



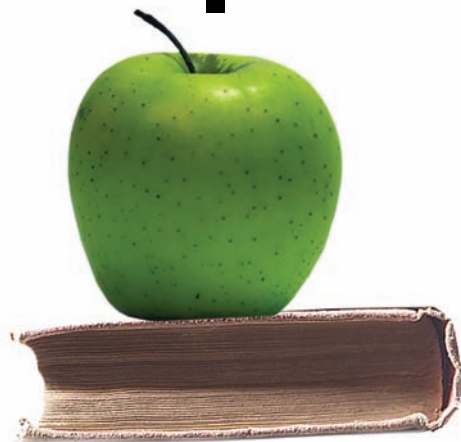
Faculty of Education

# Field Experiences Handbook

# PSI

# Professional Semester

# I



University of  
Lethbridge



Faculty of Education

## Education 3500

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

*Approved: September 19, 1999*  
*Revised: May 2009*

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*Inquiries regarding field experiences should be made to:*

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

*Telephone: 403-329-2259 or 403-329-2448*  
*Fax: 403-329-2372*  
*Email: [edu.fieldexp@uleth.ca](mailto:edu.fieldexp@uleth.ca)*

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

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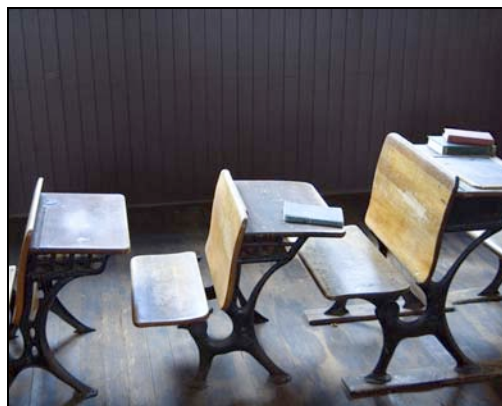


**WHY BE A TEACHER?**

**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.



## *Expectations by Practica*

<b>Ed. 2500</b>	<b>Ed. 3500 (PS I)</b>	<b>Ed. 3600 (PS II)</b>	<b>Ed. 457X (PS III)</b>
<b>Description</b>			
<ul style="list-style-type: none"> <li>Orientation to teaching</li> </ul>	<ul style="list-style-type: none"> <li>General teaching skills</li> </ul>	<ul style="list-style-type: none"> <li>Subject major teaching</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to first year teaching</li> </ul>
<b>Developmental Focus</b>			
<ul style="list-style-type: none"> <li>Assist teacher with learning activities</li> </ul>	<ul style="list-style-type: none"> <li>Plan and teach lessons and sequences of lessons</li> <li>Evaluate student learning (lesson focus)</li> </ul>	<ul style="list-style-type: none"> <li>Plan and teach organized units of instruction</li> <li>Competence in subject area</li> <li>Evaluate student learning (unit focus)</li> </ul>	<ul style="list-style-type: none"> <li>Engages in all teaching and teaching related activities</li> <li>½ time teaching assignment</li> <li>Long range, unit, and lesson planning</li> <li>Long range assessment of student learning</li> </ul>
<b>Course Background Concurrent to Practicum</b>			
<ul style="list-style-type: none"> <li>39 hours of seminars</li> <li>60 hours of practicum</li> <li>Pedagogy</li> <li>Ethics</li> <li>Contexts of education and teaching</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum and Instruction (generic)</li> <li>Evaluation of Learning</li> <li>Language in Education</li> <li>Educational Psychology</li> <li>Teaching Seminar</li> <li>Communications Technology</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum and Instruction (in major area)</li> <li>Psychology of Exceptional Learners</li> <li>Social Context of Schooling</li> <li>Evaluation of Student Learning</li> </ul>	<ul style="list-style-type: none"> <li>May include a seminar series on educational issues, including professional study, and inquiry</li> </ul>
<b>Intern/Student Teacher Teaching Responsibilities</b>			
<ul style="list-style-type: none"> <li>Observe and assist</li> <li>May engage in minimal planning under Teacher Associate guidance</li> </ul>	<ul style="list-style-type: none"> <li>5 weeks practicum</li> <li>1/3 time assisting</li> <li>1/3 time teaching</li> <li>1/3 time observing/planning</li> <li>Written lesson plans for all lessons taught</li> <li>May teach from plans prepared with/by Teacher Associate</li> <li>Plans for informal evaluation</li> </ul>	<ul style="list-style-type: none"> <li>6 week practicum</li> <li>2/3 time teaching</li> <li>1/3 time assisting</li> <li>If appropriate, progress to 3-5 days of full time teaching</li> <li>Written lesson and unit plans, including assessment and evaluation components</li> <li>Plan, conduct, and research evaluation of pupil work</li> </ul>	<ul style="list-style-type: none"> <li>Approximately ½ time teaching assignment</li> <li>Engage in all professional school activities including district and site-based professional development days, Teachers' Conventions....</li> <li>All levels of planning</li> <li>Unit and long-range plans prepared in advance of internship</li> <li>Individual Professional Growth Plan (aligned with school goals)</li> <li>Professional Development Project (aligned with goals and IPGP)</li> </ul>
<b>Professional Portfolio Expectations</b>			
<ul style="list-style-type: none"> <li>Orientation to Portfolio Development</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop</li> <li>Goals</li> <li>Personal and professional attributes</li> <li>Record of progress with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Continue to development</li> <li>Goals</li> <li>Personal and professional attributes</li> <li>Record of progress with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Develop Professional Portfolio</li> <li>Present to Mentor, Administrator and/or University Consultant (ideally in final Intern-led conference)</li> </ul>



<b>Ed. 2500</b>	<b>Ed. 3500 (PS I)</b>	<b>Ed. 3600 (PS II)</b>	<b>Ed. 457X (PS III)</b>
<b>Teacher Mentor/Associate Expectations</b>			
<ul style="list-style-type: none"> <li>• Direction to Student Teacher</li> <li>• Communication with University Consultant</li> <li>• Evaluation of Student Teacher</li> <li>• Final evaluation with University Consultant</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of most lessons taught</li> <li>• On-going assessment and coaching</li> <li>• Regular supervision and written feedback of at least one lesson daily</li> <li>• Final evaluation with University Consultant</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of most lessons taught</li> <li>• On-going assessment and coaching</li> <li>• Regular supervision and written feedback of at least one lesson daily</li> <li>• Final evaluation with University Consultant</li> </ul>	<ul style="list-style-type: none"> <li>• Interact as knowledgeable, supportive, experienced colleague and coach</li> <li>• Actively monitors Intern based on classroom observations</li> <li>• Completes the Teacher Mentor section of the Descriptive Final Report</li> </ul>
<b>Evaluation of Teaching Performance</b>			
<ul style="list-style-type: none"> <li>• Self-evaluation and reflective practice</li> <li>• Checklist completed by Teacher Associate</li> <li>• Final evaluation form completed by Teacher Associate in consultation with University Consultant</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation and reflective practice</li> <li>• Collaborative process including: <ul style="list-style-type: none"> <li>- Formative and Summative Assessment by Teacher Associate and University Consultant</li> <li>- Professional Portfolio development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative process including: <ul style="list-style-type: none"> <li>- Self-evaluation and reflective practice</li> <li>- Formative and Summative Assessment by Teacher Associate and University Consultant</li> <li>- Professional Portfolio development</li> </ul> </li> </ul>	<p><b>INTERN</b></p> <ul style="list-style-type: none"> <li>• Self-evaluation using the Formative Evaluation form</li> <li>• Contributes to Final Descriptive Report (based on KSA criteria)</li> <li>• Intern-led final conference</li> </ul> <p><b>ADMINISTRATOR</b></p> <ul style="list-style-type: none"> <li>• Supervision and classroom observation consistent with transition to first year teaching (based on the Teaching Quality Standard)</li> <li>• Contributes to Final Descriptive Report (based on KSA criteria)</li> </ul> <p><b>TEACHER MENTOR</b></p> <ul style="list-style-type: none"> <li>• Reviews goals set by Intern Teacher</li> <li>• Provides feedback on professional development project and portfolio</li> <li>• Provides guidance based on classroom observation</li> <li>• Contributes to Final Descriptive Report (based on KSA criteria)</li> </ul> <p><b>UNIVERSITY CONSULTANT</b></p> <ul style="list-style-type: none"> <li>• Reviews goals set by Intern Teacher</li> <li>• Provides feedback on professional development project and portfolio</li> <li>• Provides guidance based on classroom observation(s)</li> <li>• Contributes to Final Descriptive Report (based on KSA criteria)</li> <li>• Assigns grade of Pass or Fail</li> </ul>



# ***Professional Semester I***

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*Faculty of Education, University of Lethbridge*

## ***Modules***

### ***Education 3500 — Professional Semester I Practicum***

The Student Teacher is assigned to schools for approximately 125 hours in a general practicum to develop knowledge and practice skills related to on-campus components. This is the first opportunity for Student Teachers to develop an understanding of the relationship between theory and practice.

### ***Education 3501 — Curriculum and Instruction***

Interpreting and mapping pedagogical content knowledge and integrated teaching strategies, with particular focus on meeting learner needs through establishing learner outcomes, lesson and rudimentary unit planning, and classroom management.

### ***Education 3502 — Educational Psychology***

Principles of educational psychology applied to classroom applications; includes child development, principles of learning, classroom management, and motivation.

### ***Education 3503 — Language in Education***

Understanding the role of language and language arts in education generally and in instruction across the curriculum (K-12).

### ***Education 3504 — Evaluation of Learning***

Introduction to a variety of approaches for assessing student learning and achievement.

### ***Education 3505 — Teaching Seminar***

Understanding the personal and professional nature of teaching; learner and classroom contexts; teaching strategies and teacher identity.

### ***Education 3508 — Communications Technology and Education***

Introduction to ways that electronic and traditional communications technology may be used within the educational system.



# ***Education 3500: Professional Semester I Practicum***

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## ***Overview***

Education 3500 constitutes the field experience component of Professional Semester I and carries a one course equivalent credit. During this practicum, the Student Teacher works more or less in the traditional "student teaching" capacity. The Student Teacher in Professional Semester I has completed the Education 2500 practicum in a role similar to an educational assistant. Education 3500 is the Student Teacher's first teaching practicum.

In this practicum, the Student Teacher is expected to assume responsibility for directing those classroom activities assigned by the Teacher Associate(s). It is during this practicum that the Student Teacher is expected not only to learn, but to demonstrate various teaching competencies at an acceptable level. More specifically, by the end of the Professional Semester I, the Student Teacher should be proficient in all Education 2500 and Education 3500 components as detailed on the **PS I Formative Assessment Form** (*Appendix C*). The goal of the practicum is to ensure that the Student Teacher will develop and demonstrate all necessary competencies to proceed to Professional Semester II.

The practicum is five weeks in length. The Student Teacher gradually assumes increased responsibilities for lessons with the overall aim of teaching 1/3 of the time, assisting 1/3 of the time, and observing or preparing 1/3 of the time. **Teaching time** is defined as lessons which have been planned by the Student Teacher.

**Assisting time** involves taking small groups of pupils, helping to prepare materials, or teaching lessons the Teacher Associate(s) has planned. **Observation and planning time** may be spent observing the Teacher Associate(s), another Student Teacher, another teacher, or planning for instruction. Specific tasks or areas of focus during the practicum will be identified throughout each of the modules.

## ***Orientation Day***

Student Teachers begin practicum with an orientation day of one or more days. The orientation day is an observation time that assists the Student Teacher become familiar with pupils, Teacher Associate(s), teaching assignments, and school contexts. Potential schedules and curriculum topics for which the Student Teacher will be responsible will be discussed, thus allowing the Student Teacher to begin planning. Student Teachers may also have a series of observation assignments which comprise a portion of requirements for on-campus modules. **Appendix A** outlines several topics that may be addressed during the Practicum Orientation.

## ***Practicum***

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

Toward the end of the practicum, the Student Teacher must demonstrate competence in the Alberta Education **Teaching Quality Standard** (*Appendix G*). If time permits, and in consultation with the Teacher Associate(s), the Student Teacher may wish to experiment with innovative instructional methods.





In a professional teacher education program the key focus is developing competencies through reflective practices. In this regard, it is the Student Teacher's responsibility to prepare for and lead the learning activities of groups or entire classes under the supervision of the Teacher Associate(s). It is in these early stages of their growth that Student Teachers should be provided opportunities to design and facilitate learning. The Student Teacher must be relatively free in this setting to perform as a teacher and must be assisted in every possible way to see and understand the responses which reflect educational objectives. In this dynamic environment, the Student Teacher must demonstrate professional growth and autonomy in reflecting on the level of competency outlined in the Teaching Quality Standard.

As a designer and facilitator of learning, the Student Teacher begins to relate theory and practice by demonstrating the following Knowledge, Skills, and Attitudes (KSAs):

- (1) How contextual variables affect teaching and learning.
- (2) The structure of the Alberta Education System.
- (3) The purposes of the Guide to Education and programs of study for subject disciplines you teach.
- (4) Subject disciplines taught.
- (5) All students can learn, albeit at different rates in different ways.
- (6) The purpose of short, medium, and long range planning.
- (7) Students' needs for physical, social, cultural, and psychological security.
- (8) Importance of respecting students' human dignity.
- (9) There are many approaches to teaching and learning.
- (10) The functions of traditional and electronic teaching/learning technologies.
- (11) The purpose of student assessment.
- (12) The importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning.
- (13) Student learning is enhanced through the use of home and community resources.
- (14) The importance of contributing, independently and collegially, to the quality of the school.
- (15) The importance of career-long learning.
- (16) The importance of guiding your actions with a personal, overall vision of the purpose of teaching.
- (17) The expectation to achieve the Teaching Quality Standard.

### ***Feedback***

During the practicum the Teacher Associate(s) and Student Teacher must engage in frequent and focused feedback sessions. The Teacher Associate(s) should offer helpful suggestions to the Student Teacher and, in turn, the Student Teacher should actively reflect on teaching practices by probing specific areas and assessing how each lesson may have been approached differently. Dialogue should involve both the Teacher Associate(s) and Student Teacher to make suggestions and discuss alternatives concerning instructional methods, planning, management, and assessment of pupil learning.

### ***Placements***

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

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

# Student Teacher

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## *Roles and Responsibilities*

### *Practicum Orientation*

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

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

A sample set of orientation topics is included in **Appendix A**.

### *During Practicum*

- ◆ The Student Teacher is expected to arrive at the school no later than 20 minutes prior to bell time to meet the Teacher Associate(s), discuss the daily schedule of observations and/or teaching experiences, prepare classroom resources, and complete any other mutually arranged activities. Before leaving school, the Student Teacher should consult with the Teacher Associate(s) regarding the next day's plans.
- ◆ The Student Teacher is expected to prepare lesson plans for each subject to be taught. **The Student Teacher must have plans made and reviewed prior to teaching.** At this point in their development, Student Teachers are NOT required to complete a unit, rather a sequence of lesson plans for all subjects taught.
- ◆ Student Teachers are expected and encouraged to participate in any or all of the activities that constitute the normal working day of their Teacher Associate(s) such as meetings, in-service sessions, hall or playground supervision, or outdoor education trips.

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

- ◆ The Student Teacher is expected to abide by any expectations that the school may have in respect to dress, grooming, general deportment, and interpersonal conduct with pupils. This may include providing, to the Central Office or School Administrator, an up-to-date Criminal Record Check. These expectations may be best understood from personal observation and consultation with the Administrator and Teacher Associate(s).



- ◆ It is imperative that the Student Teacher telephones the Teacher Associate, the school and the University Consultant if he/she is unable to make it to the school on a given day. In the case of an absence, the Student Teacher will be expected to leave appropriate plans and materials for the Teacher Associate to achieve the curricular objectives for that period of time. (Refer to **Appendix B** for the Faculty of Education Attendance Policy).
- ◆ The Student Teacher will fulfill the formal requirements for reporting, self-evaluation, and reflection. This would include the following components:

#### 📖 Logbook

The Student Teacher is expected to keep a logbook, which should include the following items:

- ∞ a weekly "time" sheet showing approximate time segments planning, teaching, observing, and consulting.
- ∞ an "observation/reflection" section where brief notes are kept on initial observations about the school, classrooms, and groups of pupils.
- ∞ a section for each subject taught including class list, seating plan, lesson plans, resource materials, feedback by Teacher Associate(s) and University Consultant, and self-evaluations.

The Student Teacher is expected to keep the logbook up to date and available for examination at any time at the request of the Teacher Associate(s) or University Consultant. It should be submitted to the University Consultant at the end of the practicum.

#### 📖 Portfolio

The Student Teacher is expected to engage in self and collaborative assessment and evaluation through professional portfolio development. Specific expectations regarding portfolio development will be provided by the University Consultant. Further information is available in **A Guide To Professional Portfolio Development in the Faculty of Education**.

<http://www.uleth.ca/edu/documents/index.cfm?View=Field%20Experiences>

The **University Consultant may opt for alternative formats and assignments regarding reflective practice and recordkeeping**. The Student Teacher should explain requirements to the Teacher Associate(s) early in the practicum.



# Teacher Associate

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## *Roles and Responsibilities*

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

Teacher Associate(s) are expected to assist in the development of competencies demonstrated by Student Teachers through:

- ◆ Providing an atmosphere of acceptance and pupil readiness to accept the Student Teacher. It is necessary for pupils to accept the Student Teacher as a credible authority in the class. For example, the Teacher Associate(s) should resist offering suggestions or corrections in the presence of the pupils.
- ◆ Introducing the Student Teacher to all school staff. Promote a sense of belonging by orienting Student Teachers to all school facilities, discussing expectations of administration and other staff members, and inviting them to department, staff, school council, and ATA meetings.
- ◆ Involving the Student Teacher in activities and routines of the class so the Student Teacher does not sit idle for extended periods. Consideration of the Student Teacher's initial apprehensiveness through a series of frequent conferences will assist the Student Teacher to gain confidence. Cooperative long-range planning will help the Student Teacher experience collaboration and collegiality and will provide the Student Teacher with a preview of his/her increased participation.
- ◆ Developing a trusting relationship with the Student Teacher.
- ◆ Becoming familiar with the Student Teacher's personal and educational background and goals for the semester through conversation and a review of the Student Teacher's professional portfolio.
- ◆ Supplying the Student Teacher with essential information concerning the pupils groups with whom the Student Teacher will be working.
- ◆ Assisting the School Administrator by clarifying information concerning the school, its policies, regulations, available teaching materials, and sources of school supplies.
- ◆ Encouraging the Student Teacher to develop his/her own abilities, personality and style as a teacher. It is a vital part of the supervisory function to challenge the Student Teacher's maturity professional and resourcefulness. The Student Teacher should be encouraged to engage in sustained reflection on innovative teaching and diverse learning styles.
- ◆ Helping the Student Teacher evaluate his/her own progress. One of the primary tasks of the Teacher Associate(s) is to help the Student Teacher engage in critical and productive self-reflection. With this skill, the Student Teacher may generate the ability for continuous improvement. Conversely, if the Student Teacher is not perceptive of his/her own weaknesses, tends to make light of ineffective teaching episodes, and/or becomes superficial in judging the own achievement of competencies, it is likely that professional growth will be truncated.



## ***Specific Responsibilities of the Teacher Associate***

- \* Demonstrate various teaching techniques.
- \* Suggest a variety of teaching procedures or strategies.
- \* Serve as a sounding board for the Student Teacher's ideas.
- \* Collect extensive data on the performance of the Student Teacher.
- \* Conduct formal or informal daily discussions with the Student Teacher in order to evaluate strengths, weaknesses, AND improvements, as well as to encourage self-evaluation.
- \* Frequently examine the logbook for purposes of improving the Student Teacher's:
  - ∞ understanding of all parts of the lesson plans
  - ∞ ability to evaluate lessons
  - ∞ written expression.
- \* Make lesson assignments on a weekly basis – well in advance – in order to facilitate the work of the Student Teacher and University Consultant.
- \* Help the Student Teacher plan individual lessons when such assistance is deemed necessary. The extent of this guidance should decrease as the Student Teacher gains more experience.
- \* Assist the Student Teacher's search for varied teaching materials.
- \* Participate in the process of the Student Teacher's professional portfolio. See **A guide to the Development of Professional Portfolios in the Faculty of Education** <http://www.uleth.ca/edu/documents/index.cfm?View=Field Experiences>.
- \* Complete the **Formative Assessment Form** (*Appendix C*) several times during the practicum.
- \* Submit a detailed evaluation on each Student Teacher at the end of the practicum using the Field Experience **PS I Summative Report Form** (*Appendix D*). Forms may be downloaded from <http://www.uleth.ca/edu/documents/index.cfm?View=Student Teacher Evaluation Forms>.
- \* **It is imperative that the Student Teacher telephones the Teacher Associate, the school and the University Consultant if he/she is unable to make it to the school on a given day. In the case of an absence, the Student Teacher will be expected to leave appropriate plans and materials for the Teacher Associate to achieve the curricular objectives for that period of time. (Refer to *Appendix B* for the Faculty of Education Attendance Policy).**
- \* Notify the University Consultant as soon as concerns arise so that special supervision and consultation can be provided if there is evidence that the Student Teacher is experiencing considerable difficulty.



# University Consultant

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## ***Roles and Responsibilities***

The Student Teacher is assigned to a university supervisor who is designated as a University Consultant. The University Consultant is expected to assume responsibility for:

- ◆ Helping the Student Teacher understand connections between theory and practice in teaching. The University Consultant shares this responsibility with Teacher Associate(s) and the School Administrator(s) in the school.
- ◆ Assisting the Student Teacher throughout the practicum. The University Consultant will stay informed of the Student Teacher's performance and progress through conferences with the Student Teacher, the Teacher Associate(s), and the School Administrator(s).
- ◆ Assessing and evaluating, with supporting documentation, the Student Teacher's planning and performance during the practicum.

## ***Specific Responsibilities of the University Consultant***

- \* Supervise the Student Teacher at least three (3) times during the practicum. Supervision may be defined as "pre-conference, full lesson observation, and post-conference feedback".
- \* Respond quickly to the request for more supervision by the Teacher Associate(s) or Student Teacher.
- \* Notify the Assistant Dean, Field Experiences immediately when a marginal Student Teacher is identified or a problem situation arises. The Assistant Dean, Field Experiences will provide supplementary supervision or will request assistance from another faculty member as needed.  
(See *Failure to Meet Expectations*.)
- \* Determine and submit the final grade for the practicum.

## ***Additional Responsibilities***

The University Consultant performs other functions that include:

- \* Serving as liaison between the university and the school. The University Consultant is responsible for facilitating and maintaining communication between the university and the school.
- \* Working closely with Teacher Associate(s) to determine the experiences the Student Teacher will have that will achieve maximum growth.
- \* Participating in the process of developing the Student Teacher's professional portfolio.
- \* Advising Field Experiences on matters relating to the operation of Professional Semester I.

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



# ***Evaluation of the Student Teacher***

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## ***Guiding Principles***

The evaluation of the Student Teacher's progress is made relative to specific competencies stated for the Professional Semester I Practicum. It is acknowledged that such evaluation is a very difficult and complex task that involves deliberations among the three people involved: the Student Teacher, the Teacher Associate(s), and the University Consultant. To be most effective, evaluation should be considered a sustained process. Therefore, it is important that the Student Teacher, through frequent consultation with supervisors, has a clear understanding of his/her progress throughout the practicum.

## ***Field Experience Formative Assessment Form***

The **PS I Formative Assessment Form** (*Appendix C*) is provided to assist with the formative appraisal of the Student Teacher. Specific objectives for Education 3500 are listed on the Formative Assessment Form. At the end of the practicum, the Formative Assessment Form becomes the property of the Student Teacher. It is not part of the Student Teacher's permanent record in the Faculty of Education.

This form may be downloaded at <http://www.uleth.ca/edu/undergrad/fe/ps1/index.cfm>

## ***Field Experience Summative Report Form***

During Education 3500 (PS I), the Teacher Associate(s), the University Consultant, and the Student Teacher share responsibility for practicum assessment. At the end of the practicum, the Teacher Associate(s) and the University Consultant will complete an appraisal of the Student Teacher's final performance on the **Field Experience PS I Summative Report Form** (*Appendix D*). This report is to be discussed in a final conference with the Student Teacher, the Teacher Associate(s), and the University Consultant.

The completed and signed Field Experience Report Form is submitted to Field Experiences at the end of practicum and becomes part of the Student Teacher's permanent record in the Faculty of Education.

This form may be downloaded at <http://www.uleth.ca/edu/undergrad/fe/ps1/index.cfm>

## ***Professional Portfolio Development***

A Student Teacher is required to engage in self-evaluation and collaborative assessment through professional portfolio development. The portfolio development process engages the Student Teacher in a cycle of goal setting; collecting evidence of goal achievement; demonstrating and discussing progress and achievements; and starting the cycle again with revised and new goals.

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

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



## ***Grade Assignment***

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

If a Student Teacher disagrees with the evaluation, he/she must sign the form to acknowledge reading it. The Student Teacher should then attach a letter to the Field Experience Summative Report Form that outlines concerns about the appraisal. This letter must be signed by the Teacher Associate(s) and the University Consultant to acknowledge their having read it. If letters are not signed by all parties, a copy will be sent to each participant with an invitation to respond in writing. Should the University Consultant and the Teacher Associate(s) disagree on the appraisal of the practicum, they should try to come to a mutual understanding and a consensus. If a consensus is not possible, each should submit a Field Experience Report Form, which has been signed by the other to acknowledge reading it. These cases should be brought to the attention of the Assistant Dean, Field Experiences as soon as the disagreement arises.

In the final analysis, it is the University Consultant who assigns the practicum grade. The evaluation consists of the Field Experience **PS I Summative Report Form** (*Appendix D*), verifying the Student Teacher's demonstration of the **Teaching Quality Standard** (*Appendix G*), **Alberta Teachers' Association Code of Professional Conduct** (*Appendix E*) and the **Faculty of Education Standards of Professional Conduct** (*Appendix F*) relative to Professional Semester I **Expectations** (*Appendix H*).





# ***Failure to Meet Expectations***

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Failure to meet expectations in two or more of the clusters identified on the Field Experience Summative Report Form or failure to show sufficient growth in two or more areas on the Formative Assessment Form may result in a recommendation other than pass (P). The assignment of an incomplete (I) should be reserved for a Student Teacher who the Teacher Associate(s) and the University Consultant believe will be able to meet expectations for Education 3500 if provided an extended period of practicum. If the Teacher Associate(s) and the University Consultant do not believe the Student Teacher will be able to meet these expectations during such an extension, the Student Teacher should be assigned a failing grade (F).

## ***Procedures and Responsibilities***

- ◆ When the Student Teacher is identified as failing to meet practicum expectations, the University Consultant will immediately notify the Assistant Dean, Field Experiences of all reasons for the concern.
- ◆ After notifying the Assistant Dean, Field Experiences, the University Consultant will notify the Student Teacher **in writing that the Teacher Associate(s) and/or University Consultant have serious concerns which put the Student Teacher at risk of receiving a failing grade in the practicum. The written notification will describe the areas of concern, set goals, and give suggestions for improvement, as well as dates by which expectations must be met. A copy of the written notification is to be given to Field Experiences and copies are to be retained by the University Consultant and the Teacher Associate.** This process is outlined more thoroughly in *Appendix I*.
- ◆ Prior to the date determined by Student Program Services for withdrawal without prejudice (usually three-quarters of the way through the practicum) the University Consultant and Teacher Associate(s) will meet with the Student Teacher to determine the status of the Student Teacher; that is, to determine whether the assigned grade will be an "I" (Incomplete) or "F" (Fail). The status of the Student Teacher will be shared **in writing** with the Student Teacher and the Assistant Dean, Field Experiences.

## ***Supplementary Supervision***

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

## ***Termination of Placement***

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

## ***Practicum Grading Options***

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

- \* Pass (P)
- \* Withdrawal with cause (WC)
- \* Required to withdraw (W)
- \* Incomplete (I)
- \* Fail (F)

Consideration of a grade "I" should be given if the Student Teacher has made significant progress during the practicum, but has not met **all** practicum expectations and **all Faculty of Education Standards of Professional Conduct**.

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

If the assigned grade is an "I":

- ◆ A letter, written by the University Consultant, in consultation with the Assistant Dean, Field Experiences, will be forwarded to the Student Teacher identifying the concerns and outlining the expectations which must be met before beginning or while completing a further practicum. A copy of that letter will be filed with Field Experiences.
- ◆ A Continuation Fee may be assessed before the "I" grade is removed through successful completion of an additional practicum.

If the assigned grade is an "F":

- ◆ The Student Teacher will have the option of withdrawing from the Faculty of Education up to the designated withdrawal date, which is set at the beginning of each semester by Student Program Services in which case "W" is assigned. Past that date, an "F" will appear on the Student Teacher's transcript.
- ◆ A letter, written by the University Consultant in consultation with the Assistant Dean, Field Experiences and Assistant Dean, Student Program Services, will be forwarded to the Student Teacher. The letter will identify the concerns and outline the position and expectations of the Faculty of Education if the Student Teacher were to apply for re-admission to the Faculty at a future date.

## ***General Professional Semester Regulations***

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

- ◆ A minimum current grade point average of 2.50 is required for the successful completion of Professional Semesters.
- ◆ In order to proceed to Professional Semester II, a student must satisfactorily complete Professional Semester I.
- ◆ Failure to complete (Fail or Incomplete) any of the components in Professional Semester I may result in a Student Teacher being required to withdraw from the Faculty. Alternatively, the Student Teacher may be required to engage in whatever activities are necessary to achieve a change of the Fail or Incomplete to a Pass grade.



## *Sample Orientation Topics*

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### School Personnel

- 🍏 welcome to school
- 🍏 meet principal, other teachers of same grade, school secretary
- 🍏 establish telephone and message routines

### School Facilities

- 🍏 staff room location and routines (lunch, coffee-fund)
- 🍏 washroom location
- 🍏 library/resource center routines (a-v equipment, computers, photocopier)
- 🍏 parking regulations
- 🍏 materials and supplies availability

### School Routines

- 🍏 schedule of classes and bells
- 🍏 time of teacher arrival and departure
- 🍏 schedule of special events
- 🍏 discipline policies and behaviour expectations
- 🍏 dress code
- 🍏 student supervision (gym, playground, lunchroom)
- 🍏 co-curricular activities participation expectations
- 🍏 emergency procedures

### Classroom

- 🍏 class schedule
- 🍏 seating plan/nametags
- 🍏 student alerts (medical/custodial)
- 🍏 management routines and policies
- 🍏 location of resources and supplies
- 🍏 space for student teacher desk/table

### Curriculum and Instruction

- 🍏 review of ongoing studies/topics/projects
- 🍏 **overview of initial teaching expectations, including assignment of subject areas to be taught**
- 🍏 Program of Studies, Teaching Manuals
- 🍏 review of program modification for special needs students

### Communication

- 🍏 time for planning and assessment conferences
- 🍏 procedures regarding absence
- 🍏 contact preferences (exchange telephone numbers, emails, addresses)



## *Attendance Policy*

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### **Attendance for Students Participating in University Sanctioned Activities Professional Semester I, II, and III**

#### ***Preamble***

The Faculty of Education recognizes opportunities afforded students who participate in university-sanctioned activities such as athletics\* or fine arts\*\*. While all efforts will be made to accommodate the schedules of students involved in these endeavors, such demands cannot compromise the integrity of the Faculty of Education program.

#### ***Participants***

This policy refers to University of Lethbridge sanctioned participation. Students who are involved in out-of-sequence coursework, community or other public performances, coaching, or non-sanctioned athletics will be governed by standard Faculty of Education attendance policy. That is, students are required to attend all classes and activities on campus as well as fulfill all before and after school practicum responsibilities.

#### ***Guidelines***

Permission may only be granted to miss class or practicum time for participation in regular competition, dress rehearsals, or performances. Students will **NOT** be excused from class or practicum for team practices, rehearsals, or other such preparatory activities. Pre-season and exhibition competition will also be considered lower priority.

It is the **STUDENT'S** responsibility to discuss with the appropriate faculty members conflicts between classes/practicum and scheduled competitions or performances. This should be done as soon as a schedule of sanctioned activities has been confirmed.

After considering the overall impact of the schedule on the student's attendance, faculty members will come to a reasonable agreement regarding absences. It is the responsibility of the **STUDENT** to complete all work, activities, and materials missed during the absence.

While all efforts will be made to reach a reasonable compromise, the instructor or teacher associate is **NOT** obligated to excuse a student if doing so would unduly compromise the student's academic success.

\* Varsity sports teams that are funded by the University and participate in the CIS.

\*\* Music ensembles are not required during Professional Semesters. Students may not receive credit for participation in ensembles during PS I, II, or III without written permission from the Assistant Dean of Student Program Services. Students may not receive credit for participation in Theatre and Dramatic Arts productions during PS I, II, or III without written permission from the Assistant Dean of Student Program Services.



# APPENDIX C

## Formative Assessment Form



**Faculty of Education  
PROFESSIONAL SEMESTER ONE FORMATIVE ASSESSMENT FORM**

Student Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Grades/Subjects Taught: \_\_\_\_\_ Teacher Associate: \_\_\_\_\_

University Consultant: \_\_\_\_\_ Dates: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

**Instructions:**

- The purpose of this form is to provide the student teacher with **specific feedback** during the PSI Practicum (ED 3500).
- The teacher associate should complete this form **at regular intervals** during the practicum (e.g., every week or every other week).
- The student teacher retains the completed form for his/her records; it is **not** submitted to the Field Experience Office.
- To document the student teacher's growth over the practicum, place a **checkmark**, or **week 1**, **week 2**, etc., in the appropriate place in the checkbox. Please also provide some **written comments** on Strengths/Professional Learning Achieved and Suggestions/Areas for Growth on page 4 of the form.
- It is **not necessary** to place a checkmark next to **each outcome** every time the form is completed—teacher associates may wish to concentrate on the **3-5 most relevant and significant** strengths and areas for growth, depending on the situation.

**THE STUDENT TEACHER:**

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

<b>Planning and Preparation</b>	<b>Not Meeting Expectations</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
1. Demonstrates knowledge and skills in the subject matter of the lesson.			
2. Incorporates a variety of appropriate resources, and instructional and assessment strategies into lesson planning.			
3. Translates learning outcomes from the Alberta Program of Studies into relevant and appropriate learning objectives for the lessons being taught.			
4. Takes into account students' prior learning, learning needs, interests, and backgrounds.			
5. Organizes content into appropriate components and sequences for instruction.			
6. Plans relevant content and activities sufficient 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 student activities, and assessment of lesson objectives.			
8. Integrates information and communications technology into instruction where appropriate.			
9. Obtains and organizes equipment and materials for instruction.			

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

<b>Communication</b>	<b>Not Meeting Expectations</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
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.			
<b>Lesson Introduction</b>			
4. 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.			
<b>General Lesson Development</b>			
5. Incorporates strategies for motivating students using relevant and interesting subject matter and activities.			
6. Explains and proceeds in small steps at an appropriate pace to suit the activity and student response.			
7. Demonstrates subject matter competence during instruction.			
8. Organizes and directs learning for individuals, small groups, and whole classes.			
9. Provides clear directions, instructions and explanations.			
10. Directs efficient transitions between lessons and from one activity to the next during lessons.			
11. Uses a variety of instructional strategies to address desired outcomes, subject matter, varied learning styles and individual needs.			
12. Uses appropriate materials and resources.			
13. Demonstrates flexibility and adaptability.			
<b>Questioning and Discussion</b>			
14. Asks clearly phrased, well-sequenced questions at a variety of cognitive levels.			
15. Provides appropriate "wait-time" after posing questions.			
16. Seeks clarification and elaboration of student responses, where appropriate.			
17. Leads and directs student participation in class discussion effectively and distributes questions appropriately.			
<b>Focus on Student Learning</b>			
18. Circulates in the classroom, intervening when necessary, checking on individual and group understanding of activity/content.			
19. Recognizes and responds appropriately to individual differences and group learning needs.			
20. Reinforces student learning, building on previous learning, reviewing, and re-teaching.			
<b>Closure</b>			
21. Achieves closure for lessons, consolidating ideas or concepts through summaries, reviews, etc..			
22. Provides homework when appropriate and explains assignments fully.			



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

<b>Classroom Leadership</b>	<b>Nor Meeting Expectations</b>	<b>Meeting Expectations</b>			<b>Exceeding Expectations</b>
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.					
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.					
<b>Classroom Management</b>					
5. Clearly defines and reinforces classroom procedures and routines.					
6. Clearly communicates and reinforces expectations for appropriate student behaviour.					
7. Monitors student behaviour and is aware of student behaviour at all times.					
8. Responds to inappropriate behavior promptly, firmly, and consistently, using appropriate low-key and higher level responses; follows school discipline policies and procedures.					

### 4. ASSESSMENT (KSA #11)

<b>Assessment</b>	<b>Not Meeting Expectations</b>	<b>Meeting Expectations</b>			<b>Exceeding Expectations</b>
1. Assesses student learning using a variety of appropriate assessment techniques and instruments (e.g., observations, conversations, questioning, performance-based and written assessments).					
2. Provides timely and effective feedback on learning to students.					
3. Modifies and adapts teaching based on assessment data (e.g., employs alternative teaching strategies to re-teach where required).					
4. Explains to students how learning will be assessed.					
5. Maintains accurate records of student progress.					



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

<b>Professionalism</b>	<b>Unacceptable</b>	<b>Acceptable</b>
1. Presents a professional appearance and manner.		
2. Fulfills professional obligations (i.e., punctuality, routine administrative duties).		
3. Demonstrates maturity and professional judgment.		
4. Demonstrates an interest in and a commitment to the teaching profession.		
5. Establishes professional relationships with the school community.		
<b>Professional Growth</b>		
6. Accurately assesses and documents the effectiveness of lessons, identifying strengths and weaknesses and making 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. Demonstrates willingness to take "informed risks" to benefit student learning.		
11. Develops and presents a professional portfolio and/or growth plan including goals, evidence of progress toward goals, reflections on growth, and future goals.		
<b>Ethical Conduct</b>		
12. Respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.		
13. Treats students with dignity and respect and is considerate of their circumstances.		
14. 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.		
15. Does not undermine the confidence of students in teachers or other student teachers.		
16. 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.		
17. Acts in a manner that maintains the honour and dignity of the profession.		
18. Does not speak on behalf of the Faculty of Education, the University of Lethbridge, the school, or the profession unless authorized to do so.		

**FEEDBACK ON PROFESSIONAL GROWTH**

**Strengths/ Professional Learning Achieved:**

**Suggestions/ Areas for Growth:**





## Summative Report Form

University of  
Lethbridge



### Faculty of Education PROFESSIONAL SEMESTER ONE SUMMATIVE REPORT

Student Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Grades/Subjects Taught: \_\_\_\_\_ Teacher Associate: \_\_\_\_\_

University Consultant: \_\_\_\_\_ Dates of Practicum: \_\_\_\_\_

#### Instructions:

- This is a summative report of the student teacher's performance at the **end of the PSI practicum**, based on expectations for that stage of teacher development.
- For each practicum outcome below, place a **check mark in the appropriate** box to indicate the student teacher's level of performance: either Not Meeting Expectations for the PSI level, Meeting Expectations, or Exceeding Expectations. (Most students will fall into the Meeting Expectations category, unless there is clear evidence for Not Meeting Expectations or Exceeding Expectations.) For students within the Meeting Expectations category, please indicate level of performance.
- Some outcomes may not be applicable to your particular educational situation. If you wish to indicate this, please put **N/A** in the middle of the rating scale.
- At the end of each section of the form, please provide **comments** in reference to the relevant KSAs and practicum outcomes.

#### 1. PLANNING AND PREPARATION

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

<b>Planning and Preparation</b>	<b>Not Meeting Expectations</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
1. Demonstrates knowledge and skills in the subject matter of the lesson.			
2. Incorporates a variety of appropriate resources and instructional and assessment strategies into lesson planning.			
3. Translates learning outcomes from the Alberta Program of Studies into relevant and appropriate learning objectives for the lessons being taught.			
4. Takes into account students' prior learning, learning needs, interests, and backgrounds.			
5. Organizes content into appropriate components and sequences for instruction.			
6. Plans relevant content and activities sufficient 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 student activities, and assessment of lesson objectives.			
8. Integrates information and communications technology into instruction where appropriate.			
9. Obtains and organizes equipment and materials for instruction.			

**Comments:**



## 2. INSTRUCTION

*KSA #4 Teachers demonstrate knowledge of the content they teach.*

*KSA #5 Teachers identify and respond to learner differences.*

*KSA #9 Teachers use a broad range of instructional strategies.*

*KSA #10 Teachers apply a variety of technologies to meet students' learning needs.*

<b>Communication</b>	<b>Not Meeting Expectations</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
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.			
<b>Lesson Introduction</b>			
4. 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.			
<b>General Lesson Development</b>			
5. Incorporates strategies for motivating students using relevant and interesting subject matter and activities.			
6. Explains and proceeds in small steps at an appropriate pace to suit the activity and student response.			
7. Demonstrates subject matter competence during instruction.			
8. Organizes and directs learning for individuals, small groups, and whole classes.			
9. Provides clear directions, instructions and explanations.			
10. Directs efficient transitions between lessons and from one activity to the next during lessons.			
11. Uses a variety of instructional strategies to address desired outcomes, subject matter, varied learning styles and individual needs.			
12. Uses appropriate materials and resources.			
13. Demonstrates flexibility and adaptability.			
<b>Questioning and Discussion</b>			
14. Asks clearly phrased, well-sequenced questions at a variety of cognitive levels.			
15. Provides appropriate "wait-time" after posing questions.			
16. Seeks clarification and elaboration of student responses, where appropriate.			
17. Leads and directs student participation in class discussion effectively and distributes questions appropriately.			
<b>Focus on Student Learning</b>			
18. Circulates in the classroom, intervening when necessary, checking on individual and group understanding of activity/content.			
19. Recognizes and responds appropriately to individual differences and group learning needs.			
20. Reinforces student learning, building on previous learning, reviewing, and re-teaching.			
<b>Closure</b>			
21. Achieves closure for each lesson, consolidating concepts through summaries, reviews, etc.			
22. Provides homework when appropriate and explains assignments fully.			

**Comments:**



### 3. CLASSROOM LEADERSHIP AND MANAGEMENT

*KSA #7 Teachers create and maintain environments that are conducive to student learning and understand student needs for physical, social, cultural and psychological security.*

*KSA #8 Establishes relationships with students that respect human dignity.*

<b>Classroom Leadership</b>	<b>Not Meeting Expectations</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
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.			
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.			
<b>Classroom Management</b>			
5. Clearly defines and reinforces classroom procedures and routines.			
6. Clearly communicates and reinforces expectations for appropriate student behaviour.			
7. Monitors student behaviour and is aware of student behaviour at all times.			
8. Responds to inappropriate behavior promptly, firmly, and consistently, using appropriate low-key and higher level responses; follows school discipline policies and procedures.			

**Comments:**

### 4. ASSESSMENT

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

<b>Assessment</b>	<b>Not Meeting Expectations</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
1. Assesses student learning using a variety of appropriate assessment techniques and instruments (e.g., observations, conversations, questioning, performance-based and written assessment).			
2. Provides timely and effective feedback on learning to students.			
3. Modifies and adapts teaching based on assessment data (e.g., uses alternative teaching strategies to re-teach where required).			
4. Explains to students how learning will be assessed.			
5. Maintains accurate records of student progress.			

**Comments:**



## 5. PROFESSIONAL ATTRIBUTES AND RESPONSIBILITIES

*KSA #2 Teachers understand the legislated, moral and ethical framework within which they work.*

*KSA #15 Teachers engage in assessing the quality of their teaching.*

*KSA #16 Teachers are able to communicate a personal vision of their own teaching.*

<b>Professionalism</b>	<b>Unacceptable</b>	<b>Acceptable</b>
1. Presents a professional appearance and manner.		
2. Fulfils professional obligations (i.e., punctuality, routine administrative duties).		
3. Demonstrates maturity and professional judgment.		
4. Demonstrates an interest in and a commitment to the teaching profession.		
5. Establishes professional relationships with the school community.		
<b>Professional Growth</b>		
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. Demonstrates willingness to take "informed risks" to benefit student learning.		
11. Develops and presents a professional portfolio and/or growth plan including goals, evidence of progress toward goals, reflections on growth, and future goals.		
<b>Ethical Conduct</b>		
12. Respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.		
13. Treats students with dignity and respect and is considerate of their circumstances.		
14. Does not divulge information about a student received in confidence or in the course of professional duties except as required by law or where to do so is in the best interest of the student.		
15. Does not undermine the confidence of students in teachers or other student teachers.		
16. 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.		
17. Acts in a manner that maintains the honour and dignity of the profession.		
18. Does not speak on behalf of the Faculty of Education, the University of Lethbridge, the school, or the profession unless authorized to do so.		



**SUMMARY:**

**Areas for further growth:**

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

**Recommendation:**       **Pass**                       **Fail**                       **Incomplete\***

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

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

\_\_\_\_\_  
Student Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Associate

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Consultant

\_\_\_\_\_  
Date

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

## ***Alberta Teachers' Association Code of Professional Conduct***

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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.



## ***Faculty of Education Standards of Professional Conduct***

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*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.





## Teaching Quality Standard

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Source: <http://education.alberta.ca/department/policy/standards.aspx>  
*Policy, Regulations and Forms Manual Section 4 Ministerial Orders and Directives.*  
*Directive 4.2.: Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta*  
*Approved: May 14, 1997*

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

### (1) Teaching Quality Standard

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

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

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

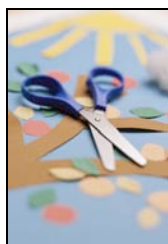
Teachers who hold an Interim Professional Certificate must possess the Knowledge, Skills and Attributes Related to Interim Certification (Interim KSAs), and apply them appropriately toward student learning. During their first two years of teaching, teachers should use the Interim KSAs to guide their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

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

- a) contextual variables affect teaching and learning. They know how to analyse many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning;
- b) the structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation, A.R. 261/90 as amended and their school authority's teacher's evaluation policy;
- c) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;
- d) the subject disciplines they teach. They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;
- e) all students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs;



- f) the purposes of short, medium and long term range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students;
- g) students' needs for physical, social, cultural and psychological security. They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning;
- h) the importance of respecting students' human dignity. They know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony;
- i) there are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes;
- j) the functions of traditional and electronic teaching/learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records;
- k) the purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large-scale assessment techniques and instruments. They know how to analyse the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students;
- l) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;
- m) student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;
- n) the importance of contributing, independently and collegially, to the quality of their school. They know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues;
- o) the importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities;
- p) the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience; and
- q) they are expected to achieve the Teaching Quality Standard.



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

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

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

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

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

##### Student Variables

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

##### Regulatory Variables

- Government Organization Act
- School Act and provincial regulations, policies and Ministerial Orders
- Child Welfare Act
- Canadian Charter of Rights and Freedoms
- school authority policies
- Guide to Education
- programs of study

##### School Variables

- resource availability and allocation
- teaching assignment
- class size and composition
- collegial and administrator support
- physical plant

##### Teacher Variables

- teaching experience
- learning experiences

##### Parent and Societal Variables

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

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

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

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

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



**c) Teachers understand the subject disciplines they teach.**

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

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

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

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

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

**e) Teachers engage in a range of planning activities.**

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

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

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

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

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

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



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

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

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

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

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

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

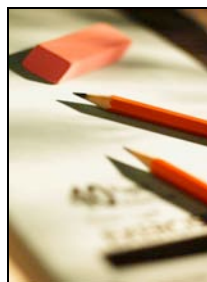
**i) Teachers gather and use information about students' learning needs and progress.**

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

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

They also help students develop the ability to diagnose their own learning needs and to assess their progress toward learning goals.

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



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

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

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

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

**k) Teachers are career-long learners.**

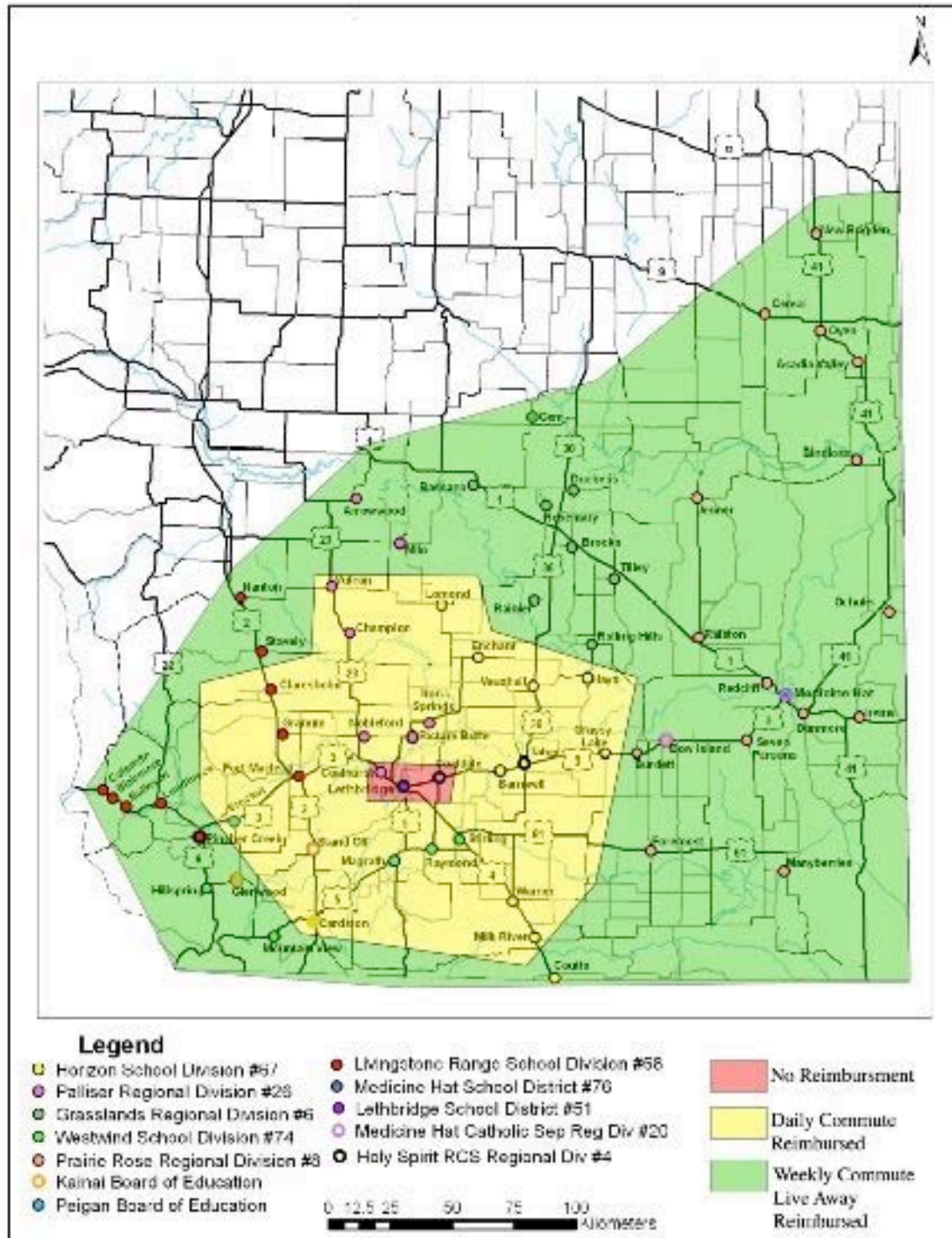
Teachers engage in ongoing professional development to enhance their understanding of and ability to analyze the context of teaching; ability to make reasoned judgments and decisions; and, pedagogical knowledge and abilities. They recognize their own professional needs and work with others to meet those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

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



# APPENDIX H

Map of Zone 6

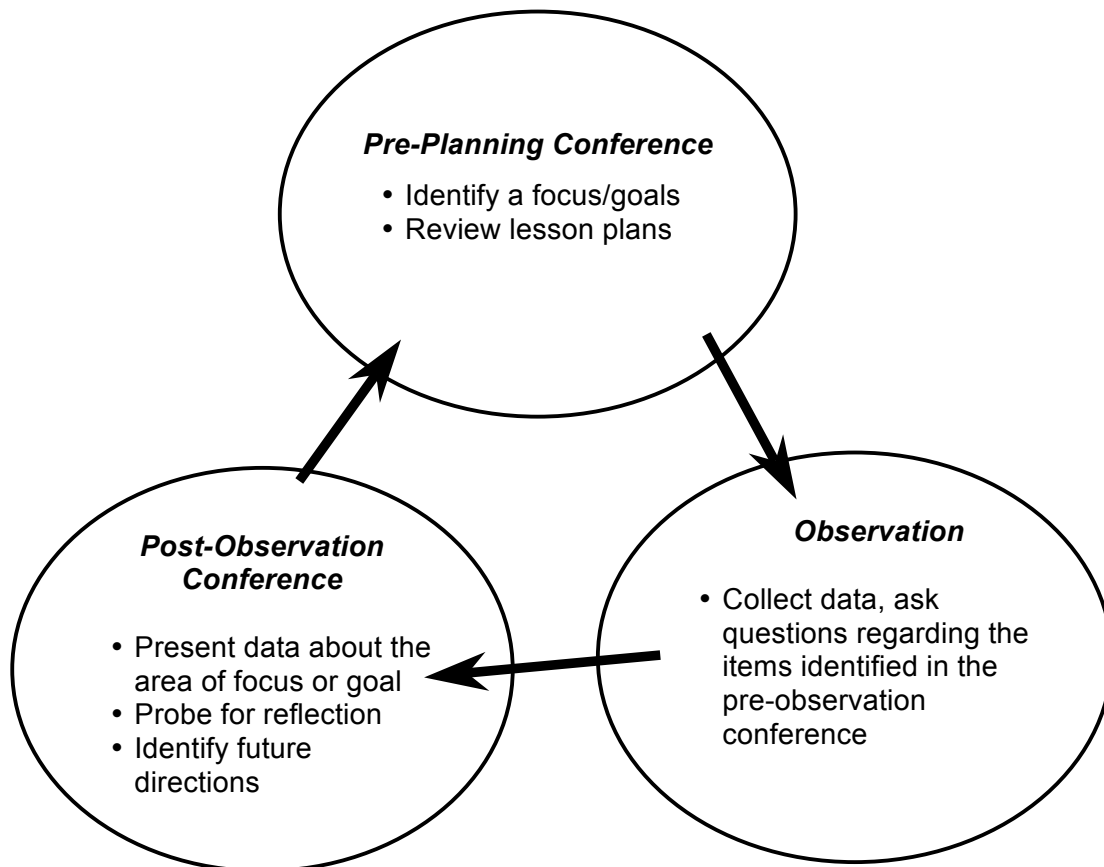


## Teacher Associate Information for Students Encountering Difficulty

The Faculty of Education promotes Student Teachers' daily reflective self-evaluation. However, self-evaluation alone does not provide a fully comprehensive assessment of the extent to which a student teacher may be achieving Teacher Quality Standard competencies and Standards of Professional Conduct. Daily observation, feedback, and assessment of progress by the Teacher Associate(s) is critical in the growth of a Student Teacher's performance; often, this daily cycle of observation and feedback will proactively address difficulties encountered by Student Teachers.

Please insure that the Formative Assessment Form has been completed at least one time prior to the end of the second week of practicum.

### Daily Supervision Cycle





In the instance that progress towards Teaching Quality Standard competencies (KSAs) is not consistently demonstrated by a Student Teacher the following procedures should be followed:

- ◆ **Ensure that the Student Teacher is aware of specific areas of concern** (see *Appendix C*). Written evidence of this communication between the Teacher Associate and Student Teacher should be available.
- ◆ **If difficulties persist, immediately contact the University Consultant** who will arrange a three-way conference to suggest strategies and procedures to improve the Student Teacher's performance.
- ◆ In the case that satisfactory progress toward expectations is not demonstrated, the **University Consultant will notify the Student Teacher, in writing, of areas of concerns and a timeline for demonstrating progress.**
- ◆ **The University Consultant will notify the Professional Semester I Coordinator and Assistant Dean, Field Experiences** should progress and timelines not be achieved by the Student Teacher. A written copy of this notification will be provided to the Student Teacher.
- ◆ **Supplementary Observations** will be arranged by the Assistant Dean Field Experiences after consultation with the PS I Coordinator and the University Consultant.
- ◆ **The Supplementary Observer will provide written assessment** to the Student Teacher, the Teacher Associate, the University Consultant, the PS I Coordinator, and the Assistant Dean Field Experiences.
- ◆ If the Student Teacher is assessed by the Supplementary Observer as not yet meeting expectations, **the Assistant Dean Field Experiences** (after consultation with the PS I Coordinator, University Consultant, and Supplementary final Observer) **and the Assistant Dean Student Program Services will meet with the Student Teacher to discuss options** (see *Practicum Grading Options*).

**NOTE:** *In a case in which the Teacher Associate or School Administrator requests removal of a Student Teacher from the school, the Field Experiences Office will respect the request and immediately terminate the placement. The Assistant Dean Field Experiences will meet with the Student Teacher to determine an appropriate further course of action.*

