

**PROGRAM FOR THE EDUCATION
OF NATIVE TEACHERS**

P.E.N.T.

PROCEDURAL GUIDELINES



September 2010

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**FRONTIER SCHOOL DIVISION
P.E.N.T. PROGRAM PROCEDURES**

A. OVERVIEW

The Program for the Education of Native Teachers (P.E.N.T.) is a community-based teacher training program delivered by the Faculty of Education at Brandon University in partnership with Frontier School Division. Frontier School Division's P.E.N.T. program aims to hire and train local residents of its communities to become certified teachers. P.E.N.T. students work as student teachers/educational assistants in community schools for seven months of the school year (September to March) and then spend 16 weeks (April to July) taking university classes at Brandon University. Student teaching is carried out during the school year in conjunction with paraprofessional work.

The teacher education program of the Faculty of Education at Brandon University takes six consecutive spring and summer sessions to complete. Students take eight courses from April to July for a total of 24 credit hours each year. New students entering the program will be expected to enroll in distance education courses in order to complete the training in five years. In addition, students will gain field experience credits for their student teaching at the schools. When the program of studies is completed, students are eligible to graduate from Brandon University with an academic degree, a Bachelor of Arts or Science degree, and the After Degree Bachelor of Education in either the Early or Middle Years area. Students may then apply for Manitoba Teacher Certification through the Professional Certification Unit at Manitoba Education.

B. ADMINISTRATIVE OUTLINE FOR RECRUITMENT OF P.E.N.T. CANDIDATES

1. The location of P.E.N.T. positions is determined by community and Division needs and the requirements of Education Agreements. The P.E.N.T. Graduate positions will be replaced at the beginning of the school year, but their locations will be determined by the Division's P.E.N.T. priorities; these positions will not necessarily remain in the same schools of the graduates. Attention will also be given to replacing P.E.N.T. students who left the program before its completion due to dismissal or resignation. These positions will remain in the same schools. Once the P.E.N.T. Co-ordinator determines the number of available P.E.N.T. positions in the Division for the up-coming school year, he/she informs the Area Superintendents.

2. The Area Superintendents determine the P.E.N.T. needs and priorities for their schools and submit these to the P.E.N.T. Co-ordinator (September). Criteria used in this determination are:
 - a) the number and grade level of EA's in the school;
 - b) the number and grade level of P.E.N.T. students in the school;
 - c) the school's recent staff turnover and teacher recruitment record;
 - d) the school's expressed strategy and plan for the desired P.E.N.T. position.

Budgetary considerations may influence the Division's decision whether to replace P.E.N.T. graduate positions in a particular year.

C. PROCESS FOR THE RECRUITMENT OF P.E.N.T. CANDIDATES

The recruitment of P.E.N.T. candidates due to graduation and/or termination (resignation, dismissal) of P.E.N.T. students proceeds immediately at the beginning of a new school year or immediately when a termination occurs during the course of a school year.

1.
 - i) P.E.N.T. Graduate positions are advertised locally at the start of a new school year and in all Frontier School Division communities, if necessary. Note: The school locations of P.E.N.T. Graduate positions will be determined by the Division's P.E.N.T. position priority process.
 - ii) Terminated P.E.N.T. positions are advertised locally and in all Frontier School Division communities, if necessary, at the start of a new school year or immediately after the vacancies are determined. These positions will remain in the same school.
2. P.E.N.T. applications are submitted to the Frontier School Division's P.E.N.T. Co-ordinator.
3. P.E.N.T. applicants are paper-screened and interviewed by the selection committee (consisting of the Frontier School Division P.E.N.T. Co-ordinator and/or Assistant Superintendent, Senior Years and Career Programs, the local school's principal and/or vice principal, representation from the local school committee)
4. The selected P.E.N.T. candidate will be appointed as a P.E.N.T. Educational Assistant (P.E.N.T. EA) and will begin employment immediately.
5. The P.E.N.T. EA applies for admission to Brandon University. The Admissions office at Brandon University determines whether the student meets entrance requirements.
6. The P.E.N.T. EA registers for spring and summer courses at Brandon University.

7. The transfer from a P.E.N.T. EA to a P.E.N.T. student teacher occurs in the fall after the student's transcript from Brandon University has been received, and the recommendation form from the Area Superintendent, local principal, and the P.E.N.T. Director has been received and approved.

The P.E.N.T. Co-ordinator directs the recruitment process. He/she provides and distributes the advertisement information, application forms, and interview guidelines. He/she will assist with the paper-screening, direct the interviews and final selection, and recommends the eventual appointment. The Co-ordinator assists students with the application process to Brandon University. He/she provides candidates with P.E.N.T. financial assistance information, and ensures that training and salary dollars for the spring and summer P.E.N.T. sessions are in place and that all related costs, salaries, and allowances are paid.

D. STUDENT APPLICATION PROCESS FOR A P.E.N.T. POSITION

In response to a P.E.N.T. advertisement, interested persons submit their applications to the local school principal. Applications are then forwarded to Frontier School Division's P.E.N.T. Co-ordinator.

Each applicant is screened and the most qualified are interviewed by the P.E.N.T. selection committee (consisting of Frontier School Division's P.E.N.T. Co-ordinator and/or Assistant Superintendent, Senior Years and Career Programs, the local school's principal and/or vice-principal, representation from the local school committee)

The Principal will notify the successful applicant of the selection committee's decision.

If selected, the P.E.N.T. candidate applies to Brandon University's P.E.N.T. program.

E. STUDENT APPLICATION PROCESS TO BRANDON UNIVERSITY

The candidate must make a separate application to Brandon University. This application must include a completed criminal record check and child abuse registry check.

The candidate registers for and attends classes at Brandon University for 16 weeks during the spring and summer sessions.

Each P.E.N.T. candidate's previous post-secondary education (university/college), as verified by official transcripts of marks from those institutions, will be assessed by Brandon University's registrar. All transcripts must be submitted with the P.E.N.T. applications. All eligible credits will be transferred to the student's Brandon University P.E.N.T. transcript.

F. SCHOOL HIRING PROCESS FOR A P.E.N.T. EDUCATIONAL ASSISTANT

Once the candidate has been selected, the Principal initiates the hiring process according to Frontier School Division Policy and Practice ensuring that criminal records and child abuse checks are completed. The Principal completes the non-teaching appointment form. Once the candidate is hired, the school is responsible for maintaining the time sheets until the student begins classes at Brandon University. At that time, the P.E.N.T. Co-ordinator assumes responsibility for maintaining the time sheets.

G. CLASSIFICATION AND SALARY SCALE OF P.E.N.T. CANDIDATES (P.E.N.T. EA'S)

Newly selected candidates are employed by Frontier School Division as EA's. P.E.N.T.EA's begin employment immediately and are placed on Frontier School Division's P.E.N.T. EA salary scale according to their individual qualifications - formal education and related work experience. Their EA classification and pay continue until the end of the summer P.E.N.T. session (July) at Brandon University.

P.E.N.T. EDUCATIONAL ASSISTANT (P.E.N.T. EA'S)			
SALARY SCALE			
Hourly Wage as of July 1, 2010			
CLASSIFICATION	0 YEAR'S EXPERIENCE	1 YEAR'S EXPERIENCE	2 YEAR'S EXPERIENCE
Educational Assistant 1 (Less than Grade 12)	\$11.55	\$12.36	\$13.18
Educational Assistant 2 (Less than Grade 12 with EA Diploma)	\$13.06	\$13.88	\$14.72
Educational Assistant 3 (Grade 12)	\$14.62	\$15.42	\$16.23
Educational Assistant 4 (Grade 12 with EA Diploma)	\$16.13	\$16.95	\$17.78
Educational Assistant 5 (University Degree in Arts/Science)	\$19.18	\$20.00	\$20.84

H. TRANSFER FROM P.E.N.T. EA TO P.E.N.T. STUDENT TEACHER

At the beginning of the new school year in September, P.E.N.T. candidates will remain on the EA salary scale and the school will maintain time sheets. Once Brandon University supplies the student's marks for the spring and summer sessions, recommendation forms will be circulated to the area superintendent, local principal, P.E.N.T. Director at Brandon University, and the P.E.N.T. Co-ordinator. Once these recommendation forms have been completed and approved, the P.E.N.T. Coordinator will officially appoint the P.E.N.T. Candidate as a P.E.N.T. Student Teacher. Upon appointment, the P.E.N.T. student will be transferred to the P.E.N.T. student salary scale.

I. CLASSIFICATION AND SALARY SCALE OF P.E.N.T. STUDENTS

PENT STUDENT						
SALARY SCALE						
<i>As of July 1, 2010</i>						
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Annual	\$21,954	\$22,779	\$23,598	\$24,427	\$25,228	\$26,077
Bi-Weekly	\$844.38	\$876.12	\$907.62	\$939.50	\$970.27	\$1002.40

Previous related academic credits as well as related work experience will be considered in the salary scale placement of each P.E.N.T. student. The following salary placement guidelines will apply:

- 1) 3 or less years of related work experience; no academic credits = Step 1
- 2) 4 or more years of related work experience; no academic credits = Step 2
- 3) 3 or less years of related work experience and EA Diploma = Step 2
- 4) 3 or less years of related work experience and 12 - 36 eligible credit hours for transfer = Step 2
- 5) 4 or more years of related work experience and EA Diploma = Step 3
- 6) 4 or more years of related work experience and 12 - 36 eligible credit hours = Step 3
- 7) 3 or less years of related work experience and over 36 credit hours = Step 3
- 8) 4 or more years of related work experience and over 36 credit hours = Step 4

Note: Previous academic credits and related work experience are prior to acceptance into the P.E.N.T. Program.

Each fall, P.E.N.T. students are placed at the next salary step until they reach Step 6, the maximum salary step.

P.E.N.T. students are governed under the same policies as Non-teaching Employees with the following exceptions:

1. P.E.N.T. students are paid based on the number of days in the school year.
2. P.E.N.T. students may be eligible to receive a remoteness allowance based on the non-teaching salary scale.

J. P.E.N.T. STUDENTS' RESPONSIBILITIES

a) In the School:

The specific school assignment is determined by the principal, according to Brandon University's P.E.N.T. guidelines, but it must include:

- the responsibility to integrate student teaching with their work in school; initially on a one-to-one basis, then moving on to teaching small groups, and then an entire class;
- the responsibility to work with all staff by participating in supervision duties and staff meetings;
- the responsibility to work in a classroom and situation of a specifically targeted group, for example Middle Years' Math, Science, Technology areas;
- the responsibility to gain teaching experience across the curriculum - Language Arts, Mathematics, Science and Social Studies;
- the responsibility in the final year of the program to demonstrate teaching ability in all curriculum areas for an extended period of time.
- Note: Newly hired P.E.N.T. EA's who are replacing terminated P.E.N.T. students have the initial responsibility of replacing the positions and duties of the terminated students.

b) At Brandon University:

1. Course Load – Students take six credit hours (2 courses) in each month for a total of 24 credit hours for the spring and summer sessions. In cases of academic difficulty or personal crisis, after consultation with the P.E.N.T. Director and Frontier's P.E.N.T. Co-ordinator, students may be permitted to voluntarily withdraw from a course. Students who withdraw from a course without consulting with the P.E.N.T. Co-ordinator will reimburse the Division for the cost of the course.

2. Attendance - Students are expected to attend all classes. Doctor's certificates are required for extended illness. Attendance is taken daily in each class. Due to the importance of attendance and the strong correlation between attendance and academic achievement, Frontier School Division will deduct a student's pay for excessive, unexcused absenteeism. Excused absences will include documented personal illness, dependent's illness, and exceptional personal and family circumstances.

Pay for unexcused absences will be deducted as follows:

1 class	=	0.5 day's pay
2 classes	=	1.0 day's pay
3 classes	=	1.5 day's pay
4 classes	=	2.0 day's pay

Attendance and class participation are mandatory. *The Faculty of Education Attendance Policy D-5* states that after 3 unexcused absences in a course, students may be asked to withdraw from the course. If a student is removed from a course, his/her status as a P.E.N.T. student within the Division will be reviewed.

3. Voluntary Withdrawals and Course Failures - Students who fail or withdraw from courses can lengthen their program significantly. Beginning April 2008, a limited number of voluntary withdrawals (2) and course failures (2) will take effect and be applied to each student to ensure that students complete the program within the time frame. If a student surpasses the prescribed number, then the student will have to pay the cost of these courses, and his/her status as a P.E.N.T. student within the Division will be reviewed.
4. Completion Time - Beginning April 2006, Brandon University lengthened their programming by one month in order to shorten the number of years to complete the program. Students who entered the P.E.N.T. program after the summer of 2006 and complete all courses as scheduled can complete their B.A./B.Sc. and After Degree B.Ed. program in six consecutive sessions or six years. New Frontier P.E.N.T. students are expected to take distance education courses in order to complete their program in five years. In exceptional circumstances such as illness or family emergency, a student may receive consideration to extend this time-line for one year. Such consideration must be requested by the student and discussed with the P.E.N.T. Director, Area Superintendent, and the P.E.N.T. Co-ordinator.

K. FIELD EXPERIENCE

One of the prerequisites for students entering the P.E.N.T. program is employment at the community school as a classroom paraprofessional. P.E.N.T. 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. P.E.N.T. students may initially begin working on a one-to-one basis, then 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 P.E.N.T. students must demonstrate teaching ability in their final year by teaching all curriculum areas for an extended period of time.

P.E.N.T. students must complete four levels of field experience. They must have completed the specified number of credits in order to register for a particular level of field experience. Students must also meet minimum G.P.A. levels, and also have completed all methods courses before entering the final field experience. Expectations regarding lesson and unit planning, and the number of lessons taught increases with each new level of three credits of teaching practice.

All students will be expected to become familiar with such documents as Success For All Learners and the current curriculum guides. Lesson planning and teaching should reflect knowledge of these and other current documents. P.E.N.T. students are expected to seek and receive assistance from their cooperating teachers and principal as they develop their teaching skills.

Role of the Principal

1. The principal or any other person he/she so designates is expected to be responsible for liaison with P.E.N.T. supervisory staff.
2. The principal is responsible for the assignment of a P.E.N.T. student to a specific area and cooperating teacher. It may be useful to do this in consultation with P.E.N.T. staff so that the school assignment can reflect experience related to completed course work.
3. The principal is expected to ensure that regular school evaluations on the P.E.N.T. student are performed and that these reports are forwarded to the Area Superintendent and the P.E.N.T. office at Brandon University.
4. The principal is expected to arrange the schedule for P.E.N.T. staff visits and discuss the progress of the P.E.N.T. student with the P.E.N.T. Director.
5. The principal is expected to assist the student in securing access to appropriate curriculum materials.

Role of the Cooperating Teacher

Each P.E.N.T. student is expected to be assigned to one teacher designated as the Cooperating Teacher.

1. The cooperating teacher is expected to work closely with the P.E.N.T. student in providing guidance and opportunity for professional development. They will model teaching strategies and provide feedback to the P.E.N.T. student on lesson and unit planning.
2. The cooperating teacher will mentor the P.E.N.T. student to adopt strategies and practices to ensure effective instruction and classroom management practices.
3. The cooperating teacher will establish time for conference and discussion with the P.E.N.T. student and encourage the student to evaluate his or her own progress.
4. The cooperating teacher is expected to meet with the principal and P.E.N.T. staff to discuss the progress of the P.E.N.T. student.
5. The cooperating teacher is expected to provide, in cooperation with the principal, at least one written report annually on the P.E.N.T. student. This report may make recommendations to P.E.N.T. staff at Brandon University regarding the completion of the field experience by the P.E.N.T. student.

Assignment of Work Load/Student Teaching Experience

1. One teacher should be designated the cooperating teacher by the principal in consultation with the P.E.N.T. Director.
2. P.E.N.T. students should be assigned to work with and alongside qualified and competent teachers. It is preferred that P.E.N.T. students work extensively with no more than two or three teachers at any one time.
3. P.E.N.T. students should receive a variety of experiences in Kindergarten to Grade 4 for students in the Early Years program; and Grade 5 - 8 for students in the Middle Years program. Further information can be found in the P.E.N.T. Student Handbook.
4. P.E.N.T. discourages the extensive use of P.E.N.T. students as substitutes for teachers, except for those classes in which they are working regularly with a cooperating teacher.
5. P.E.N.T. strongly discourages the practice of P.E.N.T. students assuming total responsibility for Nursery, Kindergarten and Native Language programs as permit teachers.

6. During the time that the student is in the P.E.N.T. program, it is recommended that at least on one occasion, the student spend some time observing and/or student teaching in another school.

L. EVALUATION OF P.E.N.T. STUDENTS

P.E.N.T. 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 P.E.N.T. student's program. Evaluations are carried out by the cooperating teachers, the principal, and P.E.N.T. Field Experience supervisors if requested by the principal. P.E.N.T. students are expected to meet the expectations for each level of Field Experience.

The Division's Performance Assessment and Development Plan will be used by principals to evaluate newly hired P.E.N.T. Educational Assistants. P.E.N.T. supervision forms provided by the P.E.N.T. office at Brandon University will be used in evaluating P.E.N.T. students doing a particular level of field experience at the school. If a P.E.N.T. student is not enrolled in a level of field experience in a particular year, then the principal will complete an evaluation of the student's job performance using the Division's Performance Assessment and Development Plan forms.

For P.E.N.T. students doing a field experience at the school, principals are expected to observe and evaluate the student's lessons on three different occasions. These evaluations are forwarded to the Area Superintendents, P.E.N.T. Director at Brandon University, and the P.E.N.T. Co-ordinator. The principal is expected to provide, in cooperation with the cooperating teacher, a summative report to P.E.N.T. staff at Brandon University regarding the P.E.N.T. student's field experience. A copy of this summative report is to be sent to the Area Superintendent and P.E.N.T. Co-ordinator.

A Developmental Review Form will be completed by either the principal or P.E.N.T. staff if concerns arise regarding a student's ability to successfully complete a field experience. The concerns will be outlined to the P.E.N.T. student along with goals for improvement. The P.E.N.T. student must seek assistance to address these concerns in a timely manner. If the performance issues are not addressed, withdrawal from the program will occur.

Failure to maintain satisfactory school and classroom performance (as indicated by evaluation and observation reports of the principal, Area Superintendent and P.E.N.T. field staff) and/or failure to maintain satisfactory academic progress at Brandon University (as indicated by interim attendance and progress reports as well as the final transcript of Brandon University marks) will result in dismissal from the P.E.N.T. program. The Area Superintendent will make the final decision. This will be done before the start of the new school year; officially, no later than September 30.

M. P.E.N.T. POLICY ON ATTENDANCE AND PUNCTUALITY (Brandon University P.E.N.T. Student Handbook)

Field experience placement is based on the requirements that the P.E.N.T. teacher candidate will be on time for work each day and will attend each school day. In the P.E.N.T. Program there is no specification about the number of weeks of field experience because a basic requirement of the P.E.N.T. Program is that the teacher candidate is already employed as a teaching assistant in the school. There are specifications about the expectations on number of lessons and assignments and these expectations increase with each level of three credits of teaching practice.

P.E.N.T. 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.

N. DISTANCE EDUCATION REQUIREMENTS

P.E.N.T. students will be provided with the opportunity to enroll in distance education courses in order to speed up their program completion. Students are expected to enroll in a minimum of 21 credit hours of distance education courses to complete their P.E.N.T. training in five years. Frontier students may enroll in Campus Manitoba, which delivers distance education courses from the University of Manitoba, the University of Winnipeg, and Brandon University. Students may also take courses through other universities such as Athabasca University if they wish.

Brandon University students who wish to take courses at another post-secondary institution for transfer of credit to their degree program must obtain a Letter of Permission from Financial and Registration Services. The request for the Letter of Permission must be submitted at least one month prior to the deadline application at the visiting institution. A fee is charged for this request. A Letter of Permission is not required for Campus Manitoba courses.

The following guidelines apply when taking distance education courses during the fall and winter terms:

1. The student shall contact the P.E.N.T. Director at Brandon University for a letter indicating that the particular course(s) meet the requirements of the P.E.N.T. program.
2. The student shall contact the P.E.N.T. Co-ordinator indicating that he/she intends to register for a distance education course(s).
3. The student registers for the course(s).
4. The student must adhere to due dates for assignments and exams, and complete the course within the prescribed time period.

5. The student must submit a transcript to the P.E.N.T. Co-ordinator once the course has been completed.

Frontier School Division will pay the course fees prior to course start. A P.E.N.T. student shall be required to reimburse the Division the cost of the course if he/she fails or voluntarily withdraws from the course.

O. LEAVE OF ABSENCE POLICY FOR P.E.N.T. STUDENTS

An employee may request a leave of absence without pay for personal reasons.

A P.E.N.T. student must submit a request in writing for a leave of absence to the Area Superintendent. The Area Superintendent will discuss the request with the principal and P.E.N.T. Coordinator. The Area Superintendent will inform the Chief Superintendent of the request. Upon approval, the P.E.N.T. Coordinator will inform the P.E.N.T. Director at Brandon University of the request for leave.

A leave of absence may be granted for up to one year. An extension will not be granted to a leave of absence. Due to the nature of the P.E.N.T. program, a leave of more than one year adversely affects the school division's ability to develop qualified teachers.

The P.E.N.T. student's position will be temporarily filled with an educational assistant until the student returns. If a P.E.N.T. student does not return from the leave of absence, the P.E.N.T. position is automatically refilled in the school where the Leave of Absence was granted due to the prior assessment of need.

Failure to Return After a Leave of Absence

Students who fail to return after the leave of absence will be required to reimburse Frontier School Division in accordance with Frontier School Division P.E.N.T. Policy E.1.C. and the P.E.N.T. Student Teacher Agreement.

P. ALTERNATE FIELD EXPERIENCE

A P.E.N.T. student may submit a request for a temporary transfer to experience a different school setting if he or she has less than two years of training remaining before graduation. A P.E.N.T. student making this type of request may request to teach in another school within Frontier School Division, but is not limited to teaching within Frontier School Division. An alternate field exploration may be requested for up to one school year. If a P.E.N.T. student chooses this option, the P.E.N.T. program is not responsible for any expense associated with the transfer, including accommodation, travel and moving expenses, or salary if the alternate field experience is not within the Division.

A P.E.N.T. student must submit a request for an Alternate Field Exploration in writing to the current Area Superintendent. A P.E.N.T. student requesting this option may only transfer to another school if the Superintendent(s) and P.E.N.T. Co-ordinator agree on the proposed temporary transfer if need is identified in the receiving school.

Q. TRANSFER WITHIN THE DIVISION

A P.E.N.T. student may submit a request for transfer for personal reasons (i.e. a spouse has transferred). A P.E.N.T. student must submit a request for transfer in writing to the current Area Superintendent providing a rationale for this request. A P.E.N.T. student requesting a transfer may only transfer to another school as outlined in the following conditions:

1. The Superintendent(s) and P.E.N.T. Co-ordinator agree on the proposed transfer (A need is identified in the receiving school.)
2. There is sufficient funding to replace the P.E.N.T. student at the school where he/she will leave.

Once the transfer has been approved, the P.E.N.T. Co-ordinator will work with the school where the P.E.N.T. student transferred from to recruit a new P.E.N.T. student for that school.

7. Be recommended for P.E.N.T. by the local school principal and school committee,
8. Have specific high school course pre-requisites and interest in the specifically targeted area and level; i.e. Math, Science, or Technology,
9. Be available to study at Brandon University,
10. Be able to meet all Brandon University entrance requirements, including criminal record and child abuse registry checks,
11. Be able to re-locate to Brandon for sixteen weeks of classes and training (both spring and summer sessions) at Brandon University each year until graduation,
12. Complete distance education courses during the school year,
13. Make a commitment to complete the P.E.N.T. training program,
14. Agree to work a minimum of three years for Frontier School Division after P.E.N.T. graduation and receipt of teacher certification.

EQUIPMENT USED:

Classroom Audio Visual, Photocopier, Computer and general classroom equipment.

DUTIES:

The principal, according to Brandon University's P.E.N.T. guidelines determines the specific school assignment, but this assignment must include:

- The responsibility to integrate student teaching and their work in school, initially on a one-to-one basis, then moving on to teaching small groups, and then an entire class,
- The responsibility to work in a classroom and situation of a specifically targeted group, for example, Middle Years' Math, Science, Technology areas,
- The responsibility to gain teaching experience across the curriculum – Language Arts, Mathematics, Science and Social Studies,
- The responsibility in the final year of the program to demonstrate teaching ability in all curriculum areas for an extended period of time,
- The responsibility to be a member of the teaching team and attend team meetings when required,
- The responsibility to implement and follow through with student programs under the supervision of the classroom teacher,
- Assisting with students experiencing difficulties with regular classroom work through individual or group work,

- Assisting with the reinforcement of skills taught under the direction of the teacher(s) for individual or group,
- Assisting with a variety of records keeping procedures,
- Discussing general observations regarding student activities with supervising teacher(s) to assist in planning,
- Respecting, trusting and supporting the teacher and student, and maintain confidentiality at all times,
- Being familiar with school and Division policies and procedures,
- Supervision of students during out-of-school activities (e.g. field trips),
- Maintaining the discipline that has been established in the classroom and school,
- Meeting regularly with the teacher to plan and assess programs used in the classroom,
- Providing assistance to all students which may include whole class support, one to one tutoring, small/large group instruction and supervision,
- Performing tasks that are not directly related to the educational instruction of the students. Example: marking students' books, photocopying, making flash cards, games or a bulletin board display,
- Language Instruction; P.E.N.T. students who speak a native language may assist or teach some language classes. In these cases, they will also be required to teach in other subject areas, particularly in the final two years,
- Other duties as assigned provided they are in line with the Public Schools' Act and Division Policy.

CONFIDENTIAL

**FRONTIER SCHOOL DIVISION
PERFORMANCE ASSESSMENT AND DEVELOPMENT PLAN**

P.E.N.T. Educational Assistant/P.E.N.T. Student Teacher

EMPLOYEE'S NAME: _____

POSITION: _____ **SCHOOL:** _____

ASSESSMENT PERIOD FROM: _____ **TO** _____

TYPE OF EVALUATION: _____ **PROBATION** _____ **REGULAR**

The performance appraisal is an important tool which you and your principal use to evaluate your growth and development over a specific period of time, and together set goals for improvement in any area of performance which will help you reach your full potential in Frontier School Division.

Principal's Instructions:

Section A: Check appropriate indicator in each performance category. Ratings should be supported with comments, which include specific examples of relevant job behaviour.

Section B: Based on ratings in Section B, summarize the P.E.N.T. student's overall performance during period being rated and where necessary identify an action plan (written direction) on how to improve performance.

Section C: Complete recommendation, with signature, and the P.E.N.T. student's signature.

RECOMMENDATION: To be completed by the Principal.

___ Completed Probation

___ Extend Probation _____

___ Terminate _____

___ Follow-up evaluation scheduled for _____

Superintendent's Signature: _____ **Date:** _____

Signature does not denote agreement, only that the evaluation has been read. See "Employee Comments" section.

INSTRUCTIONS

Please refer to the Division's Evaluation Policy on Non-teaching Employees.

Principal

1.
 - a) Advise the employee that an assessment meeting will occur and the date of the meeting, at least one week in advance.
 - b) Provide a copy of a blank assessment form to the employee and request that the employee complete a self-assessment in preparation for the meeting.
 - c) Objective input may be obtained from the employee's supervisors i.e. individuals with whom the employee works or interacts with on a regular basis such as the Resource teacher and cooperating teacher. Provide them with a blank copy of the form to complete and their summary will be attached to the assessment.
 - d) Complete your own assessment of the employees' performance in draft form, to be discussed with the employee during the meeting. Provide examples for illustration.
 - e) During the meeting, discuss the employee's self-assessment and the principal's assessment.
 - f) Discuss the goals and objectives to be reached and determine appropriate timelines for each goal.
 - g) The final assessment form will be prepared by the principal following the meeting.
 - h) Give the employee the completed form to review, add comments and sign.
 - i) Submit the completed form to the P.E.N.T. Co-ordinator at the Division Office who will then forward it to the Area Superintendent.
2. In order to provide the highest standard of service as possible, concerns regarding employee performance must be addressed at the time the concern arises. Employees must be advised of the concern and the improvement or change required, and a reasonable period of time in which to affect the change. The evaluation meeting should not be the first time an employee is aware of a concern.
3. Should an employee's performance remain below acceptable minimum standards after goals and deadlines have been established, and a subsequent evaluation meeting has occurred, the principal can recommend that disciplinary action be taken. Further action taken will be in keeping with the principles of progressive discipline and can include a written warning, suspension with or without pay, transferring the employee to a vacant, less responsible position, or termination.

Employee

- a) The Principal will provide the employee with a blank assessment form, for the employee to prepare a self-assessment. The self-assessment will not be filed in the personnel file but will be used in discussions with the principal.
- b) The Resource teacher and the classroom teacher may be selected to provide objective input of an employee's performance. They will be given a blank copy of the assessment form to complete and will be instructed to comment only on those things observed during direct interactions with the employee. The comments provided to the principal by the Resource teacher and cooperating teacher will be summarized and provided to the employee. A copy will also be attached to the assessment form.
- c) During the meeting, the employee and the principal will discuss the assessment and set goals and objectives for the following year.
- d) The principal will complete the assessment form following the meeting with the employee and forward it to the employee for comments and signature.
- e) The employee will return the signed form to the principal. Signing the form indicates the assessment has been read by the employee. It does not denote agreement with the assessment.
- f) If the employee does not agree with the assessment, the employee may include comments.

Resource teacher, Classroom teacher

- a) The Resource teacher and cooperating teacher will be provided with a blank copy of the evaluation form.
- b) The Resource teacher and cooperating teacher will provide assessments only on those aspects of the job where the employee has had direct interactions with them. Examples may be provided.
- c) The Resource teacher and cooperating teacher will complete the form and return it to the principal.
- d) The principal will compile a summary of the assessments received and provide a copy of the summary to the employee. A copy will also be attached to the assessment form.

Area Superintendent

- a) Reviews and signs the evaluation and takes note of any recommendations or concerns.
- b) Submits the completed form to the Human Resources Director at the Division Office.

SECTION A

Please circle appropriate indicator in each section and provide comments where appropriate.

	Comments
<p>1. Communication Skills</p> <ul style="list-style-type: none"> • Interacts positively with students, staff, parents, others, individually and/or in groups. Encourages task orientation and fosters student commitment, responsibility • Has good skills interacting with students, staff, parents, others, individually and/or in groups. Always gets the meaning across, both verbally and in writing • Provides accurate and adequate information to staff, students, parents, others. • Has adequate skills interacting with students, staff, parents, others, individually and/or in groups. Relatively supportive to students, staff, parents, others. • Frequently reluctant to communicate with students, staff, parents, others. 	
<p>2. Organizational Skills</p> <ul style="list-style-type: none"> • Sets goals and priorities in making maximal use of resources. Successfully completes tasks efficiently. • Generally organizes and plans work well; recognizes priorities. • Exercises little judgement in completing tasks; volume produced below that which can and should be done. 	
<p>3. Leadership Skills</p> <ul style="list-style-type: none"> • Starts and completes tasks independently; shows a great deal of leadership, initiative. • Starts and completes task with minimal supervision/direction; shows leadership initiative. • Needs some supervision/direction to complete assigned tasks, shows little initiative. • Needs constant supervision/direction and support to complete assigned task; does little without being told or instructed. 	

<p>4. Co-operation/Working with Others</p> <ul style="list-style-type: none"> • Succeeds in working well with others; seeks out ways to help. • Deals openly with conflict and reaches mutual solutions. • Makes an effort to work with almost everyone; is willing to address conflict situations. • Works fairly well with others; has difficulty addressing conflict situations. • Makes little or no effort to work with others; deals negatively with conflict situations; generally uncooperative. 	
<p>5. Job Involvement/Quality of Work</p> <ul style="list-style-type: none"> • Consistently does more than what is required; seeks to expand capabilities and responsibilities. • Does what is asked and sometimes more; very willing to accept new responsibilities. • Recognizes the need for ongoing actions and responsibilities to address situations. • Provides or arranges for appropriate supports and services to address situations. • Does assigned work and no more; shows little desire for new responsibilities. • Does as little as possible. • Lacks initiative. 	
<p>6. Attendance</p> <ul style="list-style-type: none"> • Is always punctual. Appropriate use of sick time; holiday time is requested will in advance. • Occasionally arrives late, provides advance notice. • Excessive use of sick time. • Consistently arrives late with no reason, takes extended break periods. 	
<p>7. Projects Appropriate Image</p> <ul style="list-style-type: none"> • Always dresses appropriately, projects professional image. • Promotes schools programs and services. • Usually dresses appropriately. • Often wears inappropriate clothing or is often untidy. 	

<p>8. Projects positive image of School Division</p> <ul style="list-style-type: none"> • Speaks favourably about community, school, Division. • Promotes school programs and services. • Projects appropriate image at all times as an employee of the Division. 	
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SECTION B

PRINCIPAL'S COMMENTS: _____

PLANS, GOALS AND OBJECTIVES FOR NEXT EVALUATION PERIOD (please list).

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>To be completed by</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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P.E.N.T. EDUCATIONAL ASSISTANT'S/P.E.N.T. STUDENT'S COMMENTS: _____

SECTION C

i. This employee's service has been satisfactory/unsatisfactory and is/is not recommended for continued employment as a P.E.N.T. Educational Assistant/P.E.N.T. Student Teacher.

Date

Signature of Principal

ii. I hereby acknowledge that this performance assessment was discussed with me and:

I agree/do not agree with this evaluation.

I have/have not been consulted.

Date

Signature of P.E.N.T. Educational Assistant/P.E.N.T.
Student Teacher

iii. I hereby acknowledge that I have received and reviewed the performance assessment.

Date

Signature of P.E.N.T. Co-ordinator

NOTE: If in disagreement, review with the assessor, who will advise the employee of any changes made in this rating.

P.E.N.T. STUDENT TEACHER RECOMMENDATION

P.E.N.T. Student's Name: _____

School: _____

Dates of Evaluation Period: _____

A) Brandon University P.E.N.T. Director's Recommendation:

Assessment of Student's:

1.	Academic Ability	Poor	Fair	Good	Excellent
2.	Attendance	Poor	Fair	Good	Excellent
3.	General Department	Poor	Fair	Good	Excellent
4.	Teaching Potential	Poor	Fair	Good	Excellent

General Comments:

I _____ do/do not recommend _____
(Director's Name) (Student's Name)

for continuation of P.E.N.T. training and support.

Signature: _____ Date: _____

B) Frontier School Division Area Superintendent's Recommendation:

I _____ do/do not recommend _____
(Area Superintendent's Name) (Student's Name)

for continuation of P.E.N.T. training and support.

General Comments:

Signature: _____ Date: _____

C) Principal's Recommendation:

I _____ do/do not recommend _____
(Principal's Name) (Student's Name)

For continuation of P.E.N.T. training and support.

General Comments:

Signature: _____ Date: _____

D) P.E.N.T. Co-ordinator's Recommendation:

_____ is/is not recommended for continuation of P.E.N.T.
(Student's Name)

training and support and is/is not officially approved as a P.E.N.T. Student Teacher.

General Comments:

Signature: _____ Date: _____

E) Student's Response to Evaluation:

This recommendation report has been shared with me. ___ Yes ___ No

Comments:

Signature of Student: _____ Date: _____

Attachments: P.E.N.T. Student Teacher Agreement
Student Transcript



PROGRAM FOR THE EDUCATION OF NATIVE TEACHERS (P.E.N.T.)

The Program for the Education of Native Teachers (P.E.N.T.) is a community-based teacher training program administered in partnership by Brandon University and Frontier School Division. Frontier School Division is committed to the P.E.N.T. program in order to increase the number of local teachers and enhance the stability of teaching staff in the Division.

Community members are encouraged to participate in the P.E.N.T. program and other post-secondary programs leading to professional teacher certification.

The attached regulations outline the location of P.E.N.T. positions, and the expectations, qualifications, responsibilities and performance requirements of P.E.N.T. student teachers.

Information: [Frontier School Division P.E.N.T. Procedural Guidelines](#)
[Brandon University P.E.N.T. Program](#)

Adopted September 1, 2009		
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PROGRAM FOR THE EDUCATION OF NATIVE TEACHERS (P.E.N.T.)

1. Location of P.E.N.T. Positions

The location of P.E.N.T. positions is determined by community and Division needs and the requirements of Education Agreements.

2. Qualifications of P.E.N.T. Student Teachers

An applicant for a P.E.N.T. position must:

- be a local resident of a Frontier School Division community,
- have a high school or mature student diploma,
- possess good communication skills (interpersonal, verbal and written communication),
- be a positive role model,
- demonstrate a positive work history,
- have related work experience,
- make a commitment to complete the P.E.N.T. training program,
- be available to study at Brandon University,
- complete distance education courses during the school year,
- be able to meet all Brandon University entrance requirements, including clear criminal record and child abuse registry checks,
- agree to work a minimum of three years for Frontier School Division after P.E.N.T. graduation and receipt of teacher certification.

3. Selection of P.E.N.T. Student Teachers

P.E.N.T. student teachers will be screened and interviewed by a committee composed of:

- Frontier School Division's P.E.N.T. Coordinator and/or the Assistant Superintendent, Senior Years and Careers Program,
- local school Principal and/or Vice-Principal and,
- local school committee representatives.

4. Expectations of P.E.N.T. Student Teachers

The Division's expectations for P.E.N.T. student teachers follow.

P.E.N.T. student teachers shall:

- meet high attendance, academic and professional performance standards,
- conduct themselves as "teachers-in-training",
- participate in professional learning provided by the Division,
- successfully complete P.E.N.T. training,

- accept a teaching position in a Division school,
- provide at least three years of service to the Division after graduation.

5. Responsibilities of P.E.N.T. Student Teachers

The responsibilities of P.E.N.T. student teachers are outlined in the following documents:

a. *P.E.N.T. Student Teacher Agreement*

This agreement details the terms and conditions of the contract the P.E.N.T. student teacher signs with the Division (Exhibit 1). The student teacher agrees to:

- take a minimum of 21 hours of distance education courses to complete the P.E.N.T. program in five years,
- work for Frontier School Division for a minimum of three years following graduation,
- provide reimbursement to the Division if the student teacher withdraws before completion or prior to fulfilling the three year commitment.

b. *Frontier School Division P.E.N.T. Procedural Guidelines and Brandon University P.E.N.T. Student Handbook.*

These documents outline the responsibilities of the student teacher, Principal, cooperating teacher and Brandon University. Students are expected to review and understand their responsibilities.

In addition to the above, all Frontier School Division policies apply to P.E.N.T. student teachers.

6. Performance

The performance of the student is based on the expectations and responsibilities outlined above. Details regarding evaluations and performance are included in the *Frontier School Division P.E.N.T. Procedural Guidelines* and *Brandon University P.E.N.T. Student Handbook*.

Monitoring the performance is the responsibility of:

a. **Brandon University**

Brandon University monitors the academic program including field experience.

b. Principal and Cooperating Teacher

The Principal and the cooperating teacher monitor performance at the school level.

c. P.E.N.T. Coordinator

The P.E.N.T. Coordinator addresses any performance issues at Brandon University.

7. Graduation or Withdrawal

a. Graduation

Upon successful completion of the program leading to teacher certification, the Division shall guarantee a teaching position in a Frontier School Division school although not necessarily in the school where the training was completed. The Division will make every effort to place a graduate in the school where the training was completed.

As per the *P.E.N.T. Student Teacher Agreement* between the Division and the student, the graduate agrees to work a minimum of three (3) years for Frontier School Division. If the P.E.N.T. graduate leaves prior to the three (3) years, he/she agrees to reimburse the Division the actual tuition costs incurred.

b. Withdrawal

If a P.E.N.T. student teacher withdraws or is terminated from the program before completion, the student agrees to reimburse the Division the actual tuition costs incurred by the student.

Adopted September 1, 2009		
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**P.E.N.T. STUDENT TEACHER AGREEMENT
Between FRONTIER SCHOOL DIVISION And**

Name: _____ School: _____

1. My employment will take place at _____ (school) and my educational training at Brandon University leading to teacher certification.
2. Upon mutual agreement with the Principal and Area Superintendent and myself, my position may be located in another school(s) to broaden my teaching experience.
3. Salary, benefits, hours of work are provided to me under a separate letter of appointment.
4. I shall take a minimum of 21 hours of distance education courses to complete my program in five (5) years. I will provide an annual transcript to the Principal. A copy of this transcript will be provided to the P.E.N.T. Coordinator and the Human Resources Department to be kept in my personnel file.
5. During my training, I will seek and receive assistance and feedback from my cooperating teachers and Principal on a regular basis as I develop my teaching skills.
6. My student teaching performance and progress will be monitored by both Brandon University and _____ School.
7. I will conference each term with the cooperating teacher, the school Principal and the P.E.N.T. Coordinator to review academic, field experience and teaching performance.
8. If performance issues arise and it affects my ability to complete my training, I will request support from appropriate people to address these issues in a timely fashion. I will provide a subsequent report on action taken to the cooperating teacher, the school Principal, and the Division P.E.N.T. Coordinator and the Brandon University P.E.N.T Director. If I fail to address my identified performance issues, I will be withdrawn from the program and my employment with Frontier School Division will be terminated.
9. Upon completion of the training, I agree to work as a teacher for Frontier School Division a minimum of three (3) years. I understand the teaching position may be located in the _____ (school) or another Division school.
10. If I leave the employment of the Division before the program is completed, or, if I withdraw from the program before completion, I agree to reimburse the Division the actual training costs (tuition) incurred. Failure to fulfill the three (3) year commitment will require repayment of tuition costs to Frontier School Division.

I have read and understand my responsibilities as outlined in this agreement.

P.E.N.T. Student Teacher

Date

School Principal

Date

Area Superintendent

Date

Distribution: Employee, Area Superintendent, Human Resources, Personnel File

Adopted September 1, 2009		
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Faculty of Education Policy

Faculty of Education Policy	Policy D – 5
Attendance Policy	Approved: May 2007

The Faculty of Education is a professional Faculty. Students are expected to organize their schedules so that they can attend all classes. Class participation is an essential element in applied learning. Students are resources, as well as learners. 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. The Faculty of Education Professional Standards policy states that:

- 1.2 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 4.2.1)
- 1.3 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 4.2.1)

As pre-service professionals, the Faculty of Education expects exemplary academic performance from students. The Professional Standards Policy, in terms of attendance, implies that:

1. Attendance and class participation are mandatory.
2. It is a student's professional obligation to provide professors with written documentation, in advance where possible, for each absence.
3. Professors may require students to complete additional assignments to make up for absences.
4. After 3 unexcused absences in a regular course, students may be asked to withdraw from the course.
5. If a student has four or more unexcused absences in a regular course, course credit will not be awarded. Each application of this policy is subject to review by the Professional Standards Review Committee.



BRANDON
UNIVERSITY
Founded 1899

FORM #4: DEVELOPMENTAL REVIEW

Student Teacher: _____ Date: _____
Cooperating Teacher: _____ Grade/Subject: _____
Faculty Advisor: _____ School: _____

This form may be used to identify areas of concern and corrective measures that must be taken in order to complete the student teaching placement successfully.

Area(s) of Concern:

Goals for Improvement:

Reassessment Date:

White Copy – Student Teacher
Yellow Copy – Field Experience Office
Pink Copy – Cooperating Teacher

Student: _____
Cooperating Teacher: _____
Faculty Advisor _____

