



SCHOOL OF EDUCATION



MENTOR HANDBOOK

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ACRONYMS

SoE	School of Education
FEC	Field Experience Coordinator
TC	Teacher Candidate
TM	Teacher Mentor
FM	Faculty Mentor
POP	Particulars of Practice (Under the guidance of the FM TC's will participate in a POP session with their peers. TMs are not required to participate in this activity)

TERRITORIAL ACKNOWLEDGEMENT

We do this work together on the ancestral and traditional lands of the Stó:lō Peoples. In particular, we acknowledge the Leq'á:mel, Semá:th, Mathxwí, Sq'éwlets, and Qwó:ltl'el First Nations who are the traditional stewards of this land where the Mission campus of UFV is now situated. It is a privilege to learn here on Stó:lō Temexw... and we always must remind ourselves that this privilege has come at great expense to the Stó:lō Peoples.



MESSAGE FROM DR. SHERYL MACMATH – SCHOOL OF EDUCATION DIRECTOR



Thank you so much for supporting the development of future teachers and colleagues. The role of the teacher mentor is critical; your support, encouragement, and wisdom are invaluable and greatly appreciated by teacher candidates and everyone in the School of Education. We know that it is challenging to give up your classroom, that it requires a great deal of time, and that it takes courage to invite someone in to work with your students. On behalf of the School of Education, thank you for the time, effort, and care you take with your assigned teacher candidate. We greatly appreciate it.

MESSAGE FROM DR. VANDY BRITTON PROGRAM CHAIR



Thank you for supporting the growth and development of UFV teacher candidates. Your role as a mentor is critical to their (and our) success. The UFV Bachelor of Education program is strong in no small part because of your expertise, and because you recognize that teacher candidates need both mentorship and kindness as they learn to become teachers.

So, thank you for working alongside us to develop this next generation of teachers – a group of educators who can (and will) make a positive difference in the lives of students.

MESSAGE FROM DEIRDRE DEGAGNE and GUNITA GUPTA FIELD EXPERIENCE COORDINATORS

We would like to thank you for sharing your wisdom and experience with our TCs. Thank you to our Faculty Mentors for giving back to the profession and supporting our TCs in their journey toward certification. To our Teacher Mentors, thank you for welcoming our TCs into your classrooms and mentoring them as they grow and learn as beginning teachers.



YEAR AT A GLANCE

AUGUST – OCTOBER: TEACHER CANDIDATE (TC) COURSEWORK AT UFV

- Education in a Diverse Society
- Introduction to Inclusive and Special Education
- Creating Positive Environments for Learning
- Lesson Planning and Assessment
- The Role of Technology in Teaching
- Applications of Reflective Practice
- Math, ELA Methods (Elem/Middle); Science/Math or Social Studies/ELA (Secondary)
- Workshops in Ethics and Boundaries

MID OCTOBER – MID NOVEMBER: PRACTICUM 1 (EDUC 490) - BECOMING A PROFESSIONAL

Recognizing that the TC will progress at their own rate during EDUC 490, it is expected that TCs will participate in a series of teaching opportunities designed to scaffold their learning and demonstrate increased teaching responsibilities.

NOVEMBER – DECEMBER: TC COURSEWORK AT UFV

- TC visits practicum school on designated days in November and December.
- **TCs take the following courses**
 - Applications of Reflective Practice
 - Indigenous Education & BC Schools
 - The Role of Technology in Teaching
 - Creating Positive Environments for Learning
 - Introduction to Inclusive and Special Education
 - Math, ELA Methods (Elem/Middle); Science/Math or Social Studies/ELA (Secondary)
 - TCs begin EDUC 452 (unit planning and evaluation course).
 - Workshop in Teacher Presence (Elem/Mid/Sec)

JANUARY – FEBRUARY: PRACTICUM PREPARATION AND COURSEWORK AT UFV

TCs prepare for EDUC 492 (Certifying Practicum):

- TC visits practicum school on designated days in January and February
- TC will submit their first completed unit to their TM(s) and FM by the first week in February.
- Phase-in/immersion plans are finalized by FM and TM(s), including determining which units of study will be taught.
- Unit plans being taught during Phase-in must be completed and approved before the beginning of EDUC 492.
- Dates for submission for all other unit plans must be discussed and decided upon with the TM and FM well in advance of unit plan completion.
- TC must share and have approval for unit plans from their TM(s) and FM before they can begin teaching them. This process starts in January.

TCs take the following courses in addition to Unit Planning and Assessment:

- Applications of Reflective Practice
- Social Studies, Fine Arts, Science, PHE methods (Elem/Mid)
- Second Language Learning in Classroom Practice
- Science & Math or Social Studies & ELA (Sec)
- Conflict Resolution in Schools (Elem/Mid/Sec)
- Supporting Diverse Learners (Elem/Mid/Sec)

LATE FEBRUARY – MID-MAY: EDUC 492 – PRACTICUM 2: BECOMING A TEACHER

To receive credit for EDUC 492 and be recommended for certification to the Teacher Certification Branch, the TC must demonstrate certification readiness in all 14 BEd Program Goals.

MID-MAY – END of MAY: ALTERNATE PRACTICA EXPERIENCE

- TCs, in consultation with the FM and TM(s) and with prior approval by a Field Experience Coordinator, will observe and assist in an alternate setting (e.g., Student Support Services, French Immersion, a different subject or grade, and in some cases in a national or an international setting). There will be no formal observations during this period as the FM/TM/TC will finalize the Final Reports. The TCs will be required to reflect on the learning that took place during the final two weeks (Goal 4) and share this learning with their FM.

JUNE COURSEWORK: SHAPING THE PROFESSION

- Action Research
- Governance and Reform in Public Education
- Applications of Reflective Practice

BACHELOR OF EDUCATION PROGRAM GOALS



BEd PROGRAM GOALS

The BEd program is dedicated to educating teachers who will become responsible and responsive professionals – this is, in part, why we refer to our students as Teacher Candidates. As our mission statement says, graduates of our program will be distinguished by their commitment to fostering equitable, inclusive, and decolonized learning environments.

The BEd Program Goals were developed out of the School Values and Commitments (see the BEd Handbook) and are competencies to be demonstrated by an effective teacher upon completion of the program. The fourteen goals are organized into three key areas and sequenced in a developmental progression. Each goal is then elaborated upon to ensure that teacher candidates (TCs), faculty mentors (FMs), teacher mentors (TMs) and BEd course instructors clearly understand how these goals relate to observable TC actions on campus and in field placements, recognizing that there are many more components to each goal than are listed.

Note: We do not view the elaborations as a ‘checklist’ for TCs, but rather as an assessment ‘as’ learning opportunity.

During field placements (school visits, school experience, and certifying practica), the TC and mentors (both the TM and FM) should review how these goals relate to the specific classroom and school placement (all classrooms are quite different). Whether a TC should demonstrate all, or more, of these elaborated points for successful completion of EDUC 490 and EDUC 492 is based on the professional judgment of the mentors involved.

Note: Naturally, work on these goals is always ongoing. We expect that TCs will demonstrate consistent and continuous growth in the program goals throughout the time that they are in the BEd.

Demonstrating a strong, professional teacher presence

1. Professionalism

This goal speaks to the ways in which TCs conduct themselves on a daily basis: it includes the day-to-day civility that the TC demonstrates with peers, BEd instructors, students, colleagues, and the profession; their ability to uphold the SOE Commitments and Values; and, the recognition that professionalism is an integral component of all other goals. Inherent within this goal is a willingness to advocate for those with less privilege and/or cultural capital, and the ability to communicate concerns in a courageous manner, leaving the dignity of all parties intact. Examples include:

- demonstrating consistent attendance, punctuality, and effective communication during coursework and in field placements;
- demonstrating effective preparation for coursework/teaching (including preparing and sharing written organizational plans), and consistently meeting all deadlines;
- acting as a positive role model and equity advocate, remaining ethical and trustworthy;
- respecting confidentiality, personal, and physical boundaries;
- following all district protocols related to health, safety, and remote and/or face to face teaching; and
- demonstrating a commitment to the role of the teacher in upholding the rationale and philosophy of the BC Curriculum.

2. Strong connection with students

To be an effective teacher, the TC must first develop strong, meaningful relationships with each individual student. This involves listening actively to what students share about their needs, aspirations, and interests; and, where warranted, sharing relevant and appropriate information about oneself. In contrast to goal 7, this goal focuses on knowing students personally rather than academically. Examples include:

- valuing and caring for children/adolescents, always acting in their best interests;
- instilling an enthusiasm for learning in students;
- sharing both academic and social interests with students in their classes; and
- recognizing 'change' in a student and enlisting outside supports as needed.

3. Classroom culture & management

This goal focuses specifically on the ability of the TC to assert their leadership as the classroom authority, regardless of the learning environment, while remaining sensitive to the individual rights and needs of students. Any actions the TC demonstrates to develop, support, reinforce, and ensure a safe and productive learning environment for students would relate to this goal. In contrast to goal 10, which focuses on developing student knowledge and skills related to curricula, this goal relates to the ways in which the TC proactively attends to student behavior – individual, small group, and whole class – in order to optimize the learning environment. Examples include:

- ensuring the safety of all students at all times, including responding effectively during crises, and demonstrating knowledge of school-wide safety and first aid procedures;
- developing, sharing, and consistently reinforcing class rules and behavioural expectations that encourage self-regulation and social-emotional competency;
- proactively planning and/or adapting management strategies so that the learning needs of individual students are met;
- developing classroom routines, managing transitions, and, where necessary, implementing positive behaviour and reinforcement systems either for the entire class or for individual students; and
- taking action to ensure an environment that is conducive to student learning.

4. Reflective practitioner

This goal is critical to the development of lifelong learners and professionals in the field of teaching. After completion of the BEd, feedback and direction regarding one's practice and professionalism are greatly reduced; as such, a TC must demonstrate that they are able to independently reflect on all aspects of being a teacher so as to realize successes, recognize areas of challenge, develop a sound plan to address challenge areas, and then implement those changes in a cyclical fashion. Reflection must be ongoing, accurate, and focused on ensuring that the needs of the students, the curriculum, and the profession are always being met to the best of a teacher's ability. Examples include:

- implementing changes in practice (e.g., course assignments, lesson plans, interactions with others) based on reflection, with the goal of improving one's teaching in both face to face and remote learning environments;
- engaging in written and verbal reflection with mentors and colleagues regarding practice;
- incorporating reflective practices with one's own students as a part of lesson design; and
- in the spirit of reconciliation, social justice, and decolonization, interrogating one's practice as an educator.

5. Working with feedback

This goal focuses on information gathered from BEd instructors, other colleagues, and mentors. While goal 4's focus is to have the TC personally note successes and challenges and alter their practice accordingly, this goal requires the TC to demonstrate a willingness to accept feedback from others and to put that feedback into practice. It is important that the TC gathers evidence that demonstrates how the feedback affected their practice. Examples include:

- responding professionally to feedback or suggestions for changes from BEd instructors, peers, mentors, and/or students;
- implementing feedback from others, including BEd instructors and mentors, and reflecting on those changes;
- being willing to thoughtfully and effectively negotiate changes with those who provide feedback; and
- seeking out constructive criticism.

6. Clear and observable vision

As teachers, our vision of what 'good teaching' and 'effective learning' are will change over time. The TC, while in the BEd, begins to articulate the vision they are working towards, then continue to refine this vision throughout the program and, ideally, into their future. As a result, there are three important steps for demonstrating this goal during the BEd: (1) the TC describes this vision (usually in the form of a written statement) – semester 1; (2) the TC shares this vision with their mentors (including having observations that may focus on how they did, or did not, enact their vision) semesters 1 and 2; and (3) the TC reflects on their lessons and their vision to identify alignment, challenges, and how their experiences in the face to face and remote classroom shape or inform their vision – semesters 1, 2, and 3. Examples include:

- describing one's personal values and beliefs regarding children/adolescents, learning, teaching, curriculum, and schooling in the form of a personal teaching philosophy;
- demonstrating the values and beliefs described in an observable practice; and
- valuing, respecting, and remaining open to diverse opinions and cultures that may challenge one's beliefs about education and teaching; and
- critically examining one's own actions in the classroom in relation to their vision.

Demonstrating knowledge and skills related to teaching

7. Knowledge of students

This goal focuses on knowing the academic needs of the individual students in a classroom. In contrast to goal 2, which focuses on learning the needs and interests of students, this goal requires the TC to demonstrate knowledge of an individual student's academic success, challenges, and needs (including access to technology). Examples include:

- identifying, planning, and implementing activities that meet a range of student needs (including physical, social, emotional, moral, cognitive, aesthetic and cultural needs);
- accurately identifying and assessing student levels of learning readiness, and implementing activities that meet those levels;
- connecting new concepts with students' prior knowledge and experiences; and incorporating information from other education professionals when planning classroom activities.

8. Knowledge of content

This goal focuses on ensuring that the TC is knowledgeable in the content and/or skills that they are teaching. This includes being familiar with the necessary background knowledge related to each subject area. Examples include:

- developing unit and lesson plans that accurately and adequately address curricular content and competencies;
- responding effectively to student questions that extend beyond planned lesson content;
- demonstrating knowledge of strategies inherent to a given content area (e.g., historical thinking approaches in Social Studies, inquiry methods in Science, procedural vs. conceptual understanding in Math, performative inquiry in Drama, etc.);
- authentically incorporating Indigenous Ways of Knowing and the voices of those who are under-represented in the curriculum into lessons and unit plans; and
- writing and speaking using grammatically-correct Canadian English and/or French.

9. Effective communication with students

This goal focuses on clarity and effectiveness in relation to communication. One of the key requirements for effective learning is for students to know what is expected of them. Any strategies, instructions, alterations, or examples that a TC can provide that increase student understanding fit within this goal. Examples include:

- providing clear, multi-modal instructions for academic and behavioural tasks that students are able to independently follow;
- breaking instructions and/or content knowledge into manageable chunks appropriate for students' developmental needs;
- incorporating the modeling and reinforcement of respectful social interactions (e.g., turn taking, cooperation, conflict resolution, etc.); and
- encouraging and managing discussions, active listening, and effectively responding to individuals and groups.

10. Effective teaching practices

This is one of the largest goals and requires a great deal of time, practice, reflection, and success on the part of the TC. Goal 10 encompasses everything from mastering direct instruction to the effective implementation of more challenging teaching strategies. Sometimes it requires multiple observations before a TC successfully demonstrates that they can implement a strategy effectively. The focus for this goal is on maximizing student learning, and relates to planning, pacing, incorporating variety, ensuring engagement, and being flexible. To be successful with this goal, the TC needs to be creative in their planning and effective in their face to face and remote delivery of lessons; they need to pay attention to student learning (or lack of learning) and respond

appropriately. Ultimately, this requires the TC to move beyond focusing on the technical aspects of teaching to centre their attention on what and how students are learning. Examples include:

- utilizing a variety of instructional strategies and questioning techniques that are relevant to the age and abilities of one's students and in line with current research in the discipline;
- being open to, seeking out, implementing, and refining, innovative and challenging teaching strategies for both face to face and remote learning environments (e.g., project-based learning, cooperative groups, visits into the community, guest speakers, experiments, stations, a combination of synchronous and asynchronous instruction, etc.);
- providing opportunities for active engagement, manipulation, collaboration, and student exploration/experimentation with ideas and materials;
- identifying and effectively responding to 'teachable moments' that emerge;
- incorporating culturally-relevant and sustaining pedagogies into lessons; and
- thoughtfully implementing Indigenous perspectives, content, and pedagogies into the classroom in culturally sensitive and meaningful ways.

11. Valid and reliable assessment practices

To provide effective instruction, the TC needs to know what each student knows and does not know; this is the focus of assessment. Assessment can happen anytime – within a lesson, over a period of lessons, towards the end of the unit – and is communicated to the student, parents/guardians, and administration. The TC must be accurate in their assessments and congruent with the curricular outcomes to be considered effective. Examples include:

- planning for and using varied, multiple assessment 'as', 'for', and 'of' learning opportunities throughout all units;
- gradually developing each student's ability to self- and peer-assess constructively in relation to curricular outcomes (e.g., learning standards, core competencies);
- demonstrating efficient and consistent monitoring and tracking of all student progress through effective record keeping;
- using evidence from assessments to alter instruction and improve student success; and
- developing appropriate grades and report card comments.

12. Inclusive and individualized teaching

There are individuals within every group whose needs may vary from the rest of the group. It is the responsibility of the TC to identify those individual needs and meet them while still effectively supporting the behaviour and learning needs of everyone else. How a TC identifies and meets those individual needs, ensuring that the classroom is inclusive and safe for individual students, is the focus for this goal. Examples include:

- creating a climate of inclusivity in the classroom (e.g. 'student-first' language, non-gendered pronouns, culturally sensitive/trauma-informed practice);
- planning for remote teaching taking into consideration student access and comfort with technology;
- developing a variety of tasks designed to enable individual student success and challenge by using the principles of UDL and differentiated instruction to meet the needs of all learners;
- implementing different strategies that are designed to effectively support students with diverse learning needs and keep them involved with the activities of the classroom; and
- using instructional practices that respect and reflect the diversity amongst students and the community, including implementing activities that promote an understanding of diverse cultures and lifestyles.

Becoming a positive member of the school and the community

13. Working respectfully with parents/ guardians

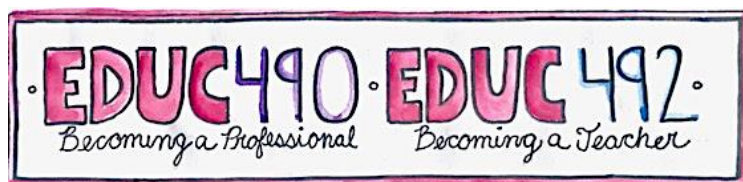
This goal focuses specifically on building a relationship with the families of the students in the classroom. Recognizing the importance and value of working with and supporting students' caregivers, the TC seeks a variety of ways to communicate with parents/guardians. Examples include:

- initiating and maintaining positive, ethical relationships with parents/ guardians and families;
- respecting the diverse cultures and value systems of different families;
- initiating and maintaining contact with parents/ guardians in a variety of ways to increase student success (e.g., email, phone calls, notes, website, etc.); and
- participating in parent/guardian-teacher interviews, meet-the-teacher nights, school-based team meetings, and student-led conferences (when possible).

14. School culture and community

Teachers are not only responsible to the students in their classrooms, but to their school, neighbourhood, and district communities. This involves communicating with, developing, and supporting initiatives that occur outside of the practicum or UFV classroom. Examples include:

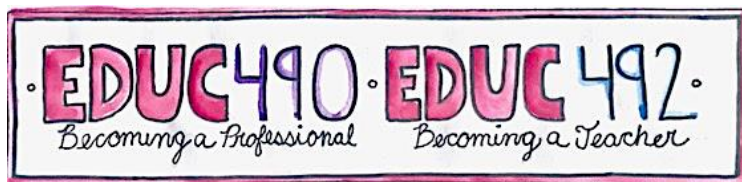
- establishing collegial and collaborative interactions with BEd instructors, peers and the peer community, educational specialists (including education assistants and Indigenous support workers), administration, staff (including custodial and administrative), volunteers, parents/guardians, and the students beyond one's classroom walls;
- where possible, becoming involved in extra-curricular activities (whether repeatedly over a number of weeks, or for specific one- or two-day school/department/grade-wide events) throughout the school;
- participating in staff meetings, school-based team meetings, IEP meetings, and professional development opportunities (including professional learning communities and curriculum-based team meetings); and
- initiating contact and communication with principals and school administration.



MENTOR ROLES AND RESPONSIBILITIES

Faculty Mentors (FMs)

- Design experiences for the TC so they have adequate information, preparation, instruction, and supervision during EDUC 490 and EDUC 492
- Work in partnership with the Program Chair, TMs, and Field Experience Coordinators
- Work in conjunction with the coordinators to contact TMs and administrators to familiarize them with the School of Education at UFV
- Develop systematic, ongoing, and consistent procedures for observing and recording information about the TC's work in the school setting.
- Complete weekly formal observations (pre-conference, observation, and post-conference) for the TC
- Discuss school and school district policies with the TM and the TC
- Attend TM and TC orientations, and FM meetings
- Support the TM as needed
- Implement all procedures as outlined by the School of Education, including facilitating Particulars of Practice (POP)
- Provide feedback as needed to help the TC to identify strengths and areas of needed growth.
- Discuss the TC's professional development and assess the TC's progress in reaching certification readiness in relation to the BEd Program Goals.
- Ensure open lines of communication between all members of the school placement.
- Meet with the TC and the TM to collaborate on the Final Report for EDUC 490 (School Experience) and the Midterm for EDUC 492 (Certifying Practicum) that highlights the TC's growth in relation to the 14 Program Goals.
- Independently write, discuss, and receive feedback from the TC and the TM on the FM Final Report for EDUC 492 (Certifying Practicum). This report should speak to the TC's readiness for certification.
- Formalize the closure of the placement.



Teacher Mentors (TMs) The role of the TM is crucial to the growth of the TC. The TM introduces the TC to the school life of the professional teacher, assists in developing their skills, and helps them

understand the curriculum. TMs have a vital role in preparing novices for the complex experiences in the daily lives of teachers:

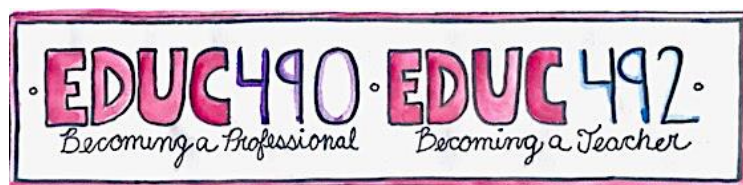
- Prepare students for the arrival of the TC
- Welcome and introduce the TC to staff, administration, and students
- Become familiar with the BEd Program Goals, forms, and procedures
- Designate a space (including a desk and chair) in the classroom for the TC where they can work
- Provide resources, a seating plan or name tags, and your daybook/plans for the TC
- Schedule meetings regularly with the TC to discuss responsibilities, expectations, professional growth, and the application of theory and practice
- Think about initial in-class involvement and phase-in for the TC (i.e., gradually take over lessons and subject areas each day) and have these activities grow into an 80% teaching load for immersion during the certifying practicum (EDUC 492)
- Make expectations clear concerning how the classroom is run and what is required of the TC
- Discuss the ways to observe and supervise the TC's performance
- Discuss your interpretation of the BEd goals with the TC
- Schedule regular meetings with the TC to discuss their performance
- Complete a minimum of 2 formal observations per week
- Document and discuss the TC's in-class experiences with the FM and the TC to ensure agreement about the extent and nature of the TC's development as an effective and professional teacher
- Communicate regarding units and subject areas that enable the TC to gain competence as a practicing teacher
- Participate in the phase-out by gradually taking back the teaching of the class and making this transition in collaboration with the TC
- Allow for flexibility so that the TC experiences a variety of groupings, management strategies, routines, and instructional strategies—these may not necessarily be your preferred personal practice, but balance your TC's opportunity for growth with the needs of your classroom students
- Model, reflect upon, and articulate good teaching practice, remaining open to alternatives
- Regularly communicate with the FM regarding progress and concerns you have regarding the TC
- Meet with the TC and the FM to collaborate on the Final Report for EDUC 490 (School Experience) and the Midterm for EDUC 492 (Certifying Practicum) that highlights the TC's growth in relation to the 14 Programs Goals
- Independently write, discuss, and receive feedback from the TC and the FM on the TM Final Report for EDUC 492 (Certifying Practicum). The report should speak to the TC's readiness for certification.

RESPONSIBILITIES OF TEACHER CANDIDATES (TCS)

TCs are expected to:

- Submit all course assignments before beginning practica in schools
- Ask questions if unclear about expectations and/or requirements
- Maintain professional relationships with all BEd faculty, students, teachers, and school personnel
- Become familiar with the BEd program goals and SOE Commitments & Values, initiating conversations about them with mentors
- Obtain complete and accurate information about the placement prior to EDUC 490
- Under the direction of the FECs, communicate with the TM(s) and Administrator (principal/vice-principal) prior to the start of EDUC 490
- Arrive at their practica a minimum of 30 minutes prior to the start of school and remain in the school at least 1 hour afterwards (or at the discretion of the TM) to ensure that all planning for the next day is complete
- On the first morning of EDUC 490, visit the office and introduce themselves in person to the administrator and the office clerical staff
- Take time to meet with other school personnel during EDUC 490
- Get acquainted with the observation and assessment tools used during practica
- Complete reflections for the FM and participate in Particulars of Practice (POP)
- Initiate contact with parents/guardians during EDUC 490 and 492
- Arrange to observe and participate in other classrooms, as appropriate, during EDUC 490 and EDUC 492
- Introduce themselves to the parents/guardians of students at the beginning of EDUC 490, reintroduce self at the beginning of EDUC 492, and, if appropriate, when beginning immersion during EDUC 492 practicum (through letter, blog, or website)
- Integrate into the school community, progressively increasing that integration throughout EDUC 490 and EDUC 492
- Assume responsibility for organizing the scheduling for FM observations, and collaborate with fellow TCs about that schedule
- Identify the BEd goal for formal observations in consultation with mentors, and be able to discuss how this goal can be observed
- Assume responsibility for the organization and submission of lesson plans, copies of formal observations by mentors, and post-conference reports that are placed in a binder (digital or hard copy) that must be accessible to the TC, TM(s) or FM at all times
- Collaborate with other TCs (including peer observations and co-teaching) and teachers at the school
- Maintain ongoing communication with parents/guardians throughout the EDUC 492 practicum
- Work with the TM(s) to plan teaching assignments and units
- Write lesson plans and unit plans for all teaching assignments and provide them for conferences with mentors

- Discuss the progression of activities that have been planned for immersion, ensuring the opportunity to gain competence as a practicing teacher
- At the completion of immersion in EDUC 492, provide assessments and grades for all units and students taught and assist in report card preparation
- Write a collaborative Final Report for EDUC 490, a collaborative Midterm Report for EDUC 492 and an independent Final Report for EDUC 492 that evidences competence in relation to the 14 BEd program goals
- Participate in an Alternate Practicum experience for the last two weeks of EDUC 492
- Collect evidence for EDUC 495 (Applications of Reflective Practice) throughout EDUC 490 and EDUC 492



HOW MENTORS SCAFFOLD THE LEARNING OF A TEACHER CANDIDATE

Mentors scaffold the TC's learning by designing teaching experiences that support and challenge the TC's practice while recognizing that the TC is a

The TM(s) and FM:

- Design teaching experiences that **support & incrementally challenge** the TC's practice
- provide constructive feedback through daily conversation, and complete two **formal observations** (TM) and **one formal observation** (FM) per week
- Are careful not to overwhelm the TC with too much feedback, too many tasks, or unrealistic expectations
- Work together to support the TC as they figure out the kind of teacher they want to be



The judgment of the TM(s), in consultation with the FM, is critical in determining how the TC will assume increased responsibility for planning, teaching, assessment, and the day to day running of a classroom.

Effective Mentors:

- ✓ model good practice
- ✓ encourage reflective practice
- ✓ give specific feedback through formal and informal observations
- ✓ encourage TCs to take risks and make mistakes
- ✓ understand that a TC will not teach exactly like them
- ✓ **change their approach** if they notice that the TC is not progressing or is stalled in their development
- ✓ keep the lines of **communication** open and honest
- ✓ understand that the TC may occasionally become overwhelmed by the complexity of the teaching role

WHEN CONCERNS ARISE

The Teacher Education Department at UFV has a well-articulated process to address performance concerns of a TC during EDUC 490 and 492.

The role of the TM(s) is to

- provide **honest and constructive feedback** to improve the TC's practice
- offer suggestions, provide **support**, recognize growth
- identify and **share any concerns** with the TC and FM
- **evaluate** the TC according to the 14 BEd Program Goals

Open communication between the TM(s), FM, and the TC ensures that concerns and successes are identified early and addressed effectively.

It is expected that TCs will respond professionally to feedback from the FM and TM(s), without argument or defensiveness, and will strive to implement all feedback to the best of their ability.

The role of the FM is to:

- facilitate a dialogue between the TM and TC regarding any concerns
- ensure **concerns are communicated** to the TC, and that the TC understands how to address the concerns
- develop an **action plan** with the TC and TM to address the concerns
- inform the Program Coordinator when a concern arises

It is the responsibility of the FM, in consultation with the Field Experience Coordinator, to assess the seriousness of the concern and to determine next steps.

Examples of Concerns

- TC is not progressing, or progress is very uneven.
- TC is not understanding, accepting, or implementing the TM's feedback.
- TM is worried about leaving the TC unsupervised with the students.
- TM is concerned about the TC moving into Immersion.
- TM senses something is "off" or "not quite right," but is unsure how to articulate the concern.
- TM is concerned about the TC's interpersonal interactions.
- TM is concerned about the TC's attitude, work ethic, attendance, punctuality.
- TC is unprepared to teach or misses deadlines.

See Appendix i
Due Process During
Practica

EDUC 490 SCHOOL EXPERIENCE: OCTOBER - NOVEMBER

Recognizing that each TC will progress at their own rate during EDUC 490, it is expected that the TC is gradually introduced to **planning, instruction, and assessment**. It is expected that TCs will participate in a series of teaching opportunities designed to scaffold their learning and allow for a demonstration of increased teaching responsibilities.

During EDUC 490, there is no requirement for TCs to teach entire units; unit planning and immersion teaching are features of the EDUC 492 Certifying Practicum, which occurs in the spring.

EDUC 490 – Teacher Candidates

During EDUC 490 it is expected that Teacher Candidates will undertake the following activities in consultation with the TM(s) and FM:

- Review the values, commitments, and program goals with their TM(s)
- Review the expectations for EDUC 490 with their TM(s)
- Orient to the classroom and the school
- Connect with students in a professional manner
- Connect with teaching staff and support staff
- Become familiar with classroom routines
- Observe enrolling and non-enrolling teachers
- Discuss expectations specific to the classroom setting
- Work with individual or small groups of students; take attendance; lead opening or closing exercises, assist with classes as requested by TM(s)
- Engage in regularly scheduled conversations with TM(s) regarding student needs, curriculum, resources, and culture of school
- Select a focus area to work on for each of the TM's two weekly formal observations and prepare for pre-conferences and post-conferences with TM(s)
- Select a focus for the FM's weekly formal observation and prepare for pre- and post-conference with the FM
- Develop and maintain an organized day plan to share with FM and TM(s)
- Work with students with diverse learning needs, in small groups or on an individual basis
- Engage in weekly activities as described in the chart on the following page
- Review and organize available resources to prepare for teaching responsibilities
- Submit a weekly written reflection to the FM, when requested
- Participate in Particulars of Practice, as scheduled by the FM
- Collect evidence for Final Report
- Create an action plan in relation to the three categories for the BEd goals.

EDUC 490 – WEEK BY WEEK TC ACTIVITIES

WEEK 1	• Observe in the TM's classroom: connect with students, learn students' names, and become familiar with school/classroom routines. • Co-teach a lesson with TM, supervise small groups. • Teach mini-lessons or parts of lessons.
WEEK 2	• Plan, teach, and assess 2 full lessons.
WEEK 3	• Plan, teach, and assess 2 Linked Lessons.
WEEK 4	• Plan, teach, and assess 3 Linked Lessons. • Prepare a draft Final Report describing progress re: the 14 BEd goals. • Submit the draft Final Report to the FM and TM(s) for feedback. Include an action plan for the three categories of the BEd goals. • Revise the Final Report to reflect feedback from mentors.
WEEK 5	• ELEMENTARY: Teach 2 full days, preferably back-to-back (using the TM's guidance). • SECONDARY: Teach 2 blocks of 2 Linked Lessons on two days preferably back-to-back (for example, 2 blocks of Biology 11 and 2 blocks of science 10) using the TM's guidance. • TMs may choose to leave the classroom for brief periods of time • Final Report Conference and Final Report sign-off by Mentors



DOCUMENTATION – Keeping Track of Evidence EDUC 490

The TC shares a binder (digital or hard copy) with mentors, containing:

- all lesson plans
- informal observation data sheets
- formal observation data sheets
- post-conference forms
- other relevant documents (timetable, class lists, schedules, etc.)
- **The electronic or hard copy of the binder must be accessible** so that the TC, TM(s), or FM can revisit the documents at any time.

The TC maintains a physical daybook that remains in the classroom that contains:

- Detailed lesson plans and supporting materials for lessons being taught
- Other relevant documents (timetable, seating plan, class lists, schedules, etc.).

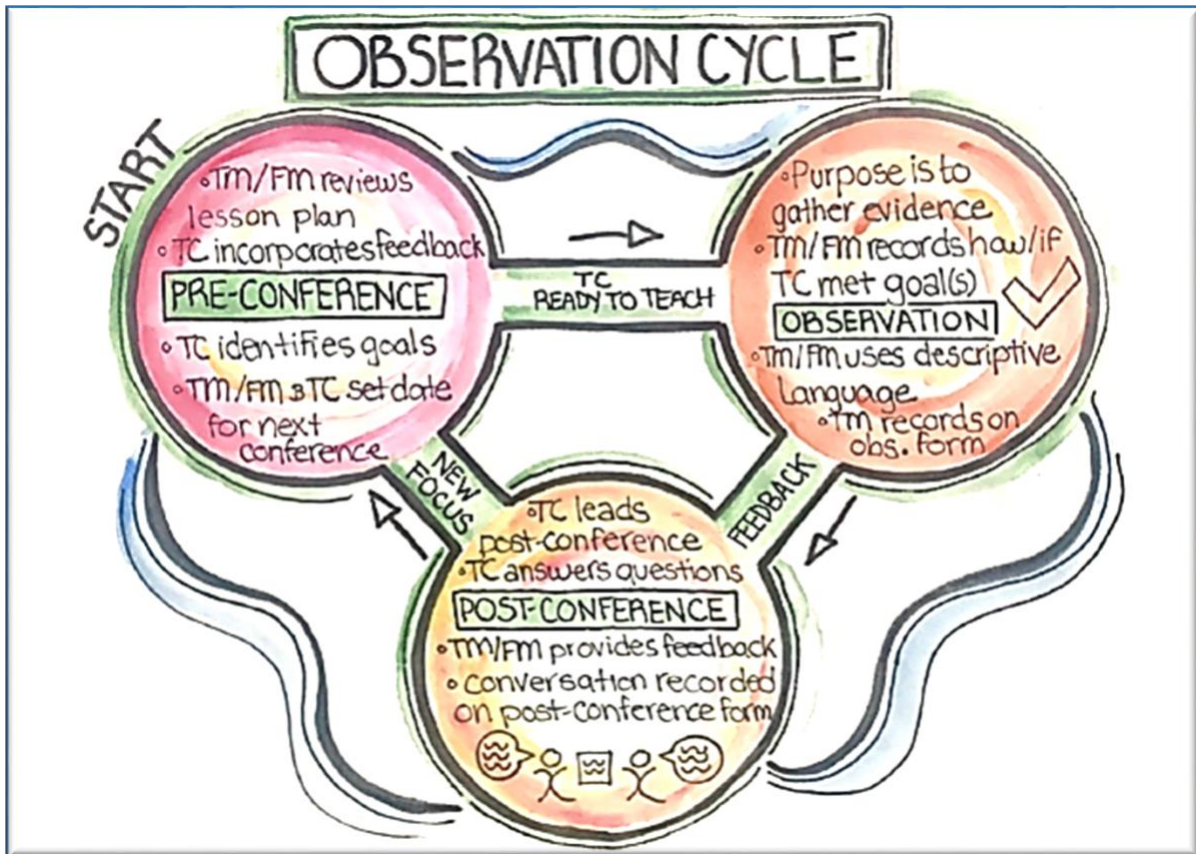
Note: The daybook must be complete prior to leaving the classroom at the end of the day.

ASSESSING THE TC'S PROGRESS DURING EDUC 490

- TM(s) - **2 Formal Observations** per week, one of which may be a **joint observation and post-conference with the FM.**
- FM - **1 formal observation** per week.
- TM(s) discusses teaching practice with the TC on a daily basis.
- TM(s) and FM connect on a weekly basis to review the TC's progress.
- FM may increase formal observations, if required.



FORMAL OBSERVATION CYCLE



Pre-conference

- TC submits a formal lesson plan **24 hours** in advance to the mentor who is observing.
- TM(s) and/or FM **review the lesson plan** and **give feedback** to the TC
- TC **revises the lesson plan** based on feedback received
- TC identifies program goal(s) for the **focus of the observation**
- All parties clarify the **time** of the observation and post-conference
- It can be done over the **phone, via email, in person, or via Zoom**

Formal Observation

- **Before observing the TC**, it is recommended that the TM or FM **meet briefly (5 – 10 minutes)** with the TC to discuss the focus of the observation and clarify any questions the mentor may have about the upcoming lesson.
- TM(s) and FM make **written, descriptive** – as opposed to evaluative – observations on the Observation Form.
- Observations include data related to the **focused goal(s)** identified by the TC during pre-conference

Formal Observations

- ✓ Regularly scheduled feedback for TC
- ✓ Documentation of TC development & growth
- ✓ Key evidence for final written evaluations of the TC by TM(s) & FM

Post-Conference

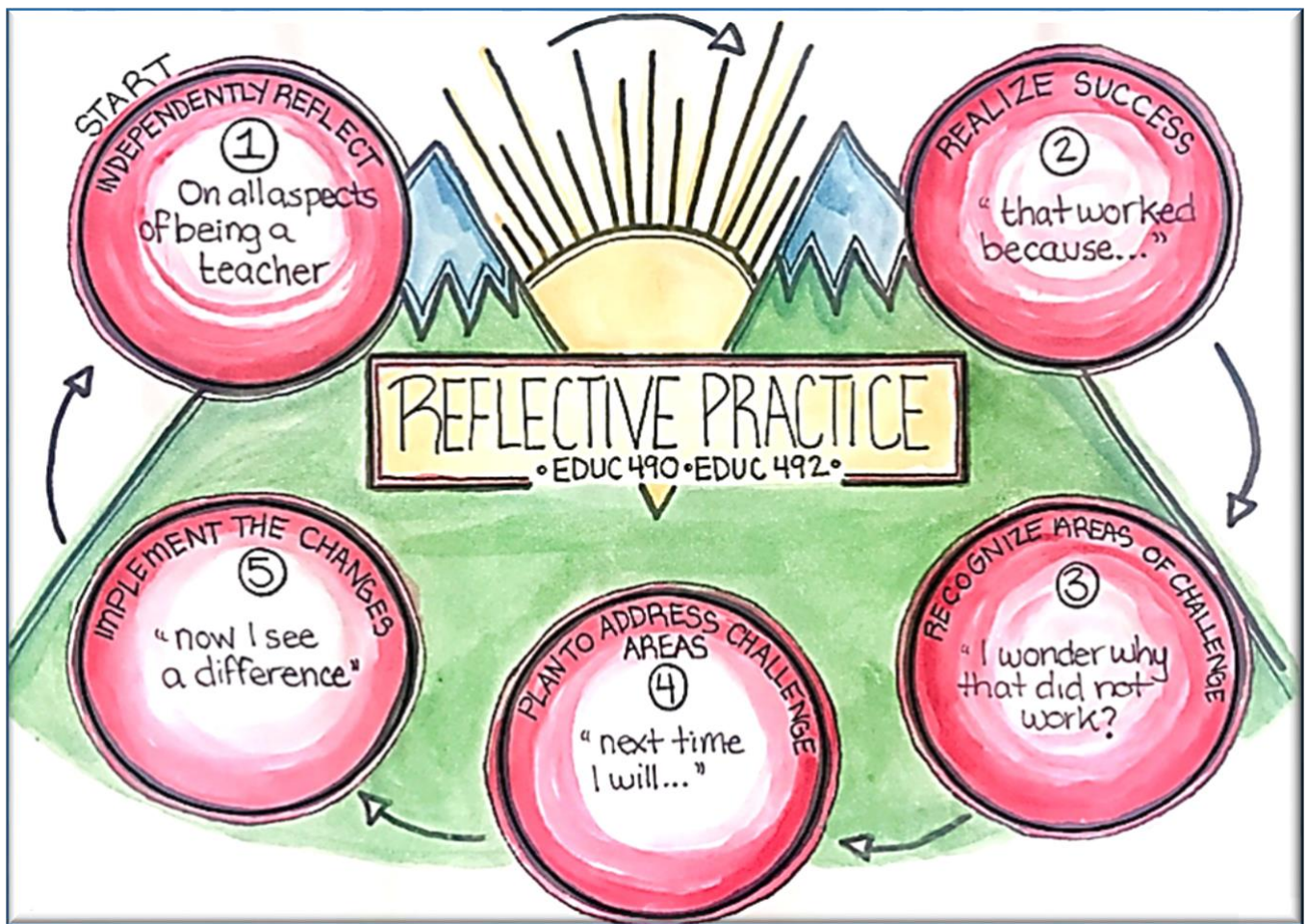
- **TC leads** the conversation.
- TC **reflects** on the lesson in terms of **5 questions**:
 - **What worked well? How do you know?**
 - **What were the surprises, if any?**
 - **What things could you do differently if you were to teach this lesson again? Why?**
 - **What changes will be observable in your next lesson?**
 - **What insights have you come to about teaching and learning due to today's experience? To which goals does this new insight connect?**
- TM(s) and FM **provide feedback** regarding their observations **after the TC** has answered the five questions
- **Written notes** are recorded on the **Post-Conference Form** as evidence for the Midterm and Final Reports.
- TCM(s) and FM highlight **evidence re 14 BEd program goals** to be used for Midterm and Final Report

Post-Conference Feedback

When giving feedback during the post-conference, mentors focus on a limited number of suggestions, recognizing that the TC is only able to work on 1 – 2 aspects of their practice at any one time.

REFLECTIVE PRACTICE

Throughout the practicum and during the observation cycle, a TC must demonstrate that they can independently reflect on all aspects of being a teacher to **realize successes**, **recognize areas of challenge**, **develop a sound plan** to address challenge areas, and then **implement** those changes cyclically.



Reflection must be ongoing, accurate, and focused on ensuring that the needs of the students, the curriculum, and the profession are consistently being met to the best of the teacher's ability.

LESSON PLANNING



During EDUC 490, TCs will teach various lessons, building from one independent lesson to a series of three linked lessons. The TC is required to write **detailed lesson plans** for lessons they teach during EDUC 490. **Lesson plans connected with a formal observation must be shared with the mentor 24 hours in advance** in order for the TC to receive feedback and make adjustments. There are many ways to write a lesson plan, and TCs may choose the format/template that works best for them. All lesson plans should adhere to the guidelines found overleaf.

LESSON PLAN GUIDELINES

ALL DETAILED LESSON PLANS SHOULD INCLUDE THE FOLLOWING:

- Lesson Title
- Grade and subject
- Big idea + (Related) Essential Question(s)
- Connection to a core competency
- Connection to curricular competency(ies)
- Connection to content standard(s)
- Resources and materials needed
- A clear learning target, focus, or objective (e.g., “I can” statements)
- Tracking of time
- An opening that hooks students in and connects to prior knowledge
- A description of the intended activities
- A description of what the teacher is doing and what students are doing
- At least one way to check for understanding/assess students
- A closing that reviews what was learned and looks ahead to the next lesson
- Reference to any components of the lesson that are not your own

Important Considerations

- Is there enough detail in the lesson description that a TTOC could teach the same lesson?
- Are all activities age-appropriate?
- Are all activities congruent with the stated learning standards?
- How will you know your students have met the stated learning target?
- What adaptations and modifications have you made to teach to the diversity in your classroom?
- What responsive pedagogies have you enacted to create a socially just and culturally responsive classroom that engages learners?
- How have you considered decolonization and Indigenization in your lesson?

EDUC 490 FINAL REPORT

By the requested due date, the TC submits a **draft Final Report** to the FM and TM(s) for written feedback.

- TC evaluates their professional growth as either **emerging** or **progressing** in each of the 14 program goals, as detailed in the BEd Program Handbook and at the end of this document. Evidence includes references to specific events with examples of incidents, discussions, reflections, and/or observations during this time.
- This final report will also include an **ACTION PLAN** that links to their growth plan, specifying how the TC will achieve certification-ready status in all three goal category areas by the end of EDUC 492 - Certifying Practicum.
 - Demonstrating a strong, professional teacher presence
 - Demonstrating knowledge and skills related to teaching
 - Becoming a positive member of the school and the community
- TC revises the Final Report to reflect written feedback from mentors.
- TM(s), FM, and TC will participate in a **three-way conference** during the last week of EDUC 490 at which:
 - TM(s), FM, and TC sign off on the Final Report.
 - In consultation with mentors, TC identifies **unit plans** to be developed for **EDUC 492**.
 - FM negotiates phase-in, immersion, and phase-out plans with TM.

Emerging: *The TC is still at the beginning stages of meeting this goal or has not yet had enough opportunity to progress. It is expected that the TC will achieve an evaluation of 'progressing' by the midterm point of the certifying practicum.*

Progressing: *The TC is progressing well in this goal area given that the TC is a novice teacher.*

UNIVERSITY OF THE FRASER VALLEY
BACHELOR OF EDUCATION

EVALUATION REPORT
EDUCATION 490 – SCHOOL EXPERIENCE

Teacher Candidate: _____

This evaluation report documents a Teacher Candidate's growth towards professional competence, recorded at the completion of Education 490. This report is to be completed by the Teacher Candidate in consultation with the Teacher Mentor(s) and Faculty Mentor near the final week of the School Experience - EDUC 490. The Teacher Candidate will draft the content of the final report and share it with their Faculty and Teacher Mentor(s). The Teacher Candidate will then complete any revisions, based on the written feedback of the Faculty and Teacher Mentor(s). This process of feedback and revision will take place until all parties are willing to sign off on the final report.

This final report identifies, and provides evidence in support of, whether the Teacher Candidate is **emerging** or **progressing** in terms of their competence in relation to all 14 program goals as detailed in the BEd Program Handbook. Evidence includes references to specific events with examples of incidents, discussions, reflections and/or observations that occurred during this time period.

This final report will also include an **ACTION PLAN** that links to their growth plan, specifying how the TC will achieve certification-ready status in all three goal category areas by the end of EDUC 492 - Certifying Practicum.

- Demonstrating a strong, professional teacher presence
- Demonstrating knowledge and skills related to teaching
- Becoming a positive member of the school and the community

I have read and support this final report as presented.

_____ Teacher Candidate	_____ Faculty Mentor
_____ Teacher Mentor	_____ Teacher Mentor

Date: _____

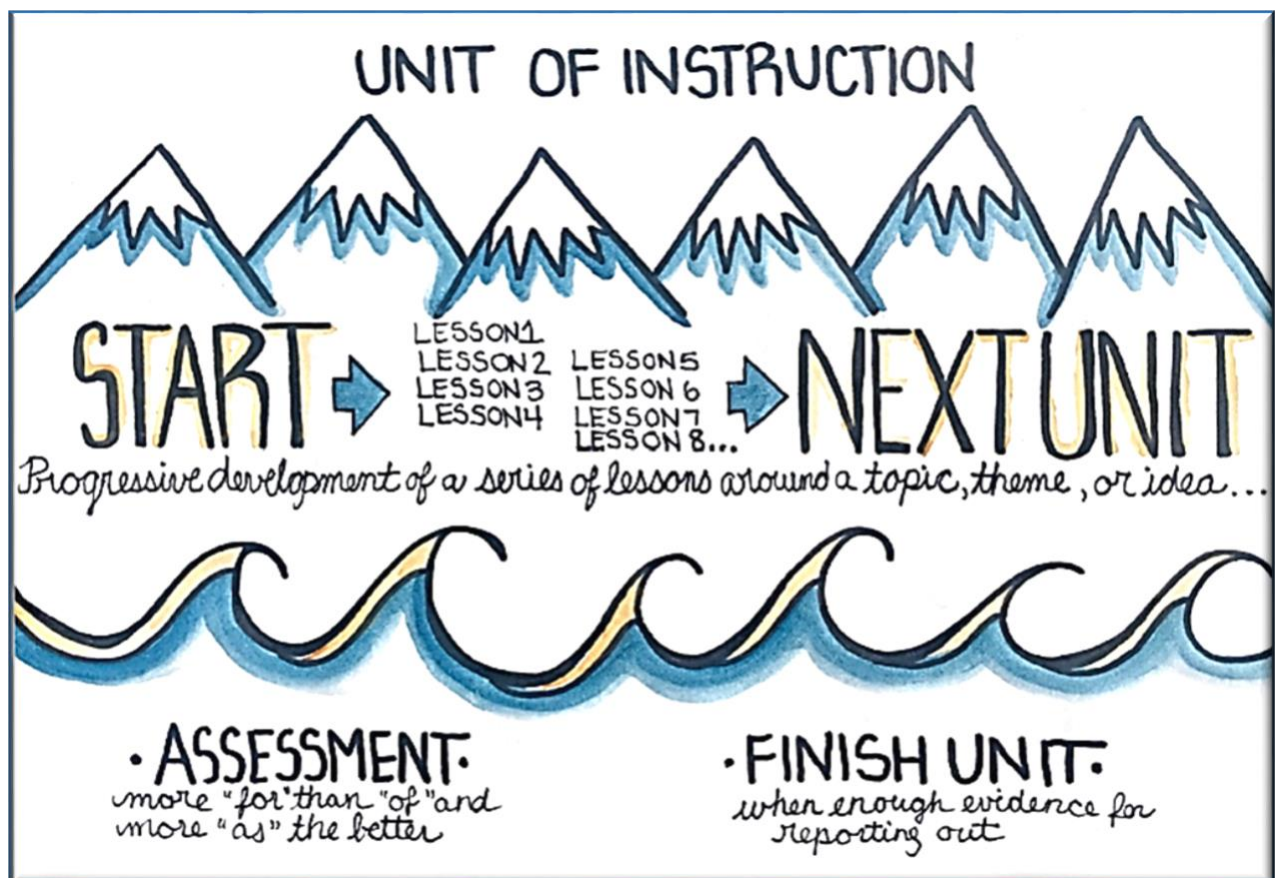
DISTRIBUTION:

1st copy to Teacher Candidate
2nd copy to Teacher Mentor(s)
Original to Faculty Mentor

EDUC 492 CERTIFYING PRACTICUM

UNIT PLANNING FOR EDUC 492

- Starting in December, the TC begins EDUC 452 (unit planning and evaluation course).
- TC will submit their first completed unit to their TM(s) and FM by the first week in February
- Phase in/immersion plans are finalized by FM and TM(s), including determining which units of study will be taught.
- A schedule showing when each unit plan is scheduled to begin and end, and when the unit plan is due for submission for feedback, should be shared among the TC, TM, and FM.
- Unit plans to be taught before Spring Break must be completed and approved before the beginning of EDUC 492.
- TC must **share and have approval** for additional unit plans from their TM(s) and FM before they can begin teaching them. This process starts in January.
- **Unit plans that begin in the first week back after Spring Break, must be approved one week prior to the break.**



UNIT PLAN GUIDELINES

Basics

- Identify your grade, class size, and days/times for lessons (including the total number of lessons in your unit)
- Identify your content, curricular competency, big idea (triplet), core competency, FPPL and social justice focus.
- Write a brief vision or rationale for the unit.
- Identify the prior knowledge/skills that the unit is built on (what should they have done in previous grades or units)
- Include an appendix that contains EITHER all the background knowledge necessary to teach this unit or an annotated bibliography of resources that will support this unit (you need to demonstrate that you have enough resources to support the content, activities, and assessments of your unit plan)
- Progression for assessment AS, FOR, and OF learning which includes:
 - A variety of assessments OF learning
 - More assessments FOR learning than OF learning
 - Assessments FOR learning should prepare students for assessments OF learning
 - Assessments AS throughout the unit (peer feedback, teacher feedback, etc.)

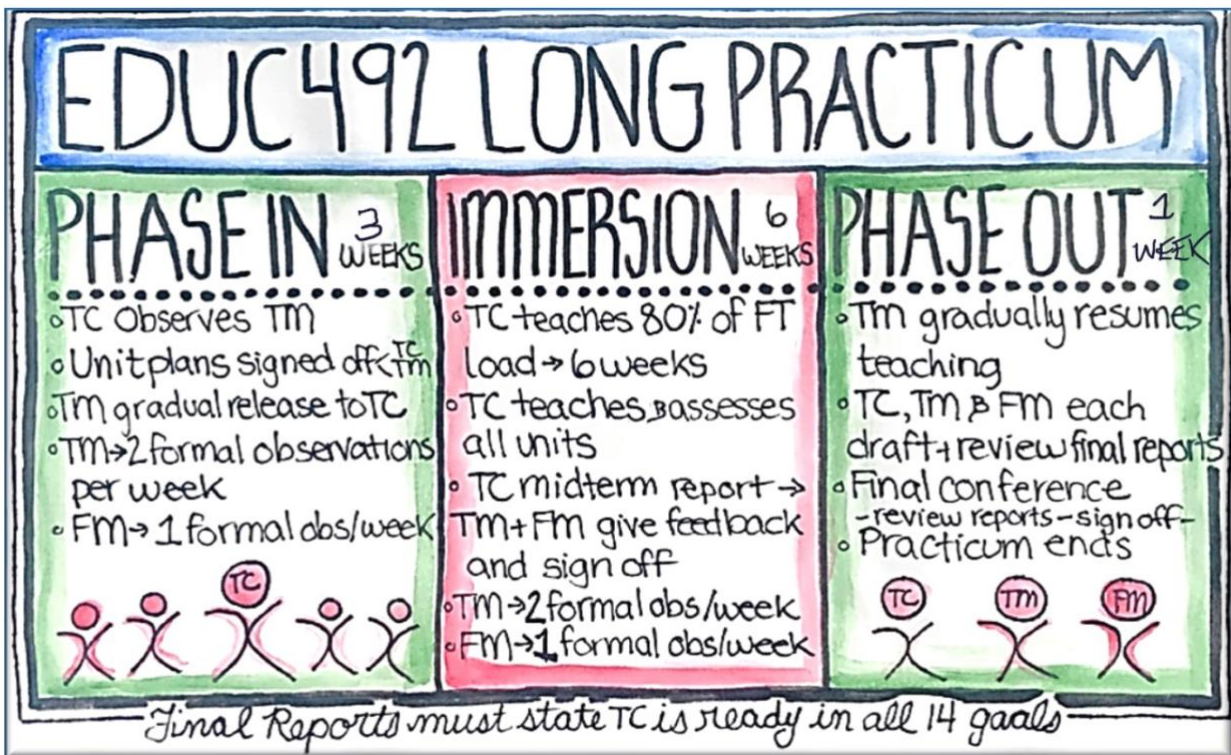
Quality

- Each lesson includes a starting link or hook that connects to prior knowledge.
- An end link brings the lesson to a close (reviewing/looking forward to the next lesson).
- Ensure variety throughout your lessons.
- Provides **possible alterations** for individual or small group needs.
- The logical progression to the unit, each lesson building on the previous.

Level of Detail

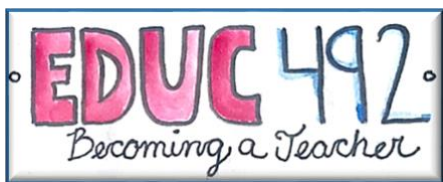
- The unit plan submitted to the instructor for their EDUC 452 course is very detailed and thorough and includes extensive background knowledge and a detailed assessment chart.
- Future units developed by TCs need only incorporate the basics. The level of detail required may vary depending on the grade level and topic.
- A unit plan is **not a collection of lesson plans** and does not require the same detail as a lesson plan.
- It is expected that formal observations will include the presentation of a detailed lesson plan.
- **Detailed assessment charts** are tools used in planning. These were required for EDUC 452, but TMs and FMs do not need to see this level of detail.

EDUC 492 CERTIFYING PRACTICUM



BIG IDEAS

- EDUC 492 is the **certifying practicum** for the TC.
- TCs will progress at varying rates and reach certification readiness at different times, but all must **reach certification readiness in all 14 program goals by the end of EDUC 492.**
- EDUC 492 has three phases: **Phase In, Immersion, and Phase Out.**
- In consultation with the TC, the TM(s) and FM determine the TC's teaching assignment.



EDUC 492 CERTIFYING PRACTICUM - PHASES

- PHASE IN** **3 weeks**, during which the TC gradually assumes teaching responsibilities in preparation for the Immersion phase of the practicum. Phase In is scheduled by the TM(s) and FM in consultation with the TC.
- IMMERSION** **6 weeks** during which the TC teaches **80% of a full-time teaching load** (or the equivalent of 3 of 4 blocks at the secondary level). The TM(s) and FM determine the schedule in consultation with the TC.
- PHASE OUT** **1 week following the 6-week Immersion** during which the TC completes units, provides assessments for report cards, gradually relinquishes responsibility for the students to the TM(s), and explores other classrooms/schools/learning opportunities as sanctioned by the School of Education.

ALTERNATE PRACTICUM

In the two weeks following Phase Out, there will be an opportunity for an alternative practice experience within local schools or through national or international partnerships. These are arranged through SoE program coordinators. Information will be shared when it becomes available.

PHASE IN:

- TC reviews the expectations of EDUC492 with their TM
- TC reconnects with the school, the classroom(s), students, and teaching
- TM(s) finishes units or courses of study, supports the TC in their planning, and provides TC with more independence
- TC may **observe** TM teach, **co-teach** with TM, **jointly administer** exams/assessments
- TC begins **new units** (FM and TM **must sign off** on units before being taught by the TC)

Phase In

- ✓ **Three weeks**
- ✓ **TC gradually begins to teach units**
- ✓ **TC gradually takes over responsibility for students**
- ✓ **TC prepares for Immersion**

IMMERSION:

- **FM and TM(s) negotiate the workload** for the TC
- **6 weeks** at 80% of a full-time teaching load (or the equivalent of 3 of 4 blocks for secondary TCs)
- **majority of evidence towards certification readiness** is collected during Immersion
- TC attends staff meetings, Pro D days, school-based team meetings, family/guardian meetings, and participates in other school activities such as supervision
- TC participates in a **1-day TOC Experience** at a different school, arranged by the Field Experience Coordinators
- TC participates in **Particulars of Practice** with TC colleagues and FM

Immersion

TC must teach 80% of a full-time teaching load every day for 6 weeks.

PHASE OUT:

- Jointly, **TM(s) & FM determine** if TC has satisfactorily completed 6 weeks of Immersion
- TC completes units & prepares final assessments for all units taught
- TC – **assessments** for all units & students taught
- TC should assist in report card preparation
- During Phase Out, the TC may become more involved in the school community and observe/help in other classrooms.



EDUC 492 CERTIFYING PRACTICUM – EXCEPTIONS

- **Delays in Phase In or extension of Immersion** due to concerns regarding the TC's practice can occur only **after** consultation between the FM and the Field Experience Coordinator overseeing the practicum.
- Phase In that is delayed due to concerns regarding the TC's practice will result in a **Notice of Concern**.
- Extensions to Immersion due to concerns regarding the TC's practice will result in a **Notice of Concern** or a **Notice of Potential No Credit Grade**, depending upon individual circumstances.

Collecting Evidence of Professional Growth EDUC 492

Assessment of TC during EDUC 492:

- TM(s) - **two formal observations** per week
- FM - **one formal observation** per week
- Additional observations may be required as determined by the FM and TM(s).
- TC: **reflections**, as requested by FM (no reflections during the week of Midterm Report or Final Report preparation)
- TC - **evidence collection** for EDUC 492 Midterm Report, Final Report & EDUC 495 (Applications of Reflective Practice)

Informal Observations may be completed at any time during 490 and 492 using a post-conference form to provide important evidence towards the 14 BEd Program Goals.

How TM(s) & FM support the development of the TC:

- informal and formal **observations**
- review and critique **lesson plans and/or unit plans** before the TC teaches
- Encourage reflective practice
- provide the TC with constructive **feedback** on their teaching practice and the validity of their assessment practices



- assist the TC in the development of **concrete action plans** to achieve/improve in relation to specific BEd Program goal areas
- challenge the TC when necessary

TC DOCUMENTATION – Keeping Track of Evidence in EDUC 492

The TC shares a binder (digital or hard copy) with mentors containing:

- all unit plans
- all lesson plans
- informal observation data sheets
- formal observation data sheets
- post-conference forms
- other relevant documents (timetable, class lists, schedules, etc.)
- **The electronic or hard copy of the binder must be accessible** so that the TC, TM(s), or FM can revisit the documents at any time.

The TC maintains a physical daybook that remains in the classroom, containing:

Phase-in EDUC 492

- **Detailed** lesson plans and supporting materials for lessons being taught
- Other relevant documents (timetable, class lists, seating plans, schedules, etc.)

EDUC 492 Immersion

- Outline of the week and shape of each day with **detailed lesson plans for lessons which are being observed.**
- Class lists
- Location of important information a TTOC would need to know (safety/medical, etc.)
- Any specific routines (dismissal, fire drill, lockdown, going to/from gym, center time, Daily 5, etc.)
- Any information related to support staff (ELL, LSS)
- After **Phase In**, at the **discretion of the TM/FM**, the TC may be able to shift from more detailed lesson plans and move toward an overall detailed day plan including lesson outlines (see below) and supporting materials such that another teacher or TTOC could teach from it if the TC is unable to attend school.

Lesson Outlines for insertion into Daybook should contain the following:

- Grade level and subject (if not already indicated in the daybook)
- A clear learning target, focus, or objective
- An opening/hook/link
- A list of intended activities
- Any important accommodations needed for specific students
- A closing
- At the end of each day, a day plan for the following day, including materials needed, should be on the teacher's desk, as well as any handouts/resources/materials for display, or assessments and reference to any online source the students may need to access.

EDUC 492 Midterm Report



Midterm Report

TM(s) & FM provide feedback re
TC's draft Midterm Report & sign
off on revised, final version.

TC completes a written Midterm Report that:

- describes **evidence** accumulated re the 14 BEd Program Goals
- assesses their **progress** in each of the 14 Program Goals in terms of **emerging, progressing** or **certification ready**
- This midterm report will also include an **ACTION PLAN** that links to their growth plan, specifying how the TC will achieve certification-ready status in all three goal category areas by the end of EDUC 492 - Certifying Practicum.
 - Demonstrating a strong, professional teacher presence
 - Demonstrating knowledge and skills related to teaching
 - Becoming a positive member of the school and the community

Emerging: *The TC has not yet successfully met one or more aspects of this goal area. It is recommended that an evaluation of 'emerging' in the midterm report be accompanied by a notice of concern which details the areas of concern and outlines which actions are needed to achieve certification readiness.*

Progressing: *The TC is progressing well in this goal area and is expected to be certification ready by the end of the practicum.*

Certification Ready: *The TC is demonstrating independence and consistency in each goal during EDUC 492 (Certifying Practicum), recognizing that the TC is a novice teacher.*

See the EDUC 492 Midterm Cover Page on the following page (digital copies available)

MIDTERM EVALUATION REPORT

EDUCATION 492 - CERTIFYING PRACTICUM

Teacher Candidate: _____

This evaluation report documents a Teacher Candidate's growth towards professional competence, recorded at the midterm of Education 492. Prior to the 6th week of the long practicum, the Teacher Candidate will draft the content of the midterm report and share it with their Faculty and Teacher Mentor(s). The Teacher Candidate will then complete any revisions, based on the written feedback of the Faculty and Teacher Mentor(s). This process of feedback and revision will take place until all parties are willing to sign off on the midterm report.

The purpose of this report is to summarize data gathered over the first five weeks of the certifying practicum and to reflect what was discussed during conferences between the Teacher Candidate, Faculty Mentor, and/or Teacher Mentor(s) during this time period. This report describes the Teacher Candidate's growth as a professional educator at the midterm point of the certifying practicum. As such, this midterm identifies, and provides evidence in support of, whether the Teacher Candidate is: (a) emerging in terms of their competence, (b) progressing in their competence, or (c) demonstrating certification readiness in relation to the 14 program goals detailed in the BEd Program Handbook.

Evidence includes references to specific events with examples of incidents, discussions, and/or observations that occurred during this time period. Of critical note, for each goal in which the Teacher Candidate is either emerging or progressing, this midterm will include specific reference to how the Faculty Mentor and Teacher Mentor(s) can help support the Teacher Candidate reach certification readiness in each of the three goal category areas.

I have read and support this midterm report as presented.

Teacher Mentor

Teacher Mentor

Faculty Mentor

Date

EDUC 492 Final Report

- TC, TM and FM **each** prepare a **written Final Report** stating that the TC is **certification ready** in all 14 BEd Program Goals
- The TC Final Report identifies three areas of growth as a beginning teacher.
- TM(s) and FM – report typically 1½ - 2 pages
- TC – the report is more comprehensive than the TM(s) or FM report
- Each Final Report is **signed off by the TM** at a final three-way conference
- **The FM and TC sign and initial** all pages of the TM report
- **The FM and TC sign the FM and TC reports at the end of the Alternate Practicum**

By the end of EDUC 492, a TC must be *certification ready* in all 14 BEd Program Goals to receive credit for the Certifying Practicum.

What does *Certification Ready* mean?

*When the TM(s) and FM determine that the TC is demonstrating independence and consistency in each goal during **EDUC 492 (Certifying Practicum)**, recognizing that the TC is a novice teacher, the UFV School of Education will recommend to the Ministry of Education that the TC can be certified as a K–12 entry level educator.*

****** Digital copies of examples of final reports and final report covers will be made available to teacher mentors.



TEACHER MENTOR

FINAL EVALUATION REPORT - EDUCATION 492

I confirm that the above named Teacher Candidate has met the requirements of the University of the Fraser Valley's Bachelor of Education program and is recommended for certification by the Teacher Certification Branch of the BC Ministry of Education.

Teacher Mentor

Date

Teacher Candidate's Surname

First & Middle Names

Student Number

Faculty Mentor

Teacher Mentor

Grades/Subjects

Teacher Mentor

School & District

Winter Semester

Faculty Mentor

Date

I have read the attached report:

Teacher Candidate

Date

Artificial Intelligence IN THE BEd

Artificial Intelligence (AI) is a reality in daily life and is increasingly making its way into the education sector at both the K-12 and post-secondary level. Educators in the UFV BEd all agree that AI has numerous benefits – but they also agree that we need to use AI with integrity. **For instance, asking AI to create unit and lesson plan assignments or putting student information of any kind into AI would be inappropriate and unprofessional; however, asking it to create a scaffolded student worksheet that enables one to alter grade-appropriate content for a student’s own reading level could be appropriate** (with citations regarding the use of AI and the permission of your instructor). The BEd faculty are transparent and proactive in addressing how AI can and cannot be used in their courses. **It is the responsibility of TCs to ensure that they understand these expectations and follow them to avoid concerns with academic misconduct.**

BACHELOR OF EDUCATION PROGRAM CONTINUANCE/DUE PROCESS*

INTERRUPTION OF THE PROGRAM DUE TO EXTENUATING CIRCUMSTANCES

A TC may request permission, in writing, to interrupt the BEd program due to extenuating circumstances such as medical, personal, or financial difficulties. There is a Program Interrupt form which must be completed by the TC and is reviewed by the BEd Program Chair. Conditions for the TC's re-entry into the program are specified at this time. Re-entry into the program must occur within two years of the interruption. **A Program Interrupt is not an option once performance issues have been identified.**

DUE PROCESS

Sometimes serious concerns arise with a TC during coursework and/or during their practica. Because the BEd faculty see these challenges as opportunities for growth and learning, we typically follow something called due process. Due process means that the TC is given notice and a specified amount of time to take care of the issue(s). Key to this process is the adequate documentation of concerns.

DUE PROCESS DURING PRACTICA

Practica-related due process is followed when concerns with a TC's performance are identified during EDUC 490 (School Experience) and/or EDUC 492 (Certifying Practicum). The assessment measures for the practica are competency in all of the BEd program goals.

Documenting Concerns

When concerns with a TC's performance during practica are identified, it is the responsibility of the mentor to communicate these concerns to the TC. To ensure receipt/awareness of these concerns, they should be made in writing. Concerns may be communicated via:

- a post-conference form;
- a lesson or unit plan;
- a TC reflection
- email; and/or
- any other written communication that relays this information.

Any meetings to address these concerns should be documented. This information should then be shared with all participants in the school placement, in order to ensure that everyone is aware of the concerns and the decisions reached regarding how to address these concerns.

Notice of Concern (NOC)

If concerns persist, or are serious enough, the FM will complete a Notice of Concern form in consultation with the TM and the FEC. The NOC identifies, in relation to the 14 Program Goals:

- the areas of concern;
- the specific, observable behaviours needed to address these concerns; and
- a timeline for successful demonstration of these behaviours.

If the TC successfully demonstrates these behaviours, this is noted on the NOC/NOPNC Grade Summary form and shared with all those involved. **The expectation is that these successful behaviours will be continued throughout the remainder of the BEd program.** If they are not continued, or if the TC fails to demonstrate these behaviours by the timeline identified in the NOC, the TC will move to a Notice of Potential No Credit Grade (NOPNC).

Notice of Potential No Credit Grade (NOPNC)

If a TC does not demonstrate the necessary behaviours within the timeline of the NOC, or if their behaviour is not consistently demonstrated after completion of the NOC, the TC will be placed on a NOPNC. A NOPNC form is completed by the FEC in consultation with the FM and usually the TM.

- The NOPNC form identifies the TC's insufficient competencies in relation to the 14 Program Goals. The SOE Commitments & Values may be referenced as well.
- It will specify the conditions the TC must meet in order to demonstrate improvement and the timeline for completion of these improvements.
- The TC will have a specified number of days (typically 5) to meet the conditions of the NOPNC.

When the TC has demonstrated that they have met the conditions by the specified deadline, this will be noted in writing on the NOC/NOPNC Grade Summary form and communicated to all participants. **The TC must demonstrate that these improvements are sustained throughout the remainder of the BEd program.** **Note:** Where a TC has received a NOPNC in a previous course (including a campus course and/or EDUC 490) and the behaviour appears again in a subsequent course (including a campus course and/or EDUC 492), a grade of NC will be applied.

Note: In rare circumstances where concerns regarding a TC's performance during School Experience (EDUC 490) or Long Practicum (EDUC 492) are serious enough (e.g., potential threat to the physical, emotional, social, or intellectual safety of students), the FEC may choose to bypass the usual due process. Please see the Fitness to Study section for more information.

BEd PROGRAM DISCONTINUANCE

Leaving the BEd program is a difficult experience for all concerned. It is important that all affected parties have a thorough understanding of the discontinuance process in order to lessen any discomfort and ensure transparency throughout the process. There are two situations in which this may occur: (1) through a self-initiated decision to leave the program; and, (2) a program-initiated decision to remove a TC from the program.

1. **Voluntary Program Discontinuance:** If a TC acknowledges their inability to meet the BEd program goals or successfully meet the learning outcomes of a course, they may discontinue the BEd program. The TC is required to inform their instructor and/or mentor and the FEC and/or BEd Program Chair. It will be the responsibility of the TC to inform the Registrar's office of their intention to discontinue from the current year of the BEd. This may result in the TC receiving a no credit (NC) grade for all courses in that semester. As well, the TC must complete the BEd Program Discontinuance form with the FEC and/or BEd Program Chair. When a TC decides to discontinue, a variety of conditions for re-application or re-entry will be identified on the BEd Program Discontinuance form. These conditions will reflect the TC's performance issues and circumstances.
2. **Department-initiated BEd Program Discontinuance:** A department-initiated BEd program discontinuance can occur in one of two ways:
 - i. **Immediate BEd Program Discontinuance:** For situations that are considered very serious, a TC may be immediately removed from the classroom during School Experience or Certifying Practicum. This removal occurs when, based upon their professional opinion, the principal at a sponsoring school refuses to allow the TC to continue, or if the FEC deems it necessary due to the severity of the situation. This results in a grade of NC (for either EDUC 490 or EDUC 492), leading to discontinuance in the current BEd program. In this very rare situation, the FEC removes the TC from the program immediately, bypassing the previously outlined process.
 - ii. **Typical BEd Program Discontinuance:** For situations in which a TC has not met the conditions of a Notice of Potential No Credit Grade or has not sustained their performance after successful completion of a Notice of Potential No Credit Grade, the TC will receive a grade of NC for the course. This NC grade results in discontinuance in the current BEd program. A BEd Program Discontinuance Form is completed by the FEC and/or BEd Program Chair. The TC is asked to sign that they have read and received this BEd Program Discontinuance Form. The discontinuance form lists the reasons for the program removal and specifies any conditions, including time limits, that the TC must meet before they can re-apply or re-enter. **Note:** Refusal to sign the

Discontinuance Form does not negate its reality. The signature acknowledges that the report has been read and that the TC has been made aware of provisions to appeal the discontinuance. If the TC refuses to sign, the process continues regardless.

Depending upon when the TC discontinues from the BEd program (whether voluntary or program-initiated), to return to the program the TC will complete either a re-application or a re-entry.

NOTE: Because of the integrated nature of the UFV Bachelor of Education program and the sequential scaffolding of courses (courses only happen at certain times in a year), discontinuance from the BEd program means discontinuance from this specific cohort of the Bachelor of Education. It does not mean withdrawal from the university.

TC BOUNDARIES DURING REMOTE/HYBRID LEARNING

1. TCs connect remotely with a student when asked to do so by the TM, or as part of a teaching assignment initiated by the TM. The content of the interaction should be appropriate to a learning interaction.
2. TCs use the online platforms recommended by the school district when communicating with students.
3. TCs must cc the TM in all email correspondence with a student or parent/guardian.
4. TCs should be mindful of maintaining appropriate and ethical boundaries with students.
5. TCs must log all online interactions with students and parents/guardians (date, start/finish times, mode of interaction, content of interaction).
6. TCs should use the voice function only (for example, MS Teams, Zoom) when interacting with a student alone, unless the parent/guardian is home and gives permission for the video camera to be on.
7. If a TC is uncomfortable with an online interaction, they should inform the TM and FM immediately. The TM will follow-up immediately with the parent/guardian.

PROFESSIONAL STANDARDS FOR BC EDUCATORS

June 2019

- 1. Educators value the success of all students. Educators care for students and act in their best interests.**
Educators have a privileged position of power and trust. Educators are responsible for the physical and emotional safety of students. Educators respect and value the diversity in their classrooms, schools and communities, inclusive of First Nations, Inuit, and Métis, and other worldviews and perspectives. Educators foster students' positive personal identity, mental and physical well-being, social and personal responsibility, and intellectual development. Educators engage students in meaningful participation in their own learning. Educators treat students equitably with acceptance, dignity and respect. Educators understand the importance of confidentiality, and protect student privacy, unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.
- 2. Educators act ethically and maintain integrity, credibility and reputation of the profession.**
Educators are role models. Educators are held to a higher standard and are accountable for their conduct while on duty, as well as off duty. Educators understand the law as it relates to their duties. Educators' individual conduct contributes to the perception of the profession as a whole. Educators know and recognize the importance of the Professional Standards for BC Educators.
- 3. Educators understand and apply knowledge of student growth and development.**
Educators are knowledgeable about how children and youth develop as learners and as social beings. Educators demonstrate an understanding of individual learning differences and needs. Educators recognize the importance and connection of cultural identity, ways of being and worldviews to student learning. Educators use this knowledge to inform decisions about curriculum, instruction, and assessment. Educators work to create a positive, safe and inclusive learning environment to best meet the diverse needs of students.
- 4. Educators value the involvement and support of parents, guardians, families and communities in schools.**
Educators understand, respect and encourage the participation of families and communities in student learning and development. Educators consider the perspectives of parents/guardians regarding their children. Educators communicate effectively and in a timely manner with parents/guardians.
- 5. Educators implement effective planning, instruction, assessment, and reporting practices to create respectful, inclusive environments for student learning and development.**
Educators have the knowledge and skills to facilitate learning for all students, including learning experiences that reflect individual contexts and local environments. Educators value collaborative practice. Educators recognize and understand the interconnectedness of all aspects of teaching and learning and employ a variety of instructional and assessment strategies. Educators communicate effectively in either English or French. Educators know when to seek support for their practice and for students.
- 6. Educators demonstrate a broad knowledge base and an understanding of areas they teach.**
Educators understand the curriculum and methodologies of areas they teach. Educators teach curricula from Canadian, First Nations, Inuit, Métis, and global perspectives. Educators build upon student capacity for intercultural understanding, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society.
- 7. Educators engage in professional learning.**
Educators engage in professional learning and reflective practice to support their professional growth. Educators recognize and meet their individual professional needs through various learning opportunities. Educators develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators.
- 8. Educators contribute to the profession.**
Educators honour the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession. Educators contribute their expertise in a variety of ways, including opportunities offered by schools, districts, school authorities, professional organizations, post-secondary institutions and communities. Educators contribute to a culture of collegiality.

9. **Educators respect and value the history of First nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.**

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focussing on connectedness and relationships to oneself, family, community and natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.

BCTF CODE OF ETHICS

The Code of Ethics states general rules for all members of the BC Teachers' Federation (BCTF) for maintaining high standards of professional service and conduct toward students, colleagues, and the professional union. Members are advised to contact local union officers or appropriate BCTF staff for advice on how to proceed with issues related to the BCTF Code of Ethics.

1. The member speaks and acts toward students with respect and dignity, and deals judiciously with them, always mindful of their individual rights and sensibilities.
2. The member respects the confidential nature of information concerning students and may give it only to authorized persons or agencies directly concerned with their welfare. The member follows legal requirements in reporting child protection issues.
3. A privileged relationship exists between members and students. The member refrains from exploiting that relationship for material, ideological, or other advantage.
4. The member is willing to review with colleagues, students, and their parents/guardians the practices employed in discharging the member's professional duties.
5. The member directs any criticism of the teaching performance and related work of a colleague to that colleague in private. If the member believes that the issue(s) has not been addressed, they may, after privately informing the colleague in writing of their intent to do so, direct the criticism in confidence to appropriate individuals who can offer advice and assistance.*
It shall not be considered a breach of the Code of Ethics for a member to follow the legal requirements for reporting child protection issues.
6. The member acknowledges the authority and responsibilities of the BCTF and its locals and fulfills obligations arising from membership in her or his professional union.
7. The member adheres to the provisions of the collective agreement.
8. The member acts in a manner not prejudicial to job actions or other collective strategies of her or his professional union.
9. The member, as an individual or as a member of a group of members, does not make unauthorized representations to outside bodies in the name of the Federation or its locals.