

# Certification Student Practicum Handbook

2024 - 2025

**Faculty of Education**  
Bachelor of Education Program



THE UNIVERSITY OF  
WINNIPEG

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Scan the QR Code, or click  
the link below for up to date  
Contact Information

[Contact Information](#)







# Goals and Outcomes

- 1. The School Practicum program should help students understand aspects of the teacher education program and place academic work in the context of the school practicum. The students should:**

- › Have the opportunity to link effective practice to sound theory.
- › Practice and test theories and hypotheses related to teaching, develop teaching skills, and begin to develop and formulate a personal philosophy of education and an individual teaching style.
- › Develop a strong theoretical framework for teaching.

- 2. The School Practicum program should provide students and Faculty of Education administrators with opportunities to:**

- › Make decisions regarding the suitability of teacher candidates.
- › Determine if students wish to pursue the early years, middle years or senior years streams.

- 3. The School Practicum program should provide the student with the opportunity to observe and study the processes of education and the operation of schools in a number of settings. The student should:**

- › Actively pursue a participant role in the classroom, assisting the teacher in the classroom setting.

- 4. The School Practicum program should help the student develop into a professional teacher. The student will:**

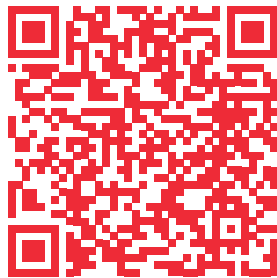
- › Have the opportunity to observe general principles of professional practice.
- › Develop a professional teaching portfolio.
- › Create a one page bio and present it to the Cooperating Teacher at the beginning of each practicum.



# Certification Practicum Dates and Important Dates

Scan the QR Code, or click  
the link below for up to date  
Practicum Dates and Important Dates

**Certification Dates and Important Dates**



## **Students are required to:**

- › Follow the above schedule and not make alternative arrangements with the Cooperating Teachers or Faculty Supervisors.
- › Be present in the school for the entire school day during the practicum blocks.
- › Be in attendance on school Professional Development and Conference days.

# Student Placement Policies

The Student Teaching Office will arrange all placements. If a student has an option for grade level change for the winter term, arrangements can be made at the same school by the Faculty Supervisor and Administration. Students are not allowed to arrange their own placement.

All student teaching placements will be guided by the following:

- › Students will have at least one placement in a school with inner city characteristics.
- › Students will experience a variety of grade levels and subject areas.
- › In order to avoid a conflict of interest or a perception of conflict of interest, whenever possible students will not be placed in schools where:
  - › They are currently employed.
  - › They have been employed in the past.
  - › They have volunteered.
  - › Family members attend or are employed by the school.

Student Request For School Practicum Placement forms are submitted shortly after the January Certification student meeting. Requests received after the due date may not be able to be filled.

Students must declare any childcare issues or other pertinent information on the practicum application form. Changes in residence that may effect placement must be reported prior to May 1. Report any changes during the year (e.g. address, schedule) by email to Monica Hoersch in the Practicum Office, as soon as possible.

**No changes to practicum placements can be made after the June confirmations.**

## Specific Guidelines

- › Students are assigned to schools based on their choice of stream (i.e. or Senior) and practicum block (i.e. Block I - Year 4/1 AD, Block II -Year 4/1 AD, Block III - Year 5/2 AD, Block IV - Year 5/2 AD/RRC). Please see the following page for more information.
- › The Student Teaching Office facilitates 1000+ practicum placements in a school year. Requests for specific student teachers by schools cannot be accepted. Besides the difficulty in arranging, these situations may contribute to a conflict of interest, which the Student Teaching Office strives to avoid.

# Grade Level Placements Per Practicum Block and Stream

## Integrated And After Degree Program

	After Degree Elementary Years	Integrated Elementary Years	After Degree Senior Years	Integrated Senior Years
Practicum Block I Fall Term	K – 6	K – 8	MY	MY
Practicum Block II Winter Term	K – 6	K – 8	MY	MY or SY*
Practicum Block III Fall Term	K – 8	K – 8	SY	SY
Practicum Block IV Winter Term	K – 8	K – 8	SY	SY

### Red River College/The University of Winnipeg B.ed. Program

Students will have completed a degree in Business Technology, Industrial Arts or Vocational Education at Red River College. Students complete either a Fall practicum block or a Winter practicum block in their University of Winnipeg academic major/minor in grades 9 – 12. Some RRC students may be placed in a junior high setting. Expectations for this student are equivalent to block IV descriptors.





# Western Canada Student Teacher Conference

The Western Canada Student Teacher Conference (WestCast) is a yearly conference bringing together student teachers and faculty from across Western Canada to discuss critical issues in Education and to provide a forum for student teachers to network and share their successes in the process of becoming a professional educator. The 2025 WestCast conference dates are TBA.

## Here. We Grow! Professional Development Opportunities

The Student Teaching Office is pleased to offer a series of opportunities for professional development for student teachers that includes a variety of one-hour presentations with leaders in the field, as well as other multi-day placements in northern and rural Manitoba. These experiences provide students with diverse perspectives and practical insights, bridging theoretical knowledge with real-world teaching challenges. Exposure to seasoned educators enhances professional growth, while placements in remote areas foster adaptability and resilience. Such a program not only equips future teachers with essential skills but also encourages them to appreciate and address the unique needs of different communities, ultimately contributing to a more well-rounded and empathetic teaching force. Information can be found on the "Here. We Grow!" NEXUS site that is made available to students each fall.



# Practicum Descriptions and Expectations

In each year of the After Degree program and in Years 4 and 5 of the Integrated program, a Faculty Supervisor will be assigned to each student. The Faculty Supervisor acts as a liaison among the Student Teacher, host school, and the Faculty of Education. Formal evaluations of student teaching will take place during the practicum blocks.

## Start of School Experience

Students must attend their practicum for a one-week period in September plus one day per week until the beginning of their fall practicum block (see Timeline). **Students who fail to attend their student teaching placements in September may be asked to withdraw from the Bachelor of Education program.** During the winter term, students will attend their placements one day per week, followed by another block. It is expected that Faculty Supervisors will visit their student teachers in their host schools once prior to the start of the fall block. Before attending the Start of School Experience, students should ensure they understand the expectations of them, including the following tasks:

- › Read through all the material in their handbook
- › Complete the practicum with an appropriate attendance record, with evidence of appropriate participation in discussion.

## Student Teacher Introductory Letter

Have a minimum of 2 copies of your introductory paper for your first meeting at your school. The copies should be for your school principal, and for your Faculty Supervisor. You may wish to have additional copies for your Cooperating Teacher(s) as well.

### The paper should include:

- › Your photograph (optional)
- › Who you are
- › What you like to do in your spare time
- › Your experiences working with children
- › Academic background
- › Areas of leadership
- › What you look for in a teaching partner
- › What grade levels interest you the most (K-4 for Early/Middle stream students; 7-9 for Senior Years stream)

Remember, this is not a resume, rather it is a means too introduce yourself, and to provide some insights into your interests beyond your major/minor, such as hobbies, or volunteer experiences. One page is recommended however if you would like to write more, than one page, try not to exceed 1½ pages.

# Practicum Descriptions and Expectations

- › Check the Education Bulletin Board on an ongoing basis for information about meetings, Contact to Contract, and professional development workshops.
- › **The purpose of placement in school in September and for one day per week thereafter is to allow Student Teachers:**
  - › To observe how teachers begin the year - how they get to know their students, how they orient students to the school, how they establish classroom expectations and routines, how they gather resources for teaching
  - › To become familiar with the Cooperating Teacher's classroom routines such as classroom management strategies and solving discipline problems, use of instructional strategies and encouraging student participation, assessment approaches, use of technology, record-keeping routines. To participate in and assist with classroom activities such as reading to students, tutoring individuals, checking homework, taking attendance, leading the morning routine, facilitating a learning centre/science lab/computer use.
  - › To become familiar with school policies and procedures such as attending staff meetings, school attendance policies, lunch/recess supervision, discipline guidelines, parent-teacher conferences.
  - › To establish a working relationship with Cooperating Teacher(s).
  - › To get to know the students with whom they will be working intensively during the practicum blocks.
  - › To begin planning what they will be teaching during the practicum blocks.
  - › To become familiar with the resources available in the school.
  - › To instill confidence in the Cooperating teacher for teaching during the block.

## General Requirements for All Blocks

- › Students may choose to teach some full class lessons during the one day per week experience, although the focus is generally on helping in small groups and with individuals. Students in a school for only one term should be teaching some classes during this time.

- › Prior to the practicum block, Student Teachers should be assigned lessons or units in specific subjects according to their block requirements, and are required to share these plans with the Cooperating Teacher and Faculty Supervisor.

- › Student Teachers should spend full days in the classroom(s) to which they are assigned.

- › Student Teachers should have some time in which to prepare their lessons during the school day.



# Year 4/AD1

## Introductory Certification

Students in the fourth year of the five year Integrated program will have had student teaching experiences as well as coursework in lesson and unit planning in previous years. Students in the After Degree program will not have this background. They will be introduced to lesson and unit planning during their fall coursework, and for many the Start of School Experience will be their first exposure to the classroom from a teacher's perspective.

### Block I

For many students, this is their first experience with block student teaching. These students are considered beginning Student Teachers and should be given increasingly developmentally appropriate responsibilities.

- › Student Teachers are expected to assist students individually and in small groups.
- › During this time, the Cooperating Teacher is expected to discuss more intensive classroom organization and planning with the student teacher.
- › Student Teachers should be provided with the opportunity to assist with recess/lunch supervision, attend staff meetings, parent/student conferences and in-services.
- › Student Teachers will teach individual and sequences of lessons in specific subjects.
- › Student Teachers should have the opportunity to plan, organize, implement and assess lessons and units in conjunction with the Cooperating Teacher.
- › During the block, the Student Teacher is expected to take charge of the class for 20 - 30% of a full time teaching load.

### Block II

If the student teaching placement is in a new school or grade level, then the Cooperating Teacher is expected to allow the Student Teacher to become familiar with the students and the organization of the classroom during the one day per week leading up to the extended block.

- › Student teachers are expected to assist students individually and in small groups.
- › Student Teachers should be provided with the opportunity to assist with recess/lunch supervision, attend staff meetings, parent/student conferences and in-services.
- › Student Teachers will teach individual and sequences of lessons and one unit in a specific subject. Throughout the course of the year, students in Early or Middle Years programs are expected to teach a lesson from each of their C, I & A courses. Students in the Senior Years stream are expected to teach in their major and minor areas.
- › Student Teachers should have the opportunity to plan, organize, implement and assess lessons and units in conjunction with the Cooperating Teacher.
- › During the block, the Student Teacher is expected to take charge of the class for 30 - 50% of a full time teaching load.

# Year 5/AD2/RRC Advanced Certification

Red River College students complete either the fall or winter (block IV) practicum with the expectations of a graduating student teacher who will be responsible for 75-100% of a full time teaching load. Students doing only one practicum term should be teaching a few lessons near the end of the one day per week period.

## Block III

This is the third experience with block teaching for all Integrated and After Degree students. They should be given increasingly developmentally appropriate responsibilities.

- › Student Teachers are expected to assist students individually and in small groups.
- › During this time, the Cooperating Teacher is expected to discuss more intensive classroom organization and planning with the student teacher.
- › Student Teachers should be provided with the opportunity to assist with recess/lunch supervision, attend staff meetings, parent/student conferences and in-services.
- › Student Teachers should have the opportunity to plan, organize, implement and assess lessons and units in conjunction with the Cooperating Teacher.
- › Student Teachers will teach units and take charge of the class for 50 - 75% of a full time teaching load.
- › Student Teachers should have the opportunity to observe classes and prepare and organize units and lessons during the rest of the day.

## Block IV

If the student teaching placement is in a new school or grade level, then the Cooperating Teacher is expected to allow the Student Teacher to become familiar with the students and the organization of the classroom during the one day per week leading up to the extended block.

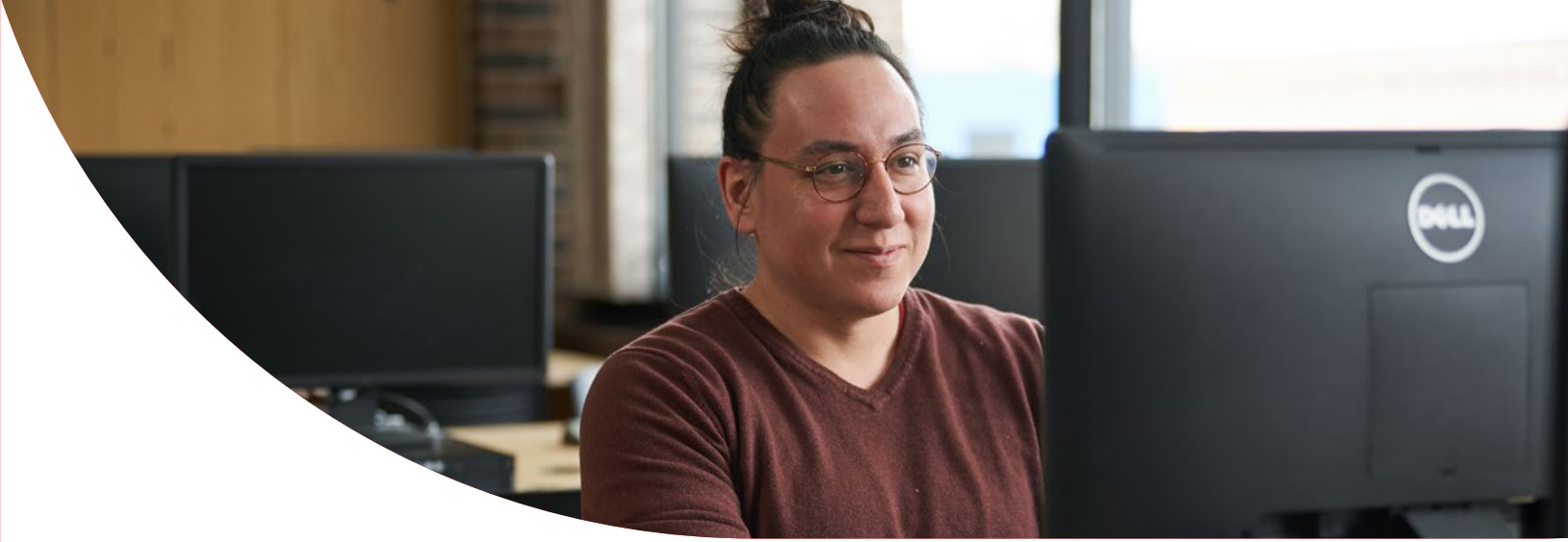
- › Student Teachers are expected to assist students individually and in small groups.
- › During this time, the Cooperating Teacher is expected to discuss more intensive classroom organization, management and planning with the student teacher.
- › Student Teachers should be provided with the opportunity to assist with recess/lunch supervision, attend staff meetings, parent/student conferences and in-services,
- › Student Teachers should have the opportunity to plan, organize, implement and assess lessons with the guidance of the Cooperating Teacher.
- › Student Teachers will teach units and take charge of the class for 75+% of a full time teaching load.
- › Student Teachers should have the opportunity to observe classes and prepare and organize units and lessons during the rest of the day.



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# Cooperating Teachers

Cooperating Teachers receive, supervise and assess Student Teachers. Cooperating Teachers are those that have the greatest direct influence on the Student Teacher. The success of the placement depends largely upon the quality of the relationship between these two, and the kind of direction that the Cooperating Teacher can provide for the student. The following basic expectations are fundamental to the role of the Cooperating Teacher, yet may vary according to each situation.

- › **Demonstrate** teaching techniques, strategies and procedures for the benefit of the Student Teacher.
- › **Encourage and Involve:** Encourage the Student Teacher to exercise initiative in getting involved with children in a variety of learning experiences.
- › **Encourage Systematic and Thorough Planning:** Assist the Student Teacher with the planning of teaching strategies, the selection and design of appropriate instructional materials, and require the submission of lesson or unit plans prior to implementation.

# Role of Cooperating Teachers

## Student Attendance

Monitor student **attendance** and inform the Faculty Supervisor of missed practicum days that have not been made up by the end of the extended practicum block.

## Constructive Criticism

**Provide constructive criticism** in oral or written form. Assist the Student Teacher to grow professionally by providing ongoing feedback and suggestions about content, methodology, classroom management, and the organization and planning of learning experiences.

## Formative observation

Provide a **minimum of one formative observation** in each practicum block. This analysis should identify specific strengths and weaknesses according to the nine major categories outlined on the form. In addition, the Cooperating Teacher can use the categories to provide a basis for ongoing discussion about the Student Teacher's progress.

## Distinctive Style

**Encourage a distinctive style:** Encourage the Student Teacher to develop a distinctive personal style by engaging in a variety of teaching tasks and consistently utilizing self-reflection, self-evaluation and overall professional development.

## Structure the Practicum

**Structure the practicum** so that the Student Teacher is responsible for teaching the class in the following time proportions:

- › Block I – Fall (Year 4/1 After Degree)  
20 – 30% of class time
- › Block II – Winter (Year 4/1 After Degree)  
30 – 50 % of class time

- › Block III – Fall (Year 5/2 After Degree) 50 – 75% of class time
- › Block IV – Winter (Year 5/2 After Degree)  
75+% of class time
- › Block IV – Fall or Winter (RRC) 75+% of class time

Students should be provided with preparation time commensurate with that of their Cooperating Teacher(s). The remainder of the day should be spent observing and assisting in the classroom.

## Communicate

**Communicate** with the Faculty Supervisor immediately if there is a loss of confidence in a student's suitability for teaching. (See Working with At-Risk Students)

## Prepare reports

- › Confirm the student's self evaluation on the Classroom Support Activities via signature. Some students may wish to discuss elements of this form with the Cooperating Teacher as they complete the self evaluation.
- › Prepare a Formative Observation Report in each practicum block, preferably by the midpoint of the block or by a date mutually agreeable with the Faculty Supervisor.
- › Prepare anecdotal summative information for the Faculty Supervisor for each practicum block. The Faculty Supervisor will compile a collaborative summative report. This report, signed by both the Cooperating Teacher and Faculty Supervisor will be understood to mean that there is unanimity of view being expressed and that reports have been received by all signatories.
- › Submit copies of the Formative Classroom Observation Forms and summative anecdotal information to the Faculty Supervisor by requested dates.

# School Administrator/ Lead Teacher

The School Administrator/Lead Teacher coordinates the placement of Student Teachers with Cooperating Teachers.

- › Provide an orientation to the Student Teachers assigned to the school regarding the school's organization, philosophy, expectations, personnel and policies.
- › Provide a school handbook if available.
- › Indicate to the Student Teachers whether their attendance will be kept on an office sign-in sheet or by their Cooperating Teachers.
- › Encourage Student Teachers to become involved in a wide variety of activities within the school, including staff meetings, in-services, intramurals and school based functions.
- › If possible, provide a space for Faculty Supervisors and Student Teachers to conduct conferences.
- › Communicate all concerns regarding the Practicum with the Faculty Supervisor and/or Student Teaching Office.

## **Match Student Teachers with Cooperating Teachers according to the following guidelines:**

- › Block I – Fall (Year 4/1 After Degree)|  
20 - 30% of class time
- › Block II – Winter (Year 4/1 After Degree)  
30 - 50 % of class time
- › Block III – Fall (Year 5/2 After Degree)  
50 - 75% of class time
- › Block IV – Winter (Year 5/2 After Degree)  
75+% of class time
- › Block IV – Fall or Winter (RRC)  
75+% of class time Students should be provided with preparation time commensurate with that of their Cooperating Teacher(s). The remainder of the day should be spent observing and assisting in the classroom(s).





# Faculty Supervisors

Faculty Supervisors are either staff members or educators under contract who visit Student Teachers to supervise and evaluate them during the practicum. It is expected that the Faculty Supervisor will adhere to the following evaluation procedures:

- › Visit each Student Teacher once prior to the start of the fall practicum block.
- › Organize a team meeting with Student Teachers, Cooperating Teachers and School Administration to discuss the program, expectations and concerns.
- › Provide **weekly contact** with each Student Teacher during the practicum blocks and provide ongoing feedback on strengths and weaknesses plus suggestions for alternatives to their teaching that should be considered for future development.
- › Conduct a **Formative Classroom Observation** a minimum of three times during each practicum block.
- › **Encourage** Student Teacher **initiative**, **self-reflection**, and **self-evaluation** that will lead to professional growth.
- › **Evaluate** the teaching performance of Student Teachers and coordinate the evaluations requested of Cooperating Teachers.
- › Maintain a file of copies of Formative reports
- › Submit the Formative reports when a request for a formal review of a student's teaching is made by the Student Teaching Office.
- › **Communicate** with the Cooperating Teacher and Director of Student Teaching immediately if there is a loss of confidence in a student's suitability for teaching.
- › Submit an Anecdotal (Summative) Report at the end of each practicum block.
- › Communicate, upon request, with prospective employers regarding Student Teachers.

# Student Teaching Office

The Student Teaching Office provides support for students, faculty, staff and Cooperating Teachers regarding students' practicum and professional experiences.

- › Coordinates the placements of Student Teachers and assignment of Faculty Supervisors.
- › Assists students, Faculty Supervisors and host school personnel when problems arise or student counseling is requested.
- › Ensures that due process is followed prior to the student receiving a final grade of failure or is requested to withdraw from the Bachelor of Education program.
- › Provides evaluation materials and reviews completed reports to ensure that students meet all requirements of the Student Teaching Practicum before final grades are assigned.

# Student Teachers

Student Teachers are viewed as incipient professionals who are assigned to host schools, by the Student Teaching Office, to work under the guidance of Cooperating Teachers. Student Teachers as part of their professional growth should:

- › Acquire information about the school's safety and emergency policies and procedures, philosophy, mission statement, organization, facilities and personnel.
- › Respect, follow, and work within school regulations and the Teachers' Code of Professional Practice.
- › Observe teaching strategies and analyze each situation in terms of the teaching- learning process.
- › Submit all requests for written lesson and unit plans and self-evaluations to the Cooperating Teacher and/or Faculty Supervisor.
- › Demonstrate initiative for personal learning through self-evaluation, self-reflection and professional development.
- › Solicit feedback from Cooperating Teachers and Faculty Supervisors
- › Make up any absences from Student Teaching. Absences of more than two days must be supported with a medical certificate. Absences for other reasons are generally not permitted; however, exceptional circumstances may be discussed with the Director of Student Teaching. Outstanding time not made up may affect graduation status.

**Student Teachers should Participate in and progressively assume more responsibility in the classroom as outlined in these developmental guidelines:**

Block I – Fall (Year 4/1 After Degree)	20 – 30% of class time
Block II – Winter (Year 4/1 After Degree)	30 – 50 % of class time
Block III – Fall (Year 5/2 After Degree)	50 – 75% of class time
Block IV – Winter (Year 5/2 After Degree)	75+% of class time
Block IV – Fall or Winter (RRC)	75+% of class time

*It is important for students to consult the syllabus for their practicum course(s) for important information, meeting times, and assignments related to the practicum experience.*



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# Practicum Policies

## Extra-curricular Involvement

Students are encouraged to volunteer and participate in extracurricular activities in their host schools. However, students must ensure that no conflict occurs between the school activity and their coursework. Student Teachers are not to miss university classes for school activities.

## Attendance

The Bachelor of Education Program leads to a professional degree. Accordingly, students are expected to attend, be punctual and participate in all classes and practica. These expectations acknowledge their importance for the teaching and learning process and the professional responsibilities of teachers. These expectations are implicit in Education courses and practica, but may be emphasized explicitly in addition to the University of Winnipeg's academic regulations concerning attendance (see Section VII Academic Regulations and Policies, 2a Attendance in the General Calendar).

## Attendance Policy

Any absences from student teaching must be made up. Absences of more than 2 days must be supported by a medical certificate. Absences for other reasons are, in general, not permitted. If a student has missed more than two practicum days and is unable to make them up by the deadline for grade submission, the Process for Practicum Extension/ Withdrawal will be followed. Please note that any make-up time required may affect graduation status.

## Process for Certification Practicum Extension

If a student is unable to complete the practicum by the grade submission deadline due to medical or other extenuating circumstance, the first recourse of the Student Teaching Office will be to consider an extension. Student Teaching personnel will consult with the student, Cooperating Teacher and Faculty Supervisor. An extension may be possible at the discretion of the Director of Student Teaching if:

- › The student is in good standing, as evidenced by Cooperating Teacher and Faculty Supervisor.
- › The illness or other extenuating circumstance is supported by appropriate documentation.
- › The outstanding practicum is completed on the date specified by the Student Teaching Office. 'Block' time is generally completed during the next available block period.
- › The Cooperating Teacher is willing to have the student return to complete the practicum



# Practicum Policies

## The extension procedure is as follows:

- › The Student Teaching Office will keep a record of those students who require an extension.
- › Any student requiring an extension that goes beyond the date of grade submission must submit an Appeal for Incomplete Work, a schedule of planned make up days (approved by the Director of Student Teaching) and a medical certificate or other supporting documentation to the Student Teaching Office prior to the grade submission deadline.
- › The Student Teaching Office will submit the Appeal for Incomplete Work to the Student Records Office by the grade submission deadline.
- › The student will notify the Student Teaching Office in writing of practicum completion. This document must be signed by the Cooperating Teacher. The student can have the Cooperating Teacher or Faculty Supervisor email the Director of Student Teaching stating that the practicum has been completed.
- › The Student Teaching Office will submit a grade change upon notification of practicum completion.
- › Should the student not complete the practicum in the scheduled time or fail to notify the Student Teaching Office of practicum completion, a practicum grade of F will be assigned.

## Withdrawing from the Practicum

- › In general, there is no provision for **voluntary** withdrawal from practicum.
- › Appeals for **retroactive** withdrawal will be heard in exceptional cases (e.g. supported by medical documentation).
- › If a student leaves the program prior to the end of the first week of class in the fall and winter terms, a 50% refund will be given on practicum fees.

## Process For Certification Practicum Withdrawal In Extenuating Circumstances

In cases where an extension is not possible, the student may be permitted to withdraw from practicum. The following guidelines will apply:

- › The Student Teaching Office will inform the student that they must receive permission to withdraw from practicum, and that withdrawal from practicum will only be considered for medical reasons or in cases with extenuating circumstances. Supporting documentation is required.
- › The Student Teaching Office will inform the student that withdrawing from practicum may add an additional year to the student's program.
- › If the student has grounds for withdrawal, the Student Teaching Office will provide the student with written permission to withdraw from practicum.
- › The student will then take the written permission to withdraw to the Student Records Office.
- › The documentation will be forwarded to the B.Ed. Academic Advisor for inclusion in the student's file.
- › The names of students who have withdrawn from practicum will be forwarded to the PRC for inclusion in the next meeting. Students withdrawing from the 1st or 3rd practicum will be evaluated at the January PRC meeting. Students withdrawing from the 2nd or 4th practicum will be evaluated at the May PRC meeting.

# Practicum Policies

The PRC, in conjunction with the Student Teaching Office, will make decisions regarding the student's progression through the program. **The following guidelines will apply:**

- › If withdrawal is from the fall practicum and the student is continuing with winter CIA courses, the student will be encouraged to complete the winter practicum.
- › If the student is not continuing with winter CIA courses, the student will be withdrawn from the year and moved into a 3 year certification program.
- › If the student does not complete the required CIA courses or practica in a year, the student will be moved into a 3 year certification program. The student will not be permitted to move to Year 5/2 AD until all outstanding Year 4/1 AD requirements are met. The student will not be permitted to graduate until all Year 5/2 AD requirements are met.
- › Students must complete the outstanding requirements in the additional year. No further extensions will be granted.
- › Students will have one attempt to repeat the practicum. Students should make a realistic evaluation of their health or situation prior to attempting the practicum again as no further extensions or withdrawals will be considered.

## Practicum Rules and Regulations

- › Eligibility for a student teaching practicum requires that students be eligible for provincial certification. Students who are ineligible for practicum will be withdrawn from the Faculty of Education.
- › Students will not be allowed to undertake their Student Teaching practicum blocks unless they are concurrently registered in required Curriculum, Instruction and Assessment courses.
- › Certification Year students who are placed on probation, suspension or 'not allowed to continue' status will be removed from the B.Ed. program. If the student is placed on probation, suspension or 'not allowed to continue' at the end of the fall term, he/she will be immediately withdrawn from any ongoing or winter term Education courses (including practicum). If a student is removed under this circumstance, the student a) will receive a full refund for any winter term courses or b) will receive ½ of his/her fees back for any course that runs over both the fall and winter terms.
- › Appeals against the final grade in a practicum will be heard as grade appeals by
- › the Departmental Review Committee.





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# Evaluation Overview

Evaluation of the student is an important and sometimes difficult task faced by those working with the practicum. Evaluation must serve two rather distinct functions:

- › That of ongoing and structured guidance of the student from which he/she can grow as a professional (**formative** assessment);
- › That of providing a basis for grading for course credit (**summative** evaluation).

To deal with these functions a number of forms and assessment techniques are available. A formative classroom observation and conference will be completed a minimum of three times in each block by the Faculty Supervisor. The Cooperating Teacher is asked to complete the Ongoing

Formative Assessment throughout each practicum block and then submit it to the Faculty Supervisor at a mutually agreeable date. In conjunction with the Cooperating Teacher, the Student Teacher will complete a self-evaluation (**Classroom Support Activities Form**). This form will be submitted to the Faculty Supervisor at a time designated by the Faculty Supervisor. **A Summative Anecdotal Evaluation** will be completed by the Faculty Supervisor in collaboration with the Cooperating Teacher. The following sections will provide details to explain the criteria used to indicate competence in the areas listed on each form.

Students in School Practicum should be observed in large group instruction and provided with feedback on the student's lesson plan implementation. This observation will take the form of a pre-conference observation and a post-conference phase, to allow the student to plan and prepare more effectively for future student teaching experience.

Systematic student self-evaluation is ultimately the main objective of any evaluation package and can be fostered by both the Cooperating Teacher and the Faculty Supervisor.

The Student Teacher's signature on the reports will confirm that a copy has been received by the Student Teacher.

The following criteria/indicators categorize the dimensions of teaching each of the above forms seeks to evaluate. These criteria/indicators are part of the overall protocol and should act as a guide only, not being seen as the only evaluative factors for making judgments about good teaching practice.

# Formative Classroom Observation Criteria

## A.

### Develops a Positive Learning Environment

#### 1. Planning for Student Learning

- › Lesson plan:
  - › includes General and Specific Learning Outcomes
  - › integrates across subject area
  - › differentiates content, process and/or product to adapt for students' strengths and weaknesses
  - › includes group activities with roles for each group member where appropriate
  - › includes activators of prior knowledge
  - › includes description of Activity/Procedures
- › Gathers and assembles teaching materials prior to instruction
- › Uses a variety of resources including text, technology, concrete materials, and visuals
- › Generates own teaching materials as needed

#### 2. Planning for Assessment/Evaluation

- › Evaluation materials and methods relate to outcomes and to guided practice
- › Provides independent practice
- › Uses specific and relevant assessment criteria

## B.

### Develops and Implements an Effective Instructional Process and Delivery Strategies

#### 3. Provision of Learning Experiences and Delivery Strategies

- › Can state relationship between the lesson, short-term and long-range outcomes
- › Demonstrates sound knowledge of lesson content
- › Provides students with encouragement and opportunities to be actively involved in their own learning
- › Activity was understood, appropriate, and fit the task
- › Activating activity is evident
- › Alters teaching strategies when necessary
- › Explains, demonstrates and provides guided and independent practice
- › Uses indirect teaching activities when appropriate (e.g. learning centers, seatwork)
- › Use of technology enhances classroom presentations
- › Encourages good work habits
- › Clear instructions are given at an appropriate level, in appropriate detail, chunking and sequence
- › Questions using convergent and divergent questions and probes, and provides appropriate wait times and feedback
- › Uses several presentation approaches to accommodate different learning styles
- › Holds and focuses student attention
- › Uses oral and written language effectively to explain, communicate and give directions
- › Uses appropriate grammar in oral and written expression

# Formative Classroom Observation Criteria

## B.

### Develops and Implements an Effective Instructional Process and Delivery Strategies

- › Has an effective teaching voice (pitch, volume, intonation)
- › Creates a safe and supportive environment
- › Encourages positive interactions among students
- › Takes advantage of spontaneous opportunities to teach across the disciplines
- › Lesson was appropriately summarized or lesson closure was effective

#### 4. Classroom Management

- › Engages students' attention before beginning instruction
- › Behaviour expectations are communicated clearly
- › Distinguishes between individual and whole group management issues
- › Is aware of student behavior around the classroom
- › Is able to stay calm and take action when needed
- › Effectively utilizes proactive and reactive strategies when appropriate
- › Responds appropriately to interruptions and disruptions

#### 5. Student Assessment/Evaluation

- › Encourages students to reflect upon their learning
- › Uses a variety of assessments (discussion, observation, formal and informal testing)
- › Gives consistent and appropriate feedback

## C.

### Develops Professionalism and Student Relations

#### 6. Professionalism

- › Assumes classroom and other school-related responsibilities without prompting
- › Provides collaborating teachers and faculty advisors with detailed lesson plans
- › Draws upon a range of educational theories and practices
- › Is developing a personal teaching style that reflects an openness to innovative ideas
- › Works effectively with faculty advisor, cooperating teacher(s) and other school staff
- › Seeks, accepts, and acts on constructive feedback from others
- › Demonstrates self-reflection
- › Shows a commitment to learning
- › Takes advantage of professional development opportunities
- › Demonstrates professional conduct consistent with the MTS Teachers' Code of Professional Practice

#### 7. Student Relations

- › Has developed a good rapport with students
- › Shows no bias or preference in relation to students
- › Demonstrates care for and respects students collectively and as individuals
- › Considers student emotional and comprehension needs and developmental stages
- › Demonstrates knowledge of the needs of special groups of students (e.g. minorities, gifted, at-risk) and adapts for individual interests, differences and needs

# Self Evaluation Classroom Support Activities

To be completed by the Student Teacher, in conjunction with the Cooperating Teacher, at a time designated by the Faculty Supervisor.

## 1. Professional Attitudes/Qualities

### Reliability

- › Performs with energy and vitality
- › Follows through on tasks
- › Is accountable
- › Keeps a day book
- › Makes appropriate lesson plans

### Seeks professional development opportunities

- › Has awareness of personal strengths and weaknesses
- › Takes part in the school's professional development activities

### Demonstrates thoughtful, analytical and reflective behaviour

- › Considers information before making a decision
- › Has knowledge of educational issues

### Is committed as a Student Teacher

- › Cares about the well-being of children
- › Provides a positive classroom climate
- › Establishes rapport as a teacher in the eyes of the students

## 2. Professional Responsibilities

- › Demonstrates a knowledge of the structure, central contemporary concepts, relevant skills and values, methodologies and assumptions of the disciplines they teach
- › Demonstrates a good working relationship and positive rapport with fellow staff members characterized by a willingness to work collaboratively and collectively with them to realize shared school goals and visions
  - › engages in volunteer activities, social events and extracurricular activities
- › Provides a leadership model by:
  - › Being enthusiastic thus imparting a model for lifelong learning
  - › Recognizing that this environment is a safe one in which to take risks and formulate and test ideas
  - › Ensuring that each child expresses his/her ideas openly and freely with increased articulation
  - › Using observation as a key method to gather information regarding programming and decisions made for the classroom

## 3. Assigned Duties

- › Completes assigned tasks and recording of these tasks
- › Demonstrates individual initiative with classroom routines, procedures and regulations



# Self Evaluation Classroom Support Activities

## 4. Understanding/Implementation of Emergency Procedures

- › Demonstrates an understanding of relevant provincial, divisional and school
- › rules/regulations and emergency procedures e.g. fire drills
- › Demonstrates familiarity with school and class routines and procedures
- › Stays calm and takes action in emergency situations

## 5. Understanding/Implementation of School Policies

- › Demonstrates an understanding of pertinent and relevant provincial, divisional and school policy documents
- › Demonstrates an understanding of the ideology and historical precedents that underpin curriculum texts and provincial policy and practice. For example, texts which teachers must be particularly responsive to are:
  - › Public Schools Act
  - › Manitoba Education Curriculum Documents
  - › School Division Policy
  - › Manitoba Teachers' Society Code of Professional Practice

## 6. Use of Media, Technology, and Pertinent Resources

- › Demonstrates use of a variety of teaching/learning resources including chalk/ whiteboard, textbooks, computer and other auditory, print, electronic and visual media in the classroom
- › Demonstrates an awareness of a broad range and variety of instructional learning activities
- › Demonstrates a critical understanding of relevant curriculum documents and resources

## 7. Self Assessment, Reflection and Professional Development

- › Demonstrates self evaluation
- › Demonstrates constructive use of feedback
- › Demonstrates the ability to set appropriate professional targets about student's learning needs which include:
  - › Understanding the diversity and variation in learners (e.g. age, gender, maturation, abilities, talents, learning styles)
  - › Collecting and analyzing data in order to respond to learner's needs and effectively guide learning and assessment strategies
  - › Potential to create and maintain stimulating and respectful environments where students feel physically, psychologically, socially and culturally secure
  - › Ability to monitor the effectiveness and appropriateness of their interactions with students
  - › Ability to engage in independent and collaborative learning to foster this in their students
- › **Continuous professional development and growth in their:**
  - › Ability to make reasoned judgments and decisions
  - › Understanding of an ability to analyze the context of teaching
  - › Pedagogical knowledge and abilities

# Self Evaluation Classroom Support Activities Form

This form is intended to provide self reflective feedback from the student to the Faculty Supervisor and Cooperating Teacher. Descriptions of the criteria/indicators for each category are located in the Certification Year Handbook. Please comment on each of the criteria, review with your Cooperating Teacher and then email or hand to your Faculty Supervisor by your agreed upon date.

<b>Name:</b>	<b>Faculty Supervisor:</b>
<b>School:</b>	<b>Cooperating:</b>
<b>Date:</b>	<b>Subject:</b>

1. Professional attitude/qualities
2. Professional responsibilities
3. Assigned duties and extra-curricular
4. Understanding/implementation of emergency procedures
5. Understanding/implementation of school policies
6. Use of media, technology, and pertinent resources
7. Self assessment, reflection, and professional development



# Summative Evaluation

The Summative Evaluation is to be completed by the Faculty Supervisor in collaboration with the Cooperating Teacher at the end of each practicum block.

The purpose of this report is the evaluation of the student's performance in the Bachelor of Education program. This report has a written comment format because it is commonly used as an employment reference and its nature is more evaluative than instructional. It will reflect evaluation of the competencies outlined in the Formative Classroom Observation Criteria and Classroom Support Activities.

The report is to be completed by the Faculty Supervisor with input from the Cooperating Teacher. It is expected that the Cooperating Teacher and Faculty Supervisor will reach a common decision as to the Student Teacher's progress. Final credit for each practicum course is recommended by the Cooperating Teacher(s) and Faculty Supervisor. The Director of Student Teaching, as the instructor of record for the practicum, will make the final decision if disagreement on pass/fail should arise between the Faculty Supervisor and Cooperating Teacher.

The Student Teacher must be given the opportunity to react to the comments in this final report and must provide his/her signature in recognition of having discussed it with both the Cooperating Teacher(s) and Faculty Supervisor.

It is the student's responsibility to retain copies of his or her evaluations.

Please ensure the anecdotal summative report is dated and signed by the Cooperating Teacher(s), Student Teacher and Faculty Supervisor.

# Working With At-Risk Student Teacher

## Process for Working with Marginal Students

When it appears that a Student Teacher is not working towards consistent professional growth in order to meet practicum expectations, the following steps should be taken by the Cooperating Teacher and the Faculty Supervisor to work with the Student Teacher in addressing the problem:

- › The Cooperating Teacher and/or Faculty Supervisor may discuss the issues and concerns with the Student Teacher informally. The Cooperating Teacher and/or Faculty Supervisor should begin to create a record stating very clearly and specifically what is marginal or inadequate about the student's work. The Cooperating Teacher should keep the Faculty Supervisor informed of any concerns.
- › If the Student Teacher does not resolve the issues and concerns in a timely manner, the Cooperating Teacher must inform the Faculty Supervisor.
- › If a Performance Contract is warranted, the Faculty Supervisor will contact the Director of Student Teaching to discuss the items of the contract and approve the contract.
- › The Cooperating Teacher, Faculty Supervisor and Student Teacher will meet to discuss the Performance Contract.
- › The Faculty Supervisor will ensure that the Student Teacher, the Cooperating Teacher and the Director have a copy of the Performance Contract. Failure by the Student Teacher to resolve the issues addressed in the Performance Contract will result in a grade of FAIL and may result in the removal of the student from the Faculty of Education.

## The following documentation is necessary:

- › The Student Teacher must receive a copy of the Performance Contract
- › The Cooperating Teacher and Faculty Supervisor should keep copies of the dated, written feedback to the student, lesson plans, the Performance Contract and any other relevant material which offers evidence of the issues at hand.
- › The Director of Student Teaching must receive a copy of the Performance Contract.

Please note that due process must be afforded to the Student Teacher. Cooperating Teachers and Faculty Supervisors must directly inform Student Teachers of any concerns prior to completing the final evaluation. Written documentation of this conversation is advised.



# Determining Pass/Fail Based On Certification Criteria

**Student Teachers who are recommended for certification as teachers must demonstrate competence and pass all the following criteria:**

- › Knowledge of subject matter
- › Knowledge of learners' needs
- › Planning for instruction
- › Implementing quality learning experiences
- › Decision-making based on learners' classroom contributions
- › Adjusting professional choices based on self-assessment, student assessment
- › and programming
- › Communicating effectively with colleagues
- › Professional suitability

Student Teachers who demonstrate an inability to synthesize the knowledge and skills required in the teaching-learning process, as stated above, shall be assigned a final assessment of **Fail**.

Student Teachers who demonstrate unsuitability on general considerations of scholarship, professional fitness or professional conduct for the teaching profession may be assigned a final assessment of **Fail** and may be removed completely from the Faculty of Education.

School administrators have the authority and right to remove or request that Student Teachers be removed from the school. This may occur on an immediate basis if deemed necessary by the school administration.



# Determining Pass/Fail Based On Certification Criteria

## Removal From Host School

Note: In this document “Dean” or “Associate Dean” refers to the Faculty of Education administration. If a principal (or designate) requests that a student be removed from their host school the following process will be undertaken:

1. The Director of Student Teaching will request that the Principal or designate provide, in writing, reason(s) for the removal of the student from the school. This documentation may also be supplemented with notes from the Cooperating Teacher.
2. The student will immediately be removed from the host school and their practicum suspended. The student may also be suspended from all Education classes (see point 8 under “Removal from the Faculty of Education”).
3. The Director of Student Teaching will discuss the circumstances with the Faculty Supervisor and/or Cooperating school participants.
4. The Director of Student Teaching will meet with the student to review the circumstances of removal from practicum.
  - › If the student fails or refuses to attend the meeting, the process will continue without the student being present and decisions will be made on the information available.
5. The Director of Student Teaching may do one or more of the following:
  - › If warranted, institute a process for continuation in the practicum. This may include a performance contract
  - › Consult with the Dean and /or Associate Dean
  - › Refer the case to the Performance Review Committee
6. In the case of a Performance Review Committee referral:
  - › The Committee will review the circumstances. The purpose of this review is to make a recommendation to the Deans regarding the status of the student in the Faculty of Education. The Committee will review the performance of the student to date including academic performance, student teaching evaluations, etc.
  - › **The Committee will recommend to the Deans one of the following:**
    - › That the student be allowed to continue in the Faculty of Education. The student will be required to sign a Performance Contract. See the Performance Contract section for more information. Or,
    - › That the student may be allowed to remain in the Faculty but must sit out for a period of time. The student may be required to provide medical or other documentation in order to be allowed to resume their studies in the Faculty. In addition to being removed from practicum, these students may be removed from some or all of their Education courses. Or,
    - › That the student be removed from the Faculty of Education program.
7. The Dean will issue a final decision.

# Performance Contract

1. Conditions of the contract will be determined by the Director of Student Teaching and/or the Performance Review Committee and are not negotiable. Conditions of the contract may include counseling, successful participation in a mentoring course and/or required performance objectives.
2. A certification student who is issued a Performance Contract may be moved into a 3 year certification program.
3. A student who will not comply or cannot meet the conditions of the contract will receive a grade of F and their name will be forwarded to the Performance Review Committee.
4. A student who fails to meet the conditions outlined in the contract within the stated time will receive a grade of F and their name will be forwarded to the Performance Review Committee.

## New Host School

If the Performance Contract is signed, the Director of Student Teaching will initiate the process of finding a new host school as follows:

1. The Director of Student Teaching is required to provide potential new host schools with the following information:
  - › That the student was asked to leave the previous school
  - › The reason(s) the student was asked to leave the previous school
  - › The conditions of the Performance Contract
2. The Director of Student Teaching will contact a maximum of four (4) schools in an effort to secure a new host school. Placement at a new school is subject to availability and the discretion of the school Principal.
3. Should the Director of Student Teaching not be able to secure a new placement site, the matter will be referred back to the Performance Review Committee for a recommendation to the Deans on the status of the student in the Faculty. As the ability to complete practicum is an integral part of the program the student will likely be removed from the Faculty of Education and all Education courses

# Completion Of the Program

1. A delay in the completion of practicum will likely add a year to the completion of the program.
2. Faculty of Education students are not permitted to move into the next year of their Education program and courses until all requirements of the previous year have been met.
3. The student will have one attempt to repeat the outstanding practicum. The student should make a realistic appraisal of his/her health and situation prior to the second practicum attempt.
4. Students who are repeating practicum as a result of a Performance Contract and/or a ruling of the Performance Review Committee or the Dean and who withdraw from the practicum will be considered to have made an unsuccessful attempt and the student will be withdrawn from the Faculty of Education.

## Removal From The Faculty Of Education

Students may be removed from the University of Winnipeg, Faculty of Education programs for one or more of the following reasons:

1. Failure to meet or maintain academic grade point requirements as established by the University of Winnipeg and the Faculty of Education. In the case of academic Probation or Not Allowed to Continue Status, withdrawal is automatic and will take place without a review or further procedure.
2. As a result of a ruling by the Performance Review Committee (see Faculty of Education Program Rules and Regulations in the General Calendar for more information).
3. As a result of behaviour judged to be in violation of the Manitoba Teachers Society Code of Professional Practice or the Standards of Professional Conduct for Pre-Service Teachers or for Professional Misconduct (see Section IX of Faculty of Education Rules and Regulations in the General Calendar for more information).
4. Failure to sign a Performance Contract.
5. Non compliance with the conditions of a Performance Contract.
6. Ineligibility for a practicum placement.
7. As the result of a change in the status of a Criminal Record or Child Abuse Registry entry.
  - › Students who appear on the Child Abuse Registry will be immediately withdrawn from the Faculty and any ongoing Education courses.
  - › Students reporting a change in the status of their criminal record will have their case evaluated by the Legal Records Check Committee. They will be informed of the Committee's decision in writing. Students who are not allowed to continue in the Faculty of Education will be immediately withdrawn from the Faculty and any ongoing Education courses.
8. As a result of academic or non academic misconduct.



# Completion Of the Program

In the case of gross misconduct, students will be removed from practicum and immediately suspended from their Education courses in University until the case is reviewed by the Dean and a final decision is made.

- › Gross misconduct is defined as, but not limited to, intoxication (whether from alcohol or drugs), fighting or other physical abuse, indecent behaviour, theft, serious breaches of health and safety rules, uttering threats, offensive behaviour (such as discrimination, harassment, bullying, abuse and violence) and gross insubordination.
- › The Faculty of Education respects the rights of students in our cooperating schools to a quality education in a climate of safety . Any perceived threat by a student teacher to the learning environment or to the climate of safety in the host school will be investigated. This may result in immediate suspension from practicum and Education courses while the case is being investigated.

Removal from the Faculty of Education means the student will be withdrawn from all Education courses, removed from practicum, and removed from any Faculty

of Education sponsored or affiliated activities (i.e. mentoring sites, WESTCAST, international student teaching opportunities, Contact to Contract, etc.)



# Performance Contract

This form provides a written notification of concern when a student teacher is experiencing difficulty which could result in the Student Teacher receiving a failing grade in the practicum.

<b>Student Teacher:</b>	<b>Date:</b>
<b>School:</b>	<b>Subject Area/Grade:</b>
<b>Cooperating Teacher:</b>	<b>Faculty Supervisor:</b>

<p>Describe the nature of the concerns (e.g. attendance, lesson preparation, classroom management, etc.)</p>
<p>Required Actions to be Taken by Student Teacher</p>
<p>I have read and understand the terms of this contract. Failure to demonstrate appropriate growth in these areas may result in a failing grade. Failure to comply with the terms may result in removal from the practicum or the Faculty of Education.</p>

<b>Student Teacher:</b>	<b>Faculty Supervisor:</b>	<b>Cooperating Teacher:</b>
<b>Sign to acknowledge receipt of Performance Contract. Forward a copy to the Director of Student Teaching.</b>		
<b>Date Signed:</b>		





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# Supporting Documents

## Laws And Regulations Pertaining To The Student

The legal status of the Canadian teacher is derived from a number of sources: legislation, judicial powers, and the common law. Those most pertinent to Student Teachers are found in this section.

The legislature defines the rights and responsibilities of teachers in **The Public Schools Act**. The Department of Education creates school boards to administer the school system locally. Boards thus created have the authority to promulgate regulations governing the conduct of teachers, and these regulations if valid have the power of law. **The Public Schools Act** covers such matters as:

- › Rights, privileges, duties, and responsibilities of teachers
- › Provision for certification
- › Conditions of employment
- › Basis for suspension and dismissal

## The Public Schools Act

### Certified Teachers

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

### Pupils In Care Of Teacher Aids

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

## Manitoba Regulations 23/2000

Being a Regulation under The Public Schools Act respecting Persons other than Teachers having care and charge of Pupils (Files November, 1988).

1. Persons having care and charge of pupils are those who are:
    - › School clinicians;
    - › Paraprofessionals who are employed by school authorities to work with teachers and pupils as part of the teaching-learning process;
    - › **Student Teachers;**
    - › Volunteers;
    - › Other persons authorized by the school board or its delegate
  2. Person who has care and charge of pupils must be a responsible adult.
- 3. Supervision**
- 3i. clinician who has care and charge of pupils must be supervised directly by the principal. Any other person who has care and charge of pupils must be supervised directly by the principal or a teacher designated by the principal
  - 3ii Subsection 3i is subject to any contrary direction of the school board.

### 4. Duties of Paraprofessional

A paraprofessional shall perform such duties as are assigned by the principal. Those duties may not include the following:

- › Organizing and managing the classroom;
- › Planning teaching strategies;
- › Directing of learning experiences of pupils, including assessing of individual needs, selecting of materials to meet those needs, evaluating of progress.

# Supporting Documents

## 5. Student Teachers

- › A Student Teacher who is registered as a student of a recognized teacher- training institution may be left in sole charge of classes for such period of time as may be mutually agreed upon by the principal of the school and the training institution as being beneficial to the Student Teacher.

## 6. Repeal

- › The persons having Care and Charge of Pupils Regulation, Manitoba Regulation 454/88 R, is repealed.

## Legal Status of the Student Teacher

Bill 71, passed by the Manitoba Legislature in the summer of 1971, makes provision for school boards to authorize pupils to be left in the care and charge of Student Teachers without having a licensed teacher in attendance. This Act, in effect, affords the Student Teacher, while engaged in the practice of student teaching, the same legal status as the certified teacher with respect to the care and control of pupils.

Third party liability protection for Student Teachers in the classroom may be obtained by making application for associate membership in the Manitoba Teachers' Society. Associate membership is required of all Student Teachers in the University of Winnipeg school practicum programs, and is available to Student Teachers without payment of the fee.

## Substituting

According to subsection 91(1) of The Public Schools Act:

- › No person is legally qualified to teach or be employed by a school board as a teacher unless that person holds a valid or subsisting teaching certificate issued by the Minister under The Education Administration Act.

At no time during the practicum should a Student Teacher be used as a substitute teacher. Substituting for pay is not considered a student teaching activity, and Student Teachers substituting for pay are not legally covered under Manitoba Teachers' Society liability. Cooperating Teachers should always be available for support, should the Student Teachers require it.

## Term Contracts

Students are not eligible for employment until completion of their final practicum block and capstone course (if required).



# Supporting Documents

## Common Law

The legal status of the teacher is affected by three common law relationships, "master-servant", "in loco parentis", and "careful parent". The relationship of the "master-servant" exists between teachers and the school board by whom they are employed. The nature of the relationship implies that "school boards are responsible in damages for the tort of their servants acting within the scope of their authority" (Bargen, 1961, p. 139). The "careful parent" relationship dictates the standard of care teachers must use in supervising their pupils. Improper care may lead to liability if negligence is evident. "In loco parentis" implies that teachers acting within the scope of their authority, stand in the place of parents with respect to authority over their pupils. Corpus Juris (Vol. 56, Secs. 1088, 1100) explains the nature of the authority embodied in "in loco parentis" thus:

As a general rule a school teacher, to a limited extent at least, stands "in loco parentis" to pupils under his (sic) charge, and may exercise such powers of control, restraint and correction over them as may be reasonably necessary to enable him (sic) properly to perform his (sic) duties as teacher and accomplish the purposes of education, subject to such limitations and prohibitions as may be defined by legislative enactment. . . If nothing unreasonable is demanded (by the teacher) he (sic) has the right to direct how and when each pupil shall attend to his (sic) appropriate duties, and the manner in which a pupil shall demean himself. (sic).



# Teacher's Code of Professional Practice

The Code of Professional Practice establishes the required standards of conduct for all members of The Manitoba Teachers' Society, whether acting in an employed position under a Collective Agreement, or acting in an appointed or elected position. A member's professional behaviour must reflect the spirit as well as the letter of the Code.

## Code of Professional Practice

Members are bound by the following principles and each Member's professional behaviour must reflect the spirit as well as the letter of these principles:

1. A Member's first professional responsibility is to the Member's students;
2. A Member acts with integrity and diligence in carrying out professional responsibilities;
3. A Member avoids involvement in a conflict of interest, recognizes that a privileged relationship with students exists and refrains from exploiting that relationship for material, ideological or other advantage;
4. A Member's conduct is characterised by consideration and good faith. The Member speaks and acts with respect and dignity, and deals judiciously with others, always mindful of their rights;
5. A Member respects the confidential nature of information concerning students and may give the information only to authorized personnel or agencies directly concerned with the individual student's welfare;
6. A Member first directs any criticism of the professional activity and related work of a colleague to that colleague in private. Only after informing the colleague of the intent to do so, the complainant may direct in confidence the criticism to appropriate officials through the proper channels of communication. A Member shall not be considered in contravention of this Article in the following circumstances:
  - › Consulting with the Society or the Member's Local president;
  - › Taking any action that is allowed or mandated by legislation;
  - › Where the Member is acting in good faith and without malice in the discharge of the legitimate duties of the Member's appointed or elected position;
7. A Member does not bypass immediate authority to reach higher authority without first exhausting the proper channels of communication;
8. A Member makes an ongoing effort to improve professionally;
9. A Member adheres to collective agreements negotiated by the Society and its Local; and
10. A Member or group of Members makes only authorized representations to Outside Bodies on behalf of the Society or its Locals.

(The Society approved new Bylaws at its 2014 AGM. Bylaw IV includes the Code of Professional Practice that applies to all teachers who are members of the Society. Bylaw IV also outlines what constitutes professional misconduct and how the Code is enforced. The Society's Constitution and Bylaws outline the remedies or sanctions that can be imposed against any teacher who violates the Code of Professional Practice.)

# Standards of Professional Conduct for Pre-service Teachers

The Faculty of Education at the University of Winnipeg is committed to maintaining its students' freedom of thought, belief, opinion and expression. As a professional program we are committed to assisting students in becoming professionals. The Faculty of Education has the responsibility of fostering the academic freedom of students within the context of professional standards of conduct and also has the responsibility of fostering the academic freedom of students with respect for the needs of the learner. The standards describe professional characteristics and behaviors students are expected to develop and demonstrate during practicum and course work. Students who do not demonstrate these professional standards may be referred to the Performance Review Committee.

- › In keeping with the Canadian Charter of Rights and Freedoms, the student will respect the dignity and rights of all persons.
- › The student acts in a responsible manner which includes being punctual, dependable and trustworthy in class and during practicum.
- › The student maintains positive interpersonal relationships with peers, faculty, school personnel and pupils by contributing, cooperating, participating and working with others in a professional manner.
- › The student demonstrates a commitment to teaching by taking initiative, showing enthusiasm, and showing an interest in learning about teaching.
- › The student directs any criticism of the professional activity of others to that person and only then, after informing them of the intent to do so, may direct in confidence the criticism to the appropriate officials. It shall not be considered a breach of this clause to report reasonable grounds for suspecting child abuse to proper authorities according to legal requirements.
- › The student respects the confidentiality of information about pupils, peers, school personnel, or faculty received in confidence or in the course of Professional duties.









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