CONTENTS

PROFESSIONAL SEMESTER II 3

Components 3
- Education 3600 — Professional Semester II Practicum 3
- Education 3601 — Principles of Curriculum and Instruction for Majors 3
- Education 3602 — Psychology and Education of Atypical Students in the Regular Classroom 3
- Education 3603 — Social Context of Schooling 3
- Education 3604 — Evaluation of Student Learning 3

EDUCATION 3600: PRACTICUM 4

Overview 4
- Orientation 4
- Practicum 4
- Feedback 5
- Placements 6

STUDENT TEACHER 7

Roles and Responsibilities 7

TEACHER ASSOCIATE 8

Roles and Responsibilities 8

UNIVERSITY CONSULTANT 10

Roles and Responsibilities 10
- Specific Responsibilities 10
- Additional Responsibilities 10

EVALUATION OF STUDENT TEACHERS 11
- Guiding Principle 11
- Guidelines for Completing PS II Summative and Formative Assessment Forms 11
- Professional Semester Two Formative Assessment Form 11
- Professional Semester Two Summative Report Form 11
- Professional Portfolio Development 11
- Grade Assignment 12

FAILURE TO MEET EXPECTATIONS 13
1. Procedures and Responsibilities 13
2. Supplementary Supervision 13
3. Termination of Placement 13
4. Practicum Grading Options 14
5. General Professional Semester Regulations 14

APPENDIX A 15

Alberta Teachers' Association Code of Professional Conduct 15

APPENDIX B 17

Standards of Professional Conduct 17

APPENDIX C 18

Teaching Quality Standard 18

APPENDIX D 25

Expectations of Practicum by Level 25

Professional Semester II

Components

Education 3600 — ***Professional Semester II Practicum***

The Student Teacher is assigned to schools for approximately 150 hours of teaching experience in a subject-related practicum.

Education 3601 — ***Principles of Curriculum and Instruction for Majors***

The relationship of content and teaching strategies in specific subject majors. For Modern Language majors, the language of instruction is French. Native Education majors complete the Curriculum and Instruction in their *minor* subject area.

Education 3602 — ***Psychology and Education of Atypical Students in the Regular Classroom***

An introduction to the characteristics and potentialities of children with special needs, including issues and problems facing educators.

Education 3603 — ***Social Context of Schooling***

Social and cultural influences and issues affecting learning, teaching and the process of schooling.

Education 3604 — ***Evaluation of Student Learning***

Evaluation of student learning, emphasizing data gathering, summarizing, and interpreting data and use of the results to improve curriculum, teaching and guidance.

Education 3600: Practicum

Overview

Education 3600 constitutes the field experience component of Professional Semester II and carries a 1.5-course equivalent credit. The Student Teacher spends a minimum of six weeks, full days, in schools. During this practicum the Student Teacher works more or less in the traditional "student teaching" capacity. Prior to entering the schools for this practicum, the Student Teacher is involved in intensive study on-campus of the methodology related to his/her major, and in discussion of atypical students, the social context of learning, and student evaluation techniques and strategies.

1. In this practicum, the Student Teacher is expected to assume responsibility for directing those activities of the classroom assigned to him/her by his/her Teacher Associate. It is during this practicum that the Student Teacher is expected not only to learn, but also to demonstrate growth in teaching competencies to an acceptable level for Professional Semester II. More specifically, by the end of the Professional Semester II, the Student Teacher should be proficient in all components on the Professional Semester Two Formative Assessment Form (see http://www.uleth.ca/edu/documents/grad.cfm?View=PS II). The ultimate goal of the practicum is that the Student Teacher will develop and demonstrate all the necessary competencies to assume an internship in which he/she takes responsibility for approximately one-half a teaching workload.

Each six-week practicum is comprised of an orientation and a practicum.

Orientation

The Student Teacher begins the practicum with an orientation session of one or more days. The orientation period is a time for observation and becoming familiar with students and classes, Teacher Associate(s), teaching assignments, and school routines. Potential schedules and curriculum topics which the Student Teacher will be responsible for should be discussed. In particular, information should be available to the Student Teacher regarding at least one specific unit of instruction in their major subject. This allows the Student Teacher to begin planning.

In order to function effectively as early in the practicum as possible, the following orientation or transition activities are recommended.

- Introduction to and familiarization with school personnel and their roles.
- Familiarization with the classrooms and physical setting of the school, time-tabling, school rules and policies.
- Learning of student names, obtaining seating plans.
- Becoming familiar with Teacher Associate's philosophy of teaching, techniques for classroom management.
- Obtaining reference and resource materials.
- Collection of information needed for preparation of unit plans for each subject expected to teach.

Practicum

The practicum is six weeks in length. Once the practicum begins, the Student Teacher is expected to begin teaching as soon as the Teacher Associate's schedule allows, usually during the first two days. The

Student Teacher's teaching load should begin with approximately one-half of the Teacher Associate's in the first week, moving to approximately two-thirds, and then (if appropriate) attempting the Teacher Associate's full teaching load for no more than 3 – 5 days. Additional subjects and classes should be added gradually as the Student Teacher and Teacher Associate perceive capabilities. Assuming a full teaching load should be dependent upon the Student Teacher's demonstrated ability to plan, present and manage in early teaching situations and the Teacher Associate's assignment.

In some situations, such as the teaching of religion or foreign languages, it may not be feasible for the Student Teacher to assume a full teaching load. In such circumstances, the Teacher Associate and Student Teacher may choose to team-teach. During the later stages of the practicum the Student Teacher may be involved in any or all of the activities which are characteristic of earlier practica, with the emphasis on the Student Teacher assuming an ever-increasing amount of responsibility for directing the activities of the classroom(s) to which he/she is assigned.

Toward the end of this practicum the Student Teacher should have clearly demonstrated his/her competency to the Teacher Associate and the University Consultant. He/she might then wish to experiment with new ideas and different instructional methods. If so, the Student Teacher and the Teacher Associate might agree upon a series of experiences which will contribute to the mutual growth of the students and the Student Teacher. Depending upon the competencies of the Student Teacher and the needs determined by the Teacher Associate and University Consultant, such activities could be advanced or omitted entirely.

Feedback

Engagement in frequent specific feedback sessions by the Teacher Associate and Student Teacher is critical for the Student Teacher's success in Professional Semester II. It is a general expectation that the Teacher Associate will provide daily feedback, not necessarily on every lesson. Both verbal and written feedback are expected. The Student Teacher is expected to act upon the comments provided by the Teacher Associate and University Consultant in order to maintain and improve strengths and attempt to eliminate weaknesses.

The Student Teacher should actively invite critiques of teaching performance by probing specific areas and asking how lessons might have been approached in different ways. This type of feedback session encourages the Teacher Associate to offer valuable suggestions on student learning, teaching methods, planning, and management.

In a professional teacher education program, the most important aspect of the curriculum is formal teaching. Specifically, formal teaching refers to the Student Teacher's responsibility for preparing and conducting learning activities for groups or entire classes assigned by the Teacher Associate. Formal teaching provides opportunities for the Student Teacher to assume an integrate role in facilitating student learning. The Student Teacher must be prepared to perform as a teacher, and must be assisted in every possible way to see and to understand the responses which reflect educational objectives. In this dynamic environment, the Student Teacher's resources are tested – academic knowledge, understanding of learning, ability to communicate, ability to build relationships, level of literacy, cultural background, maturity, commitment, and grasp of the complexity of the learning process.

As facilitators of learning, the Student Teacher, under expert guidance, begins to integrate theory and practice. The following are indications that the Student Teacher is gaining understanding of the relationship between teaching and student learning. The Student Teacher is able to:

- Apply psychological principles of learning to individuals and groups.

- Apply principles of child growth and development to planning of learning activities.
- Maintain an effective balance between freedom and security in the classroom.
- Demonstrate effective instructional procedures.
- Plan learning experiences effectively.
- Manage the classroom effectively.
- Use diagnostic and remedial procedures effectively.
- Use adequate assessment procedures.
- Demonstrate effective use of available human and material resources.
- Develop his/her own style of teaching.

Placements

The Field Experiences Office, in consultation with C&I instructors, is responsible for assigning Student Teachers to schools and for selecting Teacher Associates. Students and faculty members are advised that they should **not** attempt to make any private arrangements with schools or Teacher Associates. The Field Experiences Office, through school administration, makes all practicum placements. **After** the Field Experiences Office has made the administrative arrangements to have the Student Teacher placed with a Teacher Associate, the University Consultant arranges to meet with Teacher Associates to discuss the practicum.

There may be occasions when students are inadvertently placed in schools where family members are students, teachers, or administrators creating a potential conflict of interest. Please notify the University Consultant and the Field Experiences Office if this occurs.

Student Teacher

Roles and Responsibilities

The Professional Semester II Practicum is the last required field experience before internship. It is expected that the Student Teacher in Professional Semester II will become involved in and demonstrate competence in all activities in which a regular teacher normally becomes involved. That is, they are to be fully prepared for their internship.

The Student Teacher must comply with the following regulations.

1. The Student Teacher is expected to arrive at the school daily with sufficient time (at least one-half hour before school begins) for meeting his/her Teacher Associate(s), discussing the daily schedule of observations and/or teaching experiences, preparing classroom resources and any other mutually arranged activities. Before leaving school, the Student Teacher should consult with the Teacher Associate regarding the next day's plans. Except in exceptional circumstances, the Student Teacher is expected to stay at least one-half hour after school.

2. The Student Teacher is expected and encouraged to participate in any or all of the activities which constitute the normal working day of his/her Teacher Associate(s) (i.e., meetings, in-service sessions, hall or playground supervision, outdoor education trips, etc.).

3. The Student Teacher is expected to abide by any standards that the school may have in respect to dress, grooming and professional conduct. These standards may be best understood from personal observation and/or consultation with the principal, Teacher Associate(s) and University Consultant.

4. **It is imperative that the Student Teacher telephone the Teacher Associate, the school, and the University Consultant if he/she is unable to make it to the school for a given day.**

5. Specific requirements will be stipulated by the University Consultant, and the Student Teacher is expected to keep a logbook (to be incorporated in the Student Teacher's portfolio) which should include:
   a) a weekly time sheet showing approximate time spent in teaching, observation and consultation;
   b) an "observation" section where brief notes (consistent with FOIPP considerations) are kept on initial observations about the school, classrooms and/or groups of students; and
   c) a section for each subject taught including class list, seating plan, lesson/unit plans prepared, resource materials used, evaluations by Teacher Associate and University Consultant, and self-evaluations.

6. The Student Teacher is expected to keep the logbook up to date and available for examination at any time at the request of the Teacher Associate or University Consultant. It should be submitted, with the Student Teacher's portfolio, to the University Consultant at the end of the practicum as requested.

7. The Student Teacher is aware of the Knowledge, Skills, and Attributes (KSAs) for Teaching Quality Standards (see Appendix D). The Student Teacher sets goals and communicates his/her goals for the semester with his/her Teacher Associate and University Consultant as soon as possible in the practicum. The goals will be recorded in the Student Teacher's portfolio. The purpose of reviewing professional goals is to make known the Student Teacher's areas of focus and to seek and plan for assistance in meeting those goals.

8. The Student Teacher assumes responsibility for his/her professional growth in Professional Semester II and demonstrates at all times attributes and dispositions appropriate to the profession of teaching and the *ATA Code of Professional Conduct* and the *Faculty of Education Standards of Professional Conduct*. (See Appendix B and Appendix C respectively.)

Teacher Associate

Roles and Responsibilities

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

1. Providing an atmosphere of acceptance and student/class/parent readiness to accept the Student Teacher as a co-worker on the teaching staff. It is important for the Teacher Associate to convey to the students that the Student Teacher is a competent co-worker whose directions must be followed. It is necessary for the students 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.
2. Introducing the Student Teacher to the school staff, both professional and non-professional. Make the Student Teacher feel as welcome and comfortable as possible. Orientation to facilities and rooms the Student Teacher will have occasion to use, discussions of the expectations of teachers and administration, and, of course, invitations to all staff, department, School Council, and A.T.A. meetings can do much to give the Student Teacher a sense of belonging to the staff group.
3. Involving the Student Teacher in activities and routines of the class so the Student Teacher does not sit idle for extended periods. A consideration of the Student Teacher's initial apprehensiveness and a series of frequent conferences will assist the Student Teacher to gain confidence. Cooperative long-range planning will help the Student Teacher feel a part of the class and will provide the Student Teacher a preview of his/her increased participation in the near future.
4. Developing a trusting relationship with the Student Teacher.
5. Becoming familiar with the Student Teacher's relevant personal and educational background through conversation and review of the Student Teacher’s professional portfolio, including the stated semester goals.
6. Supplying the Student Teacher with essential information concerning the Student Teacher’s groups with which the Student Teacher will be working.
7. Assisting the School Administrator to provide the Student Teacher with clarification of information concerning the school, its policies, regulations, available teaching materials, sources of school supplies, etc.
8. Encouraging the Student Teacher to develop his/her own abilities and personality as a teacher. It is a vital part of the supervisory function to challenge the Student Teacher's maturity and resourcefulness. The Student Teacher should be encouraged to take risks in attempting different teaching and learning strategies.
9. Helping the Student Teacher to assess his/her own progress and develop his/her professional portfolio. One of the major tasks of the Teacher Associate is to help the Student Teacher to reflect on his/her student teaching and to become skilled in self-evaluation. If a Student Teacher can learn to do this, continuous improvement will follow. If, on the other hand, the Student Teacher is not perceptive of personal weaknesses, tends to make light of ineffective teaching, and/or becomes superficial in judging personal achievements, opportunities for growth will be limited.

Some specific roles and responsibilities of the Teacher Associate:

2. Demonstrate various teaching techniques.
3. Suggest a variety of teaching procedures or strategies.
4. Serve as a sounding board for the Student Teacher's ideas.
5. Conduct brief, formal or informal discussions with the Student Teacher daily in order to provide feedback to the Student Teacher regarding teaching strengths, weaknesses, and improvements and to encourage self-evaluation.
6. Collect descriptive data on the performance of the Student Teacher.
7. Examine frequently the Student Teacher's logbook for the purpose of fostering growth in:
   a) the Student Teacher's understanding of all parts of the lesson/unit plans;
   b) the Student Teacher's ability to evaluate lessons; and
   c) the Student Teacher's written expression of classroom observations and instructional analysis.
8. Make lesson/teaching assignments on a weekly basis – well in advance – to facilitate the work of the Student Teacher, Teacher Associate and University Consultant.
9. Help the Student Teacher plan individual lessons or units when such assistance is deemed necessary – the extent of this help should diminish as the Student Teacher gains more experience.
10. Assist the Student Teacher in his/her search for varied teaching resources.
11. Participate in the process of the Student Teacher's professional portfolio development. See **A Guide to the Development of Professional Portfolios in the Faculty of Education** http://www.uleth.ca/edu/documents/index.cfm?View=Field Experiences.
12. Contact the University Consultant or Field Experiences Office (329-2259) immediately if the Student Teacher does not inform the Teacher Associate of an absence.
13. Submit a detailed assessment on the Student Teacher at the end of the practicum using the Professional Semester Two Summative Report Form. Form may be downloaded from http://www.uleth.ca/edu/documents/grad.cfm?View=PS II.
14. **Notify the University Consultant as soon as concerns arise, if there is evidence that the Student Teacher is experiencing difficulty. If unable to contact the University Consultant, contact the Field Experiences Office at 329-2259.**

University Consultant

Roles and Responsibilities

The Student Teacher is assigned a university supervisor who is designated as a University Consultant. This person may be the Curriculum and Instruction Methods Instructor in the Student Teacher's area of specialization. The University Consultant is expected to assume responsibility for the following:

1. Helping the Student Teacher understand the connections between theory and practice in teaching. This University Consultant shares this responsibility with colleagues, Teacher Associates and the School Administrators in the school to which the Student Teacher is assigned.
2. Assisting the Student Teacher throughout the practicum. The University Consultant will do this in several ways. The University Consultant will stay informed of the Student Teacher's performance and progress through conferences with the Student Teacher, the Teacher Associate, and the School Administrator.
3. Assessing and evaluating, with supporting documentation, the Student Teacher's planning and performance during the practicum.
4. The University Consultant may also write recommendations for the Student Teacher when he/she applies for a teaching position.

Specific Responsibilities

- The expectation for Education 3600 is for the University Consultant to supervise the Student Teacher at least five (5) times during the practicum. Supervision may be defined as "pre-conference, full lesson observation, and post-conference feedback".
- The Teacher Associate and Student Teacher may request more supervision by the University Consultant. The University Consultant is asked to respond quickly.
- When a marginal Student Teacher is identified or a problem situation arises, the University Consultant should notify the Field Experiences Office as soon as possible. The Field Experiences Office will provide supplementary supervision or will request assistance from another faculty member as needed. See following policy regarding **Failure to Meet Expectations.**

NOTE: When a University Consultant, through illness or absence from campus, cannot visit his/her Student Teacher for a week or more, the Field Experiences Office will arrange appropriate supervision.

Additional Responsibilities

A University Consultant performs other functions such as the following:

1. Serve as liaison officer between the university and the cooperating school. He/she is responsible for maintaining the communication lines between the university and the school.
2. Work closely with Teacher Associates in determining the experiences the Student Teacher should have in order to achieve maximum growth.
3. Participate in the process of the Student Teacher's professional portfolio development.
4. Advise the Field Experiences Office on matters relating to the operation of Professional Semester II.

Evaluation of Student Teachers

Guiding Principle

The evaluation of the Student Teacher's progress is made in terms of the specific competencies stated for the Professional Semester II Practicum. It is acknowledged that student teaching evaluation is a very difficult and complex task which involves deliberations among the three people involved – the Student Teacher, the Teacher Associate(s), and the University Consultant. To be most effective, evaluation should be considered a continuous process. It is important, therefore, that the Student Teacher, through frequent consultation with supervisors, has a clear understanding of his/her progress throughout the practicum.

Guidelines for completing PS II Summative and Formative Assessment Forms

The guidelines for completing PS II Summative and Formative Assessment Forms can be found at http://www.uleth.ca/edu/documents/grad.cfm?View=PS II.

Professional Semester Two Formative Assessment Form

15. A Professional Semester Two Formative Assessment Form is provided to assist in the formative appraisal of the Student Teacher. Specific objectives for Education 3600 are listed on the Professional Semester Two Formative Assessment Form. At the end of the practicum the Professional Semester Two 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. Form may be downloaded from http://www.uleth.ca/edu/documents/grad.cfm?View=PS II.

Professional Semester Two Summative Report Form

In Education 3600, the Teacher Associate(s), University Consultant, and Student Teacher share responsibility for practicum assessment. At the end of the practicum, the Teacher Associate(s) and the University Consultant will complete an appraisal of the Student Teacher's performance on the Professional Semester Two Summative Report Form. These report forms are to be discussed in conferences with the Student Teacher, the Teacher Associate(s) and the University Consultant.

16. A completed and signed Professional Semester Two Summative Report Form is submitted to the Field Experiences Office at the end of practicum and becomes part of the Student Teacher's permanent record in the Faculty of Education. Form may be downloaded from http://www.uleth.ca/edu/documents/grad.cfm?View=PS II.

Professional Portfolio Development

A Student Teacher is required to engage in self-evaluation and collaborative assessment through professional portfolio development. The portfolio development process engages the Student Teacher in a cycle of goal-setting, working toward those goals and collecting evidence of his/her achievement, and subsequently demonstrating and discussing progress and achievements before starting the cycle again with revised and/or new goals.

The demonstration and discussion of progress and achievement should take place in a three-way conference – Student Teacher, Teacher Associate(s), and University Consultant. The portfolio conferences should be held at the mid-point and at the end of the practicum. They may be led by the Student Teacher and should focus on his/her achievement of the goals set for the semester and the Professional Semester II competencies attained as per the Professional Semester Two Formative Assessment Form.

See **A Guide to Professional Portfolio Development in the Faculty of Education** contained in the comprehensive handbook and available at http://www.uleth.ca/edu/documents/index.cfm?View=Field Experiences.

Grade Assignment

The University Consultant, according to University policy, is ultimately responsible for evaluation and assigning the practicum grade. Discrepancies between Student Teacher, Teacher Associate(s), and University Consultant regarding the assessment of practicum performance should be discussed and consensus sought.

If a Student Teacher disagrees with the evaluation, he/she must sign the form to acknowledge reading it. The Student Teacher should then submit a letter, which will be attached to the Professional Semester Two Summative Report Form, outlining concerns about the appraisal. This letter must be signed by the Teacher Associate(s) 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. Should the University Consultant and Teacher Associate(s) 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 Professional Semester Two Summative Report Form which has been signed by the other to acknowledge reading it. These cases should be brought to the attention of the Field Experiences Office as soon as the conflict arises.

In the final analysis, it is the University Consultant who assigns the practicum grade. The evaluation consists of the Professional Semester Two Summative Report Form appraisal and the Student Teacher's demonstration of *KSAs*, *ATA Code of Professional Conduct* and the *Faculty of Education Standards of Professional Conduct* related to Professional Semester II expectations.

Failure to Meet Expectations

Failure to meet expectations in two or more of the areas identified on the Professional Semester Two Summative Report Form or failure to show sufficient growth in two or more areas on the Professional Semester Two Formative Assessment Form may result in a recommendation other than pass (P). The assignment of an incomplete (I) should be reserved for a Student Teacher who the Teacher Associate(s) and University Consultant believe will be able to meet expectations for Education 3600 if provided an extended period of practicum. If the Teacher Associate(s) and University Consultant do not believe a Student Teacher will be able to meet these expectations in an extended period of practicum, the Student Teacher will be assigned a failing grade (F) in the practicum.

1. Procedures and Responsibilities

1.1. When the Student Teacher is identified as failing to meet practicum expectations, the University Consultant will immediately notify the Assistant Dean, Field Experiences giving the name of the Student Teacher and the reasons for the concern.

1.2. After notifying the Assistant Dean, the University Consultant is to notify the Student Teacher **in writing that the Teacher Associate and/or University Consultant have serious concerns which put the student at risk of receiving a failing grade in the practicum. The written notification will describe the areas of concern, set goals and give suggestions for improvement, and indicate dates by which expectations must be met. A copy of the written notification is to be given to the Field Experiences Office and copies are to be retained by the University Consultant and the Teacher Associate.**

1.3. Prior to the date determined by Student Program Services for withdrawal without prejudice, usually three-quarters of the way through the practicum, the University Consultant and Teacher Associate will meet with the Student Teacher to determine the status of the Student Teacher, i.e., (if possible) to decide whether the assigned grade will be an "I" (Incomplete) or "F" (Fail). The status of the Student Teacher will be shared **in writing** with the Student Teacher and the Assistant Dean, Field Experiences.

2. Supplementary Supervision

2.1. The University Consultant and Assistant Dean, Field Experiences will consult to decide if having a second university representative to provide supplementary supervision is appropriate. The role of the supplementary supervisor is to advise the University Consultant regarding evaluation of the Student Teacher's performance.

3. Termination of Placement

3.1. If the Teacher Associate requests termination of the placement, the request will be respected, and the Student Teacher immediately removed. After removal, the Student Teacher, University Consultant, and Assistant Dean, Field Experiences will meet to determine a course of action. Each case is handled on an individual basis.

4. *Practicum Grading Options*

4.1. Grading options for practicum include:

(a) Pass/P
(b) Withdrawal with cause/WC
(c) Required to withdraw/W
(d) Incomplete/I
(e) Fail/F

4.2 Consideration of a grade of "I" should be given if the Student Teacher has made significant progress during the practicum, but has failed to meet **all** practicum expectations and **all** *Standards of Professional Conduct*.

Consideration of a grade of "F" should be given if the Student Teacher has made little progress during the practicum, or has failed to meet practicum expectations or any of the *Standards of Professional Conduct*.

4.3 If the assigned grade is an "I":

4.3.1 A letter, written by the University Consultant, in consultation with the Assistant Dean, Field Experiences, will be forwarded to the Student Teacher identifying the concerns and outlining the expectations which must be met before beginning or while completing a further practicum. A copy of that letter will be filed with Field Experiences Office.

4.3.2 A Continuation Fee may be assessed before the "I" grade is removed through successful completion of an additional practicum.

4.4 If the assigned grade is an "F":

4.4.1 The Student Teacher will have the option of withdrawing from the Faculty of Education up to the designated withdrawal date which is set at the beginning of each semester by Student Program Services in which case "W" is assigned. Past that date, an "F" will appear on the Student Teacher's transcript.

4.4.2 A letter, written by the University Consultant in consultation with the Assistant Dean, Field Experiences and Assistant Dean, Student Program Services, will be forwarded to the Student Teacher. The letter will identify the concerns and outline the position and expectations of the Faculty of Education if the Student Teacher were to apply for re-admission to the Faculty at a future date.

5. *General Professional Semester Regulations*

5.1 Concomitant with a grade of Pass in the practicum, the following regulations apply to professional semesters.

5.1.1 A minimum current gradepoint average of 2.50 is required for the successful completion of Professional Semesters.

5.1.2 In order to proceed to Professional Semester III, a student must satisfactorily complete Professional Semester II.

5.1.3 Failure to complete (Fail or Incomplete) any of the components in Professional Semester II may result in a Student Teacher being required to withdraw from the Faculty, or a Student Teacher may be required to engage in whatever activities are necessary to achieve a change of the Fail or Incomplete to a Pass grade.

APPENDIX A

Alberta Teachers' Association Code of Professional Conduct

Taken from: http://teachers.ab.ca/professional/code.html

The Code of Professional Conduct stipulates minimum standards of professional conduct of teachers but is not an exhaustive list of such standards. Unless exempted by legislation, any member of The Alberta Teachers' Association who is alleged to have violated the standards of the profession, including the provisions of the code, may be subject to a charge of unprofessional conduct under the bylaws of the Association.

In relation to pupils

1. The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, sex, sexual orientation, physical characteristics, age, ancestry or place of origin.
2. (a) The teacher is responsible for diagnosing educational needs, prescribing and implementing instructional programs and evaluating progress of pupils.
   (b) The teacher may not delegate these responsibilities to any person who is not a teacher.
3. The teacher may delegate specific and limited aspects of instructional activity to noncertificated personnel, provided that the teacher supervises and directs such activity.
4. The teacher treats pupils with dignity and respect and is considerate of their circumstances.
5. The teacher may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgment of the teacher, to do so is in the best interest of the pupil.
6. The teacher may not accept pay for tutoring a pupil in any subjects in which the teacher is responsible for giving classroom instruction to that pupil.
7. The teacher may not take advantage of a professional position to profit from the sale of goods or services to or for pupils in the teacher's charge.

In relation to school authorities

8. The teacher protests the assignment of duties for which the teacher is not qualified or conditions which make it difficult to render professional service.
9. The teacher fulfills contractual obligations to the employer until released by mutual consent or according to law.
10. The teacher provides as much notice as possible of a decision to terminate employment.
11. The teacher adheres to agreements negotiated on the teacher's behalf by the Association.

In relation to colleagues

12. The teacher does not undermine the confidence of pupils in other teachers.
13. The teacher criticizes the professional competence or professional reputation of another teacher only in confidence to proper officials and after the other teacher has been informed of the criticism, subject only to section 23 of the Teaching Profession Act.
14. The teacher, when making a report on the professional performance of another teacher, does so in good faith and, prior to submitting the report, provides the teacher with a copy of the report, subject only to section 23 of the Teaching Profession Act.
15. The teacher does not take, because of animosity or for personal advantage, any steps to secure the dismissal of another teacher.

16. The teacher recognizes the duty to protest through proper channels administrative policies and practices which the teacher cannot in conscience accept; and further recognizes that if administration by consent fails, the administrator must adopt a position of authority.
17. The teacher as an administrator provides opportunities for staff members to express their opinions and to bring forth suggestions regarding the administration of the school.

In relation to the profession

18. The teacher acts in a manner which maintains the honor and dignity of the profession.
19. The teacher does not engage in activities which adversely affect the quality of the teacher's professional service.
20. The teacher submits to the Association disputes arising from professional relationships with other teachers which cannot be resolved by personal discussion.
21. The teacher makes representations on behalf of the Association or members thereof only when authorized.
22. The teacher accepts that service to the Association is a professional responsibility.

Approved by the 1999 Annual Representative Assembly pursuant to section 8(f) of the Teaching Profession Act.

Please note:

* Items 13 and 14 of the Code of Professional Conduct do not pertain to reporting to the Association on the possible unprofessional conduct of another member.

* The Teaching Profession Act, section 23(3), requires members to report forthwith to the executive secretary on the unprofessional conduct of another member.

APPENDIX B

Standards of Professional Conduct

As a faculty within the University of Lethbridge, the Faculty of Education is committed to maintaining its students' freedoms 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 outlined below describe professional characteristics and behaviors students are expected to develop and demonstrate during field experience components and field related courses within the teacher preparation 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, color, gender, 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, evaluating, and responding to suggestions.
7. The student maintains positive interpersonal relationships with peers, faculty members, 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 good 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 members received in confidence or in the course of professional duties.
13. The student acts in a manner which maintains the honor and dignity of the profession and The University of Lethbridge.
14. 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 the standards of 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 Learning, and School Jurisdictions.

APPENDIX C

Teaching Quality Standard

Taken from: http://www.learning.gov.ab.ca/educationguide/pol-plan/polregs/421.asp

Pursuant to Section 25(1)(f) of the School Act, I approve the following as the Teaching Quality Standard which shall apply to teacher certification, professional development, supervision and evaluation, and which is supported by descriptors of selected knowledge, skills and attributes appropriate to teachers at different stages of their careers:

(1) Teaching Quality Standard

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students.

All teachers are expected to meet the Teaching Quality Standard throughout their careers. However, teaching practices will vary because each teaching situation is different and in constant change. Reasoned judgment must be used to determine whether the Teaching Quality Standard is being met in a given context.

(2) Descriptors of Knowledge, Skills and Attributes Related to Interim Certification

Teachers who hold an Interim Professional Certificate must possess the Knowledge, Skills and Attributes Related to Interim Certification (Interim KSAs), and apply them appropriately toward student learning. During their first two years of teaching, teachers should use the Interim KSAs to guide their teaching, reflect on their practice, and direct their professional development in collaboration with their supervisors and evaluators.

As situations warrant, teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand:

a) contextual variables affect teaching and learning. They know how to analyse many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning;

b) the structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation, A.R. 261/90 as amended and their school authority's teacher's evaluation policy;

c) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;

d) the subject disciplines they teach. They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;

e) all students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs;

f) the purposes of short, medium and long term range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students;

g) students' needs for physical, social, cultural and psychological security. They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning;

h) the importance of respecting students' human dignity. They know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony;

i) there are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes;

j) the functions of traditional and electronic teaching/learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records;

k) the purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments. They know how to analyse the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students;

l) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;

m) student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;

n) the importance of contributing, independently and collegially, to the quality of their school. They know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues;

o) the importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities;

p) the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience; and

q) they are expected to achieve the Teaching Quality Standard.

(3) Descriptors of Knowledge, Skills and Attributes Related to Permanent Certification

Teachers who hold a Permanent Professional Certificate must demonstrate, in their practice, professional repertoires that are expanded beyond the Interim KSAs.

The following descriptors comprise a repertoire of selected knowledge, skills and attributes from which teachers who hold a Permanent Professional Certificate should be able to draw, as situations warrant, in order to meet the Teaching Quality Standard. Teachers, staffs, supervisors and evaluators should use the descriptors to guide professional development, supervision, evaluation and remediation strategies in order that teachers can meet the Teaching Quality Standard consistently throughout their careers.

a) Teachers' application of pedagogical knowledge, skills and attributes is based in their ongoing analysis of contextual variables.

Teachers' analysis of contextual variables underlies their reasoned judgments and decisions about which specific pedagogical skills and abilities to apply in order that students can achieve optimum learning. Selected variables are outlined below.

<u>student variables</u>
demographic variables, e.g., age, gender
maturation
abilities and talents
relationships among students
subject area of study
prior learning
socio-economic status
cultural background
linguistic variables
mental and emotional states and conditions

<u>regulatory variables</u>
Government Organization Act
School Act and provincial regulations, policies and Ministerial Orders
Child Welfare Act
Canadian Charter of Rights and Freedoms
school authority policies
Guide to Education
programs of study

<u>school variables</u>
resource availability and allocation
teaching assignment
class size and composition
collegial and administrator support
physical plant

teacher variables
teaching experience
learning experiences

parent and societal variables
parental support
parental involvement in children's learning
socio-economic variables
community support for education
multiculturalism
cultural pluralism
inter-agency collaboration
provincial, national and global influences

b) Teachers understand the legislated, moral and ethical frameworks within which they work.

Teachers function within a policy-based and results oriented education system authorized under the School Act and other legislation.

Teachers also function within policy frameworks established by school authorities. This includes policies which require: a commitment to teaching practices that meet their school authority's teaching quality standard(s); and that teachers engage in ongoing, individualized professional development.

Teachers recognize they are bound by standards of conduct expected of a caring, knowledgeable and reasonable adult who is entrusted with the custody, care or education of students or children. Teachers recognize their actions are bound in moral, ethical and legal considerations regarding their obligations to students, parents, administrators, school authorities, communities and society at large. Teachers acknowledge these obligations and act accordingly.

c) Teachers understand the subject disciplines they teach.

Teachers understand the knowledge, concepts, methodologies and assumptions of the subject disciplines they teach. This includes an understanding of how knowledge in each discipline is created and organized, and that subject disciplines are more than bodies of static facts and techniques - they are complex and evolving. Their understanding extends to relevant technologies, the linkages among subject disciplines, and their relevance and importance in everyday life at the personal, local, national and international levels.

Teachers understand that students typically bring preconceptions and understandings to a subject. They know strategies and materials that are of assistance in furthering students' understanding.

d) Teachers know there are many approaches to teaching and learning.

Teachers appreciate individual differences and believe all students can learn, albeit at different rates and in different ways. They recognize students' different learning styles and the different ways they learn, and accommodate these differences in individuals and groups of students including students with special learning needs.

Teachers understand the fluidity of teaching and learning. They constantly monitor the effectiveness and appropriateness of their practices and students' activities, and change them as needed.

e) Teachers engage in a range of planning activities.

Teachers' plans are founded in their understanding of contextual variables and are a record of their decisions on what teaching and learning strategies to apply. Plans outline a reasoned and incremental progression toward the attainment of desired outcomes, for both teachers and students. Teachers monitor the context, their instruction, and monitor and assess students' learning on an ongoing basis, and modify their plans accordingly.

Teachers strive to establish candid, open and ongoing lines of communication with students, parents, colleagues and other professionals, and incorporate information gained into their planning.

f) Teachers create and maintain environments that are conducive to student learning.

Teachers establish learning environments wherein students feel physically, psychologically, socially and culturally secure. They are respectful of students' human dignity, and seek to establish a positive professional relationship with students that is characterized by mutual respect, trust and harmony. They model the beliefs, principles, values, and intellectual characteristics outlined in the Guide to Education and programs of study, and guide students to do the same.

Teachers work, independently and cooperatively, to make their classrooms and schools stimulating learning environments. They maintain acceptable levels of student conduct, and use discipline strategies that result in a positive environment conducive to student learning. They work with students to establish classroom routines that enhance and increase students' involvement in meaningful learning activities. They organize facilities, materials, equipment and space to provide students equitable opportunities to learn, and to provide for students' safety.

Where community members work with students either on-campus or off-campus and where students are engaged in school-sponsored off-campus activities, teachers strive to ensure these situations also are secure and positive environments conducive to students' learning.

g) Teachers translate curriculum content and objectives into meaningful learning activities.

Teachers clearly communicate short and long range learning expectations to students, and how the expectations are to be achieved and assessed. They engage students in meaningful activities that motivate and challenge them to achieve those expectations. They integrate current learning with prior learning, and provide opportunities for students to relate their learning to the home, community and broader environment.

Teachers apply a broad range and variety of instructional and learning strategies. The strategies vary in keeping with contextual variables, subject content, desired objectives, and the learning needs of individuals and groups of students. The strategies are selected and used to achieve desired outcomes, primarily the expectations outlined in the Guide to Education, programs of study and other approved programs.

h) Teachers apply a variety of technologies to meet students' learning needs.

Teachers use teaching/learning resources such as the chalkboard, texts, computers and other auditory, print and visual media, and maintain an awareness of emerging technological resources. They keep abreast of advances in teaching/learning technologies and how they can be incorporated into instruction and learning. As new technologies prove useful and become available in schools, teachers develop their own and their students' proficiencies in using the technologies purposefully, which may include content presentation, delivery and research applications, as well as word processing, information management and record keeping.

Teachers use electronic networks and other telecommunication media to enhance their own knowledge and abilities, and to communicate more effectively with others.

i) Teachers gather and use information about students' learning needs and progress.

Teachers monitor students' actions on an ongoing basis to determine and respond to their learning needs. They use a variety of diagnostic methods that include observing students' activities, analysing students' learning difficulties and strengths, and interpreting the results of assessments and information provided by students, their parents, colleagues and other professionals.

Teachers select and develop a variety of classroom assessment strategies and instruments to assess the full range of learning objectives. They differentiate between classroom and large-scale instruments such as provincial achievement tests, administer both and use the results for the ultimate benefit of students. They record, interpret and use the results of their assessments to modify their teaching practices and students' learning activities.

Teachers help students, parents and other educators interpret and understand the results of diagnoses and assessments, and the implications for students. They also help students develop the ability to diagnose their own learning needs and to assess their progress toward learning goals.

Teachers use their interpretations of diagnoses and assessments as well as students' work and results to guide their own professional growth. They assist school councils and members of the community to understand the purposes, meanings, outcomes and implications of assessments.

j) Teachers establish and maintain partnerships among school, home and community, and within their own schools.

Teachers engage in activities that contribute to the quality of the school as a learning environment. They work with others to develop, coordinate and implement programs and activities that characterize effective schools. They also work cooperatively with school councils.

Teachers strive to involve parents in their children's schooling. Partnerships with the home are characterized by the candid sharing of information and ideas to influence how teachers and parents, independently and cooperatively, contribute to students' learning.

Teachers seek out and incorporate community resources into their instruction, and encourage students to use home and community resources in their learning. Teachers make connections between school, home and community in order to enhance the relevance and meaning of learning. Home and community resources are utilized to make learning meaningful and relevant, and so students can gain an increased understanding of the knowledge, skills and attitudes needed to participate in and contribute positively to society.

k) Teachers are career-long learners.

Teachers engage in ongoing professional development to enhance their: understanding of and ability to analyze the context of teaching; ability to make reasoned judgments and decisions; and, pedagogical knowledge and abilities. They recognize their own professional needs and work with others to meet those needs. They share their professional expertise to the benefit of others in their schools, communities and profession.

Teachers guide their actions by their overall visions of the purpose of teaching. They actively refine and redefine their visions in light of the ever-changing context, new knowledge and understandings, and their experiences. While these visions are dynamic and grow in depth and breadth over teachers' careers, the visions maintain at their core a commitment to teaching practices through which students can achieve optimum learning.

APPENDIX D

Expectations of Practicum by Level

Ed. 2500	Ed. 3500 (PS I)	Ed. 3600 (PS II)	Ed. 457X (PS III)
Description			
▪ Orientation to teaching ▪ Usually grades K-9	▪ General teaching ▪ Usually grades K-9	▪ Subject major teaching ▪ Grade K-12	▪ Internship for Elementary, Secondary, Fine Arts, Special Focus ▪ Transition to beginning teaching
Developmental Focus			
▪ Assist teacher with learning activities	▪ Plan and teach lessons and sequences of lessons ▪ Evaluation of student learning (lesson focus)	▪ Plan and teach organized units of instruction ▪ Competence in subject area ▪ Assessment of student learning (unit focus)	▪ Provide the instruction for approximately 1/2 of a teaching assignment ▪ Long range planning ▪ Instruction ▪ Evaluation ▪ Extra-curricular activities
Time			
▪ 60 hours usually 2 half days weekly	▪ 5 weeks	▪ 6 weeks	▪ Approximately 15 weeks
Course Background			
▪ 39 hours of seminars ▪ Pedagogy ▪ Ethics ▪ Contexts of education and teaching	▪ Curriculum and Instruction (generic) ▪ Evaluation of Learning ▪ Language in Education ▪ Educational Psychology ▪ Teaching Seminar ▪ Communications Technology	▪ Principles of Curriculum and Instruction for Majors ▪ Psychology and Education of Atypical Students in the Regular Classroom ▪ Social Context of Schooling ▪ Evaluation of Student Learning	▪ Completion of Professional Semester II
Teaching Responsibilities			
▪ Observe and assist	▪ 1/3–Assist ▪ 1/3—Teach ▪ 1/3—Observe/Plan	▪ Begin at one-half and progress to full teaching assignment	▪ Approximately one-half teaching assignment ▪ Engagement in variety of professional development activities
Student / Intern Teacher Preparation Expectations			
▪ May engage in minimal planning under Teacher Associate(s) guidance	▪ Written lesson plans for all lessons taught ▪ May teach from plans prepared by/with Teacher Associate ▪ Plans for informal evaluation	▪ Written lesson and unit plans, including assessment components ▪ Plan, conduct, and research assessment of pupil work	▪ Unit and long-range plans prepared in advance of internship ▪ Assume responsibility for his or her continuing professional growth

Ed. 2500	Ed. 3500 (PS I)	Ed. 3600 (PS II)	Ed. 457X (PS III)
Teacher Associate / Mentor Expectations			
▪ Direction to Student Teacher ▪ Communication with University Consultant ▪ Evaluation of Student Teacher	▪ Observation of most lessons taught ▪ On-going assessment and coaching ▪ Supervision and written feedback of at least one lesson daily ▪ Final evaluation with University Consultant	▪ Observation of some lessons taught ▪ On-going assessment and coaching ▪ Regular supervision and written feedback ▪ Final evaluation with University Consultant	▪ Mentor ▪ Interact as knowledgeable, supportive, experienced colleague and coach ▪ Actively monitors Intern Teacher ▪ Responsible for instructions of pupils
University Consultant / Faculty Mentor Expectations			
▪ Three liaison visits to consult Teacher Associate(s) ▪ No classroom observations	▪ Three supervisory visits ▪ Weekly contact	▪ Five supervisory visits ▪ Weekly contact	▪ Mentor ▪ Consultant ▪ Assistance with problem-solving ▪ Professional development
Evaluation of Teaching			
▪ Self-evaluation and reflective practice ▪ Checklist completed by Teacher Associate ▪ Final evaluation by Teacher Associate	▪ Self-evaluation and reflective practice ▪ Collaborative process including: - Mid-round checklist - Final evaluation by Teacher Associate(s) and University Consultant - Professional Portfolio development	▪ Collaborative process including: - Self-evaluation and reflective practice - Mid-round checklist - Assessment by Teacher Associate(s) - Final evaluation by University Consultant - Professional Portfolio development	▪ Self assessment and self-evaluation through Professional Portfolio development ▪ School Administrator (or designate) provides supervision consistent with transition to first year teaching ▪ Reviews goals set by Intern Teacher ▪ Holds conference with Intern Teacher at end of internship
Grading			
▪ Pass With Recommendation ▪ Pass Without Recommendation ▪ Fail ▪ Incomplete ▪ Withdraw	▪ Pass ▪ Fail ▪ Incomplete ▪ Withdraw	▪ Pass ▪ Fail ▪ Incomplete ▪ Withdraw	▪ Pass ▪ Fail ▪ Incomplete ▪ Withdraw
Professional Portfolio Expectations			
▪ Orientation to Portfolio development	Begin to develop ▪ Goals ▪ Personal and professional attributes ▪ Record of progress with evidence	Continue development ▪ Goals ▪ Personal and professional attributes ▪ Record of progress with evidence	▪ Develop Professional Portfolio ▪ Present to Teacher Mentor, School Administrator and/or Faculty Mentor

Field Experiences

H A N D B O O K

Education 3600

Professional Semester II

Note: This section pertains specifically to Education 3600.
Readers should also consult the Comprehensive Handbook.

Faculty of Education

University of Lethbridge

FIAT LUX

December, 2002
Revised September, 2006
Revised March, 2007

Inquiries regarding field experiences should be made to:

Field Experiences Office
Faculty of Education
University of Lethbridge
4401 University Drive West
Lethbridge, AB T1K 3M4

Telephone: 403-329-2259
Fax: 403-329-2372
Email: edu.fieldexp@uleth.ca

Additional information concerning field experiences within the Faculty of Education, University of Lethbridge is available at: http://www.uleth.ca/edu/undergrad/fe/.