Faculty of Education

Elementary Pre-Internship

Education Core Studies (ECS) 311
(Fall 2019 only)

Education Field Experiences
EFLD310 & EFLD317
(Fall 2019 and Winter 2020)

Partnership in Teacher Education
The Faculty of Education wishes to acknowledge the importance of the contribution of cooperating teachers and school leaders to the University of Regina Teacher Education Programs and the professional development of our pre-service student /teachers.

Teaching is a deeply intellectual complex undertaking. The University of Regina states, “ECS311 introduces students to education for social and ecological justice. Students will critique existing assumptions and practices in schooling that contribute to the marginalization of some, and work with instructional plans and assessment methods that are more equitable for all students.”

Teaching in kindergarten to grade eight classrooms is a holistic, experiential, and integrative endeavour. The ECS311 course enhances practical and theoretical understandings of curriculum planning and integration. It provides students with the skills to plan lessons that weave together various perspectives taught in subject area curriculum courses to develop understanding of the Saskatchewan curriculum and the varied ways it can be interpreted in the classroom setting. ECS311 is committed to responding to the Truth and Reconciliation Commission of Canada (TRC) by providing pre-interns with opportunities to understand and implement the TRC Calls to Action relevant to teaching and learning.

ECS311 course is offered in fall 2019 only. It involves a classroom-based field component that allows pre-interns to gain practical experience in an elementary classroom. Spending a sustained period of time with children provides an opportunity for pre-interns to build relationships with elementary children and come to better understand the diverse gifts, strengths, interests and challenges. Pre-interns will draw upon these understandings to plan and implement meaningful, relevant learning experiences.

Across all pre-internship courses, students will inquire into learning and teaching in a complex world. The course work will focus upon planning, assessment and understanding connections between instructional approaches, teaching roles and working in educative and respectful ways alongside children and families of diverse backgrounds, experiences, and aspirations.

ECS 311 embraces the understandings of teaching by shaping a tapestry of learning woven through experiences in the ECS course, other pre-internship methodology courses and an elementary field experience.
Dear Pre-Intern and Cooperating Teacher:

The pre-internship year is an important component of the teacher education program at the University of Regina and we are happy to be working with you. Pre-Internship extends over two semesters, and provides students with opportunities for continuous involvement in a school.

The dates for 2019-2020 pre-internship are:

**Fall 2019** (8 Wednesdays): Oct. 9, Oct. 16, Oct. 23, Oct. 30, Nov. 13, Nov. 20, Nov. 27, Dec. 4 and

**Winter 2020** (3 week block): March 9th to March 27th

The expectations provided in the manual serve as general guidelines for K-8 but they may require adjustments particular to each situation. In the winter semester, students are assigned a faculty advisor to provide field support and mentorship through classroom visits.

We, in the Faculty of Education, are committed to providing the best possible preparation for future teachers. Through the cooperative work of our partners in education, new teachers are better positioned to adapt to a complex and sometimes ambiguous educational context.

The Student Services office is open from 8:15 am – 4:30 pm to answer your calls. Please feel free to contact us if you have any questions or concerns. Our office number is 306-585-4521 or you can email pdoffice@uregina.ca.

In Fall 2019 please hand in your “Cooperating Teacher’s Report” to your ECS 311 instructor after your final week.

In Winter 2020 there are three ways to return the completed and signed “Cooperating Teacher’s Report” form to our Office:

- Drop off at the Faculty of Education Student Services, In room ED 355, University of Regina
- Email it to pdoffice@uregina.ca
- The Assigned Faculty Advisor can pick up the form on the last visit.

The Faculty of Education and I hope that you find pre-internship personally and professionally rewarding.

Sincerely yours,

Xia Ji
Director

For most current version of the manual see our website:
https://www.uregina.ca/education/publications-research/pdfe.html
CLARIFICATION OF ROLES: Pre-Intern, Cooperating Teacher & Faculty Advisor
FALL & WINTER

ROLE OF THE PRE-INTERN
- actively learn about the community around the school
- build relationships with elementary children and come to better understand the diverse gifts, strengths, interests and challenges of all students
- communicate with and build strong, respectful professional relationships with cooperating teacher, school team & teaching partner
- plan lessons thoroughly and come well-prepared
- be actively involved in the classroom at all times
- demonstrate responsibility for own learning
- plan and teach one lesson each day in fall semester
- plan and teach daily an interdisciplinary unit in 3-week block as well as teach one complete half-day in winter semester
- plan and implement learning experiences that reflect the principles of anti-oppressive education that responds to diverse student and family life experiences
- participate in pre and post-conferences with the cooperating teacher in fall semester and cooperating teacher & faculty advisor in winter semester
- keep lesson plans, professional development plans (PDP), feedback received as well as weekly reflections in a well-organized fashion
- Integrate intellectual and practical aspects of learning to teach
- build a strong, positive, professional identity on and offline
- engage in critical, reflective inquiry
- develop a deep understanding of the complexities of life in schools
- complete pre-intern comments, share & discuss, sign final assessment
- Submit Pre-Intern Professional Development Profile & Cooperating Teachers Report (Term 5 of BEd / or Term 1 of the BEAD) to Student Services (ED 355)

ROLE OF THE COOPERATING TEACHER
- openly communicate with pre-interns
- provide encouragement, support and feedback on a daily basis
- provide a safe space for pre-interns to take risks in their teaching and learning
- help pre-interns develop an understanding of the diverse and complexities of the classroom
- complete cooperating teacher comments, share & discuss, sign final assessment

ROLE OF THE FACULTY ADVISOR (Winter semester only)
- review expectations posted on URPreinterns website: http://urpreinterns.ca/
- meet with pre-intern(s) to review unit plan before the 3 week block begins
- contact Student Services if there are any concerns or questions about the unit plan
- pre-conference, observe lesson and post-conference on a weekly basis
- guide and encourage the pre-intern; support the cooperating teacher
- keep the Student Services Office apprized of pre-intern progress or concerns
- participate in the cooperative process used for evaluation
- Complete faculty advisor comments, share & discuss, sign final assessment
- Submit Pre-Intern Professional Development Profile & Cooperating Teachers Report Term 5 of BEd / or Term 1 of the BEAD) to Student Services (ED 355)
IMPORTANT INFORMATION: PRE-INTERNS AS PROFESSIONALS

1. Before the first visit, you or your partner will contact your cooperating teacher by phone or email to introduce yourself and arrange your first meeting.

2. When you first enter the building proceed to the administration offices to introduce yourself. You must give an original copy of your Police Information Check to the principal who may choose to make a copy and will then return the original. It is your responsibility to ensure that you collect your original PIC and keep this original copy for other field experiences.

3. If you have a criminal record offence that has not been pardoned, you may not be permitted to participate in field experiences in particular school divisions. Student Services expects you to identify yourself to the Director of the PD area (xia.ji@uregina.ca) prior to your field placement to:
   a) avoid a removal from a school, and
   b) attempt to find an appropriate placement elsewhere.

4. Check to see what time your school starts. Always arrive at least half an hour or more before classes begin to ensure that you are prepared for the day.

5. The first day dress in appropriate attire and note what the school's dress norms are. Follow the norms in subsequent visits.

6. Be sensitive to the fact that sometimes there are limited numbers of chairs that need to be shared. Pay for your coffee or tea or bring your own. Bring your own cup and/or water bottle.

7. Be sure you are not parking in someone else's stall. Park on the street until you inquire as to parking.

8. Be sure that you are acting in a professional way & following all school policies.

9. Ask the teacher if there is anything you can do to help. Seek opportunities to help and show initiative. No lesson plan prepping during school time. All prep must be done before and after school, on your own time. Always ask for permission before you using school supplies.

10. You are not to use your phone for personal use. No texting, posting, tweeting during class. You may use it to take photos but only with permission from the teacher.

11. Be professional with the images and information you or someone else shares about you on the web/social media. Ask PERMISSION before taking or posting any photos.

12. Observe the teacher's professional STF Code of Professional Ethics. All students information must be treated with professional confidentiality.

13. Arrive every day well rested, enthusiastic and well planned.

14. Enjoy your experience and make each day a great day for your students.
OVERALL GOALS AND IN-SCHOOL EXPECTATIONS FOR PRE-INTERNS
FALL PRE-INTERNSHIP, Term 5 of BEd / Term 1 of BEAD

Summary:
⇒ teach one planned lesson per day (Wednesday)
⇒ preferably lessons are from current subject areas (methodology courses)
⇒ participate in leading another activity that does not require a detailed lesson plan
⇒ participate in pre- and post-conference about the planned lesson

Learning to Plan
At the beginning of pre-internship the focus is on learning to:
- understand and become familiar with the curriculum for the applicable grade(s)
- make a detailed lesson plan that will engage children in active learning
- think through all phases of the lesson plan and "rehearse" how to interact with the students
- select an area of focus regarding professional growth, set a professional goal and make a detailed plan that will ensure gradual improvement in that area
- understand how sequential lessons are linked.

Learning to Teach
At the beginning of pre-internship the focus is on learning to:
- observe a teacher working with students and to make inferences about what is being taught, what is being learned, and what constitutes the culture of the classroom
- implement a written teaching plan
- develop the ability to use specific instructional skills & strategies
- observe children while teaching
- develop “with-it-ness” (awareness & responsiveness) in dealing with unexpected events.

Learning to Review, Reflect & Self-Evaluate
At the beginning of pre-internship the focus is on learning to:
- discuss strengths and weakness of a teaching experience in a balanced way
- describe classroom activities, after the fact
- consider both the actions of the pre-intern and responses of the children
- interpret descriptive data (feedback) and describe development
- set goals for future improvements in professional practice
- complete written reflections on a weekly basis

Learning to Relate
At the beginning of pre-internship the focus is on learning to:
- relate to other teachers (including pre-interns) in a professional manner
- relate to students in a respectful way using age-appropriate language and concepts
- relate to teaching partner as a critical friend who observes, supports, and provides constructive feedback in kind, caring ways
OVERALL GOALS AND IN-SCHOOL EXPECTATIONS FOR PRE-INTERNS

WINTER PRE-INTERNSHIP, Term 6 of BEd / Term 2 of BEAD

Summary:
- full-time 3week field placement block in March
- teach in multiple subject areas
- teach interdisciplinary unit (at least 3 subject areas)
- teach one lesson per day and one half-day during the second or third week
- pre- and post-conference with expanded focus

Learning to Plan
At this stage of pre-internship the focus is on learning to:
- select a curricular interest which employs more advanced strategies and professional goals and make a detailed plan that will ensure gradual development in that area
- plan (i.e. using backwards design) by integrating curriculum content from several subject areas
- plan structured group processes for a suitable topic
- plan for assessment for learning, as learning and of learning
- plan learning tasks that honour different ways of knowing
- plan in ways that are responsive to diversity in the classroom and centering of First Nations and Metis Education
- respond to different needs within the community

Learning to Teach
At this stage of pre-internship the focus is on learning to:
- help children make sense of what they have learned
- use more advanced instructional approaches that promote active learning
- use observations of children to improve instruction
- implement a thoughtful classroom management/engagement plan
- assess children’s learning

Learning to Reflect, Review & Self-Evaluate
At this stage the focus is on learning to:
- identify what went well or what could be changed to improve children’s learning
- identify what went well or what could be changed to improve classroom management/engagement
- identify what went well or what could be changed to affect the learning environment
- use observations of individual child to improve planning and differentiate instruction
- learn to recognize when support is needed and to learn from constructive feedback
- document professional growth by means of an ePortfolio
- determine and articulate personal satisfaction with teaching

Learning to Relate
At this stage of pre-internship the focus is on learning to:
- relate to students in ways that reflect understanding of difference and diversity
- relate to other pre-interns and teachers in a professional, collegial manner
- use a problem solving approach in a respectful, professional manner
- relate verbally and in writing about students’ learning
- relate to teaching partner in professional, caring ways
# Fall Term Field Experience Weekly Guidelines & Expectations

The following guidelines provide students with a basic road map to help prepare weekly during the pre-internship field experience and inform cooperating teachers about specific expectations of pre-intern students. Suggested activities, lesson plan expectations, specific Professional Development Plan (PDP) goals and reflection reminders are included.


## Week One: Observation & Interaction

**Professional Development Plan (PDP): Communication Skills**

- Plan an ‘introduction’ activity to do with the students (to introduce & get to know)
- Do jot-notes describing your first experience, draw map (or take a picture with permission) of classroom, have informal conversations with children, learn about the context and the learners
- Check with cooperating teacher if you are permitted to take photos of the students as a way to document your own learning and to use in your professional portfolio.
- Complete a professional goal sheet for your cooperating teacher
- Choose a way to document your learning journey for the semester and write your first entry & bring to next ECS311 class to share and discuss

## Week Two: Individual or Team Teaching

**Professional Development Plan (PDP): Set, Development & Closure**

- Plan & teach one lesson on your own or team teach with your partner.
- Think about who your learners are and how you can begin to use a variety of instructional strategies
- Complete a professional goal sheet for your cooperating teacher
- Continue to document your journey by reflecting on the day and writing your second entry & bring to next ECS311 class to share and discuss

## Week Three: Individual Teaching

**Professional Development Plan (PDP): Set, Development & Closure**

- Think about the subjects you are focusing on this semester in your methodology courses
- Plan your own lesson using set, development and closure in one specific curriculum area
- Complete a professional goal sheet for your cooperating teacher
- Observe your partner and provide constructive feedback in kind, encouraging ways
- Continue to document your journey by writing reflections each week, bring to class

## Week Four: Individual Teaching

**Professional Development Plan (PDP): Giving Directions**

- Plan your own lesson, teach lesson individually and reflect
- Focus on giving clear directions in your planning and teaching
- Complete a professional goal sheet for your cooperating teacher
- Observe your partner and provide constructive feedback in kind, respectful ways
- Continue to document your journey by writing reflections each week, bring to class
Week Five: Individual Teaching
Professional Development Plan (PDP): Awareness & Responsiveness (With-it-ness)
- Plan your own lesson to include an engaging hook, teach lesson individually and reflect
- Challenge yourself to plan creative, engaging, meaningful lessons
- Complete a professional goal sheet for your cooperating teacher
- Observe your partner and provide professional, constructive feedback in kind, respectful ways
- Document your journey by writing reflections each week, bring to class
- Discuss Semester 5 Assessment with cooperating teacher—set goals

Week Six & Seven: Individual Teaching
Professional Development Plan (PDP): Choose your own goal
- Plan your own lesson to include an engaging hook, teach lesson individually and reflect
- Use a variety of instructional strategies – step out of your comfort zone
- Weave two or more subject areas into your lesson this week
- Think about how you are assessing the learning of your students, try one strategy
- Complete a professional goal sheet for your cooperating teacher
- Observe your partner and provide professional constructive feedback in kind, respectful ways
- Document your journey by writing reflections each week, bring to class

WEEK EIGHT: Individual Teaching
Professional Development Plan (PDP): Choose your own goal
- Plan & teach your final lesson
- Challenge yourself to weave two or more subject areas into lesson (ex. Drama/Dance and Reading)
- Observe your partner and provide professional constructive feedback in kind, respectful ways
- Continue to document your journey
- Brainstorm with cooperating teacher some possible concepts, subject areas, curriculum content for the Winter 3-wk block.
- Say goodbyes, express gratitude & write one final journal entry, bring to class
- Complete Term 5 of BEd / Term 1 BEAD Pre-intern Professional Development Profile and Cooperating Teacher’s Report. Signatures & comments are required.
- Hand in to your ECS 311 instructor
CODE OF PROFESSIONAL ETHICS

6.2 These are the ethical ideals for Saskatchewan teachers, expressed as commitments made by assuming the duties of a professional teacher within Saskatchewan’s publicly funded public education system. **As “teachers in training,” all students enrolled in a teacher education program in Saskatchewan are automatically members of the Saskatchewan Teachers’ Federation.**

Commitsments to the Profession

6.2.1 To act at all times in a way that maintains the honour and dignity of the teacher and the teaching profession.

6.2.2 To strive to make the teaching profession attractive and respected in ideals and practices.

6.2.3 To act in a manner that respects the collective interests of the profession.

6.2.4 To perform teaching duties competently in accordance with the profession’s standards of practice and taking into consideration the given context and circumstances for teaching.

Committments to Teaching and Learning

6.2.5 To provide professional service to the best of one’s ability.

6.2.6 To treat each student justly, considerately and appropriately in accordance with the beliefs of the profession.

6.2.7 To respect the right of students to form their own judgments based upon knowledge.

6.2.8 To support each student in reaching their highest levels of individual growth across intellectual, social-emotional, spiritual and physical domains.

6.2.9 To respond generously and appropriately to colleagues seeking professional assistance.

6.2.10 To evaluate the work of another teacher only at the request of the other teacher or when required by role as a supervisor.

6.2.11 To protect the educational program from exploitation.

Committments to the Community

6.2.12 To model the fulfilment of social and political responsibilities associated with membership in the community.

6.2.13 To respect the various roles and responsibilities of individuals involved in the educational community.

6.2.14 To keep the trust under which confidential information is exchanged.

6.2.15 To keep parents and the school community informed of and appropriately involved in decisions about educational programs.

6.2.16 To inform an associate before making valid criticism and to inform the associate of the nature of the criticism before referring the criticism to appropriate officials.

6.2.17 To strive for the appropriate implementation and enforcement of legislation, regulations, bylaws and policies enacted by the Ministry responsible for PreK-12 education, school divisions and schools.

6.2.18 To maintain awareness of the need for changes in the public education system and advocate appropriately for such changes through individual or collective action.

Source: STF Bylaw 6 (Professional Ethics and Practice) Approved by Council, April 2017
FREQUENTLY ASKED QUESTIONS

Status of Pre-Interns in School
The questions often asked about the status of Pre-interns are, "What can we ask Pre-interns to do?", "Should Pre-interns transport students to various events in other schools and towns?", "Should Pre-interns substitute for absent teachers?", "If something happens to students in the care of Pre-interns, are Pre-interns liable?"

There are four sources to be considered when answering the questions: the policy position of the Joint Field Experience Committee and the Faculty; the legal view as reflected in the Education Act 1995; the local agreement in effect in the school division, and the Code of Professional Ethics of the S.T.F.

Policies with respect to the use of Pre-interns as student supervisors, substitution for absent teachers, protection from liability, transporting students, and STF membership.

Use of Interns as Student Supervisors
As a learning experience, Pre-interns can take part in supervision of students at noon hours, at recesses, and during any other activities in which the cooperating teacher is involved in the school.

Substitution for Absent Teachers
A policy of the Joint Field Experience Committee and the Faculty of Education states that Pre-interns should not be used as substitute teachers. This is in line with Pre-interns being in a learning experience as compared to a work experience. According to law, an uncertified person cannot perform the duties of a teacher, including duties of a substitute teacher, in the classroom. As a part of their training, Pre-interns are permitted to perform teaching duties while under the supervision of a certified teacher.

Protection from Liability
The Education Act, 1996, Sections 85(cc) and 232 require Boards of Education to keep in force policies of insurance for the purpose of indemnification of individuals clearly identified by the Board. The legal relationship between boards of education and Pre-interns is not clear nor has there been any legal precedent set to assist with determining the relationship. Given this uncertainty, the following policies are in place to protect the Pre-intern from being held personally liable:

Transporting Students
Pre-interns shall not be asked/required or volunteer to drive their own or other’s vehicles to transport students. School Boards are responsible for the safe transportation of students.

Discipline
Discipline of Students: as part of their training, Pre-interns are permitted to perform teaching and supervisory duties in the presence of and under the direct supervision of a certified teacher.

Membership in the S.T.F.
Bylaw 1.3 of the STF states that students registered in a teacher education program in Saskatchewan shall be deemed to be members of the Federation. The bylaws provide for representation of student members at STF Council through the Education Students Society. This means that Pre-interns, while at the school, are entitled to attend teacher meetings and should do so as learners. However, if the sensitive nature of a teacher meeting indicates the exclusion of Pre-interns, then they should gracefully decline. Pre-interns may access professional information & resource materials from the STF.

Relationships
The relationships existing between Pre-interns and the administration of the schools, the teachers and the students are guided by the STF Professional Codes of Competence, Ethics and Collective interests.
**Criminal Record and Police Information Checks including a Vulnerable Sector Search**

From: Xia Ji, Director, Professional Development & Field Experiences

Students accepted into the Faculty of Education, either on a part-time or full-time basis, will be required to obtain a Criminal Record Check (CRC) or Police Information Check (PIC) including a Vulnerable Sector Search (VSS) before going into any schools or community organizations during the various stages of their field experience and volunteer components of their program. This requirement has been established by the policies of our partnering school boards and community organizations. It applies to students who go out into schools for the first time and to all subsequent placements in schools and community organizations throughout a student’s program.

Students may be required to provide an original copy CRC/PIC (VSS) for each experience in a different school or community organization. This will depend on the governing and relevant policy of each school board or community organization. Students are responsible for the costs associated with obtaining the necessary CRC/PIC (VSS) each time the documentation is required. The same CRC/PIC may be used for ECS 100, ECS 300, EPSF 300, EAE 302, ECS 311, and EPSF 315, provided nothing has changed between field experiences and is accepted by the participating school division. All interns will require a new CRC/PIC (VSS) specific to their EFLD internship placement.

Any concerns related to a CRC/PIC (VSS) search should be referred to the Faculty of Education Student Services and the Superintendent of Human Resources/Director of Education designate for the participating school division.

For international students, a CRC/PIC from their home country is useful, but they will require a CRC/PIC (VSS) from the RCMP or city police, as well. The local CRC/PIC will generally indicate they have resided in other jurisdictions during the past 5 years. Many school divisions, including Regina Public and Regina Catholic Schools, will require international students to make an appointment at their division office to sign an affidavit swearing to no criminal records/charges in any other jurisdictions. This process must be completed before students begin their field placement experience.

Criminal Record and Police Information Checks including a Vulnerable Sector Search are done through the Canadian Police Information Centre which has access to the criminal data bases of various police organizations. As of July 16, 2010, the RCMP and local police services have implemented a revised process in securing a CRC/PIC (VSS) using name, birth date, and gender. If a search comes up positive, an individual must consent to be fingerprinted to obtain a CRC/PIC (VSS). Fingerprints are sent to Ottawa to be compared to the criminal record. If there is a possible match to a criminal record, this process can take up to 120 business days. If no match is found, this process can take 3 business days or less. Fingerprinting is either done by the local city police service or by the Corp of Commissionaires. There can be a charge for this service that students are responsible for.

Within the city of Regina, if an individual has a conviction, such as a DUI or another criminal code violation, there is a possibility that the Regina Police Service will require a thumb print to be processed. This will take 5-10 days. This process is different within various jurisdictions. It is up to the individual student to find information about the different processes with regard to obtaining a CRC/PIC (VSS).

Although criminal records can be expunged, if the charge is related to sexual criminal activities, it will show up when a Vulnerable Sector Search is included with the CRC/PIC.

**Where to Obtain a CRC/PIC with Vulnerable Sector Search**

Depending on your permanent address (the address that is listed on your I.D.), a CRC/PIC can be requested from your local RCMP detachment or city police service. You may be required to pay for this service. We suggest that you ask for at least two originals as you may be placed in more than one school division for different field assignments. If possible, do not have the CRC/PIC mailed, but pick it up in person.
Criminal Record and Police Information Check including Vulnerable Sector Search (continued)

The RCMP will not give the Vulnerable Sector Search to you. At the same time as you apply for a CRC/PIC, a waiver can be signed that will allow the RCMP to complete a Vulnerable Sector Search and send it to the school division once you have provided the necessary information.

It may take a number of weeks for you to receive a CRC/PIC. The majority of CRC/PIC’s will be completed within a day or two, but some checks will take much longer and may require fingerprinting, even if you have no previous conviction. Applications should be made within 4 months of the start of a field experience. You will not be permitted to take ECS 100 without a complete CRC/PIC with Vulnerable Sector Search.

When requesting the CRC/PIC, please have the purpose for it included (e.g., University of Regina Student or Field Experience Assignment). This is a requirement if a field experience is with Regina area schools. Chinook School Division (Swift Current and South West Saskatchewan area) will reimburse the costs of a CRC/PIC upon the successful completion of a practicum experience.

School Field Experience Placements
Generally, University of Regina field experience placements are arranged in the following school divisions: Regina S.D. #4 (RBE), Regina RCSSD #81 (RCSD), Prairie Valley S.D. #208 (PVSD). Specific requests for other school divisions will be considered on a case-by-case basis and accommodated when possible. Information about your field-based practicum placement will be provided to you in your ECS 100/300/311/350, EAE 302, and EPSF 300/315/350 classes once the field assignments have been completed.

When you go to the school you have been assigned for the first time, you must have the current, original CRC/PIC with you. Students will not be allowed into classrooms without an acceptable CRC/PIC (VSS). In Regina schools, the principal may take a copy of the CRC/PIC and return the original to you. Please make sure to keep the original CRC/PIC in a safe spot, because you will need it again for future pre-internship or field experience placements.

Although the CRC/PIC used for ECS 100 will be accepted in Regina schools for all ECS classes until internship*, you may be required to sign a form indicating that there have been no changes to your CRC/PIC since the original was submitted. If you are placed in a school division outside of Regina, please check with the school principal or the school division office for information regarding the CRC/PIC policy and procedures.

*For the sixteen-week internship field experience, all students require an updated CRC/PIC including a Vulnerable Sector Search.*

Duty to Report
If during your time as a full-time or part-time student in the Faculty of Education at the University of Regina, or prior to becoming a part-time or full-time education student, a criminal charge is brought against you, or you are convicted of a criminal offence such that there would be a change in your CRC/PIC, you are required to report this information immediately, but no later than 48 hours, after you first become aware of the charge or conviction, as follows:
CRC Duty to Report (continued)

1) If you are completing a field placement at a school, you must report this information to:
your cooperating teacher by phone at the contact number you have secured, followed
immediately by written confirmation via e-mail to the cooperating teacher’s email address;
and the principal or administrative designate of the school in which you are involved, by
phone to the school’s telephone number, followed immediately by written confirmation via
e-mail to the principal or administrative designate at such email address as is provided by the
principal or administrative designate.

2) If you are placed in a community organization for volunteer purposes, you must report this
information to: the contact person in your organization who helped you secure your
volunteer position by phone at the contact number you have secured for this person,
followed immediately by written confirmation via e-mail to this same person at his or her
email address; and the head or principal of the organization in which you are involved, by
phone at the contact number you have for this person, followed immediately by written
confirmation via e-mail to this person, or his or her designate, at such email address as is
provided by the head or principal or his or her designate.

3) If a criminal charge is brought against you or you are convicted of a criminal offence such that
there would be a change in your CRC/PIC, there may be adverse consequences to your status
as a part-time or full-time student in the Faculty of Education which may ultimately result in
you not being able to complete the field component of your teacher education program. This
will depend upon the nature and circumstances of the charge or conviction. This, in turn,
could potentially jeopardize your ability to successfully complete your degree program in the
Faculty of Education. The ultimate determination of whether the student with a positive CRC/
PIC can be allowed to perform or continue his or her teacher education in the field will be
made exclusively by the hosting school board and/or community organization.

4) Failure to report any criminal conviction and/or outstanding charges that have occurred since
the date of the original CRC/PIC (VSS) may be grounds for immediate dismissal from the field
placement, either in a school or community organization. This will depend upon the governing
school board’s or community organization’s policy.

Additional Information – Please read carefully
1) CRC/PICs are only completed on students who are over the age of 18.

2) Please forward the names of students who are not 18 to the PD office and we will prepare the
schools for students who need the "School Division – CRC/PIC form".

3) CRC/PICs are a requirement of the school divisions, not the Faculty of Education - University
of Regina, and students must take the original CRC/PIC with them on the first day of a field
experience.

4) The principal may copy the CRC/PIC and return the original to the student. No CRC/PIC = no
field placement.

5) Do not return the CRC/PIC’s to the Faculty of Education or to your ECS instructor. Students
are responsible for these records themselves.

6) The cost of the CRC/PIC varies in each jurisdiction. If you have any concerns or considerations
about the Police Information Check, please contact Student Services at 306-585-4521.
Pre-Intern Professional Development Profile and Cooperating Teacher’s Report - Term 5 BEd / Term 1 BEAD

Pre-Intern: ____________________________ Student ID #: ________________________________

Cooperating Teacher: ________________________________

School/Grade: ____________________________ Date: ________________________________

Note: Assessment should reflect professional growth as a beginning pre-intern. See reverse for descriptors for criteria.

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<td>understanding and becoming familiar with the curriculum for the applicable grade(s)</td>
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<tr>
<td>making a detailed lesson plan that will engage children in active learning</td>
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<tr>
<td>thinking through all phases of lesson plan and “rehearsing” how to interact with the students</td>
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<tr>
<td>setting professional growth and making a detailed plan to improve in that area</td>
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<tr>
<td>understanding how sequential lessons are linked</td>
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<tr>
<th>LEARNING TO TEACH</th>
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<tbody>
<tr>
<td>Evidence of:</td>
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<tr>
<td>observing a teacher working with students and making inferences about what is being taught, what is being learned, and what constitutes the culture of the classroom</td>
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<tr>
<td>implementing a written lesson plan</td>
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<tr>
<td>developing the ability to use specific instructional skills and strategies</td>
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<tr>
<td>observing children while teaching</td>
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<tr>
<td>developing a “with-it-ness” attitude in dealing with unexpected issues</td>
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<thead>
<tr>
<th>LEARNING TO REVIEW, REFLECT &amp; SELF-EVALUATE</th>
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<tbody>
<tr>
<td>Evidence of:</td>
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<tr>
<td>discussing strengths and weaknesses of a teaching experience in a balanced way</td>
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<tr>
<td>describing classroom activities, after the fact</td>
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<tr>
<td>considering both the actions of the pre-interns and responses of the children</td>
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<tr>
<td>interpreting descriptive data (feedback) and describing development</td>
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<tr>
<td>making plans for future improvements in professional practice</td>
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<tr>
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<tbody>
<tr>
<td>Evidence of:</td>
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<tr>
<td>relating to other teachers (including pre-interns) in a professional manner</td>
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<tr>
<td>relating to students in a respectful way using age-appropriate language and concepts</td>
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</table>
Cooperating Teacher’s Comments (required)

Pre-intern’s Comments (required)

Cooperating Teacher Signature: ____________________________   Date: _____________________

Pre-intern Signature: _____________________________________   Date: _____________________

Note: Please hand in the completed form to your ECS311 instructor after your final week.

ECS311 Instructor Signature: _______________________________   Date: _____________________

Descriptors for Evaluation Criteria:

Beginning: Pre-intern has been provided feedback and opportunity for change but has not responded significantly enough (or not at all) to demonstrate that the feedback was understood and acted upon.

Progressing: Pre-intern often requires support to achieve the evaluation item; may emerge in the 3-week block but has been inconsistent overall.

Meeting: Pre-intern consistently provides evidence of the evaluation item, responds to feedback and adjusts teaching practice appropriately.

Exceeding: Pre-intern exceeds expectations of the evaluation item.

Comments of the cooperating teacher will provide a more detailed explanation of the overall evaluation.
Pre-Intern Professional Development Profile and Cooperating Teacher’s Report  Term 6 BEd / Term 2 of BEAD

Pre-Intern: ___________________________ Student ID #: ___________________________

Cooperating Teacher: ___________________________ School/Grade: ___________________________

Faculty Advisor: ___________________________ Date: ___________________________

See reverse side of this form for “Descriptors for the evaluation criteria”

<table>
<thead>
<tr>
<th>LEARNING TO PLAN</th>
<th>Beginning</th>
<th>Progressing</th>
<th>Meeting</th>
<th>Exceeding</th>
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<tbody>
<tr>
<td><strong>Evidence of:</strong></td>
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<tr>
<td>selecting a curricular interest which employs more advanced strategies and professional goals and making a detailed plan that will ensure gradual development in that area</td>
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<tr>
<td>planning an interdisciplinary unit integrating curriculum content from several subject areas</td>
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<td>planning structured group processes for a suitable topic</td>
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<td>planning for assessment of learning, as learning and for learning</td>
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<tr>
<td>planning learning tasks that honour different ways of knowing and being</td>
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<tr>
<td>planning in ways that are responsive to diversity in the classroom and centering of First Nations and Metis Education</td>
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<tr>
<td>responding to different needs within the community</td>
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<tr>
<td><strong>Evidence of:</strong></td>
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<tr>
<td>helping children make sense of what they have learned</td>
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<tr>
<td>using more advanced instructional approaches that promote active learning</td>
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<tr>
<td>using observations of children to improve instruction</td>
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<tr>
<td>implementing a thoughtful classroom management/engagement plan</td>
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<tr>
<td>assessing children’s learning</td>
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<tr>
<td><strong>Evidence of:</strong></td>
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<tr>
<td>identifying what went well or what could be changed to improve learning</td>
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<tr>
<td>identifying what went well or what could be changed to improve classroom management/engagement</td>
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<tr>
<td>identifying what went well or what could be changed to affect the learning environment</td>
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<tr>
<td>using observations of individual children to improve planning and differentiate instruction</td>
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<tr>
<td>learning to recognize when support is needed and to learn from constructive feedback</td>
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<td>documenting professional growth by means of ePortfolio development</td>
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<td>determining and articulate personal satisfaction with teaching</td>
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<tr>
<td><strong>Evidence of:</strong></td>
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<tr>
<td>relating to students in ways that reflect understanding of difference and diversity</td>
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<tr>
<td>relating to other pre-interns and teachers in a professional, collegial manner</td>
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<tr>
<td>using a problem solving approach in a respectful, professional manner</td>
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<td>relating verbally and in writing about students’ learning</td>
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<tr>
<td>relating to teaching partner in professional, caring ways</td>
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</table>
Cooperating Teacher Comments (required)

Pre-Intern Comments (required)

Faculty Advisor Comments (required)

Overall decision: Please check one of the following:

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>Faculty Advisor</th>
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</thead>
<tbody>
<tr>
<td>☐ Recommend that this student proceed to internship.</td>
<td>☐ Recommend that this student proceed to internship.</td>
</tr>
<tr>
<td>☐ Do not recommend that this student proceed to internship</td>
<td>☐ Do not recommend that this student proceed to internship</td>
</tr>
</tbody>
</table>

Cooperating Teacher Signature: ___________________________ Date: ________________

Faculty Advisor Signature: ___________________________ Date: ________________

Pre-Intern Signature: ___________________________ Date: ________________

*Descriptors for the evaluation criteria;

**Beginning:** Pre-intern has been provided feedback and opportunity for change but has not responded significantly enough (or not at all) to demonstrate that the feedback was understood and acted upon.

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Comments of the cooperating teacher will provide a more detailed explanation of the overall evaluation.