

**FIELD
EXPERIENCES
HANDBOOK**

University of
Lethbridge



Faculty of Education

EDUCATION 4500
Professional Semester Three

Approved: September 19, 1999

Revised: February 2022

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PROFESSIONAL SEMESTER III

Overview

The purpose of Professional Semester III (PS III) is to give Intern Teachers a transitional experience in which they grow from student to professional teacher as they extend their teaching competence and assume responsibility for their career-long professional growth.

PS III is an integrated semester that includes teaching, academic study (seminars, professional inquiry project, and growth plans), and Professional Portfolio development. Under the supervision of Administrators (or designate), Intern Teachers teach approximately one-half (50%) of their Teacher Mentors' full time equivalent (F.T.E) instructional workload. Seminars with University Consultants and peers focus on topics of mutual professional interest including foundational knowledge of First Nations, Métis, and Inuit. Professional Inquiry Projects may take a variety of forms such as, but are not limited to, professional reading, collaborative research with mentors, and/or independent inquiry. Regardless of form, the Professional Inquiry Project is designed to complement and enhance the internship by linking the teaching context and Intern Teachers' Professional Growth Plan goals. The PS III internship builds upon the academic and practicum components the Intern Teacher has experienced in Education 2500, Professional Semesters I, and II.

Students are required to attend a PS III Orientation meeting prior to the semester they enroll in PS III. These are held in December and April. It is up to the student to ensure their availability for this mandatory meeting.

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

Distinctive Features

- ◆ Internships are approximately 15 weeks in duration, during which time Intern Teachers are assigned to schools full-time and are expected to participate in all school staff activities, meetings, and other professional activities. This time is dependent on school board calendars. (See *Appendix I: Map of Zone 6.*)
- ◆ Internships allow opportunities for classroom teachers to engage in professional inquiry.
- ◆ Under the supervision of the Administrator, Intern Teachers assume approximately one-half of the teaching load/assignment of their Teacher Mentors.
- ◆ Intern Teachers engage in a variety of forms of professional inquiry.
- ◆ Intern Teachers engage in self-assessment and evaluation through Professional Portfolio development.

- ◆ Intern Teachers' professional development goals are related to professional growth, the context of the internship, and the Alberta Education *Teaching Quality Standard (TQS)* for Interim Professional Certification.
- ◆ Intern Teachers are not paid or employed by the school districts during PS III; nor are they to work as substitute teachers during their internship.
- ◆ Supervision of the internship is the responsibility of a designated Administrator.
- ◆ Evaluation of the internship is the responsibility of the Faculty of Education.

Goals

- ◆ To enhance the ability of the Intern Teacher to develop and demonstrate the competencies of the Alberta Education TQS.
- ◆ To provide the Intern Teacher with a support system during transition from Student Teacher to professional educator.
- ◆ To allow the Intern Teacher to engage in self-directed professional inquiry.
- ◆ To provide opportunities for the Teacher Mentor and the Intern Teacher to share professional knowledge.
- ◆ To assist the socialization of the Intern Teacher into the professional culture of teaching.
- ◆ To provide opportunities for Teacher Mentors to develop and engage in professional inquiry relevant to their interests and needs.
- ◆ To provide opportunities for Teacher Mentors to recognize and validate their own professional, practical knowledge, and experience.
- ◆ To provide opportunities for Teacher Mentors' professional renewal.
- ◆ To strengthen the partnership among the university, schools, and the teaching profession.

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 an Intern Teacher must be absent or late during Internship, the Intern 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 Intern 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, Intern Teachers must provide the Teacher Associate with lesson plans for all classes they were assigned to teach. (Also see *Appendix E: Attendance Policy – for University Sanctioned Activities*).

Professional Portfolio Development

All Intern Teachers will engage in Professional Portfolio development. By the completion of PS III, Intern Teachers must have assembled a portfolio that demonstrates competencies in all areas of the Alberta Education TQS. (See *Professional Portfolio Section* for more information).

Professional Inquiry

The Professional Inquiry Project is an opportunity for Intern Teachers to extend their knowledge, understanding, and skills in some aspect(s) of teaching and learning. It is intended to enhance the internship and to be contextually relevant. Professional inquiry may take a variety of forms: independent reading, working with Teacher Mentors on professional development projects, and/or participating in school-based inquiries within particular areas of curriculum.

Seminars

Intern Teachers are involved in mandatory online and/or face-to-face seminar meetings with their peers and University Consultant. During these meetings, Intern Teachers and University Consultants explore issues related to teaching and other professional topics of relevance to the group.

Observation of Intern Teachers

The Faculty promotes Intern Teachers' reflective self-evaluation skills because it believes that engagement in career-long learning is a requirement for productive, effective, and rewarding teaching careers. At the same time, it is recognized that self-evaluation alone does not provide an adequate evaluation of student teaching and that mentoring and coaching by experienced teachers is critical in the growth and development of pre-service teachers.

The Role of Field Partners

As teachers of teachers, Teacher Mentors and Administrators (or designates) are encouraged to systematically identify their Intern Teacher's position along a continuum of professional growth and guide the Intern Teacher's progress through collaborative goal-setting, constructive critique, modeling, team teaching, and encouragement. In other words, internship is considered a time for skill building, increasing understanding through inquiry, exploration, and experimentation with the ultimate goal of achieving the competencies of the Alberta Education TQS required for interim certification.

The University of Lethbridge program is dependent upon the commitment of all Field Partners in providing Intern Teachers with guided and supportive learning experiences within the context of schools and classrooms. Such learning experiences significantly shape the Intern Teachers' professional expertise and competence.

Current school governance requires that all teachers make and share annual Professional Growth Plans. The Faculty of Education supports recognition of teachers' work as Teacher Mentors as a form of professional development and an opportunity for professional growth.

INTERN TEACHER

Roles and Responsibilities

The Intern Teacher is a University of Lethbridge student who has completed Professional Semesters I and II successfully and has demonstrated to the Faculty of Education the competence necessary to be a successful teacher. PS III is intended to enhance and affirm the Intern Teacher's professional conduct, as well as increase teaching competence. Through self-directed learning, the Intern Teacher should build professional competencies that facilitate and support continuous growth and development.

Preparation for the Internship

- ◆ The Intern Teacher is assigned to a school full-time and assumes approximately one-half-time teaching. The Intern Teacher meets with the Teacher Mentor prior to the internship to collaboratively decide upon the instructional responsibilities that each will assume. (see *Appendix F*)
- ◆ The Intern Teacher prepares long-range plans, instructional units, and daily/lesson plans for all classes taught. **Note:** *long-term plans must be prepared prior to beginning the internship.*
- ◆ The Intern Teacher presents goals for PS III to the Administrator (or designate) and University Consultant at the beginning of the semester (or date set by University Consultant). Progress toward and achievement of goals should be demonstrated, and career goals discussed throughout the internship.
- ◆ The Intern Teacher is aware of the competencies for Interim Professional Certification. The Intern Teacher sets professional goals and communicates the goals for the semester with the Teacher Mentor and Administrator (or designate) very early in the semester. The goals may be recorded in the Intern Teacher's Professional Portfolio. The purpose of reviewing professional goals is to make known the Intern Teacher's areas of focus and to establish a plan to meet those goals. The Intern Teacher may be asked by school personnel to consider the school's goals as a part of the Intern Teacher's PS III goals. These goals form a part of the Intern Teacher's Professional Growth Plan.

During the Internship

- ◆ **The Intern Teacher invites the Teacher Mentor to observe on a weekly basis.** This is an important indicator that the Intern Teacher is engaging in professional discussion that is based on improvement and growth. The purpose of such observations is for the Teacher Mentor to provide help and support for the Intern Teacher's teaching.
- ◆ The Intern Teacher develops ongoing regular communication with the Teacher Mentor. The Intern Teacher communicates regularly with the Teacher Mentor with regard to teaching and related professional responsibilities. Ideally, this will take the form of

meeting with the Teacher Mentor **at least once a week**, more frequently if necessary. Either the Intern Teacher or the Teacher Mentor may initiate these meetings.

- ◆ The Intern Teacher meets and adequately fulfills the requirements of the Professional Inquiry Project of PS III.
- ◆ The Intern Teacher engages in self-evaluation. Specifically, self-evaluation occurs through the development of a showcase Professional Portfolio, the writing of a Final Report of the internship, regular communication with the University Consultant and engagement in a focused Professional Inquiry Project.
- ◆ The Intern Teacher maintains communication with the Administrator (or designate) and invites the Administrator to observe the Intern Teacher's teaching.
- ◆ The Intern Teacher consults immediately with the Teacher Mentor and University Consultant if difficulties are encountered.
- ◆ The Intern Teacher strives to ensure that relationships with the Teacher Mentor as well as with the University Consultant are professional and productive. The Intern Teacher also strives to maintain appropriate professional relationships with others (administration, staff, parents, and community).
- ◆ The Intern Teacher maintains a regular pattern of communication with the University Consultant.
- ◆ The Intern Teacher engages in regular professional discussions (face-to-face and/or on-line) with the University Consultant and peer group of Intern Teachers. Topics to be discussed are chosen collaboratively.
- ◆ The Intern Teacher demonstrates at all times the attributes and dispositions appropriate to the profession of teaching and as outlined in the *Faculty of Education Standards of Professional Conduct* and *Non-Academic Standards (Appendix A and D)*, the *Alberta Teachers' Association Code of Professional Conduct (Appendix B)*.

Concluding the Internship

- ◆ The Intern Teacher initiates the writing of the *Professional Semester III Final Report* and asks for collaboration in the writing from the Teacher Mentor, Administrator and University Consultant. (See *Guidelines for Writing Final Reports* section.)
- ◆ The Intern Teacher arranges the final conference in consultation with University Consultant.
- ◆ Attends the final conference with the University Consultant, the Teacher Mentor, and the Administrator.
 - The Intern Teacher's goals for the internship will be reviewed and evidence of their achievement will be presented in the showcase Professional Portfolio and Final Report.
 - The Intern Teacher will present the Professional Inquiry Project.
 - Some discussion may be held concerning the Intern Teacher's long-term professional goals.
 - Final conferences will be face-to-face in Zone 6 and Calgary and using tele- or video-communications in distant placements.

TEACHER MENTOR

Roles and Responsibilities

The **Teacher Mentor** is a certificated teacher whose professional performance demonstrates the repertoire of teaching strategies and competencies of the Alberta Education TQS and who is prepared and willing to contribute to enhancement of the professional growth of the Intern Teacher.

The Teacher Mentor recognizes that the Intern Teacher cannot be hired or paid for rendering service to students and cannot fulfill the role of substitute teacher.

Preparation for the Internship

- ◆ The Teacher Mentor is ultimately responsible for the supervision and instruction of pupils assigned to the Intern Teacher. Teacher Mentors must honor all contractual and professional obligations to pupils assigned to their care. Teacher Mentors cannot be assigned to teach another class during the half time they are assigned to carrying out the responsibilities associated with mentoring Intern Teachers.
- ◆ The Teacher Mentor will provide approximately one-half-time teaching opportunity to the Intern Teacher. The Teacher Mentor meets with the Intern Teacher **prior to and throughout** the period of internship to collaboratively decide the responsibilities each will assume.
- ◆ The Teacher Mentor welcomes the Intern Teacher and embraces the opportunities their partnership offers for professional growth.
- ◆ The Teacher Mentor introduces the Intern Teacher to staff and students as an Intern Teacher rather than as a student teacher. The Teacher Mentor helps and supports the Intern Teacher in understanding and fulfilling professional obligations during the transition to becoming a beginning teacher.
- ◆ The Teacher Mentor **initiates** and develops ongoing communication with the Intern Teacher.

During the Internship

- ◆ The Teacher Mentor serves as a role model of professional, career-long learning through active mentoring and engagement in professional development.
- ◆ The Teacher Mentor communicates with the Intern Teacher with regard to teaching and related professional responsibilities. Ideally, this will take the form of meeting with the Intern Teacher **at least once a week**, or more frequently if desired. The meetings may be initiated by either the Intern Teacher or Teacher Mentor.

- ◆ The Teacher Mentor communicates as needed with the University Consultant concerning general expectations and progress of the internship.
- ◆ Should concerns arise, the Teacher Mentor first reviews the situation with the Intern Teacher. If the Teacher Mentor and Intern Teacher are unable to resolve the difficulties, then the Administrator and University Consultant should be consulted.
- ◆ The Teacher Mentor will observe the Intern Teacher teach. The purpose of such observations is to gain familiarity with the Intern Teacher's teaching in order to provide help and support. Such observations should be a natural outgrowth of the Intern Teacher's goals and self-directed learning. The Intern Teacher will initiate the observations by asking for specific feedback early on and throughout the internship.
- ◆ In addition to assigned teaching, the Intern Teacher may choose to become involved in extra-curricular activities. All such activities are carried out **under the supervision of the Administrator.**
- ◆ The Teacher Mentor, consistent with effective mentoring processes, offers help and support to the Intern Teacher in developing a Professional Portfolio, shows interest in the Intern Teacher's Professional Inquiry Project, and takes opportunities as they arise to guide the Intern Teacher to achieve the competencies of the TQS for Interim Certification, including development of foundational knowledge of First Nations, Métis, and Inuit.

Concluding the Internship

- ◆ The Teacher Mentor offers help and support to the Intern Teacher to ensure accurate preparation of the *Professional Semester III Final Report*. In addition, the Teacher Mentor completes the *Teacher Mentor Comments* section of the report and signs it. (See *Guidelines for Writing Final Reports* section.)
- ◆ Attends the final conference—arranged by the Intern Teacher—with the University Consultant, the Intern Teacher, and the Administrator.
 - The Intern Teacher's goals for the internship will be reviewed, including the Professional Inquiry Project, and evidence of their achievement will be presented in the showcase Professional Portfolio and Final Report.
 - Some discussion may be held concerning the Intern Teacher's long-term professional goals.
 - Final conferences will be face-to-face in Zone 6 and Calgary and using tele- or video-communications in distant placements.

Building a Mentoring Relationship

Foundational Beliefs

- ◆ Mentorship offers an important opportunity for those about to enter the profession to expand their repertoire of professional competencies.
- ◆ Experienced teachers have a great deal of expertise and wisdom to share.
- ◆ With supportive induction experiences, Intern Teachers have the potential to develop into successful teachers.
- ◆ Pairing experienced teachers with Intern Teachers fosters a disposition toward continued professional growth at all stages of career development.
- ◆ Mentoring recognizes the valuable role played by experienced teachers in bridging the successful transition into the teaching profession.

Guidelines for Relationship Development

- ◆ Welcome Intern Teachers and demonstrate the opportunities their partnership offers for professional growth.
- ◆ Listen, show compassion, and be understanding.
- ◆ Strive to develop effective means of communication.
- ◆ Respond promptly, willingly, and supportively when asked for assistance.

Suggestions for Fostering Professional Growth

- ◆ Anticipate typical needs of Intern Teachers and offer assistance.
- ◆ Willingly share accumulated wisdom and experience.
- ◆ Model career-long learning and quest for understanding.
- ◆ Share learning from current professional development opportunities.
- ◆ Share examples of how the school creates and sustains an inclusive environment.
- ◆ Share examples of how teachers learn and apply foundational knowledge of First Nations, Métis, and Inuit.

Intern Teacher Feedback: Formative

Conversations following observations could include questions such as:

- ◆ Did the lesson go as you had planned? How did students respond to you?
- ◆ As you were teaching the lesson, how did you feel?
- ◆ If you were to re-teach the lesson, what would you do differently?
- ◆ What will you do with this group tomorrow? Why?
- ◆ What help do you need from me?
- ◆ How did students' understanding of topic deepen? How do you know?

Authentic Feedback

- ◆ Ensure your observations are guided by discussions you have had with your Intern Teacher.
- ◆ For each observation, provide feedback on a limited number of key points. Focus on what the Intern Teacher can reasonably take in and use.
- ◆ Gather persuasive information about selected aspects of the Intern Teacher's practice. Focus on progress and achievement of professional goals.
- ◆ Share a copy of your observation notes with your Intern Teacher immediately after your observation.
- ◆ Discuss your observations with your Intern Teacher at the earliest convenient time after observing.
- ◆ Limit excessive praise or criticism. Try to focus on description rather than judgment.
- ◆ When offering suggestions for change, encourage your Intern Teacher to consider "different ways" rather than "only one way." By focusing on alternative solutions, you can foster reflective practice.
- ◆ Whenever possible, use video. Applied appropriately, video feedback is one of the most powerful ways to promote positive changes in teaching behavior.
- ◆ Try to avoid creating dichotomies (e.g., good student/bad student; right way/wrong way; best practice/worst practice). Focus on competency along a continuum, rather than "either/or".
- ◆ Try to focus feedback on the value it has for the Intern Teacher, rather than the "release" it can provide the observer. Help and feedback are most effective when they are given and heard as an offer.

ADMINISTRATOR

Roles and Responsibilities

The **Administrator** is the school Principal, or someone designated by the school Principal to have responsibility for the Intern Teacher. The Administrator is an advisor and supervisor whose role is to provide support and supervision for Intern Teachers.

Note: *The definition of **supervision** is consistent with the Alberta Education TQS, Teacher Growth, Supervision, and Evaluation Policy 2.1.5. (2016).*

Contact Procedures: If difficulties concerning the internship are encountered, the Administrator and/or the Teacher Mentor will contact the University Consultant immediately (pending the nature and urgency of the concern) to request attention of University personnel.

Preparation for the Internship

- ◆ At the beginning of the internship, the Administrator reviews the Individual Growth Plan goals for internship set by the Intern Teacher and discusses ways these goals can be facilitated within the school context. The Administrator may ask the Intern Teacher to consider the school's goals in setting his/her goals for the internship.

During the Internship

- ◆ The Administrator ensures that the Intern Teacher is not acting as a substitute teacher. The Administrator further ensures that the Teacher Mentor is provided 0.5-release time to effectively support the Intern Teacher and to engage in professional inquiry experiences.
- ◆ The Administrator provides the Intern Teacher with the transitional experience of being supervised consistent with the Alberta Education TQS. **It is expected that this supervision will include classroom observations and discussion of those observations with the Intern Teacher.**

Concluding the Internship

- ◆ At the end of the internship, the Administrator is asked to complete and sign the Administrator's Comments section of the Final Report (See *Guidelines for Writing Final Reports* section.)
- ◆ Attends the final conference—arranged by the Intern Teacher—with the University Consultant, the Intern Teacher, and the Teacher Mentor.
 - The Intern Teacher's goals for the internship will be reviewed, including the Professional Inquiry Project, and evidence of their achievement will be presented in the showcase Professional Portfolio and Final Report.
 - Some discussion may be held concerning the Intern Teacher's long-term professional goals.
 - Final conferences will be face-to-face in Zone 6 and Calgary and using tele- or video-communications in distant placements.
- ◆ If requested by the Intern Teacher, the Administrator may choose to provide a letter of reference.

UNIVERSITY CONSULTANT

Roles and Responsibilities

The **University Consultant** is the representative of the Faculty of Education whose role is to coordinate the academic study (seminars, Professional Inquiry Project, and growth plan), liaise with the Teacher Mentor and Administrator, provide assistance and support to the Intern Teacher during the internship and finally, determine whether the Intern Teacher has achieved the competencies to qualify for Interim Certification as outlined in the Alberta Education TQS.

Preparation for the Internship

- ◆ Prior to the internship (June and December), the University Consultant contacts the Intern Teacher, Teacher Mentor, and Administrator to ensure that teaching responsibilities have been decided upon and preparations for the internship are in order.
- ◆ The University Consultant reviews and approves long-range plans and unit plans prior to the beginning of the internship. Plans must be in place before the internship can begin.

During the Internship

- ◆ The University Consultant ensures that the Intern Teacher meets and adequately fulfills the requirements of the Professional Inquiry Project of PS III.
- ◆ The University Consultant guides the Intern Teacher's Professional Portfolio development, focusing upon progress toward and achievement of goals set.
- ◆ The University Consultant encourages and supports the Final Report writing.
- ◆ The University Consultant establishes and maintains frequent communication with the Intern Teacher with regard to teaching and related professional responsibilities. The pattern of communication varies with teaching contexts and geographical locations but may include some combination of face-to-face meetings and telecommunications.
- ◆ The University Consultant establishes and maintains a frequent pattern of communication with the Teacher Mentor.
- ◆ Throughout the internship, the University Consultant maintains frequent contact with the Administrator.
- ◆ The University Consultant organizes and coordinates professional discussions (face-to-face and/or on-line) with groups of Intern Teachers. Topics to be discussed are chosen collaboratively with the Intern Teachers. It is the University Consultant's responsibility to arrange the participation of appropriate resource personnel where needed.
- ◆ The University Consultant provides help and support to the Intern Teacher in understanding and fulfilling all professional obligations, including (but not limited to) development of the Intern Teacher's professional growth plan and Professional Portfolio.

- ◆ The University Consultant facilitates the Intern Teacher’s professional growth through sharing observations of and reflections on teaching and helping to solve problems as they arise.
- ◆ The University Consultant is sensitive to the needs and development of the Intern Teacher as a beginning teacher. The University Consultant tries to ensure that the Intern Teacher establishes and maintains professional relationships with school personnel.
- ◆ For placements within Zone 6 and Calgary, the University Consultant will observe the Intern Teacher teaching. The purpose of such observations is to gain familiarity with the Intern Teacher’s teaching, to provide help and support, and to write an accurate, descriptive Final Report.

Concluding the Internship

- ◆ The University Consultant completes the *University Consultant Comments* section of the Final Report and signs the report to verify the grade. (See *Guidelines for Writing Final Reports* section.)
- ◆ Supports the Intern Teacher in arranging the final conference.
- ◆ Attends the final conference—arranged by the Intern Teacher—with the Teacher Mentor, the Intern Teacher, and the Administrator
 - The Intern Teacher’s goals for the internship will be reviewed and evidence of their achievement will be presented in the showcase Professional Portfolio and Final Report.
 - The Intern Teacher’s Professional Inquiry Project will be presented briefly.
 - Some discussion may be held concerning the Intern Teacher’s long-term professional goals.

Note: *Final conferences will be face-to-face in Zone 6 and Calgary and using tele- or video-communications in distant placements.*

EVALUATION OF INTERN TEACHERS

Guiding Principle

The evaluation of the Intern 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 III Internship. Evaluation is a difficult and complex task that involves deliberations among the four people concerned: the Intern Teacher, Teacher Mentor, Administrator, and University Consultant. Professional requirements include setting and achieving teacher professional goals, engaging in professional development activities, participating in seminars with the University Consultant, completing a Professional Portfolio, completing a Professional Inquiry Project, and submitting the *Professional Semester III Final Report (Appendix H)*.

To be most effective, evaluation should be considered a sustained process. Therefore, it is important that the Intern Teacher, through frequent consultation with school and university personnel, has a clear understanding of progress throughout the internship. This is to be accomplished through ongoing feedback as well as periodic assessments using the *Professional Semester III Formative Assessment* form (*Appendix H*).

Guidelines for Writing Final Reports

The purpose of the Final Report is to provide an account of the teaching and other responsibilities assumed by the Intern Teacher during the internship. The primary audience for the Final Report will be persons interested in the nature, duration, and extent of the teaching and learning of the Intern Teacher.

In writing the Final Report, the following guidelines should be adhered to:

- (1) The document is to be typed on the *Professional Semester III Final Report* form.
- (2) Report writing is initiated by the Intern Teacher and then completed with assistance from the University Consultant and Teacher Mentor.
- (3) The primary portion of the report, written by the Intern Teacher, should be a record of teaching assignments, activities undertaken, events participated in, and professional learning demonstrated during the internship. Typically, the report will include:
 - ✦ Instruction (teaching assignments, and extra-curricular activities if applicable)
 - ✦ Classroom Organization/Management of Student Behaviour
 - ✦ Planning and Preparation (short and long-term planning)
 - ✦ Techniques of Instruction (including integration of technology, First Nations, Métis, and Inuit knowledge applications)
 - ✦ Assessment and Evaluation of Student Learning
 - ✦ Personal and Professional Attributes (relationship building, career-long learning etc.)
 - ✦ Summary

- (4) The Teacher Mentor, University Consultant, and Administrator (or designate) complete and sign the relevant Comments sections of the report.

Each Intern Teacher's report will be completed on a 2-page DocuSign document that will be sent by the Field Experience Office. As this document is focused on assessing the Intern Teacher's growth and development as an emerging educator, this document should include both strengths of the Intern Teacher's work, and areas for future growth.

A **suggested** format for the Teacher Mentor, University Consultant and Administrator would be to use the formative assessment headings to determine what they wish to report on and make connections to the current TQS for Alberta Certification, which are also highlighted on the formative assessment headings. Administrators may have structures they use for first year teachers, and this can also be modified to fit the feedback for the Intern Teachers.

Headings may include:

- ✦ Planning and Preparation
- ✦ Instruction (*including communication, lesson structure, questioning and discussion, focus on student learning*)
- ✦ Classroom Leadership and Relationships
- ✦ Assessment
- ✦ Professional Attributes and Responsibilities (*including professional growth, ethical conduct as outlined by the Alberta Teachers' code of conduct*).
- ✦ Professional Growth (*demonstrated by the Intern's Professional Portfolio and Professional Inquiry Project*).

Embedded in these headings, the Teacher Mentor/Administrator/University Consultant may also want to connect the key ideas with the TQS competency descriptors:

- Fosters effective relationships
- Engages in life-long learning
- Demonstrates a professional body of knowledge
- Establishes inclusive learning environments
- Applies foundational knowledge about First Nations, Metis, and Inuit
- Adheres to legal frameworks and policies.

- (5) The Final Report is read by the Intern Teacher, University Consultant, Teacher Mentor, and Administrator (or designate), who sign their own section. All signatures (and type-written names) must appear on the form when it is submitted to Field Experiences.

Note: *Should any participant believe the report is an inaccurate record of the internship, Faculty policy requires that person to write a letter addressed to the Assistant Dean, Field Experiences and attach it to the Final Report. The letter should clearly outline areas of the report the person believes to be inaccurate and the reasons why they are believed to be inaccurate.*

- (6) The University Consultant signs the report to verify the grade assigned for the internship.
- (7) It is the Intern Teacher's responsibility to obtain a signed copy for inclusion in the Professional Portfolio.
- (8) The University Consultant is responsible to see that the original report is submitted on time (at the end of the semester before grades are due) to Field Experiences.
- (9) The original will be placed in the Intern Teacher's Student Academic File in Student Program Services.

Professional Portfolio Development

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

Throughout the process of Professional Portfolio development, Intern Teachers, Teacher Mentors, Administrators, and University Consultants should be conscious of the Intern Teachers' growth toward achievement of the six competencies that comprise the Alberta Education TQS. Excerpts from the *Alberta Education Teaching Quality Standard (2020)* document can be found in *Appendix C*. The complete version can be found at: <https://www.alberta.ca/professional-practice-standards.aspx#toc-0>

Grading System in the Internship

Final grades are assigned by the University Consultant. Grading options for Internship 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 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*).

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.)

A grade of "I" should be given if the Intern Teacher has made significant progress during the practicum/internship but has failed to meet all practicum expectations and all Faculty of Education Standards of Professional Conduct (*Appendices A, B, and D*).

- **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 Intern Teacher, which make continuation in the practicum/internship impossible, and where an Incomplete designation is not in order.

- **Failure: 'F'**

A grade of "F" should be given if the Intern Teacher has made little progress during the practicum/internship or has failed to meet practicum expectations or any of the *Standards of Professional Conduct*. An Intern Teacher 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/Internship Grade: Lack of Consensus

Discrepancies between the Intern Teacher, the Teacher Mentor(s), the Administrator (or Designate) and/or the University Consultant regarding the assessment of practicum /internship performance should be discussed and consensus sought. The evaluation consists of the PS III Final Report Form, verifying the Intern Teacher's demonstration of the competencies based on the Alberta Education TQS (*Appendix C*), and the Intern 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 areas identified on the *Professional Semester III Formative Assessment* form may result in a recommendation other than **PASS (P)**. ***In this circumstance the University Consultant will immediately notify the Assistant Deans of Student Program Services and Field Experiences.***

Note: *If a Teacher Mentor or Administrator determines that an Intern Teacher is not meeting expectations, the University Consultant must be consulted immediately.*

Procedures and Responsibilities

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

- The University Consultant will notify the Intern Teacher in writing that the Teacher Mentor(s) and/or University Consultant have serious concerns which put the Intern Teacher at risk of receiving a failing grade in the practicum/internship.
- The University Consultant and Teacher Mentor(s) 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 Mentor(s) will meet with the Intern Teacher to discuss whether or not the student has successfully addressed the areas of concern and whether or not the Intern Teacher will successfully complete the practicum/internship. The decision will be shared in writing with the Intern Teacher and the Assistant Deans of Student Program Services and Field Experiences.
- Failure to meet goals set will result in withdrawal from the PS III Internship.
- Concerns due to professional conduct may result in **immediate** termination.

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 the evaluation of Intern Teacher performance in respect to the PS III competencies based on the *Professional Semester III Formative Assessment Form* (See Appendix H) and the Alberta Education TQS (Appendix C). 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 Mentor or School Administrator requests termination of the placement, the request will be respected, and the Intern Teacher immediately removed. After removal, the Intern Teacher, University Consultant, and Assistant Deans of Student Program Services and Field Experiences will meet to determine a 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 Intern fails the Professional Semester; or
- the Intern fails to meet expectations of the Standards of Professional Conduct.

Readmission after Withdrawal from the Faculty

- After consultation with the University Consultant, Teacher Mentor(s), and the Administrator, the Assistant Dean of Student Program Services will document the difficulties that the Intern Teacher experienced in the practicum/internship placement.
- The Intern Teacher 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*).

TEACHER INTERIM CERTIFICATION

Alberta Education is responsible for issuing Interim Certification. The Faculty of Education recommends to Alberta Education students who have successfully completed all degree(s) requirements and have demonstrated that Alberta Education TQS for Interim Certification has been met. (Also see *Appendix J*.)

Students must make application for interim certification and pay fees as assessed by Alberta Education. In special circumstances, students should contact Student Program Services (edu.sps@uleth.ca) for assistance with certification application procedures.

- ◆ Alberta Education may refuse to issue an interim teaching certificate to an applicant possessing an indictable criminal conviction and/or a pardon granted in regard to such an offense.
- ◆ Recommendations for interim certification are made by the Faculty of Education at the end of Fall and Spring semesters when all grades are available and approved. Teachers must have such certification to be employed in public and separate schools in Alberta. Upon written request from a Superintendent or other hiring authority, students who obtain teaching contracts prior to being granted certification may request Early Clearance from the Faculty of Education. Please contact Student Program Services (edu.sps@uleth.ca) in regards to the Early Clearance process.

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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2nd Floor, 44 Capital Boulevard Building
10044 - 108 Street
Edmonton, Alberta T5J 5E6
(780) 427-2045



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, lifestyles, 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 humdrum;
- ◆ **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 30 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

Field Experience reports are available digitally and submitted via DocuSign (*see Student Handbook Section M*). Sample reports are available on Faculty of Education website.

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

Education 2500 (EDUC 2500)

<https://www.ulethbridge.ca/education/programs-degrees/undergraduate-program/field-experiences/education-2500>

- Field Experience Report *submitted to FE office via DocuSign*
- Seminar Report *submitted to FE office via DocuSign*

Professional Semester I (EDUC 3500)

<https://www.ulethbridge.ca/education/programs/undergraduate-studies/extensive-practica/p-s-i>

- PS I Formative Assessment *not submitted to FE office*
- PS I Summative Assessment *submitted to FE office via DocuSign*

Professional Semester II (EDUC 3600)

<https://www.ulethbridge.ca/education/programs/undergraduate-studies/extensive-practica/p-s-ii>

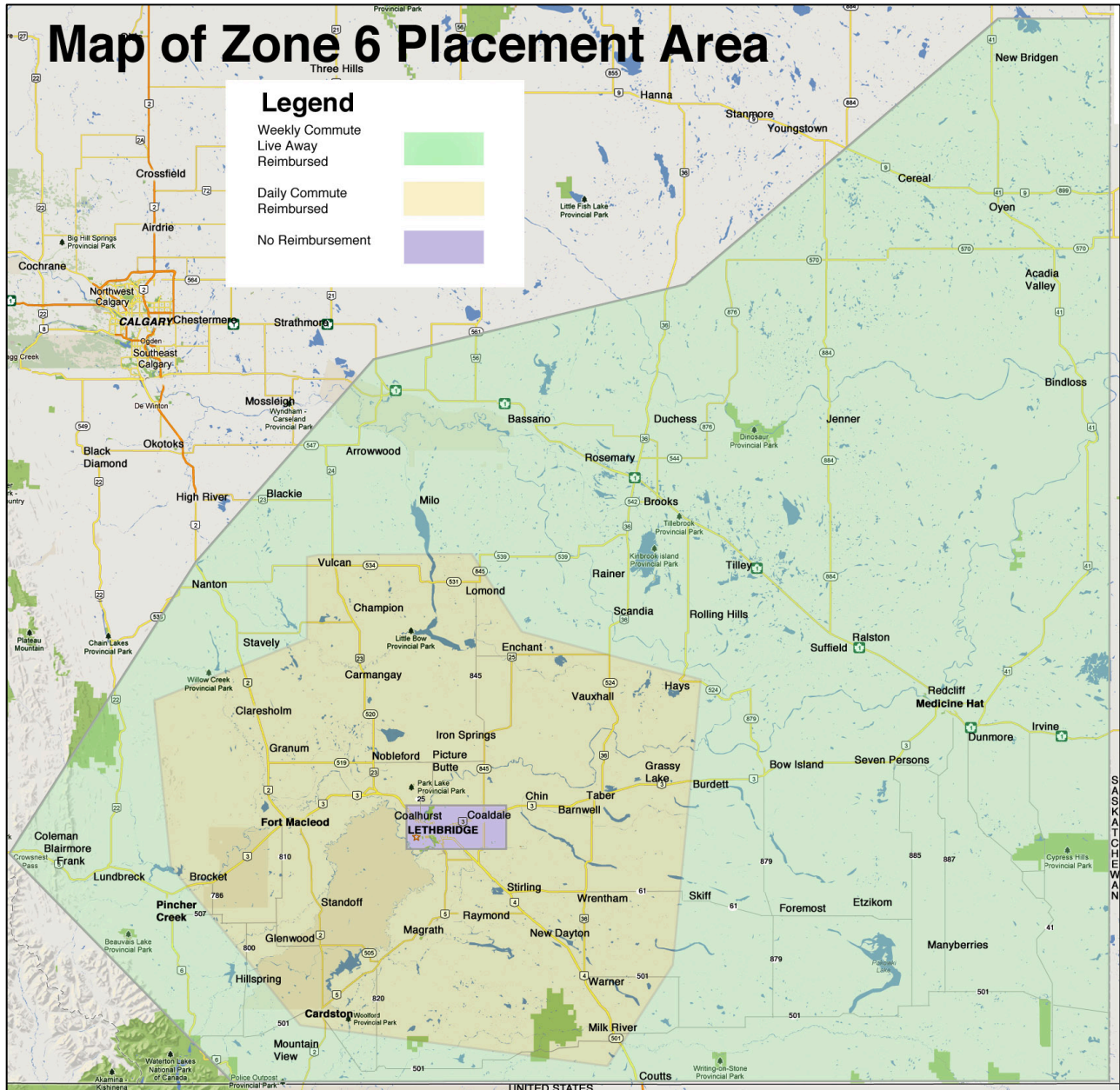
- PS II Formative Assessment *not submitted to FE office*
- PS II Summative Assessment *submitted to FE office via DocuSign*

Professional Semester III (EDUC 457X)

<https://www.ulethbridge.ca/education/programs/undergraduate-studies/extensive-practica/p-s-iii>

- PS III Formative Assessment *not submitted to FE office*
- PS III Final Report:..... *submitted to FE office via DocuSign*
 - University Consultant
 - Intern Teacher
 - Teacher Mentor
 - School Administrator

APPENDIX I: Map of Zone 6 Placement Area



APPENDIX J: Preparing for Graduation, Certification, Salary Evaluation

TIMELINE

| | |
|---|---|
| PS II | <input type="checkbox"/> B.Ed. Program Check <ul style="list-style-type: none">• Program Check Request forms are handed out at PS II Orientation and are also available in Student Program Services.• Advisor will check your B.Ed. graduation requirements. |
| PS II and PS III | <input type="checkbox"/> Develop Application Package <ul style="list-style-type: none">• For detailed information see Securing Employment section. |
| Last semester deadlines for Graduation <ul style="list-style-type: none">○ Spring: March 1○ Summer: August 1○ Fall: November 1 | <input type="checkbox"/> Application for Graduation (fee required) <ul style="list-style-type: none">• Apply online through The Bridge. Go to 'Registrar's Office and Student Services,' then 'Graduation.'• Ensure that you are applying for the correct semester of completion. If you are completing program requirements in the Fall (December), your convocation will take place in May/June.• Contact Student Program Services if you have questions about the graduation process. |
| Two months prior to final semester completion | <input type="checkbox"/> Apply for Teacher Certification (fee required) <ul style="list-style-type: none">• https://www.alberta.ca/teacher-certification.aspx• For detailed information see Graduation, Certification, Salary Evaluation section. <input type="checkbox"/> Apply for Salary Evaluation (fee required) <ul style="list-style-type: none">• https://www.teachers.ab.ca/TheTeachingProfession/TeacherQualificationsService/Pages/EvaluationProcess.aspx• For detailed information see Graduation, Certification, Salary Evaluation section. <input type="checkbox"/> Job Search <ul style="list-style-type: none">• For detailed information Securing Employment section. |
