

University of Lethbridge, Faculty of Education
PS II/III Culminating Professional Semester
ADDENDUM to Field Experience Handbook
Spring 2023

In the spring of 2022 the University of Lethbridge went through a 5-week job action which impacted the PSII students' ability to move into practicum. After consultation with the students, EUS committee, instructors, faculty and schools it was decided to postpone the practicum and create a PS II/III Hybrid experience. This structure had been used for the past two years due to the disruption Covid-19 had on the PSII Practicum in 2020, and we have been able to use the feedback from students, school teachers, administrators and university consultants to reimagine the practicum experience to be more of a blended hybrid of the 2 courses together as opposed to 2 separate entities. As a result, the faculty has worked to develop a more integrated PSII/III Hybrid experience.

These are the key changes that will be implemented to create a cohesive learning experience.

1. Student interns will follow the same overall schedule as previous PSIII structure. This means
 - Student interns will be assigned their practicum placement in December and will need to visit the school administrator as well as their teacher mentor to determine work load for the fall (0.5 of teaching load of their teacher mentor) before the Christmas break.
 - Student interns will begin the first day of school in January along with the school staff. (If a student is in a high school, their start date may be at semester change)
2. PSII expectations will happen for 4-5 weeks at depending on the needs of student interns to successful complete PSII requirements.
3. For the first 4-5 weeks University consultants will provide face to face primarily, but also online visits if warranted, approximately 3 times during the first 4 weeks. The first week will be free for students to become established and school visits would begin the next week. If there are any concerns the teacher mentor experiences they are encouraged to contact the university consultant for an earlier visit if needed.
4. Typically, the typical PSII student teaching load would be 1/3 to 2/3 to full time of a teacher mentor's teaching load. The PSIII teaching load is typically at ½ time a teacher mentor's teaching load throughout the whole semester. Many teacher mentors found this disruptive to their classrooms with the switching of interns in and out of the classes in the first month. As a result, the PSII/III experience will be that all students begin with

½ time of their mentor's teaching load. If there is an opportunity some time throughout the Jan-April term where a student intern could experience full time teaching for 1 or 2 weeks, then that can occur at a time within the semester that makes the most sense for the teacher mentor's work load, class needs and the intern's ability.

5. Student interns will be expected to work on and begin development of long-range plans and the initial unit plan(s) they may be teaching during the holiday break, but recognizing that this will be the first time they will be developing these plans for a practicum experience is crucial. Opportunities for collaborative planning in the first unit plans would be most beneficial. University consultants will offer support and feedback before the start of the school term so that students have a solid foundation to work with their Teacher Mentor.
6. During the first 4-5 weeks it would be expected that the teacher mentor is more hands on with being in class and offering daily feedback, as what we do for PSII. If a mentor wanted to do team teaching or team planning during the first weeks, that would be a possibility that might help the student intern be successful during their first weeks. As the student intern transitioned into PSIII the direct supervision could be reduced as a PSIII experience would normally allow.
7. Assessment: The PSII/III experience will be more integrated when it comes to assessment. Instead of completing 2 summative forms (PSII then PSIII), student interns will receive a written formative report at the end of their PSII portion that will be shared together with the teacher mentor, student intern and university consultant. This report will not be submitted to the university. Instead the university consultant will provide student program services with a pass/fail grade. The final narrative report will be in the same format as previous PSIII reports, but the form will have a statement included by the UofL contextualizing that this report will encompass the growth throughout the whole term. These reports will be completed through Docusign and will go along with the PSIII final meeting.