

University of Lethbridge, Faculty of Education
FIELD EXPERIENCES

EXPECTATIONS BY PRACTICA

EDUC 2500	EDUC 3500 (PS I)	EDUC 3600 (PS II)	EDUC 457X (PS III)
Description			
<ul style="list-style-type: none"> • Orientation to teaching 	<ul style="list-style-type: none"> • General teaching skills 	<ul style="list-style-type: none"> • Subject major teaching 	<ul style="list-style-type: none"> • Introduction to first year teaching
Developmental Focus			
<ul style="list-style-type: none"> • Assist teacher with learning activities 	<ul style="list-style-type: none"> • Plan and teach lessons and sequences of lessons • Evaluate student learning (lesson focus) 	<ul style="list-style-type: none"> • Plan and teach organized units of instruction • Competence in subject area • Evaluate student learning (unit focus) 	<ul style="list-style-type: none"> • Engage in all teaching and teaching related activities • 1/2 time teaching assignment • Long range, unit, and lesson planning • Long range assessment of student learning
Course Background Concurrent to Practicum			
<ul style="list-style-type: none"> • Seminars • Pedagogy • Ethics • Contexts of Education and Teaching 	<ul style="list-style-type: none"> • Curriculum and Instruction (generic) • Evaluation of Learning • Language in Education • Educational Psychology • Teaching Seminar • Communications Technology 	<ul style="list-style-type: none"> • Curriculum and Instruction (in major area) • Psychology of Exceptional Learners • Social Context of Schooling • Evaluation of Student Learning 	<ul style="list-style-type: none"> • Includes a seminar series on educational issues and a Professional Inquiry Project
Student Teacher/Intern Teacher Teaching Responsibilities			
<ul style="list-style-type: none"> • Observe and assist • May engage in minimal planning under Teacher Associate guidance 	<ul style="list-style-type: none"> • 5-week practicum • 1/3 time assisting • 1/3 time teaching • 1/3 time observing/planning • Written lesson plans for all lessons taught • May teach from plans prepared with/by Teacher Associate • Plan for informal evaluation 	<ul style="list-style-type: none"> • 6-week practicum • 2/3 time teaching • 1/3 time assisting • If appropriate, progress to 3-5 days of full time teaching • Written lesson and unit plans, including assessment and evaluation components • Plan, conduct, and research evaluation of pupil work 	<ul style="list-style-type: none"> • Approximately 1/2 time teaching assignment • Engage in all professional school activities including district/site-based professional development days and Teachers' Convention • All levels of planning • Unit and long-range plans prepared in advance of internship • Individual Professional Growth Plan (aligned with school goals) • Professional Inquiry Project (PIP Symposium: voluntary) • Complete the descriptive report section of Final Report
Professional Portfolio Expectations			
<ul style="list-style-type: none"> • Orientation to Professional Portfolio development 	Begin to develop: <ul style="list-style-type: none"> • Goals • Personal and professional attributes • Record of progress with evidence 	Continue to develop: <ul style="list-style-type: none"> • Goals • Personal and professional attributes • Record of progress with evidence 	<ul style="list-style-type: none"> • Complete Professional Portfolio • Present to Teacher Mentor, Administrator and/or University Consultant (ideally in final Intern Teacher-led conference)

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Expectations by Practica continued ...

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Teacher Associate/Teacher Mentor and Administrator Expectations			
<ul style="list-style-type: none"> • Direction to Student Teacher • Communication with University Consultant • Evaluation of Student Teacher • Final conference with University Consultant 	<ul style="list-style-type: none"> • Observation of most lessons taught • On-going assessment and coaching • Regular supervision and written feedback of at least one lesson daily • Final conference with University Consultant 	<ul style="list-style-type: none"> • Observation of most lessons taught • On-going assessment and coaching • Regular supervision and written feedback of at least one lesson daily • Final conference with University Consultant 	<p>TEACHER MENTOR</p> <ul style="list-style-type: none"> • Interact as knowledgeable, supportive, experienced colleague and coach • Actively monitor Intern Teacher based on classroom observations • Complete the Teacher Mentor section of Final Report <p>ADMINISTRATOR</p> <ul style="list-style-type: none"> • Supervision and classroom observation consistent with transition to first year teaching (based on the Teaching Quality Standard)
Evaluation of Teaching Performance			
<ul style="list-style-type: none"> • Self-evaluation and reflective practice • Mid-practicum Formative Assessment (checklist) to be completed by Teacher Associate and the Student Teacher • Summative Report completed by Teacher Associate in consultation with University Consultant 	<ul style="list-style-type: none"> • Self-evaluation and reflective practice • Collaborative process including: <ul style="list-style-type: none"> ~ Formative Assessment and Summative Report by Teacher Associate and University Consultant ~ Professional Portfolio development 	<ul style="list-style-type: none"> • Self-evaluation and reflective practice • Collaborative process including: <ul style="list-style-type: none"> ~ Formative Assessment and Summative Report by Teacher Associate and University Consultant ~ Professional Portfolio development 	<p>INTERN TEACHER</p> <ul style="list-style-type: none"> • Self-evaluation using the Formative Assessment form • Contribute to Final Report (based on KSA criteria or TQS (pending)) • Intern Teacher-led final conference <p>TEACHER MENTOR</p> <ul style="list-style-type: none"> • Review goals set by Intern Teacher • Provide feedback on Professional Inquiry Project and Professional Portfolio • Provide guidance based on classroom observation • Contribute to Final Report (based on KSA criteria) and attend final conference <p>ADMINISTRATOR</p> <ul style="list-style-type: none"> • Contribute to Final Report (based on KSA criteria) and attend final conference <p>UNIVERSITY CONSULTANT</p> <ul style="list-style-type: none"> • Review goals set by Intern Teacher • Provide feedback on Professional Inquiry Project and Professional Portfolio • Provide guidance based on classroom observation(s) • Contribute to Final Report (based on KSA criteria) and attend final conference • Assign grade of Pass or Fail