

FIELD EXPERIENCES HANDBOOK



University of
Lethbridge

Faculty of Education
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EDUCATION 3500

Professional Semester One

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

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PROFESSIONAL SEMESTER I

Overview

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

During the on-campus portion of the semester (prior to practicum) Student Teachers study six courses. These courses prepare Student Teachers to begin to assume responsibilities for classroom instruction. These courses are:

- **EDUC 3501: Curriculum and Instruction** – Interpreting and mapping of pedagogical content knowledge and integrated teaching strategies, with particular focus on meeting learner needs through establishing learner objectives and outcomes, lesson, and rudimentary unit planning, and building positive classroom relations.
- **EDUC 3502: Educational Psychology** – Principles of educational psychology applied to classroom applications; includes child development, principles of learning, classroom relations, and motivation.
- **EDUC 3503: Language in Education** – Understanding the role of language and the language arts in education generally, and instruction across the curriculum (K-12) specifically.
- **EDUC 3504 – Assessment and Learning** – Introduction to the alignment between classroom assessment, curriculum, and learning with a focus on formative assessment. Concepts of validity, reliability, and fairness in assessment are introduced.
- **EDUC 3505: Teaching Seminar** – Understanding the personal and professional nature of teaching; learner and classroom contexts; teaching strategies, and teacher development.
- **EDUC 3509: Indigenous Education** – Exploring and developing an understanding the federal and provincial contexts, applications, and relationships of legislation, policy, pedagogies, practices, and resources, for classrooms, learners, and educators.
(For Combined Degrees students/After Degree students only)

OR

EDUC 3507: Numeracy in Education -Understanding the role of numeracy in education generally and in instruction across the curriculum (K-12) specifically.
(For B.Ed. Early Years students only)

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

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

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

Toward the end of the practicum, the Student Teacher must demonstrate initial progress in developing the six competencies in the Alberta Education *Teaching Quality Standard* (TQS).

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.*

Goals

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

- ♦ **Professional Body of Knowledge**
 - Planning: single lessons initially extending to a series of connected lessons (not an entire unit).
 - Instruction: familiarity with and confident use of several teaching strategies applicable across grades and subject areas such as brainstorming, discussion, and questioning techniques.
 - Assessment: conduct assessment of student learning using informal procedures such as checklists, observations, small assignments, and anecdotal notations.
- ♦ **Fostering Effective Relationships to Develop Positive Classroom Environment** — follow routines established by the Teacher Associate such as giving directions and facilitating transitions from one learning activity to another and develop communication and classroom strategies as needed to maintain a productive, inclusive, and respectful learning environment.
- ♦ **Presence** — develop a positive presence in classroom through verbal and nonverbal communication.

- ◆ **Organization** — maintain organization of classroom facilities and materials established by Teacher Associate and keep personal materials and records in orderly, accessible fashion. Satisfy professional responsibilities including submitting lesson plans for feedback well in advance of the lesson, communicating promptly with the University Consultant, meeting deadlines for submitting reflections, the Professional Learning Tool, and the portfolio, etc.
- ◆ **Reflection and Self-assessment** — critique each lesson taught identifying obvious strengths and short-comings in both teacher performance and student learning opportunities and be able to identify the cause and effect relationship between the two factors. Record reflections on lesson plans and in the professional journal included as part of the PSI Logbook, as per University Consultant's expectations.

Placements

Field Experiences, in partnership with District Superintendents and School Administrators, make all practicum placements. One University Consultant is assigned to supervise several Student Teachers. After Field Experiences has made the placement, the University Consultant contacts Teacher Associates to discuss the practicum. These policies are related to the placement of students in practicum (*See University Calendar: Faculty of Education*)

- Students must not contact teachers or school administrators with the intent of procuring a practicum placement. Field Experiences personnel make all placements.
- Students must not contact the Teacher Associate prior to the practicum until advised to do so.
- Practicum placements for PS I are made within Zone 6 (*see Appendix H*) and the Calgary and Foothills areas. As indicated in the admission letter, students may need to travel to communities throughout southern Alberta. This may include carpooling and/or billeting.
- Students will not be placed in schools where close family members are employed or where family members are pupils.
- Students who refuse a placement may be required to withdraw from the practicum and reapply for admission to the Faculty of Education to resume their studies in a subsequent year.
- Students who do not provide all relevant information at the time a placement is made may be required to withdraw from the practicum and reapply for admission to resume their studies in a subsequent year.
- Students who provide false information at the time a placement is made may be required to withdraw from the practicum and reapply for admission to resume their studies in a subsequent year.

Attendance Policy

The Faculty of Education maintains a mandatory attendance and punctuality policy for on-campus Education classes, practica, and related activities such as workshops. If a Student Teacher must be absent or late during practicum, the Student Teacher must notify the Teacher

Associate and University Consultant as soon as possible. If unable to contact either the Teacher Associate or the University Consultant, the Student Teacher must telephone Field Experiences (403-329-2259) and leave a message. Typically, illness, inclement weather and school closures are the only acceptable reasons for being absent or late. If absent, Student Teachers must provide the Teacher Associate with lesson plans for all classes they were assigned to teach. (Also see *Appendix D: Attendance Policy – University Sanctioned Activities*.)

Weekly Teaching Schedules

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

The Student Teacher is required to submit a copy of the schedule to the University Consultant as per the University Consultant's direction for the upcoming week. If the schedule changes, the Student Teacher must inform the University Consultant immediately because these schedules are used to plan supervision visits.

Supervision

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

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

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

STUDENT TEACHER

Roles and Responsibilities

Preparation for the Practicum

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

Criminal Record Check

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

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

During Practicum

- Student Teachers are to be at school at least 30 minutes before classes commence and expect to stay for the same amount of time after classes are over. **Arrival and departure times should be discussed with the Teacher Associate.** Dependability and punctuality are essential in the teaching profession.
- Student Teachers must remain at school at the end of the school day to discuss lessons, to plan lessons, and to participate in duties that are a part of the teacher's routine including supervision and parent-teacher interviews.
- Student Teachers are expected to assist the Teacher Associate in daily routines such as marking, supervision, and locating and organizing resources.
- Student Teachers must develop lesson plans for all lessons they teach. At this point in their development, Student Teachers are **not** required to complete a unit, rather a sequence of lesson plans for all subjects taught. Lesson plans must be in the school and available for the Teacher Associate, supervising Administrator, and/or University Consultant to review. Lesson plans should be submitted to, discussed with, and approved by the Teacher Associate well in advance of each lesson. Well in advance is generally interpreted as at least the day before the lesson is to be taught. This will provide the

Student Teacher with an opportunity to revise their lessons based on the feedback provided.

- Student Teachers must be ready to teach lessons in subject areas other than their major or minor depending on the Teacher Associate's teaching assignment.
- Resources in the school are available for planning the lessons. Student Teachers are expected to locate and return all resources to their respective places. Resources are not to be taken without permission. Student Teachers may also obtain resources from the University of Lethbridge Curriculum Laboratory, the Alberta Teachers' Association Library, and the Lethbridge Public Library.
- Student Teachers are expected to participate as a member of the school staff. For example, Student Teachers are to attend staff meetings, and any other professional activities scheduled and are encouraged to assist with extra-curricular activities.
- Student Teachers must be ready to teach lessons in all subject areas.
- Student Teachers are encouraged to observe students and teachers in other classes. The various possibilities and opportunities should be discussed first with the Teacher Associate who can assist with making necessary arrangements.
- The Student Teacher will abide by any expectations that the school may have in respect to dress, grooming, general deportment, and interpersonal conduct with pupils. This may include providing, to the Central Office or School Administrator, an up-to-date Criminal Record Check. These expectations may be best understood from personal observation and consultation with the Administrator and Teacher Associate.
- Student Teachers will respond to University Consultant communication in a timely manner.

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

Logbook

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

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

General Information

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

Lesson Plans

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

Assessment and Evaluation Reports

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

Other

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

Professional Portfolio Development

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

The Professional Learning Tool should be used to promote reflection about the TQS competencies and to set goals for professional growth. This will support the preliminary process of portfolio development, culminating in the identification of artifacts and the creation of descriptions to outline how the artifacts demonstrate achievement of the particular TQS competence, which will be included on the electronic Professional Portfolio.

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

Throughout the process of Professional Portfolio development, Student Teachers, Teacher Associates, and University Consultants should be conscious of the Student Teachers' growth toward achievement of the six (6) competencies that comprise the Alberta Education TQS. Excerpts from the *Alberta Education Teaching Quality Standard (2023)* document can be found in *Appendix C*. The complete version can be found at: <https://www.alberta.ca/professional-practice-standards.aspx#toc-0>

TEACHER ASSOCIATE

Roles and Responsibilities

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

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

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

Specific Responsibilities of the Teacher Associate

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

- Serving as a sounding board for the Student Teacher's ideas. Understand that the Student Teacher may initially be apprehensive, so it is important to offer frequent informal conferences to assist the Student Teacher to gain confidence and comfort.
- Preparing a working space for the Student Teacher (desk, chair, and room for materials).
- Planning cooperatively to help the Student Teacher experience collaboration and collegiality and to provide the Student Teacher with a preview of increased participation. In addition, the Student Teacher will benefit from the Teacher Associate demonstrating such competencies as the application of Indigenous foundational knowledge, integration of technology, and instructional modifications to accommodate learning differences.
- Demonstrating a variety of teaching strategies and approaches to facilitate learning.
- Suggesting teaching strategies, resource materials, and learning activities to support or enhance the Student Teacher's planning. Assist the Student Teacher to locate and assemble teaching materials and equipment.
- Ensuring that lesson plans are submitted to, discussed with, and approved by the Teacher Associate well in advance of each lesson. Well in advance is generally interpreted as at least the day before the lesson is to be taught. This will provide the Student Teacher with an opportunity to revise their lessons based on the feedback provided.
- Helping the Student Teacher plan individual lessons when such assistance is deemed necessary. The extent of this guidance should decrease as the Student Teacher gains experience.
- Observing and providing specific written feedback to the Student Teacher concerning a minimum of one lesson each day. In addition, provide constructive feedback regarding teaching strengths, weaknesses, and improvements and encourage self-evaluation by conducting brief, formal and/or informal discussions on a daily basis.
- Frequently examining the logbook for purposes of improving the Student Teacher's (1) understanding of all parts of the lesson plans, (2) ability to analyze and evaluate lessons, and (3) written expression of classroom observations (particularly if difficulties are noted).
- Reviewing and discussing the Professional Portfolio: Teacher Associates and University Consultants have responsibilities to assist Student Teachers with the Professional Portfolio. Teacher Associates may suggest goals based on their observations and may be particularly helpful in assisting Student Teachers to select artifacts to represent their growth. For resources, see *A Guide to the Development of Professional Portfolios* at <http://www.uleth.ca/education/resources/professional-portfolios>
- Reviewing and discussing the Formative and Summative Assessments: Teacher Associates and University Consultants collaborate to complete the forms (*Appendix G*).

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

UNIVERSITY CONSULTANT

Roles and Responsibilities

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

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

Specific Responsibilities

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

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

Additional Responsibilities

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

EVALUATION OF THE STUDENT TEACHER

Guiding Principles

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

Guidelines for Completing Assessment Forms

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

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

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

The PS I Summative Report form is completed and signed using the electronic DocuSign system. The document will be sent via email to the Teacher Associate by the Field Experiences Office.

Grading System in Practicum

Grading options include:

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

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

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

- **Incomplete ('I')**

in case of illness or other extenuating circumstances beyond the control of the student, which make it impossible to complete the required work by the end of the term (*see University Calendar: Academic Regulations, Policies and Program Requirements*)

OR

when the Teacher Associate **and** the University Consultant, believe that the Student Teacher will be able to meet expectations for EDUC 3500 if more time in the practicum placement was provided.

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

- **Withdrawal: 'W'**

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

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

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

- **Failure: 'F'**

The 'F' should be given if the Student Teacher has failed a course, module or not met practicum expectations. Also, the student may be assigned a failing grade for the component where the Standards of Professional Conduct were not met. A Student Teacher or Intern will have the option of withdrawing from the Faculty of Education up to the last day of classes (see 'W' or 'WC' above). Past that date, an "F" will appear on the academic transcript.

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

Assigning of Practicum Grade: Lack of Consensus

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

- The PS I Summative Report Form must be electronically signed by the Student Teacher who disagrees with the evaluation; this is to indicate that the student has read the Report.
- The Student Teacher should then submit a letter to the Assistant Dean of Field Experiences that outlines concerns about the appraisal.
- The Student Teacher's letter must be signed by the Teacher Associate and University Consultant to acknowledge reading it. If letters are not signed by all parties, a copy will be sent to each participant with an invitation to respond in writing.
- This response will be attached to the Student Teacher's practicum records.
- Should the University Consultant and the Teacher Associate disagree on the appraisal of the practicum, they should try to come to a mutual understanding and a consensus. If a consensus is not possible, each should submit a PS I Summative Report form by contacting Field Experience office for separate electronic documents. Each document should be signed by all members of the supervision triad (i.e., the Student Teacher, Teacher Associate, and University Consultant) to demonstrate they have read each one.
- In the final analysis, it is the **University Consultant who assigns the practicum grade.**
- The evaluation consists of the PS I Summative Report form, verifying the Student Teacher's demonstration of the PS I competencies based on the Alberta Education TQS (*Appendix C*), and the Student Teacher's compliance with the *Alberta Teachers' Association Code of Professional Conduct (Appendix B)* and the *Faculty of Education Standards of Professional Conduct (Appendix A)*.

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

FAILURE TO MEET EXPECTATIONS

Failure to meet expectations in two or more of the categories identified on the Field Experience Summative Report or failure to show sufficient growth in two or more areas on the Formative Assessment may result in a recommendation other than pass (P). Further, students that have violated the professional code of conduct can lead to immediate termination of practicum with a recommendation other than pass (P).

- When a Student Teacher is identified as failing to meet practicum/internship expectations, the University Consultant will **immediately notify** the Assistant Dean (Field Experiences) and describe the reasons for the concern.
- The University Consultant and Teacher Associate will develop a written action plan for the student teacher and will share this information with the student teacher to help them work on overcoming the concerns. A copy of the action plan must be provided to the student teacher and must be submitted to the Assistant Deans of Student Program Services and Field Experiences.

Supplementary Supervision

The University Consultant and Assistant Dean, Field Experiences, will ascertain whether it is appropriate to have a second university supervisor provide supplementary supervision.

- The role of the supplementary supervisor is consultative to the University Consultant regarding evaluation of the Student Teacher's performance in respect to Alberta Education TQS competencies if the Teacher Associate and/or University Consultant are not sure, and the Student Teacher needs extra support.
- Student Teachers who are clearly not meeting expectations in the practicum/internship will not receive supplementary supervision.
- The role of the second university supervisor may include assistance to the University Consultant in the development and implementation of the action plan as described above and/or determination of the final grade.

When the deadline for the action plan is reached, the University Consultant and Teacher Associate will meet with the Student Teacher to discuss whether or not the student has successfully completed the practicum. The decision will be shared in writing with the Student Teacher and the Assistant Deans of Student Program Services and Field Experiences..

Termination of Placement

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

Required Withdrawal from the Faculty

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

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

Readmission after Required Withdrawal

The process for readmission depends on the reason for withdrawal. In all instances noted above, the Assistant Dean of Student Program Services will meet with the student to identify any potential action plans that could allow a student to be readmitted.

In the instance that a student's performance does not meet the minimum standard in the practicum, the following process will be engaged in:

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

APPENDIX A:

Faculty of Education: Standards of Professional Conduct


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

- 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:

- acting consistently with fairness, respect and integrity;
- demonstrating empathy and a genuine caring for others;
- providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;
- inviting First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;
- collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and
- 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:

- collaborating with other teachers to build personal and collective professional capacities and expertise;
- actively seeking out feedback to enhance teaching practice;
- building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;

- seeking, critically reviewing and applying educational research to improve practice;
- enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and
- 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:

- 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, 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. 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. 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 attributes) with Teacher Associate.
- time for planning, feedback, and assessment conferences – plan daily time with Teacher Associate
- procedures regarding absence – how to notify Teacher Associate and school.

APPENDIX 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 Indigenous Education 	<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 TQS)
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.

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

