Field Experiences Handbook

EDUCATION 3600

Professional

Semester Two

University of Lethbridge

FIAT LUX

Faculty of Education

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Inquiries regarding field experiences should be made to:

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

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The following documents are available online at: http://www.uleth.ca/education/programs-degrees/undergraduate-program/field-experiences/ps-i/forms-guidelines

Alberta Teaching Quality Standard
Code of Professional Conduct - Alberta Teachers Association

EXPECTATIONS BY PRACTICA

EDUC 2500	EDUC 3500 (PS I)	EDUC 3600 (PS II)	EDUC 457X (PS III)
Description			
• Orientation to teaching	• General teaching skills	• Subject major teaching	• Introduction to first year teaching
Developmental Focus			
• Assist teacher with learning activities	• Plan and teach lessons and sequences of lessons • Evaluate student learning (lesson focus)	• Plan and teach organized units of instruction • Competence in subject area • Evaluate student learning (unit focus)	• Engages 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			
• 39 hours of seminars • 60 hours of practicum • Pedagogy • Ethics • Contexts of education and teaching	• Curriculum and Instruction (generic) • Evaluation of Learning • Language in Education • Educational Psychology • Teaching Seminar • Communications Technology	• Curriculum and Instruction (in major area) • Psychology of Exceptional Learners • Social Context of Schooling • Evaluation of Student Learning	• May include a seminar series on educational issues, including professional study, and inquiry
Intern/Student Teacher Teaching Responsibilities			
• Observe and assist • May engage in minimal planning under Teacher Associate guidance	• 5 weeks 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 • Plans for informal evaluation	• 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	• Approximately 1/2 time teaching assignment • Engage in all professional school activities including district and site-based professional development days, 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 • Completes the Descriptive Report section of the Final Report
Professional Portfolio Expectations			
• Orientation to Portfolio Development	Begin to develop: • Goals • Personal and professional attributes • Record of progress with evidence	Continue to development: • Goals • Personal and professional attributes • Record of progress with evidence	• Develop Professional Portfolio • Present to Mentor, Administrator and/or University Consultant (ideally in final Intern-led conference)

EDUC 2500	EDUC 3500 (PS I)	EDUC 3600 (PS II)	EDUC 457X (PS III)
Teacher Mentor/Associate Expectations			
• Direction to Student Teacher • Communication with University Consultant • Evaluation of Student Teacher • Final evaluation with University Consultant	• Observation of most lessons taught • On-going assessment and coaching • Regular supervision and written feedback of at least one lesson daily • Final evaluation with University Consultant	• Observation of most lessons taught • On-going assessment and coaching • Regular supervision and written feedback of at least one lesson daily • Final evaluation with University Consultant	• Interact as knowledgeable, supportive, experienced colleague and coach • Actively monitors Intern based on classroom observations • Completes the Teacher Mentor section of the Descriptive Final Report
Evaluation of Teaching Performance			
• Self-evaluation and reflective practice • Mid-practicum review for formative assessment to be completed by Teacher Associate and the Student Teacher • Final summative evaluation form completed by Teacher Associate in consultation with University Consultant	• Self-evaluation and reflective practice • Collaborative process including: ~ Formative and Summative Assessment by Teacher Associate and University Consultant ~ Professional Portfolio development	• Collaborative process including: ~ Self-evaluation and reflective practice ~ Formative and Summative Assessment by Teacher Associate and University Consultant ~ Professional Portfolio development	**INTERN** • Self-evaluation using the Formative Evaluation form • Contributes to Final Descriptive Report (based on KSA criteria) • Intern-led final conference **ADMINISTRATOR** • Supervision and classroom observation consistent with transition to first year teaching (based on the Teaching Quality Standard) • Contributes to Final Descriptive Report (based on KSA criteria) **TEACHER MENTOR** • Reviews goals set by Intern Teacher • Provides feedback on professional development project and portfolio • Provides guidance based on classroom observation • Contributes to Final Descriptive Report (based on KSA criteria) **UNIVERSITY CONSULTANT** • Reviews goals set by Intern Teacher • Provides feedback on professional development project and portfolio • Provides guidance based on classroom observation(s) • Contributes to Final Descriptive Report (based on KSA criteria) • Assigns grade of Pass or Fail

PROFESSIONAL SEMESTER II

Overview

Education 3600 is the second formal practicum experience for Student Teachers. This is an opportunity for Student Teachers to focus on their subject major. Placements are usually made to facilitate teaching in the Student Teachers' majors. Placements are made across all grade levels.

During the on-campus portion of the semester prior to practicum Student Teachers study four courses: Principles of Curriculum and Instruction for Majors, Evaluation of Student Learning, Educational Psychology of Exceptional Learners, and Social Context of Schooling. Although there may be slight variation, the most significant assignment bridging courses to practicum is the development of a unit of instruction in Student Teachers' majors. Teacher Associates should seek clarification from the Student Teachers and University Consultants regarding such assignments in order to assist in maximizing their learning value.

Once the practicum begins, the Student Teacher is expected to begin teaching as soon as the Teacher Associate's schedule allows, usually within the first two days. The Student Teachers teaching load should begin with approximately one-half of the Teacher Associate's teaching load during 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 as deemed appropriate by the Teacher Associate, the Student Teacher, and the University Consultant. The decision to assume a full teaching load should be based on the Student Teachers demonstrated teaching effectiveness in early teaching situations, as well as the Teacher Associate's assignment. When not teaching, the Student Teacher should be actively involved in observing and assisting the Teacher Associate.

In some situations, such as the teaching of religion, foreign languages, or performance-based music classes, it may not be feasible for the Student Teacher to assume full responsibility for the teaching. In such circumstances, the Teacher Associate and Student Teacher may choose to team-teach. During the later stages of the practicum, the Student Teacher should assume an ever-increasing amount of responsibility for directing the activities of the assigned classroom(s).

Toward the end of this practicum, the Student Teacher should have clearly demonstrated a level of competency satisfactory to the Teacher Associate and the University Consultant. Depending upon the competencies of the Student Teacher and the needs of the students as determined by the Teacher Associate, the Student Teacher, the Teacher Associate, and the University Consultant might agree upon a series of experiences that will contribute to the mutual growth of the students and the Student Teacher.

Goals

The teaching skills expected of Education 3600 Student Teachers can be described as extensions of the knowledge, skills, and attitudes expected in Education 3500 including:

- Planning—a unit of instruction planned and delivered in its entirety
- Teaching strategies—familiarity with and confident use of several strategies, particularly those related to the major subject. In addition, there should be flexible use of strategies and appropriate related decision-making
- Evaluation—conduct assessment and evaluation of student learning using informal and formal procedures and use the results in planning for the instruction
- Classroom management—follow routines established by Teacher Associate and further develop communication and control strategies as needed to maintain a productive learning environment
- Presence—confidently use voice and non-verbal communication appropriate to context and purpose
- Organization—maintain level of organization of classroom facilities and materials established by Teacher Associate and make adjustments as needed. Keep personal materials and records (including records of student performance) in an orderly, accessible fashion.
- Reflection and Self-Assessment—critique a sample of lessons taught identifying strengths and shortcomings. Be able to identify the cause and effect relationship between the two factors and make adjustments to instruction and/or behaviours. Record reflections on lesson plans, and lesson presentations, in journals, and in portfolios as per University Consultants' expectations.

Placements

Field Experiences, in partnership with District Superintendents and School Administrators, make all practicum placements. Students and faculty members are advised not to make private arrangements with schools or Teacher Associates. One University Consultant is assigned to supervise six or seven Student Teachers. After Field Experiences has made the placement, the University Consultant contacts Teacher Associates to discuss the practicum.

The Student Teacher will **not** be placed in schools where family members are students, teachers, or administrators due to a potential conflict of interest. The Student Teacher must notify the University Consultant if such a situation exists.

Supervision

Frequent and specific feedback is critical for the Student Teachers 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 critiques

of his/her teaching performance. Such feedback allows the Teacher Associate to offer valuable suggestions on student learning, teaching methods, planning, and management.

The most important aspect of the Student Teachers practicum experience is formal teaching. Specifically, formal teaching refers to the Student Teachers responsibility for preparing and conducting learning activities for groups or entire 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 on every occasion, 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 Teachers knowledge, skills, and attributes are tested (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).

Logbook

During Professional Semester I and Professional Semester II, practicum students compile a logbook, which may be read by the University Consultant and Teacher Associate. The format is usually a loose-leaf binder. Format is available in the Student Handbook.

Professional Portfolio Development

- Portfolio development is approved policy of the Faculty of Education: all Student Teachers must engage in it.
- Portfolio development is considered to be a framework for self and collaborative assessment and evaluation.
- The process is considered at least as important as the product.
- Portfolio development, as part of the evaluation of Student Teachers, requires Teacher Associate and University Consultant participation.

The portfolio process should be a cyclical one of goal-setting, working to achieve those goals, showing evidence of achievement or progress toward those goals, and finally, revision of goals (or setting new goals) to begin the cycle again.

Teacher Associates and University Consultants have responsibilities to assist Student Teachers in setting goals and in recognizing and demonstrating the achievement of goals. 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.

STUDENT TEACHER

Roles and Responsibilities

Preparation for the Practicum

In order to effectively function as early in the practicum as possible, the following pre-practicum orientation tasks are necessary:

- becoming familiar with the classrooms and physical setting of the school, timetabling, school rules and policies.
- learning pupil names, obtaining seating plans.
- understanding the Teacher Associate's philosophy of teaching, techniques for classroom management, routines, and instructional methods
- obtaining reference and resource materials.

During Practicum

- The Student Teacher should arrive at the school no later than 20 minutes prior to bell time to meet the Teacher Associate(s), discuss the daily schedule of observations and/or teaching experiences, prepare classroom resources, and complete any other mutually arranged activities. Before leaving school, the Student Teacher should consult with the Teacher Associate(s) regarding the next day's plans.

- The Student Teacher should prepare lesson plans for each subject to be taught. **The Student Teacher must have plans made and reviewed prior to teaching.** PS II Student Teachers are required to plan and teach at least one unit of study in its entirety.

- Student Teachers should and are encouraged to participate in any or all of the activities that constitute the normal working day of their Teacher Associate(s) such as meetings, in-service sessions, hall or playground supervision, or outdoor education trips.

  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(s) 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.*

- 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(s).

- It is imperative that the Student Teacher telephones the Teacher Associate, the school and the University Consultant if he/she is unable to make it to the school on a given day. In the case of an absence, the Student Teacher will need to leave appropriate plans and materials for the Teacher Associate to achieve the curricular objectives for that period of time.
- The Student Teacher will keep the logbook up to date and available for examination at any time at the request of the Teacher Associate(s) or University Consultant. It should be submitted to the University Consultant at the end of the practicum. This would include the following components:
  - ☑ a weekly "time" sheet showing approximate time segments planning, teaching, observing, and consulting.
  - ☑ an "observation/reflection" section where brief notes are kept on initial observations about the school, classrooms, and groups of pupils.
  - ☑ a section for each subject taught including class list, seating plan, lesson plans, resource materials, feedback by Teacher Associate(s) and University Consultant, and self-evaluations.

Professional Portfolio Development

- Portfolio development is approved policy of the Faculty of Education: all Student Teachers must engage in it.
- Portfolio development is considered to be a framework for self and collaborative assessment and evaluation.
- The process is considered at least as important as the product.
- Portfolio development, as part of the evaluation of Student Teachers, requires Teacher Associate and University Consultant participation.

The portfolio process should be a cyclical one of goal-setting, working to achieve those goals, showing evidence of achievement or progress toward those goals, and finally, revision of goals (or setting new goals) to begin the cycle again.

University of Lethbridge
Faculty of Education

THE COURAGE TO TEACH

"The courage to teach is the courage to keep one's heart open in those very moments when the heart is asked to hold more than it is able so that teacher and students and subject can be woven into the fabric of community that learning, and living, require."

The Courage to Teach. Parker Palmer, 1998

TEACHER ASSOCIATE

Roles and Responsibilities

The role of Teacher Associate is a 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.

Student teachers cannot be hired or paid for rendering service to their students and cannot fulfill the role of substitute teacher.

Preparation for the Practicum

- Introducing the Student Teacher to the school staff. Please make the Student Teacher feel as welcome and comfortable as possible.
- Orientation to facilities and rooms the Student Teacher will use, discussions regarding the expectations of teachers and administration. Also, extending an invitation to all staff, department, School Council, and ATA meetings can do much to give the Student Teacher a sense of belonging to the staff group.

During for the Practicum

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

- Providing an atmosphere of acceptance in the school and in the classroom. 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.
- Introducing the Student Teacher to the school staff. Please make the Student Teacher feel as welcome and comfortable as possible.
- Orientation to facilities and rooms the Student Teacher will use, discussions regarding the expectations of teachers and administration. Also, extending an invitation to all staff, department, School Council, and ATA meetings can do much to give the Student Teacher a sense of belonging to the staff group.
- 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 Teachers 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.
- **Demonstrate various teaching techniques. Suggest a variety of teaching procedures or strategies.**

- **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. Assist the Student Teacher in his/her search for appropriate teaching resources.**
- Developing a trusting relationship with the Student Teacher.
- Becoming familiar with the Student Teachers relevant personal and educational background through conversation and review of the Student Teachers professional portfolio, including the stated semester goals.
- Supplying the Student Teacher with essential information concerning the Student Teachers groups with which the Student Teacher will be working.
- Assisting the School Administrator clarify to the Student Teacher information concerning the school, its policies, regulations, available teaching materials, sources of school supplies, etc.
- 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 Teachers maturity and resourcefulness. The Student Teacher should be encouraged to take risks by attempting different teaching and learning strategies.
- 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-assessment. If a Student Teacher can learn to do this, continuous improvement will follow. On the other hand, if the Student Teacher does not perceive personal weaknesses, tends to make light of ineffective teaching, and/or becomes superficial in judging personal achievements, opportunities for growth will be limited.

Specific Responsibilities

- ✓ Serve as a sounding board for the Student Teachers ideas. Provide feedback to the Student Teacher regarding teaching strengths, weaknesses, and improvements and encourage self-evaluation by conducting brief, formal and/or informal discussions with the Student Teacher on a daily basis.
- ✓ Collect descriptive data on the performance of the Student Teacher.
- ✓ Examine the Student Teachers logbook frequently for the purpose of fostering growth in:
  - the Student Teachers understanding of all parts of the lesson/unit plans
  - the Student Teachers ability to evaluate lessons
  - the Student Teachers written expression of classroom observations and instructional analysis.
- ✓ Facilitate the work of the Student Teacher and University Consultant by making lesson/teaching assignments on a weekly basis **well in advance**.
- ✓ Assist the Student Teacher in his/her search for appropriate teaching resources.
- ✓ Participate in the process of the Student Teachers professional portfolio development. See **A Guide to the Development of Professional Portfolios in the Faculty of Education.**
- ✓ Contact the University Consultant or Field Experiences Office (403-329-2259) immediately if the Student Teacher does not inform the Teacher Associate of an absence.

UNIVERSITY CONSULTANT

Roles and Responsibilities

The Student Teacher is assigned a university supervisor who is designated as a University Consultant. In many cases, this person will be the Curriculum and Instruction Methods Instructor in the Student Teachers area of specialization. The University Consultant is expected to assume responsibility for the following:

- 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 Teachers performance and progress through conferences with the Student Teacher, the Teacher Associate, and the School Administrator.
- Assessing and evaluating, with supporting documentation, the Student Teachers planning and performance during the practicum.
- Writing recommendations for the Student Teacher if so requested.

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 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 quickly.
- ✓ If a problem arises or a Student Teacher is failing to meet expectations, the University Consultant should notify Field Experiences immediately. Field Experiences will provide supplementary supervision or will request assistance from another faculty member as needed. See Failure to Meet Expectations.

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

A University Consultant performs other functions such as the following:

- ✓ Serves 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.
- ✓ Works closely with Teacher Associates in determining the experiences the Student Teacher should have in order to achieve maximum growth.
- ✓ Participates in the process of the Student Teachers professional portfolio development.
- ✓ Advises Field Experiences on matters relating to the operation of Professional Semester II.

EVALUATION OF STUDENT TEACHERS

Guiding Principle

The evaluation of the Student Teachers progress is based on the specific competencies stated for the Professional Semester II Practicum. Evaluation of student teaching is a very difficult and complex task that involves deliberations among the three people concerned – the Student Teacher, the Teacher Associate(s), and the University Consultant. To be most effective, evaluation should be a continuous process. Therefore, it is important that the Student Teacher, through frequent consultation with supervisors, has clear understanding of his/her progress throughout the practicum. This is to be accomplished through ongoing feedback as well as periodic assessments using the Professional Semester II formative and summative assessment forms.

Guidelines for Completing Assessment Forms

Professional Semester II Formative Assessment*:* The Professional Semester II 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 II Formative Assessment form. At the end of the practicum the Professional Semester II Formative Assessment Form becomes the property of the Student Teacher. It is not part of the Student Teachers permanent record in the Faculty of Education. (See Appendix A)

Professional Semester II Summative Report*:* 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 collaborate to complete a written appraisal of the Student Teachers performance on the Professional Semester II Summative Report form. These report forms are to be discussed in conferences with the Student Teacher, the Teacher Associate(s) and the University Consultant. (See Appendix B)

A completed and signed Professional Semester II Summative Report form is submitted to Field Experiences at the end of practicum and becomes part of the Student Teachers permanent record in the Faculty of Education.

Professional Portfolio Development

A Student Teacher is required to engage in reflection, self-assessment, and collaborative assessment through professional portfolio development. The portfolio development process engages the Student Teacher in a cycle of personal and professional developing involving goal-setting, developing an action plan directed at achieving those goals, collecting evidence demonstrating his/her achievements, and subsequently reflecting upon, demonstrating, and discussing her/his 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 in relation to the Professional Semester II formative and summative assessment forms.

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 a 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, attached to the Professional Semester II 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 attempt to come to a mutual understanding and a consensus. If a consensus is not possible, each should submit a Professional Semester II Summative Report form that has been signed by the other to acknowledge reading it. These cases should be brought to the attention of Field Experiences as soon as the conflict arises.

In the final analysis, the University Consultant assigns the practicum grade. The evaluation consists of the appraisal detailed in the Professional Semester II Summative Report form and the Student Teachers 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 clusters identified on the Field Experience Summative Report form or failure to show sufficient growth in two or more areas on the 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 the University Consultant believe will be able to meet expectations for Education 3500 if provided an extended period of practicum. If the Teacher Associate(s) and the University Consultant do not believe the Student Teacher will be able to meet these expectations during such an extension, the Student Teacher should be assigned a failing grade (F).

Procedures and Responsibilities

- When the Student Teacher is identified as failing to meet practicum expectations, the University Consultant will immediately notify the Assistant Dean, Field Experiences of all reasons for the concern.
- After notifying the Assistant Dean, Field Experiences, the University Consultant will notify the Student Teacher **in writing** that the Teacher Associate(s) and/or University Consultant have serious concerns which put the Student Teacher 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, as well as dates by which expectations must be met. A copy of the written notification is to be given to Field Experiences and copies are to be retained by the University Consultant and the Teacher Associate.
- 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(s) will meet with the Student Teacher to determine the status of the Student Teacher; that is, to determine 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.

Supplementary Supervision

The University Consultant and Assistant Dean, Field Experiences will consult to decide if a second university representative providing supplementary supervision is required. The role of the supplementary supervisor is to advise the University Consultant of the level of KSA competency of the Student Teachers performance.

Termination of Placement

If the Teacher Associate(s) or 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 Assistant Dean Field Experiences will meet to determine an appropriate course of action. Each case is handled on an individual basis.

Practicum Grading Options

Final Grades are assigned by the University Consultant. Grading options for practicum include:

- Pass ..... P
- Withdrawal with cause ..... WC
- Required to withdraw ..... W
- Incomplete..... I
- Fail ..... F

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 Faculty of Education Standards of Professional Conduct**.

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 **Faculty of Education Standards of Professional Conduct** (Appendix C).

If the assigned grade is an **"I"**:

- 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 that must be met before beginning or while completing a further practicum. A copy of that letter will be filed with Field Experiences Office.
- A Continuation Fee may be assessed before the **"I"** grade is removed through successful completion of an additional practicum.

If the assigned grade is an **"F":**

- The Student Teacher will have the option of withdrawing from the Faculty of Education up to the designated withdrawal date that 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 Teachers transcript.
- 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.

General Professional Semester Regulations

Concomitant with a grade **"P"** in the practicum, the following regulations apply to professional semesters.

- A minimum current grade point average of 2.50 is required for the successful completion of Professional Semesters.
- To proceed to Professional Semester III, a student must satisfactorily complete Professional Semester II.
- 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: FORMATIVE ASSESSMENT

University of Lethbridge, Faculty of Education

PROFESSIONAL SEMESTER TWO

Formative Assessment

Student Teacher:		**School:**	
Grade/Subjects Taught:			
Teacher Associate:		**University Consultant:**	
Dates:			

Instructions:
- The purpose of this form is to provide the student teacher with **specific feedback** during the PSIII Practicum (ED 3600).
- The teacher associate should complete this form **at regular intervals** during the practicum (e.g. every other week).
- The student teacher retains the completed form for his/her records; it is **not** submitted to the Field Experience Office.
- To document the student teacher's growth over the practicum, place a **checkmark**, or ***week 1, week 2***, etc., in the appropriate place in the checkbox. Please also provide some **written comments** on page 4 of the form.
- It is **not necessary** to place a checkmark next to **each outcome** every time the form is completed - you may wish to concentrate on the **3-5 most relevant and significant** strengths and areas for growth, depending on the situation.

THE STUDENT TEACHER:

1. PLANNING AND PREPARATION (KSAs #1, 3, 6, 9 and 13)

Planning and Preparation	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
1. Demonstrates knowledge and skills in the subject matter of lessons including his/her subject major.			
2. Incorporates a variety of appropriate resources and instructional/assessment strategies into lesson plans.			
3. Translates learning outcomes from the Alberta Program of Studies into relevant and appropriate learning objectives for the lessons and units being taught.			
4. Takes into account students' prior learning, learning needs (including student IPPs), interests, and student variables such as age, gender, socio-economic status and cultural/linguistic background.			
5. Organizes content into appropriate components and sequences for instruction.			
6. Plans appropriate content and activities for the time allotted.			
7. Prepares lesson plans for all lessons taught, using a well-defined structure which includes learning objective(s), an introduction and closure, detailed procedures and instructions, key questions, teaching strategies and learning activities, and assessment of lesson objectives.			
8. Prepares unit plan(s) in subject major that include rationale, overview, learning outcomes, teaching/learning activities, and assessment plan.			
9. Integrates information and communications technology into instruction in subject major and other subjects, where appropriate.			
10. Obtains and organizes equipment and materials for instruction.			

2. INSTRUCTION (KSAs #4, 5, 9 and 10)

Communication	Not Meeting Expectations	Meeting Expectations	Exceeding Expectations
1. Uses clear, fluent, and grammatically correct spoken and written language.			
2. Uses vocabulary appropriate to students' age, background and interests.			
3. Modulates his/her voice for audibility and expression.			
4. Demonstrates cultural sensitivity in communication and instruction.			

Lesson Introduction					
5. Establishes set: reviews prior learning, identifies lesson objective(s) and expectations, uses motivating attention-getters, provides an overview, and relates the lesson to previous learning as appropriate.					
General Lesson Development					
6. Incorporates strategies for motivating students using relevant and interesting subject matter and activities.					
7. Presents content in appropriately organized sequences for instruction.					
8. Explains and proceeds in small steps at an appropriate pace to suit the activity and student response.					
9. Demonstrates subject matter competence during instruction.					
10. Organizes and directs learning for individuals, small groups, and whole classes.					
11. Provides clear directions, instructions and explanations.					
12. Directs efficient transitions between lessons and from one activity to the next.					
13. Uses a variety of instructional strategies to address desired outcomes, subject matter, varied learning styles and individual needs (including goals/objectives of student IPPs)					
14. Uses a broad range of instructional strategies specific to subject major.					
15. Uses appropriate materials and resources.					
16. Demonstrates flexibility and adaptability.					
Questioning and Discussion					
17. Asks clearly phrased, well-sequenced questions at a variety of cognitive levels.					
18. Provides appropriate "wait-time" after posing questions.					
19. Seeks clarification and elaboration of student responses, where appropriate.					
20. Leads and directs student participation in class discussion effectively and distributes questions appropriately.					
Focus on Student Learning					
21. Circulates in the classroom, intervening when necessary, checking on individual and group understanding of activity/content.					
22. Recognizes and responds appropriately to individual differences and group learning needs.					
23. Reinforces student learning, building on previous learning, reviewing, and re-teaching.					
Closure					
24. Achieves closure for lessons, consolidating ideas or concepts through summaries, reviews, discussions, and applications.					
25. Provides homework when appropriate and explains assignments fully.					

3. CLASSROOM LEADERSHIP AND MANAGEMENT (KSAs #7 and 8)

Classroom Leadership	Not Meeting Expectations	Meeting Expectations			Exceeding Expectations
1. Assumes a leadership role in the classroom, taking charge of classroom activities, showing confidence, poise, composure, and presence.					
2. Creates and maintains an effective learning environment, setting high expectations and standards for student learning, attending to student variables such as age, gender, socio-economic status, and cultural/linguistic background.					
3. Demonstrates initiative, enthusiasm and a commitment to the students and subject, models appropriate behaviours.					
4. Establishes positive relationships and a classroom climate based on mutual trust and respect.					

Classroom Management					
5. Clearly defines and reinforces classroom procedures and routines.					
6. Clearly communicates and reinforces expectations for appropriate student behaviour.					
7. Monitors student behaviour and is aware of student behaviour at all times.					
8. Responds to inappropriate behavior promptly, firmly, and consistently, using appropriate low-key and higher level responses; follows school discipline policies and procedures.					

4. ASSESSMENT (KSA #11)

Assessment	Not Meeting Expectations	Meeting Expectations			Exceeding Expectations
1. Assesses student learning using a variety of appropriate assessment techniques and instruments (e.g., observations, conversations, questioning, checking daily work, performance-based and written assessment, quizzes, tests).					
2. Checks frequently for understanding.					
3. Provides timely and effective feedback on learning to students.					
4. Modifies and adapts teaching based on assessment data and student IPPs (e.g., employs alternative teaching strategies to re-teach where required).					
5. Analyzes and evaluates measurement data to assess student learning.					
6. Explains to students how learning will be measured.					
7. Develops and maintains accurate records of student achievement (e.g. grade sheets, databases) and communicates results to students, parents, and the school effectively.					

5. PROFESSIONAL ATTRIBUTES AND RESPONSIBILITIES (KSAs #2, 15 and 16)

Professionalism	Unacceptable	Acceptable
1. Presents a professional appearance and manner.		
2. Fulfills professional obligations (i.e., punctuality, routine administrative duties).		
3. Demonstrates maturity and professional judgment.		
4. Is knowledgeable about professional issues and demonstrates a commitment to the teaching profession.		
5. Establishes professional relationships with the educational community and wider community (where appropriate).		
Professional Growth		
6. Accurately assesses and documents the effectiveness of lessons, identifies strengths and weaknesses and makes appropriate suggestions for improvements.		
7. Uses the results of student assessment and feedback to improve teaching practices and guide professional growth.		
8. Responds appropriately to feedback from others by listening, interpreting, and implementing suggestions.		
9. Develops and communicates a personal vision of teaching.		
10. Develops a professional portfolio and/or growth plan including goals, evidence of progress toward goals, reflections on growth, and future goals.		
11. Carries out the roles and responsibilities of a teacher according to the Alberta School Act, school and district policies and other relevant legislation.		
12. Applies the knowledge, skills and attributes for interim certification appropriately.		

Ethical Conduct		
13. Respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, age, ancestry, place of origin, place of residence, socio-economic background or linguistic background.		
14. Treats students with dignity and respect and is considerate of their circumstances.		
15. Does not divulge information received in confidence or in the course of professional duties about a student except as required by law or where to do so is in the best interest of the student.		
16. Does not undermine the confidence of students in teachers or other student teachers.		
17. Does not criticize the professional competence or professional reputation of teachers or other student teachers unless the criticism is communicated in confidence to proper officials after first informing the individual concerned of the criticism.		
18. Acts in a manner that maintains the honour and dignity of the profession.		
19. Does not speak on behalf of the Faculty of Education, the University of Lethbridge, the school, or the profession unless authorized to do so.		

FEEDBACK ON PROFESSIONAL GROWTH

Strengths/ Professional Learning Achieved:

Suggestions/Areas for Growth:

APPENDIX B: SUMMATIVE REPORT

University of Lethbridge, Faculty of Education

PROFESSIONAL SEMESTER TWO

Summative Report

Student Teacher:		**School:**	
Grade/Subjects Taught:			
Teacher Associate:		**University Consultant:**	
Dates of Practicum			

Instructions:
- This is a summative report of the student teacher's performance at the ***end of the PSII practicum***, based on expectations for that stage of teacher development (ED 3600).
- For each practicum outcome below indicate the student teacher's level of performance: either *Not Meeting Expectations* for the PSII level, *Meeting Expectations*, or *Exceeding Expectations*. (Most students will fall into the *Meeting Expectations* category, unless there is clear evidence for *Not Meeting Expectations* or *Exceeding Expectations*.) For students within the *Meeting Expectations* category, please indicate level of performance.
- Some outcomes may not be applicable to your particular educational situation. Leave the space blank.
- At the end of each section of the form, please provide ***comments*** in reference to the relevant KSAs and practicum outcomes.

1. PLANNING AND PREPARATION

KSA #1 Teachers make reasoned decisions about teaching and learning based on their ongoing analysis of contextual variables.
KSA #3 Teachers use the programs of study to inform and direct planning instruction and assessment.
KSA #6 Teachers plan for instruction, translating curriculum and outcomes into meaningful learning activities.
KSA #9 Teachers use a broad range of instructional strategies.
KSA #13 Teachers identify and use relevant learning resources.

Planning and Preparation	**Not Meeting Expectations**	**Meeting Expectations**			**Exceeding Expectations**
1. Demonstrates knowledge and skills in the subject matter of the lessons including his/her subject major.	☐	☐	☐	☐	☐
2. Incorporates a variety of appropriate resources and instructional/assessment strategies into lesson plans.	☐	☐	☐	☐	☐
3. Translates learning outcomes from the Alberta Program of Studies into relevant and appropriate learning objectives for the lessons being taught.	☐	☐	☐	☐	☐
4. Takes into account students' prior learning, learning needs (including student IPPs), interests, and student variables such as age, gender, socio-economic status and cultural/linguistic background.	☐	☐	☐	☐	☐
5. Organizes content into appropriate components and sequences for instruction.	☐	☐	☐	☐	☐
6. Plans appropriate content and activities for the time allotted.	☐	☐	☐	☐	☐
7. Prepares lesson plans for all lessons taught, using a well-defined structure which includes learning objective(s), an introduction and closure, detailed procedures and instructions, key questions, teaching strategies, learning activities, and assessment of lesson objectives.	☐	☐	☐	☐	☐
8. Prepares unit plan(s) in subject major that include rationale, overview, learning outcomes, teaching/learning activities, and assessment plan.	☐	☐	☐	☐	☐
9. Integrates information and communications technology into instruction in subject major and other subjects, where appropriate.	☐	☐	☐	☐	☐
10. Obtains and organizes equipment and materials for instruction.	☐	☐	☐	☐	☐

COMMENTS:

2. INSTRUCTION

KSA #4 Teachers demonstrate knowledge of the content they teach.
KSA #5 Teachers identify and respond to learner differences.
KSA #9 Teachers use a broad range of instructional strategies.
KSA #10 Teachers apply a variety of technologies to meet students' learning needs.

Communication	Not Meeting Expectations	Meeting Expectations			Exceeding Expectations
1. Uses clear, fluent, and grammatically correct spoken and written language.	☐	☐	☐	☐	☐
2. Uses vocabulary appropriate to students' age, background and interests.	☐	☐	☐	☐	☐
3. Modulates his/her voice for audibility and expression.	☐	☐	☐	☐	☐
4. Demonstrates cultural sensitivity in communication and instruction.	☐	☐	☐	☐	☐
Lesson Introduction					
5. Establishes set: reviews prior learning, identifies lesson objective(s) and expectations, uses motivating attention-getters, provides overview, and relates the lesson to previous learning as appropriate.	☐	☐	☐	☐	☐
General Lesson Development					
6. Incorporates strategies for motivating students using relevant and interesting subject matter and activities.	☐	☐	☐	☐	☐
7. Presents content in appropriately organized sequences for instruction.	☐	☐	☐	☐	☐
8. Explains and proceeds in small steps at an appropriate pace to suit the activity and student response.	☐	☐	☐	☐	☐
9. Demonstrates subject matter competence during instruction.	☐	☐	☐	☐	☐
10. Organizes and directs learning for individuals, small groups, and whole classes.	☐	☐	☐	☐	☐
11. Provides clear directions, instructions and explanations.	☐	☐	☐	☐	☐
12. Directs efficient transitions between lessons and from one activity to the next.	☐	☐	☐	☐	☐
13. Uses a variety of instructional strategies to address desired outcomes, subject matter, varied learning styles and individual needs (including student IPP goals/objectives).	☐	☐	☐	☐	☐
14. Uses a broad range of instructional strategies specific to subject major.	☐	☐	☐	☐	☐
15. Uses appropriate materials and resources.	☐	☐	☐	☐	☐
16. Demonstrates flexibility and adaptability.	☐	☐	☐	☐	☐
Questioning and Discussion					
17. Asks clearly phrased, well-sequenced questions at a variety of cognitive levels.	☐	☐	☐	☐	☐
18. Provides appropriate "wait-time" after posing questions.	☐	☐	☐	☐	☐
19. Seeks clarification and elaboration of student responses, where appropriate.	☐	☐	☐	☐	☐
20. Leads and directs student participation in class discussion effectively and distributes questions appropriately.	☐	☐	☐	☐	☐
Focus on Student Learning					
21. Circulates in the classroom, intervening when necessary, checking on individual and group understanding of activity/content.	☐	☐	☐	☐	☐
22. Recognizes and responds appropriately to individual differences and group learning needs.	☐	☐	☐	☐	☐
23. Reinforces student learning, building on previous learning, reviewing, and re-teaching.	☐	☐	☐	☐	☐
Closure					
24. Achieves closure for lessons, consolidating ideas or concepts through summaries, reviews, discussions, and applications.	☐	☐	☐	☐	☐
25. Provides homework when appropriate and explains assignments fully.	☐	☐	☐	☐	☐

COMMENTS:

3. CLASSROOM LEADERSHIP AND MANAGEMENT

KSA #7 Teachers create and maintain environments that are conducive to student learning and understand student needs for physical, social, cultural and psychological security.
KSA #8 Establishes relationships with students that respect human dignity.

Classroom Leadership	Not Meeting Expectations	Meeting Expectations			Exceeding Expectations
1. Assumes a leadership role in the classroom, taking charge of classroom activities, showing confidence, poise, composure, and presence.	☐	☐	☐	☐	☐
2. Creates and maintains an effective learning environment, setting high expectations and standards for student learning, attending to student variables such as age, gender, socio-economic status and cultural/linguistic background.	☐	☐	☐	☐	☐
3. Demonstrates initiative, enthusiasm and a commitment to the students and subject, models appropriate behaviours.	☐	☐	☐	☐	☐
4. Establishes positive relationships and a classroom climate based on mutual trust and respect.	☐	☐	☐	☐	☐
Classroom Management					
5. Clearly defines and reinforces classroom procedures and routines.	☐	☐	☐	☐	☐
6. Clearly communicates and reinforces expectations for appropriate student behaviour.	☐	☐	☐	☐	☐
7. Monitors student behaviour and is aware of student behaviour at all times.	☐	☐	☐	☐	☐
8. Responds to inappropriate behavior promptly, firmly, and consistently, using appropriate low-key and higher level responses; follows school discipline policies and procedures.	☐	☐	☐	☐	☐

COMMENTS:

4. ASSESSMENT

KSA #11 Teachers gather and use information about students' learning needs and progress and assess the range of learning objectives.

Assessment	Not Meeting Expectations	Meeting Expectations			Exceeding Expectations
1. Assesses student learning using a variety of appropriate assessment techniques and instruments (e.g., observations, conversations, questioning, checking daily work performance-based and written assessments, quizzes, tests)..	☐	☐	☐	☐	☐
2. Checks frequently for understanding.	☐	☐	☐	☐	☐
3. Provides timely and effective feedback on learning to students.	☐	☐	☐	☐	☐
4. Modifies and adapts teaching based on assessment data and student IPPs (e.g., employs alternative teaching strategies to re-teach where required).	☐	☐	☐	☐	☐
5. Analyzes and evaluates measurement data to assess student learning.	☐	☐	☐	☐	☐
6. Explains to students how learning will be measured.	☐	☐	☐	☐	☐
7. Develops and maintains accurate records of student achievement (e.g. grade sheets, databases) and communicates results to students, parents and the school effectively).	☐	☐	☐	☐	☐

COMMENTS:

5. PROFESSIONAL ATTRIBUTES AND RESPONSIBILITIES

KSA #2 Teachers understand the legislated, moral and ethical framework within which they work.
KSA #15 Teachers engage in assessing the quality of their teaching.
KSA #16 Teachers are able to communicate a personal vision of their own teaching.

Professionalism	Unacceptable	Acceptable
1. Presents a professional appearance and manner.	☐	☐
2. Fulfills professional obligations (i.e., punctuality, routine administrative duties).	☐	☐
3. Demonstrates maturity and professional judgment.	☐	☐
4. Is knowledgeable about professional issues and demonstrates a commitment to the teaching profession.	☐	☐
5. Establishes professional relationships with the educational community and wider community (where appropriate).	☐	☐
Professional Growth		
6. Accurately assesses and documents the effectiveness of lessons, identifies strengths and weaknesses and makes appropriate suggestions for improvements.	☐	☐
7. Uses the results of student assessment and feedback to improve teaching practices and guide professional growth.	☐	☐
8. Responds appropriately to feedback from others by listening, interpreting, and implementing suggestions.	☐	☐
9. Develops and communicates a personal vision of teaching.	☐	☐
10. Develops a professional portfolio and/or growth plan including goals, evidence of progress toward goals, reflections on growth, and future goals.	☐	☐
11. Carries out the roles and responsibilities of a teacher according to the Alberta School Act, school and district policies and other relevant legislation.	☐	☐
12. Applies the knowledge, skills and attributes for interim certification appropriately.	☐	☐
Ethical Conduct		
13. Respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.	☐	☐
14. Treats students with dignity and respect and is considerate of their circumstances.	☐	☐
15. Does not divulge information received in confidence or in the course of professional duties about a student except as required by law or where to do so is in the best interest of the student.	☐	☐
16. Does not undermine the confidence of students in teachers or other student teachers.	☐	☐
17. Does not criticize the professional competence or professional reputation of teachers or other student teachers unless the criticism is communicated in confidence to proper officials after first informing the individual concerned of the criticism.	☐	☐
18. Acts in a manner that maintains the honour and dignity of the profession.	☐	☐
19. Does not speak on behalf of the Faculty of Education, the University of Lethbridge, the school, or the profession unless authorized to do so.	☐	☐

COMMENTS:

SUMMARY

Areas for further growth:

Overall comments (Strongest aspects of student's performance):

RECOMMENDATION

☐ PASS ☐ FAIL ☐ INCOMPLETE *

**If an Incomplete grade is recommended, please attach a signed document providing reasons and recommendations for additional practicum experience.*

Note: The Teacher Associate is responsible for completing this document, in consultation with the Student Teacher and the University Consultant.

Signature: Student Teacher	*Date*
Signature: Teacher Associate	*Date*
Signature: University Consultant	*Date*

Please ***submit*** **the** ***completed original signed report*** to Field Experiences, Room TH423, Faculty of Education, the University of Lethbridge, and ***provide signed copies*** for the Student Teacher and for the University Consultant.

APPENDIX C:
STANDARDS OF PROFESSIONAL CONDUCT – FACULTY OF EDUCATION

As a Faculty within the University of Lethbridge, the Faculty of Education is committed to maintaining its student's 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, color, gender, sexual orientation, gender identity, 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 discussing.
(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 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 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.