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PRINCE EDWARD ISLAND TEACHERS' FEDERATION

POLICY STATEMENT

INDEX NUMBER: 801

SUBJECT: Practicum

DATE OF ADOPTION: May, 1976

DATE REVISED OR REAFFIRMED: April 28, 1984; May 26, 1989; June 4, 1994; May 29, 1999; May 29, 2004

AUTHORITY: Board of Governors

NUMBER OF PAGES: 1 of 3

It is the policy of the P.E.T. Teachers' Federation:

That the following guidelines related to the practicum of the B.Ed. program at U.P.E.I. be accepted as Federation policy:

- I. The Faculty of Education at the University of Prince Edward Island should:
 - A) provide that the period of internship for student teachers be extended beyond the period provided for in the 1975-76 program;
 - B) provide that teachers actively involved in the field be utilized, to a greater extent, in the presentation of introductory and methodology courses;
 - C) provide that student teachers receive adequate preparation in classroom management prior to internship;
 - D) prior to contacting schools concerning the placement of student teachers, contact the Unit Superintendents to determine the suitability of the internship dates;
 - E) submit a written request to the principals of the cooperating schools at least four weeks prior to the internship dates; such request should contain the following:
 - (1) the number of student teachers to be placed,
 - (2) the names of the student teachers,
 - (3) the special interest areas of each student teacher.
 - F) upon receipt of a commitment to cooperate on the part of the principal, and two full weeks prior to the internship dates, submit to each cooperating teacher the name(s) of the student teacher(s) who will be in their classroom;

- G) require that the student visit the assigned school and meet with the cooperating teacher at least one week prior to internship;
- H) require that the University supervisors:
 - (1) meet with the principal and cooperating teachers of their respective cooperating schools at least one week prior to the internship dates and provide:
 - (a) background on the student teachers;
 - (b) expectations of the cooperating teachers, the principal and the school;
 - (c) the dates of visitations of the university supervisor;
 - (d) evaluation procedures to be followed by the school personnel;
 - (e) deadline for submission of evaluations by the school personnel
 - (2) contact the administration when visiting the school.
 - (3) meet with the cooperating teacher following each visitation to the classroom.

II. The cooperating school should:

- A) conduct a familiarization program for all incoming student teachers that would include:
 - 1. an orientation to the school facilities;
 - 2. developing an awareness in the student of the instructional and non-instructional staff of the school; as well as, the instructional aids available.

III. The cooperating school administration should:

- A) exercise discretion in the selection of cooperating teachers;
- B) make every effort to provide cooperating teachers with the necessary time for assisting the student teacher;
- C) encourage the student teacher to take an active part in all aspects of the school program.

IV. The cooperating teacher should:

- A) provide an atmosphere in which the student teacher feels accepted as a co-worker in the school;

- B) provide information regarding school policies, regulations and available teaching materials;
- C) facilitate the student teacher's participation in extra-curricular activities;
- D) provide information on his/her curricular goals and teaching techniques;
- E) provide ample opportunity for the student teacher to try out some of his/her ideas about teaching;
- F) encourage the student teacher to become involved in a wide range of learning activities such as lecture, discussion, field trips, individualized instruction, etc.;
- G) plan activities so that the student teacher is gradually led into the full teaching role;
- H) offer guidance in the preparation of lessons and in the selection of proper techniques, aids and materials;
- I) provide feedback, based on observation, to the student teacher on his/her performance in the classroom;
- J) assist the student teacher in overcoming weakness in the presentation of class assignments;
- K) assist the student teacher in overcoming weakness in classroom management and discipline.

PRINCE EDWARD ISLAND TEACHERS' FEDERATION

POLICY STATEMENT

INDEX NUMBER: 802

SUBJECT: Cooperating Teacher Course

DATE OF ADOPTION: December 14, 1982

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May 25, 2002; May 26, 2007

AUTHORITY: Board of Governors

NUMBER OF PAGES: 1 of 1

It is the policy of the P.E.I. Teachers' Federation:

That the University of P.E.I., in consultation with the PEITF, provide an orientation program for cooperating teachers before the student teachers arrive.

PRINCE EDWARD ISLAND TEACHERS' FEDERATION

POLICY STATEMENT

INDEX NUMBER: 810

SUBJECT: Sabbatical Leave

DATE OF ADOPTION: April 28, 1984

DATE REVISED OR REAFFIRMED: January 23, 1988; May 29, 1993; May 29, 1999;
May 29, 2004

AUTHORITY: Board of Governors

NUMBER OF PAGES: 1 of 2

It is the policy of the P.E.I. Teachers' Federation:

That the P.E.I. Teachers' Federation seek the implementation of a sabbatical leave program which would include these characteristics:

- A. the number of sabbatical leaves granted be equal to 1% of the teaching population;
- B. the period of leave a teacher is granted be up to one school year or twelve month period;
- C. the minimum amount of service for a successful candidate be established at five years;
- D. the successful applicants be notified by March 1st;
- E. the successful applicants receive an amount equal to sixty percent of salary plus an additional ten percent of salary for each dependent, as per the Income Tax Act, to a maximum of two;
- F. in the event a successful applicant is actively employed by a School Board during the period of leave, his/her combined salary shall not exceed one hundred percent of the salary his qualifications and experience warrant;
- G. the following guidelines would be utilized by the selection committee:
 - a) Previous Awards - normally a teacher would receive only one sabbatical leave during his/her career and a teacher would not be considered if he/she had received a major provincial study grant within the five years preceding the year for which a sabbatical leave was being sought.
 - b) Unit Ranking - School Boards should rank applicants for the consideration of the selection committee.

- c) Type of Program - how will the proposed program of studies improve the teacher.
- d) Non-class Contributions - the degree to which the teacher participates in the school and his/her profession.
- e) Past Initiatives - participation in courses, seminars and professional activities.
- f) Years of Service - to be considered only when applicants are considered to be of equal merit.

PRINCE EDWARD ISLAND TEACHERS' FEDERATION

POLICY STATEMENT

INDEX NUMBER: 822

SUBJECT: Funding for Retraining

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AUTHORITY: Board of Governors

NUMBER OF PAGES: 1 of 1

It is the policy of the P.E.I. Teachers' Federation:

That the P.E.I.T.F. seek a commitment from the Department of Education to provide opportunities and financial assistance for teachers who wish to participate in retraining programs. Such retraining would qualify teachers for positions that may become available as the result of the introduction of new programs and/or curriculum changes within the public school system of the province.

PRINCE EDWARD ISLAND TEACHERS' FEDERATION

POLICY STATEMENT

INDEX NUMBER: 830

SUBJECT: Experience Level for Cooperating Teachers

DATE OF ADOPTION: May 3, 1985

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May 27, 2006

AUTHORITY: Board of Governors

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It is the policy of the P.E.I. Teachers' Federation:

That cooperating teachers have at least two (2) years teaching experience in order to supervise a student teacher.