Field Experiences Handbook

EDUCATION 4500

Professional

Semester Three

University of Lethbridge

Faculty of Education

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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-iii/forms-guidelines

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

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)	• Engage in all teaching and teaching related activities • 1/2 time teaching assignment • Long range, unit, and lesson planning • Long range assessment of student learning
Course Background Concurrent to Practicum			
• Seminars • 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	• Includes a seminar series on educational issues and a Professional Inquiry Project
Student Teacher/Intern Teacher Teaching Responsibilities			
• Observe and assist • May engage in minimal planning under Teacher Associate guidance	• 5-week practicum • 1/3 time assisting • 1/3 time teaching • 1/3 time observing/ planning • Written lesson plans for all lessons taught • May teach from plans prepared with/by Teacher Associate • Plan for 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/site-based professional development days and Teachers' Convention • All levels of planning • Unit and long-range plans prepared in advance of internship • Individual Professional Growth Plan (aligned with school goals) • Professional Inquiry Project (PIP Symposium: voluntary) • Complete the descriptive report section of the Final Report
Professional Portfolio Expectations			
• Orientation to Professional Portfolio development	Begin to develop: • Goals • Personal and professional attributes • Record of progress with evidence	Continue to develop: • Goals • Personal and professional attributes • Record of progress with evidence	• Complete Professional Portfolio • Present to Teacher Mentor, Administrator and/or University Consultant (ideally in final Intern Teacher-led conference)

EDUC 2500	EDUC 3500 (PS I)	EDUC 3600 (PS II)	EDUC 457X (PS III)
Teacher Associate/Teacher Mentor and Administrator Expectations			
• Direction to Student Teacher • Communication with University Consultant • Evaluation of Student Teacher • Final conference 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 conference 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 conference with University Consultant	**TEACHER MENTOR** • Interact as knowledgeable, supportive, experienced colleague and coach • Actively monitor Intern Teacher based on classroom observations • Complete the Teacher Mentor section of Final Report **ADMINISTRATOR** • Supervision and classroom observation consistent with transition to first year teaching (based on the Teaching Quality Standard)
Evaluation of Teaching Performance			
• Self-evaluation and reflective practice • Mid-practicum Formative Assessment (checklist) to be completed by Teacher Associate and the Student Teacher • Summative Report completed by Teacher Associate in consultation with University Consultant	• Self-evaluation and reflective practice • Collaborative process including: ~ Formative Assessment and Summative Report by Teacher Associate and University Consultant ~ Professional Portfolio development	• Self-evaluation and reflective practice • Collaborative process including: ~ Formative Assessment and Summative Report by Teacher Associate and University Consultant ~ Professional Portfolio development	**INTERN TEACHER** • Self-evaluation using the Formative Assessment form • Contribute to Final Report (based on KSA criteria or TQS (pending)) • Intern Teacher-led final conference **TEACHER MENTOR** • Review goals set by Intern Teacher • Provide feedback on Professional Inquiry Project and Professional Portfolio • Provide guidance based on classroom observation • Contribute to Final Report (based on KSA criteria) and attend final conference **ADMINISTRATOR** • Contribute to Final Report (based on KSA criteria) and attend final conference **UNIVERSITY CONSULTANT** • Review goals set by Intern Teacher • Provide feedback on Professional Inquiry Project and Professional Portfolio • Provide guidance based on classroom observation(s) • Contribute to Final Report (based on KSA criteria) and attend final conference • Assign grade of Pass or Fail

PROFESSIONAL SEMESTER III

Overview

The aim of Professional Semester III is to extend Intern Teachers' teaching competence and to encourage them to assume responsibility for their continuing professional growth.

Professional Semester III is an integrated semester that includes teaching and professional inquiry. Under the supervision of Administrators (or designate), Intern Teachers teach approximately one-half of their Teacher Mentors' full time equivalent (F.T.E) instructional workload. A Professional Inquiry Project is also included that may take a variety of forms such as, but not limited to, seminars with mentors and colleagues, professional reading, collaborative research with mentors, and/or independent Professional Inquiry Projects. Regardless of form, the Professional Inquiry Project is designed to complement and enhance the internship by linking the teaching context and Intern Teachers' Professional Growth Plan goals. The Professional Semester III internship builds upon the academic and practicum components the Intern Teacher has experienced in Education 2500, Professional Semester I, and Professional Semester II.

Observation of Pre-service Teachers

The Faculty promotes Intern Teachers' reflective self-evaluation skills because it believes that engagement in life-long learning is a requirement for productive, effective, and rewarding teaching careers. At the same time, it is recognized that self-evaluation alone does not provide an adequate evaluation of student teaching and that mentoring and coaching by experienced teachers is critical in the growth and development of pre-service teachers.

The Role of Field Partners

As teachers of teachers, Teacher Mentors and Administrators (or designate) are encouraged to systematically identify their Intern Teacher's position along a continuum of professional growth and guide the Intern Teacher's progress through collaborative goal-setting, constructive critique, demonstration and modeling, team teaching, and encouragement. In other words, practicum is considered a time for skill building, increasing understanding through inquiry, exploration, and experimentation.

The University of Lethbridge program is dependent upon the commitment of all Field Partners in providing Intern Teachers with guided and supportive learning experiences within the context of schools and classrooms. Such learning experiences significantly shape the Intern Teachers professional expertise and competence.

Current school governance requires that all teachers make and share (with their administrators) annual Professional Growth Plans. The Faculty of Education supports recognition of teachers' work as Teacher Mentors as a form of professional development and an opportunity for professional growth.

Goals

- To enhance the ability of the Intern Teacher to develop and demonstrate the **Alberta Teaching Quality Standard.** *(**NOTE**: Alberta Education is in the process of moving from KSAs to new Teacher Quality Standards. Although this change may not impact PS III internship, it is in the best interest of Intern Teachers to become familiar with these new standards.)*
- To provide the Intern Teacher with a support system during transition from the university to the classroom.
- To provide opportunities for the Teacher Mentor and the Intern Teacher to share professional knowledge.
- To assist the socialization of the Intern Teacher into the professional culture of teaching.
- To provide opportunities for Teacher Mentors' to develop and engage in a Professional Inquiry Project that is relevant to their interests and needs.
- To provide opportunities for Teacher Mentors to recognize and validate their own professional, practical knowledge, and experience.
- To provide opportunities for Teacher Mentors professional renewal.
- To strengthen the partnership among the university, schools, and the teaching profession.
- To allow the Intern Teacher to engage in self-directed professional inquiry.

Distinctive Features

- Internships are approximately 15 weeks in duration, during which time Intern Teachers are assigned to schools full-time and are expected to participate in all school staff activities, meetings, and other professional activities. This time is dependent on school board calendars.
- Internships allow opportunities for classroom teachers to engage in professional inquiry.
- Under the supervision of the Administrator, Intern Teachers assume approximately one-half of the teaching load/assignment of their Teacher Mentors.
- Intern Teachers engage in a variety of forms of professional inquiry.
- Intern Teachers engage in self-assessment and evaluation through professional portfolio development.
- Intern Teachers' professional development goals are related to professional growth, the context of the internship, and the Knowledge, Skills and Attributes (KSAs) for Interim Certification.
- Intern Teachers are not paid or employed by the school districts during Professional Semester III; nor are they to work as substitute teachers during their internship.
- Supervision of the internship is the responsibility of a designated Administrator.
- Evaluation of the internship is the responsibility of the Faculty of Education.

Supervision / Grading of Internship

Professional Semester III is an integrated semester. Accordingly, the Intern Teacher's final grade will be based on teaching performance and professional development requirements. The teaching performance includes demonstration of the KSAs of beginning teachers as defined by the **Alberta Teaching Quality Standard** document. The **Professional Semester III Formative Assessment** form (Appendix A) will be used throughout the internship as a way to ensure expectations are being met. Professional requirements include setting and achieving teacher professional goals, engaging in professional development activities, participating in seminars with the University Consultant, completing a professional portfolio, completing a Professional Inquiry Project, and submitting the **Professional Semester III Final Report** (See Appendix B).

If a Teacher Mentor or Administrator determines that an Intern Teacher **is not meeting expectations**, the University Consultant **must be consulted immediately**.

In such situations, the Intern Teacher will be made aware that there is concern about meeting expectations. If possible, for a set period of time, there will be a process of remediation put in place and evaluated by University personnel. *(See Administrators section for further information regarding contact procedures)*. The Assistant Dean of Field Experiences assumes, but may delegate, responsibility for supervision and evaluation in these situations. The University Consultant continues as the mentor in such instances. The assignment of a grade (pass/fail) is the responsibility of the Assistant Dean, Field Experiences, or the designated faculty member, **NOT** the Administrator. In the event the Intern Teacher does not respond to the process of remediation, termination of the Intern Teacher's placement will occur. The Assistant Dean, Field Experiences, assumes responsibility for termination of the placement.

Professional Portfolio Development

All Intern Teachers will engage in professional portfolio development. By the completion of Professional Semester III, Intern Teachers must have assembled a portfolio that demonstrates competencies in all areas of the Teaching Quality Standard.

Professional Inquiry

The Professional Inquiry Project is an opportunity for Intern Teachers to extend their knowledge, understanding, and skills in some aspect(s) of teaching and learning. It is intended to enhance the internship and to be contextually relevant. Professional inquiry may take a variety of forms: independent reading, working with Teacher Mentors on professional development projects, and/or participating in school-based inquiries within particular areas of curriculum.

Seminars

Intern Teachers are involved in mandatory online and/or face-to-face seminar meetings with their peers and University Consultant. During these meetings, Intern Teachers and University Consultants explore issues related to teaching and other professional topics of relevance to the group.

Professional Semester III Program and Placement Options

The Professional Semester III internship is a compulsory component of the University of Lethbridge teacher education program. Options for completing the practicum include:

- 🕮 Education 4571 Elementary Education Internship **(Spring)**
- 🕮 Education 4572 Secondary Education Internship **(Fall)**
- 🕮 Education 4574 Fine Arts Internship in Art or Dramatic Arts **(Fall)**
- 🕮 Education 4575 Fine Arts Internship in Music **(Fall)**
- 🕮 Education 4576 Native Education Internship **(Fall)**
- 🕮 Education 4577 International Education Internship **(Fall and Spring)**
- 🕮 Education 4578 Early Childhood Education Internship **(Fall and Spring)**
- 🕮 Education 4582 Inclusive Education Internship **(Spring)**
- 🕮 Education 4583 Technology in Education Internship **(Fall: Secondary; Spring: Elementary)**

Consult the University Calendar for further details. Intern Teachers are normally placed locally in **Zone 6 and Calgary and area**, although out-of-zone and international placements may be considered. Criteria for such placements include exemplary performance in prior practica, financial support, and unique professional development opportunities. **All placements are made through Field Experiences.**

Professional Semester III is offered in both Fall and Spring semesters. However, Secondary and Fine Arts internships are offered in the Fall semester. Elementary internships are offered primarily in the Spring semester. Special permission for an out-of-sequence placement must be granted by the Student Program Services office if students wish to enroll outside of this schedule.

INTERN TEACHER

Roles and Responsibilities

The **Intern Teacher** is a University of Lethbridge student who has demonstrated to the Faculty of Education that he/she has the competence necessary to be a successful teacher. Professional Semester III is intended to enhance and affirm the Intern Teacher's professional conduct, as well as improve their competence. Through self-directed learning, the Intern Teacher should build professional competencies that will allow him or her to actively grow and develop.

Preparation for the Internship

- The Intern Teacher is assigned to the school full-time and assumes approximately one-half-time teaching. The Intern Teacher meets with the Teacher Mentor prior to the period of internship to collaboratively decide upon the instructional responsibilities that each will assume.
- The Intern Teacher prepares long-range plans, units, and daily plans for all classes taught.
- The Intern Teacher presents his/her goals for Professional Semester III to the Administrator (or designate) and University Consultant at the beginning of the semester (or date set by University Consultant. Progress toward and achievement of goals should be demonstrated and career goals discussed throughout the internship.
- The Intern Teacher is aware of the KSAs for Interim Certification. The Intern Teacher sets professional goals and communicates his/her goals for the semester with his/her Teacher Mentor and Administrator (or designate) very early in the semester. The goals may be recorded in the Intern Teacher's professional portfolio. The purpose of reviewing professional goals is to make known the Intern Teacher's areas of focus and to establish a plan to meet those goals. The Intern Teacher may be asked by school personnel to consider the school's goals as a part of his/her Professional Semester III goals.

During the Internship

- **The Intern Teacher invites the Teacher Mentor to observe on a weekly basis.** This is an important indicator that the Intern Teacher is engaging in professional discussion that is based on improvement and growth. The purpose of such observations is for the Teacher Mentor to provide help and support for the Intern Teacher's teaching.
- The Intern Teacher develops ongoing regular communication with the Teacher Mentor. The Intern Teacher communicates regularly with the Teacher Mentor with regard to teaching and related professional responsibilities. Ideally, this will take the form of meeting with the Teacher Mentor at least once a week, more frequently if necessary. Either the Intern Teacher or the Teacher Mentor may initiate these meetings.
- The Intern Teacher meets and adequately fulfills the requirements of the Professional Inquiry Project of Professional Semester III.
- Specifically, self-evaluation occurs through the development of a showcase professional portfolio, the writing of a Final Report of the internship, regular communication with the University Consultant, and engagement in a focused Professional Inquiry Project.
- Intern Teacher maintains communication with Administrator (or designate) and invites Administrator to observe his/her teaching.
- The Intern Teacher consults immediately with the Teacher Mentor and University Consultant if difficulties are encountered.
- The Intern Teacher strives to ensure that relationships between him/herself and the Teacher Mentor as well as with the University Consultant are professional and productive. The Intern Teacher also strives to maintain appropriate professional relationships with others (administration, staff, parents, and community).
- The Intern Teacher maintains a regular pattern of communication with the University Consultant.
- The Intern Teacher engages in regular professional discussions (face-to-face and/or on-line) with the University Consultant and peer group of Intern Teachers. Topics to be discussed are chosen collaboratively.
- The Intern Teacher demonstrates at all times the 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 C).

Concluding the Internship

- The Intern Teacher initiates the writing of the **Professional Semester III Final Report** and asks for collaboration in the writing from the Teacher Mentor, Administrator and University Consultant. (See *Guidelines for Writing Final Reports* section.)
- Arranges the final conference in consultation with University Consultant.
- Attends the final conference with the University Consultant, the Teacher Mentor, and the Administrator.
    - The Intern Teacher's goals for the internship will be reviewed, including the Professional Inquiry Project, and evidence of their achievement will be presented in the showcase professional portfolio and Final Report.
    - Some discussion may be held concerning the Intern Teacher's long-term professional goals.
    - Final conferences will be face-to-face in Zone 6 and Calgary and using tele- or video-communications in distant placements.

TEACHER MENTOR

Roles and Responsibilities

The **Teacher Mentor** is a certificated professional whose proven KSAs contribute to enhancement of the repertoire of teaching strategies and competencies of the Intern Teacher.

The Teacher Mentor recognizes that the Intern Teacher cannot be hired or paid for rendering service to his/her students and cannot fulfill the role of substitute teacher.

Preparation for the Internship

- Ultimate responsibility for the supervision and instruction of pupils assigned to the Intern Teacher rests with the Teacher Mentor. The Teacher Mentor must honor his/her contractual and professional obligations to pupils assigned to their care. The Teacher Mentor cannot be assigned to teach another class during the half time he/she is assigned to carrying out the responsibilities associated with mentoring the Intern Teacher
- The Teacher Mentor will provide approximately one-half-time teaching opportunity to the Intern Teacher. He/she meets with the Intern Teacher prior to and throughout the period of internship to collaboratively decide the responsibilities each will assume.
- The Teacher Mentor welcomes the Intern Teacher and provides the opportunities their partnership offers for professional growth.
- The Teacher Mentor introduces the Intern Teacher to staff and students as an Intern Teacher rather than a student teacher. The Teacher Mentor helps and supports the Intern Teacher in understanding and fulfilling professional obligations during the transition to becoming a beginning teacher.
- The Teacher Mentor initiates and develops ongoing communication with the Intern Teacher.

During the Internship

- The Teacher Mentor serves as a role model of professional, lifelong learning through active mentoring and engagement in professional development.
- The Teacher Mentor communicates with the Intern Teacher with regard to teaching and related professional responsibilities. Ideally, this will take the form of meeting with the Intern Teacher **at least once a week**, or more frequently if desired. The meetings may be initiated by either the Intern Teacher or Teacher Mentor.
- The Teacher Mentor communicates as needed with the University Consultant concerning general expectations and progress of the internship.
- Should concerns arise, the Teacher Mentor first reviews the situation with the Intern Teacher. If the Teacher Mentor and Intern Teacher are unable to resolve the difficulties then the Administrator and University Consultant should be consulted.
- The Teacher Mentor will observe the Intern Teacher teach. The purpose of such observations is to gain familiarity with the Intern Teacher's teaching in order to provide help and support. Such observations should be a natural outgrowth of the Intern Teacher's self-directed learning. The Intern Teacher will initiate the observations by asking for specific feedback early on and throughout the internship.

- In addition to assigned teaching, the Intern Teacher may choose to become involved in extra-curricular activities. All such activities are carried out under the supervision of the Administrator.
- Consistent with effective mentoring processes, the Teacher Mentor offers help and support to the Intern Teacher in developing a professional portfolio.

Concluding the Internship

- The Teacher Mentor offers help and support to the Intern Teacher to ensure accurate preparation of the **Professional Semester III Final Report**. In addition, the Teacher Mentor completes the *Teacher Mentor Comments* section of the report and signs it. (See *Guidelines for Writing Final Reports* section.)
- Attends the final conference—arranged by the Intern Teacher—with the University Consultant, the Intern Teacher, and the Administrator.
  - The Intern Teacher's goals for the internship will be reviewed, including the Professional Inquiry Project, and evidence of their achievement will be presented in the showcase professional portfolio and Final Report.
  - Some discussion may be held concerning the Intern Teacher's long-term professional goals.
  - Final conferences will be face-to-face in Zone 6 and Calgary and using tele- or video-communications in distant placements.

Building a Mentoring Relationship

University of Lethbridge
Faculty of Education

MENTORING is:

a process of reciprocal growth that encourages greater cooperation between beginning and experienced teachers in ways that positively influence student achievement and enhance the teaching profession, a basic form of education for human development that incorporates a holistic, yet individualistic, approach to learning.

Foundational Beliefs

- Mentorship offers an important opportunity for those about to enter the profession to expand their repertoire of KSAs.
- Experienced teachers have a great deal of expertise and wisdom to share.
- With supportive induction experiences, Intern Teachers have the potential to develop into successful teachers.
- Pairing experienced teachers with Intern Teachers fosters a disposition toward continued professional growth at all stages of career development.
- Mentoring recognizes the valuable role played by experienced teachers in bridging the successful transition into the teaching profession.

Guidelines for Relationship Development

- Welcome Intern Teachers and the opportunities their partnership offers for professional growth.
- Listen, show compassion, and be understanding.
- Strive to develop effective means of communication.
- Respond promptly, willingly, and supportively when asked for assistance.

Suggestions for Fostering Professional Growth

- Anticipate typical needs of Intern Teachers and offer assistance.
- Willingly share accumulated wisdom and experience.
- Model life-long learning and quest for understanding.
- Share learning from their professional development opportunities.

Intern Teacher Feedback: Formative

Conversations could include questions such as:

- Did the lesson go as you had planned? How did students respond to you?
- As you were teaching the lesson, how did you feel?
- If you were to re-teach the lesson, what would you do differently?
- What will you do with this group tomorrow? Why?
- What help do you need from me?
- How did student understanding of topic deepen? How do you know?

Authentic Feedback

- Ensure your observations are guided by discussions you have had with your Intern Teacher.
- For each observation, provide feedback on a limited number of key points. Focus on what the Intern Teacher can reasonably take in and use.
- Gather persuasive information about selected aspects of the Intern Teachers' practice. Focus on the present, not the past.
- Share a copy of your observations with your Intern Teacher immediately after your observation.
- Discuss your observations with your Intern Teacher no later than at the end of each day.
- Limit excessive praise or criticism. Try to focus on description rather than judgment.
- When offering suggestions for change, encourage your Intern Teacher to consider "different ways" rather than "only one way." By focusing on alternative solutions, you can foster reflective practice.
- Whenever possible, use video. Applied appropriately, video feedback is one of the most powerful ways to promote positive changes in teaching behavior.
- Try to avoid creating dichotomies (e.g. good student/bad student; right way/wrong way; best practice/worst practice). Focus on competency along a continuum, rather than "either/or".
- Try to focus feedback on the value it has for the Intern Teacher, rather than the "release" it can provide the observer. Help and feedback are most effective when they are given and heard as an offer.

ADMINISTRATOR

Roles and Responsibilities

The **Administrator** is the school Principal or someone designated by the school Principal to have responsibility for the Intern Teacher. They are advisors and supervisors whose roles are to provide support and supervision for Intern Teachers.

Please note: The definition of supervision is consistent with the **Alberta Teaching Quality Standard, Teacher Growth, Supervision, and Evaluation** policy 2.1.5. (January 26, 1998).

Contact Procedures: If difficulties concerning the internship are encountered, the Administrator will contact the University Consultant immediately (pending the nature and urgency of the concern) to request attention of University personnel.

Preparation for the Internship

- At the beginning of the internship, the Administrator reviews the Individual Growth Plan goals for internship set by the Intern Teacher and discusses ways these goals can be facilitated within the school context. The Administrator may ask the Intern Teacher to consider the school's goals in setting his/her goals for the internship.

During the Internship

- The Administrator ensures that the Intern Teacher is not acting as a substitute teacher. The Administrator further ensures that the Teacher Mentor is provided 0.5-release time to effectively support the Intern Teacher and to engage in professional inquiry experiences.
- The Administrator provides the Intern Teacher with the transitional experience of being supervised consistent with the **Alberta Teaching Quality Standard**. It is expected that this supervision will include classroom observations and discussion of those observations with the Intern Teacher.

Concluding the Internship

- At the end of the internship, the Administrator is asked to complete and sign the Administrator's Comments section of the Final Report (See *Guidelines for Writing Final Reports* section.)
- Attends the final conference—arranged by the Intern Teacher—with the University Consultant, the Intern Teacher, and the Teacher Mentor.
  - The Intern Teacher's goals for the internship will be reviewed, including the Professional Inquiry Project, and evidence of their achievement will be presented in the showcase professional portfolio and Final Report.
  - Some discussion may be held concerning the Intern Teacher's long-term professional goals.
  - Final conferences will be face-to-face in Zone 6 and Calgary and using tele- or video-communications in distant placements.
- If requested by the Intern Teacher, the Administrator may choose to provide a letter of reference.

UNIVERSITY CONSULTANT

Roles and Responsibilities

The **University Consultant** is the representative of the Faculty of Education whose role is to coordinate the Professional Inquiry Project of the internship, provide assistance and support to the Intern Teacher during the internship experience, and determine whether the Intern Teacher has achieved the KSAs to qualify for Interim certification as outlined in the **Alberta Teaching Quality Standard**.

Preparation for the Internship

- Prior to the period of internship (June and December), the University Consultant contacts the Intern Teacher, Teacher Mentor, and Administrator to ensure that teaching responsibilities have been decided upon and preparations for the internship are in order.
- The University Consultant reviews and approves long-range plans and unit plans prior to the beginning of the internship. Plans must be in place before the internship can begin.

During the Internship

- The University Consultant ensures that the Intern Teacher meets and adequately fulfills the requirements of the Professional Inquiry Project of Professional Semester III. The University Consultant reviews the professional portfolio with the Intern Teacher, focusing upon progress toward and achievement of goals set.
- The University Consultant guides the Intern Teachers' professional portfolio development, supervises the Professional Inquiry Project, and encourages the Final Report writing.
- The University Consultant establishes and maintains frequent communication with the Intern Teacher with regard to teaching and related professional responsibilities. The pattern of communication varies with teaching contexts and geographical locations, but may include some combination of face-to-face meetings and telecommunications.
- The University Consultant establishes and maintains a frequent pattern of communication with the Teacher Mentor.
- Throughout the internship, the University Consultant maintains frequent contact with the Administrator.
- The University Consultant organizes and coordinates professional discussions (face-to-face and/or on-line) with groups of Intern Teachers. Topics to be discussed are chosen collaboratively with the Intern Teachers. It is the University Consultant's responsibility to arrange the participation of appropriate resource personnel where needed.
- The University Consultant provides help and support to the Intern Teacher in understanding and fulfilling his/her professional obligations.
- The University Consultant facilitates the Intern Teacher's professional growth through sharing their reflections on teaching, leading group explorations of relevant issues, and helping to solve problems as they arise.
- The University Consultant is sensitive to the needs and development of the Intern Teacher as a beginning teacher. The University Consultant tries to ensure that the Intern Teacher establishes and maintains professional relationships with school personnel.

- For placements within Zone 6 and Calgary, the University Consultant will observe the Intern Teacher teaching. The purpose of such observations is to gain familiarity with the Intern Teacher's teaching, to provide help and support, and to write an accurate, descriptive Final Report.

Concluding the Internship

- The University Consultant completes the *University Consultant Comments* section of the Final Report, and signs the report to verify the grade. (See *Guidelines for Writing Final Reports* section.)
- Supports the Intern Teacher in arranging the final conference.
- Attends the final conference—arranged by the Intern Teacher—with the Teacher Mentor, the Intern Teacher, and the Administrator
    - The Intern Teacher's goals for the internship will be reviewed, including the Professional Inquiry Project, and evidence of their achievement will be presented in the showcase professional portfolio and Final Report.
    - Some discussion may be held concerning the Intern Teacher's long-term professional goals.
    - Final conferences will be face-to-face in Zone 6 and Calgary and using tele- or video-communications in distant placements.

FAILURE TO MEET EXPECTATIONS

Failure to meet expectations in two or more of the areas identified on the **Professional Semester III Formative Assessment** form (Appendix A) may result in a recommendation other than **PASS (P).**

Procedures and Responsibilities

- When the Intern 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 Intern Teacher and the reasons for the concern.
- After notifying the Assistant Dean, the University Consultant is to notify the Intern Teacher **in writing** that the Teacher Mentor, Administrator (or designate) and/or University Consultant have serious concerns that put the Intern Teacher at risk of receiving a failing grade in the practicum. The written notification will describe the areas of concern, set goals, give suggestions for improvement, and indicate 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, Teacher Mentor and Administrator.
- Failure to meet goals set will result in withdrawal from the Professional Semester III Internship.
- Concerns due to professional conduct may result in immediate termination.

Supplementary Supervision

The University Consultant and Assistant Dean, Field Experiences will 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 Intern Teacher's performance.

Termination of Placement

If the Teacher Mentor requests termination of the placement, the request will be respected, and the Intern Teacher immediately removed. After removal, the Intern Teacher, University Consultant, and Assistant Dean, Field Experiences will meet to determine a 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 Intern 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** (Appendix C).

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

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 Intern 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 Intern 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 Intern Teacher's 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 Intern Teacher. The letter will identify the concerns and outline the position and expectations of the Faculty of Education if the Intern Teacher were to apply for re-admission to the Faculty at a future date.

PROFESSIONAL PORTFOLIO DEVELOPMENT

Professional Semester I:

	Artifacts	Action
Pre-Practicum	• Introduction of self • Statement of teaching beliefs • Personal and professional attributes • Goals for PS I practicum	⇒ Prepare basic portfolio—identification information, sections (organization) ⇒ Draft statement of teaching beliefs ⇒ Include evidence and rationales for personal and professional attributes ⇒ Draft goals for practicum
During Practicum	• Self-reflection on growth and development • Evidence of: goals and attainments • teaching competencies • knowledge of child development and learning processes • Practicum report • Goals for PS II	⇒ Write self reflection and add artifacts on goals and attainments ⇒ Present lesson plans and rationales (relate to KSAs) ⇒ Include paper, handouts, and other evidence demonstrating knowledge ⇒ Include journal writing and rationale and share at mid- and end-of-practicum conferences ⇒ Ask for permission from TA and UC to display ⇒ Revise and extend goals

Professional Semester II:

	Artifacts	Action
Pre-Practicum	• Revised statement of teaching beliefs • Revised goals for PS II practicum	⇒ Present to TA and UC ⇒ Present to TA and UC
During Practicum	• Self-reflection on growth and development • Evidence of: content knowledge • teaching competencies • knowledge of child development and learning processes • Practicum report • Goals for PS III	⇒ Write self-reflection and add artifacts on content knowledge. ⇒ Present unit plans and rationales (relate to KSAs) ⇒ Include further evidence demonstrating knowledge ⇒ Include journal writing and rationale and share at mid- and end-of-practicum conferences ⇒ Ask for permission from TA and UC to display ⇒ Revise and extend goals

Professional Semester III:

	Artifacts	Action
Pre-Internship	• Resume • Goals for PS III	⇒ Prepare resume and present to TM and UC ⇒ Present to TM and UC
During Internship	• Evidence of: content knowledge • teaching competencies • knowledge of child development and learning processes • Career goals	⇒ Write self-evaluation and add/delete relevant artifacts on teaching and learning ⇒ Review with peers, TM and UC
Nearing Completion	• Ensure completion of: resume • career goals • statement of teaching beliefs • reflection on goals for PS III • summary of Professional Inquiry Project • personal and professional attributes • clear organization • Evidence of content knowledge • teaching competencies • knowledge of child development and learning processes	⇒ Prepare showcase portfolio for employment with artifacts and rationales (relate to KSAs) ⇒ Present portfolio at final conference with TM, Administrator, and UC

GUIDELINES FOR WRITING FINAL REPORTS

The purpose of the Final Report is to provide an account of the teaching and other responsibilities assumed by the Intern Teacher during the internship. The primary audience for the Final Report will be persons interested in the nature, duration, and extent of the teaching and learning of the Intern Teacher.

In writing the Final Report, the following guidelines should be adhered to:

(1) The document is to be typed on the **Professional Semester III Final Report** form (see Appendix B).

(2) Report writing is initiated by the Intern Teacher and then completed with assistance from the University Consultant and Teacher Mentor.

(3) The primary portion of the report, written by the Intern Teacher, should be a record of teaching, assignments, activities undertaken, events participated in, and professional learning demonstrated during the internship. Typically, the report will include:

- Introduction (teaching, assignments, and extra-curricular activities if applicable)
- Classroom Organization/Management of Student Behaviour
- Planning and Preparation
- Techniques of Instruction (including integration of technology in teaching)
- Evaluation of Student Learning
- Personal and Professional Attributes
- Summary

(4) The Teacher Mentor, University Consultant, and Administrator (or designate) complete and sign the relevant *Comments* sections of the report.

(5) The Final Report is read by the Intern Teacher, University Consultant, Teacher Mentor, and Administrator (or designate), who sign their own section.

- All signatures (and type-written names) must appear on the form when it is submitted to Field Experiences.
- **NOTE**: Should any participant believe the report is an inaccurate record of the internship, Faculty policy requires that he/she write a letter addressed to the Assistant Dean, Field Experiences and attaches it to the Final Report. The letter should clearly outline areas of the reports to be inaccurate and reasons he/she does not believe the report to be accurate.

(6) The University Consultant signs the report to verify the grade assigned for the internship.

(7) It is the Intern Teacher's responsibility to obtain a signed copy for inclusion in the professional portfolio.

(8) The University Consultant is responsible to see that the original report and one copy are submitted on time (at the end of the semester before grades are due) to Field Experiences.

(9) The original will be placed in the Intern Teacher's **Student Academic File** in Student Program Services.

TEACHER INTERIM CERTIFICATION

Alberta Education is responsible for issuing Interim Certification. The Faculty of Education recommends to Alberta Education students who have successfully completed all degree(s) requirements and have demonstrated that the KSAs for Interim Certification have been met.

Students must make application for interim certification and pay fees as assessed by Alberta Education. In special circumstances, students should contact Student Program Services (403-329-2254) for assistance with certification application procedures.

- Alberta Education may refuse to issue an interim teaching certificate to an applicant possessing an indictable criminal conviction and/or a pardon granted in regard to such an offense.

- Recommendations for interim certification are made by the Faculty of Education at the end of Fall and Spring semesters when all grades are available and approved. Teachers must have such certification to be employed in public and separate schools in Alberta. Upon written request from a Superintendent or other hiring authority, students who obtain teaching contracts prior to being granted certification may receive a Temporary Letter of Authority from the Dean of the Faculty of Education.

APPENDIX A: FORMATIVE ASSESSMENT

University of Lethbridge, Faculty of Education

PROFESSIONAL SEMESTER THREE

Formative Assessment

Intern Teacher:		**Person Providing Feedback Name:**	
School:			
Grade/Subjects Taught:		☐ ***Teacher Mentor***	☐ ***University Mentor***
Date/Time of Observation:		☐ ***Administrator***	

Instructions:
- The purpose of this form is to provide the intern teacher with **feedback** during the PSIII internship.
- The mentor should complete this form **at least three times** during the practicum.
- The intern retains the completed form to include in his/her PSIII Report; it is **not** submitted to the Field Experience Office.
- Select the level of performance for outcomes being assessed. Please also provide some **comments** after each section and on the final page of the form.
- It is not necessary to assess each outcome every time the form is completed - you may wish to concentrate on the **most relevant and significant** strengths and areas for growth, depending on the situation.

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 the lesson including his/her subject major.	☐	☐	☐	☐	☐
2. Incorporates a variety of appropriate resources and instructional/assessment strategies into lesson plans and unit 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 (Student Learning Guides for CTS) 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. Prepares long-term plan(s) for the subjects taught - semester plans (elementary) or course outlines (secondary).	☐	☐	☐	☐	☐
11. Obtains and organizes equipment and materials for instruction.	☐	☐	☐	☐	☐
COMMENTS:					

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 each lesson, 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 (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.	☐	☐	☐	☐	☐
COMMENTS:					

4. ASSESSMENT (KSAs #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.	☐	☐	☐	☐	☐
COMMENTS:					

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.	☐	☐
COMMENTS:		

FEEDBACK ON PROFESSIONAL GROWTH

Strengths/ Professional Learning Achieved:
Suggestions/Areas for Growth

APPENDIX B: FINAL REPORT

University of Lethbridge, Faculty of Education

PROFESSIONAL SEMESTER THREE

Final Report

*** Please TYPE** *(including comments)* **DIRECTLY onto this form. Submit a SIGNED, DOUBLE SIDED paper copy.**

PS III is a five-course equivalent integrated semester including half-time teaching and professional study in curriculum design, leadership, advanced methods, and reflective practice. Intern Teachers are assigned full time to schools for the semester during which they assume responsibility for approximately one-half of the teaching day. PS III professional study is designed to complement and enhance the internship. The professional study components may occur on or off-campus and are coordinated by the University Consultants in collaboration with Intern Teachers and school personnel.

Select the course in which you are registered:

- ○ Education 4571 Elementary Education Internship
- ○ Education 4572 Secondary Education Internship
- ○ Education 4574 Fine Arts Internship in Art or Dramatic Arts
- ○ Education 4575 Fine Arts Internship in Music
- ○ Education 4576 Native Education Internship
- ○ Education 4577 International Education Internship
- ○ Education 4578 Early Childhood Education Internship
- ○ Education 4582 Inclusive Education Internship
- ○ Education 4583 Technology in Education Internship

INTERN TEACHER:	
SCHOOL:	
Grade Level(s):	
Teacher Mentor:	
Administrator:	
University Consultant:	

Checklist

Final Conference Date:	☐	Date: _____
Review the Portfolio:	☐	
Review the Professional Inquiry Project	☐	
Intern Teacher Report and Signature	☐	
Teacher Mentor Report and Signature	☐	
Administrator Report and Signature	☐	
University Consultant Report and Signature	☐	

Complete Final Report submitted to Field Experience Office by UC ☐

U of L: PS III Final Report: *(Revised: January 2018)* Page 1 of 5

*** Please TYPE** *(including comments)* **DIRECTLY onto this form.**

University of Lethbridge
Faculty of Education

PROFESSIONAL SEMESTER THREE: Final Report

University Consultant: _____

Intern Teacher: _____

University Consultant Comments:

I have read the complete Final Report and certify that the assigned grade is: _____

_____ _____

University Consultant Signature *Date*

*** Please TYPE** *(including comments)* **DIRECTLY onto this form.**

University of Lethbridge
Faculty of Education

PROFESSIONAL SEMESTER THREE: Final Report

Intern Teacher: _____

University Consultant: _____

Intern Teacher's Descriptive Report:

I have read and received a complete copy of my PS III Final Report.

_____ _____

Intern Teacher Signature *Date*

This page is to be returned to the UC to be included in the PS III Final Report.

*** Please TYPE** *(including comments)* **DIRECTLY onto this form.**

University of Lethbridge
Faculty of Education

PROFESSIONAL SEMESTER THREE: Final Report

Teacher Mentor: _____

Intern Teacher: _____

Teacher Mentor Comments:

_____ _____

Teacher Mentor Signature *Date*

This page is to be returned to the UC to be included in the PS III Final Report.

*** Please TYPE** *(including comments)* **DIRECTLY onto this form.**

University of Lethbridge
Faculty of Education

PROFESSIONAL SEMESTER THREE: Final Report

Administrator: _____

Intern Teacher: _____

Administrator Comments:

_____ _____

Administrator Signature *Date*

This page is to be returned to the UC to be included in the PS III Final Report.

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 Education, and School Jurisdictions.

APPENDIX D:
CODE OF PROFESSIONAL CONDUCT - ATA

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, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.

2 (1) The teacher is responsible for diagnosing educational needs, prescribing and implementing instructional programs and evaluating progress of pupils.

(2) 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 24 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 24 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 honour 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 to do so.

22 The teacher accepts that service to the Association is a professional responsibility.

Approved by the 2004 Annual Representative Assembly pursuant to 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 24(3), requires members to report forthwith to the executive secretary on the unprofessional conduct of another member.