

**FIELD
EXPERIENCES
HANDBOOK**

University of
Lethbridge



Faculty of Education

**EDUCATION 3500
Professional Semester One**

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Additional information concerning field experiences within the Faculty of Education is available at: <http://www.uleth.ca/education/programs/undergraduate-studies/extensive-practica/p-s-i>

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PROFESSIONAL SEMESTER I

Overview

Professional Semester I (PS I) is the first Professional Semester in the Faculty of Education and is offered only in the Fall. This is a generic semester where the focus is on basic teaching skills across all subject major areas. In this semester, all students take the same courses regardless of major and are placed in cohorts of 36-40 students. Placements are usually in elementary schools.

During the on-campus portion of the semester (prior to practicum) Student Teachers study six courses. These courses prepare Student Teachers to begin to assume responsibilities for classroom instruction. To that end, some courses involve classroom-based activities to complete assignments during the practicum. Teacher Associates should seek clarification from the Student Teachers and University Consultants regarding such assignments in order to assist in maximizing their learning value. These courses are:

- **EDUC 3501: Curriculum and Instruction** – Interpreting and mapping of pedagogical content knowledge and integrated teaching strategies, with particular focus on meeting learner needs through establishing learner objectives and outcomes, lesson and rudimentary unit planning, and classroom leadership and management.
- **EDUC 3502: Educational Psychology** – Principles of educational psychology applied to classroom applications; includes child development, principles of learning, classroom leadership and management, and motivation.
- **EDUC 3503: Language in Education** – Understanding the role of language and the language arts in education generally, and instruction across the curriculum (K-12) specifically.
- **EDUC 3504: Evaluation of Learning** – Introduction to a variety of approaches to evaluating student learning.
- **EDUC 3505: Teaching Seminar** – Understanding the personal and professional nature of teaching; learner and classroom contexts; teaching strategies, and teacher development.
- **EDUC 3508: Communications Technology and Education** – An introduction to knowledge, skills, attitudes, and critical perspectives, for effectively integrating communications technology into teaching and learning. The course is delivered with a mix of online and face-to-face meetings.

After the on-campus courses are completed successfully, Student Teachers will be able to complete their first supervised practicum experience:

- **EDUC 3500: PS I Practicum** – Student Teachers are assigned to schools for approximately five weeks (125 hours) in a generic practicum to develop and practice skills and knowledge related to on-campus components. Student Teachers are expected to start teaching as soon as possible with the overall aim of teaching 1/3 of the time, assisting 1/3 of the time, and observing or preparing 1/3 of the time.

The first week or two of the practicum should be characterized by cooperative planning between the Teacher Associate and the Student Teacher, including frequent feedback by the Teacher Associate about the Student Teacher's understanding of the complexities of the teaching process. Teacher Associate should attempt to provide the student teacher with comments on all lesson plans prior to the lesson being taught and provide further feedback after each lesson. The Student Teacher is expected to act upon the comments provided by the Teacher Associate in ways that maintain strengths and attend to weaknesses.

Toward the end of the practicum, the Student Teacher must demonstrate initial progress in developing the six competencies in the Alberta Education *Teaching Quality Standard* (TQS). If time permits, and in consultation with the Teacher Associate (s), the Student Teacher may wish to experiment with advanced instructional methods

Note: *Components of the Teacher Education Program at the University of Lethbridge are progressive with specific expectations for each level. See Appendix G: Expectations by Practica.*

Goals

The knowledge, competencies, and attitudes expected of EDUC 3500 Student Teachers are based on the Alberta Education TQS. They include:

- ◆ **Professional Body of Knowledge**
 - Planning: single lessons initially extending to a series of connected lessons (not an entire unit).
 - Instruction: familiarity with and confident use of several teaching strategies applicable across grades and subject areas such as brainstorming, discussion, and questioning techniques.
 - Assessment and evaluation: conduct assessment and evaluation of student learning using informal procedures such as checklists, simple teacher-made tests, and anecdotal notations.
- ◆ **Classroom Leadership and Management** — follow routines established by Teacher Associate such as giving directions and facilitating transitions from one learning activity to another and develop communication and classroom control strategies as needed to maintain a productive, inclusive, and respectful learning environment.

- ◆ **Presence** — confidently use voice and non-verbal communication appropriate to context and purpose.
- ◆ **Organization** — maintain level of organization of classroom facilities and materials established by Teacher Associate and keep personal materials and records in orderly, accessible fashion.
- ◆ **Reflection and Self-assessment** — critique each lesson taught identifying obvious strengths and short-comings in both teacher performance and student learning opportunities and be able to identify the cause and effect relationship between the two factors. Record reflections on lesson plans, in journals, and in portfolios as per University Consultant's expectations. Usually PS I Student Teachers are expected to formally evaluate at least one lesson taught per day.

Placements

Field Experiences, in partnership with District Superintendents and School Administrators, make all practicum placements. One University Consultant is assigned to supervise six or seven Student Teachers. After Field Experiences has made the placement, the University Consultant contacts Teacher Associates to discuss the practicum.

These policies are related to the placement of students in practicum (*See University Calendar: Faculty of Education*)

- Students must not contact teachers or school administrators with the intent of procuring a practicum placement. Field Experiences personnel make all placements.
- Students must not contact the Teacher Associate prior to the practicum until advised to do so.
- Practicum placements for PS I are made within Zone 6 (*see Appendix I*) and the Calgary and Foothills areas.
- Students will not be placed in schools where family members are employed or where family members are pupils.
- Students who refuse a placement may be required to withdraw from the practicum and reapply for admission to the Faculty of Education to resume their studies in a subsequent year.

Attendance Policy

The Faculty of Education maintains a mandatory attendance and punctuality policy for on-campus classes, practica, and related activities such as workshops. If a Student Teacher must be absent or late during practicum, the Student Teacher must notify the Teacher Associate and University Consultant as soon as possible. If unable to contact either the Teacher Associate or the University Consultant, the Student Teacher must telephone Field Experiences (403-329-2259) and leave a message. Typically, illness, inclement weather and school closures are the only acceptable reasons for being absent or late. If absent, Student Teachers must provide the Teacher Associate with lesson plans for all classes they were assigned to teach. (Also see *Appendix E: Attendance Policy – University Sanctioned Activities.*)

Weekly Teaching Schedules

The Student Teacher is asked to work with the Teacher Associate to determine the teaching schedule for the upcoming week and to ensure that the Teacher Associate approves the schedule.

The Student Teacher is required to submit one copy of the schedule to the University Consultant **no later than Thursday evening** for the upcoming week. If the schedule changes, the Student Teacher must inform the University Consultant immediately because these schedules are used to plan supervision visits.

Supervision

Frequent and specific feedback is critical for the Student Teacher's success. It is a general expectation that the Teacher Associate **will provide daily feedback (both verbal and written)**, though not necessarily on every lesson. To ensure ongoing growth and development, the Student Teacher is expected to act upon the feedback provided by the Teacher Associate and University Consultant as soon as possible. The Student Teacher should regularly and actively invite critique of teaching performance. Such feedback allows the Teacher Associate to offer valuable suggestions on student learning, planning, teaching methods, and classroom leadership and management.

The most important aspect of the Student Teacher's practicum experience is formal teaching. Specifically, formal teaching refers to the Student Teacher's taking responsibility for preparing and conducting learning activities for groups or classes as assigned by the Teacher Associate. Formal teaching provides opportunities for the Student Teacher to assume an integral role in facilitating student learning. The Student Teacher must be fully prepared to teach (well-developed lesson plans, knowledge of content, organized resources), and must be assisted in every possible way to understand and accurately assess the effectiveness of the teaching and learning that transpires.

In this dynamic environment, the Student Teacher's knowledge, competencies, and attitudes are challenged and nurtured (e.g. academic knowledge, understanding of learners and learning processes, communication skills, ability to build relationships, maturity, commitment to teaching, and accounting for contextual variables).

STUDENT TEACHER

Roles and Responsibilities

Preparation for the Practicum

ORIENTATION DAY occurs near the end of the on-campus courses prior to the commencement of practicum. This is an opportunity for Student Teachers to visit the school in which they are placed, meet their Teacher Associate and other school staff and students, become familiar with the school, and learn about their teaching assignment and other duties.

For more information, see *Appendix F: Expectations on Student Teacher Orientation Day*.

Criminal Record Check

While not a requirement of the Faculty of Education, school jurisdictions require student teachers to present a current (i.e. typically within 3 months) Criminal Record (CRC) or Police Information Check (including Vulnerable Sector Check) to the school administrator before being permitted to start the practicum.

Note: *Students are responsible for all associated costs. However, at the beginning of each Professional Semester, students will receive a letter explaining the requirement, which upon submitting to a police detachment may result in a reduced fee for the service. Students are advised to initiate application for the CRC at the beginning of or prior to the start of each Professional Semester to allow for processing (usually 2-6 weeks).*

During Practicum

- Arrival and departure times should be discussed with the Teacher Associate. Dependability and punctuality are essential in the teaching profession.
- Student Teachers are to be at school at least 20 minutes before classes commence and expected to stay for the same amount of time after classes are over at a minimum. Before the classes commence, the Student Teacher should meet with the Teacher Associate to discuss the daily schedule of observations, prepare classroom resources, and complete any other mutually arranged activities.
- Student Teachers must remain at school at the end of the school day to discuss lessons, plan lessons, and to participate in duties that are a part of the teacher's routine.
- Student Teachers must develop lesson plans for all lessons they teach. Lesson plans must be in the school and available for the Teacher Associate, Administrator, and/or University Consultant to review. At this point in their development, Student Teachers are **not** required to complete a unit, rather a sequence of lesson plans for all subjects taught.
- Student Teachers may be asked to teach lessons in subject areas other than their major or minor depending on the Teacher Associate's teaching assignment.

- Resources in the school are available for planning the lessons. Student Teachers are expected to locate and return all resources to their respective places. Resources are not to be taken without permission.
- The Student Teacher will abide by any expectations that the school may have in respect to dress, grooming, general deportment, and interpersonal conduct with pupils. This may include providing, to the Central Office or School Administrator, an up-to-date Criminal Record Check. These expectations may be best understood from personal observation and consultation with the Administrator and Teacher Associate.
- Student Teachers should and are encouraged to participate in any or all of the activities that constitute the normal working day of their Teacher Associate such as meetings, in-service sessions, hall or playground supervision, or outdoor education trips.

Note: *While the Student Teacher should share in supervision with the Teacher Associate(s), the Student Teacher **cannot assume legal responsibility** for pupil supervision. It is suggested that the Teacher Associate is always available and on the school site for the Student Teachers' support. At no time during the practicum can the Student Teacher act as a substitute teacher.*

Logbook

During PS I practica, Student Teachers compile a well-organized and up-to-date logbook. This must be available to be read by the University Consultant and Teacher Associate. The logbook is usually a loose-leaf binder containing the following information.

Note: *Student Teachers are required to maintain confidentiality and anonymity within their logbook, adhering to FOIP and PIPA Guidelines.*

General Information

- Student Teacher: Name, contact information, brief autobiography.
- School: Name, address, phone number, email address, school map, school-wide policies, location of classroom, brief description of school, and School Handbook if available.
- Supervisors: Names and contact information for Administrator, Teacher Associate, and University Consultant.
- Classes: Class organization, seating plan(s), and rules, routines, procedures.
- Timetable.

Lesson Plans

- Filed according to subject area, and class, and in the order taught.
- Written reflective critiques/self-assessments of all lessons. Indicate: (a) how you felt about the lesson; (b) what went well and why, or what went poorly and why; and (c) what might be done to change or improve the lesson.
- Copies of materials used for each lesson can be included in the logbook or kept in a separate, orderly folder or binder. Reference information concerning electronic resources used should be filed together with lesson materials.

Assessment and Evaluation Reports

- Copies of observation notes by supervisors (Teacher Associate, University Consultant, School Administrators)
- Copies of Formative Assessments and Summative Evaluation Reports by the Teacher Associate and by the University Consultant.

Other

- Journal entries: daily/weekly reflections.
- Observation notes: Student Teacher's notes from all lessons observed.
- Collection of useful ideas and resources.

Professional Portfolio Development

Student Teachers are required to engage in self and collaborative evaluation through professional portfolio development. The portfolio development process engages students in a cycle of reflection, goal-setting, working toward those goals and collecting evidence of achievement.

The demonstration and discussion of progress and achievement should take place in a three-way conference between the University Consultant, the Teacher Associate, and the Student Teacher. The portfolio evaluation conferences should be held at the mid-point and end of practicum. They may be led by the Student Teacher and should focus on the Student Teacher's achievement of the goals set for the semester and the competencies noted in the Formative Assessment and Summative Report.

Throughout the process of professional portfolio development, Student Teachers, Teacher Associates, and University Consultants should be conscious of the Student Teachers' growth toward achievement of the six competencies that comprise the Alberta Education TQS. Excerpts from the *Alberta Education Teaching Quality Standard* document can be found in *Appendix C*.

The complete version can be found at: <https://www.alberta.ca/professional-practice-standards.aspx#toc-0>

TEACHER ASSOCIATE

Roles and Responsibilities

The role of Teacher Associate is an important and complex one. It demands that teachers be coach, mentor, role model, supervisor, and critical friend to Student Teachers. Teacher Associates are strongly encouraged to see their primary role as one of being a teacher-of-teachers. Teacher Associates share responsibility for assessment of Student Teachers with University Consultants.

The Teacher Associate is expected to assist in the development of the Student Teacher's knowledge, competencies, and attributes:

- ◆ Introducing the Student Teacher to all school staff. Promoting a sense of belonging by orienting the Student Teacher to all school facilities, discussing expectations of administration and other staff members, and inviting them to department, staff, school council, and other meetings.
- ◆ Facilitating a conversation with the School Administrator and the Student Teacher. At this time, information about the school, its policies, regulations, and available teaching resources (persons and materials) will be reviewed. Related discussions might also foster the Student Teacher's understanding of the school as an inclusive environment and point out to the Student Teacher ways in which the school is linked to the surrounding community.
- ◆ Becoming familiar with the Student Teacher's personal and educational background and goals for the semester through conversation and a review of the Student Teacher's professional portfolio.
- ◆ Encouraging Student Teachers to develop their own abilities, personalities and styles as teachers. It is a vital part of the supervisory function to challenge the Student Teachers' maturity, professionalism, and resourcefulness.
- ◆ Developing a trusting relationship with the Student Teacher.
- ◆ Involving the Student Teacher in activities and routines of the class from the first day forward so the Student Teacher has opportunities to learn and assume the leadership and management responsibilities expected of this practicum. The Student Teacher should not be idle.
- ◆ Providing an atmosphere of acceptance in the school and in the classroom. It is important for the Teacher Associate to convey to the pupils that the Student Teacher is a competent co-worker whose directions must be followed. It is necessary for the pupils to accept the Student Teacher as a legitimate authority in the class. The Teacher Associate should resist offering suggestions or corrections in the presence of the students.
- ◆ Determining the initial teaching assignment(s) for the Student Teacher.
- ◆ As appropriate, supplying the Student Teacher with essential information concerning the pupils with whom the Student Teacher will be working.

Specific Responsibilities of the Teacher Associate

The Teacher Associate is expected to assist in the professional development of the Student Teacher by:

- Serving as a sounding board for the Student Teacher's ideas. Understand that the Student Teacher may initially be apprehensive and offering frequent informal conferences to assist the Student Teacher to gain confidence and comfort
- Preparing a working space for the Student Teacher (desk, chair and room for materials).
- Planning cooperatively to help the Student Teacher experience collaboration and collegiality and to provide the Student Teacher with a preview of increased participation. In addition, the Student Teacher will benefit from the Teacher Associate demonstrating such competencies as application of Indigenous foundational knowledge, integration of technology, and instructional modifications to accommodate learning differences.
- Demonstrate a variety of teaching strategies and approaches to facilitate learning.
- Suggest teaching strategies, resource materials, and learning activities to support or enhance the Student Teacher's planning. Assist the Student Teacher to locate and assemble teaching materials and equipment. Assistance should not be necessary for repeated uses of equipment.
- Ensure that lesson plans are submitted to, discussed with, and approved by the Teacher Associate well in advance of each lesson. Well in advance is generally interpreted as at least the day before the lesson is to be taught. This will facilitate the work of the University Consultant.
- Help the Student Teacher plan individual lessons when such assistance is deemed necessary. The extent of this guidance should decrease as the Student Teacher gains experience.
- Observe and provide specific written feedback to the Student Teacher concerning a minimum of one lesson each day. In addition, provide constructive feedback regarding teaching strengths, weaknesses, and improvements and encourage self-evaluation by conducting brief, formal and/or informal discussions on a daily basis.
- Frequently examine the logbook for purposes of improving the Student Teacher's (1) understanding of all parts of the lesson plans, (2) ability to analyze and evaluate lessons, and (3) written expression of classroom observations (particularly if difficulties are noted).
- Reviewing and discussing the Professional Portfolio: Both Teacher Associates and University Consultants have responsibilities to assist Student Teachers with the professional portfolio. Teacher Associates may suggest goals based on their observations and may be particularly helpful in assisting Student Teachers to select artifacts to represent their growth. For resources, see *A Guide to the Development of Professional Portfolios* at <http://www.uleth.ca/education/resources/professional-portfolios>
- Reviewing and discussing the Formative and Summative Assessments: Both Teacher Associates and University Consultants collaborate to complete the forms (*Appendix H*).

Note: *If you believe that the Student Teacher is not meeting expectations, immediately contact the University Consultant and/or the Assistant Dean, Field Experiences. See **Failure to Meet Expectations** section.*

UNIVERSITY CONSULTANT

Roles and Responsibilities

The Student Teacher is assigned a University Consultant who will assume responsibility for the following:

- ◆ Helping the Student Teacher develop an initial understanding of the TQS and its implications for the knowledge, performance and professional growth of Student Teachers.
- ◆ Helping the Student Teacher understand the connections between theory and practice in teaching. The University Consultant shares this responsibility with colleagues, Teacher Associates and School Administrator.
- ◆ Assisting the Student Teacher throughout the practicum. The University Consultant will stay informed of the Student Teacher's performance and progress through regular communication and conferences with the Student Teacher, the Teacher Associate, and the School Administrator.
- ◆ Assessing and evaluating, with supporting documentation, the Student Teacher's planning and performance during the practicum.

Specific Responsibilities

- The expectation for EDUC 3500 is for the University Consultant to supervise the Student Teacher at least three (3) times during the practicum. Supervision is defined as a school visit that consists of the following 3 components: a pre-conference, full lesson observation, and post-conference feedback.
- The Teacher Associate and/or Student Teacher may request more supervision by the University Consultant. The University Consultant is asked to respond promptly.
- ***Notify the Assistant Dean, Field Experiences immediately*** when a Student Teacher is identified as failing to meet practicum expectations or a problem situation arises. (See ***Failure to Meet Expectations*** section.)
- Attend the final meeting with the Student Teacher and Teacher Associate. Determine and submit the final grade for the practicum.

Note: *If a University Consultant, through illness or absence from campus, is unable to visit Student Teachers for a week or more, Field Experiences will arrange appropriate supervision.*

Additional Responsibilities

- The University Consultant serves as a liaison and is responsible for facilitating and maintaining communication between the university and the school.
- Working closely with Teacher Associate to ensure that the experiences facilitate the maximum growth of the Student Teacher.
- Participating in the process of the Student Teacher's professional portfolio development.
- Advises Field Experiences on matters relating to the operation of PS I.

EVALUATION OF THE STUDENT TEACHER

Guiding Principles

The evaluation of the Student Teacher's performance, progress and professional development is made with overarching respect for the Alberta Education TQS and more specifically, in relation to the competencies stated for the PS I Practicum. Evaluation is a difficult and complex task that involves deliberations among the three people concerned: the Student Teacher, Teacher Associate, and University Consultant. To be most effective, evaluation should be considered a sustained process. Therefore, it is important that the Student Teacher, through frequent consultation with supervisors, has a clear understanding of progress throughout the practicum. This is to be accomplished through ongoing feedback as well as periodic assessments using the PS I Formative and Summative forms (*Appendix H*).

Guidelines for Completing Assessment Forms

PS I Formative Assessment: The PS I Formative Assessment form is provided to give the student teacher focused, specific feedback during the PS I Practicum (EDUC 3500). Specific objectives for EDUC 3500 are listed on the PS I Formative Assessment form. The Teacher Associate should complete this form at regular intervals during the practicum (e.g. every week or every other week).

Note: *At the end of the practicum, the Formative Assessment form becomes the property of the Student Teacher. It is not part of the Student Teacher's permanent record in the Faculty of Education.*

PS I Summative Report Form: During EDUC 3500, the Teacher Associate, the University Consultant and the Student Teacher share responsibility for practicum assessment. At the end of the practicum, the Teacher Associate and University Consultant complete an appraisal of the Student Teacher's final performance on the PS I Summative Report form. This report is to be discussed in a final conference with the Student Teacher, the Teacher Associate, and the University Consultant. *Student Teachers are strongly encouraged to obtain and retain a copy of the Summative Report and place it in their portfolio at the time the Report is discussed and signed.*

The completed and signed Field Experiences Report form **must be submitted** to Field Experiences before the deadline. Student Teachers may examine the Summative Report forms after submission. *Summative Reports are not to be removed from Field Experiences and may not be copied without permission of the originator.*

Professional Portfolio Development

The demonstration and discussion of progress and achievement should take place in a three-way conference with the Student Teacher, Teacher Associate (s), and University Consultant. Portfolio conferences should be held at the mid-point and at the end of the practicum. They may be led by the Student Teacher and should focus on achievement of the goals set for the semester and the attainment of the PS I competencies.

Grading System in Practicum

Grading options include:

- Incomplete: 'I'
- Withdrawal: 'W'
- Withdrawal with Cause: 'WC'
- Pass 'P'
- Failure: 'F'

All practica are graded on a **Pass/Fail** (P/F) basis.

In rare situations, one of the following designations may be assigned by the University Consultant. Grading options for practicum include:

- **Incomplete ('I')**
in case of illness or other extenuating circumstances beyond the control of the student, which make it impossible to complete the required work by the end of the term (*see University Calendar: Academic Regulations, Policies and Program Requirements*)
OR
when the Teacher Associate **and** the University Consultant, believe that the Student Teacher will be able to meet expectations for EDUC 3500 if more time in the practicum placement was provided.

Note: *The 'I' designation is awarded only on application to and approval of both the instructor and the Dean of Education. (See Student Program Services for additional information and the appropriate forms.)*

- **Withdrawal: 'W'**
Students in a Professional Semester who are considering a withdrawal must *immediately* contact Student Program Services and Field Experiences for assistance. Withdrawing from any component of a Professional Semester **will result in the student's withdrawal from the Faculty of Education**

- **Withdrawal with Cause: 'WC'**

A designation of 'WC' is recorded only in case of serious illness or other extenuating circumstances beyond the control of the Student Teacher or Intern, which make continuation in the practicum/internship impossible, and where an Incomplete designation is not in order.

- **Failure: 'F'**

The 'F' should be given if the Student Teacher has failed a course, module or not met practicum expectations. Also, the student may be assigned a failing grade for the component where the Standards of Professional Conduct were not met.

A Student Teacher or Intern will have the option of withdrawing from the Faculty of Education up to the last day of classes (see 'W' or 'WC' above). Past that date, an "F" will appear on the academic transcript.

Additional information regarding *Incomplete, Withdrawal or Withdrawal with Cause* can be found in the *Faculty of Education Student Handbook: Grading System* section.

Assigning of Practicum Grade: Lack of Consensus

Discrepancies between the Student Teacher, the Teacher Associate (s), and/or the University Consultant regarding the assessment of practicum performance should be discussed and consensus sought. If consensus is not achieved, the following steps should be completed.

- The PS I Summative Report Form must be signed by the Student Teacher who disagrees with the evaluation; this is to indicate that the student has read the Report.
- The Student Teacher should then attach a letter to the PS I Summative Report form that outlines concerns about the appraisal.
- The Student Teacher's letter must be signed by the Teacher Associate and University Consultant to acknowledge reading it. If letters are not signed by all parties, a copy will be sent to each participant with an invitation to respond in writing.
- Should the University Consultant and the Teacher Associate disagree on the appraisal of the practicum, they should try to come to a mutual understanding and a consensus. If a consensus is not possible, each should submit a PS I Summative Report form, that has been signed by the other to acknowledge reading it.
- In the final analysis, it is the **University Consultant who assigns the practicum grade.**
- The evaluation consists of the PS I Summative Report form, verifying the Student Teacher's demonstration of the PS I competencies based on the Alberta Education TQS (*Appendix C*), and the Student Teacher's compliance with the *Alberta Teachers' Association Code of Professional Conduct (Appendix B)* and the *Faculty of Education Standards of Professional Conduct and Non-Academic Standards (Appendix A and D)*.

Note: Such cases should be **brought to the attention** of Deans of Student Program Services and Field Experiences as **soon as the conflict arises**.

FAILURE TO MEET EXPECTATIONS

Failure to meet expectations in two or more of the clusters identified on the PS I Summative Report or failure to show sufficient growth in two or more areas on the Formative Report may result in a recommendation other than a Pass 'P'. ***In this circumstance the University Consultant will immediately notify the Assistant Deans of Student Program Services and Field Experiences.***

Procedures and Responsibilities

When the Student Teacher is failing to meet practicum expectations, the University Consultant will immediately notify the Assistant Deans of Student Program Services and Field Experiences.

- The University Consultant will notify the Student Teacher in writing that the Teacher Associate(s) and/or University Consultant have serious concerns which put the Student Teacher at risk of receiving a failing grade in the practicum.
- The University Consultant and Teacher Associate will develop a written plan that describes the areas of concern, sets goals, and gives suggestions for improvement, as well as dates by which expectations must be met. A copy of the plan must be submitted to the Assistant Deans of Student Program Services and Field Experiences and copies are to be retained by the University Consultant and the Teacher Associate
- Prior to the date determined in the written plan, the University Consultant and Teacher Associate will meet with the Student Teacher to discuss whether or not the student will successfully complete the practicum. The decision will be shared in writing with the Student Teacher and the Assistant Deans of Student Program Services and Field Experiences.

Supplementary Supervision

The University Consultant and Assistant Dean, Field Experiences, will ascertain whether it is appropriate to have a second university supervisor provide supplementary supervision. The role of the supplementary supervisor is consultative to the University Consultant regarding evaluation of Student Teacher performance in respect to the PS I competencies (based on the TQS). The role may include assistance to the University Consultant in the development and implementation of the plan as described above and/or determination of grade.

Termination of Placement

If the Teacher Associate or School Administrator requests termination of the placement, the request will be respected, and the Student Teacher immediately removed. After removal, the Student Teacher, University Consultant, and the Assistant Deans of Student Program Services and Field Experiences will meet to determine an appropriate course of action. Each case is handled on an individual basis.

Required Withdrawal from the Faculty

A student will be withdrawn from the Faculty of Education if the following occurs:

- the grade point average falls below 2.50 in PS I or PS II; or
- the student fails any course, module or practicum in any Professional Semester; or
- the student fails to meet expectations of the Standards of Professional Conduct. The student may be assigned a failing grade for the component where the Standards of Professional Conduct were not met.

Re-admission after Withdrawal from the Faculty

- After consultation with the University Consultant and Teacher Associate (s), the Assistant Dean of Student Program Services will document the difficulties that the Student Teacher experienced in the practicum placement.
- The student will be provided with a written document that describes the areas of concern and recommendations about how to remediate those difficulties.
- To be considered for readmission, the student will be expected to present evidence of their remediation activities. This will be presented to the members of the Undergraduate Student Program Committee, who adjudicate applications for readmission on behalf of the Faculty. Readmission is not assured. (*see University Calendar: Education - Readmission After Withdrawal*).

APPENDIX A:

Faculty of Education: Standards of Professional Conduct

As a Faculty within the University of Lethbridge, the Faculty of Education is committed to maintaining its students' freedom of thought, belief, opinion, and expression. As a professional Faculty, the Faculty of Education is committed to assisting students to become professionals. The Faculty, then, has the dual responsibility of fostering the academic freedom of students within the context of professional standards of conduct. The standards describe professional characteristics and behaviors students are expected to develop and demonstrate during field experience components and field related courses within the Teacher Education Program. Appropriate demonstration of these professional standards will be judged by on-campus instructors and school personnel.

- The student acts in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, physical characteristics, age, ancestry, or place of origin.
- The student treats pupils, peers, school personnel, and faculty members with dignity and respect and is considerate of their circumstances.
- The student acts in a responsible manner which includes being punctual, dependable, trustworthy, consistent, and reliable.
- Recognizing that attendance in practicum courses and Professional Semesters is a professional responsibility, students apprise appropriate personnel at the University and/or school in advance of unavoidable absences.
- The student demonstrates empathy for others by showing concern for and understanding of others' feelings and/or ideas.
- The student responds to feedback by listening to, evaluating, and responding to suggestions.
- The student maintains positive interpersonal relationships with peers, faculty, school personnel, and pupils, by contributing, cooperating, participating, and working with others in a flexible and adaptable way.
- The student shows enthusiasm and initiative by being actively involved as a participant while encouraging the involvement and participation of others.
- The student shows maturity and judgment.
- The student demonstrates a commitment to teaching through interest in learning about teaching, consulting, questioning, reading, and discussion.
- The student criticizes (verbally or in writing) the professional competence or professional reputation of others only in confidence to proper officials and only after the other person has been informed of the criticism.
- The student respects the confidentiality of information about pupils, peers, school personnel, or faculty, received in confidence or in the course of professional duties.
- The student acts in a manner which maintains the honor and dignity of the profession and the University of Lethbridge.
- The student does not make representations on behalf of the Faculty of Education, the University of Lethbridge, the school, or the profession.

In addition to Professional Conduct, students are expected to meet expectations set out in other University and Faculty of Education policies, and to adhere to expectations set out by The Alberta Teachers' Association, Alberta Education, and School Jurisdictions

APPENDIX B: Alberta Teachers' Association: Code of Professional Conduct

The Code of Professional Conduct stipulates minimum standards of professional conduct of teachers but is not an exhaustive list of such standards. Unless exempted by legislation, any member of The Alberta Teachers' Association who is alleged to have violated the standards of the profession, including the provisions of the Code, may be subject to a charge of unprofessional conduct under the bylaws of the Association.

In relation to pupils

1 The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, gender expression, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.

2 (1) The teacher is responsible for diagnosing educational needs, prescribing and implementing instructional programs and evaluating progress of pupils.

(2) The teacher may not delegate these responsibilities to any person who is not a teacher.

3 The teacher may delegate specific and limited aspects of instructional activity to noncertificated personnel, provided that the teacher supervises and directs such activity.

4 The teacher treats pupils with dignity and respect and is considerate of their circumstances.

5 The teacher may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgment of the teacher, to do so is in the best interest of the pupil.

6 The teacher may not accept pay for tutoring a pupil in any subjects in which the teacher is responsible for giving classroom instruction to that pupil.

7 The teacher may not take advantage of a professional position to profit from the sale of goods or services to or for pupils in the teacher's charge.

In relation to school authorities

8 The teacher protests the assignment of duties for which the teacher is not qualified or conditions which make it difficult to render professional service.

9 The teacher fulfills contractual obligations to the employer until released by mutual consent or according to law.

10 The teacher provides as much notice as possible of a decision to terminate employment.

11 The teacher adheres to agreements negotiated on the teacher's behalf by the Association.

In relation to colleagues

12 The teacher does not undermine the confidence of pupils in other teachers.

13 The teacher criticizes the professional competence or professional reputation of another teacher only in confidence to proper officials and after the other teacher has been informed of the criticism, subject only to section 24 of the *Teaching Profession Act*.

14 The teacher, when making a report on the professional performance of another teacher, does so in good faith and, prior to submitting the report, provides the teacher with a copy of the report, subject only to section 24 of the *Teaching Profession Act*.

15 The teacher does not take, because of animosity or for personal advantage, any steps to secure the dismissal of another teacher.

16 The teacher recognizes the duty to protest through proper channels administrative policies and practices which the teacher cannot in conscience accept; and further recognizes that if administration by consent fails, the administrator must adopt a position of authority.

17 The teacher as an administrator provides opportunities for staff members to express their opinions and to bring forth suggestions regarding the administration of the school.

In relation to the profession

18 The teacher acts in a manner which maintains the honour and dignity of the profession.

19 The teacher does not engage in activities which adversely affect the quality of the teacher's professional service.

20 The teacher submits to the Association disputes arising from professional relationships with other teachers which cannot be resolved by personal discussion.

21 The teacher makes representations on behalf of the Association or members thereof only when authorized to do so.

22 The teacher accepts that service to the Association is a professional responsibility.

Approved by the 2018 Annual Representative Assembly pursuant to the Teaching Profession Act.

Please note:

- Items 13 and 14 of the Code of Professional Conduct do not pertain to reporting to the Association on the possible unprofessional conduct of another member.
- The *Teaching Profession Act*, section 24(3), requires members to report forthwith to the executive secretary on the unprofessional conduct of another member.

APPENDIX C: Alberta Education: Teaching Quality Standard

MINISTERIAL ORDER #001/2020



Whereas Alberta's teachers, students, parents, educational leaders and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

Whereas Alberta teachers provide inclusive learning environments in which diversity is respected and members of the school community are welcomed, cared for, respected and safe.

Whereas Alberta teachers play a fundamental role in establishing the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized.

Whereas quality teaching occurs best when teachers work together with other teachers in the common interest of helping all students succeed in diverse and complex learning environments.

Whereas the *Teaching Quality Standard* provides a framework for the preparation, professional growth, supervision and evaluation of all teachers.

Whereas students, parents and other partners in education should be confident that Alberta teachers demonstrate the *Teaching Quality Standard* throughout their careers.

Whereas it is important to recognize the value of a consistent standard of professional practice for all teachers in the province.

1. In the context of this document:

- a. **“competency”** means an interrelated set of knowledge, skills and attitudes, developed over time and drawn upon and applied to a particular teaching context in order to support optimum student learning as required by the *Teaching Quality Standard*;
- b. **“inclusive learning environment”** means a classroom, school, online learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners;
- c. **“indicators”** means actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable;
- d. **“local community”** means community members who have an interest in education and the school, including neighbouring Métis settlements, First Nations and other members of the public;
- e. **“school authority”** means a public school board, separate school board, Francophone regional authority, charter school operator or accredited private school operator;
- f. **“school community”** means students, teachers and other school staff members, parents/guardians and school council members;
- g. **“school council”** means a school council established under the *Education Act* or a parent advisory council established under the *Private Schools Regulation*;
- h. **“student”** means, for the purpose of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- i. **“teacher”** means an individual who holds a certificate of qualification as a teacher issued under the *Education Act*.

2. The *Teaching Quality Standard*:

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

3. All Alberta teachers are expected to meet the *Teaching Quality Standard* throughout their careers. In any given context, reasoned professional judgment must be used to determine whether the *Teaching Quality Standard* is being met.

4. The *Teaching Quality Standard* is described by the following competencies and indicators:

- 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.

Fostering Effective Relationships

1

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.

Engaging in Career-Long Learning

2

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;

Demonstrating a Professional Body of Knowledge

3

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.

Establishing Inclusive Learning Environments

4

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:

- a. fostering equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- b. using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- c. communicating a philosophy of education affirming that every student can learn and be successful;
- d. being aware of and facilitating responses to the emotional and mental health needs of students;
- e. 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;
- f. employing classroom management strategies that promote positive, engaging learning environments;
- g. incorporating students' personal and cultural strengths into teaching and learning; and
- h. providing opportunities for student leadership.

Applying Foundational Knowledge about First Nations, Métis and Inuit

5 | 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:

- a. 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;
- b. supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;
- c. 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
- d. 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.

Adhering to Legal Frameworks and Policies

6 | 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:

- a. maintaining an awareness of, and responding in accordance with, requirements authorized under the *Education Act* and other relevant legislation;
- b. engaging in practices consistent with policies and procedures established by the school authority; and
- c. 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.

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APPENDIX D: Faculty of Education: Non-Academic Standards

The student will demonstrate to adults and children:

- ◆ **Empathy:** as concern for the welfare of others – the ability to care beyond oneself;
- ◆ **Acceptance and Respect:** of individual differences, i.e., looks, attitudes, life styles, viewpoints;
- ◆ **Ability to Listen:** with understanding and supportive feedback;
- ◆ **A Positive Attitude:** expect the best from others;
- ◆ **Continued Personal Growth and Development:** by admitting deficiencies, correcting fallacies, and acquiring new knowledge;
- ◆ **Freedom from Prejudice and Discrimination:** by supporting and valuing cultural heritage;
- ◆ **Flexibility and Adaptability:** as needed to approach a situation in a new way according to the moment's criteria;
- ◆ **Imagination and Creativity:** by escaping from rigidity, structures, and the hum-drum;
- ◆ **Enthusiasm:** as a positive model stimulating active involvement and participation;
- ◆ **Patience:** to accept the myriad frustrations of a teacher's and student's day;
- ◆ **Intuitiveness and Sensitivity:** as felt response to unspoken needs;
- ◆ **Poise and Self-Confidence:** as a sense of fair play and justice; treating each person according to his/her needs; and
- ◆ **Cooperation, Reliability, and Dependability:** by demonstrating individual initiative.

APPENDIX E:

Attendance Policy: University Sanctioned Activities

For students participating in University sanctioned activities during PS I, PS II, and PS III.

Preamble

The Faculty of Education recognizes opportunities afforded students who participate in university-sanctioned activities such as athletics* or fine arts**. While all effort will be to accommodate the schedules of students involved in these endeavors, such demands cannot compromise the integrity of the Faculty of Education program.

Participants

This policy refers to University of Lethbridge sanctioned participation. Students who are involved in out-of-sequence coursework, community or other public performances, coaching, or non-sanctioned athletics will be governed by standard Faculty of Education attendance policy. That is, students are required to attend all classes and activities on campus as well as fulfill all before and after school practicum responsibilities.

Guidelines

Permission may only be granted to miss class or practicum time for participation in regular competition, dress rehearsals, or performances. Students will not be excused from class or practicum for team practices, rehearsal, or other such preparatory activities. Pre-season and exhibition competition will also be considered lower priority.

It is the student's responsibility to discuss, with the appropriate faculty members, conflicts between classes/practicum and scheduled competitions or performances. This should be done as soon as a schedule of sanctioned activities has been confirmed.

After considering the overall impact of the schedule on the student's attendance, faculty members will come to a reasonable agreement regarding absences. It is the responsibility of the student to complete all work, activities, and materials missed during the absence.

While all efforts will be made to reach a reasonable compromise, the Instructor or Teacher Associate is NOT obligated to excuse a student if doing so would unduly compromise the student's academic success.

* *Varsity sports teams that are funded by the University and participate in the C.I.S.*

** *Music ensembles are not required during Professional Semesters. Students may not receive credit for participation in ensembles during PS I, II, or III without written permission from the Assistant Dean of Student Program Services. Students may not receive credit for participation in Theatre and Dramatic Arts productions during PS I, II, or III without written permission from the Assistant Dean of Student Program Services.*

APPENDIX F:

Expectations on Student Teacher Orientation Day

The following checklist will help Student Teachers make the most of Orientation Day:

Preparation

- dress professionally
- arrive at least 20 minutes early
- report to administrator's office

School Personnel

- meet administration, other teachers of same grade, teacher assistants, school secretary
- establish telephone and message routines with your Teacher Associate (email addresses, cell phone and other as appropriate).

School Facilities

- staff room location and routines (lunch, coffee-fund)
- washroom location
- library/resource centre routines (media & technology equipment, photocopier, fax, internet, email)
- login processes for Course Management software and other password protected school technology
- parking regulations
- materials and supplies availability
- first aid/sick room locations

School Routines

- schedule of classes and bells
- time of teacher arrival and leaving
- schedule of special events
- discipline policies and behaviour expectations
- dress code
- student supervision (gym, playground, lunchroom)
- co-curricular activities participation expectations
- emergency procedures (fire evacuation, lock downs, etc.)

Classroom

- class schedule – ask Teacher Associate for a copy
- seating plan/name tags – learn a few names
- student alerts/medical/custodial – ask if these apply to your classes
- management routines and policies – observe Teacher Associate
- location of resources and supplies – what are routines for storing etc.
- space for Student Teacher desk/table – where will you sit?

Curriculum and Instruction

- review of ongoing studies/topics/projects – students and Teacher Associate can explain to you.
- overview of initial teaching expectations – what will you teach?
- supply of Program of Studies, teaching resources etc. – can you share with Teacher Associate?
- review of program modifications for special needs students – ask Teacher Associate and observe closely.

Communication

- review of professional portfolio (goals and personal attributes) with Teacher Associate.
- time for planning, feedback, and assessment conferences – plan daily time with Teacher Associate
- procedures regarding absence – how to notify Teacher Associate and school.

APPENDIX G: 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 • Demonstrate 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 • Professional Responsibilities 	<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"> • Academic Study <ul style="list-style-type: none"> ○ Seminar series on educational issues ○ Professional Inquiry Project ○ Growth plans • Professional Portfolio Development
<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 assessment and 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 and competencies • Record of progress with evidence 	Continue to develop: <ul style="list-style-type: none"> • Goals • Personal and professional attributes and competencies • 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)

EDUC 2500	EDUC 3500 (PS I)	EDUC 3600 (PS II)	EDUC 457X (PS III)
Teacher Associate/Teacher Mentor and Administrator Expectations			
<ul style="list-style-type: none"> • Direction to EDUC 2500 student • Communication with University Consultant • Evaluation of EDUC 2500 student • Final conference with University Consultant 	<ul style="list-style-type: none"> • Observation of most lessons taught • On-going assessment and coaching • 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 • 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 EDUC 2500 student • 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 and Professional Portfolio Development • Contribute to Final Report (based on TQS). • 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 TQS) and participate in final conference <p>ADMINISTRATOR</p> <ul style="list-style-type: none"> • Contribute to Final Report (based on TQS) and participate in 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 TQS) and participate in final conference • Assign grade of Pass or Fail

APPENDIX H: Field Experience Reports/Seminar Reports

All Field Experience reports should be downloaded from the Faculty of Education website each year for the current up-to-date report.

<http://www.uleth.ca/education/undergrad/fe>

Education 2500 (EDUC 2500)

<http://www.uleth.ca/education/programs-degrees/undergraduate-program/field-experiences/education-2500/forms-guidelines>

- Field Experience Report
- Seminar Report

Professional Semester I (EDUC 3500)

<http://www.uleth.ca/education/programs-degrees/undergraduate-program/field-experiences/ps-i/forms-guidelines>

- PS I Formative Assessment
- PS I Summative Assessment

Professional Semester II (EDUC 3600)

<http://www.uleth.ca/education/programs-degrees/undergraduate-program/field-experiences/ps-ii/forms-guidelines>

- PS II Formative Assessment
- PS II Summative Assessment

Professional Semester III (EDUC 457X)

<http://www.uleth.ca/education/programs-degrees/undergraduate-program/field-experiences/ps-iii/forms-guidelines>

- PS III Formative Assessment
- PS III Final Report:
 - University Consultant
 - Intern Teacher
 - Teacher Mentor
 - School Administrator

APPENDIX I: Map of Zone 6 Placement Area

