APRIL 2011

Fall Term 2010
September 7 (10:00am – 3:00pm)..............................................Orientation
September 8 - December 17....................................................Course Instruction
October 11 ................................................................................Thanksgiving Day
October 12 - 22........................................................................School Observation
November 10 & 12....................................................................Reading Break
November 11..............................................................................Remembrance Day
December 8..............................................................BCTF Day on Campus + BCCT/TQS

Spring Term 2011
January 4 – 28.................School Observation and Practicum Preparation
January 31 – April 29th......................................................ED-P 798 Practicum
March 4 ............................................................Midway report due
March 14 - 25...............................................................SD 61 Spring Break
**Spring Breaks differ from district to district—please check district websites for dates
March 18 .................................................................e-Portfolio checkpoint
April 22 - 25.........................................................Easter (Good Friday & Easter Monday)
April 29.................................................................Final Summary Report Due

THIS SCHEDULE IS SUBJECT TO CHANGE
VISION STATEMENT FOR PRE-SERVICE TEACHER EDUCATION

Graduates of teacher education programs at the University of Victoria are professionals who believe in the lifelong transformative power of learning and who actively promote the principles of justice, equity, respect, and safety within a diverse and democratic society.

MISSION STATEMENT

Our program provides opportunities to develop professionals committed to education. Through reflection, creativity, and collaboration these professionals take responsibility to develop the knowledge, skills and attitudes to:

- Transform curriculum requirements into successful learning experiences using effective and innovative teaching methodologies.
- Integrate into professional practice research-based knowledge about teaching and learning.
- Foster supportive and caring environments that address the diverse needs and the intellectual, emotional, spiritual, social and physical integrity of each learner.
- Work collaboratively and constructively with educational partners to maximize the potential of all learners.
- Participate in the development of education systems that serve all learners.
- Support and promote the principles of public education for all learners.
- Embrace the challenges of teaching within a global knowledge age.

Adopted February 11, 2007
B.Ed. Program 12-week Practicum ... at-a-Glance

January – April

**January**
- Preparation for Teaching
  - January
- mid-January
  - Meet Supervisor

**February**
- Semester Start
- February
  - Supervisor begins classroom visits

**March**
- Spring Break
- Midway Report
- March
  - Faculty supervisor & mentor teacher(s) write collaborative Summary Report

**April**
- Practicum Ends
- Start teaching 75% load
- April
  - Students eligible for certification
### EXPECTATIONS FOR STUDENT TEACHERS

NB: Criminal Record Check must be completed before any school visit.

<table>
<thead>
<tr>
<th>2-WEEK OBSERVATION (October)</th>
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<tbody>
<tr>
<td>▪ Develop a relationship with mentor teacher</td>
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<td>▪ Develop a focus of inquiry, to be addressed with the assistance of mentor teacher</td>
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<td>▪ Become actively involved in the classroom activities</td>
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<td>▪ Continue to develop understanding self as teacher rather than student</td>
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<td>• two artifacts for e-Portfolio</td>
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<tr>
<th>SCHOOL ORIENTATION (January)</th>
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<tr>
<td>▪ Continue developing professional identity</td>
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<td>▪ Interact with mentor teacher and other colleagues</td>
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<td>▪ Where appropriate, make connections between teaching in two different teaching areas</td>
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<td>▪ Where appropriate, assist mentor teacher with teaching responsibilities</td>
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<tr>
<td>▪ Contextualize lesson and unit plans for Spring practicum in consultation with mentor teacher</td>
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<th>PRACTICUM (February – April)</th>
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<tr>
<td>▪ Planning and executing lessons and units of study</td>
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<td>▪ Becoming involved in extra-curricular activities related to your teaching experiences</td>
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<td>▪ Assessing and Evaluating students’ progress using a range of appropriate strategies and approaches</td>
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<td>▪ Consideration of year-long planning</td>
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<td>▪ Developing a repertoire of ideas and strategies for future teaching in a range of diverse contexts</td>
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<td>▪ Develop skill and knowledge of teaching in second subject area (where applicable)</td>
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<td>▪ Discussing full-year planning</td>
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<td>▪ Attending staff meetings/Pro-D</td>
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<td>▪ Being at your school site for the entire school day</td>
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EXPECTATIONS FOR SCHOOL ORIENTATION (JANUARY)
PREPARATION FOR TEACHING

Student teachers will all bring different strengths and levels of readiness to the practicum experience. The January orientation period is intended to help them become prepared to undertake their assigned teaching duties in February – April. Their readiness to step into the teaching role will indicate the amount of teaching that they should undertake in the January period (in consultation with student, their mentor teacher and with their supervisor). Their ability to teach should not be formally assessed during this time period.

Student teachers need to attend to the following requirements relating to this January period:

1. they are required to be in their school during normal school hours throughout the month. They must inform the mentor teacher if and when they will be absent from school.

2. they should work with their mentor teacher in preparing their initial unit and lesson plans for the class they will be teaching. The majority of the initial planning should have been completed before arriving at the school in January but this work needs to be reviewed by the mentor teacher prior to their teaching. They should also be spending considerable time in planning for future units of instruction and preparing accompanying lesson plans.

3. they may teach one or two lessons during the second and subsequent weeks in January (more if they wish and the mentor teacher agrees). Lesson plans must be discussed with the mentor teacher before presenting the lesson to the class. Their ability to teach should not be formally assessed during this time period and will not be considered as part of the 12-week practicum requirement.

4. they must have their planning approved by their mentor teacher before they embark upon a unit of instruction

5. they should assist the mentor teacher wherever possible; for example:
   a. working with individual students
   b. facilitating discussion with small groups of students
   c. teaching a mini-lesson for part of a class period
   d. assisting with evaluation procedures, e.g., marking assignments, etc.

6. they should spend time observing a number of teachers in the school

7. they may be involved in other tasks if it is deemed appropriate by the mentor teacher
EXPECTATIONS FOR PRACTICUM (February – April)

The practicum that student teachers complete during this time is a pivotal point in the transition from student to teacher, and successful completion is a requirement for certification by the B.C. College of Teachers. The focus of this practicum is on the classroom interactions between the student teacher and their students, and between the student teacher, their mentor teacher and their supervisor. The following are guidelines governing the practicum and the student teacher’s responsibilities during that time.

WEEKS 1-5  Begin Teaching
50-60% of regular teacher’s load; classes assigned to student teachers must be courses from their official teaching area(s).

WEEK 5  Midway Report due – March 4, 2011
To be completed collaboratively by university supervisor, mentor teacher, and student teacher. The University supervisor will facilitate the development of this report and provide a copy of the completed report to the mentor teacher and the student teacher. A copy of the Interim Report may be submitted with the Final Report at the conclusion of the practicum. However, where there are any concerns about the student teacher’s progress and performance, these should be clearly stated in the Interim Report, and communicated to Mr. Phil Watt in the School Experience Office. In such cases the Interim Report must be submitted to the School Experience Office at practicum mid-point.

SPRING BREAK - One or two weeks (depending on the district)

WEEKS 6-12
The student’s workload should be increased from 50% to approximately 75% after Spring Break. On a semestered program, this means teaching three classes of the four-block timetable. On a linear time-table (year-long program), the teaching load should build up to five or six classes of an eight-block timetable. Note that these are guidelines, and care should be taken that the student teacher is not overwhelmed with large numbers of different preparations at the same time.

When not teaching an assigned class, student teachers are encouraged to spend their in-school time by engaging in the following:

- planning and preparing for ongoing instruction
- marking/evaluating students’ assignments; maintaining student records
- observing lessons modeled by their mentor teacher(s) and other teaching staff who are willing to accept visitors
- team teaching in a supporting role with the mentor teacher(s)
- working with individual students to support the range of learning needs in the classroom
- working with small groups of students

During the final six weeks of the practicum, a student teacher’s workload may include a subject outside of his or her approved teaching area(s)* providing that the following conditions are met:

- student requests this teaching assignment
- the school administration approves student’s request, and the mentor teacher(s) and university supervisor agree that the expansion is appropriate. Any concerns should be directed to Mr. Phil Watt, Field Experience Office.
- student’s teaching effectiveness during the first six weeks has been successful and of high quality
• there is no anticipated risk that the new assignment will jeopardize performance in the other teaching areas, or experience at different grade levels in those areas
• student has a strong background in the proposed teaching area
• there is not a concern for liability (e.g., automotives, foods lab, PE, etc.)

*PLEASE NOTE: When a student teaches an exploratory course outside of his/her teaching area(s) for the final 6 weeks of the practicum, the exploratory course does not give the student qualifications for a new teaching area. BCCT determines the qualifications based on appropriate course work and required credits.

FINAL WEEK
Completion of collaborative Summary Reports by mentor teacher(s) and university supervisors. A copy should be returned to the University of Victoria, Secondary Field Experience Office. Final Summary Report is due April 30, 2010.

Pre-Practicum Meeting Between University Supervisor and Student Teacher

Prior to the formal start of the practicum, the university supervisor will arrange to meet with the student teacher to ensure that planning and preparation appropriate to the demands of the formal 12-week practicum are in place, and in accord with the expectations of the mentor teacher(s).

The student teacher is required to present unit overviews and to have fully developed an appropriate number of lessons to initiate instruction in the courses(s) for which he or she is responsible. Although planning needs to be flexible and responsive to the students in each class, it is essential that there be evidence of thorough preparation and that the student teacher can demonstrate he or she is ready to meet the expectations of the practicum.

Pre-Observation Discussion

Questions you can pose to the student teacher:

1. What are you planning for the students to learn? What activities will they be engaged in?
2. How do you know that these are appropriate activities and expectations for the students?
3. What methods/strategies are you planning to incorporate into this lesson?
4. How will you know if the students have learned what you intended them to learn in the lesson?
5. What would you like me to focus on during the lesson?
6. What is an appropriate time and place for discussion following the lesson?
Post-Observation Discussion

1. How well did you achieve your objectives?
   What evidence is there to support your response?

2. If you were to teach this lesson again, what would you change?
   Keep the same?

3. What follow-up do you plan for this lesson?

4. What have you learned about teaching and learning from this lesson?
   What have you learned about your students?
   What do you need to consider differently for your next lesson?
Suggested Schedule for University Supervisor

1) Pre-practicum meeting
   • Discuss expectations with student teacher to:
     - Emphasize need for lesson plans
     - Clarify the Mentor Teacher and University Supervisor’s roles
     - Verify initial teaching load (approximately 12 hours/week)
     - Caution student teachers against over-extending themselves during their practicum, either in teaching load or extra-curricular activities

2) First in-school meeting
   • Visits the classroom, meet the mentor teacher (if not already done); check that handbook materials have arrived
   • Verifies that there is a workspace available for the student teacher
   • Discusses initial focus with the student teacher; encourage them to set the focus
   • Establishes a format for follow-up debriefing of observed lessons, e.g., student teacher discusses the lesson first, supervisor describes activities, asks questions, etc.

3) Subsequent observations and meetings
   • Prior to observing the lesson, check the format and focus of the lesson plan
   • Review focus for the observation and supervisor’s role in observing and recording observations
   • De-brief the lesson observed; establish a trusting relationship
   • Set next focus, date, provide written feedback to the student teacher
   • Continue to observe for a variety of teaching skills and strategies being implemented, in a reasonable sequence:
     a. Management skills and routines
     b. Clear statement of lesson objectives to the students
     c. Opening/conclusion of lesson
     d. Checking for understanding, questioning
     e. Demonstration by teacher; use of varied media to support lesson plan
     f. Variety of teaching strategies, students’ active involvement
     g. Variety of assessment and evaluation strategies

4) During the sixth week, student teachers should have a plan to increase their teaching load to 75% per week (i.e. on a semestered system add a third class; in a linear timetable move from 3 to a minimum of 5 classes). If a student teacher is experiencing difficulty, the Field Experience Office should be notified by this time.

5) Throughout the practicum, it is important to share perceptions of the student teacher’s abilities with the mentor teacher and in the final two or three weeks begin preparing the Summary Report; final assessment is based on criteria and expectations relevant to a student teacher’s performance, not that of an
experienced teacher. Summary Report forms must be completed collaboratively by the final week of practicum, and a copy submitted to Field Experience Office.

NOTES:

• During the fifth and sixth weeks, student teachers are often becoming physically, mentally and emotionally drained. They will need your support and strategies to continue and find a balance.
• Probation must be in place by the eighth week if an “unsatisfactory” grade is contemplated.

Suggestions for Supervisors commenting on student teacher’s lesson:

• Provide positive feedback as well as constructive suggestions for improvement
• Provide regular visits in order to accurately and fairly assess their progress
• Vary your supervision schedule in order to see different classes at a variety of times during the practicum
• Discuss the criteria for assessment at the beginning of the practicum and repeat when appropriate
• Set realistic expectations in terms of changing a student teacher’s style and approaches
• Consult with mentor teachers on a regular basis relating to overall progress and evaluating teaching development
• Be accessible for conferencing, provide strategies and suggestions for lesson preparation, classroom management, assessment
STUDENT TEACHER RESPONSIBILITIES

*Without exception, you are expected to be on site at your host school during the entire instructional day.*

- use the observation period to your best advantage in your preparation for the practicum
- demonstrate professional responsibility by keeping appointments with the school personnel, fulfilling all classroom responsibilities; offering some limited non-teaching services; ensuring that all work you produce for distribution to your students is of high quality
- be thoroughly prepared for all lessons, both with a strong knowledge base and detailed lesson planning
- keep a Teacher Plan Book, in the form of a binder, which can be presented to your supervisor, and which includes:
  - all overviews and lesson plans, together with relevant reflective comments and annotations
  - organizational information, including class lists, records of assignments and marks, seating plans, school policies, important phone numbers, etc.
  - all observation notes from both your mentor teacher and your supervisor
  - examples of innovative lesson presentations, media/technology use, and visual displays
- develop an understanding of and begin to use computer programs available for student reporting and student instruction
- operate various types of ICT/AV aids and use these aids appropriately in lessons
- observe instruction in subject areas other than those taught; note differences in presentation styles and activities; relate differences observed to appropriateness for other subject areas
- assist with co-curricular and extra-curricular activities including normal supervisory routines of the school
- attend school on all prescribed school days. If unable to attend, refer to Absentee Procedures and Policy (p. 19)
- return all borrowed keys, books, materials, and settle all financial accounts with the school at the end of the practicum
- observe the BCTF Code of Ethics and Guide for Professional Practice (p. 23-25)
- ensure that medical and accident insurance is in place
MENTOR TEACHER RESPONSIBILITIES

The role of mentor teacher is crucial in the student teacher’s growth and development. As a practicing professional, aware of current issues in education, the mentor teacher is best able to help student teachers, particularly in matters of curriculum and classroom management. As a mentor, you have the responsibility of supporting your student teacher through a period that is frequently stressful both emotionally and physically.

Responsibilities include the following:

- During the October 2-week observation, help your student teacher gain familiarity with the culture of the school as a whole, with the resources available for students, and with rules and procedures. Facilitate observations in other classes, grade levels, and subject areas. As far as is possible, discuss his/her teaching assignment for their upcoming 12-week practicum (February-April) so that they can begin to develop their plans as part of course instruction in methods classes on campus.
- Demonstrate and analyze lessons with student teacher during January using various teaching strategies so that they might observe a variety of teaching models.
- Conference regularly with student teacher regarding unit plans, lesson development, and student needs. Encourage them to assess their own instructional role, identifying where they perceive personal strengths and areas needing further attention.
- Each week of the practicum, provide at least one written Observation Note, for each course/class they are teaching, and discuss these with the student teacher.
- Consult regularly with the faculty supervisor and collaborate, following consultation with the student teacher, in the completion of an interim report at practicum mid-point, and a summary report (use the forms provided on the web) at the end of the practicum.
- Share with student teacher a sense of professional cooperation in classroom responsibilities by:
  - Providing storage and personal work space if possible
  - Explaining strategies and approaches for a more complete understanding of the methods observed and of those implemented by the student teacher
  - Accepting the fact that student teacher is at their present stage of professional development, that the practicum is a learning experience, and realizing that growth will occur during the practicum
  - Ensuring that the student teacher understands school rules related to homework, safety, and discipline
  - Delegating full responsibility to the student teacher, at appropriate times, for the classroom; this should occur when management skills, planning skills, and content knowledge reflect an acceptable level of competence.
The following factors should be addressed before the student teacher will be allowed to take complete responsibility for the class:

1. unit and lesson planning have been checked and deemed appropriate for the class situation
2. student teacher has been observed by the mentor teacher and has shown the ability to instruct students in a meaningful and effective manner
3. student teacher has gradually assumed responsibility for the instructional activities
4. student teacher has been able to demonstrate appropriate strategies for dealing with students’ inappropriate behaviours
5. student teacher has shown the ability to maintain appropriate levels of student engagement and discipline
6. student teacher has checked all equipment for safety (particularly in physical education and science) before student use

Please Note: It is imperative that mentor teachers ensure that there is on-site supervision for their student teachers who are teaching, coaching, or managing students (individuals or groups) as part of their practicum. Supervising teachers must be certified; it is important to recognize that student teachers are not yet certified and do not have the legal authority to oversee students on their own and should not be given this responsibility.
ROLES and RESPONSIBILITIES of the UNIVERSITY SUPERVISOR

The University supervisor plays a key role in supporting the student teacher through their practicum experience.

Prior to the Practicum

Responsibilities include:

- participating in any workshop sessions offered for supervisors by the Coordinator of Field Experience (Secondary)
- meeting with student teachers before the practicum begins to outline expectations, review lesson planning, and, where necessary, assisting to ensure that student preparation is specific, practical, and sufficient
- discussing with, and helping the student teachers reflect upon, insights gained from their initial observational practicum or previous teaching practicum

During the Practicum

Responsibilities include:

- assisting student teachers to identify their responsibilities to their practicum school, the students, teaching staff, and administration.
- once each week throughout the practicum, observing the student teacher while teaching or engaged with the students, and providing constructive written feedback.
- completing lesson observation notes which identify the strengths and any problems in the student teacher's lessons, and offer specific suggestions for ways to improve. These notes should be discussed with the student teacher, and she/he should be provided with a copy.
- consulting regularly with the mentor teacher(s) re the student teacher's progress. Where needed, jointly developing an action plan to address any particular learning needs or weaknesses identified.
- informing the Coordinator of Field Experience (Secondary) at the first opportunity should their be serious concerns about the student teacher's performance.
- completing, in collaboration with the mentor teacher(s), and following consultation with the student teacher, a midway report at the practicum midpoint (March 4, 2011). The student teacher must be provided with a copy, and another submitted to the Field Experience Office.
- towards the end of the practicum, completing, in collaboration with the mentor teacher(s), and following consultation with the student teacher, a Final Summary report. The student teacher must be provided with a copy, and another submitted to the Field Experience Office no later than April 29, 2011.

University supervisors are expected to visit each student once each week for the duration of the practicum. Visits include direct observations and conferencing with the student teacher and the mentor teacher(s). In the event that a student teacher requires additional support, the University supervisor will schedule additional visits.
EVALUATION OF STUDENT TEACHER AND REPORT WRITING

Three forms are used in evaluation: "Student Teaching Observation Notes", "Interim Report" for mid-term evaluation, and "Summary Report" for the final evaluation.

**Daily Observations**
This refers to the ongoing feedback that is provided to the student teacher. The notes that are written by the mentor teacher and the supervisor while observing the student teacher are a fundamental source of information. Observation notes should include descriptive data from observations and a summary of key ideas generated from the post-observation conference. If it is apparent that the student teacher is having problems, it is important that the areas of concern be clearly defined along with suggestions for improvement. Communication amongst the student teacher, the mentor teacher and the university supervisor regarding any problems is essential. *The student teacher must sign each observation document.*

**Midway Conference and Report**
The Interim Report is completed midway through the practicum. This is usually a joint conference and report with input from the student teacher, the school mentor and the university supervisor. Typically, the university supervisor will arrange a conference time and take the responsibility for writing the report. The student teacher is expected to bring a written self-evaluation to the conference. These reports should be completed in point form, and clearly denote strengths, weaknesses and suggestions for student teacher improvement. Please use the "MIDWAY REPORT" form.

The conference and report are intended as a guide for the student teacher for the remainder of the practicum. If there are problems recognized at this time, please refer to "Procedures for At-Risk Students." (p. 19)

**Summary Report and Conferences**
For anecdotal reporting, there are several categories to consider in the summary report: context of the class and school, professional qualities and skills, planning, teaching, reflecting, and evaluating.

The summary report is prepared by the school mentor and the university supervisor in consultation with the student teacher. The school mentor and the university supervisor will amalgamate the content in a collaborative report that is co-signed. It is important to involve the student teacher in this process.

The final conference will be scheduled by the university supervisor in the final week of practicum. The procedure will follow the same process as for the interim evaluation. The main purpose of the summary report conference is to provide summative assessment of the student teacher's practicum performance.
DESCRIPTORS FOR PRACTICUM REPORTS

Professional Qualities:

**Initiative:** Assumes classroom responsibilities without prompting, supervises students when needed, prepares materials when required, and approaches mentor teacher about responsibilities

**Enthusiasm:** Shows enjoyment and energy in learning and in teaching students

**Confidence:** Belief in self and ability to carry out teaching responsibilities

**Reliability:** Follows through on responsibilities; is punctual and well prepared

**Time Management:** Utilizes time effectively in carrying out daily routines, instructional matters, and other responsibilities of a teacher; plans and prepares in advance

**Organization:** Effectively organizes students and materials appropriate to the context and students’ needs

**Literacy:** Models a professional level of literacy

**Rapport with students:** Establishes supportive relationships with students; creates an emotional environment in which students feel comfortable, are actively engaged in learning, and are willing to take risks; encourages positive interactions among students; interacts appropriately with students inside and outside of the classroom

**Habits of a life-long learner:** Assumes an inquiry stance towards teaching; seeks feedback from others; actively extends own personal, professional, and academic knowledge; develops a personal teaching style that reflects openness to innovative ideas; is realistically self-evaluative and welcomes constructive feedback and suggestions.

**Professional Awareness:** Shows awareness and understanding of the B.C. Code of Professional Conduct; shows awareness and understanding of the BCCT Professional Standards; makes an effort to work effectively with colleagues and mentor teachers; attempts to develop a positive relationship with parents

**Voice:** Uses appropriate teaching voice that communicates clearly and facilitates student learning
Professional Practices:

**Knowledge of students:** Displays an understanding of the characteristics, needs, and interests of the students being taught

**Awareness of Diversity:** Demonstrates ability to identify the needs and differences of individual students; attempts to accommodate diverse learning needs and styles through differentiated planning and teaching

**Effective Planning:** Provides mentor teachers and supervisors with detailed plans for units of instruction and lessons to be taught; understands how to plan lessons that take into account students’ prior knowledge, characteristics, needs, and interests; is moving from planning of individual lessons to planning of learning sequences and units; looks for opportunities to integrate learning; applies approaches and ideas learned in University courses

**Flexibility and Problem-solving:** Anticipates and addresses potential problems during instruction; responds appropriately to changing classroom situations

**Positive Classroom Management:** Creates a positive learning environment; captures students’ attention before beginning instruction; communicates behaviour and learning expectations to students; monitors students’ behaviour effectively in order to maximize instructional experiences; facilitates orderly transitions

**Knowledge of Curriculum Content:** Knows and applies the concepts and processes relevant to the curricular areas for which he/she is responsible; draws upon a range of educational theories and practices

**Materials and Resources:** Uses a variety of resources available to teachers, including print text, technology, models, artifacts, and visuals

**Assessment/Evaluation Strategies:** Attempts to implement a range of assessment/evaluation strategies such as journals, anecdotal records, student conferences, journals, self-assessment, portfolios, projects, and tests; selects assessment and evaluations strategies that support the learning activities and encourage further learning

**Use of Instructional Strategies:** Makes effective use of a variety of appropriate instructional strategies; networks with school staff to share ideas and materials
ABSENTEE PROCEDURES AND POLICY

Procedures:

In the event of absence the student teachers are responsible for all of the following:
- Calling their mentor teacher(s) in advance providing as much notice as possible
- Providing their mentor teacher(s) with lesson plans for scheduled classes
- Calling university supervisor to report their absence and the reason for the absence. University supervisor will record absence on student Record of Practicum Visits.

Policy:

- A maximum of three days of absence are allowed during the practicum
- Absence days are for illness or family emergency only
- Absences for reasons other than illness or family emergency require the approval of the supervisor and mentor teacher
- Failure to notify the supervisor and mentor teacher of any absence may jeopardize successful completion of a practicum
- If more than the allowed number of days are missed, student teachers must contact the Coordinator of Field Experience (Secondary) to request an extension to the practicum or to discuss withdrawal; medical certification will be required
- Student teachers are expected to attend scheduled Professional Development days and activities

PROCEDURES FOR AT-RISK STUDENTS

The following is an outline of procedures to be followed when a student teacher is experiencing practicum-related difficulties in the Professional Year.

B. If a student teacher is judged (by a supervisor or mentor teacher) to be having difficulty meeting the goals and expectations of the practicum, the supervisor will:
   a) advise the student teacher in writing that he/she is failing to meet the goals and expectations of the practicum and will send a copy to the Field Experience Coordinator (Secondary)
   b) keep detailed records of pre-lesson conferences, observations, and post-observation conferences, especially noting intended learning outcomes, how the lesson proceeded, and how well students met the student teacher’s stated outcomes. The mentor teacher should be encouraged to generate similar records.
   c) provide clear documentation that includes a summary of specific problems along with evidence that the objectives are not being met, or identification of other difficulties observed in teaching
d) offer specific suggestions for improvement and resources that might be used to lead to improvement

C. If progress is not clearly identified (that is, the student teacher shows an inability to resolve the identified problem(s), and it is judged that the student teacher is demonstrating a level of teaching deemed “Unsatisfactory”), then one of the following three courses of action must be implemented:

1. **Probation**
   If the student teacher wishes to continue with the practicum, and there is a shared confidence (among the supervisor, mentor teacher, and the student teacher) that the identified problems can be resolved in the remaining period he/she can be placed on probation (See p. 22 for template of the Probation Contract.)

   Probation means that the student teacher is provided with a specific period of time to meet the criteria outlined in the contract. The probationary period should be from 5 to 8 teaching days, to be decided by the supervisor and mentor teacher. The following events must occur at this time:
   - Supervisor must report to Field Experience Coordinator the decision that the student teacher is placed on probation
   - Supervisor and mentor teacher meet with the student teacher to define the specific objectives of the probation contract (see p. 22). The Field Experience Coordinator will be available to attend, if required.
   - During the probationary period, the student teacher will be observed regularly by the mentor teacher, and by the supervisor (at least three visits).
   - At the end of the probationary period there will be a meeting involving the student teacher, the mentor teacher, and the supervisor. If the student has successfully met all of the terms of the contract and it appears that he/she will be able to meet the goals and expectations of the practicum, the probation will be lifted.

   If the student has not met the terms of the contract, he/she will be withdrawn from the practicum and receive a failing grade.

2. **Voluntary Withdrawal**
   Student teachers seeking voluntary withdrawal during a practicum must receive permission to do so from the Manager of Field Experience. This request must be in writing and contain the reason(s) for such a request. An unsatisfactory performance at the time of withdrawal will result in the issuing of a failing grade.

3. **Required Withdrawal**
   Student teachers may be required to withdraw from the practicum with a failing grade if their performance in the practicum or their practicum
preparation is considered unsatisfactory by one of: the course instructor, the mentor teacher or supervisor, or the Manager of Field Experience.

C. Immediate Withdrawal

When the mentor teacher, supervisor and principal determine that the student teacher is jeopardizing the learning situation in the classroom, the student teacher’s professional conduct is unsatisfactory and/or unbecoming to a teacher, they will recommend to the Manager of Field Experience the immediate withdrawal of the student teacher from practicum.

The situation must be discussed at a meeting of the student teacher, mentor teacher, supervisor and, if possible, the Coordinator of Field Experience. Documentation must be provided and discussed at this meeting. The student teacher will receive a letter from the Manager of Field Experience stating the reason for the withdrawal and the options available. The student teacher will receive a failing grade.

All student teachers placed in schools for teaching practicum are subject to the provisions of the School Act and the BCTF Code of Ethics (see page 25). A student teacher may be required to withdraw from a practicum for violation of any part of the School Act, BCTF Code of Ethics and Guide to Professional Practice, or the expectations of the B.C. College of Teachers, or upon a written order from the school principal and/or Board of School Trustees in the district where the student teacher is placed.

D. Special Circumstances

a) If the student teacher is experiencing serious emotional/social problems that are adversely affecting performance on the practicum, the problem should be discussed with the student teacher, with the recommendation that professional counseling be initiated and the student teacher withdraw from the practicum.

b) If the student teacher is experiencing other health problems, the student teacher should be encouraged to seek permission from the Manager of Field Experience to withdraw from the practicum and, if desired, to repeat the practicum.

Student teachers who withdraw from the practicum for serious emotional/social and/or health reasons must provide a physician’s report in order to be able to apply for permission to repeat the practicum. Re-entry may not be granted or specific conditions may be attached.

c) If the Manager of Field Experience deems that a problem learning situation has arisen because of a “poor fit” among student teacher, mentor teacher and/or school placement, the Coordinator of Field Experience (Secondary) may arrange an alternative placement.
SAMPLE PROBATION CONTRACT

Student: ___________________________  Date: ______________________
Mentor Teacher: ___________________  School: ______________________
University Supervisor: _____________  Placement: __________________
Probationary Period: ________________________________

Procedure:

1) The supervisor and the mentor teacher will meet with the student teacher to define the specific objectives of the probationary period, which will usually be 5-8 days, and write these into the probation contract.

2) During the probationary period, the student teacher will be observed regularly by the mentor, and by the supervisor on at least three occasions.

3) The student teacher, the mentor teacher, and the supervisor will meet at the end of the probationary period to determine whether:
   a) the student teacher has successfully met all of the terms of the probation contract
   b) the student teacher will continue or withdraw from the practicum.

The decision should be confirmed in writing to the student teacher by the supervisor(s).

Objectives of the Probationary Period:

The mentor teacher and the university supervisor have determined that the student teacher, in order to continue this practicum beyond the probationary period, must demonstrate significant improvement in all of the following areas:

SAMPLE

Student teacher

Mentor teacher(s)

University Supervisor
In relation to students
The professional responsibility of teachers is for the intellectual, physical, social, and emotional development of the students entrusted to their care.

The teacher:

1. Assesses educational needs, prescribes and implements instructional programs and evaluates the progress of individual students, and shall not delegate these responsibilities to any person who is not employed as a teacher. The teacher seeks professional assistance in any of the above functions when such is required.

2. Directs and supervises the delegation of specific, limited aspects of learning activities to auxiliary personnel.

3. Is mindful of the students’ safety, the students’ right to equality of opportunity and successful learning experiences, and is considerate of the students’ personal circumstances.

4. Endeavours to provide for a range of fact and opinion when dealing with controversial matters in the curriculum.

5. Regards as confidential and does not divulge, other than to appropriate personal, any information of a personal nature concerning students.

6. Does not tutor that teacher’s own students for additional pay.

7. Speaks constructively of students in the presence of students, teachers, officials, or other persons.

In relation to parents or guardians
The teacher cooperates with the home whenever possible.

The teacher:

1. Respects the uniqueness of each student’s home.

2. Is receptive to the viewpoints of parents in regard to the educational needs of their children.

3. Seeks parental involvement in the educational processes designated for students.

4. Shares with the parents information that will assist in the growth and development of the students.

5. Takes appropriate steps to protect the rights of the student.
In relation to the general public
The teacher endeavours to improve the quality of education and to enhance the reputation of the teaching profession.

The teacher:

1. Cooperates with and encourages the involvement of the community and other agencies in the examination of present and future educational needs of students.
2. Before accepting a position, becomes aware of the expectations the community holds with regard to the profession.
3. Understands that if there are reasons to seek additional employment, discretion should be used in doing so.
4. Refrains from using the teaching position to promote the sale of books or other teaching aids for personal gain.
5. Is cognizant of individual rights and responsibility in the event of a strike of school district employees.

In relation to school boards and the Ministry of Education
The teacher is cognizant of the terms and conditions of employment.

The teacher:

1. When considering accepting a position in a district with which the teacher is unfamiliar, should contact the federation for information regarding teaching conditions.
2. Protests both the assignment of duties for which the teacher feels unqualified and any conditions that make it difficult to render professional service.
3. Refrains from attempting to influence individual school board members to further a personal career or to gain professional favour.
4. Is aware of the provisions of the School Act and Regulation and with the policies of the employing school board and where changes are deemed necessary, seeks revision through the federation and/or local association.
The BCTF Code of Ethics states general rules for maintaining high standards of professional service and conduct toward students, colleagues and the professional union.

The University of Victoria requires student teachers to be guided by this Code while on practicum.

1. The teacher speaks and acts toward students with respect and dignity, and deals judiciously with them, always mindful of their individual rights and sensibilities.

2. The teacher respects the confidential nature of information concerning students and may give it only to authorized persons or agencies directly concerned with their welfare.

3. The teacher recognizes that a privileged relationship with students exists and refrains from exploiting that relationship for material, ideological, or other advantage.

4. The teacher is willing to review with colleagues, students and their parents/guardians the quality of service rendered by the teacher and the practices employed in discharging professional duties.

5. The teacher directs any criticism of the teaching performance and related work of a colleague to that colleague in private and only then, after informing the colleague of the intent to do so, may direct in confidence the criticism to appropriate officials who are able to offer advice and assistance. (See note below and procedure 31.B.10).

6. The teacher acknowledges the authority and responsibilities of the BCTF and its local associations and fulfills obligations arising from membership in his/her professional union.

7. The teacher adheres to the provisions of the local collective agreement.

8. The teacher acts in a manner not prejudicial to job actions or other collective strategies of his/her professional union.

9. The teacher neither applies for nor accepts a position which is included in a federation in-dispute declaration.

10. The teacher, as an individual or as a member of a group of teachers, does not make unauthorized representations to outside bodies in the name of the federation or its locals.

NOTE: It shall not be considered a breach of Clause 5 of the Code of Ethics to report reasonable grounds for suspecting child abuse to proper authorities according to legal provisions and official protocol requirements. (AGM 1995)