

**FIELD
EXPERIENCES
HANDBOOK**

University of
Lethbridge



Faculty of Education

**EDUCATION 2500
Orientation to Teaching**

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ORIENTATION TO TEACHING

Education 2500 (EDUC 2500) provides students with a general orientation to the teaching profession. The course is comprised of two components: a seminar class on campus and a practicum in a school placement (i.e., a ‘field experience’). It is a full 3-credit course; therefore, class time spent in seminars is officially 36 hours. An additional 60 hours is spent in school placements and practicum related activities.

Through active participation in seminars, students begin to develop a sense of professional identity and a deeper understanding of teaching as a profession, current issues in contemporary education, and the role of public education in Alberta. Various experiences throughout the practicum, including assisting teachers, teaching individual or small groups of students, systematic observation, and engaging in reflection and self-assessment provide opportunities for EDUC 2500 students to learn more about the nature of teachers’ working realities, professional responsibilities, and teaching and learning in contemporary classrooms. Together, the seminar and the practicum enable students to identify and explore the nature of their personal and professional knowledge, skills, and attitudes (competencies), as well as their commitment to teaching. In the process, students become better prepared to reach informed decisions relative to teaching as a career. Essentially, EDUC 2500 serves two overarching purposes:

- (1) To assist students with making vocational decisions about teaching as a career.
(i.e., Having learned more about the teaching profession, do I still want to be a teacher?)
- (2) To provide the Faculty, in collaboration with teachers in the field, an opportunity to evaluate a student’s potential as a candidate for the teaching profession.
(i.e., Do professional educators believe you are well-suited to be a teacher?)

Note: *Successful completion of EDUC 2500 (or equivalent) is a requirement for admittance to the Faculty of Education.*

Overarching Learning Outcomes

By successfully completing EDUC 2500, students will be able to . . .

- (1) make an informed decision relative to teaching as a career.
- (2) communicate verbally, non-verbally, and in writing.
- (3) identify teachers’ professional responsibilities.
- (4) recognize the richness and complexity of teachers’ working realities.
- (5) establish and maintain a positive rapport with members of the learning community.
- (6) demonstrate personal and professional conduct and attitudes as defined by the *Faculty of Education Standards of Professional Conduct and Non-Academic Standards* (see Appendix A and D) derived from the *Alberta Teachers’ Association Code of Conduct* (see Appendix B).
- (7) reflect critically and analytically on current teaching and learning experiences.

Teaching as a Profession

One of the distinguishing features of a profession is that it is an occupation that possesses a specialized body of competencies (knowledge, skills, and attitudes), and ethical principles that guide practice. Teaching is one such occupation – *teaching is a profession*. In addition to knowing about subject disciplines and curriculum, teachers must understand their learners. They must know and be able to use a variety of instructional approaches and strategies to meet the needs and interests of every learner in their classroom. They must apply a variety of reliable and valid approaches to assess and evaluate the success of teaching and learning. They must be able to establish and maintain a positive and productive learning environment. Teachers also require passion, dedication, and positivity. For educators who possess the requisite competencies, meaning 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*, teaching can be a richly rewarding career. However, teaching also requires hard work and a commitment to ongoing personal and professional learning and development.

The specific competencies required for certification to teach in the province of Alberta are listed in the document entitled Alberta Education *Teaching Quality Standard* (TQS). Excerpts from this document can be found in *Appendix C*. The complete version can be found at: <https://www.alberta.ca/professional-practice-standards.aspx#toc-0>

This document was developed by the provincial ministry of education in consultation with the Alberta Teachers' Association (ATA).

EDUC 2500 addresses the Alberta Education TQS in two ways:

- (1) The TQS document is a focus of study and discussion throughout the course.
- (2) By successfully completing the EDUC 2500 course, students begin to develop these competencies themselves.

Specifically, EDUC 2500 enables students to experience and begin to understand that:

- Contextual variables affect teaching and learning: TQS #1.
- Teachers work within the structure of the Alberta education system: TQS #6.
- Students are unique individuals and learn at different rates and in different ways that require varied teaching approaches: TQS #1, #4, #5.
- The importance of respecting students' human dignity: TQS #1, #4, #5.
- There are many approaches to teaching and learning: TQS #3
- Teachers guide their actions by their overall vision of the purpose of teaching: TQS #2, #6.

Like many other 'helping' professions, teaching really is a vocation – something a person feels called to do. Students who are thinking of entering teaching because they don't know what else to do, because they think it's an easy job, or because of the long holidays, *are making a mistake*. It takes a special kind of person to be a teacher – a person who thrives dealing with the complexities and demands of the profession.

The Teacher Education Program

EDUC 2500 students considering the Teacher Education Program at the University of Lethbridge should be aware of several requirements and aspects of the program that may affect their personal lives and that of their families.

- **Professional Conduct.** Teachers are entrusted with educating the next generation; therefore, society's expectations for schools and teachers are justifiably high. As prospective members of the teaching profession, EDUC 2500 students are expected to adhere to the Codes of Professional Conduct for the *Faculty of Education* (see *Appendix A*) and *Alberta Teachers' Association* (see *Appendix B*) throughout all components of the Teacher Education Program. ***Note: Serious breaches of professional conduct will result in serious consequences, including possible termination of the practicum placement.***
- **Attendance.** Attendance is compulsory. EDUC 2500 students must attend all scheduled activities including the Orientation Meeting, seminar classes, workshops, and school visits. EDUC 2500 students are expected to be punctual and participate fully for the duration of the scheduled activity. If, for a legitimate reason, students are unable to attend, will be late, or need to leave early they must first obtain permission from appropriate personnel (i.e., Seminar Instructor/ University Consultant, Teacher Associate, School Administrator, and EDUC 2500 Coordinator). During the practicum, EDUC 2500 students must arrive at the school in sufficient time to meet with their Teacher Associate to discuss the daily schedule of observations and/or teaching experiences, prepare classroom resources, and any other agreed upon activities. Before leaving school, EDUC 2500 students should consult with the Teacher Associate to plan the subsequent visit. (Also see *Appendix E: Attendance Policy – for Sanctioned Activities*).
- **Dress.** EDUC 2500 students must abide by school standards regarding dress, grooming and general deportment. These standards are best understood through personal observation and/or consultation with the Administrator and Teacher Associate.
- **Part-time Work.** Workloads within the Teacher Education Program are significant and require a full-time commitment. Students are advised to minimize hours allocated to outside commitments while enrolled in EDUC 2500.
- **Support System.** Because the workload is heavy and professional expectations are high, students may need additional support and understanding from significant others and family members. For example, students with parenting responsibilities may need to arrange for childcare for a sick child so they can still attend classes and/or the practicum.
- **Practicum Placements.** For those taking EDUC 2500 on campus at the U of L, students are placed in schools in and around Lethbridge. Those taking EDUC 2500 in Calgary (Summer Session) will be placed in schools within Calgary.
- **Criminal Record Check.** For all practica, including EDUC 2500, students are required to obtain and present a current Criminal Record Check (including Vulnerable Sector) to the administrator on the first day of practicum. Students must visit the local police detachment to request a Criminal Record Check three to six weeks prior to the beginning of practicum.

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.*

THE SEMINAR

Like all multi-section courses, students in all sections of EDUC 2500 are exposed to a common set of core experiences and materials to achieve the learning outcomes listed above. Beyond that, the instructors for each section individualize instruction and content according to the particular needs of the students in their section, the circumstances of the field placement(s), and their professional judgment. The seminar serves a number of purposes for both students and faculty:

- Introduces students to the constituents of the educational enterprise: the school, the curriculum, the pupil, the teacher, parents, and the community.
- Provides a forum to explore how social, historical, political, and economic contexts shape contemporary educational practices.
- Introduces students to the guiding principles, ideas, and ethical concerns of the teaching profession.
- Provides opportunities for students to begin to develop a sense of their vocational and professional identity.
- Provides instructors with opportunities to assess and evaluate students' readiness and/or aptness for the teaching profession.

Learning Outcomes

By successfully completing the EDUC 2500 Seminar, students will be able to . . .

- (1) describe the relationships among fundamental aspects of contemporary education (e.g., school, student, teacher, community, curriculum).
- (2) describe issues and ethical concerns related to the teaching profession.
- (3) develop a sense of their professional identity.
- (4) demonstrate skills, competencies, and attitudes (competencies) required to become an effective teacher.

Core Components

The following are the core components of the seminar:

- ◆ **Reflection:** Reflection is arguably the most powerful self-teaching tool in teacher education. Effective teachers reflect continually throughout their career to improve their teaching practice. Students in EDUC 2500 reflect analytically and critically to deepen their understanding of effective teaching and learning practices as they observe in classrooms and discuss key issues in the seminar sessions. In addition, they reflect on their talents, abilities, understandings, motivations, and aspirations as they relate to teaching as a career option.

Reflection requires keen observation, critical and analytical thinking, detailed and descriptive writing, self-examination, and self-assessment. *Critical reflection* is commonly used by educators and involves four steps: (1) observing an event, (2) describing the event or experience, (3) analysis and/or assessment of the event or experience, and (4) exploring the implications (i.e., What did I learn from this experience and what does it mean in terms of my future actions? Or what did I learn and how am I going to use it?). Students cultivate these reflective and analytical skills by developing and maintaining a logbook, journal, and portfolio. Early in the course, the instructor will assist students in developing skills to reflect critically and analytically.

- ◆ **Contemporary Issues in Education:** The seminar provides students with opportunities to explore a variety of interests and issues related to teaching and learning in contemporary educational contexts. These may be personal, practical, or professional in nature, but are also examined from an intellectual and research perspective. Instructors provide the opportunity for students to engage in this form of inquiry in a variety of ways, such as
 - identifying the most prevalent issues currently of concern to teachers, students, schools, and families, and examining their impact on teaching and learning.
 - individual/group presentations.
 - exploring issues and informing perspectives through educational research/literature.
 - engaging in class discussions, debates, and critiques.

- ◆ **Teaching and Learning:** Seminar sessions explore the nature of children and youth, learning, teaching, curriculum, instructional materials, organization and management, assessment, communication and working with families, community members, learning and behavioral difficulties, technology, and professional ethics. These topics may be examined as separate themes or in an integrated way through discussions of practicum experiences and through studies of contemporary issues.

Related Activities

Other EDUC 2500 activities typically include:

- An Orientation Meeting prepared and presented by the EDUC 2500 Coordinator. (See *Appendix F*).
- A workshop on Professionalism, Teaching and the ATA presented by ATA personnel.
- A workshop presented by practicing teachers.
- On-site observations in schools (middle and high schools).
- An orientation visit to the Curriculum Laboratory.
- One in-class information session about the application process for admission to the Faculty conducted by Faculty of Education Student Program Services office personnel.

Note: *All workshops, meetings, and related activities scheduled on the EDUC 2500 calendar are compulsory.*

Typical Assignments

Individual EDUC 2500 instructors design specific assignments to assist students in meeting course learning outcomes according to their professional judgment; however, several assignments are typical in EDUC 2500.

◆ Logbook

Students are expected to maintain a Logbook, which serves as a record or log of all EDUC 2500 activities and experiences. It may include class materials, papers, activities, microteaching plans, portfolio, and other such materials, as well as an EDUC 2500 Journal.

◆ Reflective Writing

Students are expected to record and reflect upon their experiences, thoughts, and learning in a journal, blog, online discussions, and/or logbook.

- Teacher Associates and EDUC 2500 instructors review written reflections and logbook contents periodically to comment and answer questions. As such, reflections and logbooks are not to be secretive records of classroom observations.
- To adhere to the Faculty and ATA Codes of Professional Conduct and comply with the *Freedom of Information and Privacy Act (FOIP)*, students should not refer to their practicum schools, school personnel, parents, pupils, or other individuals by name; nor should they include information that would make it possible to identify specific individuals or settings.
- Students must demonstrate a basic level of competency in written English.

◆ Microteaching

Microteaching, so called because it generally involves teaching a small amount of content in a short period of time to a small number of people, is a common learning activity in Teacher Education Programs. The purpose is to give students an introductory teaching experience in a supportive environment.

◆ Portfolio

The portfolio serves two important purposes:

- (1) as a powerful tool for reflection and self-assessment, and
- (2) as a way to document personal and professional growth and achievement.

Entries can be drawn from activities and assignments within the seminar and practicum as well as other personal artifacts (e.g., certifications, letters of reference, photos). The portfolio format may be electronic (i.e., e-portfolio, professional website) or hardcopy (i.e., three-ring binder), to be determined in consultation with the seminar instructor.

As students progress through the Teacher Education Program, they will be required to use current technologies to develop their portfolio (i.e., an e-Portfolio).

Categories to consider for the portfolio include:

- **Competencies and experiences the student brings to teaching.**
Personal talents and interests that pertain to teaching or extra-curricular activities, activities/experiences with children and youth (e.g., coaching, travel and cultural experiences, languages spoken, counseling at summer camp, tutoring).
- **Professional attitudes and dispositions.**
Beliefs about children and youth, schools, learning, teaching, and characteristics/attitudes of effective teachers.
- **Personal and professional growth.**
Students will document their personal and professional growth throughout the course. Self-assessments, written reflections, and a variety of feedback from peers, instructors, and Teacher Associates are examples of evidence that can demonstrate progress and achievement.

◆ **Final Written Assignment**

A final written assignment is required that serves two important purposes:

- (1) To provide a vehicle for students to reflect, in a critical and analytical way, on their motivations, aptness, and readiness to pursue a teaching career; and
- (2) To demonstrate effective written communication skills.

Normally, this will be a *reflective essay* that draws primarily on the students' experiences in EDUC 2500 as well as their self-assessments as prospective members of the teaching profession.

Students should address how they see the teaching profession today and their prospective role within it.

THE PRACTICUM

In the Practicum, EDUC 2500 students receive practical experience working with teachers and students in schools. Over the span of approximately 60 hours in the classroom, EDUC 2500 students gain a deeper understanding of the complexities of teaching and learning and the personal and professional nature of the teaching profession. These immersive field experiences enable students to make a more informed decision about teaching as a career. During the Fall and Spring semesters, students complete practicum requirements by spending two half-days per week in schools. Students taking EDUC 2500 in Summer Session I spend each morning Monday through Thursday in schools.

EDUC 2500 students are supervised during Practicum by a cooperating teacher (Teacher Associate), a School Administrator, and University personnel (University Consultant). Typically, the supervising University Consultant is also the Seminar Instructor.

Learning Outcomes

Under the direction of the Teacher Associate, the EDUC 2500 student will be able to . . .

- (1) make appropriate personal and professional decisions;
- (2) direct learning activities for individual students and small groups;
- (3) respond to the diverse needs of learners; and
- (4) maintain established academic and behavioral expectations, procedures, and routines.

Placements

Personnel in Field Experiences, in consultation with the EDUC 2500 Coordinator, are responsible for assigning students to their schools and Teacher Associates.

Note: *It is essential that students not attempt to make any private arrangements regarding placements with schools or Teacher Associates.*

Due to a potential conflict of interest, students will not be placed in schools where family members are students, teachers, or administrators. Please notify your Seminar Instructor/University Consultant if such a possibility exists.

The Seminar Instructor/University Consultant will inform students of their practicum placements. Students are not to contact Teacher Associate(s) prior to the start of their practicum.

To provide the best context for observing and experiencing a wide variety of professional practices, students are typically placed in elementary schools for their EDUC 2500 Practicum.

EDUC 2500 Student Roles and Responsibilities

During the practicum, the EDUC 2500 student roles and responsibilities may include, but are not limited to . . .

- ✓ observing interactions in the school.
- ✓ describing, analyzing, and reflecting on interactions and experiences.
- ✓ tutoring individual pupils under the Teacher Associate's direct supervision.
- ✓ instructing small groups for short periods of time under the Teacher Associate's direct supervision.
- ✓ teaching short lessons to the whole class under the Teacher Associate's direct supervision.*
- ✓ assisting with administering tests (e.g., marking; recording and filing marks) under the Teacher Associate's direct supervision.
- ✓ examining and/or preparing teaching resources (e.g., photocopying handouts).
- ✓ assisting the Teacher Associate in the classroom (e.g., setting up and operating technology)
- ✓ becoming familiar with teachers' professional responsibilities regarding pupils, colleagues, and parents.
- ✓ maintaining a well-organized logbook.

***Note:** *Teaching a full lesson to a class is not a requirement of EDUC 2500; however, some students may do so if deemed appropriate by all parties (Teacher Associate, EDUC 2500 Student, and University Consultant).*

Related practicum activities may include . . .

- playground and/or hallway supervision with a certified teacher.
- assisting the Teacher Associate with extra-curricular activities.
- assisting the Teacher Associate with field trips.
- participating in staff meetings and in-service programs.

Teacher Associate Roles and Responsibilities

The Teacher Associate plays a crucial role throughout the Practicum. The Teacher Associate is largely responsible for shaping the EDUC 2500 student's experiences. Accordingly, Teacher Associates will . . .

- ✓ directly supervise the EDUC 2500 student at all times.
- ✓ welcome the EDUC 2500 student to the school community (orientation, introductions, etc.).
- ✓ provide opportunities for the EDUC 2500 student to work in tutorial and small group settings.
- ✓ direct the EDUC 2500 student's observations, where and when appropriate.
- ✓ familiarize the EDUC 2500 student with classroom/school rules, routines, and procedures.

- ✓ assign tasks to the EDUC 2500 student (preparing teaching resources, teaching assignments, etc.).
- ✓ engage in ongoing professional dialogue with the EDUC 2500 student.
- ✓ communicate frequently with the EDUC 2500 student and University Consultant about the EDUC 2500 student's performance.
- ✓ assess and evaluate the EDUC 2500 student's performance and potential for teaching.
- ✓ communicate all assessments and evaluations to the student verbally and in writing by completing the *EDUC 2500: Field Experience Report* (see *Appendix H*). This is to be done at various points throughout (formative) and at the end of the practicum (summative).
- ✓ meet with the EDUC 2500 student to review the Practicum evaluation (*EDUC 2500 Field Experience Report*).

Note: *The University Consultant should be involved in this meeting if significant difficulties were experienced during the practicum.*

University Consultant Roles and Responsibilities

The University Consultant, who is also the on-campus Seminar Instructor, acts primarily as a liaison between the EDUC 2500 student and school personnel (i.e., Teacher Associate and Administrator). The University Consultant will . . .

- ✓ communicate frequently (face-to-face on-site school visits and via email/telephone) with the Administrator and Teacher Associate regarding the EDUC 2500 student's performance.
- ✓ conduct a minimum of four (4) on-site school visits.
- ✓ assist EDUC 2500 students in making connections between issues addressed in seminars and their field experiences.
- ✓ assist the Teacher Associate in assessing and evaluating the EDUC 2500 student's progress.
- ✓ assist EDUC 2500 students encountering difficulty (done in collaboration and consultation with the Teacher Associate).
- ✓ advise and consult frequently with the EDUC 2500 student regarding the field experience.
- ✓ assist the EDUC 2500 student with reaching a final decision concerning personal suitability for teaching as a career choice.
- ✓ conduct a final interview with each EDUC 2500 student to review overall performance in EDUC 2500, i.e., Practicum (*Field Experience Report*) and the Seminar (*Seminar Report*). (See *Appendix H*.)

EVALUATION OF STUDENT PERFORMANCE

EDUC 2500 is a **Pass/Fail** course. As such, possible outcomes are as follows:

- ▲ Pass and Recommended for Admission to Faculty
- ▲ Pass and Not Recommended for Admission to Faculty
- ▲ Fail and Not Recommended for Admission to Faculty
- ▲ Withdrawal with Cause
- ▲ Incomplete

To determine whether a student has successfully met all learning outcomes for EDUC 2500, performance in *both* the Seminar and Field Experiences (Practicum) components is evaluated. Separate evaluation forms are used for each component (see *Appendix H*). To pass the course, students must be successful in *both* components.

- It is possible for a student to pass the EDUC 2500 course, but *not* receive a recommendation for admission to the Faculty (i.e., EDUC 2500 expectations have been met, but it has been determined that a student is not a suitable candidate for teaching).
- Students may not be recommended for admission to the Faculty of Education for reasons relating to competency, conduct, or communication skills. In such cases, the University Consultant will write a letter to the student identifying specific reasons for not recommending the student for admission to Faculty. The letter will also include a remedial plan specifying the tasks that must be completed before the student will be considered for re-enrollment in EDUC 2500.
- Students must wait one full calendar year before petitioning the Assistant Dean, Student Program Services to re-enroll in EDUC 2500. The student must submit a letter that documents how the identified problems/concerns have been successfully addressed. The student must submit all required documentation to Assistant Dean, Student Program Services no later than one month before the EDUC 2500 Orientation Day. The Assistant Dean, in consultation with the EDUC 2500 Coordinator, will make the final decision regarding re-enrollment. A student may take EDUC 2500 a maximum of two times.
- Documented medical conditions or other extenuating circumstances may result in a grade of "*Incomplete*" or "*Withdrawal with Cause*." Each situation will be adjudicated on a case-by-case basis.
- In cases when an "*Incomplete*" grade is assigned the instructor will submit an Application for Incomplete Form.
- It is incumbent upon the student to communicate with appropriate personnel and submit all required documentation by specified deadlines.

Seminar Evaluation

At the end of the semester, the instructor (University Consultant) will assess a student's seminar performance based on the learning outcomes in six categories (*Seminar Report*):

(1) Understanding of Teaching as a Profession

The EDUC 2500 student will be able to:

- ✓ describe relationships among fundamental aspects of contemporary education. (e.g., school, student, teacher, community, curriculum)
- ✓ describe issues and ethical concerns related to the teaching profession.
- ✓ identify teachers' professional responsibilities.
- ✓ recognize the richness and complexity of teachers' working realities.

(2) Personal/Professional Attitudes

The EDUC 2500 student will be able to:

- ✓ demonstrate knowledge, skills and attitudes required to become an effective teacher.

(3) Professional Growth and Reflection

The EDUC 2500 student will be able to:

- ✓ communicate effectively, verbally, non-verbally, and in writing.
- ✓ reflect critically and analytically on own teaching and learning experiences.
- ✓ make an informed decision relative to teaching as a career.
- ✓ develop a sense of professional identity.
- ✓ identify teachers' professional responsibilities.

(4) Relationships

The EDUC 2500 student will be able to:

- ✓ establish a positive rapport with members of the learning community.

(5) Teaching Knowledge, Skills, and Attitudes (Competencies)

The EDUC 2500 student will be able to:

- ✓ demonstrate knowledge, skills, and attitudes (competencies) required to become an effective teacher.
- ✓ reflect critically and analytically on teaching and learning experiences.
- ✓ communicate effectively, verbally, non-verbally, and in writing.

(6) Professional Conduct and Ethics

The EDUC 2500 student will be able to:

- ✓ demonstrate personal and professional conduct and attitudes as defined by the Faculty of Education Standards of Professional Conduct.
- ✓ explain issues and ethical concerns related to the teaching profession.

The Seminar requires students to complete a variety of assignments. These assignments and seminar activities provide students with multiple opportunities to demonstrate the above knowledge skills, and attitudes (competencies).

Practicum Evaluation

The Teacher Associate, in consultation with the University Consultant, evaluates the EDUC 2500 student's practicum performance. The *EDUC 2500: Field Experience Report* (see *Appendix H*) is used to document performance. The *Field Experience Report* serves as a guide for professional conversations and observations throughout the practicum (i.e., formative assessment), as well as the evaluation tool (summative) near the end of the practicum.

Should the need arise, the University Consultant will assist the Teacher Associate in interpreting the criteria and use of the *Field Experience Report* form. The EDUC 2500 Coordinator is an additional source of information and advice.

- Completed and signed *Field Experience Report* forms are to be submitted to Field Experiences by the specified date at the end of the practicum.
- Discrepancies or inconsistencies among the EDUC 2500 student's, University Consultant's, and Teacher Associate's assessments and evaluations should be discussed among these parties and consensus sought.
 - If a student disagrees with the evaluation, the student must electronically sign the form to acknowledge having read it and submit a letter outlining their concerns to the Assistant Dean, Student Program Services. This letter will be signed by the Teacher Associate and University Consultant to acknowledge having read it. If the letter is not signed by all parties, it will be sent to each with an invitation to respond in writing. These documents will be included in the student's practicum records.
- To comply with FOIP policy, signed report forms should *not be copied nor posted electronically* without the written permission of all signatories.

EVALUATION FORMS

Both the Seminar and Field Experience evaluation forms have been carefully designed to serve the following purposes:

- To provide clear and focused evaluations (summative) of student achievement based on the stated learning outcomes for each component of EDUC 2500.
- To assist the student in making career choices.
- To assist the Faculty of Education in making admission decisions.
- To reflect the factors educational research has shown to be predictive of success in teaching and student learning.
- To reflect the knowledge, skills, and attitudes (competencies) required by Alberta Education to gain professional certification.
- To provide the Faculty of Education with a means of conducting institutional research.

Use of the Evaluation Forms

While the Teacher Associates and University Consultants are responsible for completing these forms for final EDUC 2500 evaluations, they are also encouraged to use these forms to involve students in a process of *self-evaluation*.

To provide consistency between Teacher Associate and University Consultant ratings and reduce the risk of “rating inflation,” supervisors should assume that each student is at the middle “*Meeting Expectations*” level of performance, unless evidence demonstrates that a higher or lower level or rating is warranted.

Note: *Although final grades and recommendations are based on overall performance across all criteria, significant deficiencies in just one area or performance criteria (especially those related to professional conduct) may result in a student being not recommended for admission to the Faculty of Education.*

The Teacher Associate evaluates the EDUC 2500 student practicum performance; however, it is the course instructor’s responsibility to determine the final grade based on overall performance in both the seminar and practicum.

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.

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



APPENDIX D: 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 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 attitudes) 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) Assessment and 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 and Reporting 	<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 attitudes and competencies Record of progress with evidence 	Continue to develop: <ul style="list-style-type: none"> Goals Personal and professional attitudes 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.

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