UBC Teacher Education

**EDUC 418/419/421 Extended Practicum Guidelines**

*This document lays out the current condition as of April 21, 2020. Please consider this a living document that will evolve and change as we move through these unprecedented, challenging times together.*

**Teaching**

* TCs should follow district and school safety protocols for meetings, gathering personal belongings, resources, and materials.
* EDUC 421/418/419 will be a collaborative immersive experience based on the revised guidelines from the Ministry. SAs and TCs will be working together in a remote learning environment to support the learning needs of students.
* Under the current conditions, TCs are not expected to lead the learning or teach 80% of a full-time load. With the guidance of the SA and FA, TCs are expected to fit into the overall learning plans and schedules that the SA devises for their students. The FA and SA are asked to adjust their expectations accordingly for this new learning/teaching environment. Guidance and examples for assessment are available using the revised performance checklist and addendum.
* TCs can co-create, create, co-teach, teach and assess on-line lessons with their SAs; gather resources or create resources for the SA and students; assist SAs in lesson preparation; assist SAs with student assessment; mark assignments; contact/consult with parents/guardians; assist individual students and small groups; and/or independently create, teach, and assess online and other remote learning experiences. Other tasks may be assigned in consultation with the SA and FA.
* TCs are expected to use the online platform, remote learning model and/or tools recommended by their school district and act in accordance with the district’s guidelines and protocols for remote teaching.
* TCs are reminded about adhering to the expectations for professional conduct, especially in an online environment.

**Observations**

* FAs and SAs are not required to undertake formal observations as outlined in the BEd Handbook.
* Mentors may explore other methods of ‘observing’ the TC such as recording a TC's online lesson.  This may include, but not be limited to, observing synchronous/live discussions by phone or web conference, viewing online materials presented to students and observing interactions, group work, online discussions facilitated by the TC, being copied on email communications, reviewing TC’s digital logs, viewing and discussing reflections and lessons or other materials developed.

**Teacher Candidate Communication Responsibilities**

* TCs are expected to **communicate daily** with the SA (cc FA) on a schedule to be determined by SA.
* TCs are expected to cc the SA on all electronic correspondence with students and parents/guardians.
* If a TC is ill or otherwise unavailable, they are required to notify their SA and FA as well as fill out the online absence form on the TEO website.
* TCs are expected to submit a **weekly reflection (PDF)** to the FA and SA(s) that includes the following:
	+ a synopsis of the activities undertaken that week (including dates and times)
	+ a description of how those activities move the TC’s learning forward in terms of meeting the BEd Program Goals/TRB Standards/Revised Performance Checklist
	+ TCs might consider the following questions when composing their reflections:
		- *What went well for me this week?*
		- *What are three actions that will foster my professional growth?*
		- *What support do I need?*
* TCs may also be asked to reflect on questions posed by the FA.

**Faculty Advisor Communication Responsibilities**

* FAs are expected to respond to the TC’s weekly reflection by creating an anecdotal report on Enhanced Review, and providing the TC with a copy. Also, attach (upload) the TC’s reflection to the anecdotal report.
* FAs are expected to communicate regularly with the SA regarding the TC’s progress.
* FAs may consult with the SA or TC regarding the learning activities the TC undertakes each week.
* FAs guide teacher candidates in self-assessment and reflection.

**School Advisor Communication Responsibilities**

* SAs are encouraged to submit Enhanced Review reports which may refer to individual lessons or general comments on TCs contributions.

**Mid-Point Report**

* The mid-point reports and revised performance checklists will be completed by the FA and the TC. SAs may be involved, if they wish. Faculty advisors need to be mindful of teacher workloads.
* TCs will be asked to complete a mid-point report and performance checklist as a self-assessment. The comparison between the FA and TC mid-point reports & performance checklists will help shape the mid-point discussion.
* FAs may use their discretion in determining a deadline for completion of mid-point reports (May 11 to 22nd).

**Interim Reports**

* The interim report is designed to alert teacher candidates to concerns about their performance and/or professional conduct.
* Specify the nature of the concerns, suggestions for improvement, timelines and consequences if improvement does not occur.
* Ensure the TC is given detailed suggestions on how to improve in the area(s) of concern and adequate time to implement the suggestions.

**Cross-Check**

* Cross-check observations will not be arranged unless we return to face-to-face teaching.

**Withdrawals**

* Teacher candidates that withdraw from the certification practicum in week one or two, will have the option to receive a full refund and the course will be removed from the transcript. Any subsequent practicum will be offered in the 2020/21 calendar year on the regular schedule.
* Teacher candidates that withdraw after week two may be granted a Deferred Standing (SD) when a student has a valid reason for not being able to complete the certification practicum.
* Any teacher candidate that withdraws from the Extended practicum (without a refund) will be recommended to take a six-week certification practicum in the fall.

**Final Report(s)**

* Typically, the SA and FA each write a report. However, in these unusual circumstances where enormous responsibilities have been placed on SAs’ shoulders, a **single** final report**,** written by the FA in consultation with the SA, or collaboratively where desired, may be submitted to the Teacher Education Office. The SA’s signature is an acknowledgement of the factual accuracy of the report.
* The final report will begin with *common wording* which will outline the unprecedented circumstances under which the TC has completed this practicum.
* TCs will be adjudicated according to the revised performance checklist. However, due to circumstances beyond their control, not all TCs will have the opportunity to demonstrate they have met practicum expectations. Therefore, FAs and SAs must take this into consideration when determining the teacher candidate’s assigned standing (Pass, Fail, Supplemental).
* The FA and SA will make their adjudication on a balance of evidence, and according to their professional judgment.

**Supplemental Practicum (6 weeks in the fall)**

* If final evaluation documents indicate that a TC is not yet at the level of a beginning teacher, they will be required to complete a 6-week practicum.
* In most cases, the 6-week practicum will be scheduled in the fall of 2020. Actual dates will vary depending on the availability of school advisors.
* TCs are strongly advised to volunteer for the first two weeks to establish a rapport with students and advisors. Additionally, this time is an opportunity for the TC to collaborate with the SA to plan for the weeks ahead.
* To meet the certification requirements, TCs are required to teach at an 80% load for four of the six weeks.

**End of Practicum**

* Faculty advisors are asked to submit two documents on Enhanced Review:
	+ performance checklist & final report (PDFs)
	+ Please remember the final report must be (electronically) signed and dated
* School advisors may submit a final report and checklist to Enhanced Review, if applicable.