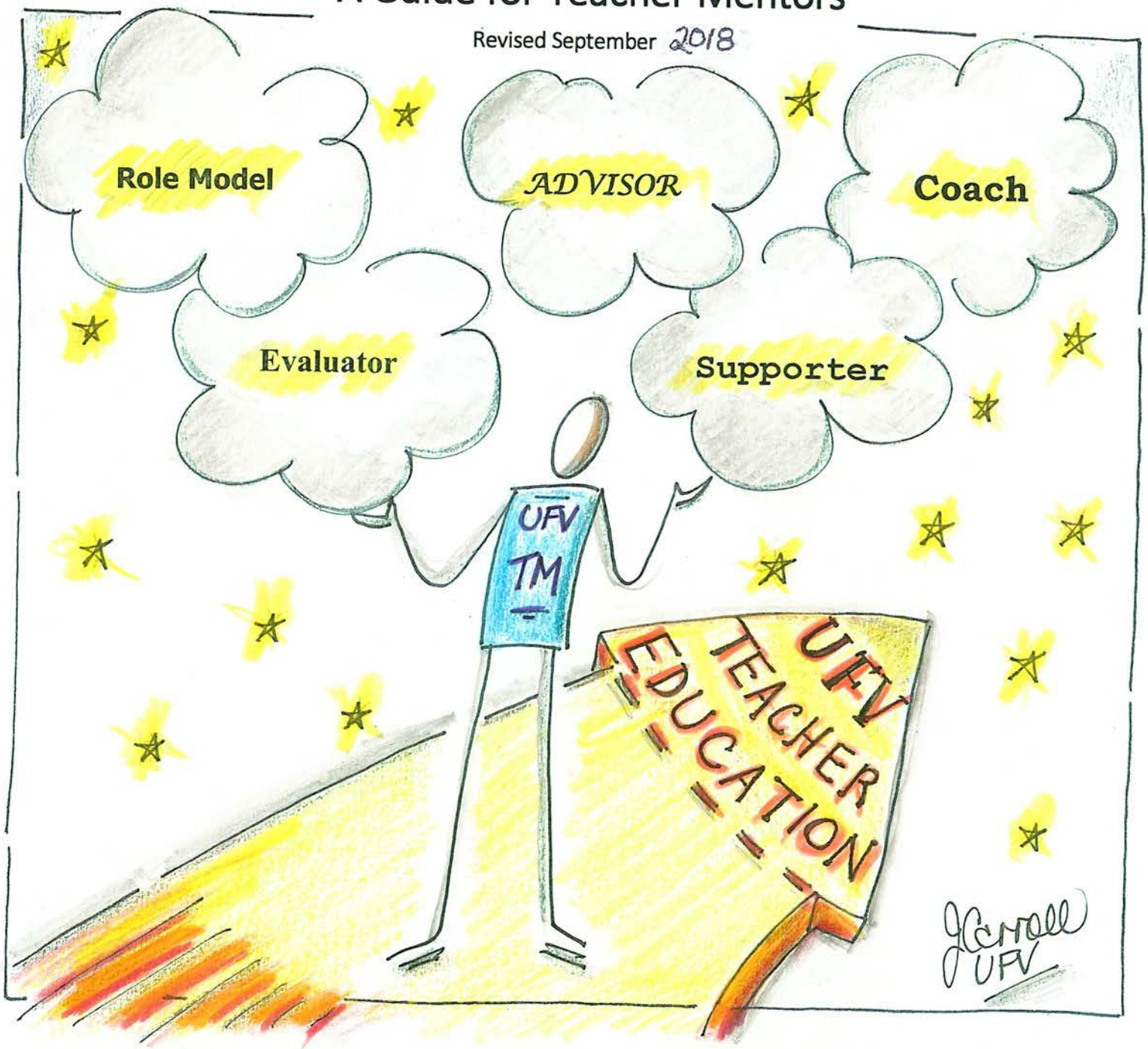


Mentor Handbook

A Guide for Teacher Mentors

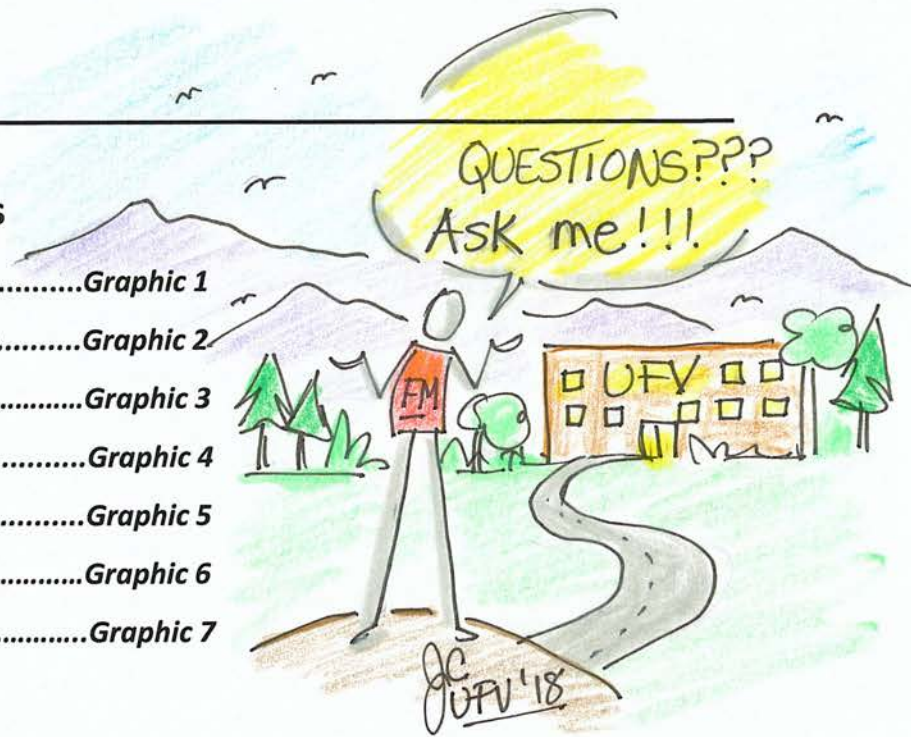
Revised September 2018



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ACRONYMS

TED	Teacher Education Department
TC	Teacher Candidate
TM	Teacher Mentor
FM	Faculty Mentor
POP	Particulars of Practice


Under the guidance of the FM, TCs participate in **Particulars of Practice** with TC colleagues during practica. POP encourages a collaborative exploration of challenges related to the TC's teaching practice. The purpose is to solidify the bridge between knowledge and practice, and to develop the TC's capacity for reflection. POP occurs outside of school hours, once during EDUC 490 and twice during EDUC 492 (during Phase In and Phase Out). **TMs are not required to participate in POP.**

Need more detailed info?

Check out the
BEd Handbook at
www.ufv.ca/teachereducation

OR

Talk to your UFV Faculty Mentor!



PART 1

EDUC 490 "SCHOOL EXPERIENCE"
 5 weeks
 weekly obs.
 Focus on Experience!

Teacher MENTOR Orientation! in October!

I visit the school for 1 day in SEPT!

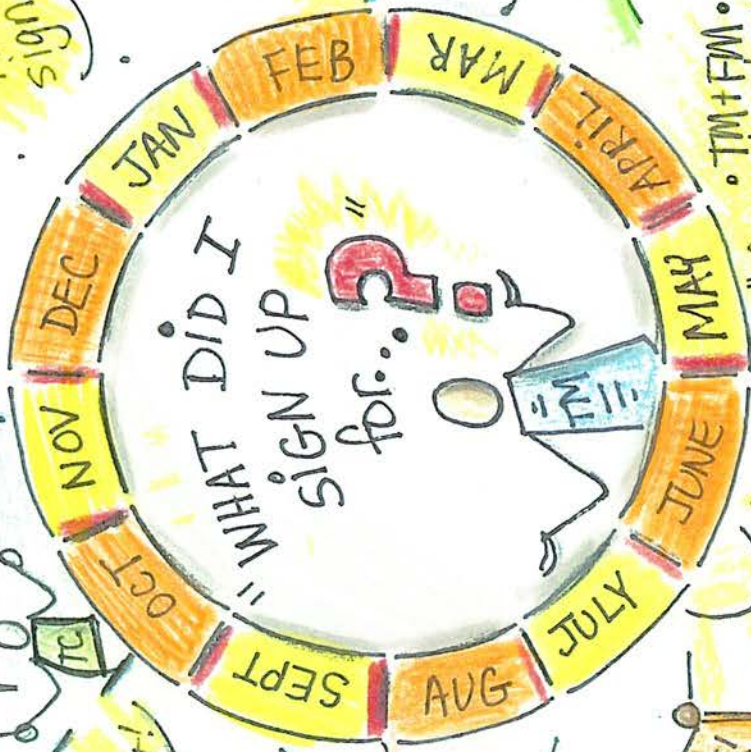
UNIT PLANS for EDUC 492

EDUC 492 Long Practicum!

✓ PHASE IN
 ✓ IMMERSION
 ✓ PHASE OUT

"I teach 80% of a FT. Load for 6 weeks!"

*Minimum!

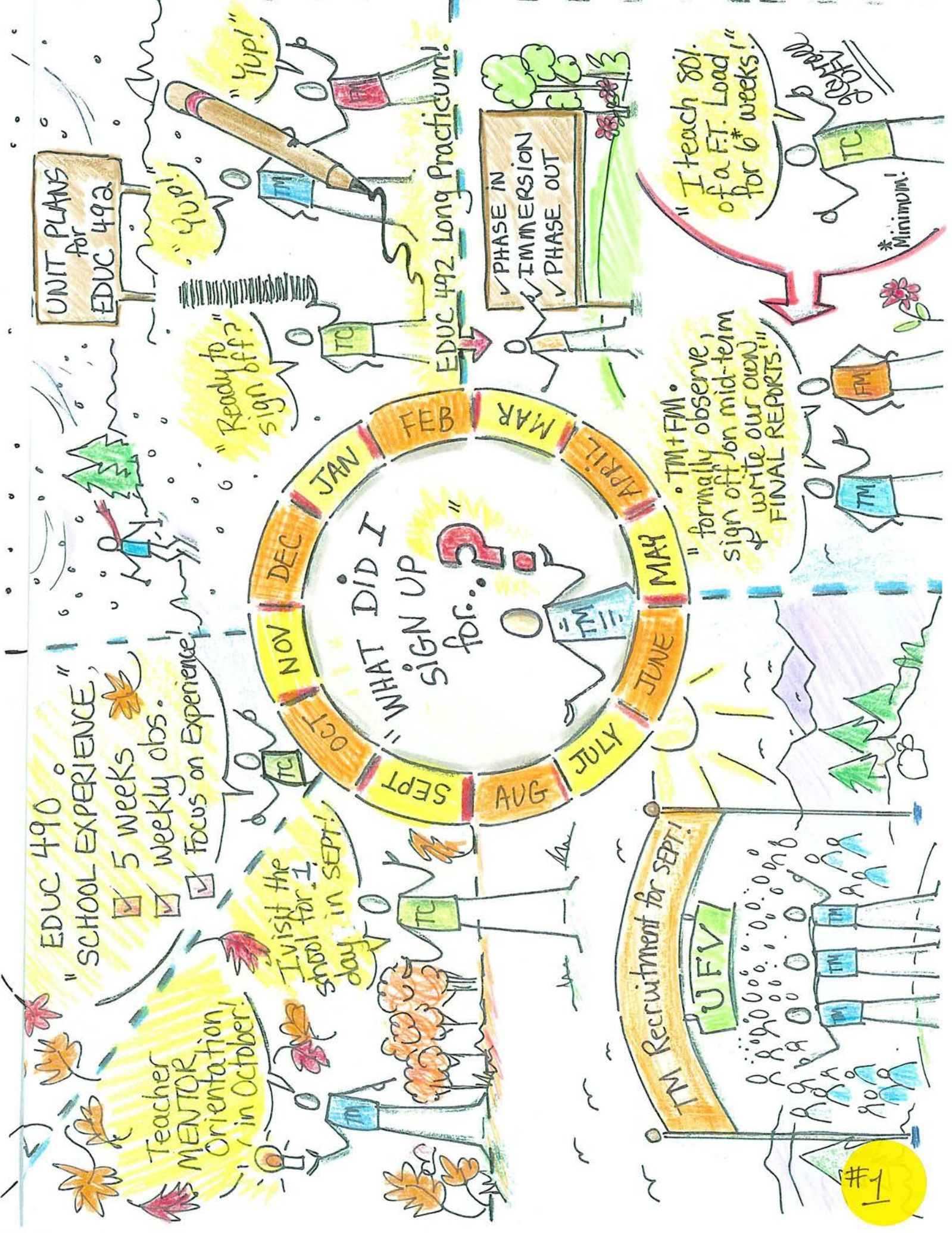


TM+FM
 "formally observe, sign off on mid-term & write our OWN FINAL REPORTS!"

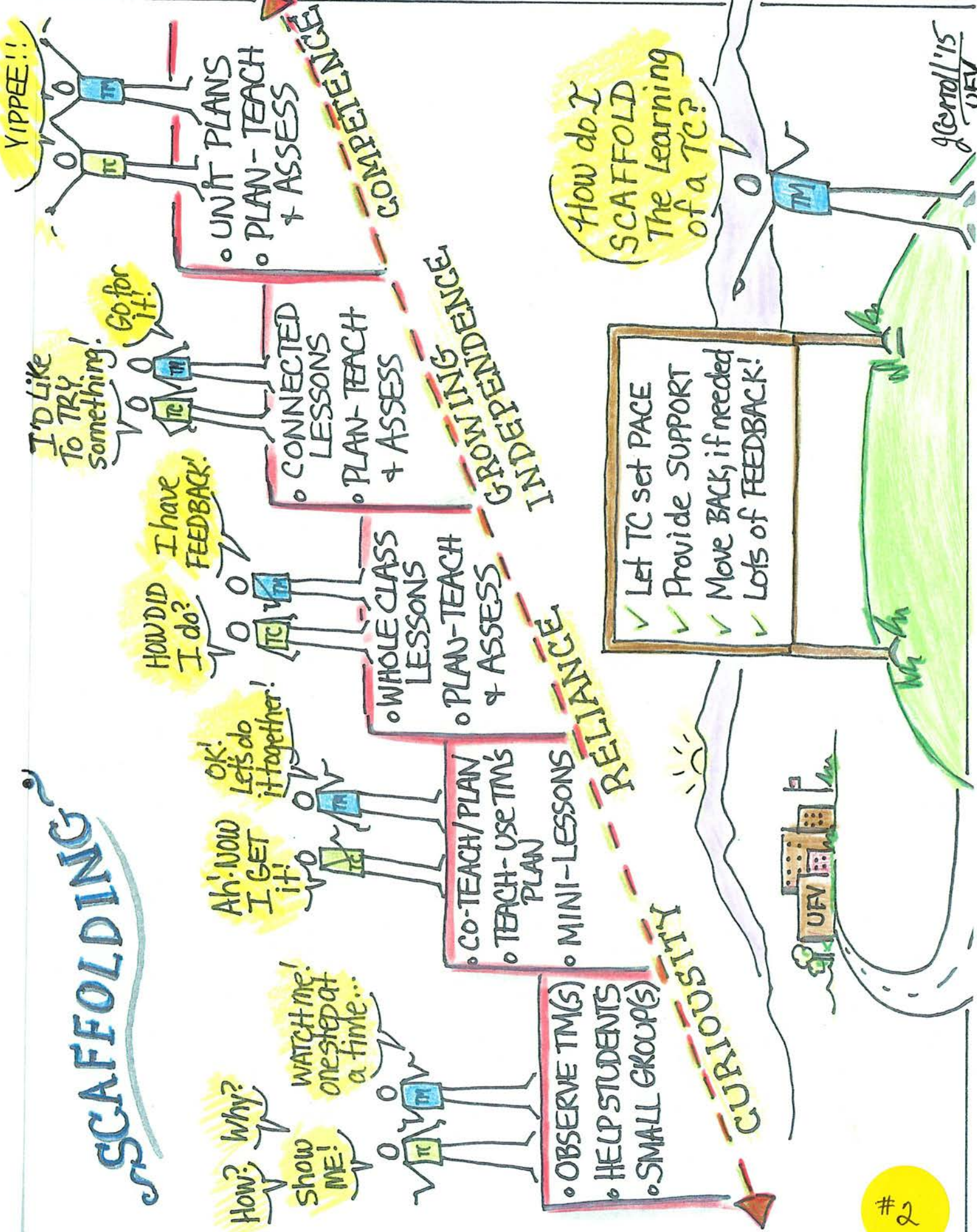
TM Recruitment for SEPT!

UFV

#1



SCAFFOLDING



START HERE!

* TM reviews lesson plan

* TC incorporates feedback

PRE CONFERENCE

* TC identifies goal(s)

* TM & TC set date for post conference

NEW FOCUS!

OBSERVATION CYCLE!

TC READY TO TEACH!

* Purpose is to gather evidence

* TM records how/if TC met goal(s)

OBSERVATION

* TM uses descriptive language

* TM records on observation form

FEEDBACK!

* TC leads post conference

* TC answers the 4 questions

POST CONFERENCE

* TM provides feedback

* Conversation recorded on post conf. form

14 GOALS

Perroll '15
JURY

PROFESSIONAL

SCHOOL CULTURE + COMMUNITY

STRONG CONNECTION with STUDENTS

CLASSROOM MANAGEMENT

REFLECTIVE PRACTITIONER

WORKING with FEEDBACK

CLEAR + OBSERVABLE VISION

KNOWLEDGE of STUDENTS

KNOWLEDGE of CONTENT

EFFECTIVE COMMUNICATION with STUDENTS

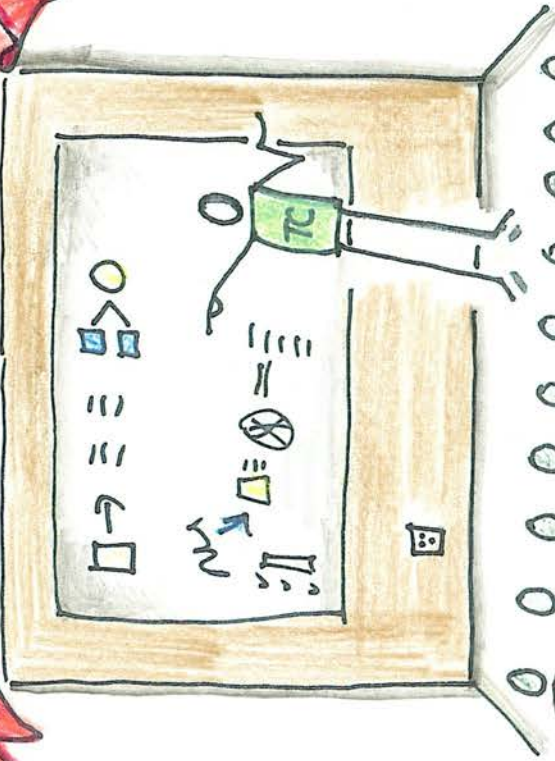
EFFECTIVE TEACHING PRACTICES

VALID + RELIABLE ASSESSMENTS

INCLUSIVE + INDIVIDUALIZED TEACHING

WORKING RESPECTFULLY with PARENTS

14 PROGRAM GOALS



ALL ASSESSMENTS Reference

14 GOALS!



Reflective Practice

EDUC 490

"Becoming a PROFESSIONAL"

- ✓ Lesson Plans 
- ✓  2 formal obs/wk
- ✓ FEEDBACK + SIGN OFF ON TC'S FINAL REPORT 

EDUC 492

"Becoming a TEACHER"

- ✓ Unit Plans 
- ✓  2 formal obs/wk
- ✓ FEEDBACK + SIGN OFF ON TC'S MIDTERM + FINAL REPORTS
- ✓ WRITE FINAL REPORT*

TCs GROW
- THRU -
Feedback & Reflection

Formal Observation Cycle
P.C. → Ob. → P.C.

ALL-ASSESSMENTS Reference 14 GOALS

HOW DO I EVALUATE a TC?



* Final Report → TC must be CERTIFICATION READY in all 14 Goals

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UFV

EDUC 490 SCHOOL EXPERIENCE

Becoming a PROFESSIONAL ✓ (TC) ✓

Week 1

- *CONNECT
- *OBSERVE
- *ASSIST
- *ASK



- CO-PLAN
- CO-TEACH
- PREP FOR LINKED LESSONS!

READY to Teach!



Week 2



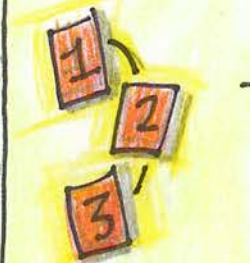
TWO LINKED LESSONS

I PLAN, TEACH & ASSESS!



Week 3

THREE LINKED LESSONS



Week 4

ELEM TCs

- 2 Full Days Teaching
- TC preps Draft Final Report

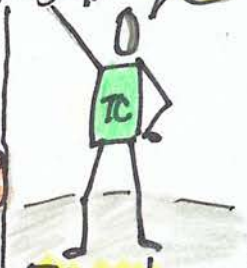


SEC TCs

- PLAN, TEACH & ASSESS 2 Blocks of 2 LINKED LESSONS
- TC preps Draft Final Report

Week 5

Done!



Final Report!

Final Conference with TC, TM, & FM



IMPORTANT!



TM → 2 formal observations/week

FM → 1 formal observation/week

8/11/2020

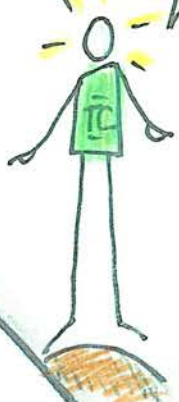
EDUC 492 - LONG PRACTICUM



PHASE IN (2 weeks)

- ✓ TC observes TM
- ✓ **UNIT PLANS** - signed off → TM → FM
- ✓ TM → gradual release to TC
- ✓ TM → 2 formal observations/wk
- ✓ FM → 1 formal observation/wk

Certifying PRACTICUM!



IMMERSION (6 weeks)

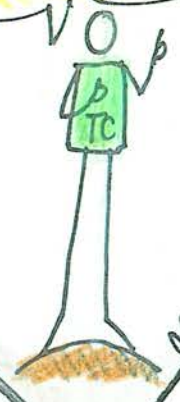
- ✓ TC teaches 80% of FT Load → 6 wks
- ✓ TC teaches & assesses ALL UNITS
- ✓ TC → **MIDTERM REPORT** → TM + FM GIVE FEEDBACK & sign off
- ✓ TM → 2 formal observations/wk
- ✓ FM → 1 formal observation/wk



PHASE OUT

- ✓ TM → gradually resumes teaching
- ✓ TC, TM + FM each draft & review **FINAL REPORTS***
- ✓ FINAL Conference Review } SIGN OFF ✓
- ✓ PRACTICUM ENDS!

PERFECT TIME to CO-TEACH or OBSERVE!



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UFV

*Final Reports must state TC is **CERTIFICATION READY** in all 14 GOALS!

PART 2

HOW MENTORS SCAFFOLD THE LEARNING OF A TC

The TM(s) & FM

- design teaching experiences that **support** & incrementally **challenge** the TC's practice
- provide constructive feedback through daily conversation, **2 formal observations** (TM) and **1 formal observation** (FM) per week
- are careful not to overwhelm the TC with too much feedback, too many tasks, or unrealistic expectations

Mentors scaffold the TC's learning by designing teaching experiences that support & challenge the TC's practice while recognizing that the TC is a novice.

The judgment of the TM(s), in consultation with the FM, is critical in determining how the TC will assume increased responsibility for planning, teaching, assessment and the day to day running of a classroom. At first, the TM(s) **models the practice** they want to see in the TC, **gradually** allowing the TC to develop their own approach to teaching.

Effective Teacher Mentors

- ✓ don't expect TCs to be perfect
- ✓ don't expect TCs to teach exactly like them
- ✓ encourage TCs to **take risks**
- ✓ **change their approach** if they notice the TC is not progressing or is stalled in their development
- ✓ keep the lines of **communication** open & honest
- ✓ understand that the TC may become overwhelmed at times by the complexity of the teaching role

Key Roles of Teacher Mentor & Faculty Mentor

- ✓ Provide learning opportunities that gradually build on what the TC *can* do
- ✓ Provide feedback that is encouraging, constructive & *specific*
- ✓ Work together to support the TC's development
- ✓ Identify & address concerns in the TC's practice

FIELD EXPERIENCES

ORIENTING TO SCHOOLS – 2 ½ days in September

During *Orienting to Schools*, the TC

- visits a school with cohort colleagues for 2 ½ days
- becomes familiar with school culture in the context of the larger community
- observes how teachers set up classrooms, interact with students, and establish the classroom learning community
- assists with individuals/small groups of students (as requested by the Principal)
- completes an assignment for EDUC 410 Schooling in a Diverse Society

Orienting to Schools

In groups of 4, TCs are randomly assigned to a school for 2 ½ days in order to complete a community ethnography assignment for EDUC 410 *Schooling in a Diverse Society*.

During Orienting to Schools, TCs are not expected to teach.

EDUC 490 SCHOOL EXPERIENCE – 5 WEEKS – Oct/Nov

The purpose of School Experience is to **gradually introduce TCs to planning, instruction and assessment**. During EDUC 490 there is *no requirement* for TCs to teach entire units; unit planning and Immersion teaching are features of EDUC 492 Certifying Practicum which occurs in the spring.

During EDUC 490, the TC

- connects with students in a professional manner
- connects with other teaching staff, support staff
- observes TM(s) teach
- observes in other classrooms/programs, in consultation with TM(s)
- co-teaches & co-plans with the TM(s)
- teaches lessons using the TM’s planning
- plans and teaches part(s) of lessons or mini-lessons
- prepares **written reflections**, as requested by FM
- participates in **Particulars of Practice** with TC colleagues and FM (1 session)

During EDUC 490 School Experience, there is *no requirement* for TCs to teach entire units of instruction.

FORMAL TEACHING RESPONSIBILITIES - EDUC 490 School Experience

It is expected that TCs will undertake the following formal teaching responsibilities according to the schedules outlined below:

Elementary/Middle TCs

- | | |
|---------------|--|
| Week 2 | Plan, teach & assess 2 Linked Lessons |
| Week 3 | Plan, teach & assess 3 Linked Lessons |
| Week 4 | Teach 2 full days (using the TM’s planning) |

Secondary TCs

Week 2	Plan, teach & assess 2 Linked Lessons
Week 3	Plan, teach & assess 3 Linked Lessons
Week 4	Plan, teach & assess 2 blocks of 2 Linked Lessons (e.g. 2 blocks of Hum 8 and 2 blocks of English 10)

Assessing the TC's progress

- TM(s) - **2 Formal Observations** per week, one of which may be a **joint observation and post-conference with the FM**
- FM - **1 formal observation** per week
- TM(s) discusses teaching practice with the TC on a daily basis
- TM(s) & FM connect on a weekly basis to review the TC's progress
- FM may increase formal observations, if required

EDUC 490 Final Report

At the end of **Week 4**, the TC submits a **draft Final Report** to the FM and TM(s) for written feedback.

- Final Report describes TC's progress re the 14 BEd Program Goals
 - TC revises the Final Report to reflect written feedback from mentors
 - Final Report describes specific **evidence** accumulated re 14 BEd Program Goals
 - Final Report describes **progress** re 14 Goals in terms of **emerging** or **progressing**
 - TC, in consultation with mentors, identifies **unit plans** to be developed for **EDUC 492**
- ### **Certifying Practicum**
- Final Report includes an **Action Plan** for **EDUC 492** re 14 BEd Program Goals
 - TM(s), FM and TC sign off on the Final Report at a **three-way conference** during Week 5

Final Report for EDUC 490 School Experience

The TC provides written evidence of progress re 14 BEd Program Goals in terms of *emerging* or *progressing*.

EDUC 492 CERTIFYING PRACTICUM – Feb/Mar/Apr/May

Big Ideas

- EDUC 492 is the **certifying practicum** for the TC
- TCs will progress at varying rates & reach certification readiness at different times, but all must **reach certification readiness in all 14 program goals by the end of EDUC 492**
- TCs must complete **6 weeks of teaching immersion** during EDUC 492 (**80% of a full time teaching load, or 3 of 4 blocks** for Secondary TCs)
- The TC(s) & FM, in consultation with the TC, determine the TC's teaching assignment
- EDUC 492 has three phases: **Phase In, Immersion & Phase Out**

EDUC 492 Certifying Practicum - PHASES

- Phase In** **1 – 2 weeks** during which the TC gradually assumes teaching responsibilities in preparation for the Immersion phase of the practicum; Phase In is scheduled by the TM(s) and FM in consultation with the TC
- Immersion** **6 weeks** during which the TC teaches **80% of a full time teaching load** (or 3 of 4 blocks at the secondary level)
- Phase Out** The **period following the 6 week Immersion** during which the TC completes units, provides assessments for report cards, gradually relinquishes responsibility for the students to the TM(s), and explores other classrooms/schools/learning opportunities as sanctioned by the Teacher Education Department.

EDUC 492 Certifying Practicum - Exceptions

- **Delays in Phase In** beyond 2 weeks or **extensions of Immersion beyond 6 weeks**, due to concerns regarding the TC's practice, can occur only *after* consultation between the FM and the Program Coordinator overseeing the practicum.
- Phase In that is delayed beyond 2 weeks due to concerns regarding the TC's practice will result in a **Notice of Concern**.
- Extensions to Immersion beyond 6 weeks due to concerns regarding the TC's practice will result in a **Notice of Concern** or a **Notice of Potential No Credit**, depending upon individual circumstances.

PHASE IN

- TC reconnects with the school, the classroom(s), students and teaching
- TM(s) finishes units or courses of study, supports the TC in their planning, and provides TC with more independence
- TC may **observe** TM teach, **co-teach** with TC, **jointly administer** exams/assessments
- TC begins **new units** (FM and TM **sign off** on unit before being taught by TC)
- TC participates in **Particulars of Practice** with TC colleagues and FM

Phase In

- ✓ 1 – 2 weeks
- ✓ TC gradually begins to teach units
- ✓ TC gradually takes over responsibility for students
- ✓ TC prepares for Immersion

IMMERSION

- **FM and TM(s) negotiate the workload** for the TC
- **6 weeks** at 80% of a full time teaching load (or 3 of 4 blocks for secondary TCs)
- **majority of evidence towards certification readiness** collected during Immersion
- TC attends staff meetings, Pro D days, school-based team meetings, parent meetings, and participates in other school activities

Immersion

TC must teach approximately 80% of a full time teaching load for 6 weeks.

PHASE OUT

- Jointly, **TM(s) & FM determine** if TC has satisfactorily completed 6 weeks of Immersion
- TC completes units & prepares final assessments for all units taught
- TC will participate in a **1 day TOC experience** (different school)
- TC participates in **Particulars of Practice** with TC colleagues and FM
- During Phase Out, the TC may become involved with school community, observe/help in other classrooms, or participate in other TED sanctioned experiences in other settings

Open communication among TM(s), FM & the TC ensures that concerns & successes are identified early & addressed effectively.

Assessment of TC during EDUC 492

- TM(s) - **two formal observations** per week
- FM - **one formal observation** per week
- TC - **weekly reflections**, as requested by FM (no reflections during Midterm or Final)
- TC - **evidence collection for EDUC 492 Final & EDUC 495 Reflective Practice**
- TC – **assessments, grades and report card** comments for all units & students taught

Additional observations may be required as determined by the TM(s) and FM.

MID-TERM

TC completes a written Midterm Report

- describing **evidence** accumulated re 14 BEd Program Goals
- assessing **progress** in each of the 14 Program Goals in terms of *emerging, progressing or certification ready*
- including an **Action Plan** for achieving certification readiness in all BEd Program Goals by the end of EDUC 492

Mid-Term
TM(s) & FM provide feedback re TC's draft Midterm Report & sign off on revised, final version.

FINAL REPORT

- TC, TM & FM **each** prepare a **written Final Report** evaluating if the TC is **certification ready** in all 14 BEd Program Goals
- TM(s) & FM – report typically 1 & 1/2 to 2 pages
- TC – report is more comprehensive than the TM(s) or FM report
- Each Final Report is **signed off by all parties** at a final three-way conference
- **Each page** of the Mentors' Final Reports are **initialed** by the TC(s), TM & FM

By the end of EDUC 492, a TC must be *certification ready* in all 14 BEd Program Goals in order to receive credit for the Certifying Practicum.

What does *Certification Ready* mean?

When a TM(s) and FM determine that a TC has made sufficient progress in meeting the 14 BEd Program Goals during EDUC 492 (Certifying Practicum), recognizing that the TC is a novice teacher, the UFV Teacher Education Department will recommend to the Teacher Regulation Branch (Ministry of Education) that the TC be certified as a K–12 entry level educator.

FORMAL OBSERVATION CYCLE – Collecting Evidence re TC's Growth

How TM(s) & FM support the development of TC

- informal & formal **observations**
- review & critique **lesson plans & unit plans** before the TC teaches
- provide the TC with informed **feedback** on their teaching practice & the validity of their assessment practices
- assist TC in development of **concrete action plans** to achieve/improve in relation to specific BEd Program goals
- challenge the TC when necessary

These activities move the TC towards successful demonstration of the program goals, push the TC to challenge and move beyond their already demonstrated strengths, and encourage the TC to reflect on their teaching in a critical manner.

FORMAL OBSERVATIONS

Formal observations are one of the key ways that the TM(s) and FM provide valuable feedback to the TC regarding their progress towards certification readiness in the 14 BEd Program Goals.

Pre-conference

- TC submits formal lesson plan 24 hours in advance to mentor
- TM(s) &/or FM **review lesson plan & give feedback** to TC
- TC **revises lesson plan** based on feedback received
- TC identifies program goal(s) for **focus of observation**
- All parties clarify **time** of observation & post-conference
- Can be done over the **phone or via email**

Formal Observations

- ✓ **Regularly scheduled feedback for TC**
- ✓ **Documentation of TC development & growth**
- ✓ **Key evidence for final written evaluations of the TC by TM(s) & FM**

Formal Observation

- **Prior to observing the TC**, it is recommended that the TM or FM **meet briefly (5 – 10 minutes)** with the TC to discuss the focus of the observation & clarify any questions the mentor may have about the upcoming lesson
- TM(s) & FM make **written, descriptive** – as opposed to evaluative – observations on the Observation Form
- Observation include data related to the **focus goal(s)** identified by the TC during pre-conference

Post-Conference

- TC leads the conversation
- TC reflects on the lesson in terms of 4 questions:
 1. *What worked?*
 2. *What surprised them?*
 3. *What to do differently next time?*
 4. *What to work on for next time?*
- TM(s) & FM provide **feedback** regarding their observations **after** the TC has answered the 4 questions
- **Written notes** are recorded on the **Post-Conference Form** as evidence for the Mid-Term & Final Reports
- TC, TM(s) & FM highlight **evidence re 14 BEd program goals** to be used for Mid-Term & Final Reports

Post-Conference Feedback

When giving feedback during the post-conference, mentors focus on a limited number of suggestions, recognizing that the TC is only able to work on 1 – 2 aspects of their practice at any one time.

DOCUMENTATION – Keeping Track of Evidence

The TC maintains a binder(s) containing

- all unit plans
- lesson plans
- informal observation data
- formal observation data sheets
- post-conference forms
- other relevant documents (timetable, class lists, schedules, etc.)

Informal Observations may be completed at any time during 490 & 492 using a post-conference form to provide important evidence towards the 14 BEd Program Goals.

- **The binder(s) remains in the TM's or TMs' classroom(s)** so that the TC, TM(s), or FM can revisit the documents at any time. The TC should maintain a binder for each TM.

The TC, TM and FM each receive a copy of all post-conference documents for their records.

WHEN CONCERNS ARISE

The Teacher Education Department at UFV has a well-articulated process to address performance concerns of a TC during EDUC 490 & 492.

The role of the TM(s)

- provide **honest & constructive feedback** to improve the TC's practice
- offer suggestions, provide **support**, recognize growth
- identify & **share any concerns** with the TC & FM
- **evaluate** the TC according to the 14 BEd Program Goals

It is expected that TCs will respond professionally to feedback from the FM and TM(s), without argument or defensiveness, and will strive to implement all feedback to the best of their ability.

Examples of Concerns

- TC is not progressing, or progress is very uneven
- TC is not understanding, accepting or implementing the TM's feedback
- TM is worried about leaving the TC unsupervised with the students
- TM is concerned about TC moving into Immersion
- TM senses something is "off" or "not quite right" but is unsure how to articulate the concern
- TM is concerned about the TC's interpersonal interactions
- TM is concerned about the TC's attitude, work ethic, attendance, punctuality
- TC is unprepared to teach, or misses deadlines

TMs are encouraged to share concerns about a TC with the FM as soon as possible; waiting can make the situation worse!

The FM's role

- facilitate a dialogue between the TM & TC regarding any concerns
- ensure **concerns are communicated** to the TC & that the TC understands how to address the concerns
- develop an **action plan** with the TC & TM to address the concerns
- inform the Program Coordinator when a concern arises

It is the responsibility of the FM, in consultation with the Program Coordinator, to determine the seriousness of the concern and to determine next steps.

PART 3

Bachelor of Education Program Goals

The Teacher Education department (TED) is dedicated to educating teachers who will become responsible and responsive professionals – this is, in part, why we refer to our students as Teacher Candidates. Graduates of our program will be distinguished by the knowledge, skills, and values expected of educators in the 21st century classroom.

The Bachelor of Education (BEd) Program Goals were developed out of the five department values and are competencies to be demonstrated by an effective teacher upon completion of the program. The fourteen goals are organized into three key areas and sequenced in a developmental progression. Each goal is then elaborated upon to ensure that teacher candidates (TCs), faculty mentors (FMs), teacher mentors (TMs) and BEd course instructors clearly understand how these goals relate to observable TC actions on campus and in field placements, recognizing that there are many more components to each goal than are listed. Note: We do not view these elaborations as a ‘checklist’ for TCs, but rather as an assessment “as” learning opportunity.

During field placements (orienting to schools, school experience and certifying practica), the TC and mentors (both TM and FM) should review how these goals relate to the specific classroom and school placement (all classrooms are quite different). Whether a TC should demonstrate all, or more, of these elaborated points for successful completion of EDUC 490 and EDUC 492 is based on the professional judgment of the mentors involved.

Demonstrating a strong, professional teacher presence

1. *Professional:*

This goal speaks to the ways in which TCs conduct themselves on a daily basis: it includes the day-to-day respect that the TC demonstrates with peers, BEd instructors, students, colleagues, and the profession, as well as their ability to uphold the TED Values; and, their ability to recognize that professionalism is an integral component of all other goals. Examples include:

- demonstrating consistent attendance, punctuality and effective communication during coursework and in field placements;
- demonstrating effective preparation for coursework/teaching (including preparing and sharing written organizational plans) and consistently meeting all deadlines;
- acting as a positive role model, remaining ethical and trustworthy;
- respecting confidentiality, personal and physical boundaries; and
- demonstrating a commitment to the role of the teacher in upholding the rationale and philosophy of the BC Curriculum.

2. *Strong connection with students:*

To be an effective teacher, the TC must first develop strong, meaningful relationships with each individual student. This involves learning about student needs and interests and sharing relevant and appropriate information about oneself. In contrast to goal 7, this goal focuses on knowing students personally rather than academically. Examples include:

- valuing and caring for children/adolescents, always acting in their best interests;
- instilling an enthusiasm for learning in students;
- sharing both academic and social interests with students in their classes; and
- recognizing ‘change’ in a student and enlisting outside supports as needed.

3. Classroom management:

This goal focuses specifically on the management of individual, small group, and whole class behaviour. Any actions the TC demonstrates to develop, support, reinforce, and ensure a safe and effective learning environment for students would relate to this goal. In contrast to goal 10, which focuses on developing student knowledge and skills related to curricula, this goal relates specifically to student behaviour. Examples include:

- ensuring the safety of all students at all times, including responding effectively during crises and demonstrating knowledge of school-wide safety and first aid procedures;
- developing, sharing, and consistently reinforcing class rules and behavioural expectations that encourage self-regulation and social-emotional competency;
- proactively planning and/or adapting management strategies so that the learning needs of individual students are met; and
- developing classroom routines, managing transitions, and, where necessary, implementing positive behavior and reinforcement systems either for the entire class or for individual students.

4. Reflective practitioner:

This goal is critical to the development of lifelong learners and professionals in the field of teaching. After completion of a TEP, feedback and direction regarding one's practice and professionalism are greatly reduced; as such, a TC must demonstrate that they are able to independently reflect on all aspects of being a teacher so as to realize successes, recognize areas of challenge, develop a sound plan to address challenge areas, and then implement those changes in a cyclical fashion. Reflection must be ongoing, accurate, and focused on ensuring that the needs of the students, the curriculum, and the profession are always being met to the best of a teacher's ability. Examples include:

- implementing changes in practice (course assignments, lesson plans, interactions with others) based on reflection, with the goal of improving teaching;
- engaging in written and verbal reflection with mentors and colleagues regarding practice;
- incorporating reflective practices with one's own students as a part of lesson design; and
- in the spirit of reconciliation and decolonization, interrogating one's practice as an educator.

5. Working with feedback:

This goal focuses on information gathered from BEd instructors, other colleagues and mentors. While goal 4's focus was to have the TC personally note successes and challenges and alter their practice accordingly, this goal requires the TC to demonstrate a willingness to accept feedback from others and put that feedback into practice. It is important that the TC gathers evidence that demonstrates how the feedback affected their practice. Examples include:

- responding professionally to feedback or suggestions for changes from BEd instructors, peers, mentors and/or students;
- implementing feedback from others, including BEd instructors and mentors, and reflecting on those changes;
- being willing to negotiate changes with those who provide feedback; and
- seeking out constructive criticism.

6. Clear and observable vision:

As teachers, our vision of what “good teaching” and “effective learning” are will change over time. The TC, even early in their career, can begin to articulate the vision they are working towards. As a result, there are three important steps for demonstrating this goal: (1) the TC needs to describe this vision (usually in the form of a written statement); (2) the TC shares this vision with their mentors (including having observations that focus on how they did, or did not, enact their vision); and, (3) the TC reflects on their lessons and their vision to identify alignment, challenges, and how their experiences in the classroom shape or inform their vision. Examples include:

- articulating one’s personal values and beliefs regarding children/adolescents, learning, teaching, curriculum, and the role of schools today and in the future in the form of a personal teaching philosophy;
- demonstrating those values and beliefs in an observable practice; and
- valuing, respecting, and remaining open to diverse opinions and cultures that may challenge one’s beliefs about education and teaching.

Demonstrating knowledge and skills related to teaching

7. Knowledge of students:

This goal focuses on knowing the academic needs of the individual students in a classroom. In contrast to goal 2, which focuses on learning the needs and interests of students, this goal requires the TC to demonstrate knowledge of an individual student’s academic success, challenges, and needs. Examples include:

- identifying, planning, and implementing activities that meet a range of student needs (including physical, social, emotional, moral, cognitive, aesthetic and cultural needs);
- accurately identifying and assessing student levels of learning readiness and implementing activities that meet those levels;
- connecting new concepts with students’ prior knowledge and experiences; and
- incorporating information from other education professionals when planning classroom activities.

8. Knowledge of content:

This goal focuses on ensuring that the TC is knowledgeable in the content and/or skills that they are teaching. This includes being familiar with the necessary background knowledge related to each subject area. Examples include:

- developing unit and lesson plans that accurately and adequately address curricular content and competencies;
- responding effectively to student questions that extend beyond planned lesson content;
- demonstrating knowledge of strategies inherent to a given content area (e.g. historical thinking approaches in Social Studies, inquiry methods in Science, procedural vs. conceptual understanding in Math, performative pedagogy in Drama, etc.); and
- writing and speaking using grammatically-correct Canadian English.

9. Effective communication with students:

This goal focuses on clarity and effectiveness in relation to communication. One of the key requirements for effective learning is for students to know what is expected of them. Any strategies, instructions, alterations, or examples that a TC can provide that increase student understanding fits within this goal. Examples include:

- providing clear, multi-modal instructions for academic and behavioural tasks that students are able to independently follow;
- breaking instructions and/or content knowledge into manageable chunks appropriate for students' developmental needs;
- incorporating the modeling and reinforcement of respectful social interactions (e.g. turn taking, cooperation, conflict resolution, etc.); and
- encouraging and managing discussions, active listening, and effectively responding to individuals and groups.

10. Effective teaching practices:

This is one of the largest goals and requires a great deal of time, practice, reflection, and success on the part of the TC. Goal 10 encompasses everything from mastering direct instruction to the effective implementation of more challenging teaching strategies. Sometimes it requires multiple observations before a TC successfully demonstrates that they can implement a strategy effectively. The focus for this goal is on maximizing student learning and relates to planning, pacing, incorporating variety, ensuring engagement, and being flexible. To be successful with this goal, the TC needs to be creative in their planning and effective in their delivery; they need to pay attention to student learning (or lack of learning) and respond appropriately. Ultimately, this requires the TC to move beyond focusing on the technical aspects of teaching to centre their attention on what students are learning. Examples include:

- utilizing a variety of instructional strategies and questioning techniques that are relevant to the age and abilities of one's students and in line with current research in the discipline;
- being open to, seeking out, implementing, and refining innovative and challenging teaching strategies (e.g., project based learning, cooperative groups, visits into the community, guest speakers, experiments, stations, etc.);
- providing opportunities for active engagement, manipulation, collaboration, and student exploration/experimentation with ideas and materials;
- identifying and effectively responding to "teachable moments" that emerge; and
- incorporating Indigenous perspectives, content, and pedagogies in meaningful and significant ways.

11. Valid and reliable assessment practices:

To provide effective instruction, the TC needs to know what each student knows and does not know: this is the focus of assessment. Assessment can happen anytime – within a lesson, over a period of lessons, towards the end of the unit – and is communicated to the student, parents/guardians, and administration. The TC must be accurate in their assessments and congruent with the curricular outcomes to be considered effective.

Examples include:

- planning for and using multiple assessment "as", "for", and "of" learning opportunities throughout all units;
- gradually developing each student's ability to self- and peer-assess constructively in relation to curricular outcomes (e.g. learning standards, core competencies);
- demonstrating efficient and consistent monitoring and tracking of all student progress through effective record keeping; and
- using evidence from assessments to alter instruction and improve student success.

12. Inclusive and individualized teaching:

There are individuals within every group whose needs may vary from the rest of the group. It is the responsibility of the TC to identify those individual needs and meet them while still effectively supporting the behaviour and learning needs of everyone else. How a TC identifies and meets those individual needs, ensuring that the classroom is inclusive and safe for individual students, is the focus for this goal. Examples include:

- creating a climate of inclusivity in the classroom (e.g. “student-first” language, non-gendered pronouns);
- developing a variety of tasks designed to enable individual student success and challenge by using the principles of UDL and differentiated instruction to meet the needs of all learners;
- implementing different strategies that are designed to effectively support students with diverse learning needs and keep them involved with the activities of the classroom; and
- using instructional practices that respect and reflect the diversity amongst students and the community, including implementing activities that promote an understanding of diverse cultures and lifestyles.

Becoming a positive member of the school and the community

13. Working respectfully with parents/ guardians:

This goal focuses specifically on building a relationship with the parents/ guardians of the students in the classroom. Recognizing the importance and value of working with and supporting students’ caregivers, the TC seeks a variety of ways to communicate with parents/guardians. Examples include:

- initiating and maintaining positive, ethical relationships with parents/ guardians;
- respecting the diverse cultures and value systems of parents/ guardians;
- initiating and maintaining contact with parents/ guardians in a variety of ways to increase student success (eg. email, phone calls, notes, website, etc.); and
- participating in parent/guardian-teacher interviews, meet-the-teacher nights, school-based team meetings, and student-led conferences (when possible).

14. School culture and community:

Teachers are not only responsible to the students in their classrooms, but to the school, neighbourhood, and district communities. This involves communicating with, developing, and supporting initiatives that occur outside of the practicum or UFV classroom. Examples include:

- establishing collegial and collaborative interactions with BEd instructors, peers and peer community, educational specialists, administration, staff (including custodial and administrative), volunteers, parents/guardians, and the students beyond one’s classroom walls;
- becoming involved in extra-curricular activities (whether repeatedly over a number of weeks or for specific one- or two-day school/department/grade-wide events) throughout the school;
- participating in staff meetings, school-based team meetings, IEP meetings and professional development opportunities (including professional learning communities and curriculum-based team meetings); and
- initiating contact and communication with principals and school administration.

Standards for the Education, Competence and Professional Conduct of Educators in BC (TRB Standards)

Fourth Edition, January 2012

- 1. Educators value and care for all students and act in their best interests.**
Educators are responsible for fostering the emotional, esthetic, intellectual, physical, social and vocational development of students. They are responsible for the emotional and physical safety of students. Educators treat students with respect and dignity. Educators respect the diversity in their classrooms, schools and communities. Educators have a privileged position of power and trust. They respect confidentiality 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 are role models who act ethically and honestly.**
Educators act with integrity, maintaining the dignity and credibility of the profession. They understand that their individual conduct contributes to the perception of the profession as a whole. Educators are accountable for their conduct while on duty, as well as off duty, where that conduct has an effect on the education system. Educators have an understanding of the education system in BC and the law as it relates to their duties.
- 3. Educators understand and apply knowledge of student growth and development.**
Educators are knowledgeable about how children develop as learners and as social beings, and demonstrate an understanding of individual learning differences and special needs. This knowledge is used to assist educators in making decisions about curriculum, instruction, assessment and classroom management.
- 4. Educators value the involvement and support of parents, guardians, families and communities in schools.**
Educators understand, respect and support the role of parents and the community in the education of students. Educators communicate effectively and in a timely manner with parents and consider their advice on matters pertaining to their children.
- 5. Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting.**
Educators have the knowledge and skills to facilitate learning for all students and know when to seek additional support for their practice. Educators thoughtfully consider all aspects of teaching, from planning through reporting, and understand the relationships among them. Educators employ a variety of instructional and assessment strategies.
- 6. Educators have a broad knowledge base and understand the subject areas they teach.**
Educators understand the curricular, conceptual and methodological foundations of education and of the subject areas they teach. Educators must be able to communicate effectively in English or French. Educators teach students to understand relevant curricula in a Canadian, Aboriginal, and global context. Educators convey the values, beliefs and knowledge of our democratic society.
- 7. Educators engage in career-long learning.**
Educators engage in professional development and reflective practice, understanding that a hallmark of professionalism is the concept of professional growth over time. Educators develop and refine personal philosophies of education, teaching and learning that are informed by theory and practice. Educators identify their professional needs and work to meet those needs individually and collaboratively.
- 8. Educators contribute to the profession.**
Educators support, mentor or encourage other educators and those preparing to enter the profession. Educators contribute their expertise to activities offered by their schools, districts, professional organizations, post-secondary institutions or contribute in other ways.

BCTF Code Of Ethics

The Code of Ethics states general rules for maintaining high standards of professional service and conduct toward students, colleagues and the professional union.

1. The teacher speaks and acts towards pupils with respect and dignity, and deals judiciously with them, always mindful of their individual rights and sensibilities.
2. The teacher respects the confidential nature of information concerning pupils and may give it only to authorized persons or agencies directly concerned with their welfare.
3. The teacher recognizes that a privileged relationship with students exists and refrains from exploiting that relationship for material, ideological or other advantage.
4. The teacher is willing to review with colleagues, students and their parents/guardians the quality of service rendered by the teacher and the practices employed in discharging professional duties.
5. The teacher directs any criticism of the teaching performance and related work of a colleague to that colleague in private and only then, after informing the colleague in writing, of the intent to do so, may direct in confidence the criticism to appropriate individuals who are in a position to offer advice and assistance. (It shall not be considered a breach of clause 5 of the Code of Ethics for a member to follow legal requirements or official protocols in reporting child protection issues)
6. The teacher acknowledges the authority and responsibilities of the BCTF and its locals and fulfills obligations arising from membership in his/her professional union.
7. The teacher adheres to the provisions of the local collective agreement.
8. The teacher acts in a manner not prejudicial to job actions or other collective strategies of his/her professional union.
9. A teacher neither applies for nor accepts a position which is included in a federation in-dispute declaration.
10. The teacher, as an individual or as a member of a group of teachers, does not make unauthorized representations to outside bodies in the name of the Federation or its locals.

For further information, contact the BC Teachers' Federation:

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