

**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 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* (see Appendix A).
- (7) reflect critically and analytically on current teaching and learning experiences.
- (8) begin to articulate the complex learner needs present in contemporary classrooms.

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. Teachers also require passion, dedication, and positivity. For educators who possess the requisite competencies, 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)*. 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>.

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.

Teaching is a rewarding, complex career that many people feel are drawn to. Although there are many reasons people become teachers, those that thrive embrace 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.

- **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 Code of Professional Conduct for the *Faculty of Education* (see *Appendix A*) and *Alberta Education* (see *Appendix B*) throughout all components of the Teacher Education Program. ***Note: Breaches of professional conduct could 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 obtain permission from appropriate personnel (i.e., Seminar Instructor/ University Consultant, Teacher Associate, School Administrator). 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 D: 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.
- **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. A criminal record check must be current, meaning it must be no more than **three months old**.

Note: *Components of the Teacher Education Program at the University of Lethbridge are progressive with specific expectations for each level. See Appendix F: 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. Although individual courses will differ according to the experience and expertise of the instructor, the seminar serves several purposes:

- 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 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) develop skills, competencies, and attitudes required to become an effective teacher.

Core Components

The following are the core components of the seminar:

- ◆ **Reflection:** Effective teachers reflect continually throughout their career to improve their teaching practice. Students in EDUC 2500 will reflect analytically and critically to deepen their understanding of effective teaching and learning practices as they observe 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 observation, critical 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., How does my understanding of an education observation impact my response to the

experience and deepen my professional identity?). Students cultivate these reflective and analytical skills by conducting regular formal and informal reflective tasks during the course. 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. 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 building relationships, 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 E: Expectations on Student Teacher Orientation*).
- A workshop 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, personal reflections/observations, and other such materials. This expectation helps to develop organizational skills that many teachers embrace in a complex profession.

◆ **Reflective Writing**

Students are expected to record and reflect upon their experiences, thoughts, and learning in a journal, blog, online discussions, and/or logbook. Reflective responses are undertaken to explore one's emerging understandings of education and the teaching profession.

- 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.

◆ **Final Written Assignment**

A final reflective assignment is required that serves several 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 provide students a medium of expression to answer the course questions and demonstrate their understanding of teaching, learning, and educational issues; and
- (3) To demonstrate effective communication skills.

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 will be in practicum placements daily, though the structure of the placement differs between Lethbridge and Calgary campuses.

EDUC 2500 students are supervised during Practicum by a cooperating teacher (Teacher Associate), 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) make observations about the nature of teaching and learning;
- (3) reflect on experiences to deepen their understanding of teaching and learning;
- (4) direct learning activities for individual students and small groups;
- (5) respond to the diverse needs of learners; and
- (6) 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 do not attempt to make any private arrangements regarding placements with schools or Teacher Associates.*

Due to potential conflicts of interest, students will not be placed in schools where close family members (family members that you are in regular communication with) are students, teachers, or administrators. Please notify your Seminar Instructor/ University Consultant if such a possibility exists.

The Field Experience office will inform students of their practicum placements. 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 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 G*). 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 three (3) 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 G*.)

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 G*). 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 Seminar Instructor will include specific comments on the seminar report identifying reasons for not recommending the student for admission to Faculty.
- Students must wait one full calendar year before re-enrolling in EDUC 2500. 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.

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, 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:

- ✓ develop 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 G) 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.
- If a student disagrees with the evaluation, the student must 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.

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.

- 1) 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.
- 2) The student treats pupils, peers, school personnel, and faculty members with dignity and respect and is considerate of their circumstances.
- 3) The student acts in a responsible manner which includes being punctual, dependable, trustworthy, consistent, and reliable.
- 4) 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.
- 5) The student demonstrates empathy for others by showing concern for and understanding of others' feelings and/or ideas.
- 6) The student responds to feedback by listening to, evaluating, and responding to suggestions.
- 7) 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.
- 8) The student shows enthusiasm and initiative by being actively involved as a participant while encouraging the involvement and participation of others.
- 9) The student shows maturity and judgment.
- 10) The student demonstrates a commitment to teaching through interest in learning about teaching, consulting, questioning, reading, and discussion.
- 11) 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.
- 12) The student respects the confidentiality of information about pupils, peers, school personnel, or faculty, received in confidence or in the course of professional duties.
- 13) The student acts, both in person and in their online presence (e-mail, social media, etc.), in a manner which maintains the honor and dignity of the profession and the University of Lethbridge.
- 14) The student follows the policies/expectations of the school division in which they have been placed in terms of professional conduct and student interactions.
- 15) 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 Education: Code of Professional Conduct for Teachers and Teacher Leaders

Code of Professional Conduct for Teachers and Teacher Leaders

This document shows the contents of Schedule 1.1 of the Practice Review of Teachers and Teacher Leaders Regulation.

Definitions

1 In this Regulation,

- (c) “ideological advantage” means perspectives taught to students in a biased manner with the intent to take advantage of a student’s uninformed or under-informed opinions, but does not include programs of study established under the Act;

- (d) “student”, for the purposes of the code of professional conduct referred to in section 225.5 of the Act, includes a child enrolled in an early childhood services program.

Preamble

This code of professional conduct for teachers and teacher leaders is established in accordance with section 1.1 of this Regulation.

This code does not prejudicially affect any right or privilege guaranteed by the *Canadian Charter of Rights and Freedoms* or any constitutionally protected religious instruction right or privilege under section 93 of the *Constitution Act, 1867*.

Teachers and teacher leaders shall comply with this code.

Sections 225.4, 225.5, 225.91 and other sections of the Act provide the legal framework for this code, including mandatory compliance and procedures for alleged non-compliance.

Conduct that does not comply with this code constitutes unprofessional conduct in accordance with the Act.

Any person may make a complaint pursuant to the Act about alleged unprofessional conduct of a teacher or teacher leader, which may result in disciplinary action impacting a teacher’s or teacher leader’s suitability to hold a certificate.

Unprofessional conduct and professional incompetence are defined separately in the Act. This code does not apply for the purposes of determining professional incompetence.

The Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard establish professional development requirements for teachers and teacher leaders.

This code applies to the conduct of an individual teacher or teacher leader. Matters pertaining to the administration of school authorities are subject to applicable legislation.

The conduct of teachers and teacher leaders, both on and off duty, bears directly on the community’s perception of the ability of teachers and teacher leaders to fulfill their unique position of trust and influence. Society and the school community hold teachers and teacher leaders to a high standard of conduct. Teachers and teacher leaders are accountable for their conduct, on and off duty, and are expected to conduct themselves with due regard to the honour, dignity, welfare, rights and best interests of students and the teaching profession.

Professional Conduct Requirements

1 In relation to students,

- (a) the teacher or teacher leader shall respect the dignity and rights of all students and persons without prejudice as to the prohibited grounds of discrimination set out in the *Alberta Human Rights Act* and with regard to rights as provided for in the *Canadian Charter of Rights and Freedoms*, and be considerate of the circumstances of students and persons.
- (b) the teacher or teacher leader is required to demonstrate a welcoming, caring, respectful and safe learning environment that respects diversity and nurtures a sense of belonging, which students are entitled to under the Act.
- (c) the teacher or teacher leader shall teach or lead in a manner that does not intentionally contravene applicable
 - (i) legislation, and
 - (ii) policies of Alberta Education
- (d) the teacher or teacher leader shall not
 - (i) intentionally harm or abuse a student verbally, psychologically or emotionally, or
 - (ii) harm or abuse a student physically or sexually.
- (e) the teacher or teacher leader shall not
 - (i) intentionally engage in an illegal activity or other activities that may cause a student to be put at or to remain at risk of harm or abuse, or
 - (ii) knowingly encourage or enable a student to engage in an illegal activity or other activities that may cause a student to be put at or to remain at risk of harm or abuse.
- (f) the teacher or teacher leader shall not disclose information received about a student in confidence or in the course of performing the teacher's or teacher leader's professional duties except
 - (i) as required by law, or
 - (ii) where
 - (A) in the teacher's or teacher leader's judgment, it would be in the best interests of the student to disclose the information, and
 - (B) the disclosure of the information is permitted by law.
- (g) the teacher or teacher leader shall not
 - (i) accept pay for tutoring a student in any subjects in which the teacher or teacher leader is responsible for giving classroom instruction to that student, but may provide tutoring to other students not in the teacher's or teacher leader's charge, subject to local school policy,
 - (ii) take advantage of a professional position to profit from the sale of goods or services to or for students in the teacher's or teacher leader's charge, or
 - (iii) while in a position of authority, teach or lead in a manner that exploits the teacher's or teacher leader's relationship with students for ideological advantage, material advantage or other advantage.

- (h) the teacher or teacher leader may delegate specific and limited aspects of instructional activity to non-certificated personnel, provided that the teacher or teacher leader supervises such activity.

2 In relation to parents of students, the teacher or teacher leader shall

- (a) respect parents and be considerate of their circumstances,
- (b) treat information received from and about parents with discretion,
- (c) be respectful in communications with and about parents, and
- (d) not discuss other students except where the matters being discussed are relevant to their child and then only to the extent that, in the teacher's or teacher leader's judgment, is necessary.

3 In relation to colleagues, the teacher or teacher leader shall

- (a) not undermine the confidence of students in other teachers or teacher leaders,
- (b) not criticize the professional competence or professional reputation of another teacher or teacher leader, except
 - (i) in confidence to appropriate officials, or
 - (ii) in making a complaint about the alleged unprofessional conduct or alleged professional incompetence of a teacher or teacher leader under the Act,
- (c) not take any steps to pursue the discipline or dismissal of another teacher or teacher leader because of animosity or for personal advantage, and
- (d) in addition to other reporting required by law, report to the Commissioner the conduct of another teacher or teacher leader who is alleged to cause or have caused psychological, emotional, physical or sexual harm or abuse to a student.

4 In relation to the teaching profession, the teacher or teacher leader shall

- (a) behave in a manner that maintains the honour and dignity of the profession, and
- (b) not engage in activities that adversely affect the quality of the teacher's or teacher leader's professional service.

APPENDIX C: Alberta Education: Teaching Quality Standard: Competencies

MINISTERIAL ORDER #001/2020 (AMENDED 2023)



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

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, and completes professional learning on the code of professional conduct for teachers and teacher leaders.

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;
- 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.

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.

APPENDIX D:

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*. 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, 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. Students will not be excused from class or practicum for team practices 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.*

APPENDIX E:

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 F: 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
Intern/Student Teacher Teaching Responsibilities			
<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"> None 	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 G: 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