

RATIONALE:

The Professional Standards for BC Educators sets out the expectation for educators to contribute to the profession by supporting, mentoring, or encouraging other educators and those preparing to enter the profession. Hosting pre-service teachers is strongly encouraged in our schools. This administrative procedure provides guidance for schools with respect to practicums.

PROCESS:

1. Arranging Placements

Requests for placements for teacher candidates are to come from the teacher education program representative to the assistant superintendent. Requests are not accepted from individual teacher candidates or made directly to schools. The assistant superintendent will contact principals to determine options for host classrooms and work with the program contact to match teacher candidates and mentor teachers and then connect the program representative and principal to make the specific arrangements.

2. Practicum Requirements

The practicum placement coordinator or other program representative will provide information to the principal and mentor teacher on the specifics of the practicum including dates, activities, percentage of teaching time and the requirements for the mentor teacher to supervise, provide feedback, support, and contribute information for the evaluation of the teacher candidate.

3. Orientation

The principal is to arrange the following prior to the commencement of the placement:

- Site Orientation
- Duty to Report training
- Acceptable Use Agreement

4. Email Account and Permissions

The district will provide a district email account for the duration of the practicum to be used for all school-related communication connected to the practicum. This is also necessary if the teacher candidate will need access to Teams for instructional and meeting purposes and for all emails relating to school business. The request will include the teacher candidate's name, the name of the teacher education program they are in, the school the practicum is taking place with, and the start and end dates of the practicum. The email account will be disabled at the end of the practicum.

Note: Teacher candidate accounts are part of a group that does not have the same privileges as a full staff account; they are not added to any staff email lists. Any staff emails that are relevant can be forwarded or the teacher candidate added as an additional recipient.

5. Access to Technology

A laptop will not be issued to a teacher candidate. A teacher candidate may use the mentor teacher's computer or any district-managed computer in the school by logging on with their own credentials (set up with email). A teacher candidate may use their own device with guest wireless access but may not keep student information on their personal device.

6. MyEd BC Access

The principal may submit a service request for a teacher candidate to have an account in MyEducation BC. The service request is to include the specific class the teacher candidate will have access to and both the start and end date for the period of the practicum. The account will be provided only for the duration of the practicum.

7. School Access

A building access code is not issued to a teacher candidate. A teacher candidate may access the building during the hours the building is unlocked or upon prior arrangement with another staff member who is working in the building outside the regular hours.

8. Communication with Parents/Guardians and Reporting

The responsibility for communication with parents and reporting remains with the mentor teacher. A teacher candidate may prepare communication that the mentor teacher may send on their behalf after vetting it. Teacher candidates are not to email parents/guardians directly or send home other communications that have not been approved by the mentor teacher.

A teacher candidate may assist with reporting and other communication of student learning as appropriate, but the mentor teacher has the final responsibility for these communications.

9. Performance Concerns

While a practicum is a learning and development opportunity for a teacher candidate, the mentor teacher and Principal provide supervision to ensure the overall learning situation for students is appropriate. Concerns are to be shared immediately with the teacher candidate along with expected actions to be taken for improvement. If the specified improvement does not occur the faculty associate is to be notified and

involved in the next steps. Continued concerns may be escalated to the practicum placement coordinator of the teacher education program and the assistant superintendent for consideration of practicum termination.