



**NOTE:** Prior to completing this document, please carefully review the instructions found in the appendix.

Considerations for your growth plan: Student teachers are on a complex journey of growth towards becoming a professional teacher. In the Advanced Field Experience, students are expected to continue to address the competencies and indicators as outlined in the Teaching Quality Standard (TQS). It is common for student teachers to be at different points on the continuum for different areas of their growth. You may refer to the [Suggested Language to Support Student Teacher Development](#) document. (This document is available on the field experiences website under the Forms / Mentor Teacher tab.) The Teaching Quality Standard is printed in the appendix of this document.

**Student Teacher Information:**

Name: Teresa Cowan	ID #: 0233890
Date: February 15/20	School: A. Blair McPherson
Mentor Teacher: Tammy Wildemann	University Facilitator: Gerald Kunyk
Course: <input type="checkbox"/> EDFX 425 <input type="checkbox"/> EDFX 450	<input checked="" type="checkbox"/> EDFX 498 <input type="checkbox"/> EDFX 499

**Areas of Strength - student teacher to complete prior to day 10:** Identify a total of 3-4 areas of strength from within the 6 TQS competencies and their indicators. **Not all competencies need to be addressed.** Be reflective and **use concrete examples** to illustrate your strengths. You may use paragraph format or point form.

1. Connecting with my students, their families and the school community is crucial to me. I believe my success as a teacher hinges on this. Based on the feedback I have received and the reaction I experience from the students I have volunteered with, plus my current students, I believe this is the greatest strength I bring as a preservice teacher. I am constantly interacting with my students, and their families whenever possible [on a recent field trip] and the school body and support staff [in the lunchroom, in my classroom] in order to **Foster Effective Relationships. TQS #1**  
For Example:  
-when I am working with students who are struggling, I take time to understand their previous school and life experiences by asking questions about their family, their hobbies, how they are feeling, where they are struggling, and I spend a great deal of time thinking about ways to connect and breakdown walls. I am not intimidated or put off by children who have a potential to be explosive or disconnected. I have been told that I am highly intuitive to their needs and that I am able to get through to them.  
-Also, from my own experience and the research I have read, I know the importance of a child being seen and known, so for this reason I made it my mission to know the students' names before my practicum started. I then turned this into a teachable moment by explaining to them how I went about doing this [my students have predominantly East Indian names, so this was not an easy task, but it meant something to me]. I believe that learning a child's name is an important first step in showing your students that you are invested, and they are important.  
-I speak to my students with a tone that shows respect; I know that kids who respect their teachers

- and feel respected by their teachers are more likely to engage with learning and take learning risks.
- I am careful to remain professional, yet compassionate with my students so that they know that I am committed to their learning journey.
- I communicate with my students so that they are aware of my learning and behavioral expectations.

## 2. I am highly motivated and keen to acquire and **Engage in Career-long Learning. TQS #2**

This is my second strongest quality as a preservice teacher. Since the time I received my original B.Ed. degree until this day, I have continually sought out conversations with other teachers and professionals involved in children's education and mental health, in order to discuss and explore how best to meet the needs of the whole child.

For example:

- Many of my friends are teachers or they are in educational administrative roles. I spend a great deal of time talking with them about the issues, concerns, and areas within the educational setting that they believe need extra attention to meet the changing face of our classrooms. These teachers have graciously shared their expertise and ideas with me.

- I have two older teen children; I have spent many hours interacting with therapists for the betterment of my children as they have navigated difficult life experiences. I have read countless educational and psychology books, and attended many workshops to best support my children, as well as the students I have volunteered with.

- Prior to starting my practicum, I was volunteering in two schools, observing the Teacher Support Leader and other classroom teachers, in order to gain insight and strategies. In one school, I was doing remedial reading work with ELL learners, including Indigenous children. In the other school, I was directly helping in the class, which contained children with ADHD and Autism. I sought out these experiences to prepare me for my AFX experience.

- I have volunteered in other elementary classes for the past 12 years.

- I attended a full day workshop Feb 8/20 called Trauma Sensitive Pedagogy & Practice Workshop. I used a grounding and calming activity from the workshop within my AFX practicum lesson.

- In December I completed Adapting Instruction for Students with Special Needs and achieved an A. I am attempting to apply the theory I gained in the class to meet the needs of children who are easily distracted and unable to focus.

- In December I completed a Language and Literacy course [EDEL 505], achieving an A+.

This course was research based and looked at how language is acquired, learned, expressed and taught. I am using the research to inform how I put together my Genius Hour lessons, as well as my Math and LA lessons.

- I am currently reading Jo Boaler's Mathematical Mindsets, Unleashing Students' Potential.

- I am sitting in on my mentor teacher's Community of Practice group meetings, which focus on developing a growth mindset for educators and students.

- I have reached out to other teachers to understand the various technologies and Apps that they use to engage their students and I have been using several APPS to see if I think they would be helpful to my students. For example, I have been exploring Padlet, Math Antics, IXL Learning and Canva.

- I am reading Walking Together: First Nations, Metis, and Inuit Perspectives in Curriculum.

## 3. I am completely committed to **Establishing Inclusive Learning Environments for all students. TQS #4**

- In December 2019 I completed Adapting Instruction for Students with Special Needs and achieved an A. This class provided me with a fresh perspective regarding full inclusion. In addition, it introduced me to research and strategies that have equipped me to understand different medical conditions and how best to meet my student's needs.

- I observe my students, looking for sensitivities to different stimulus. Within my class I allow my students to sit where they are most comfortable, or offer noise cancelling head gear when I see someone is finding the sound level overwhelming. Or if a child is very fidgety, I offer small squishy

toys to help them focus.

-I assess the class environment so that students have as few mobility barriers as possible. For example, how are tables and chair arranged, area materials accessible, etc.

-Within my practicum class I have sought to observe and be informed as to who requires accommodations, or modified instruction, so that I can meet their educational needs.

-I watch for indicators of how they learn and what might be getting in the way of their engagement. I.e. do they work better with one on one, with verbal instruction, manipulatives, work sheets, etc.

-I operate from a position that recognizes that students have diverse learning needs and are uniquely individual. For this reason, when I am planning and creating my lessons and choosing teaching materials, I make modifications to enable the learning experience to meet the child where they are at, at that time. During instruction I support my students by scaffolding as needed.

-I convey to my students that I believe they can have successes in all subjects. I do this by the questions I ask, the attitude I portray, the tone I use, and how I seek to support my students. I do this by seeking to observe the strengths that exist within the child and building on from that.

-When my students display understandings and actions that I have been working to help them achieve, I am vocal in acknowledging their successes.

-I model my thinking when I am introducing a new topic or strategy, such as Perimeter and Area, or how to write an essay or do research.

-I watch for indicators of how my students react to working in collaboration with others.

-I am familiar with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms, and compelled to uphold my legal [and moral] obligations, requirements and personal convictions, in order to ensure that all students [regardless of their mental or physical limitations], have access to quality, compassionate, tailored educational experiences within the least restrictive environment as possible.

**4. I recognize the gravity and the implications of **Adhering to the Legal Framework and Policies** of the teaching profession. TQS #6**

-I am completely committed to ensuring and upholding the safety and care of all children I interact with, both in my class and within the school community.

-I respect all children's privacy and therefore do not share private information with others.

-I maintain a safe classroom, which means I have recently read the classroom emergency instructions.

-I am aware of where my students are at all times.

-I conduct myself in a professional and reliable manner. For example, I arrive to school early enough to prepare the class for the day, and I stay after school to review the day and gauge where I need to adjust my approach.

-I engage with parents in a professional and welcoming manner.

-I treat other teachers with respect, kindness and compassion.

-I have my current Criminal Record Check and Intervention Check.

-I am familiar with The School Act and other relevant legislation.

**Areas for Growth - student teacher to complete prior to day 10:** Identify a total of 3-4 areas for growth from within the 6 TQS competencies and their indicators. **Not all competencies need to be addressed.** You may use paragraph format or point form.

The areas I wish/need to develop are as follows:

### **1. Demonstrating a professional body of knowledge TQS #3**

- I want to become more skilled at making short, medium, and long-term lesson/unit plans.
- I want to develop multiple instructional strategies to meet the needs of diverse learners.
- I want to develop multiple instructional strategies so that students get to interact with the content in a variety of ways to best meet their individual learning style [multimodal].
- I want to learn how to communicate to my students the link between what I am teaching and why it has value in the real world.
- I want to learn multiple ways to help the students build their capacity for using collaboration as a tool to improve their learning.
- I want to learn how to generate evidence of student learning.
- I want to learn how to effectively report what students are achieving
- I want to become skilled at shifting the lesson I have planned to meet the unpredictable level of energy and engagement in the room.

### **2. Establishing Inclusive Learning Environments TQS #4**

- I want to become more experienced with modifying lessons, materials, expectations and settings to meet the needs of each student's unique learning abilities and capacities, [both before and during lessons] in order to support students who are struggling, coasting and those who are excelling.
- I want to develop my ability to see each child as an individual so that I will recognize when a child has made progress within their expected growth outcomes.
- I want to strengthen my classroom management by experimenting with strategies that will complement my teaching style.
- I want to develop a repertoire of transitional techniques.

### **3. Become engaged in more career-long learning**

- I want to become familiar/comfortable with different digital technologies [Smart Board, etc] and online learning programs, plus digital features [Google Classroom] in order to enhance my student's learning experience.
- I want to develop strategies to teach from an Inquiry approach.
- I want to develop strategies for effectively modifying lessons in order to meet the diverse needs of many students who are working at various levels.
- I want to work alongside as many teachers as possible in order to gain feedback

### **4. Develop foundational knowledge about First Nations, Metis and Inuit TQS #5**

- I want to develop strategies for incorporating First Nations, Metis and Inuit teachings and resources from reliable resources and firsthand perspectives.
  - I want to develop strategies for creating an inclusive, welcoming and healing environment for First Nations, Metis and Inuit children and their families.
  - I want to talk with other teachers within my school in order to become familiar with reliable resources and lesson plans they are using to educate students to the historical truths and valuable offerings of First Nations, Metis and Inuit peoples. I want to gather knowledge in order to foster respect and pride for First Nations, Metis and Inuit children, and when possible, their families.
- [In my IFX I taught grade four socials. The curriculum and the historical perspective/understanding then was so different from the Truth and Reconciliation perspective of today].

**Goals and Strategies - student and mentor teacher(s) to complete collaboratively on day 10 :** Mentor teachers and student teachers will collaboratively write goals for the remainder of the AFX and develop a plan (strategies) for achieving those goals. (3-4 goals suggested) **Reminder: Student teacher – Share with or email a copy to your UF.**

### **Goal 1 Demonstrating a professional body of knowledge TQS #3**

Overall Goal: Become skillful at planning, assessing and adjusting teaching strategies.

Specific Goals:

- I want to become more skilled at making short, medium, and long-term lesson/unit plans.
- I want to develop multiple instructional strategies to meet the needs of diverse learners.
- I want to develop multiple instructional strategies so that students get to interact with the content in a variety of ways that best meet their individual learning style [multimodal].
- I want to learn how to communicate to my students the link between what I am teaching and why it has value in the real world.
- I want to learn multiple ways to help the students build their capacity for using collaboration as a tool to improve their learning.
- I want to learn how to generate evidence of student learning
- I want to learn how to effectively report what students are achieving
- I want to learn to quickly recognize when my teaching approach is not working
- I want to become skilled at shifting the lesson I have planned to meet the unpredictable level of energy and engagement in the room.

Strategies: - I will develop and implement a variety of multimodal learning activities, and then reflect on student responses, after which I will seek to modify and adapt my approach to meet student needs and program outcomes.

- I will create age and skill appropriate instruction by talking with other teachers and exploring online resources, plus available classroom resources.
- I will explore and implement different techniques for assessing and reporting and share this with my mentor teacher to assess effectiveness.
- I will take short pauses in instruction to assess my strategies and change gears as needed.

### **Goal 2: Establishing Inclusive Learning Environments TQS #4**

Overall Goal: Create instructional environments that meet the needs of the individual child.

Specific Goals:

- I want to become more experienced with modifying lessons, materials, expectations and settings to meet the needs of each student's unique learning abilities and capacities.
- I want to learn strategies for supporting all students: those who are struggling, coasting and excelling.
- I want to further develop my classroom management by experimenting with strategies that will complement my teaching style.

Strategies: I will focus on developing effective lessons and activities based on solid research and resources so that the learning experiences are tailored to each child's unique learning styles. I will seek out guidance from appropriate professionals as needed to assist with creating and adapting my lessons. I will read available reports, look through my students' class work, and observe my students in order to assess and adjust my approach, in order to assist them in meeting their appropriate grade and skill level outcomes.

- I will ask my mentors to inform me as to the supports available within the school and community to assess student needs when appropriate.
- I will continue to observe how my students are interacting with me, other students and instruction in order to continually modify my practices as needed.
- When appropriate I will meet one on one with my students to discuss my observations regarding how they are interacting with me, other students and my instruction, and seek their input into how I can support their learning.
- I will utilize the Program of Study so that I develop a comprehensive understanding of the outcomes for



their grade, the grade before and the grade they will be advancing to.

-I will create daily instructional routines that create time and space for me to have one on one time with the students who require extra assistance.

### **Goal 3: Maintaining my engagement in career-long learning TQS # 2**

Overall Goal: Engage with other teachers and professionals to acquire knowledge about digital media and other educational research and resources.

Specific Goal

-I want to incorporate media and inquiry into my teaching.

-I want to become familiar/comfortable with different digital technologies [Smart Board, etc] and online learning programs, plus digital features [Google Classroom] in order to enhance my student's learning experience.

-I want to develop strategies to teach from an Inquiry approach.

-I want to develop strategies for effectively modifying lessons, in order to meet the diverse needs of students who are working at various levels.

-I want to work alongside as many teachers as possible in order to gain feedback

Strategies:

-I will continue to sit in on my mentors Community of Practice which has a focus of growth mindsets.

-I will research, explore, assess educational learning APPS and online resources and programs.

-I will incorporate media into some of my lessons, in order to gauge learner engagement.

-I will continue to explore/prepare and engage in inquiry-based lessons in math, health, language arts, art.

-I will continue to research the curriculum as it pertains to my classes' current and previous Program of Studies expectations and required outcomes, so that I am best equipped to share information with my students.

-I will assess my teaching daily, to better understand what worked and what can be improved and then discuss this with my mentors and do additional research to deepen my knowledge base.

-I will join various online communities in order to become part of a resource sharing community and network. [I.e. educator, new teacher and research-based Facebook and Twitter groups].

### **Goal 4: Develop foundational knowledge about First Nations, Metis and Inuit TQS # 5**

Overall Goal: Deepen and share my foundational knowledge regarding Metis, Inuit and First Nation people and their history and the impact of Colonization.

Specific Goals:

-Gain foundational knowledge of political, social, and economic implications pertaining to Metis, Inuit and First Nation people and their history, by reading resources that are accurate.

-Create learning activities that allow my students to build on their knowledge of political, social and economic facts pertaining to Metis, Inuit and First Nation people and their history, with the intention of creating a culture of understanding, awareness, fairness and respect.

-Seek to create opportunities to support student achievement by engaging in collaborative, whole-school [or whole grade] approaches to capacity building in First Nations, Métis and Inuit education.

-Develop strategies for incorporating First Nations, Metis and Inuit teachings resources from reliable resources and firsthand perspectives.

-Develop strategies for creating an inclusive, welcoming and healing environment for First Nations, Metis and Inuit children and their families.

-Reach out to teachers within my school in order to become familiar with reliable resources and lesson plans regarding historical truths and valuable offerings of First Nations, Metis and Inuit peoples.

-Gather knowledge in order to best understand how to foster respect and pride for First Nations, Metis and Inuit children, and when possible, their families.

### Strategies:

- I will meet and have discussions with our school librarian, who is extremely knowledgeable regarding the first occupants of Canada, in particular, First Nations, Metis and Inuit people.
- I will assist students in research that portrays accurate and positive aspects of First Nations, Metis and Inuit people.
- I will provide lessons that allow my grade five students to engage with their classmates collaboratively in order to assist them in developing a historically accurate perspective regarding First Nations, Metis and Inuit people.
- Using the Program of Studies, I will seek out ways to incorporate a First Nations, Metis and Inuit perspective into other subjects, not only the Socials Studies curriculum.
- I will become versed in Indigenous rights enshrined in the Canadian constitution.
- I will become versed in treaties and agreements with First Nations meant to govern relationships between Canadians and Indigenous nations.
- I will become versed in the Treaty 6 map and Treaty areas in Alberta.
- I will become versed in legislation and agreements negotiated with Métis.
- I will engage in self-study and professional development regarding the purpose of the Indian residential school system and its effects on intergenerational trauma.
- I will access and if the option arises, use approved resources and lessons on residential schools.
- I will carefully consider the impacts of these lessons on Indigenous students.
- I will display an openness and flexibility about bringing Indigenous perspectives into my classroom.
- I will display decolonizing practices, including decentering knowledge from a Eurocentric perspective.
- I will introduce other (non-European) perspectives as valid forms of knowledge and knowing.
- I fully heartedly acknowledge that I am not the expert and recognize that I need to learn alongside my students about Indigenous Peoples and cultures.
- I will research and observe in order to understand the contexts behind Indigenous participation in school, such as attendance, parental involvement, extended family obligations, bereavement practices, cultural learning and development, traditional practices such as hunting, camping, ceremonies, visiting
- I will provide differentiating instruction and assessment to provide appropriate effective methods of expression (oral presentations, experiential).
- I will most definitely demonstrate the strength and diversity of First Nations, Métis and Inuit.
- I will use appropriate terminology that reflects different Indigenous cultures and communities in Canada rather than blanket terms such as FNMI.
- I will use “Indigenous students” when I need to use a collective noun.
- I will refrain from labeling any of my students with initial/acronyms, education codes, or citizen status.
- If possible, during my practicum, I will connect with Indigenous Elders, knowledge-holders, and other community members through my district.

### Day 25 Review: Student teacher and mentor teacher to complete collaboratively

**Review of growth plan goals:** Discuss and record how the goals are being achieved to this point. Use either paragraph or point form.

**Mentor teacher - Preliminary discussion regarding the final assessment:** Are there any areas in which additional focus is required on the part of the student teacher?

<b>Additional mentor teacher comments:</b>

## Appendix

### Instructions and Timelines:

1. Prior to day 10 of the Advance Field Experience (AFX), student teachers will reflect on and identify areas of strength and areas for growth. Student teachers can develop these based on their IFX growth plan and assessment, their prior knowledge and experiences, and on the Teaching Quality Standards.
2. On day 10:
  - Mentor teachers and student teachers will discuss these reflections. Student teachers may revise or add to their growth plan based on the discussion.
  - Mentor teachers and student teachers will collaboratively write goals for the remainder of the AFX and develop a plan (strategies) for achieving those goals.
  - Student teachers will share a digital copy of the AFX growth plan with their UF by the end of day 10.
3. On day 25:
  - Student teacher and mentor teacher will review this document.
  - Student teacher and mentor teacher should have a preliminary discussion about the final assessment, identifying any areas of particular focus for the remainder of the field experience.
  - The UF may be invited to participate in the review meeting.
  - After the review is completed, student teachers will notify their UF.
4. Student teachers should retain a copy of their AFX growth plan for their own reference and records.

## Teaching Quality Standard

### Competency 1: Fostering Effective Relationships

A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Achievement of this competency is demonstrated by indicators such as:

- a. acting consistently with fairness, respect and integrity;
- b. demonstrating empathy and a genuine caring for others;
- c. providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;
- d. inviting First Nations, Métis and Inuit parents/ guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;
- e. collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and
- f. honouring cultural diversity and promoting intercultural understanding.

### Competency 2: Engaging in Career-Long Learning



A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning

Achievement of this competency is demonstrated by indicators such as:

- a. collaborating with other teachers to build personal and collective professional capacities and expertise;
- b. actively seeking out feedback to enhance teaching practice;
- c. building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;
- d. seeking, critically reviewing and applying educational research to improve practice;
- e. enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and
- f. maintaining an awareness of emerging technologies to enhance knowledge and inform practice.

### **Competency 3: Demonstrating a Professional Body of Knowledge**

A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

Achievement of this competency is demonstrated by indicators such as:

- a. planning and designing learning activities that:
  - address the learning outcomes outlined in programs of study;
  - reflect short, medium and long range planning;
  - incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;
  - ensure that all students continuously develop skills in literacy and numeracy;
  - communicate high expectations for all students;
  - foster student understanding of the link between the activity and the intended learning outcomes;
  - consider relevant local, provincial, national and international contexts and issues;
  - are varied, engaging and relevant to students;
  - build student capacity for collaboration;
  - incorporate digital technology and resources, as appropriate, to build student capacity for: - acquiring, applying and creating new knowledge; - communicating and collaborating with others, - critical-thinking; and - accessing, interpreting and evaluating information from diverse sources;
  - consider student variables, including: - demographics, e.g. age, gender, ethnicity, religion; - social and economic factors; - maturity; - relationships amongst students; - prior knowledge and learning; - cultural and linguistic background; - second language learning; - health and well-being; - emotional and mental health; and - physical, social and cognitive ability;
- b. using instructional strategies to engage students in meaningful learning activities, based on:
  - specialized knowledge of the subject areas they teach;
  - an understanding of students' backgrounds, prior knowledge and experiences;
  - a knowledge of how students develop as learners;
- c. applying student assessment and evaluation practices that:
  - accurately reflect the learner outcomes within the programs of study;
  - generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
  - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
  - provide accurate, constructive and timely feedback on student learning; and

- support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

#### **Competency 4: Establishing Inclusive Learning Environments**

A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

Achievement of this competency is demonstrated by indicators such as:

- fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;
- using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- communicating a philosophy of education affirming that every student can learn and be successful;
- being aware of and facilitating responses to the emotional and mental health needs of students;
- recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;
- employing classroom management strategies that promote positive, engaging learning environments;
- incorporating students' personal and cultural strengths into teaching and learning; and
- providing opportunities for student leadership.

#### **Competency 5: Applying Foundational Knowledge about First Nations, Métis and Inuit**

A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Achievement of this competency is demonstrated by indicators such as:

- understanding the historical, social, economic, and political implications of:
  - treaties and agreements with First Nations;
  - legislation and agreements negotiated with Métis; and
  - residential schools and their legacy;
- supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;
- using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.

#### **Competency 6: Adhering to Legal Frameworks and Policies**

A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Achievement of this competency is demonstrated by indicators such as:

- maintaining an awareness of, and responding in accordance with, requirements authorized under the School Act and other relevant legislation;
- engaging in practices consistent with policies and procedures established by the school authority; and
- recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students

