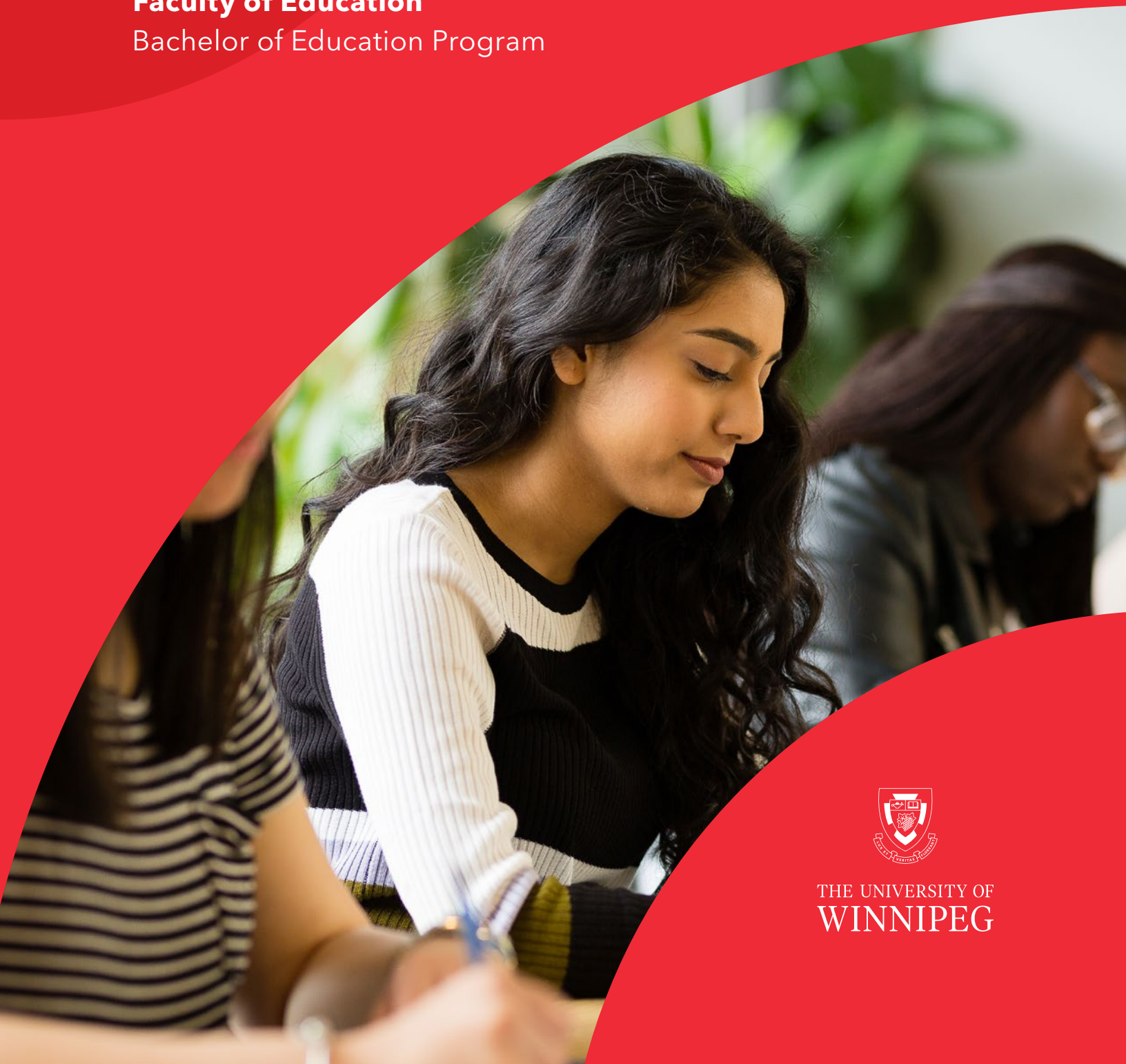


Pre-Professional Student Practicum Handbook

2024 - 2025

Faculty of Education
Bachelor of Education Program



THE UNIVERSITY OF
WINNIPEG

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Contact Information

Student inquiries about practicum are to be directed to Monica Hoersch, administrative assistant. Any changes to address or other contact information must be sent by email to practicumoffice@uwinnipeg.ca

Students are reminded to check this handbook before making calls.
Teachers and administrators may contact Wayne Davies directly.
Inquiries regarding courses, registration, and scheduling can be sent to Katy Leverick, Academic Advisor.
Advising appointments can be arranged by calling **(204) 786-9491**.

Director of Student Teaching

Wayne Davies
w.davies@uwinnipeg.ca
204.786.9932

uwinnipeg.ca/education

Mailing Address

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

[Contact Information](#)





Welcome

This Handbook has been prepared to help clarify the roles and responsibilities of Cooperating Teachers, practicum students, and administrators in the Year 2 and 3 School Practicum segment of the Bachelor of Education program. The Handbook offers general guidelines for roles and responsibilities of all participants and includes the evaluation and administrative procedures in effect in the School Practicum.

The University of Winnipeg Faculty of Education would like to thank all participants, especially Cooperating Teachers, for their assistance and cooperation.

The practicum component is an essential part of the teacher education program, and it could not be developed and maintained without the help of many individuals in the school system. We hope that your experiences in the School Practicum program have been and will continue to be professionally rewarding

Goals and Outcomes

- 1. The School Practicum program should help students understand aspects of the Bachelor of Education program by placing 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 elementary or senior years streams.

- 3. The School Practicum program should provide the student with the opportunity to observe and study the process 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.
- › Present an "Introductory Letter" to the Cooperating Teacher at the beginning of each practicum.





Pre-Professional Practicum Dates and Important Dates


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

Practicum Dates and Important Dates



Please Note:

*Students are expected to follow the above
schedule and not make other arrangements
with their Cooperating Teachers.*

The background of the page is a photograph of a library. In the foreground, a man with dark hair, wearing a maroon sweater, is seated at a blue table, looking down at a tablet device. In the background, a woman with long dark hair, wearing a white shirt and a brown vest, is standing and reaching up to a high shelf to handle books. The library has tall white bookshelves filled with books, some of which have red and blue spines. The ceiling features exposed wooden beams.

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General Information For Cooperating Teachers and Administrators

Thank you for volunteering to accept a Student Teacher and welcome to our program. Cooperating Teachers play a vital role in the practicum by providing a prospective teacher with an opportunity to explore the teacher's role and to become a member of our profession. It is my hope that you too will benefit from the opportunities for personal and professional growth that the practicum provides. The roles of the Cooperating Teacher and the Administrator as well as the duties involved are outlined on the pages that follow. You will be a mentor, model, and collaborator. In consultation with others, you will make the decision as to whether your Student Teacher is ready to progress to the next stage in his/her professional development. Your attitudes, ideas, and skills will help your student create an effective, personal style of teaching.

Teacher preparation is a cyclical process in which Student Teachers have many opportunities to observe teaching, to teach and to find personal meaning in their classroom experiences. In student teaching, gaps between theory and practice should be narrowed. Ongoing reflective evaluation of educational processes should play a central role in the growth of each Student Teacher, and when Cooperating Teachers collaboratively share, report, and reflect upon their classroom work, the quality of each practicum experience improves. **No faculty supervision is provided for Pre-Professional (Years 2 and 3) students. Cooperating Teachers are asked to complete a Practicum Evaluation form.**

We will continue to seek closer integration of university courses and practicum experiences. As Student Teachers synthesize their perceptions of teaching, curriculum, and children's learning, there will be more opportunities for them to test and extend their understandings in practice. In fact, close integration should become a central theme throughout our practicum programs. Future developments should extend opportunities for collaborative partnerships among all of our key stakeholders.

It is a pleasure to work with you. Your participation as a Cooperating Teacher is a mark of your professional commitment and competence.



Responsibilities of the Cooperating Teacher

The Cooperating Teacher is the person with the greatest direct influence on the school practicum student. The success of the school 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 Cooperating Teacher then, must be a willing volunteer to fulfill his/her role as a Cooperating Teacher.) The following basic expectations are fundamental to the role of the Cooperating Teacher, yet may vary according to each situation.

Familiarize with Expectations:

The Cooperating Teacher should familiarize the student with the expectations held for the Student Teacher.

Orient to School:

The Cooperating Teacher should, in conjunction with the principal or designate, orient the student to the school, the school program, and the pupils. Share school safety and emergency procedures with Student Teachers.

Structure Teaching Experiences:

The Cooperating Teacher should structure the student's experiences so that he/she progresses from simpler to more complex activities within the limits of the Student Teacher's particular level in the B.Ed. program.

Demonstrate Teaching Techniques:

The Cooperating Teacher should either demonstrate or arrange for the demonstration of teaching techniques and procedures for the benefit of the student.

Assist with Planning:

The Cooperating Teacher should assist the student with the planning of teaching strategies and the selecting and designing of appropriate instructional materials. (Year 3)

Explain Classroom Management:

The Cooperating Teacher should explain, demonstrate and discuss the implementation of classroom organization, management, and control strategies.

Observe Students:

The Cooperating Teacher should observe the Student Teacher in the classroom on a regular, systematic basis. Analyze Student's Performance: The Cooperating Teacher should analyze the instructional skills of the Year 3 Student Teacher and set goals and strategies for improvement through regular conferences.

Evaluate Student's Performance:

The Cooperating Teacher should evaluate the performance of the student and provide feedback to the Student Teacher, both on a formative basis throughout the term as well as in a final evaluation.

Encourage a Distinctive Style:

The Cooperating Teacher should encourage the Student Teacher to develop a distinctive, personal style by engaging in a variety of teaching tasks and consistently utilizing self-evaluation.

Encourage and Involve:

The Cooperating Teacher should encourage the Student Teacher to exercise initiative in getting involved with children in a variety of learning experiences.

Communicate with Practicum Office:

The Cooperating Teacher should contact the Practicum Office immediately with concerns about the Student Teacher's attendance, performance, attitude, or expectations. (Please see the first section of the Handbook for contact information.)

Responsibilities of the School Administrator

Provide orientation to the students assigned to your school regarding the school's organization, philosophy, expectations, personnel, etc.

Encourage students to become involved in a wide variety of activities within the school.

Indicate to the students whether their attendance will be kept on a sign-in sheet in the office or by the Cooperating Teacher.

Communicate with the Practicum Office all concerns regarding the School Practicum program.

Provide students with school handbook, if available.

Place students within the school according to the following guidelines:

- › **Year 2 students** will be assigned to the Student Services teacher or department who will facilitate appropriate learning experiences for the student teacher.
- › **Year 3 students** will be assigned to a classroom teacher where they will act as participant observers working one-to-one with students or directing small group activities and occasionally whole group activities.



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Student Placement Policies

Welcome to the practicum portion of the Bachelor of Education program.

We hope that you will find the information in this handbook helpful. If you need further clarification, please call the Practicum Office and we will be happy to answer your questions. Have a great year!

Student Placement Policy

All placements are arranged by the Student Teaching Office. Students are not allowed to arrange their own placements. All student teaching placements will be guided by the following:

1. Students will have at least one placement in a school with inner city characteristics.
2. Students will experience a variety of grade levels and subject areas.
3. Students will be placed in more than one school division.
4. 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.

**Students cannot be in classrooms with relatives*

In order to assist the Director of Student Teaching in the placement process, students are reminded to please check their email account in mid June for Practicum application instructions. Students who do not submit the necessary information may not be assigned a practicum school. This could add another year to the B.Ed. program.

Report any changes (e.g. address, schedule) in writing to the Practicum Office at practicumoffice@uwinnipeg.ca as soon as possible

Integrated Student Practicum Placements are as follows:

	Elementary Years	Senior Years
Year 5	K - 8	SY
Year 2	K - 8 Resource	K - 8 Resource
Year 3	K - 8	K - 8 *
Year 4	K - 8	MY

**Some Senior Years placements may occur.*

Responsibilities of the Student

For students, the School Practicum is a critical part of teacher preparation.

Consequently, the student must assume personal responsibility for his/her professional growth during the school practicum. Many of the responsibilities listed below are appropriate for all levels of school practicum.

A. Orientation

› Student Teacher Introductory Letter

Prepare a one page introductory letter for your first meeting at your school to give to your Cooperating Teacher and School Administrator. The introductory letter 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 grade levels interest you the most

The letter is a means to introduce yourself, and to provide some insights into your interests beyond your major/minor, such as hobbies, or volunteer experiences.

- › Obtain information about the school (in-service days, dress code, philosophy, timetables, regulations, organization).
- › Introduce the Cooperating Teacher to the pamphlet information and the Handbook website; continually discuss with him/her your assignments.
- › Exercise initiative in the classroom and/or Resource room.
- › Solicit ongoing feedback from the Cooperating Teacher(s) (e.g., personal strengths and weaknesses and strategies for self-improvement).
- › "Make up" for time lost due to in-services, holidays or illness.
- › Familiarize yourself with the goals and operation of the practicum program.

- › Familiarize yourself with the philosophy, resources, safety and emergency policies and procedures, and rules of the school.
- › Develop and maintain a complete journal as part of your professional portfolio.
- › Familiarize yourself with the University of Winnipeg calendar rules, regulations, and procedures and processes of appeals, withdrawal dates, and other pertinent student natural justice issues.
- › 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.

B. Class

- › Attend regularly and promptly.
- › Participate actively.
- › Complete readings, tasks, and assignments assigned by the instructor.
- › Check the Education office bulletin board and website regularly.

C. Observation

- › Choose specific self-directed observation tasks to be completed during the school practicum.
- › Determine the exact procedures to be followed in completing the assignments by reading the Course Syllabus and checking with your instructor.
- › Consult with the Cooperating Teacher when doing assignments.

Responsibilities of the Student

- › Observe in a systematic and purposeful manner the classroom assigned, remembering to be analytical and not judgemental in your observations.
- › Learning through reflection and analysis (not critical evaluation) is the goal of the experience.

D. Participation

- › Increase responsibility for more difficult and challenging tasks and instructional activities in cooperation with your Cooperating Teacher.
- › Make yourself available for regular conferences with your Cooperating Teacher, before or after your school placement.
- › Become involved in school activities, time permitting, that extend beyond the classroom setting (e.g., recess, field trips).
- › Take the initiative to get involved with the students in your class, under the direction of your Cooperating Teacher.
- › Have your Cooperating Teacher complete your practicum evaluation.
- › Submit your evaluation to the Practicum Office room 2G09 at the end of practicum.

E. Professional Attitude

- › Maintain an ethical and professional attitude towards all members of the school community. (See Standards of Professional Conduct for Pre-Service Teachers p. 32 and Teacher's Code p. 33)
- › Continuously evaluate your growth as a teacher.
- › Take advantage of all available opportunities to improve your abilities as a teacher (Professional Development workshops are offered at the University and in the school). Check with your Cooperating Teacher about your involvement.

- › Recognize and accept that **the welfare of the students is the ultimate concern** and that the Cooperating Teacher has the final responsibility for what occurs in the classroom.
- › Discuss school practicum problems or conflicts with your instructor and/or Cooperating Teacher.

F. Evaluation

- › See Expectations and Evaluation: Years 2 and 3 (page 23)

G. Keep in mind the following reminders:

- › When you first arrive, go directly to the office. The principal or designate will probably show you the school and introduce you to staff members.
- › Dress appropriately! Student Teachers should dress and behave in a manner similar to the teachers in the school. You too, are a professional.
- › Be punctual. Most teachers arrive 30 minutes prior to the start of school.
- › **Absence.** If you are going to be absent, phone the school as soon as possible. If you know before your school placement day, make arrangements with your Cooperating Teacher.
- › Check on the availability of parking space at the school. Teachers have to pay for their parking stalls and do not appreciate having you park in their space.
- › Students are required to report a change in the status of their Criminal Record and/or Child Abuse Registry standing to the Director of Student Teaching and the Associate Dean of Education.



Practicum Policies

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). Faculty of Education, University of Winnipeg 16

Attendance Policy

Any absences from student teaching must be made up. Absences of more than 2 days must be supported by a medical certificate submitted to the Practicum Office. Absences for other reasons are, in general, not permitted. If a student is unable to make up missed days by the deadline for evaluation submission, the Process for Practicum Extension/ Withdrawal will be followed.

Process for Pre-Professional Practicum Extension

If a student is unable to complete the practicum by the grade submission deadline due to medical or other extenuating circumstance (e.g. illness or death in immediate family), the first recourse of the Practicum Office will be to consider an extension. The student must contact the Director of Student Teaching to discuss the possibility of an extension. 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.
- › The illness or other extenuating circumstance is supported by appropriate documentation.

- › The outstanding practicum is completed by February 28 (for Fall term) or June 1 (for Winter term).
- › The Cooperating Teacher is willing to have the student return to complete the practicum.

The extension procedure is as follows:

- › The Practicum 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 Cooperating Teachers) and a medical certificate or other supporting documentation to the Practicum Office prior to the grade submission deadline.
- › The Practicum Office will submit the Appeal for Incomplete Work to the Student Records Office by the grade submission deadline.
- › The student will notify the Practicum Office in writing of practicum completion. This document must be signed by the Cooperating Teacher.
- › The Practicum 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 Practicum 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.

Practicum Policies

Process For 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 Practicum 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 Practicum 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 Practicum 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 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.
- › Pre-Professional Year students who are placed on probation, suspension or 'not allowed to continue' status will be removed from the B.Ed. program. 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:
 - › Will receive a full refund for any winter term courses
 - or,**
 - › 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

Practicum Policies

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 (or delegate) 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.
 - › 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 with 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.
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.

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).
8. As a result of academic or non academic misconduct.



Completion of the Program

9. 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.)”



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Expectations and Evaluations Years 2 and 3

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.

To deal with these functions a number of forms and assessment techniques are available. **Formative**, verbal evaluation is continuous through the teaching practicum and should be used to guide the student towards consistent professional growth. The School Practicum evaluation form that is filled out by Cooperating Teachers is the summative, written form of evaluation. The summative component of this form will provide a basis for grading, reference for employment, and a final report on the student's progress.

Students who experience difficulty with the practicum experience in year 2 or 3 should seriously consider whether Education is the right career choice for them. Expectations in practicum increase significantly in years 4 and 5. Students who fail the school practicum component of the Bachelor of Education program will either be required to withdraw from the program or if eligible repeat the class the following term or year.

Cooperating Teachers:

- › Please contact the Practicum Office **204.258.2920** or email practicumoffice@uwinnipeg.ca if Student Teachers do not complete the required practicum days by the evaluation submission deadline.
- › Please do not release the evaluation form until all practicum days are completed.

Student Teachers are responsible for:

- › Ensuring that the Cooperating Teacher is aware of the evaluation form, information pamphlet and Handbook website address
- › Arranging with the Cooperating Teacher for a mutually agreed upon time to receive the evaluation
- › Ensuring the evaluation form is submitted to the Practicum Office by the due date
- › Reporting absences of over 3 days to the Practicum Office (See Attendance Policy)
- › Applying for an extension to practicum if required (for extenuating circumstances only) by the due date. Students who do not submit an evaluation and subsequently do not contact the Practicum Office will receive a grade of F.



Year 2 Students

Each practicum experience in year 2 and year 3 of the five-year B.Ed. program at the University of Winnipeg has a course that corresponds to the practicum. The course and associated practicum are described below. For each year, the course descriptions and practicum expectations are followed by the corresponding student evaluation form.

Course Description

EDUC-2511(3) Learning Theory –

This course is an introduction to psychological principles as they apply to the practice of teaching and learning within educational contexts. The course will provide an overview of various learning theories and

the implications each has for variables such as classroom interaction, motivation, instruction, assessment, and evaluation. Some consideration will also be given to the concepts of student diversity and issues in inner city and urban education.

At no time should a Year 2 student be left alone in charge of a whole class.

Role of Student Teacher and Time Commitment

The practicum associated with this course is intended for students in the second year of the B.Ed. program and is available in either the Fall or Winter terms. A practicum equivalent to 9 or 10 full days in a Student Services setting provides the experiential link from theory to practice. Students will visit the school 1 day or two 1/2 days per week from either September to the end of November or from January to the end of March. The focus of the second year moves towards a micro-level understanding of student learning. Students are encouraged to focus on learner characteristics and development, to reflect on their beliefs about learning, and to work with individual and small groups of students.

The Year 2 Student Teacher acts as an assistant under the direction of the Student Services department and works with students on a one-to-one or small group basis. Working with the Student Services department, the Student Teacher is expected to develop and implement learning activities for small groups of students.

Activities of the Year 2 Student Teacher

Professional Skills:

- › Communicates effectively
- › Completes assigned tasks
- › Uses appropriate management techniques with individuals and small groups
- › Demonstrates knowledge of classroom routines
- › Develops teaching skills and techniques for use with individuals and small groups
- › Develops and implements learning activities for small groups of students

Understanding of Students

- › Is aware of individual differences and needs
- › Demonstrates awareness of student development
- › Uses vocabulary appropriate for level of student
- › Stimulates student interest
- › Is aware of the concentration span of students
- › Encourages student participation

Personal and Professional Qualities

- › Demonstrates enthusiasm and self-confidence
- › Shows potential for leadership
- › Has professional attitude
- › Seeks feedback
- › Responds appropriately to constructive criticism
- › Is a good role model
- › Takes initiative
- › Is punctual and reliable

Interpersonal Relationships

- › Develops rapport with students and staff
- › Shows willingness to work with individuals and small groups of students
- › Demonstrates courtesy and respect
- › Shows interest in developing relationships with students



Practicum Evaluation

Year 2 – Learning theory

This form reflects the practicum expectations of the Learning Theory course and is designed to provide constructive feedback to students. In completing the form, keep in mind that you are assessing a second year student in a five year developmental program. Place a check mark in the appropriate box for each of the skills and attributes listed, and provide anecdotal comments on particular strengths and areas needing improvement in the space below. Ratings and comments should be discussed with the student.

Student:	Cooperating Teacher:
School:	Date:

Scale: 1 Unsatisfactory 2 Needs Improvement 3 Satisfactory 4 Very Good 5 Excellent

Criteria	Descriptors	1	2	3	4	5
Professional Skills	Communicates effectively, completes assigned tasks, develops appropriate management techniques with individuals and small groups, demonstrates knowledge of classroom routines, develops teaching skills and techniques for use with individual students and small groups, develops and implements learning activities for small groups of students.					
Understanding of Students	Is aware of individual differences and needs, demonstrates awareness of student development, uses vocabulary appropriate for level of students, stimulates student interest, is aware of concentration span of students, encourages student participation.					
Personal and Professional Qualities	Demonstrates enthusiasm and self-confidence, shows potential for leadership, has professional attitude, seeks feedback and responds appropriately to constructive criticism, is a good role model, takes initiative, is punctual and reliable.					
Interpersonal Relationships	Develops rapport with students and staff, shows willingness to work with individuals and small groups of students, demonstrates courtesy and respect, shows interest in developing relationships with students.					

Please comment on the student's strengths and areas needing improvement with reference to the above criteria.

Check one at the time of final evaluation

☐ Satisfactory, recommend continuation in the program

☐ Unsatisfactory, recommend career advising or repetition

Student Teacher _____

Cooperating Teacher _____

White Copy - Student Teacher; Yellow Copy - Education Office; Pink Copy - Cooperating Teacher; Signatures acknowledge receipt of evaluation

Year 3 students

Students in Year Three should be observed in large group instruction on a minimum of two occasions, preferably in the winter term, and be provided with feedback on their 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 experiences.

Course Description

EDUC-3810(6) – Teaching and Learning and the K-8 Curriculum.

This course will introduce students to the theory that underlies the teaching and learning process. Students will examine age appropriate teaching and learning strategies, methods of differentiated instruction, and classroom management. The fundamentals of instructional design and assessment in lesson planning and unit planning will also be addressed.

Role of Student Teacher and Time Commitment

The practicum associated with this course is intended for students in the third year of the B.Ed. Program. The practicum in early, middle, and/or senior classrooms provides the experiential link from theory to practice. The course runs for the entire university year. From September to late November and from January to March, students will visit the classroom 1 full day or 2 half days per week. These students have had 10 previous days of student teaching experience in their second year. In the Year three practicum students take on the role of teaching assistant and in the winter term begin to design and instruct lessons. Working with the Cooperating Teacher, the Student Teacher is expected to plan, develop and implement learning activities for small groups, and periodically for the whole class.



Activities of the Year 3 Student Teacher

Professional Skills:

- › Communicates effectively
- › Completes assigned tasks
- › Uses appropriate management techniques with individuals, small groups, and the whole class
- › Demonstrates knowledge of classroom routines
- › Develops teaching skills and techniques for use with individuals, small groups, and the whole class

Provision of Learning Activities

- › Leads the class for a minimum of two learning activities, preferably in the winter term
- › Uses media, technology, resources and other teaching aids
- › Demonstrates awareness of a variety of instructional and assessment strategies
- › Plans, develops and implements learning activities for small groups and the whole class

Understanding of Students

- › Is aware of individual differences and needs
- › Demonstrates awareness of student development
- › Uses vocabulary appropriate for level of students
- › Stimulates student interest
- › Is aware of the concentration span of students
- › Encourages student participation
- › Has the ability to focus and hold student attention

Personal and Professional Qualities

- › Demonstrates enthusiasm and self-confidence
- › Shows potential for leadership
- › Has professional attitude
- › Seeks feedback
- › Responds appropriately to constructive criticism
- › Is a good role model
- › Takes initiative
- › Is punctual and reliable

Interpersonal Relationships

- › Develops rapport with students and staff
- › Shows willingness to work with individuals and small groups of students
- › Demonstrates courtesy and respect
- › Shows interest in developing relationships with students



Practicum Evaluation

Year 3 – Teaching and Learning

This form reflects the practicum expectations of the Teaching and Learning course and is designed to provide constructive feedback to students. In completing the form, keep in mind that you are assessing a third year student in a five year developmental program. Place a check mark in the appropriate box for each of the skills and attributes listed, and provide anecdotal comments on particular strengths and areas needing improvement in the space below. Ratings and comments should be discussed with the student.

Student:	Cooperating Teacher:
School:	Date:

Scale: 1 Unsatisfactory 2 Needs Improvement 3 Satisfactory 4 Very Good 5 Excellent

Criteria	Descriptors	1	2	3	4	5
Professional Skills	Communicates effectively, completes assigned tasks, uses appropriate management techniques with individuals, small groups, and the whole class, demonstrates knowledge of classroom routines, develops teaching skills and techniques for use with individual students, small groups, and the whole class.					
Provision of Learning Activities	Leads the whole class for a minimum of two learning activities, uses media, technology, resources and/or other teaching aids, demonstrates awareness of a variety of instructional and assessment strategies, plans, develops and implements learning activities for small groups and the whole class.					
Understanding of Students	Is aware of and adapts for individual differences and needs, demonstrates knowledge of student development, uses vocabulary appropriate for level of students, stimulates student interest, is attentive to concentration span of students, encourages student participation, has ability to focus and hold student attention.					
Personal and Professional Qualities	Demonstrates enthusiasm and self-confidence, shows potential for leadership, has professional attitude, seeks feedback and responds appropriately to constructive criticism, is a good role model, takes initiative, is punctual and reliable.					
Interpersonal Relationships	Develops rapport with students and staff, shows willingness to work with individuals, small groups, and whole class of students, demonstrates courtesy and respect, shows interest in developing relationships with students.					
Please comment on the student's strengths and areas needing improvement with reference to the above criteria.						

Check one at the time of final evaluation

☐ Satisfactory, recommend continuation in the program ☐ Unsatisfactory, recommend career advising or repetition

Student Teacher _____

Cooperating Teacher _____

White Copy - Student Teacher; Yellow Copy - Education Office; Pink Copy - Cooperating Teacher; Signatures acknowledge receipt of evaluation

Process for Working with Marginal Students

When it appears that a student 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 Director of Student Teaching to work with the Student Teacher in addressing the problem:

1. The Cooperating Teacher shall discuss the issues and concerns with the Student Teacher as soon as they are identified. These may include missing practicum days, not engaging with students or participating in the class. We suggest the Cooperating Teacher provide written feedback to the student or maintain a log of the discussions and attendance.
2. If the Student Teacher does not resolve the issues and concerns immediately, the Cooperating Teacher or Principal should inform the Director of Student Teaching of the issues and concerns as soon as possible. The Director can arrange to visit the school and meet with the concerned parties.
3. The Director of Student Teaching will discuss the issues and concerns with the Student Teacher. The Director will then inform the Cooperating Teacher or Principal of the results of the discussion.
4. Failure on the part of the student to resolve the issues and concerns may result in failure of the practicum."

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.

Please note that due process must be afforded to the Student Teacher. Cooperating Teachers must directly inform Student Teachers of any concerns prior to completing the final evaluation.



Supporting Documents

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Standards of Professional Conduct for Pre-service Teachers

The B.Ed. Program 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 B.Ed. Program 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.



Mts 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.)



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.

Laws and Regulations Pertaining to the Student

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.
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.

Laws and Regulations Pertaining to the Student

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.

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 (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)

Freedom Of Information And Privacy

Recent changes in legislation have important implications for Cooperating Teachers. You should be aware that:

- › Students have the right to see any written records or email pertaining to them. Therefore, all recorded information must be factual. In person or telephone conversations are not considered recorded information.
- › Copies of Student Teacher evaluations cannot be released to agencies other than the University of Winnipeg. For example, if you are contacted by a school division to provide a reference for a student, you may only give a synopsis of the evaluation.
- › Copies of evaluations are to be destroyed after two years





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