



Teacher Education Office

Field Experience Handbook

2026/27

Last Updated: July 2026

Thank You, Mentors!

Thank you for your willingness to share your time, classroom expertise, and professional wisdom with our UVic teacher candidates.

In the Faculty of Education, we are committed to preparing teachers who are capable, reflective, intellectually engaged, and critically aware; professionals who view learning as a lifelong pursuit and who are sensitive to the diversity that shapes our classrooms and communities.

Your role as a mentor is central. We appreciate the care, effort, and dedication required to take on this responsibility, and we hope that your experience will be rewarding as you support these developing professionals in gaining skills, confidence, and insight.

The University of Victoria's teacher education programs are professional programs, designed to shape the attitudes, knowledge, and practices essential for teaching. Practicum placements are not only about applying theory—they are where professional identity begins to form. With your mentorship, candidates have the opportunity to grow in meaningful and lasting ways. During their program, teacher candidates:

- Develop a strong understanding of teaching and learning by integrating theory and practice
- Design and implement inclusive learning experiences that meet diverse student needs
- Communicate effectively in both oral and written forms
- Collaborate respectfully and professionally with colleagues
- Use interpersonal skills that support both learning and relationships
- Reflect critically on their practice and use that reflection to grow
- Demonstrate flexibility, creativity, and responsiveness to learners and contexts
- Engage with and contribute to educational change
- Commit to ongoing professional and personal development

As you share your practice, insights, lived experiences, and educational philosophies, you are helping to nurture the next generation of educators. Your classroom becomes a space where professional habits and values take root.

We encourage you to involve your teacher candidate(s) in a wide range of teaching experiences and to provide them with opportunities to take increasing responsibility as they grow. Your thoughtful guidance, feedback, and modelling are essential supports on this journey. Once again, thank you for taking on this important role.

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UVic Teacher Education

We acknowledge and extend gratitude and respect to the Ktunaxa Peoples on whose territory The College of The Rockies exists. The UVic satellite program (EKTEP) is offered at COTR which is completely within ʔamaʔis Ktunaxa. Additionally, we are grateful for the partnership with ʔaʔamniʔ School located at ʔaʔam, just outside of Cranbrook.

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.

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. Inside, you will find important information about the roles and expectations of each participant, as well as practicum requirements, relevant regulations, and evaluation processes.

Teacher education is a collaborative effort. The University relies on the partnership of school districts and schools, who welcome and support teacher candidates under the authority of Section 87 of the *School Act*. We are deeply grateful for the continued 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.

Key responsibilities include:

- Working with TCs to plan for practicum, including creating a practicum profile, and ensuring all certifying requirements are met
- Connecting with districts and schools to coordinate placements with appropriate mentor teachers.
- Assigning a field advisor to each placement. The field advisor supports and communicates with both the teacher candidate and mentor teacher before, during, and after the practicum, and facilitates the writing of required reports

Practicum Structure

Elementary & Secondary Post-Degree Programs

Teacher candidates in these programs complete two practica:

- A six-week practicum in April/May
- A ten-week final practicum from October to December.

Per BC Teachers' Council (BCTC) regulations, the final practicum must take place in BC or the Yukon in a school that meets BCTC requirements (see Appendix A).

Elementary Bachelor of Education (B.Ed.) Program

Teacher candidates in the B.Ed. program complete three practica:

- A three-week paired practicum in Year 2
- A six-week practicum in Year 3
- A ten-week final practicum in Year 4

As with the post-degree programs, the final practicum must be completed in BC or the Yukon in a school that meets the requirements of the BCTC (see Appendix A).

Teacher Candidates

Scope of Responsibilities for Teacher Candidates

During the six and ten-week practica, teacher candidates (TCs) are expected to gradually assume responsibility for classroom teaching. As part of this development, it is expected that mentors will leave the classroom for short periods when appropriate, allowing the teacher candidate to take full responsibility for the learning environment.

The mentor teacher will use their professional judgement to determine when it is appropriate to step out of the classroom. However, mentors must remain on-site and easily accessible at all times during the practicum. If the mentor feels that the safety or quality of the learning environment may be compromised by their absence, they must remain in the room. In such cases, the mentor and field advisor should work together to determine what supports or adjustments are needed to ensure the teacher candidate can work toward greater independence.

During the three-week practicum, teacher candidates are in an earlier stage of development, and mentors are encouraged to remain in the classroom throughout this initial experience.

Teacher candidates are also encouraged to participate in relevant off-site learning opportunities with their mentor/class—such as field trips, music festivals, outdoor education activities, and similar events. However, it is important to note that because teacher candidates are not yet certified, they **cannot be counted in staff-student supervision ratios**. They may be included in the broader adult-student ratio as determined by school or district policies. Under no circumstances should teacher candidates supervise students on a field trip without the presence of their mentor teacher or another certified educator.

Both UVic and the BC Teachers' Council (BCTC) strictly prohibit the use of teacher candidates as TTOCs (Teachers Teaching on Call) or substitute teachers—whether paid or unpaid. Assigning a teacher candidate to a TTOC role undermines the integrity and oversight of teacher education programs and may place candidates in uncomfortable or compromising situations.

*Teacher candidates are placed in schools as **pre-service educators**, not as certified teachers. Their practicum is a time for learning, reflection, and professional growth under the guidance of experienced, certified BC teachers. They should not be employed in roles that distract from or compromise their development as future professionals.*

Expectations of Teacher Candidates

Field experience and practicum are cooperative ventures 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 competencies in alignment 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:

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

Expectation: Demonstrate care and commitment to student well-being, inclusion, and success.

Indicators

- Build relationships with all students by learning names, interests, and learning needs
- Use strategies that foster belonging, safety, and inclusion in the classroom
- Adapt lessons and classroom routines to ensure equitable participation and access for all students
- Be present and engaged throughout the school day, arriving at least one hour before and staying one hour after classes
- Participate in school life (e.g., assemblies, special events, parent-teacher evenings)

Standard 2: Educators act ethically and honestly as role models

Expectation: Uphold professional responsibilities and boundaries in all aspects of practicum.

Indicators

- Maintain confidentiality when discussing students, families, or colleagues
- Demonstrate professionalism through initiative, reflexivity, and collegiality
- Use respectful, professional language in all communication—spoken, written, and online
- Maintain appropriate boundaries in all interactions, including on social media
- Uphold all legal responsibilities outlined in the School Act
- Adhere to the Faculty of Education's Code of Conduct, the BCTF Code of Ethics, and the Professional Standards
- Demonstrate integrity and fairness in decisions affecting students

Standard 3: Educators understand and apply knowledge of student growth and development

Expectation: Plan and teach in ways that are developmentally responsive to student needs.

Indicators

- Adapt content and activities to suit the cognitive, social, and emotional stages of learners
- Provide scaffolding and support for students who require additional guidance
- Use formative assessment strategies to promote engagement, regulation, and learning
- Reflect on effectiveness of teaching and its impact on student learning
- Use strategies that support the development of learner independence, collaboration, and self-awareness

Standard 4: Educators value the involvement and support of families and communities in education

Expectation: Build collaborative, respectful relationships with families, mentors, and school staff.

Indicators

- Initiate contact with mentor teachers and field advisors once placement is confirmed
- Communicate respectfully with students, staff, families and school leaders
- Ask for clarification or feedback when needed to deepen understanding and improve practice
- Engage in conversations that build shared understanding and mutual respect in the school community

Standard 5: Educators implement effective planning, instruction, assessment, and reporting

Expectation: Prepare thoughtfully for teaching and use assessment to support student learning.

Indicators

- Plan thoroughly prepared units and lessons in consultation with mentor(s) and FA
- Develop clear, detailed daily lesson plans at least two instructional days before teaching.
- Take on teaching responsibilities progressively, in line with practicum guidelines
- Use inclusive and culturally responsive materials and activities.
- Use both formative and summative assessment strategies and maintain accurate records, in collaboration with the mentor teacher
- Contribute to student progress reports and participate in parent-teacher and student-led conferences when invited.

NOTE: Teacher candidates are expected to prepare a lesson plan for **every** lesson during the practicum, not just for formal observations. Plans should be clear, detailed, and “Teacher-on-Call (ToC) ready”—meaning another educator could confidently teach from them if needed.

Standard 6: Educators demonstrate a broad knowledge base and an understanding of areas they teach

Expectation: Demonstrate knowledge of curriculum and pedagogy appropriate to the practicum context.

Indicators

- Use the BC curriculum to design units and lessons
- Ensure units and lessons connect with Big Ideas, Curricular Competencies, and Content from the BC curriculum.
- Ensure that learning intentions are visible, clear, and connected to curriculum outcomes
- Draw on Ministry of Education resources to inform teaching strategies
- Plans sequenced lessons that build on prior knowledge and support concept development
- Uses frameworks such as Universal Design for Learning (UDL), Gradual Release of Responsibility, or inquiry-based learning in planning and delivery

Standard 7: Educators engage in professional learning

Expectation: Reflect regularly and seek feedback to improve teaching practice.

Indicators

- Submit weekly written reflections to your field advisor that include evidence of learning and questions for growth
- Participate actively in feedback conversations and implement suggestions
- Attend professional learning opportunities and reflect on their relevance to your context
- Keep notes, questions, and observations as part of a professional learning journal

Standard 8: Educators contribute to the profession

Expectation: Engage as an active, collaborative member of the school and professional learning community.

Indicators

- Observe other teachers and teacher candidates to broaden your perspectives
- Share ideas, resources, or strategies with peers in professional conversations
- Volunteer for opportunities beyond the classroom (e.g., helping with clubs, supervision, or team teaching)
- Participate in team planning, department meetings, or school-wide initiatives when appropriate

Standard 9: Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of colonialism, and commit to the truth, reconciliation and calls to action

Expectation: Demonstrate commitment to Indigenous learners and integrate Indigenous knowledge, perspectives, and pedagogies respectfully and meaningfully.

Indicators

- Incorporate Indigenous perspectives and content into lessons using authentic resources developed by or with Indigenous communities.
- Acknowledge the traditional territory of the local First Nation as part of your classroom practice.
- Consult the mentor teacher or Indigenous education staff before teaching content related to Indigenous histories or cultures.
- Reflect on your own positionality and take steps to understand the impact of colonialism in education.
- Engage with district or school-based resources and learning opportunities that support Indigenous education and reconciliation.

Attendance Requirements

The BC Teachers' Council (BCTC) sets practicum length requirements through the **Teacher Education Program Approval Standards (TEPAS)**. While the BCTC determines the number of weeks required for practicum, each Teacher Education Program sets expectations for teaching load. To meet practicum expectations, **both the number of weeks and the appropriate teaching load must be fulfilled** (see Appendix A).

Attendance expectations:

- **Full attendance and active participation** are essential components of professional practice. Poor attendance—regardless of reason—may lead to an unsuccessful practicum.
- **Practicum dates are fixed and non-negotiable.** Teacher candidates should avoid scheduling travel or significant commitments up to **two weeks after practicum ends**, in case of illness, emergency, or required extension.
- **Personal appointments** (e.g., routine medical, dental, or travel) must not conflict with practicum. Events such as vacations or weddings are not acceptable reasons for absence.
- Teacher candidates are expected to be at the school site for the **entire instructional day**, typically arriving **one hour before** and remaining **one hour after** the school day.

Absences

Absences are permitted only for **illness or family emergency**. In such cases, the following procedure must be followed:

- Notify your mentor teacher(s) as early as possible.
- Provide lesson plans for any scheduled classes.
- Inform your field advisor, stating the reason for the absence.

Teacher candidates are expected to follow proper procedures for any absences that occur during the program. This aligns with the responsibilities and expectations of all teaching professionals when reporting absences. Failure to notify both your mentor teacher(s) and field advisor may jeopardize successful completion of the practicum.

Depending on the practicum length and the number of days missed, **make-up days may be required**, as outlined below.

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

Practicum Length	Excused Absence (No Extension Needed)		Absence Requiring Extension	
3-week	1 day	*No extension if mentor and advisor confirm all practicum requirements and commitments have been met.	2 or more days	Extension equal to missed days based on mentor/advisor consultation. (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)
6-week	1–2 days	As Above	3 or more days	As Above
10-week	1–2 days	As Above	3 or more days	As Above

*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. Should such circumstances arise, please connect with the TEO for further support and information.

Mentor Teachers

Guidelines for Mentor Teachers

Mentor teachers play a vital role in supporting the growth and development of teacher candidates (TCs). As practicing professionals who understand current educational issues, mentor teachers help TCs navigate practicum demands—especially around curriculum and classroom management.

Mentor teachers provide supervision while the TC teaches, gradually stepping back as the TC demonstrates the ability to maintain a safe, effective, and appropriate learning environment. Ultimately, mentor teachers are responsible for student safety and must step in if the classroom becomes unsafe.

Before TCs take on independent teaching, mentor teachers ensure that the TC:

- Has gradually taken responsibility for instructional activities under observation
- Has developed solid unit and lesson plans, including formative and summative assessments, suited to their classes
- Engages meaningfully with students, fostering a student-centered learning environment and using effective behavior and learning strategies
- Maintains appropriate student engagement
- Checks all equipment for safety (especially in PE and science) and ensures safety during activities
- Has opportunities to lead the class independently, with the mentor accessible on-site during all TC teaching times
- Receives feedback and support if any of these conditions aren't met (see Professional Improvement Plan section)

Important: Mentor teachers and school administrators must hold current certification. TCs are not yet certified, so it is essential mentor teachers ensure on-site supervision whenever TCs are teaching, coaching, or working with students.

Strategies to Support Success

Pre-practicum and observation week activities include:

- Building a positive working relationship with the TC
- Understanding the TC's strengths and areas for growth
- Providing opportunities for the TC to connect coursework with practice
- Introducing the TC as a "teacher" to learners
- Maintaining open communication with the field advisor

-
- Helping the TC get familiar with school culture, student resources, and procedures
 - Supporting the TC in connecting with school staff (e.g., EAs, FN support workers, counsellors) to plan culturally and pedagogically appropriate learning
 - Facilitating observations across grades and subjects
 - Providing TC with teaching assignment that is clearly outlined so the TC can adequately prepare
 - Modelling a variety of teaching strategies for the TC to observe
 - Communicating both instructional and non-instructional duties expected
 - Supporting the TC's use of school technology (email, Google Classroom, assessment tools)
 - Gradually increasing the TC's classroom responsibilities

During the practicum, the role of mentors is to:

- **Confer regularly** with the teacher candidate (TC) to discuss unit planning, lesson development, and student needs. Provide constructive feedback—both oral and written—to help the TC strengthen their teaching practice.
- **Support the TC's self-reflection** by encouraging them to assess their own teaching, identifying strengths and areas for growth.
- **Explain teaching strategies and approaches** to help the TC better understand both observed methods and their own instructional choices.
- **Provide at least one written observation per week** for each course/class the TC is teaching. These notes should be discussed with the TC to support their development (see section on Observation Notes and Feedback).
- **Consult regularly with the field advisor** and provide evidence to include in:
 - A **midway and summary report** for ED-P 451, 461, and 782 practica.
 - A **summary report for ED-P 251, 351, 361, and 781** (a midway report is only required in cases where there are concerns about progress)
- **Share classroom responsibilities by:**
 - Providing workspace and storage as needed.
 - Acknowledging that the TC is still learning, and that growth will occur throughout the practicum.
 - Helping the TC understand school and district expectations, including safety, behaviour, and policies.
 - Delegating full classroom responsibility to the TC once they demonstrate readiness in classroom management, planning, and subject knowledge.
 - Including the TC in staff meetings and professional development opportunities 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 responsive, and sufficient
- supporting the TC in reflecting on insights from their initial observations or previous practicum
- ensuring the TC's assignment is appropriate for the teaching load for the particular practicum
- familiarity with BC curriculum related to TC's teaching responsibilities

During the practicum, responsibilities include:

- establishing regular, effective communication with mentor(s)
- supporting the TC in understanding their responsibilities to the school, the students, teaching staff, and administration
- observing the TC and providing constructive written feedback through lesson observation notes that highlight strengths, areas of growth, and specific suggestions for improvement. These notes should be discussed and shared with the TC
- ensuring a minimum number of contacts (inclusive of pre-practicum consultations, formal observations, and conferencing) of:
 - **6 contacts, including 3 formal observations** for ED-P 251
 - **8 contacts, including 4 formal observations** for ED-P 351, 361, 781
 - **14 contacts, including 6 formal observations** for ED-P 451, 461, 782
- consulting regularly with the mentor teacher(s) about the TC's progress. If concerns arise, co-developing an action plan to address identified learning needs, notifying the Teacher Education Office immediately if there are 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 signed copies of the summary report to both the TC and the Teacher Education Office. For final practicums, the TC may need to submit this report to the Ministry of Education as part of the certification process.

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
- review the practicum reflection and goal-setting document, and providing feedback (if applicable)
- 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 they are complete
- 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
 - a variety of teaching strategies focussing on students' active involvement
 - a 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
- During final week of ED-P 251, 351, 361 and 781, review the Practicum Reflection and Growth Goal document and providing feedback prior to submission

Feedback, Assessment and Evaluation

Video Recording

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 copyrighted 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

Ongoing feedback is essential to support teacher candidates' (TCs) growth and learning. Mentors and field advisors are encouraged to provide feedback in ways that suit the practicum context. Observation notes should include descriptive data and a summary of key ideas discussed during the post-observation conference.

Feedback can take many forms, including:

- Ongoing conversations and verbal feedback (TC takes notes for reflection)
- Written “play-by-play” observations that are shared and discussed
- Targeted feedback on specific aspects of teaching (e.g., written comments on a lesson plan, a Word document, note cards, or using the TEO-provided template)
- Shared digital platforms (e.g., Google Drive) accessible to the TC, mentor(s), and field advisor
- “Listening meetings” where the TC reflects on their own teaching—what worked and what could be improved

If a TC is experiencing difficulty, areas of concern must be clearly identified, along with specific suggestions for improvement. Ongoing, open communication among the TC, mentor teacher(s), and field advisor is critical. Any serious concerns should be shared with the Teacher Education Office immediately.

PRACTICUM OBSERVATION NOTES	
University of Victoria Education	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 _____

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Midway Report and Conference

Midway Reports

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

In the final certifying practicum (ED-P 451, ED-P 461, and ED-P 782), a midway report is required for all TCs.

The midway report and conference are collaborative processes involving the TC, mentor teacher(s), and field advisor. The field advisor typically coordinates the conference and takes primary responsibility for drafting the report. The TC is expected to contribute to designated sections.

Reports should be written in clear point form and should highlight:

- Strengths
- Areas of growth
- Suggestions for improvement

If there are significant challenges that could jeopardize successful completion of the practicum, the section titled **“Areas of Concern Requiring Immediate Improvement”** must be completed. Use the **Midway Report Form** provided. TCs and advisors can access the form on Brightspace; mentors will receive the form via email.

The midway report and conference are designed to support the TC’s continued growth during the second half of the practicum. These reports are internal to the program and are **not shared with external agencies**.

Midway Report Form (sample)

 University of Victoria Education	Department of Curriculum and Instruction Teacher Education Program	Midway Report of Practicum Teacher Candidate: Enter legal name here
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Instructions: The Midway Report provides formative feedback on the TC's demonstration of *Professional Standards for BC Educators* 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 *Teacher Candidate's Growth Goals and Strategies*, describing three **specific** and **actionable** growth goals, with strategies, for the remainder of the practicum experience.

School District:	Enter text here	Program:	☐ Post Degree Program	☐ Bachelor of Education
School Name:	Enter text here	Curriculum:	☐ Elementary	☐ Secondary
Grade/Subject:	Enter text here	Practicum Length:	☐ 6-wk (only if required)	☐ 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.	☐	☐	☐	Enter text here
2. Educators are role models who act ethically and honestly.	☐	☐	☐	Enter text here
3. Educators understand and apply knowledge of student growth and development.	☐	☐	☐	Enter text here
4. Educators value the involvement and support of parents, guardians, families and communities in schools.	☐	☐	☐	Enter text here
5. Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting.	☐	☐	☐	Enter text here
6. Educators have a broad knowledge base and understand the subject areas they teach.	☐	☐	☐	Enter text here
7. Educators engage in professional learning.	☐	☐	☐	Enter text here
8. Educators contribute to the profession.	☐	☐	☐	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

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) to work on. Some will be attended to **prior** to the next practicum (e.g., exploring resources on questioning strategies, creating a practice unit on WWII, etc.), while others may be implemented once the practicum begins (e.g., co-creating classroom agreements with students, connecting with parents early on, etc.)

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, is 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: Enter legal name here	
School District:	Enter text here	Program:	Bachelor of Education (Elementary)
School Name:	Enter text here	Practicum Length:	3-weeks
Grade/Subject:	Enter text here	Practicum Dates:	Enter text here
Mentor Teacher(s):	Enter text here	Field Advisor:	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 <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 | |
|--------------------------|--------------------------|--------------------------|--|
| ☐ | ☐ | ☐ | recognizes and attends to access/equity needs |
| ☐ | ☐ | ☐ | builds rapport and ensures physical and emotional safety of learners |
| ☐ | ☐ | ☐ | considers individual needs in how students represent their learning |
| ☐ | ☐ | ☐ | is flexible and reflexive given situation and student needs |

2. Educators are role models who act ethically and honestly

- | E | D | P | |
|--------------------------|--------------------------|--------------------------|--|
| ☐ | ☐ | ☐ | understands and implements school, district, and provincial practices and policies |
| ☐ | ☐ | ☐ | demonstrates professional conduct, including appropriate use of social media |
| ☐ | ☐ | ☐ | understands the law with respect to their duties |
| ☐ | ☐ | ☐ | communicates professionally with school community and field advisor |

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

- | E | D | P | |
|--------------------------|--------------------------|--------------------------|---|
| ☐ | ☐ | ☐ | designs unit and lesson plans which include appropriate resources |
| ☐ | ☐ | ☐ | demonstrates connection between learning, development & growth |
| ☐ | ☐ | ☐ | adapts/differentiates to meet individual needs, with mentor support |
| ☐ | ☐ | ☐ | 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 | |
|--------------------------|--------------------------|--------------------------|--|
| ☐ | ☐ | ☐ | demonstrates respect for and a willingness to learn about other cultures |
| ☐ | ☐ | ☐ | selected resources are inclusive across culture, language, ethnicity, SOGI |
| ☐ | ☐ | ☐ | communicates information pertaining to students in timely and appropriate ways |
| ☐ | ☐ | ☐ | 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 | |
|--------------------------|--------------------------|--------------------------|--|
| ☐ | ☐ | ☐ | plans learning experiences that reflect the needs of learners |
| ☐ | ☐ | ☐ | offers a variety of accessible modes of instruction and assessment |
| ☐ | ☐ | ☐ | engages students in teaching/ learning process |
| ☐ | ☐ | ☐ | 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 | |
|--------------------------|--------------------------|--------------------------|--|
| ☐ | ☐ | ☐ | explicitly addresses core competency skills through content-based activities |
| ☐ | ☐ | ☐ | uses technology thoughtfully to support curriculum |
| ☐ | ☐ | ☐ | practices critical reflections of teaching/learning process |
| ☐ | ☐ | ☐ | adapts plans and resources as necessary to implement feedback |

7. Educators engage in professional learning

- | E | D | P | |
|--------------------------|--------------------------|--------------------------|---|
| ☐ | ☐ | ☐ | independently seeks out strategies and solutions for concerns |
| ☐ | ☐ | ☐ | seeks out and incorporates feedback for improvement |
| ☐ | ☐ | ☐ | shares written weekly reflections with field advisor |

8. Educators contribute to the profession

- | E | D | P | |
|--------------------------|--------------------------|--------------------------|--|
| ☐ | ☐ | ☐ | develops and shares resources |
| ☐ | ☐ | ☐ | collaborates with colleagues to support student learning in the classroom and school |
| ☐ | ☐ | ☐ | 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 | |
|--------------------------|--------------------------|--------------------------|--|
| ☐ | ☐ | ☐ | through reflection, demonstrates willingness to critically examine 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 |

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: 	
School District:		Program:	☐ Post Degree Program	☐ Bachelor of Education
School Name:		Curriculum:	☐ Elementary	☐ Secondary
Grade/Subject:		Practicum Length:	☐ 6-wk	☐ 10-wk
Field Advisor:		Practicum Dates:		
Mentor Teacher(s):				
Description of school and context of teaching: 				
Summative statement: 				
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 <i>Professional Standards for BC Educators</i> .				
Signatures				
Field Advisor:		Date:		
Mentor Teacher(s):		Date:		
Teacher Candidate:		Date:		
Standards and Descriptors		Comments for		
1. Educators value and care for all students and act in their best interests - 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				
2. Educators are role models who act ethically and honestly - 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 - 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 - 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 plans learning experiences that reflect the needs of the learners and learning environment				

Standards and Descriptors		Comments for Enter legal name here	
• 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			
6. Educators have a broad knowledge base and understand the subject areas they teach • 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 • 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 • 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 • 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
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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 and **during** 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:	☐ Post Degree Program	☐ Bachelor of Education
School Name:	Enter text here	Curriculum:	☐ Elementary	☐ 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 PRIOR to next practicum	Strategies DURING next practicum
1. Enter goal statement here	• Enter strategies here	• Enter strategies here
2. Enter goal statement here	• Enter strategies here	• Enter strategies here
3. Enter goal statement here	• Enter strategies 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 via email (a “Notice of Concern”) that they are not yet meeting the goals and expectations of the practicum and copy the Teacher Education Office on that email

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), or if the requirements of the “Notice of Concern” are not met, the TC will receive a Professional Improvement Plan.

Professional Improvement Plan

A Professional Improvement Plan, 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 FA must advise both the TC and Teacher Education Office in writing via email of the decision that the TC will be receiving a Professional Improvement Plan.
2. The FA will prepare the Professional Improvement Plan (templates provided), indicating the specific goals and timelines for improvement. This document must be approved by the TEO prior to being issued to the TC.
3. The FA and mentor teacher(s) and/or school administrator must then meet with the TC to review the specific requirements of the plan. The FA, mentor teacher(s), school administrator and TC all sign the Professional Improvement Plan, 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 FA.
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 FA. If the TC has successfully met all the terms of the plan, 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 plan, 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 Professional Improvement Plan process has been initiated. This applies to all field experiences in all programs.

Reattempting a Practicum or Field Experience

If, at the conclusion** 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.

****Note:** The conclusion of the practicum may occur at any of the following points:

- The final day of the scheduled practicum
- The last day of a “Professional Improvement Plan” period
- The date of a **voluntary withdrawal**
- The date of a **required withdrawal**

Practicum denial, required withdrawal, voluntary withdrawal or an “Unsatisfactory” practicum are all considered practicum “attempts”.

Approval to retake a practicum is **not guaranteed**. To request a second (and final) attempt, the TC must:

1. **Submit a formal written request** to the Teacher Education Office (TEO)
2. If approved, **complete a Professional Growth Plan (PGP)** that clearly addresses the areas for improvement identified in the previous practicum
3. **Successfully present** the PGP for review and approval prior to the next placement
4. Complete the second practicum in its normal program cycle (e.g., a spring practicum is repeated the following spring)

Important: TCs may not continue with program coursework during this time.

Failure to successfully complete the Professional Growth Plan will result in **ineligibility to proceed to any future practicum** and may affect the candidate’s continuation in the program.

Detailed requirements for the request process and the PGP are provided directly by the Teacher Education Office. For complete information, please refer to the section titled “**University of Victoria Academic Calendar Practica Regulations.**”

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 coursework 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 Professional Improvement Plan is implemented, a teacher candidate will be required to withdraw if they do not meet the terms of the plan.

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 a growth plan and 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. If you do not successfully complete the Professional Growth Plan, you will **not be eligible** for any future practicum. This may impact your continuation in 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: BCTC Practicum Requirements

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](#)
- 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

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.