



**University
of Victoria**

Curriculum &
Instruction

Teacher Education Office

Field Experience Handbook

2024/25

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Thank You, Mentors!

Thank you very much for your willingness to share your classroom knowledge and experience with our UVic teacher candidates. We are excited to welcome you. The Faculty of Education is committed to the development of educators who are capable, autonomous, reflective, intellectually engaged and critically alert, committed to learning as a life-long pursuit, proactively sensitive to the diversity that is a fundamental aspect of our society, and who are willing to be advocates for the children they teach and the profession they represent. As mentors, the time candidates have in the classroom under your direct guidance is vital in this preparation. We recognize the challenges and commitment required to be a mentor and appreciate your willingness to offer both time and expertise with our students. We hope that you will find this work rewarding as you work with the teacher candidates as they gain confidence and skills in your classroom.

The University of Victoria teacher education programs leading to certification are professional in design with the programs seen as preparation in which professional attitudes and instructional approaches are formed.

Our goals are to encourage teacher candidates to:

- develop a strong understanding of learning and teaching through interweaving theoretical conceptions with practical applications;
- design and implement educational experiences that meet the needs of all learners;
- express themselves clearly in both written and oral communication;
- share ideas in a collegial manner;
- use interpersonal skills that facilitate learning and communication;
- reflect on their teaching practice and develop action strategies from their reflection;
- demonstrate flexibility, innovation, awareness of context, and responsiveness and sensitivity to social issues;
- participate actively in the process of educational change;
- commit to professional development, personal development, self-reflection, and growth

Whether you will be working with one or more teacher candidates, your role as mentor is critical to the development and success of these future teachers. As you share your expertise, insights, knowledge, lived experiences and philosophies with these future teachers and model classroom practices designed to support teaching and learning, you play an integral role in shaping our future teachers. We encourage you to collaborate with these students in a variety of ways during the time they work with you. Enabling them to have a variety of opportunities and experiences in the classroom will support their development as teachers and our future colleagues. You play a key role in helping that to happen.

Once again, thank you for agreeing to be a mentor. We value your contribution enormously and look forward to supporting you in any way that we can.

Sincerely,



Todd Milford, Chair
[Department of Curriculum & Instruction](#)

Contact Us

Please do not hesitate to contact us should you require any additional information, clarification or support.

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Table of Contents

Thank You, Mentors!	2
Contact Us	3
Table of Contents	4
UVic Teacher Education	5
Vision Statement.....	5
Mission Statement	5
What We Do.....	6
Teacher Candidates	7
Expectations of Teacher Candidates	7
Competency Development	7
Attendance Requirements.....	9
Scope of Responsibilities for Teacher Candidates	11
Mentor Teachers	12
Guidelines for Mentor Teachers	12
Strategies to Support Success	13
Field Advisors	14
Role of the Field Advisor.....	14
Schedule Guidelines	15
Feedback, Assessment and Evaluation	17
Video Recording Teacher Candidates.....	17
Responsible Use of Artificial Intelligence (AI)	17
Observation Notes and Feedback	18
Observation Notes Sample*	19
Midway Report and Conference	20
Midway Report Form (sample)	21
Summary Report and Conference.....	23
Practicum Reflection and Growth Goals	23
Summary Report Forms: 3-week Practicum (sample).....	24
Summary Report Forms: 6- and 10-week Practicum (sample)	25
Practicum Reflection and Growth Goals (sample)	27
Procedures for Teacher Candidates Experiencing Difficulties	29
Reattempting a Practicum or Field Experience.....	30
University of Victoria Academic Calendar Practica Regulations	31
Appendix A: Certifying Graduates of BC Teacher Education Programs	34
Ministry of Education Policy	34
Appendix B: CRCs and Insurance for Teacher Candidates	35
Appendix C: Professional Standards for BC Educators	36
Appendix D: Code of Conduct for Professional Programs	37
Code of Conduct for Professional Programs.....	37

UVic Teacher Education

We acknowledge and respect the Ləkʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

Vision Statement

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

Mission Statement

Teacher Education programs provide opportunities to develop professionals committed to education. Through reflection, creativity, and collaboration, these professionals take responsibility to develop the knowledge, skills, and attitudes to:

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

Adopted February 11, 2005

What We Do

The purpose of this handbook is to support teacher candidates (TCs), mentor teachers and field advisors (FAs) during practicum placement, preparation and teaching. Within, you will find information about the roles and expectations of the teacher candidate, mentor teacher, and field advisor, along with practicum requirements, regulations, and evaluation processes.

The teacher education program is a collaborative venture; as such the University relies on districts and schools to welcome and support teacher candidates under the authority of Section 87 of the School Act. We are very grateful for the strong support we receive from the field.

The Teacher Education Office (TEO), in conjunction with School Districts and administrative teams, coordinates all aspects of the practicum, from placement requests to assigning field advisors, and works closely with teacher candidates, mentor teachers and field advisors.

Specific tasks include:

- Supporting TC's completion of a request form, including a letter of introduction.
- Connecting with districts and schools to coordinate placements with suitable mentor teachers.
- Assigning a field advisor to each placement, who works with the teacher candidate and mentor teacher in advance of the practicum, supports and facilitates the process, and coordinates the writing of the required reports.

In the **Elementary and Secondary Post Degree programs**, teacher candidates complete two practica: a six-week experience in April/May and a ten-week experience from October to December. The first practicum can be local or international, in a public or independent school. According to the BC Teachers' Council, the final practicum must be completed in BC (see Appendix A).

In the **Elementary B.Ed. program**, teacher candidates complete three practica: a three-week paired practicum in year two, a six-week practica in year three, and a ten-week practicum in year four. According to the BC Teachers' Council, the final practicum must be completed in BC (see Appendix A).

Teacher Candidates

Expectations of Teacher Candidates

Student teaching and school experience is a cooperative venture among the teachers, the schools, and the University. The key to this cooperation is open communication. Teacher candidates (TCs) are expected to participate fully in the shared responsibility to maintain this communication with their mentor teacher(s) and field advisor: they should make decisions, evaluate their own performance, and function as contributing members of the school staff.

Competency Development

As TCs progress through the program, they are expected to develop capacity in the competencies laid out in the curriculum of the teacher education programs. These competencies align with the [Professional Standards for BC Educators](#). During their field experiences, TCs will be expected to demonstrate proficiency in, and will be evaluated in, the following areas:

Professionalism

- show enthusiasm, initiative, adaptability, and curiosity
- treat students, teachers, and members of staff with respect
- respect boundaries between teachers and students in all interactions, including social media
- To observe all legal aspects in the BC School Act .
- respect and practice the [Professional Standards for BC Educators](#) (Appendix C), Faculty of Education's [Code of Conduct for Professional Programs](#) (Appendix D), and the [BCTF Code of Ethics in relations with administrators, teachers, field advisors, other teacher candidates, students and their parents/guardians](#)
- To act as good role models for students regarding the use of language, attire, attitudes toward study and learning, respect for others, fair decision-making, and collegiality.
- demonstrate a commitment to professionalism through initiative, reflexivity, and collegiality
- initiate communication with mentor teacher(s) and field advisor once practicum placement is confirmed
- show initiative in planning and preparation and effectively deliver the curriculum
- openly communicate with the mentor teacher(s) and the field advisor
- respond constructively to feedback and suggestions for improvement
- attend staff meetings, department meetings, parent-teacher events, and professional development days as appropriate

- be at the school site for the entire instructional day (one hour before and one hour after the school schedule) throughout the observation and practicum period (see also section on absences from practicum)

Pedagogical knowledge: Planning and preparation

- develop an in-depth awareness of BC curriculum and make connections across subjects
- use Ministry publications designed to support teaching and learning in BC classrooms
- be thoroughly prepared in advance for teaching with unit plans, lesson plans and resources
- use and integrate resources that support the diverse needs and worldviews of students, including culturally informed materials
- share daily lesson plans with the mentor teacher(s) and field advisor with sufficient lead-time to enable feedback prior to lesson delivery

Pedagogical knowledge: Instruction and assessment

- develop unit and lesson plans in consultation with mentor teacher(s) and field advisor
- work with mentor teacher(s) to assume teaching responsibilities as per the practicum guidelines
- show awareness and sensitivity to individual student needs and differentiate instruction accordingly
- work to support all learners in classrooms
- formatively and summatively assess and evaluate students' progress using a range of appropriate strategies and approaches and maintain records of student progress
- as appropriate, contribute to the preparation of student reports and participate in parent teacher interviews
- develop a repertoire of ideas and strategies for future teaching in a range of diverse contexts with an equity focus, including considering year-long planning
- reflect on the effectiveness of their teaching and the learning that occurred

Collaboration and engagement

- be flexible and adaptable to school, classroom, and student needs
- demonstrate responsiveness and sensitivity to social and human rights issues
- develop reflective practice and actively participate in feedback sessions
- communicate effectively and clearly, both orally and in writing, with students, colleagues, parents, and administration
- seek clarity when interpreting feedback in the goal of developing skills and improving teaching practice.
- observe the teaching of other TCs and other teachers where possible
- contribute to the life of the school outside of the classroom

Attendance Requirements

The BC Teachers' Council (BCTC) sets the Teacher Education [Program Approval Standards](#) (TEPAS) which determine requirements for teacher education programs. The total length of practicum in weeks, and the length of the final, certifying practicum, are two of those determinants (see Appendix A). While the BCTC sets the required number of weeks, each Teacher Education Program sets the requirements for teaching load. Therefore, both required number of weeks and appropriate teaching loads (lengths and amounts) must be met.

Please note the following attendance requirements and procedures.

- Attendance and participation are essential aspects of professionalism, and poor attendance (for any reason) may lead to the inability to meet expectations in practicum, resulting in a fail.
- Published practicum dates are fixed and are non-negotiable. We strongly encourage teacher candidates to avoid travel or other immovable commitments up to two weeks after practicum due to the possibility of a practicum experience being extended (e.g., due to illness, family emergency, practicum concerns)
- When scheduling personal appointments (e.g., routine medical or dental care, travel, etc.), teacher candidates are expected to make arrangements that do not conflict with practicum/field experiences. Please note that vacations, weddings, and other personal events are not appropriate reasons for absence from practicum.
- Teacher candidates are expected at the school site for the entire instructional day throughout the observation and practicum period
- The instructional day begins one hour before school starts and ends one hour after school finishes
- Absences are for illness or family emergency only. Teacher candidates must inform the mentor teacher(s) and field advisor as soon as possible
- Teacher candidates are expected to follow proper procedure for any absences that occur during the program. This aligns with the responsibilities and expectations of all teaching professionals when reporting absences.
- In the event of absence, teacher candidates are responsible for:
 - contacting the mentor teacher(s), giving as much notice as possible
 - providing the mentor teacher(s) with lesson plans for scheduled classes
 - contacting the field advisor to report the absence and the reason for the absence
- Teacher candidates may be required to make up days missed during the practicum depending on the length of the practicum experience and the duration of the absence (see below)
- Failure to notify the field advisor and mentor teacher(s) of any absence will jeopardize successful completion of the practicum

If a teacher candidate is ill or experiencing a family emergency, the following chart indicates extension requirements.

Practicum Length	Absence		Absence	
Three-week	1 day	*Normally no extension to practicum if the mentor and advisor have evidence that TC has successfully met all practicum requirements and all commitments to the mentor teacher(s) and learners have been met	2 or more days	Extension equal to the total number of missed days, in consultation with the mentor and advisor (e.g., continuing with planned lessons and units, preparing new materials, observing in other classrooms, a “mock ToC” day, depending on context and length of absence)
Six-week	1 or 2 days		3 or more days	
Ten-week	1 or 2 days		3 or more days	

*practicum extensions MAY apply in these situations if, for example, the teacher candidate needs to finish teaching a unit or section of material, if in-class assessments need to be completed or if there are other practicum responsibilities that must be completed prior to the practicum being assessed as “Satisfactory”. Please be in touch with the TEO if more information is required.

Special Medical Circumstances

Teacher candidates who withdraw from a practicum for health concerns may need to provide medical documentation. Medical documentation indicating a return to health may also be required to apply for permission to repeat the practicum. Please connect with the TEO regarding specific situations.

Scope of Responsibilities for Teacher Candidates

During the six and ten-week practicum, as TCs take on teaching responsibilities in the classroom, it is expected that mentor(s) will leave the room for periods of time so the teacher candidate can assume full responsibility for the classroom learning situation. The mentor will exercise professional judgement regarding when it is appropriate to leave the classroom. However, if the mentor is not in the classroom, they must be easily accessible on site during the entirety of the practicum. If it appears as though the safety and/or learning situation in the classroom is compromised and the mentor cannot leave the classroom safely, the mentor and field advisor need to determine what steps need to be in place for the teacher candidate to be in the classroom without the mentor. During the three-week practicum the mentor is encouraged to remain in the classroom with the teacher candidates.

While on practicum, teacher candidates are encouraged to participate in relevant off-site trips with their mentor/class (e.g., field trips, music performances and festivals, and outdoor ed experiences) and other opportunities for teaching and learning outside of the classroom. It is essential to note that as they are not yet certified, teacher candidates cannot be included in the **staff** ratios for supervision purposes but can be included in the **adult/student** ratio according to the practicum school and/or district policy. Teacher candidates cannot supervise students on a field trip without the mentor or other qualified teacher in attendance.

UVic and the BC Teachers' Council (BCTC) do not allow the use of TCs as TTOCs or substitute teachers – paid or otherwise. Doing so undermines the oversight of the teacher education programs in BC and places teacher candidates in awkward or even compromising situations when asked for such a service.

All teacher candidates are placed in schools as learning teachers – they are not certified teachers and should be respected as pre-service teachers who are there to be mentored by certified BC educators. They should never be employed or involved in teaching as TTOCs while they are focused on the development of their teacher professional identity.

Mentor Teachers

Guidelines for Mentor Teachers

The mentor teacher is crucial in the teacher candidate's (TC) growth and development. As a practicing professional aware of current issues in education, the mentor teacher is uniquely positioned to help teacher candidates navigate the demands of the practicum, particularly in matters of curriculum and classroom management.

Mentor teachers should provide an appropriate level of supervision while the teacher candidate is teaching until satisfied as to the TC's ability to provide a safe, effective, and appropriate teaching and learning environment. Mentor teachers are ultimately responsible for the safety of their students. If the classroom situation becomes unsafe, the mentor teacher must resume control of the class.

Before TCs assume independent teaching responsibilities the mentor teacher must ensure that the TC:

- has gradually assumed responsibility for the instructional activities while being observed by the mentor teacher
- has developed effective unit and lesson plans that include suitable formative and summative assessment, and are appropriate for the classes being taught
- has shown the ability to engage with students in a meaningful and effective manner (developing a student-centred learning environment) including demonstrating appropriate strategies for dealing with students' behaviour and learning needs
- has shown the ability to maintain appropriate levels of student engagement
- has checked all equipment for safety (particularly in physical education and science) before student use, and ensures student safety in all activities
- TCs should be given the opportunity to lead the class independently (i.e., without the mentor teacher in the room) as is appropriate for the context. Mentor teachers should be accessible on the school site during all times the TC is working with students.
- where the TC cannot maintain the conditions described above the mentor teacher will provide feedback and/or support (see also section on Report of Concern).

PLEASE NOTE: Mentor teachers and school administrators must hold current certificates of qualification; it is important to recognize that TCs are not yet certified. It is imperative that mentor teacher(s) ensure that there is on-site supervision for the TC that is teaching, coaching, or managing students (individuals or groups) as part of their practicum experience.

Strategies to Support Success

Pre-practicum and observation week activities include:

- getting to know the TC and developing a working relationship
- learning the TC's specific strengths and needs
- providing opportunities for the TC to discuss what was learned in coursework on campus
- introducing the TC to the learners as a "teacher"
- maintain open communication and consultation with the field advisor
- helping the TC gain familiarity with the culture of the school, with the resources available for students, and with rules and procedures
- ensuring the TC can connect with school staff (e.g., EAs, FN support workers, counsellors, teacher librarians) as they plan culturally and pedagogically appropriate learning opportunities
- facilitating observations in other classes, grade levels, and subject areas
- providing the TC with a teaching assignment that is outlined clearly enough to allow for adequate preparation, collaborating on planning where appropriate
- using a variety of teaching strategies so that the TC can observe the routines and practices of the classroom
- communicating the non-instructional as well as instructional duties expected of the TC
- supporting the TC in accessing and using school technology needed for planning, instruction, and assessment (e.g., email, google classroom, assessment technology, as appropriate)
- cooperating in allowing the TC to assume increasing responsibility for the classroom

During the practicum, activities include:

- conferencing regularly with the TC regarding unit plans, lesson development, and student needs and providing constructive written and/or oral feedback that will guide them in the development of more effective teaching strategies
- encouraging the TC to assess their own instructional role, identifying where they perceive personal strengths and areas needing further attention
- explaining strategies and approaches for a more complete understanding of the methods observed and of those implemented by the TC
- providing weekly, at least one written observation, for each course/class they are teaching, and discuss these with the TC (see section on Observation Notes and Feedback)
- consulting regularly with the field advisor and collaborating, following consultation with the TC, in the completion of:

- a midway report (required for the ED-P 451, 461, and 782 practica) For the ED-P 251, 351, 361 and 781 practica, this is required only if the mentor teacher and/or the field advisor have concerns about the TC's progress.
- Sharing classroom responsibilities with the TC by:
 - providing storage and personal workspace, as appropriate
 - recognizing that the TC is at their present stage of professional development, that the practicum is a learning experience, and that growth will occur during the practicum
 - ensuring that the TC understands school and district rules and policies related to student expectations, safety, and behaviour
 - delegating full responsibility for the classroom to the TC once management skills, planning skills, and content knowledge are evident
 - including the TC in staff meetings and professional days whenever possible

Field Advisors

Role of the Field Advisor

The field advisor plays a key role in supporting and mentoring the TC through the practicum experience.

Pre-practicum responsibilities include:

- participating in any workshops or meetings organized by the Teacher Education Office
- meeting with TC before the practicum begins to outline expectations, review lesson planning, and ensuring that preparation is specific, practical, culturally sensitive, and sufficient
- discussing with, and helping the TC reflect upon, insights gained from their initial observations or previous practicum
- ensuring that the TC's assignment is appropriate for the teaching load required by the practicum
- familiarity with BC curriculum related to TC's teaching responsibilities

During the practicum, responsibilities include:

- establishing regular and effective communication with mentor(s)
- assisting the TC in identifying responsibilities to their practicum school, the students, teaching staff, and administration
- observing the TC and providing constructive written feedback through lesson observation notes which identify the strengths and areas of growth in the TC's lessons

and offering specific suggestions for improvement. These notes should be discussed and shared with the TC

- Formally observing a minimum of three times for ED-P 251, four times for ED-P 351, 361, 781, and six times for ED-P 451, 461, 782
- consulting regularly with the mentor teacher(s) regarding the TC's progress. Where needed, jointly developing an action plan to address any learning needs or weaknesses identified
- informing the Teacher Education Office immediately should there be serious concerns about the TC's performance
- completing, in collaboration with the mentor teacher(s), and with contributions from the TC, a midway report (if required)
- completing, in collaboration with the mentor teacher(s), and with contributions from the TC, a summary report
- providing the TC and Teacher Education Office with a signed copy of the summary report. In the case of a final practicum, the TC may be required to submit this report to the Ministry of Education to be reviewed by the Director of Certification prior to the teacher candidate being awarded certification

Field advisors' visits include direct observations and conferencing with the TC and the mentor teacher(s). If a teacher candidate experiences difficulty, the Teacher Education Office will provide additional guidance through consultation with the mentor teacher(s), advisor, and school administrator in order to determine how to best support the required growth of the teacher candidate.

Schedule Guidelines

Practicum Preparation Meeting

Prior to the start of the teaching portion of the practicum, the field advisor will:

- Arrange to meet with the TC
- Ensure that planning and preparation are suitable and connected to BC curriculum
- Confirm that preparation meets the expectations of the university and the mentor teacher(s)
- Require the TC to present unit plans and an appropriate number of fully developed lessons that include formative and summative assessment
- Discuss TC's practicum goals (using the previous Practicum Reflection and Growth Goals form, if applicable)
- Submit the completed and signed Practicum Preparation Checklist to the Teacher Education Office prior to the teacher candidate beginning teaching

Note: Although planning needs to be flexible and responsive to the learners in each class, it is essential that there be evidence of thorough preparation and that the TC can demonstrate they are ready to meet the expectations of the practicum

First Observation

On the first visit to the school, the field advisor will:

- visit the classroom, meet the mentor teacher(s) (if not already done); check that the mentor teacher has received the Field Experience Handbook and other materials
- ensure that there is a workspace available for the TC
- review TC's planning materials to ensure it is up to date
- observe lesson(s) and provide written and verbal feedback to the TC
- ensure clear communication between mentor teacher(s), TC, and field advisor
- review the teaching assignment received by the TC, if necessary

Subsequent Observations

- prior to observing all lessons, check the content and focus of the unit and lesson plan(s)
- provide written feedback and debrief the lesson observed
- continue to observe for a variety of teaching skills and strategies being implemented, such as:
 - clear statement of learning intentions to the students
 - equity informed and culturally appropriate pedagogies
 - relationship building, including class routines and management
 - checking for understanding and questioning
 - appropriate use of technology or media to support learning
 - variety of teaching strategies focussing on students' active involvement
 - variety of assessment and evaluation strategies
 - opening/conclusion of lesson
- discuss strategies to assume increased responsibility for the classroom and participation in the life of the school

Feedback, Assessment and Evaluation

Video Recording Teacher Candidates

Video recording lessons can be an effective tool for TC reflection and conversations between the mentor, FA, and TC. However, prior to the use of video recording, please ensure

- there are signed school media consent forms for the learners in the classroom should any video recording capture student faces
- the TC has signed the UVic photo release form, agrees that the recording will occur and understands the purpose of the observation and recording
- the focus of the recording is the TC, not the classroom students
- the recording is only used for professional purposes (e.g., for TC growth and reflection)
- the video is erased/deleted as soon as its purpose has been fulfilled

Responsible Use of Artificial Intelligence (AI)

TCs may incorporate generative AI as a collaborative aid to support planning for practicum but must disclose in writing the use of these technologies. TCs may prompt Generative AIs (GenAIs) to help design teaching and learning materials (including but not limited to assessments, unit or lesson plans, informational texts, and images) and are expected to provide human oversight and careful, critical evaluation of all AI-generated content so that materials created with the support of AI(s) are appropriate for use in their context (e.g., learners in the class, mentor, field advisor and Teacher Education Office expectations, connections to British Columbia curriculum and relevant legislation). It is understood that TCs will utilize their background, disciplinary, curriculum and pedagogical knowledge when prompting GenAIs in support of creating materials and will review and revise all materials in terms of practicum requirements, including those outlined in the *Professional Standards for BC Educators*, Field Experience Handbook, Practicum Preparation Checklist, and all practicum reports. TCs will not upload copywritten content to GenAI's (e.g., School District documents, published/print texts).

TCs and FAs will have open conversations about the use of AI in education as part of the feedback loop and triad conversations. TCs will consult with their FA and/or Program Coordinator if they have questions about the use of GenAI for practicum. TC's may be asked to share or discuss their prompts and their prompting strategies with their FA or mentor teacher.

Where guidelines in school districts exist to support teachers with using or restricting AI use, TCs are responsible for learning these guidelines and complying. Current provincial guidelines require that teachers/teacher candidates protect private information including that of their students, school community, colleagues, and themselves.

Observation Notes and Feedback

Regular feedback is essential and required to support TC's growth and learning. We encourage mentors and advisors to provide feedback in ways that fit the practicum context. Observation notes should include descriptive data from observations and a summary of key ideas generated from the post-observation conference. Here are some of the ways feedback can be offered to the TC:

- ongoing conversations and verbal feedback (TC takes notes for reflection)
- written observations in a "play by play" style that are shared and discussed with the TC
- focussed observations on a particular element of teaching (written, Word document, note cards or directly on TC's lesson/learning plans, or using the template provided by the Teacher Education Office)
- shared platforms (e.g., Google or other shared platform) accessed by the TC, mentor(s), and field advisor
- "listening meetings" wherein the TC gives feedback on their own teaching, what worked and what didn't work

If it is apparent that the TC is struggling, it is important that the areas of concern and suggestions for improvement be clearly defined along with suggestions for improvement. Communication amongst the TC, the mentor teacher(s) and the field advisor is essential. Serious concerns should be communicated with the Teacher Education Office immediately.

Observation Notes Sample*



University of Victoria
Education

PRACTICUM OBSERVATION NOTES

TEACHER CANDIDATE _____ DATE _____
 SCHOOL _____ TIME _____
 GRADE _____ SUBJECT/LESSON _____
 COMMENTS BY _____

Teacher Education Competencies

Professionalism:

- Professional Ethics/Integrity
- Work Ethic/Initiative
- Attitude/Commitment
- Involvement in School Community
- Communication Skills
- Interpersonal Skills
- Professional Learning
- Reflexivity
- Incorporating Feedback
- Adaptability/Flexibility

Pedagogical Knowledge:

Planning and Preparation

- Organization
- Personalization
- Integration of Indigenous worldviews/perspectives
- Differentiation
- Using BC Curriculum to develop:
 - Overviews
 - Unit Plans and Lesson/Learning Plans, which integrate
 - Core Competencies
 - Big Ideas
 - Learning Standards
 - First Peoples' Principles
- Assessment

Pedagogical Knowledge:

Instruction and Assessment

- Learning Intentions
- Lesson Development
- Time Management/Pacing
- Teaching Presence/Style
- Transitions/Directions
- Instructional Strategies
- Culturally Responsive
- Student Safety
- Questioning Strategies
- Student-Centered Learning
- Resources/Technology
- Assessment and Feedback
- Reporting

Collaboration and Engagement:

- Relationship Building
- Inclusive Practice
- Responds to Diversity
- Facilitation Skills
- Conflict Resolution
- Creating Community
- Collaboration
- Communication with home

*Please indicate if there are any issues of immediate concern that need to be addressed.

Teacher Candidate Signature _____ Mentor Teacher / Advisor Signature _____
 PLEASE DISCUSS THE LESSON WITH THE TEACHER CANDIDATE AS SOON AS POSSIBLE AND GIVE THEM A COPY OF THIS FORM.

*other sample observation forms also available on Brightspace

Midway Report and Conference

In the 6-week (ED-P 351, ED-P 361, ED-P 781) practicum, the midway report is **required only if a TC is experiencing difficulties** with the practicum.

In the final certifying practica (ED-P 451, ED-P 461, and ED-P 782), the midway report is be completed for all candidates.

This is a joint report and conference, with input from the TC, the mentor teacher(s) and the field advisor. Typically, the field advisor will arrange a conference time and take the responsibility for writing the report. The TC is expected to contribute to the report in the required sections. These reports should be completed in point form clearly to denote strengths, areas of growth observed, and suggestions for TC improvement. The section “Areas of Concern Requiring Immediate Improvement” must be completed if there are significant challenges that may lead to an unsuccessful practicum or required withdrawal. Please use the *Midway Report Form* provided (screenshots below). TCs and advisors can find the report forms on Brightspace; mentors will be emailed forms.

The midway report and conference are intended as a guide for the TC for the remainder of the practicum and are not shared with outside agencies.

Midway Report Form (sample)

	Department of Curriculum and Instruction Teacher Education Program	Midway Report of Practicum Teacher Candidate: Enter legal name here
	Instructions: The Midway Report provides formative feedback on the TC's demonstration of <i>Professional Standards for BC Educators</i> listed on the next page. Advisors complete the initial sections, describing the teacher candidate's current level of competency, with evidence, for each Professional Standard. The teacher candidate completes the section <i>Teacher Candidate's Growth Goals and Strategies</i> , describing three specific and actionable growth goals, with strategies, for the remainder of the practicum experience.	

School District:	Enter text here	Program:	<input type="checkbox"/> Post Degree Program	<input type="checkbox"/> Bachelor of Education
School Name:	Enter text here	Curriculum:	<input type="checkbox"/> Elementary	<input type="checkbox"/> Secondary
Grade/Subject:	Enter text here	Practicum Length:	<input type="checkbox"/> 6-wk (only if required)	<input type="checkbox"/> 10-wk
Field Advisor:	Enter text here	Practicum Dates:	Enter text here	
Mentor Teacher(s):	Enter text here			

Areas of concern requiring immediate improvement	NOTE: Identified concerns in this section indicate the candidate is experiencing significant challenges on the practicum. A Report of Concern will be written should immediate improvement not be noted. Enter N/A if not applicable. Enter text here
Summary statement by field advisor	Enter text here

Signatures			
Field Advisor:		Date:	
Mentor Teacher(s):		Date:	
Teacher Candidate:		Date:	

Use the boxes below to indicate the teacher candidate's level of competency: CE-Clearly Evident, SE-Somewhat Evident, NE-Not Yet Evident

<i>Professional Standards for BC Educators</i>	CE	SE	NE	Supporting Evidence
1. Educators value and care for all students and act in their best interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enter text here
2. Educators are role models who act ethically and honestly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enter text here
3. Educators understand and apply knowledge of student growth and development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enter text here
4. Educators value the involvement and support of parents, guardians, families and communities in schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enter text here
5. Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enter text here
6. Educators have a broad knowledge base and understand the subject areas they teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enter text here
7. Educators engage in professional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enter text here
8. Educators contribute to the profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enter text here
9. Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth and reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enter text here

Teacher Candidate's Growth Goals and Strategies

1. Enter goal and strategies here

2. Enter goal and strategies here

3. Enter goal and strategies here

Summary Report and Conference

Throughout the practicum, it is important for the field advisor and mentor teacher to share evidence of the TC's demonstration of the Professional Standards in preparation for the summary report (see screenshots below). Evaluation should be based on criteria and expectations relevant to a beginning teacher's performance, not that of an experienced teacher.

The summary report is a document that should be composed primarily with input from the mentor teacher(s), the field advisor, and as appropriate, the TC. Typically, the field advisor will take responsibility for writing the report.

The summary report evaluation is based on demonstration of the competencies described in the *Professional Standards for BC Educators*. Please use the *Summary Report Form* provided. TCs and field advisors can find the report forms on Brightspace; mentors will be emailed forms.

The field advisor will schedule the final conference in the last week of practicum. The main purpose of the summary conference is to provide summative assessment of the TC's practicum performance. All practicums must be graded with a satisfactory or unsatisfactory rating.

Summary report forms must be completed during the final week of practicum, and a signed copy submitted to Teacher Education Office. The TC may be required to submit this report to the BC Ministry of Education prior to certification.

Practicum Reflection and Growth Goals


Near the end of the three- and six-week practicum (ED-P 251, 351, 361 and 781) teacher candidates are required to complete a Practicum Reflection and Growth Goals form. For each standard, TCs describe strengths and challenges, and identify three goals (with strategies) that they will work on prior to their next practicum.

Once the TC has completed the document, they send it to their field advisor for review and digital signature. The field advisors may offer feedback and ask the TC to make revisions prior to signing. The field advisor submits the signed document to the TEO via Brightspace.

This document, along with the previous report, are shared with the TC's field advisor for their next practicum.

The Practicum Reflection and Growth Goals form does **not** need to be completed for a final practicum (ED-P 451, 461 or 782)

Summary Report Forms: 3-week Practicum (sample)

 University of Victoria Education	Department of Curriculum and Instruction Teacher Education Program Faculty of Education MacLaurin Building, 3800 Finnerty Road Victoria, BC, V8P 5C2, (250)721-7870	Summary Report of 3-week Practicum Teacher Candidate: <input type="text" value="Enter legal name here"/>	
	School District: <input type="text" value="Enter text here"/> School Name: <input type="text" value="Enter text here"/> Grade/Subject: <input type="text" value="Enter text here"/> Mentor Teacher(s): <input type="text" value="Enter text here"/>	Program: Bachelor of Education (Elementary) Practicum Length: 3-weeks Practicum Dates: <input type="text" value="Enter text here"/> Field Advisor: <input type="text" value="Enter text here"/>	
Description of school and context of teaching: <input type="text" value="Enter text here (3-5 lines)"/>			
Summative statement: <input type="text" value="Enter text here (3-5 lines)"/>			
Final Evaluation of Practicum: <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory A satisfactory evaluation indicates the Teacher Candidate has successfully met the criteria for this practicum and has demonstrated the <i>Professional Standards for BC Educators</i> .			
Signatures			
Field Advisor:		Date:	
Mentor Teacher(s):		Date:	
Teacher Candidate:		Date:	

Teacher Candidate Name:

Use the boxes below to indicate the teacher candidate's level of competency:

E: Emerging D: Developing P: Proficient

1. Educators value and care for all students and act in their best interests

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| E | D | P | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | recognizes and attends to access/equity needs |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | builds rapport and ensures physical and emotional safety of learners |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | considers individual needs in how students represent their learning |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | is flexible and reflexive given situation and student needs |

2. Educators are role models who act ethically and honestly

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| E | D | P | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | understands and implements school, district, and provincial practices and policies |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | demonstrates professional conduct, including appropriate use of social media |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | understands the law with respect to their duties |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | communicates professionally with school community and field advisor |

3. Educators understand and apply knowledge of student growth and development

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| E | D | P | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | designs unit and lesson plans which include appropriate resources |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | demonstrates connection between learning, development & growth |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | adapts/differentiates to meet individual needs, with mentor support |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | works to create positive, safe, and inclusive learning environments |

4. Educators value the involvement and support of parents, guardians, families and communities in schools

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| E | D | P | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | demonstrates respect for and a willingness to learn about other cultures |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | selected resources are inclusive across culture, language, ethnicity, SOGI |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | communicates information pertaining to students in timely and appropriate ways |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | recognizes and responds to the needs of school community, families, and students |

5. Educators implement effective practices in areas of planning, instruction, assessment, evaluation, and reporting

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| E | D | P | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | plans learning experiences that reflect the needs of learners |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | offers a variety of accessible modes of instruction and assessment |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | engages students in teaching/ learning process |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | uses assessment to guide and inform instructional practice |

6. Educators have a broad knowledge base and understand the subject areas they teach

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| E | D | P | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | explicitly addresses core competency skills through content-based activities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | uses technology thoughtfully to support curriculum |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | practices critical reflections of teaching/learning process |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | adapts plans and resources as necessary to implement feedback |

7. Educators engage in professional learning

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| E | D | P | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | independently seeks out strategies and solutions for concerns |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | seeks out and incorporates feedback for improvement |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | shares written weekly reflections with field advisor |


8. Educators contribute to the profession

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| E | D | P | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | develops and shares resources |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | collaborates with colleagues to support student learning in the classroom and school |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | interacts collegially and constructively with mentor(s) and field advisor |

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

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| E | D | P | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | through reflection, demonstrates willingness to critically examine their own biases, attitudes, beliefs, values and practices |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | demonstrates value and respect for languages, heritages, cultures, and ways of knowing and being by incorporating FPPL into learning practices |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | integrates First Nations, Inuit and Métis worldviews and perspectives into learning environments |

Summary Report Forms: 6- and 10-week Practicum (sample)

 University of Victoria Education	Department of Curriculum and Instruction Teacher Education Program Faculty of Education MacLaurin Building, 3800 Finnerty Road Victoria, BC, V8P 5C2, (250)721-7870	Summary Report of Practicum Teacher Candidate: Enter legal name here
---	---	---

School District:	Enter text here	Program:	<input type="checkbox"/> Post Degree Program <input type="checkbox"/> Bachelor of Education
School Name:	Enter text here	Curriculum:	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary
Grade/Subject:	Enter text here	Practicum Length:	<input type="checkbox"/> 6-wk <input type="checkbox"/> 10-wk
Field Advisor:	Enter text here	Practicum Dates:	Enter text here
Mentor Teacher(s):	Enter text here		

Description of school and context of teaching:
Enter text here (3-5 lines)

Summative statement:
Enter text here (3-5 lines)


Final Evaluation of Practicum: Satisfactory Unsatisfactory
A satisfactory evaluation indicates the Teacher Candidate has successfully met the criteria for this practicum and has demonstrated the *Professional Standards for BC Educators*.

Signatures			
Field Advisor:		Date:	
Mentor Teacher(s):		Date:	
Teacher Candidate:		Date:	

Standards and Descriptors	Comments for Enter legal name here
1. Educators value and care for all students and act in their best interests <ul style="list-style-type: none"> recognizes and attends to access/equity needs develops materials appropriate for all learners ensures physical and emotional safety of learners engages students in meaningful participation in their learning considers individual needs in how students represent their learning is flexible and reflexive given situation and student needs 	Enter text here
2. Educators are role models who act ethically and honestly <ul style="list-style-type: none"> understands and implements school/district/provincial practices and policies exercises professional conduct including: regular/appropriate communication with students, families and mentor/advisor respects the privacy of their colleagues, students and their families understands the law with respect to their duties (e.g. duty to disclose) 	
3. Educators understand and apply knowledge of student growth and development <ul style="list-style-type: none"> designs developmentally appropriate learning opportunities which include SEL components demonstrates the connection between learning and development and growth develops appropriate learning resources informed by context adapts/differentiates to meet individual needs works to create positive, safe and inclusive learning environments 	
4. Educators value the involvement and support of parents, guardians, families and communities in schools <ul style="list-style-type: none"> selects appropriate learning materials which are varied, inclusive (across culture, language, ethnicity, SOGI) communicates information pertaining to students in timely and appropriate ways recognizes and responds to unique needs of school community, families and students 	
5. Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting <ul style="list-style-type: none"> plans learning experiences that reflect the needs of the learners and learning environment 	

Standards and Descriptors <ul style="list-style-type: none"> • adapts/develops resources for student learning • offers a variety of accessible modes of instruction and assessment • effectively engages students in teaching/ learning process • assessment is both formative and summative and is clearly communicated to students and families 	Comments for Enter legal name here		
6. Educators have a broad knowledge base and understand the subject areas they teach <ul style="list-style-type: none"> • prepares relevant learning materials; preparation is linked to current educational research and resources • technology is used to thoughtfully deliver curriculum and does not obscure the content • practices critical reflections of teaching/learning process • adapts plans as necessary to meet learners' needs 			
7. Educators engage in professional learning <ul style="list-style-type: none"> • Independently seeks out strategies and solutions for concerns • Collaborates regularly with colleagues and professional learning communities • Seeks out and incorporates feedback for improvement 			
8. Educators contribute to the profession <ul style="list-style-type: none"> • develops and shares resources • collaborates with colleagues who support student learning, including mentor(s) and advisor, as well as school resource personnel 			
9. Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth and reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis <ul style="list-style-type: none"> • through reflection, critically examines their own biases, attitudes, beliefs, values and practices • demonstrates value and respect for languages, heritages, cultures, and ways of knowing and being by incorporating FPPL into learning practices • integrates First Nations, Inuit and Métis worldviews and perspectives into learning environments 			
Initialed: Field Advisor:		Mentor Teacher:	Teacher Candidate:

Practicum Reflection and Growth Goals (sample)

 University of Victoria Education	Department of Curriculum and Instruction Teacher Education Program	Practicum Reflection and Growth Goals
---	---	--

Teacher Candidate:

Please complete all sections and review with your field advisor near the end of your practicum.

In the *Professional Standards for BC Educators* table, for each standard:

- indicate your strengths (with evidence) in the middle column, and
- challenges (to continue working on) in the right column.

In the Growth Goals table:

- develop three **specific** and **actionable** growth goals using the challenges you identified and feedback from your summary report
- for each goal, identify two or three strategies to work on prior to your next practicum.

Field Advisor:

Please review this document with the teacher candidate, add your name in the signature line, then submit to the Teacher Education Office. Ensure the teacher candidate has a copy.

Teacher Candidate:	Enter text here	Program:	<input type="checkbox"/> Post Degree Program	<input type="checkbox"/> Bachelor of Education
School Name:	Enter text here	Curriculum:	<input type="checkbox"/> Elementary	<input type="checkbox"/> Secondary
Grade/Subject:	Enter text here	Practicum Dates:	Enter text here	
Mentor Teacher(s):	Enter text here			

Signatures

Field Advisor:	Enter text here	Date:	Enter text here
Teacher Candidate:	Enter text here	Date:	Enter text here

Professional Standards for BC Educators	Strengths (with evidence)	Challenges
1. Educators value and care for all students and act in their best interests.	Enter text here	Enter text here
2. Educators are role models who act ethically and honestly.	Enter text here	Enter text here
3. Educators understand and apply knowledge of student growth and development.	Enter text here	Enter text here
4. Educators value the involvement and support of parents, guardians, families and communities in schools.	Enter text here	Enter text here
5. Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting.	Enter text here	Enter text here
6. Educators have a broad knowledge base and understand the subject areas they teach.	Enter text here	Enter text here
7. Educators engage in professional learning.	Enter text here	Enter text here
8. Educators contribute to the profession.	Enter text here	Enter text here
9. Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth and reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.	Enter text here	Enter text here

Growth Goals	Strategies (to work on prior to next practicum experience)
1. Enter goal statement here	• Enter strategies here
2. Enter goal statement here	• Enter strategies here
3. Enter goal statement here	• Enter strategies here

Procedures for Teacher Candidates Experiencing Difficulties

The following procedures are to be followed if a TC is experiencing difficulties in the preparation for, or participation in, the practicum. *

If a TC is demonstrating difficulty meeting the goals and expectations of the practicum and/or the [Professional Standards for BC Educators](#), the field advisor will:

- provide written feedback which outlines difficulties in the practicum
- offer specific suggestions for improvement
- advise the TC in writing via email that they are not yet meeting the goals and expectations of the practicum and copy the Teacher Education Office

At any time during the practicum, if progress is not clearly evident (that is, the TC shows an inability to resolve the identified difficulties, and it is determined that the TC is not yet demonstrating a level of teaching deemed satisfactory), they will receive a Report of Concern.

Report of Concern

A Report of Concern, prepared by the field advisor, in consultation with the mentor(s)/administrators, clearly outlines the specific requirements that a TC must demonstrate to continue in a practicum. The requirements outlined must be evident within three to five teaching days (length will be determined by the field advisor and mentor teacher(s) as per the teaching, learning and/or professional situation) and must be sustained for the remainder of the practicum. The steps are:

1. The field advisor must advise both the TC and Teacher Education Office in writing via email of the decision that the TC will be receiving a Report of Concern.
2. The field advisor will prepare the Report of Concern (templates provided) indicating the specific goals and timelines for improvement. This report must be approved by the Teacher Education Office prior to being issued to the TC.
3. The field advisor and mentor teacher(s) and/or school administrator must then meet with the TC to review the specific requirements of the report. The field advisor, mentor teacher(s), school administrator and TC all sign the Report of Concern, and a copy is sent to the Teacher Education Office.
4. During the designated teaching days, the TC will be observed regularly by the mentor teacher(s) and by the field advisor.
5. At the end of the designated teaching days there will be a meeting involving the TC, the mentor teacher(s) and/or the school administrator, and the field advisor. If the TC has successfully met all the terms of the report, and it appears that they will be able to meet the goals and expectations of the practicum, the practicum can

continue. If the TC has not met the terms of the report, they will be withdrawn from the practicum.

*If the teaching and learning environment in the classroom is at risk, or continues to be at risk during the designated days or at any time; or there is a breach of the [BCTF Code of Ethics](#), [Professional Standards for BC Educators](#), or the [Code of Conduct for Professional Programs](#), at any time, as determined by the mentor teacher(s), school administrator, field advisor, program coordinator or manager of teacher education; the TC will be required to withdraw from the practicum immediately regardless of whether the Report of Concern process has been initiated. This applies to all field experiences in all programs.

Reattempting a Practicum or Field Experience

If, at the end** of the practicum or field experience, the TC has not satisfactorily demonstrated the [Professional Standards for BC Educators](#), the practicum will be judged as unsatisfactory.

**The end of the practicum can be the end of the required weeks of the placement, the end of the designated days of a Report of Concern, the date of a voluntary withdrawal or the date of a required withdrawal.

Practicum denial, required withdrawal, voluntary withdrawal or an “Unsatisfactory” practicum are all considered practicum “attempts”. Please note that approval to retake a practicum is not guaranteed. Prior to retaking a practicum:

- the TC must submit a written request for a second practicum attempt.
- If approved, the TC would then be responsible for the successful preparation, completion, and presentation of an approved Professional Growth Plan that addresses the growth required by the TC prior to another practicum.
- The second (and final) practicum attempt would occur in its normal cycle (that is, a spring practicum would be reattempted the following spring).
- TCs do not proceed in program coursework during this time.

Additional information regarding the requirements of the request and subsequent Professional Growth Plan are available through the Teacher Education Office and are provided to TCs in the event of an unsuccessful practicum experience. Please see following section “University of Victoria Academic Calendar Practica Regulations” for full details.

Appeal of Denial, Required Withdrawal or Unsatisfactory Grade

TCs who wish to appeal can refer to the *Policy for Appeal of Practicum Denial, Required Withdrawal or Review of an Assigned Grade in a Teacher Education Practicum Course* available through the Teacher Education Office, the Department of Curriculum and Instruction Office or the Dean’s Office.

University of Victoria Academic Calendar Practica Regulations

The regulations concerning practica are found in the University of Victoria Academic Calendar. These regulations include:

General

The practicum experience is a cooperative venture between mentor teachers, schools, and the university. Students should be aware that all arrangements for field experience and practica are made through the Teacher Education Office, located in the MacLaurin Building.

Through the Faculty of Education, the university reserves the right to approve any agency or school that provides placements for practica, and to change any placement assigned to a student. The student, however, has the right to be informed in writing of the reasons for any change in placement.

While the university accepts a responsibility to provide a sufficient number of practicum opportunities to serve the needs of all registered students, a student may be required to withdraw from a practicum course if none of the available practicum school sites will accept the student, or the student refuses to accept the assigned placement.

Field experiences and practicum placements in K to 12 schools are essential in all teacher education programs. It may not be possible to arrange field experiences and practicum placements in the location preferred by the student. The student must arrange their own transportation. Travel and accommodation costs associated with practicum placements are the responsibility of the student. Students are not permitted to transport K to 12 students, instructors, field advisors, etc. when using their own vehicles for practicum.

Attendance

Full-time attendance is required during a practicum. Students are expected to notify the school administrator, mentor teacher(s) and their field advisor if they need to be absent. Failure to do so may result in a student being withdrawn from the practicum.

Unethical or unprofessional behaviour

Students should refer to the Code of Conduct for Professional Programs (Appendix D).

Students in the Faculty of Education's teacher education programs are responsible for understanding the provisions of the BC School Act. Students who are placed in schools for practica are required to adhere to the BC School Act, the BC Teachers' Federation's (BCTF) Code of Ethics, the British Columbia Teachers' Council Professional Standards for BC Educators as well as the faculty's Code of Conduct for Professional Programs. A student may be required to withdraw from a practicum at any stage for violation of any part of these codes.

Mentor teachers, school administrators and/or field advisors who terminate a student's practicum for misconduct or repeated absences, or where the learning environment of the school's students is in jeopardy, must immediately discuss the matter with a program coordinator. The manager of teacher education will then either inform the student of the conditions under which they may resume participation in the practicum or require the student to withdraw from the practicum.

Practicum Denial

Students will be denied the practicum experience if:

- they violate the faculty's [Code of Conduct for Professional Programs](#), the BCTF [Code of Ethics](#) and/or the British Columbia Teachers' Council [Professional Standards for BC Educators](#) or
- any course work is deemed unsatisfactory by their instructor(s), or
- their practicum preparation is considered unsatisfactory by the mentor teacher, field advisor, program coordinator, or manager of teacher education.

Required Withdrawal

At any time, teacher candidates will be required to withdraw from the practicum or any field experience if:

- Their ongoing practicum preparation or performance is considered unsatisfactory by the mentor teacher(s), field advisor, school administrator or manager of teacher education.
- They violate the [Code of Conduct for Professional Programs](#), the BCTF [Code of Ethics](#) and/or the [Professional Standards for BC Educators](#)
- The teaching and learning environment in the classroom is at risk as determined by the mentor teacher(s), school administrator, field advisor, program coordinator, or manager of teacher education.

If a Report of Concern is implemented, a teacher candidate will be required to withdraw if they do not meet the terms of a Report of Concern.

Voluntary Withdrawal

Teacher candidates seeking temporary or permanent withdrawal from a practicum must notify the manager of teacher education in writing, including the reasons for the request. Teacher candidates who have withdrawn from a practicum for whatever reason, who later wish to re-enter the practicum, must apply for readmission to the practicum and should not assume that readmission is guaranteed.

Obtaining permission to retake a practicum

Students who are denied a practicum, are required to withdraw from a practicum, or voluntarily withdraw from a practicum must apply in writing to the manager of teacher education if they wish a second attempt. Approval for a second attempt at a practicum is not guaranteed. When approved, a practicum will be retaken within the next year when the practicum is next offered. Students should connect with their program practicum office regarding specific procedures to request and prepare for the second practicum.

The privilege to repeat an unsuccessful practicum is allowed only once over the full length of the program, and this must occur within two years of the unsuccessful practicum. Students who have failed two practica will be required to withdraw from the program.

Students may follow the UVic appeal procedures regarding failed grades and required-to-withdraw status. Please connect with the practicum office for the “Policy for Appeal of Practicum Denial, Required Withdrawal, or Review of an Assigned Grade in a Teacher Education Practicum Course”. This appeal must occur within one year of the failed grade or requirement to withdraw from the program.

Appendix A: Certifying Graduates of BC Teacher Education Programs

Ministry of Education Policy

Teacher Education Programs must provide a minimum of 16 weeks of high-quality practicum that represent the range of grade levels and curricular areas that Teacher Candidates are expecting to teach.

Programs must include a Summative Practicum of at least 10 consecutive weeks including in-person supervision by the teacher education program, prior to recommending a Teacher Candidate for certification. Summative Practicum must be taken in a school which:

- a. is physically located in British Columbia and is one of the following:
 - i. a school, francophone school, or provincial school within the meaning of the [School Act](#)
 - ii. a Group 1, 2, or 4 independent school under the [Independent School Act](#)
 - iii. a First Nations school on reserve certified by the First Nations Schools Association
 - iv. a school operated by or on behalf of a Participating First Nation certified by the First Nations Education Authority
- or
- b. is physically located in the Yukon Territory and is one of the following, operated in accordance with the [Education Act](#), RSY 2002, ch. 61:
 - i. operated by a school board within the meaning of the [Education Act](#);
 - ii. operated by the Yukon Minister of Education in accordance with the [Education Act](#);
 - iii. a French language school within the meaning of section 56 of the [Education Act](#); or
 - iv. a separate school within the meaning of section 57 of the [Education Act](#)
- v. and
- c. teaches the BC curriculum
- d. provides supervision by sponsoring teachers and principals who hold a BC Certificate of Qualification as defined in the Teachers Act
- e. is free from any apparent conflict of interest between the Teacher Candidate and the supervising teacher or the school administration
- f. does not employ the Teacher Candidate in any capacity within the school, and
- g. does not discriminate in the admission of students on the basis of scholastic or intellectual ability or any federally or provincially protected human right.

Appendix B: CRCs and Insurance for Teacher Candidates

Criminal Record Checks

All TCs are required to complete a Criminal Record Check prior to visiting or partaking in any practicum experience(s). Upon acceptance into the Education program, a website link and code specific to the Teacher Education Office is issued for the application process, done through the Ministry of Public Safety and Solicitor General Online Application.

Critical Illness and Accident Insurance

It is the responsibility of each teacher candidate to consider their own individual circumstances to determine if they should obtain this coverage.

Medical Insurance

Basic coverage against illness can be obtained through the provincial Health Care Plans. Contact the Ministry of Health if you do not already have this in place. There are some residency requirements and a premium, which varies with income. This plan pays for visits to a doctor and for other medical costs.

Extended Medical Insurance

While on practicum, teacher candidates have coverage through the university Students' Society for Extended Health Benefits, paid as part of fees in the fall term. These plans cover students for part of the cost of medications and for part of the cost of such things as a brace or crutches. Some teacher candidates may have similar coverage via a parental, spousal or employer plan, and so may waive the UVSS medical plan.

British Columbia

WorkSafeBC will cover teacher candidates completing a practicum program based in British Columbia.

Ontario

The Workplace Safety & Insurance Board (WSIB) will cover teacher candidates completing a practicum program based in Ontario.

Other Jurisdictions

There is also a Practicum Student Insurance Plan that provides some additional medical benefits while the teacher candidate is actively working on a practicum.

Appendix C: Professional Standards for BC Educators

- 1. Educators value the success of all students. Educators care for students and act in their best interests.**

Educators have a privileged position of power and trust. Educators are responsible for the physical and emotional safety of students. Educators respect and value the diversity in their classrooms, schools and communities, inclusive of First Nations, Inuit and Métis, and other worldviews and perspectives. Educators foster students' positive personal identity, mental and physical well-being, social and personal responsibility, and intellectual development. Educators engage students in meaningful participation in their own learning. Educators treat students equitably with acceptance, dignity and respect. Educators understand the importance of confidentiality, and protect student privacy, unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.
- 2. Educators act ethically and maintain the integrity, credibility and reputation of the profession.**

Educators are role models. Educators are held to a higher standard and are accountable for their conduct on duty and off duty. Educators understand the law as it relates to their duties. Educators' individual conduct contributes to the perception of the profession as a whole. Educators know and recognize the importance of the Professional Standards for BC Educators.
- 3. Educators understand and apply knowledge of student growth and development.**

Educators are knowledgeable about how children and youth develop as learners and social beings. Educators demonstrate an understanding of individual learning differences and needs. Educators recognize the importance and connection of cultural identity, ways of being and worldviews to student learning. Educators use this knowledge to inform decisions about curriculum, instruction and assessment. Educators work to create a positive, safe and inclusive learning environment to best meet the diverse needs of students.
- 4. Educators value the involvement and support of parents, guardians, families and communities in schools.**

Educators understand, respect and encourage the participation of families and communities in student learning and development. Educators consider the perspectives of parents/guardians regarding their children. Educators communicate effectively and in a timely manner with parents/guardians.
- 5. Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.**

Educators have the knowledge and skills to facilitate learning for students, including learning experiences that reflect individual contexts and local environments. Educators value collaborative practice. Educators recognize and understand the interconnectedness of all aspects of teaching and learning and employ a variety of instructional and assessment strategies. Educators communicate effectively in either English or French. Educators know when to seek support for their practice and for students.
- 6. Educators demonstrate a broad knowledge base and an understanding of areas they teach.**

Educators understand the curriculum and methodologies of areas they teach. Educators teach curricula from Canadian, First Nations, Inuit, Métis, and global perspectives. Educators build upon student capacity for intercultural understanding, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society.
- 7. Educators engage in professional learning.**

Educators engage in professional learning and reflective practice to support their professional growth. Educators recognize and meet their individual professional needs through various learning opportunities. Educators develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators.
- 8. Educators contribute to the profession.**

Educators honour the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession. Educators contribute their expertise in a variety of ways, including opportunities offered by schools, districts, school authorities, professional organizations, post-secondary institutions and communities. Educators contribute to a culture of collegiality.
- 9. Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.**

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

Appendix D: Code of Conduct for Professional Programs

Code of Conduct for Professional Programs

Students in the teacher education programs are expected to adhere to the Faculty of Education's Code of Conduct for Professional Programs as the basis of their relationship with peers, faculty members, teachers, and the students they serve. In coursework and field experiences, students are subject to the provisions of the Code of Conduct for Professional Programs, which requires:

- The exercise of self-discipline, accountability and judgement in academic and professional relationships;
- Acceptance of personal responsibility for continued academic and professional competency and learning;
- Completion of all course requirements and activities according to the expectations described in the course outline or practicum experience, and to a professional standard;
- Accountability for learning, which includes full attendance, active engagement, and respectful participation in all classes, seminars, field experiences, and practica;
- Acceptance that one's professional abilities and personal integrity, and the attitudes one demonstrates in relationships with others, are measures of professional conduct;
- The ability to communicate effectively and professionally with members of faculty, instructors, peers, practicing professionals, parents and students;
- The responsible use of social media, which includes refraining from posting any information or comments related to students, colleagues, or instructors, or any of their personal information, without appropriate consents.
- Ability to communicate competently and effectively as required by the context.