



BRANDON
UNIVERSITY

PENT

Indigenous Teacher
Education

STUDENT HANDBOOK



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PART I GENERAL INFORMATION

Overview of PENT

PENT is a community-based teacher education program of the Faculty of Education of Brandon University. Students combine paraprofessional work in their community schools from September through March with courses at Brandon University from April through July. The program of studies is the Brandon University integrated B.Ed./B.A program in either the early or middle years area. Student teaching is carried out during the school year in conjunction with the paraprofessional work.

The extensive internship is the most significant aspect of the program and makes it unique among all teacher education programs in Canada. Graduating teachers will spend approximately 40 months in schools before receiving their certification. These 40 months of internship interspersed with annual academic and professional study times provide excellent opportunities for transfer of theory to practice.

Selection of students for the program is the responsibility of the sending community. However, students selected must meet the entrance criteria for Brandon University.

Upon successful completion of the program of studies, new students are eligible to graduate from Brandon University with a B.A. and a B.Ed. Degree. Students must apply to Manitoba Education for certification.

Students from over 50 communities covering the entire province of Manitoba participate in PENT Over 674 graduates are teaching in schools in Manitoba and in other provinces.

Potential School Position for PENT Students

1. **Educational assistant** - This is the most common work-related role for PENT students. In this capacity, students find little difficulty in integrating student teaching with regular classroom duties. Some planning and teaching can occur on a daily basis.
2. **Language teacher** - PENT students employed as language teachers use a part or all of their daily time in language instruction. Frequently, these PENT students teach entire classes from their initial classroom experience. As with the special needs assistants, there need to be opportunities to teach in the other subject areas, particularly in the final two years.
3. **Counselor** - Provided that there is opportunity for these individuals to plan and teach lessons in the regular classroom setting, school counselors may acquire their teacher training through PENT
4. **Volunteer** - On occasion, PENT students may be volunteers in the school, provided that they volunteer on a daily basis and accept responsibilities as would be expected of any other teacher's assistant.

School employment positions not acceptable as prerequisites for joining the PENT program include substitute teachers, home-school coordinators, school board members, etc. The element missing from these positions is regular, daily teaching contact with students in the classroom.

Requirements for Admission to PENT

1. It is preferred that applicants are employed in a school as an Educational Assistant.
2. You must have completed a Manitoba Grade XII or if you have not completed high school, you must be at least twenty-one (21) years of age.
3. You must have a recommendation from your school principal, school committee, superintendent or local education authority. If you meet all of these conditions, we would welcome your application to the PENT program.
4. You should have sponsorship into the program.
5. **You are required to submit a criminal record check which must include the vulnerable sector check, as well as a Manitoba child abuse registry check. The criminal record check must be obtained from a police agency i.e. RCMP or city police and child abuse registry check must be acquired from the Child Abuse Registry of Manitoba https://www.gov.mb.ca/fs/childfam/child_abuse_registry.html. Record checks expire two years from date of issue and must be renewed prior to the expiry date.**

For further information or for application forms, please contact:

PENT office
Room 15 Education Bldg. Brandon University
270-18th Street Brandon, MB R7A 6A9
PHONE: (204) 727-7371 or 727-7378
FAX: (204) 727-0942
E-Mail address: pent@brandonu.ca

Application forms can also be found on the Brandon University Website under the Faculty of Education, and PENT Indigenous Education. <https://www.brandonu.ca/pent/>

Program Overview and Selection

1. As of September 1998, all new applicants for teacher education in Manitoba must complete 150 credit hours of education courses and must include both an academic degree and an education degree.

It will take a minimum of five (5) spring, (including April) and summer sessions at PENT at Brandon University. Students who study one to two distance courses each Fall or Winter session should be able to graduate in five years. In addition, students will gain student teaching credits as they work in schools. In this, they will be required to meet the Field Experience expectations set out by PENT Note that students will need a minimum of five (5) years to complete the program. This is a significant time commitment to make. The above timelines are for students who carry a full course load. Those who carry partial loads should expect it to take longer to complete the program.

2. Those students with an academic degree (i.e. B.A.) should request an application for the AD degree by contacting the PENT office. The B.Ed. (AD) degree is 60 credits, including Field Experience. If an applicant's academic degree meets all the requirements to enter teacher education, only three (3) spring and summer sessions would be needed to graduate. This is the same two- year timeline as required for full time students on campus. Note that applicants must have a set number of academic courses in teachable areas. If they do not have a set number of academic courses in teachable areas, they will be required to take additional courses to meet those requirements.

Specific information will be sent to you regarding the spring and summer sessions and the upcoming new student orientation once you have been admitted to Brandon University and to PENT

Note: All required documentation must be received before you will be admitted.

Orientation

An orientation will be held before classes begin, attendance is mandatory for all new PENT students. Sessions include study skills, familiarization with the computer system, library, and the program of studies, as well as recreational and cultural events.

Taking Courses in PENT

Students study April through July for an average of eight courses making 24 credits. This allows students to graduate in five or six years. To support the students in their studies PENT provides the following services:

1. Some class times are extended from 36 hours to 48 or more.
2. Extra attention is given to writing skills and to mathematics.

Students with a grade point average of 3.00 or higher may request to take an overload.

Materials - All materials required for all courses are supplied to students directly from PENT These include textbooks, classroom supplies, and materials required to complete projects and assignments.

Computers - All PENT students have access to computers for word processing, e-mail, and searching the Internet.

Field Experience (Student Teaching)

One of the prerequisites for students entering the PENT program is employment at the community school as a classroom paraprofessional. PENT students are expected to integrate student teaching with work in the school. As students progress through the program, they are expected to assume greater responsibilities for planning and teaching. PENT students may initially begin working on a one to one basis, move to teaching small groups, and then entire classes. They are also expected to gain experience across the curriculum, teaching language arts, mathematics, science, and social studies. Not all curriculum areas need to be covered in the early part of the program, but PENT students must demonstrate teaching ability in their final year by teaching all curriculum areas for an extended period of time.

There are several ways in which PENT students may fulfill their student teaching requirements.

1. Integrated and part of their daily work in the classroom. This is most easily accomplished for general classroom assistants, working in one or two classrooms.
2. Specifically scheduled daily/weekly teaching times. The frequency of these periods would depend upon the level of Field Experience, ranging from minimum of several periods a week for the initial level of Field Experience to a minimum of two periods a day in the final Field Experience. (A full-time block of student teaching of not less than 3 weeks is required in the final Field Experience.) This arrangement could be particularly useful for special needs assistants who are responsible for specific students.
3. Blocks of time devoted entirely to student teaching. The sum of such blocks of time should be not less than the minimum requirements for each Field Experience as determined by the Faculty of Education. This option could be useful for those PENT students who are engaged in full time employment that does not permit the integration of student teaching. This option must be selected in consultation with the Director of PENT and must allow for regular evaluation by PENT staff or designated person in the school.

Evaluation of Field Experience

PENT supervisors will observe and evaluate each PENT student three times in each placement. These observations and expectations for these observations. Students are expected to seek and receive assistance and feedback from their cooperating teachers and principals on a regular basis as they develop their student teaching skills.

Guidelines for The Cooperating Teacher

1. Provide an atmosphere of acceptance of the student-teacher as a co-worker in the classroom.
2. Provide student-teacher with information about school, its policies, regulations, teaching aides, supplies, etc.
3. Help the student-teacher develop a sense of responsibility in terms of long-range unit and daily planning.
4. Guide the student-teacher into teaching responsibilities gradually.
5. Establish regular periods for conference and discussions with the student-teacher.
6. Demonstrate various teaching techniques and strategies.
7. Assist the student teacher in using the curriculum guides and support documents in teaching.
8. Help the student-teacher to develop her/his own abilities and skills.
9. Encourage the student-teacher to evaluate her/his own progress.
10. Be available to listen to the ideas of the student-teacher.
11. Provide regular reports to PENT as required as well as feedback on the progress of the PENT student to the student, the principal and the PENT supervisor.
12. Any professional adaptation of the Golden Rule which can be stated: "Help this young teacher in a way you wish someone had helped you when you were beginning teaching".

Responsibilities of the Student-Teacher

1. Be informed on all matters of school policy as they relate to school administration, organization and management in general, and to student-teachers in particular.
2. Demonstrate an interest through active participation in school activities.
3. Attend all staff meetings, in-services, workshops, etc.
4. Maintain a professional relationship with students.
5. Prepare daily and long-range plans for student teaching as requested by the cooperating teacher, the principal or PENT supervisor.
6. Acquire an understanding of the curriculum not only on the level at which actual teaching is done, but for all other levels as well.
7. Approach the learning and teaching situation with a positive attitude.
8. Be available and willing to participate in extra-curricular activities.
9. Ask cooperating teachers and principals to provide suggestions for improvement.
10. Together with the cooperating teacher and PENT supervisor, develop a continual self-assessment of strengths and areas for improvement using the Field Experience Guide and Checklist.
11. Be prepared to teach at various grade levels and if feasible, spend some time observing and teaching in another school.
12. In each succeeding year, the student-teacher is expected to assume an increasing number of teaching responsibilities both inside and outside the classroom.

13. Demonstrate initiative rather than doing nothing and waiting for the cooperating teacher to tell you what to do.
14. Attend school regularly and always be on time (punctual).

Guidelines for Principals

1. Provide an atmosphere of acceptance of the student-teacher as a co-worker in the school.
2. Maintain a close contact with the student-teacher and promote a positive professional relationship between the cooperating teacher and the student-teacher.
3. Schedule conferences with the student-teacher on a regular basis.
4. Evaluate the work of the student-teacher.
5. Coordinate efforts between the cooperating teachers, Field Experience supervisors and the student-teacher.
6. Maintain communication with PENT with respect to all aspects of the student-teacher's function within the school.
7. Assign a gradually increasing number of teaching responsibilities to the student-teacher in consultation with the Field Experience supervisor.

Responsibilities of the Field Experience Supervisor

1. Keep informed about each student-teacher's progress through conferences with the student-teacher, the cooperating teacher, and the school principal.
2. Maintain continuing involvement in the student-teacher's work and professional development and provide assistance where needed.
3. Conduct conferences with administrators, cooperating teachers and student-teachers during scheduled visits and as otherwise required.
4. Prepare progress and evaluation reports on the work of the student-teacher in the classroom and discuss these with the student-teacher, the cooperating teachers and the principal.

PART II BRANDON UNIVERSITY REGULATIONS

This section deals with regulations of Brandon University as they apply to PENT students for admission, academic performance and graduation. **Please refer to the Brandon University General Calendar <https://www.brandonu.ca/calendar/> for detailed regulations as well as further information on the points listed below.**

Types of Admission to Brandon University

1. Regular Admission
2. Mature Admission
3. Special Admission
4. Transfer Students
5. Criminal Records as they relate to admissibility to PENT and the Faculty of Education


You are required to submit a criminal record check, which must include the vulnerable sector check, as well as a Manitoba child abuse registry check. The criminal record check must be obtained from a police agency i.e. RCMP or city police and child abuse registry check must be acquired from the Child Abuse Registry of Manitoba https://www.gov.mb.ca/fs/childfam/child_abuse_registry.html. Record checks expire two years from date of issue and must be renewed prior to the expiry date.

Students with clear records checks will be admitted to PENT and the Faculty of Education. Individuals with a criminal record will be required to submit a criminal record declaration (from a police agency) so the PENT Office in conjunction with the Manitoba Education Professional Certification Unit can determine admissibility to the program and eligibility for teacher certification. Students will be required to submit records check upon graduation when applying to the Province of Manitoba for teacher certification.

General Information

Please refer to the Brandon University General Calendar <https://www.brandonu.ca/calendar/> for detailed regulations as well as further information on the points listed below.

1. Student Numbers
2. Brandon University Student Identification Cards
3. Attendance at Lectures and Practical Work
4. Course Withdrawal
5. Authorized Withdrawal (AW)

 BRANDON UNIVERSITY	Attendance Policy	Approved by: Education Faculty Council Senate (February 13/2024)
Faculty of Education Administrative Policy	First Approved: May 2007	Updated: May 2018

1.0 Policy General Purpose

The Faculty of Education is a professional faculty. In professional faculties, teaching contact hours matter. Class participation is an essential element. Professional faculties are distinct in this way from undergraduate programs, in which participation in class activities may not be required. Students are expected to organize their schedules so that they can attend all classes. When students are present they not only learn from other students and their instructors, but contribute their own experiences and knowledge. Attendance and participation are expected of pre-service professionals. Participation in class activities may be considered in the assigning of a grade.

2.0 Policy Guidelines

As pre-service professionals, the Faculty of Education expects exemplary academic performance from students, including:

- Attendance and class participation is expected.
- It is a student’s professional obligation to provide professors with written documentation, in advance where possible, for each absence.
- Professors may require students to complete additional assignments to make up for absences.
- Appeals of any disputed course grade are made following the Grade Appeals procedures (see General Calendar Grade Appeals).

3.0 Scope of the Policy

Applies to all students in Faculty of Education programs.

5.0 Definitions

None

5.0 Reference to Other Policies

The Faculty of Education Professional Standards policy states that:

- 2.1.1 Students are expected to attend and participate in all classes. Participation in class activities may be considered in the assigning of a grade. (General Calendar 3.13.1).
- 2.1.2 If a student must be away, it will be discussed with the instructor before, or if unable to do so, immediately after the absence. (General Calendar 3.13.1).

6.0 Approval Process

Faculty of Education

7.0 Appendices

N/A

Procedures

Inquiries may be directed to the Office of the Dean of Education at deanofed@brandonu.ca or (204) 727-9616.

Academic Performance

Please refer to the Brandon University General Calendar <https://www.brandonu.ca/calendar/> for detailed regulations as well as further information on the points listed below.

1. In order to obtain a Bachelor of Education degree from Brandon University, a student must obtain a minimum 2.50 grade point average (G.P.A.) from their course work.
2. In progress toward a degree, a student must meet a minimum academic performance. Please see the academic performance table in the general calendar.
3. Student in Good Standing

Students must maintain a minimum GPA in order to proceed in good standing. Please refer to the “Student in Good Standing” section of the general calendar

4. Academic Probation
5. Academic Suspension
6. Academic Withdrawal
7. Re-Admission to Brandon University
8. Advanced Placement
9. Challenge for Credit/Examinations

Grades/Credits

Please refer to the Brandon University General Calendar <https://www.brandonu.ca/calendar/> for detailed regulations as well as further information on the points listed below.

1. Letter Grade System

It is important that PENT students maintain a steady level of satisfactory work and performance. Final grades are usually assigned in the form of letter grades and grade points allotted as follows:

2. Grading and Return of Academic Work

- At the close of each term or session, grades are assigned indicating the character of the student's work throughout the term. If term marks are given, they shall be based on reports,

essays, etc., preferably of a critical or analytical nature, on aspects of the work covered in the course concerned. The instructor shall make clear to the class at the beginning of each course how the final grade in the class shall be assigned. The maximum term mark for work in all courses is to be set by the Department concerned, with the Deans to be kept informed.

- The grades given for term work are added to the grades obtained at the final examination (if such is required) in the course and this total shall determine the standing of the student.
- Academic papers, excluding final examination papers, presented by students in partial or entire fulfillment of any course offered at Brandon University remain the property of the writer and should be returned to the students after marking. Within 21 days of the receipt of the final grade, students may, upon request, see their marked final examination in the presence of the instructor.

3. Passes and Failures

The following regulations apply to all students:

- a) A student's standing in 3- credit hour courses will be determined by an examination (if such is required) at the end of the term in which the instruction is given.
- b) All "F"s (failures) or equivalent of failures (Did Not Write or No Paper), and repeated attempts, noted on the student's transcript will remain therein. If a failed course is repeated, or a passed course is attempted a second time in order to raise the grade, the original grade and number of credit hours completed remain on the student's record and will be designated as "R" beside the credit hours.
- c) A student who fails to sit for a final examination (if such is required), except by permission of the Dean, will be given a failure in this paper.
- d) If, in the opinion of the Senate, a student's academic performance is unsatisfactory, the student may be debarred from final examination(s); in which case these examinations will be counted as failures.
- e) All students must have achieved the required weighted grade point average at the completion of the required number of courses to be eligible for graduation. Those students who have not achieved such an average may either repeat courses or take additional courses in order to attain the required grade point average.

Grade points determine a student's general average and are a measure of the quality of work done. These units or credits are a measure of the amount of work done.

Where percentage grades are used by professors, the equivalent letter and numerical grades will be made explicit to students in the course at the beginning of each term.

4. Examinations

Students are required to write the final examination (if such is required) in every course in which they are registered.

In situations where medical, compassionate, or other circumstances beyond their control make it impossible for a student to write the final examination as scheduled without undue hardship, the student may request a deferred examination.

5. Incomplete Term Work

Where a student has failed to complete one or more course requirements, the instructor, at their discretion, may assign a grade of INC (Incomplete) for the course. When an incomplete is granted, the Instructor will indicate on the electronic grade form the date by which the term work must be completed (a maximum of three months from the last date of the final examination period of the term in which the course was offered) and the grade that will be applied if the work is not completed by that date.

Subsequent extensions to the original date may be granted by the instructor with the approval of the Dean of the Faculty/School offering the course, up to a further three-month maximum. In exceptional circumstances, students with documented health concerns may, at the discretion of the Dean, be granted a further extension beyond the normal six-month maximum.

6. Grade Appeals

Where a student wishes to appeal the final grade received in a course, they should first consult with the course instructor. After this discussion, if the student still believes the grade is inappropriate and wishes to appeal it, they may do so by submitting a written request to the Dean of the Faculty/School in which the course is offered. This request must be submitted within 30 days of the date on which the final course grade was issued. The Dean will consult with the Instructor concerned and otherwise investigate the matter. If the Dean believes it is warranted, they will ask one or two other members of the department concerned to review the course grade and provide a recommendation. The Dean will then make a decision and so inform the student, submitting a change of grade if such action is applicable.

If the student is dissatisfied with the action taken by the Dean, they may submit an Undergraduate Student Appeal Form to the Senate Office and pay the required fee. Normally, this must be done within 14 days of receiving the Dean's decision. The student will submit written reasons why they believe a change of grade is warranted. The appeal will be heard by the Student Appeals Committee (SAC), following such procedures as the Committee may from time to time establish for hearing appeals. The Committee will request a written statement from the Dean as to their reasons for rejecting the appeal and will subsequently review both this statement and the statement provided by the student. The Committee will make a decision which shall be final.

PART III PENT STAFF & PENT ADVISORY COMMITTEE

PENT STAFF

PENT Program

Director/ Field Experience Supervisor John Minshull

Office Assistant Bernice Galvin

PENT ADVISORY COMMITTEE

PENT works closely with Indigenous Communities to support and enhance the experiences of all PENT students.

The PENT Advisory Committee consists of representatives from the following communities and groups:

- Indigenous Inclusion Directorate
- Brandon University, Faculty of Education- Dean
- Brandon University, Faculty of Education Representative
- Brandon University, Faculty of Education Representative
- Cross Lake Education Authority, Director
- Cross Lake Education Authority, Post-Secondary Counsellor
- Indigenous Service Canada
- Dakota Ojibway Tribal Council
- Ebb and Flow Ojibway Nation
- Fisher River Band
- Frontier School Division
- Keeseekoowenin Education Authority
- Keewatin Tribal Council
- Kinonjeoshtegon Education Authority
- Long Plains First Nation
- Manitoba Metis Federation
- Miskooseepi Education Authority
- O-Chi-chak-Ko-Sipi First Nation
- Opaskwayak Education Authority
- Pinaymootang First Nation
- Poplar River First Nation
- Pukatawagan Education Authority
- Sapotaweyak Education Authority, Directorate
- Sioux Valley Education Authority
- Southeast Resource Dev Council Corp
- Swampy Cree Tribal Council
- Swan Lake First Nation
- Teacher Certification – Russell
- Waywayseecappo First Nation
- Wuwkwi Sipiik First Nation

PART IV PROGRAM OF STUDIES

Each student must select either the Early or Middle Years program.

1. Students take two degrees concurrently and will graduate with both a Bachelor of Arts and Bachelor of Education.
2. Most courses are offered on a rotational basis, with Graduating Students being the priority of course offering and accessibility.

Bachelor of Arts (Liberal Arts) Degree requirements (90 credit hours)

Early and Middle Years Stream

Required Courses		Cr. Hrs.
Plus:	18 credit hours from the following departments: English Literature, Geography, History, Music (Arts), Native Studies, Business Administration, Visual and/ or Aboriginal Art, Drama, French	18
Plus:	12 credit hours from one of the following departments (no overlap permitted with courses/ subject areas applied to 18 credit hours identified above): Anthropology, Business Administration, Language (Classics), Economics, English Literature, Geography, History, Justice Studies, Music (Arts), Native Studies, Philosophy, Politics, religion, Rural and Community Studies, Physical Education, Drama, French, Fine Arts, Gender & Women’s Studies Note: In above 30 credit hours, 12 credit hours must be at 300 or 400 level)	12
Plus:	6 credit hours of History and/ or Geography	6
Plus:	6 credit hours of Native Studies, Philosophy or Religion (in one or a combination)	6
Plus:	6 credit hours of English Literature	6
Plus:	6 credit hours of Anthropology, Economics, Politics, Psychology or Sociology (in one or a combination)	6
Plus:	12 credit hours in Math and Science 6 CH Math & 6 CH Science	12
Plus:	24 credit hours Electives Recommend: 6 CH Geography, 6 CH History, 6 CH Math, 6 CH Science	24
Degree total		90

Bachelor of Education Degree requirements – **Early Years (60 credit hours)**

Required		Cr. Hrs.	39
01:361	Professional Teacher (EY-MY)	3	
01:441	Classroom Management	3	
02:210	Teacher Identity	3	
02:381	Teaching Indigenous Studies	3	
03:351	Instructional Methods	3	
02:458	Introduction to ELA Methods (EY)	3	
02:476	Social Studies Methods (EY)	3	
03:353	Science Methods (EY)	3	
03:361	Using ICT and Communication Technology (ICT) in Education (EY-MY)	3	
03:365	Mathematics Methods (EY)	3	
04:253	Inclusive Education and Childhood Exceptionalities (EY-MY)	3	
04:255	Child Development & Learning (EY-MY)	3	
04:353	Evaluation and Assessment (EY-MY)	3	
Choose ONE			3
02:342	Foundations of Literacy Learning and Teaching		
02:455	Teaching Reading, Thinking and Study skills		
Plus:	One Open Methods or electives		3
Plus:	One elective		3
Plus:	12 credit hours of Field Experience required		12
01:271	Field Experience I	3	
01:371	Field Experience II	3	
01:474	Field Experience III	3	
02:475	Field Experience IV	3	
Must achieve 2.5 GPA to meet Graduation Requirement		Degree Total: 60	

Bachelor of Education Degree requirements – Middle Years (60 credit hours)

Required		Cr. Hrs.	39
01:362	Professional Teacher (MY-SY)	3	
01:441	Classroom Management	3	
02.210	Teacher Identity	3	
02:381	Teaching Indigenous Studies	3	
03.351	Instructional Methods	3	
02:459	Introduction to ELA Methods (MY)	3	
02:477	Social Studies Methods (MY)	3	
03:354	Science Methods (MY)	3	
03:362	Using ICT and Communication Technology (ICT) in Education (MY-SY)	3	
03:366	Mathematics Methods (MY)	3	
04:254	Inclusive Education and Childhood Exceptionalities (MY-SY)	3	
04:255	Child Development & Learning (EY-MY)	3	
04:353	Evaluation and Assessment (EY-MY)	3	
Choose ONE			3
02:342	Foundations of Literacy Learning and Teaching		
02:455	Teaching Reading, Thinking and Study skills		
Plus:	One Open Methods or electives		3
Plus:	One elective		3
Plus	12 credit hours of Field Experience required		12
01:271	Field Experience I	3	
01:371	Field Experience II	3	
01:474	Field Experience III	3	
02:475	Field Experience IV	3	
	Must achieve 2.5 GPA to meet Graduation Requirement		Degree Total: 60

PART V FIELD EXPERIENCE

Overview

This section contains information about Field Experience. The first section provides directions for lesson and unit planning. Expectations and criteria for each level of Field Experience are followed by evaluation forms for that level. These forms are to be used by cooperating teachers in evaluating PENT students in their teaching performance. There also is additional information about creating learning centers and collecting enrichment materials.

All students will be expected to become familiar with the current curriculum guides. Their planning and teaching should reflect knowledge of these and other current documents.

Summary of Field Experience

Field Experience 01.271

Students will be expected to teach lessons demonstrating planning and teaching skills following the course 03.351 Instructional Methods. Students will continue to develop their lesson planning, teaching skills, and management skills. ***At least five lessons should be taught each week throughout the placement***

Field Experience 01:371

Students are expected to continue lesson planning and skill development. Students are also expected to acquire skills in developing and teaching units, in leading class discussions, in guiding cooperative learning, and in using the curriculum in teaching language arts. ***Students should be planning and teaching a minimum of two lessons each day throughout the placement***

Field Experience 01:474

In addition to continued development of planning, teaching, and management skills, PENT students will be expected to teach multiple groups at the same time and to demonstrate specific skills in teaching mathematics that uses the curriculum as a base for teaching. ***Students should be planning and teaching a minimum of two lessons each day throughout the placement plus one week of full-time teaching.***

Field Experience 01:475

This is the final student teaching before certification and students are expected to demonstrate competencies in all areas of planning and instruction. ***Students should be planning and teaching a minimum of two lessons each day throughout the placement plus three weeks of full-time teaching.***

Evaluation of Field Experience

PENT students are given the status of student teachers by virtue of the fact that they are enrolled in a teacher education program. Formative and summative evaluation of student teaching is carried out throughout the duration of a PENT student's program. Evaluations are carried out by PENT staff and by the cooperating teacher and/or the principal. PENT students are expected to meet the expectations for each level of Field Experience (outlined elsewhere in this Handbook).

Expectations for each visit of Field Experience supervisor:

1. The PENT student will teach two lessons for evaluation (unless other specific arrangements have been made).
2. Time should be allocated by the PENT student for a post evaluation conference with the supervisor. Occasionally these conferences will include the cooperating teacher and/or the principal.
3. The PENT supervisor will meet with the cooperating teacher and the principal to discuss the PENT student's progress and placement. Every effort will be made to inform the school of the PENT student's progress in the academic program in order to provide maximum opportunities for the PENT student to integrate new knowledge with teaching practice.

PENT Policy on Attendance and Punctuality

Field Experience placement is based on the requirement that **the PENT teacher candidate will be on time for work each day and will attend each school day**. There are specifications about the expectations on number of lessons and assignments and these expectations increase with each new level of three credits of teaching practice.

PENT students are required to be on time for work every day whether as employees of their school or at university classes. A lack of punctuality or poor attendance is unprofessional conduct and is grounds for receiving a failing grade on the teaching practicum no matter how good the teacher candidate's quality of instruction happens to be.

Attendance is monitored by the PENT student's employer and indirectly by the PENT Field Experience supervisor. PENT students should carefully study the information below about the Letter of Concern and the Developmental Review Form.

DEVELOPMENT REVIEW

The developmental review form can be found on the PENT website. It is used if, during a placement, areas of concern emerge that may hinder the Student Teacher's ability to complete the placement successfully. It may also be used to access weekly supervision from the Faculty Supervisor. Be sure to involve the Director of Field Experience if a developmental review is considered.

Steps for implementing a Developmental Review:

- The Cooperating teacher & Faculty Supervisor identify areas for growth with the Student Teacher.
- The Faculty Supervisor discusses the situation with the Director of Field Experience.
- The Student Teacher, Faculty Advisor, and Cooperating Teacher complete the Developmental Review Form, outlining areas of concern and goals for improvement.
- Please make certain that the Principal is informed if it appears that it will be necessary to implement a Developmental Review process.
- The Developmental Review Form is FAXED (727 - 0942) to the Field Experience office for review & for formal approval of additional supervisory support to the Student Teacher in the spring term.
- The Faculty Supervisor conducts visitations & provides weekly reports so growth areas and strategies are clearly identified and reviewed on an ongoing basis. The Cooperating Teacher provides ongoing mentoring and feedback to the Student Teacher and Faculty Supervisor.
- If despite the intervention of a Developmental Review, all parties feel consultation with a third party may be helpful, contact the Director of Field Experience.

Although it is crucial to focus on positive aspects of a student teaching placement, and provide the Student Teacher with ongoing assistance, it is equally critical to provide honest feedback. If general suitability for teaching is questioned, it is important that the appropriate support and outplacement counselling is arranged as soon as possible.

Consult the Field Experience office regarding any questions.

If, in the opinion of the Cooperating Teacher & Faculty Supervisor, a student teacher would benefit with additional support from the outset during the next student teaching placement, it is essential that this recommendation, along with specific areas for growth, are included in the Final Report.

The developmental review form can be found on the PENT website <https://www.brandonu.ca/pent/>.

Lesson Plan Formats

There are a variety of lesson plan formats available. It is recommended that PENT students gain experience with a number of these and then select the appropriate format to match a specific lesson. Formats should reflect current teaching practices.

One or more formats will be presented in the course 03:351 Instructional Methods.

All lessons should include, as a minimum, the following:

- A stated learning outcome
- Appropriate activating activities
- Acquiring activities
- Applying activities
- Closure
- Method of evaluating student learning

Unit Plan Format

The unit plan format, found on the PENT website is recommended. It should be used in conjunction with unit planning strategies included with curriculum guides. Check with PENT staff if you would like to use another format. It is recommended that you enlarge this format to legal or 11x17 size before writing your plan