Orientation to Teaching

Education 2500
For additional information, readers should also consult the Comprehensive Handbook available through the School Administrator.

Approved: September 19, 1999
Revised: March 2009

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Additional information concerning field experiences within the Faculty of Education, University of Lethbridge is available at: http://www.uleth.ca/edu/undergrad/fe/.
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You can make a difference – become a teacher
The future depends on the next generation of
## Expectations by Practica

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<tr>
<td><strong>Description</strong></td>
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<td></td>
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<tr>
<td>• Orientation to teaching</td>
<td>• General teaching skills</td>
<td>• Subject major teaching</td>
<td>• Introduction to first year teaching</td>
</tr>
<tr>
<td><strong>Developmental Focus</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assist teacher with learning activities</td>
<td>• Plan and teach lessons and sequences of lessons</td>
<td>• Plan and teach organized units of instruction</td>
<td>• Engages in all teaching and teaching related activities</td>
</tr>
<tr>
<td></td>
<td>• Evaluate student learning (lesson focus)</td>
<td>• Competence in subject area</td>
<td>• ½ time teaching assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Evaluate student learning (unit focus)</td>
<td>• Long range, unit, and lesson planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Long range assessment of student learning</td>
</tr>
<tr>
<td><strong>Course Background Concurrent to Practicum</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 39 hours of seminars</td>
<td>• Curriculum and Instruction (generic)</td>
<td>• Curriculum and Instruction (in major area)</td>
<td>• May include a seminar series on educational issues, including professional study, and inquiry</td>
</tr>
<tr>
<td>• 60 hours of practicum</td>
<td>• Evaluation of Learning</td>
<td>• Psychology of Exceptional Learners</td>
<td></td>
</tr>
<tr>
<td>• Pedagogy</td>
<td>• Language in Education</td>
<td>• Social Context of Schooling</td>
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<td>• Ethics</td>
<td>• Educational Psychology</td>
<td>• Evaluation of Student Learning</td>
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<tr>
<td>• Contexts of education and teaching</td>
<td>• Teaching Seminar</td>
<td></td>
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<td></td>
<td>• Communications Technology</td>
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<tr>
<td><strong>Intern/Student Teacher Teaching Responsibilities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Observe and assist</td>
<td>• 5 weeks practicum</td>
<td>• 6 week practicum</td>
<td>• Approximately ½ time teaching assignment</td>
</tr>
<tr>
<td>• May engage in minimal planning under Teacher Associate guidance</td>
<td>• 1/3 time assisting</td>
<td>• 2/3 time teaching</td>
<td>• Engage in all professional school activities including district and site-based professional development days, Teachers’ Conventions….</td>
</tr>
<tr>
<td></td>
<td>• 1/3 time teaching</td>
<td>• 1/3 time assisting</td>
<td>• All levels of planning</td>
</tr>
<tr>
<td></td>
<td>• 1/3 time observing/planning</td>
<td>• If appropriate, progress to 3-5 days of full time teaching</td>
<td>• Unit and long-range plans prepared in advance of internship</td>
</tr>
<tr>
<td></td>
<td>• Written lesson plans for all lessons taught</td>
<td>• Written lesson and unit plans, including assessment and evaluation components</td>
<td>• Individual Professional Growth Plan (aligned with school goals)</td>
</tr>
<tr>
<td></td>
<td>• May teach from plans prepared with/by Teacher Associate</td>
<td>• Plan, conduct, and research evaluation of pupil work</td>
<td>• Professional Development Project (aligned with goals and IPGP)</td>
</tr>
<tr>
<td></td>
<td>• Plans for informal evaluation</td>
<td></td>
<td></td>
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<tr>
<td><strong>Professional Portfolio Expectations</strong></td>
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<td></td>
<td></td>
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<tr>
<td>• Orientation to Portfolio Development</td>
<td>• Begin to develop</td>
<td>• Continue to develop</td>
<td>• Develop Professional Portfolio</td>
</tr>
<tr>
<td></td>
<td>• Goals</td>
<td>• Goals</td>
<td>• Present to Mentor, Administrator and/or University Consultant (ideally in final Intern-led conference)</td>
</tr>
<tr>
<td></td>
<td>• Personal and professional attributes</td>
<td>• Personal and professional attributes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Record of progress with evidence</td>
<td>• Record of progress with evidence</td>
<td></td>
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<tr>
<td>Ed. 2500</td>
<td>Ed. 3500 (PS I)</td>
<td>Ed. 3600 (PS II)</td>
<td>Ed. 457X (PS III)</td>
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<tr>
<td><strong>Teacher Mentor/Associate Expectations</strong></td>
<td><strong>Teacher Mentor/Associate Expectations</strong></td>
<td><strong>Teacher Mentor/Associate Expectations</strong></td>
<td><strong>Teacher Mentor/Associate Expectations</strong></td>
</tr>
<tr>
<td>• Direction to Student Teacher</td>
<td>• Observation of most lessons taught</td>
<td>• Observation of most lessons taught</td>
<td>• Interact as knowledgeable, supportive, experienced colleague and coach</td>
</tr>
<tr>
<td>• Communication with University Consultant</td>
<td>• On-going assessment and coaching</td>
<td>• On-going assessment and coaching</td>
<td>• Actively monitors Intern based on classroom observations</td>
</tr>
<tr>
<td>• Evaluation of Student Teacher</td>
<td>• Regular supervision and written feedback of at least one lesson daily</td>
<td>• Regular supervision and written feedback of at least one lesson daily</td>
<td>• Completes the Teacher Mentor section of the Descriptive Final Report</td>
</tr>
<tr>
<td>• Final evaluation with University Consultant</td>
<td>• Final evaluation with University Consultant</td>
<td>• Final evaluation with University Consultant</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation of Teaching Performance</strong></td>
<td><strong>Evaluation of Teaching Performance</strong></td>
<td><strong>Evaluation of Teaching Performance</strong></td>
<td><strong>Evaluation of Teaching Performance</strong></td>
</tr>
<tr>
<td>• Self-evaluation and reflective practice</td>
<td>• Self-evaluation and reflective practice</td>
<td>• Collaborative process including:</td>
<td><strong>INTERN</strong></td>
</tr>
<tr>
<td>• Checklist completed by Teacher Associate</td>
<td>• Collaborative process including:</td>
<td>- Self-evaluation and reflective practice</td>
<td>• Self-evaluation using the Formative Evaluation form</td>
</tr>
<tr>
<td>• Final evaluation form completed by Teacher Associate in consultation with University Consultant</td>
<td>- Formative and Summative Assessment by Teacher Associate and University Consultant</td>
<td>- Formative and Summative Assessment by Teacher Associate and University Consultant</td>
<td>• Contributes to Final Descriptive Report (based on KSA criteria)</td>
</tr>
<tr>
<td></td>
<td>- Professional Portfolio development</td>
<td>- Professional Portfolio development</td>
<td>• Intern-led final conference</td>
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<tr>
<td><strong>ADMINISTRATOR</strong></td>
<td><strong>ADMINISTRATOR</strong></td>
<td><strong>ADMINISTRATOR</strong></td>
<td><strong>ADMINISTRATOR</strong></td>
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<tr>
<td>• Supervision and classroom observation consistent with transition to first year teaching (based on the Teaching Quality Standard)</td>
<td></td>
<td></td>
<td>• Supervision and classroom observation consistent with transition to first year teaching (based on the Teaching Quality Standard)</td>
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<tr>
<td>• Contributes to Final Descriptive Report (based on KSA criteria)</td>
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<td></td>
<td>• Contributes to Final Descriptive Report (based on KSA criteria)</td>
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<tr>
<td><strong>TEACHER MENTOR</strong></td>
<td><strong>TEACHER MENTOR</strong></td>
<td><strong>TEACHER MENTOR</strong></td>
<td><strong>TEACHER MENTOR</strong></td>
</tr>
<tr>
<td>• Reviews goals set by Intern Teacher</td>
<td>• Provides feedback on professional development project and portfolio</td>
<td>• Provides feedback on professional development project and portfolio</td>
<td>• Reviews goals set by Intern Teacher</td>
</tr>
<tr>
<td>• Provides guidance based on classroom observation</td>
<td></td>
<td></td>
<td>• Provides feedback on professional development project and portfolio</td>
</tr>
<tr>
<td>• Contributes to Final Descriptive Report (based on KSA criteria)</td>
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<td></td>
<td>• Provides guidance based on classroom observation(s)</td>
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<tr>
<td><strong>UNIVERSITY CONSULTANT</strong></td>
<td><strong>UNIVERSITY CONSULTANT</strong></td>
<td><strong>UNIVERSITY CONSULTANT</strong></td>
<td><strong>UNIVERSITY CONSULTANT</strong></td>
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<td>• Reviews goals set by Intern Teacher</td>
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<td>• Provides feedback on professional development project and portfolio</td>
<td>• Reviews goals set by Intern Teacher</td>
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<td>• Provides guidance based on classroom observation(s)</td>
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<td>• Provides feedback on professional development project and portfolio</td>
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<td>• Contributes to Final Descriptive Report (based on KSA criteria)</td>
<td></td>
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<td>• Provides guidance based on classroom observation(s)</td>
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<tr>
<td>• Assigns grade of Pass or Fail</td>
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<td>• Contributes to Final Descriptive Report (based on KSA criteria)</td>
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Orientation to Teaching

Faculty of Education, University of Lethbridge

General Description

To serve these two purposes, Education 2500 provides students with an opportunity to engage in workplace learning in regard to the professional practice of teaching through an on-campus seminar and a field experience practicum. Time spent in on-campus seminars equals a total of 39 hours, calculated on the basis of a “normal” course commitment of 3 hours/week x 13 weeks in a semester. Time spent in the school placements and in practicum related activities is an additional minimum of 60 hours for the semester.

Education 2500 (or equivalent) must be successfully completed by all students wishing to apply for admission to the Faculty of Education.

(The admissions process is competitive. The deadline for application is May 1st.)

The admission process serves two basic purposes:

- To assist students in their vocational deliberations by providing an introduction to both theory and practice within the contemporary educational world.
- To provide the Faculty, in collaboration with the school teaching profession, an opportunity to assess the potential of students as candidates for the teaching profession.

Within the Faculty, Education 2500 is situated as the initial campus/field experience. After admission to the Faculty of Education, it is followed by Education 3500 (Professional Semester I), Education 3600 (Professional Semester II), and Education 457X (Professional Semester III).

Who will be the teachers of tomorrow? Who will make a difference?
The future depends on the next generation of teachers.

Objectives of Education 2500

The formal objectives of the course can be summarized as follows:

- To orient students to the school setting and to the role of the teacher.
- To understand the nature of teachers’ working realities, the responsibilities of the profession of teaching, and the process of learning in the workplace.
- As students observe the teaching profession in action, they will be better able to engage in self-reflection and evaluation and to reach valid decisions relative to choosing teaching as a career.
Education 2500 will enable students to explore and identify the nature of their personal, practical, professional and intellectual potential and commitment to teaching. The course will also assist students in beginning to make the transition to professional life and to personal professional learning.

To allow professional educators – in the school setting and at the University of Lethbridge – to evaluate the knowledge, skills and attributes of students to draw preliminary conclusions as to their potential as candidates for a career in the teaching profession and for admission to the BEd program.

To acquaint students with contemporary educational issues and to ground theory and research within classroom experiences and systematic observation of teacher behaviors and pupil behaviors in the school.

To develop three essential dimensions of the professional teacher:

- Analytic and communication skills which will facilitate students’ ability to constructively and critically evaluate – and participate in the improvement of – pedagogy and educational policies and programs.
- Positive attitudes towards pupils and the teaching profession.
- Commitment to lifelong professional learning.

To enable students to develop professional attitudes, behaviour, language, conduct, and ethics which are an integral part of the profession of teaching.

To apprise students of requirements for admission to the Faculty and to provide guidance in preparing applications for admission.

To apprise students of the Teaching Quality Standards required of teachers by the Government of Alberta (refer to Appendix A).

To familiarize students with the role of public education in Alberta’s K-12 Learning system.

Teachers are entrusted with society’s most valued group of individuals – its children – therefore the public has high expectations of the teaching profession. Increasingly, school communities expect teachers to meet the learning needs of all students. In Alberta the goal of educating all students well is fundamental to the public education system. As soon as the student enters Education 2500, both seminar and practicum, he/she is regarded as a potential member of the teaching profession. Students are expected to be professional in attendance, appearance, demeanour, behaviour, language, conduct and professional ethics. Students will be helped in making this transition to professional conduct through the Education 2500 Orientation Meeting, the Education 2500 Handbook (see Appendix D and E), A.T.A. Workshops, Seminar Activities, Administrator’s School Practicum Orientation, and mentoring by our Teacher Associates.

As future professionals, students are responsible for their own professional learning and for beginning to construct their own professional knowledge and pedagogy through the Professional/Experiential Learning Cycle of activity, experience, reflection, and professional learning which will be documented in a logbook and portfolio (refer to Education 2500: Logbook and Journal section).
Teaching as a Profession and Career

Teaching is a profession with a unique body of specialized knowledge not just about subject disciplines and the curriculum of what is taught, but about the nature of children and their growth, development and appropriate ways of learning and teaching.

The profession of teaching requires commitment, dedication and a positive attitude towards both students and knowledge. With these attitudes teaching can be a richly rewarding career path from which we can derive a great sense of satisfaction from helping young people learn, grow and develop. Teaching, however, requires hard work and career long professional learning and development.

Teaching is a vocation. Students who are thinking of entering teaching because they don’t know what else to do, because they think its an easy job, or because there are long holidays, are making a mistake. It takes a special kind of person to be a teacher – a person who can deal with all of the complexities and demands of the profession. During the so-called holidays, teachers need time to recover, time to pursue further professional development, time to plan and prepare both alone and with their colleagues in order to continue to be ready for new challenges, new students, new content, new curricula and new teaching approaches.

The Teacher Education Program

Students entering the University of Lethbridge’s Teacher Education program should be aware of a number of requirements and characteristics of the program which may impact their lives and families.

The Teacher Education Program at the University of Lethbridge requires students to work and behave as professionals from the first day of the program. Students are required to attend all classes and be at school promptly and daily during all practica.

The combination of classes, assignments, practica, and internships and preparation of lessons make the study and practice of learning to teach a full-time job. The workload demand is comparable to that of a teacher in a new teaching position. Students will need support and understanding from partners and families. Students will need to arrange back-up care if children are sick, or for school professional days, so they can continue to attend classes and teach within practica. Students who have to work to pay for University costs should be aware that it will be hard to work during the day. Weekends and summers are probably the best time to work. It would also be important to avoid or significantly reduce work hours during practica.

Students are placed in schools throughout Zone 6, within Southern Alberta, from Medicine Hat in the east to Coleman in the west, from Nanton (perhaps Foothills School District) in the north to Coutts in the south. Students should be prepared to travel some distance to practica. On occasion students may be required to relocate, with assistance for room and board provided, in more distant locations.

WHY BE A TEACHER? Excellent teachers make a difference.

They nurture the talents and abilities of students, and encourage them to achieve their potential. They bring people together by fostering respect for cultural traditions while cultivating open-mindedness, hope, and a celebration of diversity.
In our practicum placements we do try to make allowances for students who have families, who are single parents, or who need to continue in employment in Lethbridge, but there are no guarantees that this will be possible.

Please make sure, if admitted to the Faculty, that the PSI information forms are filled out as completely as possible to facilitate appropriate placement. Also, make sure to obtain a Criminal Record Check and have that available for all practica in schools.

**Teachers’ Professional Knowledge**

In society, one major reason why certain occupations are designated as professions is that they are characterized as possessing a specialized body of knowledge, skills, attitudes, and ethical principles which guide professional practice. Teaching is one such profession. There are a variety of sources and descriptions of this body of specialized knowledge.

One such description of part of this specialized knowledge for the student are the items on the Field Experience Form for Education 2500 (see Appendix B), PSI and PSII. Another description is that contained within the Government of Alberta’s document on quality teaching (refer to Appendix A). This was developed by the provincial government in consultation with the Alberta Teacher’s Association as a statement of the knowledge, skills, and attributes (K.S.A.s) teachers should possess in order to be able to provide a high level of professional practice – quality teaching for student learning. There are two statements of the K.S.A.s for teaching – an interim level which is to be attained by beginning teachers graduating with a teaching credential from Faculties of Education, and a second level of K.S.A.s to be demonstrated by teachers following two years of probation through working in Alberta’s schools when applying for permanent teaching certification.

Education 2500 addresses the statement of K.S.A.s for teaching in two ways.

- First, the Teaching Quality Standard document will be a focus of study and discussion within the course as one way of characterizing the specialized professional knowledge teachers must possess (refer to Appendix A).
- Secondly, the Education 2500 course, in itself, begins to provide a part of the specialized knowledge, skills and attributes to students as prospective teachers.

Specifically, Education 2500 enables the student to experience and understand that:

- There are contextual variables related to the nature of students, schools, the teacher, the curriculum, parents and communities affect teaching and learning (K.S.A. #1).
- Teachers work within moral, ethical and legal frameworks, (K.S.A. #2).
- Students are unique individuals and learn at different rates and in different ways which requires varied teaching approaches (K.S.A. #4).
- Teachers guide their actions by their overall visions of the purpose of teaching and are career long learners (K.S.A. #11).
The Seminar Experience

Objectives

- The seminar serves both students and faculty in a number of ways:
- It introduces students to the five fundamental aspects of the profession: the school, the curriculum, the pupil, the teacher and the community, examining also the articulation among them.
- It provides an opportunity for students, in dialogue with their instructor (University Consultant), to explore the broader social, historical, political, and economic contexts of contemporary educational practices.
- It introduces students to the guiding languages, ideas, and ethical concerns of the teaching profession.
- It provides a place for students, in collaboration with others, to make progress in working out a sense of their vocational and professional identity.
- It gives the instructor (University Consultant) an opportunity to evaluate, both formally and informally, a student’s suitability for the profession of teaching, in terms of thinking, communication ability and social skills in peer relations.

Core Components of the Seminar

Like all multi-section university courses, Education 2500 tries to ensure that students in all sections are exposed to a common set of core experiences and material. Beyond that, the instructors responsible for each section will individualize instruction and content on the basis of the particular needs of the students in their section, the circumstances of the field placement(s) and their professional judgment on the relative importance of the myriad of components which are desirable to include in a pre-Education course.

The following are the core components of the seminar:

- At the beginning of the seminar (and throughout the semester) the instructor (University Consultant) will enable students to learn and use the Professional Learning Cycle, develop skills of reflection, provide directions for creating a logbook of experiences and learning and a framework for an introductory professional portfolio.
- Substantive components of the seminar may include an examination of the nature of children, learning, teaching, curriculum, instructional materials, organization and management, assessment, communication and working with parents, learning and behavioural difficulties, professional ethics and reflections on career aspirations. These topics may be examined as separate themes or in an integrated way through discussions of practicum experiences and through studies of contemporary issues.
Other specific activities include:

- Discussion of experiences in schools.
- An examination of contemporary education issues.
- A workshop on Professional Conduct and Ethics.
- Two on-site observations in schools.
- One orientation visit to the Curriculum Laboratory.
- One in-class information session conducted by Student Program Services office personnel.
- A logbook of experiences in Education 2500.
- Familiarization with and discussion of course evaluation forms – the Field Experience Report form and the Seminar Report form (see Appendix B).
- A microteaching lesson.
- A written assignment which serves to provide the instructor with a basis for evaluating a students' writing competency as well as helping a student to reflect on his/her vocation as a teacher.
- A beginning professional portfolio (refer to p. 11).

**Contemporary Educational Issues**

Education 2500 enables students to explore a variety of interests in relation to teaching. These inquiries and experiences may be personal, practical or professional, but they also are examined from an intellectual and research perspective. Contemporary educational issues are examined as students participate in teachers’ work in the practicum and in seminar discussions through appropriate debate and critique. Students are encouraged to identify issues or questions about which they are curious or have a personal fascination or passion for – which they then can investigate through academic inquiry.

All Education 2500 Instructors provide the opportunity for students to engage in this form of inquiry in a variety of ways which may include:

- Individual/group surveys and identification of the most prevalent issues preoccupying Teacher Associates, schools, and parents, and an examination of their impact on teaching and learning.

- Individual/group presentations in the seminar which identify, explore, debate, and critique issues through both an examination of research and practice.

- Integration of issues with microteaching. For example, a student might facilitate a microteaching experience which examines the introduction and inclusion of a special needs child into a classroom or the role-playing of bullying and teacher interventions.

- Contemporary issues may be explored through the research/literature in an academic way through the final paper.

Examples of contemporary educational issues are included in Appendix F. (See also Curriculum Lab Education Issues Research Guide [www.uleth.ca/edu/currlab/handouts.cfm](http://www.uleth.ca/edu/currlab/handouts.cfm))
**The Education 2500: Logbook**

The Education 2500 Log Book includes a collection of records of all activities in the seminar and practicum. It may include class materials, papers, activities, microteaching plans, portfolio and other such materials. It will include an Education 2500 Journal.

**The Education 2500: Journal**

Students are expected to keep a journal of reflections on experiences encountered during the field experience phase of the Education 2500 course using the Professional Learning Cycle. The journal should reflect the experiences, thoughts, and learnings of the student. Initially, students may be required to make journal entries in their own handwriting. While journals are informal, students need to demonstrate a basic level of competency in written English.

A focus for journal entries might be provided by one exemplary event and one puzzling happening during each day – special teaching/learning insights or challenging moments. The journal entry should be brief in description and move into reflection: interpreting, deliberating, considering, wondering, and reviewing. The journal should address the curiosities about teaching, learning, and students.

In order to maintain Faculty ethical standards, A.T.A. Code of Professional Conduct and comply with the Freedom of Information and Privacy Act (FOIP) students should not refer to their practicum schools, school personnel, parents, pupils, or other individuals by name nor should they include information which would make it possible to identify specific individuals or settings.

While the great majority of events in the classroom are positive and interesting, on occasion Education 2500 students may observe events which are disruptive, sad, or disturbing. Prior to making journal entries in Education 2500 logbooks about negative events, it is very important to understand the underlying issues through talking over the event with the Teacher Associate (and/or their University Consultant). Students can then record their observations and reflections from a fully informed perspective. The students should make sure that they reflect on and document events in a sensitive manner which respects the integrity of the individuals involved without implied or explicit criticism of anyone (Teaching Associate, Assistants, Administrators, students, parents) as per the Code of Professional Ethics.

**Notes:**

- Journals are not to be secretive records of classrooms observations, and, as such, should be open to Teacher Associates’ perusal whenever they desire.
- Special assignments dealing with the field experience phase of the program may at times be included in the logbook.
- Logbooks and journals will be reviewed early in the semester so that the instructor may make suggestions for improvements (if need arises).
- Logbooks and journals will be reviewed at the end of the course.
- Teacher Associates will review journals periodically to make observations and answer questions.
- Education 2500 Instructors and Teacher Associates are encouraged to set a schedule which allows for alternating dates for journal review.
Microteaching Assignment: Guidelines

The purpose of the microteaching assignment is to give students an opportunity to briefly experience the role of teacher, then to receive constructive feedback on their performance from peers and the instructor (University Consultant). Students are encouraged to try a variety of teaching strategies, not just, say, giving a lecture. Some examples are noted below. Instructors can give guidance regarding alternative forms of instruction.

Students should be prepared to instruct for ten to twenty minutes only. This means presentations should be simple and straightforward. In preparation, keep in mind the three-fold formula: Introduction, Development, Closure (IDC). Presume that the ‘audience’ is completely unfamiliar with the topic of the lesson (even though they may not be). The introduction should serve to provide a context for the lesson, drawing the class into a consideration of why it may be important or valuable for them to understand the lesson’s content. The development section represents the core of the lesson. The closure section is for a ‘wrap-up’ which can take many forms such as direct review, questioning and other applications. The relative amounts of time allocated to each section (I, D, or C) will depend on the topic, but a rule of thumb is that the introduction and closure should each be about one-fifth the length of the development section. A time breakdown for a ten-minute lesson, therefore, would be Introduction – 2 minutes, Development – 6 minutes and Closure – 2 minutes. In order to pace the lesson in a satisfactory way, the student will need to be well prepared.

Again, the time for each lesson is short, so the student would need to choose a topic that is simple and fairly self-contained. Students may choose to teach topics related to their practicum placements or contemporary educational issues which personally interest them. They might also:

- **Tell a story.**

- **Give a demonstration.**
  
  For example: cook an omelet, swing a golf club, throw a curve ball, or repair a flat bicycle tire

- **Involve the class in an activity.**
  
  For example: solve a puzzle, brainstorm a solution to a practical problem

- **An activity on:**
  
  Feminism, Ecology or First Nations’ land rights

For feedback purposes, peers and the instructor (University Consultant) may wish to use the relevant sections of the Education 2500 seminar evaluation forms.
**Education 2500: Portfolio**

The development of a portfolio is increasingly being recognized as an excellent way of documenting one’s personal and professional growth.

Though Education 2500 students who are intending to apply to the Faculty of Education are at a very initial stage of their career development, it is recommended that students even at this early stage begin to gather evidence of their work.

From the beginning of the semester the student will begin to build a professional portfolio which represents a self-examination and presentation of his/her exploration of teaching as a career and professional potential for teaching. Entries for this portfolio can be drawn from activities and assignments within the seminar and practicum.

Three possible categories of entries for the portfolio are:

- **What the student brings to teaching.**
  Personal talents and interests which pertain to teaching or extra curricular activities, activities/experiences with children - coaching, summer camp for example.

- **Professional attributes and dispositions.**
  Beliefs about children, learning, teaching, and characteristics/attributes of good teachers the student wishes to emulate. Teaching/learning strategies the student wishes to use.

- **Professional activities.**
  Self critique in relation to *Education 2500 Field Experience Report* form (or other criteria see *Appendix B*) at beginning of the practicum and/or at mid round, professional development goals and activities through which the student might reach them, documentation of progress with evidence, microteaching lesson and critique, excerpts from the logbook showing special moments, aha’s, insights/breakthroughs, and the student’s written assignment which reflects on his/her suitability for teaching as a career.

The portfolio and logbook may be included in the same ring binder.

**Guidelines for the Final Written Assignment**

There is a small written assignment for the course which is designed to serve two purposes:

- to give students a chance to demonstrate their ability in written communication (a very important skill in teaching); and

- to provide a vehicle for each student to reflect, in a summative way, on his/her desire to become a teacher.
In accordance with these objectives, the following options may be considered:

- **A reflective essay** which draws primarily on the student’s experience as both a pupil in school as well as his/her experience as a prospective member of the teaching profession. Students should focus on questions pertaining to how they see the teaching profession today, and on how they perceive their role in it. Sample topics: “Joys and Dilemmas in Teaching Today”; “The Nature of Children in Today’s Classrooms.” If students have another topic in mind, they should discuss it with the University Consultant.
  
  *(Length: 1500 - 2000 words)*

- **A formal academic paper** on a topic that is of interest to the student. The student might choose something like "Problems and Possibilities in Whole Language Instruction in Elementary Schools", or "The Growing Diversity in Alberta’s Classrooms," or "Working with Students with Special Needs". If students have alternative topics they would like to pursue, they should discuss it with the University Consultant.
  
  *(Length: 1500 - 2000 words)*

### Examples of Supplementary Seminar Topics/Activities

- The portrayal of teaching and education in popular culture, especially in film, television and print media.
- Issues in education today, such as: gender; sexual orientation; multiculturalism; child poverty; the changing nature of the family; the corporate manipulation of public opinion; sex education; large scale assessment.
- The organization of "pedagogic space". For example school architecture plays a large part in how people (teachers, administrators, pupils) flow and interact during a school day.
- Utilizing local resource persons, such as: a teacher of English as a Second language to discuss the unique difficulties of immigrant children in schools; local Native elders to assist with understanding the special needs of Native students; a teacher from an alternative school.
- Examining policy and planning documents from Alberta Learning.
- Reviewing the role of Alberta Teachers’ Association as the voice of Alberta’s Teaching profession.
- Reviewing the role of public education in Alberta’s K – 12 learning system.
- The question of alternative schools (e.g. Christian Schools, Hutterian Schools, Outreach Schools).
- Handwriting practice.
- Learning to understand effective production and use of the voice.
- Meeting with a beginning teacher.
- Meeting with a school principal.
- Meeting with a district curriculum consultant.
The Practicum Experience

General Statement
The practicum is designed to provide each student with an entry-level experience into the world of schools and classrooms that will contribute to a mature understanding of the complexities of teaching.

Each student spends 60 hours per semester in schools. In Fall or Spring terms this is usually completed on the basis of two half-days per week in school. In Summer Session I, students are usually in schools Monday through Thursday mornings.

Placements
Field Experiences, working cooperatively with the Education 2500 Coordinator, are responsible for assigning their students to schools and Teacher Associates. Students are advised that it is essential they should not attempt to make any private arrangements with schools or Teacher Associates.

In order to provide the best context for observing and experiencing a wide variety of professional practices, students are usually placed mostly in elementary schools (K-5/6) for their Education 2500 Practicum Experience. They may also be placed in Grade 6 classrooms in Middle Schools where one homeroom teacher is responsible for most of the teaching in that grade. During Education 2500 courses in Summer Session I (May-June) it may be possible to place students in other middle/junior high school grades.

Students will not be placed in schools where family members are students, teachers, or administrators since there is a potential conflict of interest. Please notify your University Consultant if such a possibility exists.

The University Consultant will inform students of their practicum placements. Students are not to contact Teacher Associate(s) prior to the start of their practicum.
Objectives

As a result of the Education 2500 Practicum experience, the student should be able to:

- Establish rapport with pupils in the classroom.
- Direct learning activities of individual pupils and small groups.
- Demonstrate confidence and poise in interacting with pupils.
- Recognize individual differences among pupils.
- Communicate effectively, orally and in writing, with pupils.
- Observe and describe teacher/pupil and pupil/pupil interactions.
- Analyze observations made in the classroom.
- Establish positive relations with school personnel.
- Evaluate his/her performance with pupils and suitability for teaching.

Student Roles and Activities

Various activities in schools may include (but are not limited to):

- Keeping a logbook.
- Observing classroom interactions.
- Analyzing observations made.
- Tutoring individual pupils under the teacher’s direction.
- Providing instruction for short periods of time with small groups under the Teacher Associate’s supervision.
- Teaching occasional lessons to the whole class under the supervision of the Teacher Associate.
- Assisting the teachers and/or counselling personnel in administering tests.
- Examining and/or preparing teaching resource materials.
- Obtaining and operating AV equipment for teacher presentations.
- Participating in staff meetings including in-service programs.
- Consulting with the Principal and other school personnel about school programs and organization.
- Familiarizing one self with the professional responsibilities that teachers have with respect to pupils, colleagues and parents.
Other roles and activities may include:

- Assisting in marking; assisting in recording and filing marks; supervising a small reading or enrichment group; helping individuals or small groups doing research in the library.
- Listening to pupils read.
- Assisting with supervision at recess.
- Providing leadership in pupils’ discussions.
- Assisting with exceptional pupils.
- Assisting with extra-curricular activities.
- Assisting with field trips.

Students are expected to arrive at the school in sufficient time for meeting Teacher Associates, discussing the daily schedule of observations and/or teaching experiences, preparation of classroom resources and any agreed-to activities. Before leaving school, students should consult with the Teacher Associate in regard to planning each subsequent visit.

Students visiting schools are expected to abide by any standards that the school may have in respect to dress, grooming and general deportment. These standards may be best understood from personal observation and/or consultation with the Principal and Teacher Associates.

*It is imperative that students telephone the school / Teacher Associate if they are unable to make it to the school for a scheduled visit and notify the University Consultant.*

In conjunction with the school experience, each student attends regularly scheduled seminars on campus designed to orient the student to teaching as a profession.

**Teacher Associate Roles and Responsibilities**

The Teacher Associate’s role in this practicum is crucial in that he/she largely shapes the experiences the student will encounter while under his/her direction. Teacher Associates will:

- Familiarize the student with the human and material resources of the school.
- Provide opportunities for the student to work in tutorial and small group settings.
- Direct the student’s observations.
- Help the student become familiar with the pupils in the class and the programs of the classroom and the school.
- Assign tasks to the student (marking, gathering of resource materials, teaching assignments, etc.).
- Consult with the University Consultant about the performance and the potential of the student as well as the operation of the Education 2500 experience.
- Introduce the student to the professional culture of teaching and its related responsibilities.
- Evaluate the student’s performance and potential for teaching and communicating the evaluation to the student. (Mid round and at the end of the practicum.)
- Fill out a **Field Experience Seminar Report** form on the student’s performance *(see Appendix B).*
University Consultant Roles and Responsibilities

The University Consultant for Education 2500, who is also the on-campus seminar instructor, acts primarily in a liaison capacity between the student and the school. The University Consultant will:

- Relate on-campus seminars to the student’s field experience.
- Arrange suitable placements for the students in his/her care within designated schools.
- Consult with the principal and Teacher Associates of his/her students during visits to each placement and email/telephone communication. (Minimum of 4 site visits.)
- Assist the Teacher Associate in the evaluation of the student’s progress.
- With the Teacher Associate, assist students in difficulty.
- Advise and consult with the student regularly about his/her field experience.
- Fill out a Seminar Report form for each student (see Appendix B).
- Help the student reach a final decision about his/her suitability for teaching.
- Conduct a final evaluation interview with each student that reviews performance in the practicum (Field Experience Report form) and the seminar (Seminar Report form). This interview would usually be conducted in the school setting (but can be conducted on-campus if warranted by number of students and schools). Teacher Associates may be able to participate if they wish. They should be involved if a student is in difficulty.
- Identify, through consultation with Teacher Associates and assessment of work in the seminar, those students who might receive a Highly Recommended (refer to Appendix C).
Evaluation of Student Performance

General Statement

A student's performance is evaluated in both the Seminar and Practicum component of Education 2500 (separate evaluation forms are used for each component). The purpose of the evaluation is to determine whether a student has met Education 2500 expectations – this leads to a grade of Pass and Recommended for Admission to Faculty, Pass and Not Recommended to Faculty, or Fail and Not Recommended to Faculty. Rarely an Incomplete Grade may be assigned.

Notes:

- It is possible for a student to "pass" Education 2500 but not to receive a recommendation for admission to the Faculty (i.e., Education 2500 expectations have been met but the decision has been made that, based on the Education 2500 evidence, a student is not a suitable candidate for teaching).

- The instructor's recommendation regarding the student's admission to the Faculty will include consideration of the student's written and oral communication skills as assessed by the Teacher Associate, the instructor, and the personnel responsible for the English proficiency testing.

- Students who are not recommended for admission to the Faculty of Education, who are required to withdraw from either the seminar or practicum placement or who fail the course due to inadequate performance or unethical behaviour may be permitted to re-enroll in the course after one full year provided they can demonstrate that they have sufficiently remediated inadequacies in their previous performance. Students whose competence and/or ethical behaviour remains questionable cannot be placed in schools for a second Education 2500 practicum for both ethical and legal reasons.

For such students above, University Consultants will write a letter to the student identifying specific reasons for not recommending him/her for admission to Faculty.

The letter must also include a remedial plan that specifies the tasks that must be completed before the student will be allowed to re-enroll in Education 2500. Such students are required to wait one full calendar year before petitioning the Assistant Dean, Field Experiences to re-enroll in Education 2500. In addition, before enrolling in the course, the student must submit specific evidence that the problem or concerns identified by their University Consultant and Teacher Associate have been addressed and the remedial plan has been completed. Such documentation must be received by the Assistant Dean, Field Experience at least one month before the Education 2500 Orientation Day. The Assistant Dean, in consultation with the Education 2500 Coordinator, will determine if the student shall be allowed to re-enroll in the course. A student may take Education 2500 a maximum of two times.

Copies of the above letters must be filed with Field Experiences.

- For medical reasons or other mitigating circumstances related to the course and student performance an "Incomplete" grade may be given. This must be accompanied by a statement from the instructor as to how the "Incomplete" grade may be removed.
Both the seminar and practicum components must be passed in order to be awarded a “Pass” in Education 2500.

**Seminar Evaluation**

At the end of the semester, the instructor (University Consultant) will assess a student’s seminar performance based on the objectives and activities outlined for the seminar component of Education 2500. *(See Seminar Report, Appendix B)*

In general terms, the following activities will be assessed:

**Seminar preparation/participation** – where a student has the opportunity to demonstrate some of the following attributes:

- enthusiasm for teaching
- ability to communicate orally and in writing
- professional thinking skills
- maturity of judgment, ideas, and behaviour
- ability to organize thoughts
- dependability (through attendance)
- microteaching
- logbook
- portfolio
- written assignment

The Education 2500 seminar will include a number of assignments (both oral and written). In these assignments students have the opportunity to demonstrate some of the above attitudes and skills, but especially their ability to communicate orally and in writing.

**Practicum Evaluation**

To evaluate the student’s performance in the schools, the Teacher Associate is expected to fill out an Education 2500 - Field Experience Report form *(see Appendix B)* for each student. For the guidance of the student and the University Consultant it is desirable that the Field Experience Report form be discussed at the end of the experience.

Intermediate feedback, before the end of a term, is also most desirable so that students recognize areas of weakness and can act on them before the final evaluation.

The University Consultant should be able to help the Teacher Associate interpret criteria and clarify any other problems the Teacher Associate may encounter while filling out the Field Experience Report Form.
Notes:

• Completed and signed Field Experience Report forms are to be submitted to Field Experiences at the end of the practicum or practicum round.

• Discrepancies between the student, University Consultant, and Teacher Associate evaluations of a practicum should be discussed among the interested parties.

• If a student disagrees with the evaluation, she/he must sign the form to acknowledge seeing it, and should then submit a letter which will be attached to the form outlining concerns with the evaluation. This letter should be signed by the Teacher Associate and University Consultant to acknowledge seeing it. If the letter is not signed by all parties, it will be sent to each with an invitation to respond to it in writing. This response will also be attached to the student’s practicum records.

• University Consultants may examine the previous Field Experience Report forms of their students.

• Copies of report forms should not be made without the permission of the originator.
**Education 2500 Evaluation Forms**

**Evaluation of Student Performance in Education 2500**

Both the Seminar and Field Experience evaluation forms have been formulated to serve the following purposes:

- To provide clear and focused feedback and performance ratings to students and the Faculty of Education.
- To reflect what educational research has shown to be predictive of success in teaching and student learning.
- To apprise the student of the complexity and variety of professional thinking, practice and conduct.
- To reflect what the profession feels is important in relation to personal professional attributes, professional conduct, and ethics.
- To provide the Faculty of Education with a means of conducting institutional research as to what predicts teaching success so we can improve our Education 2500 performance evaluation procedures and selection of candidates for admission.

**Use of the Evaluation Forms for Education 2500**

While the Teacher Associates and University Consultants are responsible for completing these forms for final Education 2500 evaluations, they are also encouraged to use these forms to involve Education 2500 students in a process of self-evaluation.

In order to provide for consistency across Teacher Associate and University Consultant ratings and reduce “rating inflation” raters are asked to assume that each student is at the “Satisfactory” level of performance unless evidence demonstrates that a higher or lower level or rating is warranted.

Students, University Consultants, Teacher Associates and Principals are asked to note that although final grades and recommendations are normally based on overall performance across all criteria that significant deficiencies in one area or performance criteria (including those related to professional conduct) may result in a student being not recommended for admission to the Faculty of Education.

Other behaviours, attributes and practices deemed professionally undesirable but not explicitly included in performance criteria may be grounds for a student not being recommended for admission to the Faculty. In particular, a student’s ability to communicate effectively both orally and in writing in the language of instruction is a necessary pre-requisite for recommendation for admission to the Faculty.

Serious deficits in communication skills evident in Education 2500, regardless, as to whether other admission criteria in relation to communication skills have been met, may result in a student not being recommended for admission.

Teacher Associates are requested to use the Field Experience Form for conducting a mid round formative evaluation to provide interim feedback to students on their performance and progress, identify strengths and areas needing attention.
Teaching Quality Standard

Alberta Learning expects teachers who hold an Interim Professional Certificate to demonstrate consistently that they understand the following (Knowledge, Skills and Attributes (K.S.A.s)):

#1: How contextual variables affect teaching and learning.
   Know how to analyze and respond to many variables at once by making reasoned decisions about teaching and student learning.

#2: The structure of the Alberta Education System.
   Know the roles and responsibilities, how they are communicated, enforced and held accountable, the expectations under the Certification of Teachers Reg. A. R. 261-90 as amended and their school authority’s teacher’s evaluation policy.

#3: The purposes of the Guide to Education and programs of the study for subject disciplines you teach.
   Know how to use these documents to inform and direct your planning, instruction and assessment of student progress.

#4: Subject Disciplines you teach.
   Complete a structured program of studies by acquiring the knowledge, concepts, methodologies, and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools.

#5: All students can learn, albeit at different rates in different ways.
   Know (include when and how to engage others) to identify ways students learn and their different learning styles. Respond to these differences by creating multiple paths to learning for individuals and groups, including those with special learning needs.

#6: The purpose of short, medium and long range planning.
   Know how to translate curriculum and desired outcomes into reasoned, meaningful, and incrementally progressive learning opportunities for students. Vary plans to accommodate individuals and groups of students.

#7: Students’ needs for physical, social, cultural and psychological security.
   Know how to engage students in creating effective classroom routines. Know how and when to apply a variety of management strategies, in keeping with the situations that provide for minimal disruptions to learning.

#8: Importance of respecting students’ human dignity.
   Know how to establish, with different students, progressional relationships that are characterized by mutual respect, trust, and harmony.

#9: There are many approaches to teaching and learn.
   Know a broad range of instructional strategies appropriate to your area of specialization and subject discipline taught, and know which strategies are appropriate to help different students achieve different outcomes.
#10: **The functions of traditional and electronic teaching/learning technologies.**

Know how to use and engage students in using these technologies to present and deliver content, communicate effectively with other, find and secure information, research word process, manage information, and keep records.

#11: **The purposes of student assessment.**

Know how to assess the range of learning objectives by selecting and developing a variety of classroom and large-scale assessment techniques and instruments. Analyze the results, including those from provincial assessment instruments, and use them for the ultimate benefit of students.

#12: **The importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning.**

Know how to develop and implement strategies that create and enhance partnerships among teachers, parents, and students.

#13: **Student learning is enhanced through the use of home and community resources.**

Know how to identify resources relevant to teaching and learning objectives, and how to incorporate them into teaching and students’ learning.

#14: **The importance of contributing, independently and collegially, to the quality of your school.**

Know strategies to independently and collegially, enhance, and maintain the quality of your school to the benefit of students, parents, community, and colleagues.

#15: **The importance of career-long learning.**

Know how to assess your own teaching and to work with others responsible for supervising and evaluating teachers. Know how to use the findings of assessments, supervision, and evaluation to select, develop and implement your own professional development activities.

#16: **The importance of guiding your actions with a personal, overall vision of the purpose of teaching.**

Be able to communicate your vision, including how it has changed as a result of knowledge, understanding, and experience.

#17: **You are expected to achieve the Teaching Quality Standard.**

### Be Prepared:

To become a teacher who holds an Interim Professional Certificate, you must possess the Knowledge, Skills, and Attributes outlined here, and apply them appropriately toward student learning. During your first two years of teaching, you should use these Interim K.S.A.s to guide your teaching and reflections on practice, and to direct professional development in collaboration with your supervisors and evaluators.

### Teaching Quality Standard:

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

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

**Education 2500 – Field Experience Report**

**Faculty of Education**
EDUCATION 2500 – FIELD EXPERIENCE REPORT

Student Teacher: ________________________________  Teacher Associate: ___________________________

University Consultant: ________________________________

Semester:  □ Fall  □ Spring  □ Summer  Year: _______

School ________________________________

<table>
<thead>
<tr>
<th>Ranking Criteria</th>
<th>Exceptional</th>
<th>Superior</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Below Average</th>
<th>Weak</th>
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<tbody>
<tr>
<td></td>
<td>Performance is <strong>OUTSTANDING</strong> – is remarkably better than expected at this level. Approximately 10% of all students will fall into this category.</td>
<td>Performance is <strong>VERY STRONG</strong> – is considerably better than expected at this level. Approximately 20% of all students will fall into this category.</td>
<td>Performance <strong>EXCEEDS BASIC ACCEPTANCE LEVEL</strong> – somewhat better than expected at this level. Approximately 25% of all students will fall into this category.</td>
<td>Performance is <strong>ACCEPTABLE</strong> – is about at the level expected. Approximately 30% of all students will fall into this category.</td>
<td>Performance is <strong>NOT QUITE ACCEPTABLE</strong> – is slightly below the level expected. Approximately 10% of all students might fall into this category.</td>
<td>Performance is <strong>CLEARLY UNACCEPTABLE</strong> – is significantly below the level expected, is regarded with serious concern. Approximately 5% of all students fall into this category.</td>
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**A. COMMUNICATION SKILLS (with all stakeholders)**

1. Communicates Orally
   - Appropriate language – colloquialisms, etc.
   - Quality of voice, tone, volume, expressiveness.
   - Clarity of essential elements of ideas.
   - Presents ideas in a logical, well organized/sequenced fashion.
   - Appropriate level of language for students.
   - Maintains eye contact, listens attentively.
Communication skills (continued)

<table>
<thead>
<tr>
<th></th>
<th>Exceptional</th>
<th>Superior</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Below Average</th>
<th>Weak</th>
<th>N/A</th>
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<tr>
<td>2</td>
<td>Communicates in writing</td>
<td>• Clarity, focuses on essential elements of ideas.</td>
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<tr>
<td></td>
<td></td>
<td>• Presents ideas in a logical, well organized / sequenced fashion.</td>
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<td></td>
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<td>• Conventions – handwriting, spelling, punctuation, grammar, etc.</td>
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<tr>
<td>3</td>
<td>Communicates non-verbally</td>
<td>• Non-verbal techniques – gestures, expressions, eye contact, etc.</td>
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<td></td>
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<td>• Congruence between verbal and non-verbal.</td>
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B. REFLECTION

1. Documents classroom interactions; learner-learner, learner-teacher.
2. Analyzes and interprets observations.
3. Documents professional learning from practicum experiences.
4. Reflects on own role in classroom events.
5. Demonstrates maturity of insight.

C. TEACHING INDIVIDUAL, SMALL AND LARGE GROUPS

1. Prepares and organizes
2. Presents materials skillfully.
3. Generates and holds motivation and interest through organization and creativity.
4. Elicits responses from pupils.
5. Responds to pupils’ questions appropriately.
6. Interacts with pupils and coordinates activities.
7. Establishes rapport with pupils.
8. Shows sensitivity to individual differences among pupils.
9. Evaluates his/her own performance making suggestions for improvement.
10. Works well with exceptional pupils.
11. Garners respect from pupils.

D. MANAGEMENT SKILLS

1. Uses tone effectively.
2. Provides clear directions
3. Administers rules consistently and fairly.
4. Monitors and responds to student behaviour.
5. Provides pupils with focused, positive feedback.
6. Provides a safe and orderly learning environment.
### E. PERSONAL/PROFESSIONAL ATTRIBUTES

<p>| | | | | | | |</p>
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<td>Satisfactory</td>
<td>Below Average</td>
<td>Weak</td>
</tr>
<tr>
<td>1.</td>
<td>Appearance – grooming, dress, posture.</td>
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<tr>
<td>2.</td>
<td>Classroom manner – confidence, composure, poise.</td>
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<td>3.</td>
<td>Enthusiasm – interest, vitality.</td>
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<td>4.</td>
<td>Sense of humour, warmth, friendliness.</td>
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<td>5.</td>
<td>Demonstrates initiative.</td>
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<tr>
<td>7.</td>
<td>Responds to others – respect, support, positiveness, helpfulness.</td>
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<td>8.</td>
<td>Interest in learning about teaching – consults, questions, reads, discusses.</td>
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<td>9.</td>
<td>Demonstrates empathy and concern for children (and others).</td>
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<td>10.</td>
<td>Responds to feedback – listens, evaluates and acts on suggestions.</td>
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<tr>
<td>12.</td>
<td>Participates fully in classroom activities.</td>
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<td>13.</td>
<td>Respects learners.</td>
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<td>14.</td>
<td>Efficacy – has positive image of student ability to learn.</td>
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<tr>
<td>15.</td>
<td>Efficacy – confident in the degree to which she/he can help pupils learn.</td>
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<td>17.</td>
<td>Fosters interpersonal / intercollegial relationships.</td>
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</tbody>
</table>

### F. PROFESSIONAL CONDUCT AND ETHICS

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>Needs Attention</td>
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</tr>
<tr>
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<td>The student acts in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, physical characteristics, age, ancestry or place of origin.</td>
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<tr>
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<td>The student treats pupils, peers, school personnel, and faculty with dignity and respect and is considerate of their circumstances.</td>
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<td>3.</td>
<td>The students will recognize that attendance in practicum and professional semester courses is a professional responsibility, and will apprise appropriate personnel at the university and/or school in advance of unavoidable circumstances for absence.</td>
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<td>7.</td>
<td>The student does not make representations on behalf of the Faculty of Education, the University of Lethbridge, the school, or the teaching profession.</td>
<td></td>
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</tr>
</tbody>
</table>
G. RECOMMENDATION

☐ PASS – Recommended for admission. DATE: ____________________________

☐ PASS – Not Recommended for admission. SIGNED: ____________________________
   (Teacher Associate)

☐ FAIL – Not Recommended for Admission ____________________________
   (Student Teacher)
   ____________________________
   (University Consultant)
# Field Experiences: Education 2500 ~ Orientation to Teaching: Appendix

## Education 2500 – Seminar Report

**Faculty of Education**

**EDUCATION 2500 – SEMINAR REPORT**

Student Teacher: ________________________________  University Consultant: ________________________

Semester:  
- [ ] Fall  
- [ ] Spring  
- [ ] Summer  

Year: __________

### Ranking Criteria

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional</td>
<td>Performance is OUTSTANDING – is remarkably better than expected at this level. Approximately 10% of all students will fall into this category.</td>
<td></td>
</tr>
<tr>
<td>Superior</td>
<td>Performance is VERY STRONG – is considerably better than expected at this level. Approximately 20% of all students will fall into this category.</td>
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</tr>
<tr>
<td>Above Average</td>
<td>Performance EXCEEDS BASIC ACCEPTANCE LEVEL – somewhat better than expected at this level. Approximately 25% of all students will fall into this category.</td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Performance is ACCEPTABLE – is about at the level expected. Approximately 30% of all students will fall into this category.</td>
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<tr>
<td>Below Average</td>
<td>Performance is NOT QUITE ACCEPTABLE – is slightly below the level expected. Approximately 10% of all students might fall into this category.</td>
<td></td>
</tr>
<tr>
<td>Weak</td>
<td>Performance is CLEARLY UNACCEPTABLE – is significantly below the level expected, is regarded with serious concern. Approximately 5% of all students fall into this category.</td>
<td></td>
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</tbody>
</table>

### A. COMMUNICATION SKILLS (with all stakeholders)

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicates Orally</td>
<td>• Appropriate language – colloquialisms, etc.</td>
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<tr>
<td></td>
<td>• Quality of voice, tone, volume, expressiveness.</td>
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<td></td>
<td>• Clarity of essential elements of ideas.</td>
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</tr>
<tr>
<td></td>
<td>• Presents ideas in a logical, well organized/sequenced fashion.</td>
<td></td>
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<tr>
<td></td>
<td>• Appropriate level of language for students.</td>
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<tr>
<td></td>
<td>• Maintains eye contact, listens attentively.</td>
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</tr>
<tr>
<td>2. Communicates in writing</td>
<td>• Clarity, focuses on essential elements of ideas.</td>
<td></td>
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<tr>
<td></td>
<td>• Presents ideas in a logical, well organized/sequenced fashion.</td>
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<tr>
<td></td>
<td>• Conventions – handwriting, spelling, punctuation, grammar, etc.</td>
<td></td>
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<tr>
<td>3. Communicates non-verbally</td>
<td>• Non-verbal techniques – gestures, expressions, eye contact, etc.</td>
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<tr>
<td></td>
<td>• Congruence between verbal and non-verbal.</td>
<td></td>
</tr>
</tbody>
</table>

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Field Experiences: Education 2500 ~ Orientation to Teaching: Appendix 27
### B. REFLECTION

1. Documents classroom interactions; learner-learner, learner-teacher.
2. Analyzes and interprets observations.
3. Documents professional learning from practicum experiences.
4. Reflects on own role in classroom events.
5. Demonstrates maturity of insight.

### C. MICROTEACHING / PRESENTATIONS

1. Prepares and organizes
2. Presents materials skillfully.
3. Provides clear directions/coordinates activities.
4. Monitors and responds to peer behaviour/questions.
5. Generate and holds motivation and interest through organization and creativity
6. Elicits responses from peers.
7. Establishes rapport with peers.
8. Evaluates his/her own performance making suggestions for improvement.

### D. PERSONAL / PROFESSIONAL ATTRIBUTES

1. Classroom manner – confidence, composure, poise.
2. Enthusiasm – interest, vitality.
4. Demonstrates initiative.
5. Maturity and judgment.
6. Responds to others – respect, support, positiveness, helpfulness.
7. Interest in learning about teaching – consults, questions, reads, discusses.
8. Demonstrates empathy and concern for others.
9. Responds to feedback – listens, evaluates and acts on suggestions.
11. Participates fully in seminar activities.
12. Responsibility – punctuality, dependability, consistency, trustworthiness, reliability.
13. Fosters interpersonal/intercollegial relations.
### E. PROFESSIONAL CONDUCT AND ETHICS

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<td>The student treats peers and faculty with dignity and respect and is considerate of their circumstances for absences.</td>
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</tbody>
</table>

**GENERAL COMMENTS**

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**F. RECOMMENDATION**

- **PASS** – Recommended for admission.  
  **DATE:** __________________________

- **PASS** – Not Recommended for admission.  
  **SIGNED:** __________________________  
  (University Consultant)

- **FAIL** – Not Recommended for Admission  
  __________________________  
  (Student Teacher)
Highly Recommended Designation for Education 2500

The Faculty of Education recognizes that outstanding performance in Education 2500 is likely to predict success in our Teacher Education Program and in teaching.

Outstanding performance by Education 2500 students is recognized by the awarding of a Highly Recommended designation which results in a 0.2 increase in the student’s G.P.A. in application for admission to the Faculty of Education Teacher Education Program.

Numbers of awards per section do vary. The average number of awards is, however, maintained at approximately three per Education 2500 section. Some sections might receive no awards – others more than three – depending on standards of performance.

Criteria

All students who receive the Highly Recommended designation must:

1. Have been nominated by their Teacher Associate on the basis of their work in the practicum being judged overall as exceptional. Generally, a student receiving a Highly Recommended designation would be rated in the top two categories of Superior and Exceptional with the majority of items on both the Field and Seminar Report forms rated as Exceptional.

2. Have attained at least a superior standard on all ratings of written and oral communication skills on both Field Experience and Seminar Report forms, and for assignments in the Seminar.

   STUDENTS WHO DO NOT MEET CRITERIA 1 AND 2 ARE NOT ELIGIBLE FOR HIGHLY RECOMMENDED DESIGNATION

3. Have produced work of excellent quality in at least two of the following three categories of work in Education 2500.

   - Microteaching lesson
   - Logbook / Reflective Journal / Portfolio / Paper
   - Seminar participation/group work/work in contemporary educational issues

The Highly Recommended designation is earned through hard work, professional commitment and quality performance. Students who lobby Teacher Associates or Instructors (University Consultants) or otherwise “campaign” for Highly Recommended awards will be disqualified.
APPENDIX D

Faculty of Education Standards of Professional Conduct

Taken from University of Lethbridge 2009/2010 Calendar (p. 167).

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.
APPENDIX E

Alberta Teachers’ Association Code of Professional Conduct

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

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

In relation to pupils

(1)  The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, sex, sexual orientation, physical characteristics, age, ancestry or place of origin.

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

(b)  The teacher may not delegate these responsibilities to any person who is not a teacher.

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

(4)  The teacher treats pupils with dignity and respect and is considerate of their circumstances.

(5)  The teacher may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgment of the teacher, to do so is in the best interest of the pupil.

(6)  The teacher may not accept pay for tutoring a pupil in any subjects in which the teacher is responsible for giving classroom instruction to that pupil.

(7)  The teacher may not take advantage of a professional position to profit from the sale of goods or services to or for pupils in the teacher's charge.

In relation to school authorities

(8)  The teacher protests the assignment of duties for which the teacher is not qualified or conditions which make it difficult to render professional service.

(9)  The teacher fulfills contractual obligations to the employer until released by mutual consent or according to law.

(10)  The teacher provides as much notice as possible of a decision to terminate employment.

(11)  The teacher adheres to agreements negotiated on the teacher's behalf by the Association.
In relation to colleagues

(12) The teacher does not undermine the confidence of pupils in other teachers.

(13) The teacher criticizes the professional competence or professional reputation of another teacher only in confidence to proper officials and after the other teacher has been informed of the criticism, subject only to section 23 of the Teaching Profession Act.

(14) The teacher, when making a report on the professional performance of another teacher, does so in good faith and, prior to submitting the report, provides the teacher with a copy of the report, subject only to section 23 of the Teaching Profession Act.

(15) The teacher does not take, because of animosity or for personal advantage, any steps to secure the dismissal of another teacher.

(16) The teacher recognizes the duty to protest through proper channels administrative policies and practices that the teacher cannot in conscience accept; and further recognizes that if administration by consent fails, the administrator must adopt a position of authority.

(17) The teacher as an administrator provides opportunities for staff members to express their opinions and to bring forth suggestions regarding the administration of the school.

In relation to the profession

(18) The teacher acts in a manner which maintains the honor and dignity of the profession.

(19) The teacher does not engage in activities which adversely affect the quality of the teacher’s professional service.

(20) The teacher submits to the Association disputes arising from professional relationships with other teachers which cannot be resolved by personal discussion.

(21) The teacher makes representations on behalf of the Association or members thereof only when authorized.

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

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

Please note:

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

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

(See Educational Issues Research Guide at www.uleth.a.edu/currlab/handouts.cfm)

Aboriginal Education
ADD/ADHD and/or FAS/FAE
Alberta Curriculum
Alternative Schooling
Back to the Basics
Beginning Teachers
Bullying/Violence in Schools
Charter Schools
Classroom Management
Classroom Management: Discipline
Classroom Management: Motivation
Classroom Management: Planning
Community Schools
Computers/Technology in the Classroom
Conflict with Parents
Differentiated Learning
English as a Second Language
Evaluation of Students (e.g. Standardized Tests)
First Day in the Classroom
First Nations Education (Both on and off Reserves)
French as a Second Language
French Immersion
Gender Issues
Gender Styles/Differences
Group Work in Education
Hidden Curriculum
Home Schooling
Individualized Instruction and Student Differences
Languages in Education
Lessons Plans
Media Violence
Multi-Cultural Nature of Schools
Multi-Graded Classrooms

Multiculturalism
Multiple Intelligences
Networking: Communication with Parents
Networking: Teacher as a Professional
Parochial Schools
Physical Organization of the Classroom
Portfolios
Positive Expectation
Public Discontent with Education
Racism in the Classroom
Religion in Schools
Religious Education
Rural Education
Safe/Dry Grad – What is the School’s Responsibility?
School Culture/Climate
Separate Schools
Special and Inclusive Education
Street Kids
Student Clothing
Students’ View of Schools
Supervision
Teacher Evaluation
Teacher Expectations
Teacher Stress
Teacher Wellness
Teaching Styles
Technology in the Classroom
Violence in Schools
Voucher Systems/School Funding
What is Teaching?
Yearly Plans
Youth Culture