

University of Lethbridge, Faculty of Education
PROFESSIONAL SEMESTER THREE
ADDENDUM to Field Experience Handbook
Spring 2021

Preamble

Due to the extraordinary circumstances that the world finds itself in this year due to COVID-19, a number of changes have had to be made to support our student teachers in their practicum experiences and ensure that they are ready to handle the expectations of beginning teachers going forward.

- For Intern Teachers who completed PS II prior to the Spring of 2020, you will enter PS III using the guidelines from the PS III Handbook.
- For Intern Teachers who had their PS II practicum affected by COVID-19 in the spring of 2020, the following information about PS III is important to note:
 - 1) Intern Teachers beginning PS III in the spring of 2021 will have completed Professional Semester I successfully and Professional Semester II for two weeks only in March, 2020.
 - 2) In PS III, these Intern Teachers will have four weeks in the classroom with expectations for PS II.
 - 3) After that time, these Intern Teachers will have approximately 12 weeks with expectations for PS III.
 - 4) Intern Teachers will refer to both the *PS II* and *PS III Handbooks* online for descriptions of the roles and responsibilities for student teachers/interns, teacher mentors, university consultants, and administrators.
- See attached Practicum Expectations for the Faculty of Education (Appendix H, PS III Handbook).

The guidelines below provide further detail about how PS III will be implemented for students affected by the PS II disruption.

Preparation for PS III

Preparation for **all** Intern Teachers going into PS III begins in December as soon as placements are confirmed through email. Once student teachers' placements have been identified,

- the Intern Teacher and University Consultant will meet with one another, either online or face-to-face

- the Intern Teacher and University Consultant will meet with the Teacher Mentor and school administrator, either online or face-to-face, to determine what *unit plans (2-3)* the student teacher should develop prior to start-up and the school planning meetings which they will attend. Further unit planning will occur over time.
- PS III Intern Teachers will be asked to complete *long-term plans* 4-6 weeks after they begin teaching in order to guide their teaching for the remainder of the practicum.

If it is possible to visit the school in December (Alberta Health will be the final authority on this), then Intern Teachers will need to make certain they are able to do that. Exchanging contact information for communication prior to the holiday break will be important. Planning and preparation should be done prior to the return to school after the break to ensure the Intern Teacher arrives at the school with unit(s), resources, and well-organized logbook to keep lesson plans and reflections in, and ideas to share with the teacher.

Initial unit plans for teaching will be handed in to University Consultants and Teacher Mentors and approved before the return to school. Where possible, Intern Teachers should begin teaching a unit in their subject majors.

The First Four Weeks

The First Four Weeks. As outlined in the PS II Handbook, during the first four weeks of the practicum, the Intern Teacher will receive guidance about what classes will be taught and will receive daily feedback from the Teacher Mentor and weekly feedback from the University Consultant on the submitted unit plans, lesson plans, teaching performance, and professional learning goals. The Intern Teacher will teach approximately 1/3 of the time for the first week, in their major if possible, and then move to teaching approximately half-time for the next three weeks. Half-time teaching will be maintained for the remainder of the Internship.

Mentor Teachers are encouraged to structure this first four weeks in a way that that best suits the context. The half time teaching might be supplemented with additional team teaching, observation, planning time and support for additional unit and long range plans.

University Consultant Visits. During this time, the University Consultant will conduct weekly visits to the school (either in person or virtually) and weekly observations that include a pre-conference, a lesson observation, and a post-conference. The University Consultant will host seminars throughout the Internship.

Formative and Summative Assessment. After two weeks, the PS II Formative assessment form should be filled out and shared all together (with the Intern Teacher, the Teacher Mentor, and the University Consultant).

At the end of the first four weeks, a decision is made regarding readiness for PS III expectations. If the intern meets the requirements outlined in the PS II Summative form, this form will be

completed by the Mentor Teacher and signed electronically by all parties (using DocuSign). Once completed will be automatically submitted to Kelly in the Field Experiences office.

If an Intern Teacher **is not ready for PS III** by the end of the first four weeks, they will be provided with a written action plan based on the requirements in the summative assessment and have two weeks to meet expectations. At this point a decision will have to be made that:

1. The student has met the requirements for PSII and can now begin the expectations for PSIII.

OR

2. Withdraw from the Faculty and start PS II over again in the future after completing a remediation plan. Student Program Services would be involved in this process.

The Final 12 Weeks

It is at this point that the practicum formally turns into the PS III Internship with the expectations for roles and responsibilities implemented for PS III. The PS III Handbook explains the roles and responsibilities for the Intern Teacher, the Teacher Mentor, the University Consultant, and the Administrator.

Each placement and context will offer various ways to do this, and the context of the school and what is best for students must be considered fully. However, it should be noted that:

- The Intern Teacher will continue to be observed by the Teacher Mentor on a weekly basis and together they will continue the Intern/mentor relationship.
- As outlined in the PS III Handbook, the Administrator now takes a greater role providing support and supervision for the Intern. Discussing professional growth plans, overseeing the teaching assignment, and observing the Intern teacher teaching are specific aspects of the Administrators role.

University Consultant Visits. The UC will make monthly visits to the school and conduct observations while there including a pre-conference, an observation, and a post-conference and will continue to host monthly seminars throughout the Internship.

Professional Inquiry Project, Professional Growth Plans, Long Range Plans: The University Consultant will establish expected due dates and expectations for these key components of PS III.

Summative Assessment. The PS III Final Report will follow the Guidelines for Writing Final Reports in Appendix H in the *PS III Handbook*.