

University of Winnipeg
Faculty of Education Access Program
Bachelor of Education Program

Pre-Professional

and Introduction

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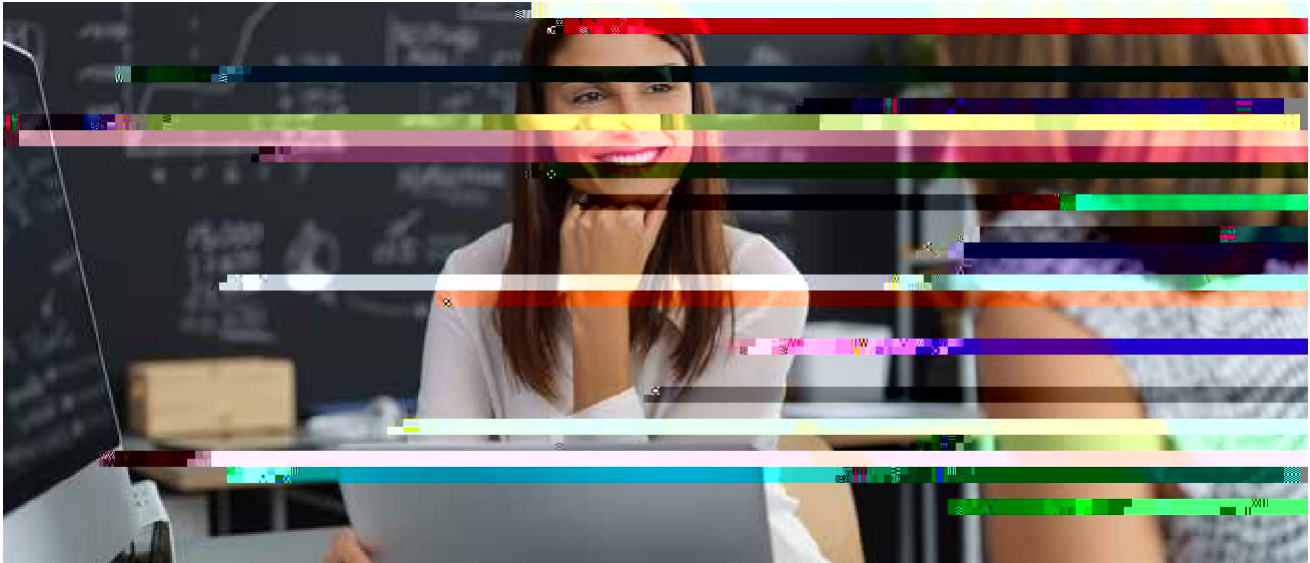
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Introduction

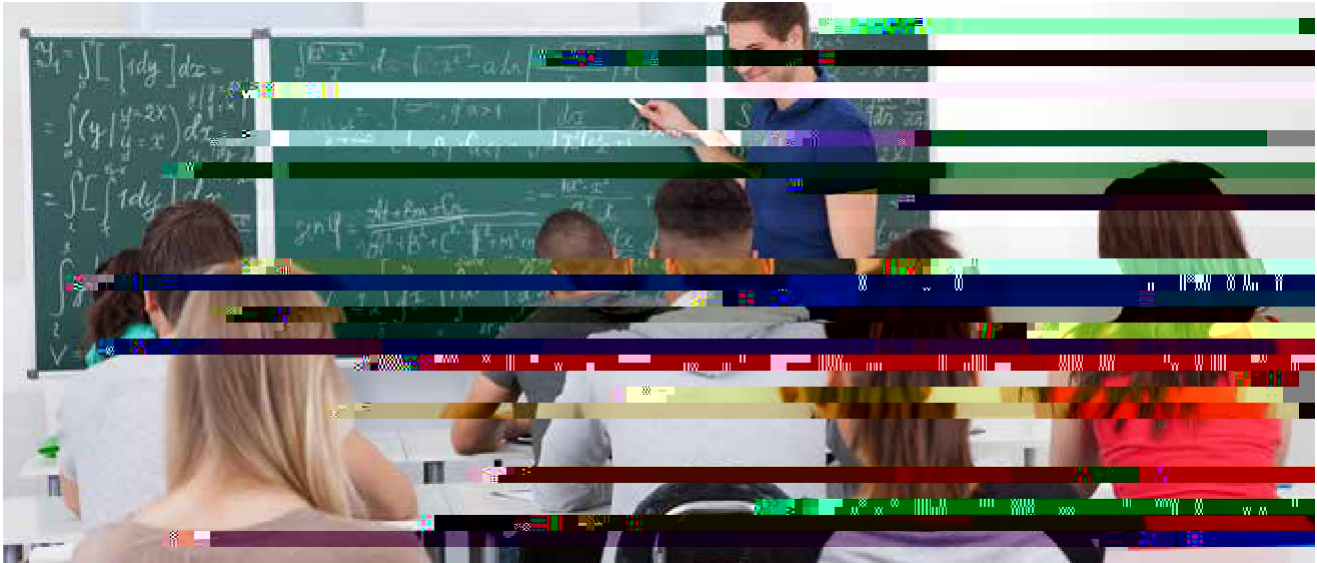
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Contact Information

University of Winnipeg

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Student inquiries about practicum are to be directed to Peter Bjornson, Coordinator of Practicum



Information

Thank you for volunteering to accept a Student Teacher and welcome to our program. Cooperating Teachers play a vital



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.

- **Orientation**: The Cooperating Teacher should familiarize the student with the expectations held for the Student Teacher.
- **Orientation**: 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**: 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.
- **Demonstration**: The Cooperating Teacher should either demonstrate or arrange for the demonstration of teaching techniques and procedures for the benefit of the student.
- **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)
- **Explanation**: The Cooperating Teacher should explain, demonstrate and discuss the implementation of classroom organization, management, and control strategies.
- **Observation**: The Cooperating Teacher should observe the Student Teacher in the classroom on a regular, systematic basis.

- : The Cooperating Teacher should analyze the instructional skills of the Year 3 Student Teacher and set goals and strategies for improvement through regular conferences.
- : 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 im(the)33r 0 T5.c 0.c2.43 0 Td(c)5 (o)9 (n)-3 (f)7280 T



For Students

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elcome to the practicum portion of the Bachelor of Education program. We hope that you will find the information in this handbook helpful. If

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

G.

- When you first arrive, . 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.
 - . 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.

Policies

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 Access 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.

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

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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 Coordinator of Practicum 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 Coordinator of Practicum will discuss the circumstances with the Faculty Supervisor and/or Cooperating school

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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.

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

In the case of gross misconduct, students will be removed from practicum and



and Expectations

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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. 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 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.

- Ensuring that the Cooperating Teacher has the evaluation form, information pamphlet and Handbook website address
- Arranging with the Cooperating Teacher for a mutually agree7 (u)-2ren a5c - 1teut

Student Teacher



- 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

- 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

- 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

- 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



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 column.

Marginal Students

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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

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- 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

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.

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.)

Pertaining to the Student

The legal status of the Canadian teacher is derived from the *Teacher Education Act* (TEA) and the *Teacher Education Regulations* (TER). The TEA and TER are part of the *Education Act* (EA) and the *Education Regulations* (ER) of the province of Manitoba.

3. Supervision

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