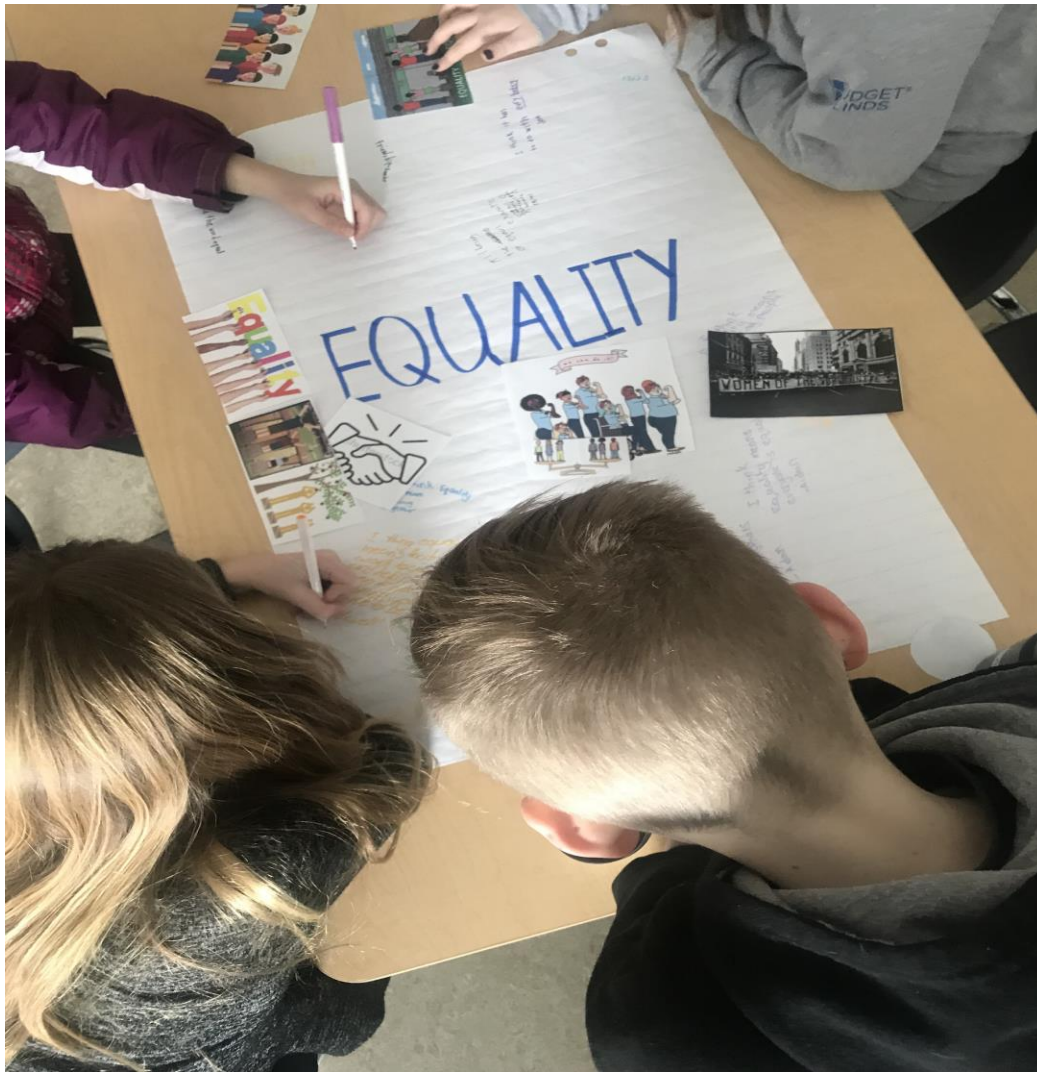


## Bachelor of Education (Elementary)

### EDUC 3010 Practicum I Handbook



## To All Teacher Candidates and Mentor Teachers:

We are excited to welcome you! We have developed this handbook to provide teacher candidates and mentor teachers with information to assist with your Practicum I experience.

## Welcome to our Indigenous Partners

The Department of Education, Mount Royal University, would like to extend a special welcome to our Indigenous teacher candidates, mentor teachers, schools, and communities. We are honoured to be partnering with our local Indigenous communities in fostering the growth of our profession.

Mount Royal University is located on the traditional territories of the Niitsitapi (Blackfoot) and the people of the Treaty 7 region in Southern Alberta, which includes the Siksika, the Piikani, the Kainai, the Tsuut'ina and the Iyârhe Nakoda. We are situated on land where the Bow River meets the Elbow River. The traditional Blackfoot name of this place is "Mohkinstsis". This is also home to the Métis Nation of Alberta, Region III. We acknowledge that we are able to gather on these lands as a result of agreements negotiated between these nations and settlers to peaceably share and care for this land, and that many of these agreements have not been honoured.

## Goals for Practicum I

Our goal is for our teacher candidates to become teacher leaders – those who:

- plan rich learning tasks with in-depth curricular knowledge;
- challenge learners to think deeply;
- use assessment to inform instruction and promote student self-monitoring;
- establish respectful learning communities and
- contribute to the profession in meaningful ways.

With your support and partnership, we are confident that our program is equipping teacher candidates to achieve these goals and we will do all we can to support this growth. This handbook provides mentor teachers and teacher candidates with important information to ensure a successful practicum.

To our mentor teachers, we wish to express our appreciation for welcoming a Mount Royal University B.Ed. teacher candidate into your classroom. We value your role as educational partners as we work together to guide these aspiring professionals.

As Department Chair, I will be on sabbatical leave for the 2020-2021 academic year. I am very pleased to announce that during the period of this sabbatical, Dr. Shannon Kell will be serving as the Interim Chair, Education. Dr. Kell's appointment is July 1, 2020 - June 30, 2021.

Wishing all of you all a rewarding practicum!



Kevin O'Connor, PhD  
*Chair, Department of Education*



Shannon Kell, PhD  
*Interim Chair, Department of Education*

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## **Our Program**

**Mission:** Inspiring educational leaders through reflective engagement

**Values:** Ethical and Reflective Dialogue

We value reflective practice for developing ethical responsibility. We foster the development of personal integrity and professional responsiveness to learners, colleagues and the broader community. We respect diversity and work to expose issues of power and injustice so that teacher candidates can cultivate social consciousness in themselves and in their learners, contributing to a more ethical society.

### **Innovation and Engagement**

Recognizing that lifelong learning emerges from genuine student engagement, we value the creation of dynamic learning environments. We value the cultivation of dispositions that encourage inquiry and integration to address deep questions that have relevance within and beyond the classroom. We value teaching strategies and ways of representing understanding that vary according to the needs of learners. We value innovative teaching practices that push beyond the ordinary, including digital, arts-based, and experiential learning.

### **Community and Relationships**

Our professional network extends beyond the campus. We recognize that place and space are integral to building strong community relationships. Mentoring relationships provide our teacher candidates with the capacity to develop competencies related to planning for learning, facilitating learning, assessing learning, creating appropriate classroom environments, and undertaking professional responsibilities. Active partnerships support teacher candidates as they integrate theory and practice. We value connections with the community that foster leadership opportunities for our teacher candidates.

## **Our Practicum Team**

### **Integrated Curriculum Director (ICD)**

The ICD is responsible for developing and strengthening community and school partnerships and collaborative teaching opportunities. This ensures programmatic theory-and-practice integration through a high degree of congruence between the content and pedagogies of courses embedded in field experiences and practicum.

### **Practicum Director (PD)**

The PD is responsible to develop and enact a strategic plan for practicum placements. The PD networks with school principals, boards and other organizations and is the central position that oversees and liaises with the other coordinators.

### **Years 1-3 Coordinator**

The Years 1-3 Coordinator is responsible to ensure thoughtful practicum placements and to work with the Field Experience and Practicum Coordinator (FEPC) to coordinate Years 1 and 2 field experience and Year 3 practicum. Responsibilities include strong supervision of teacher candidates in field experience and practicum, and managing the multiple challenges that emerge for students at risk.

### **Field Experience and Practicum Coordinator (FEPC)**

The FEPC is responsible to liaise with program stakeholders in order to secure placements for field experience and practicum in all years of the program, as well as create, maintain, and communicate administrative information relevant to field experience and practicum.

## Overview Year 3 - Fall Semester

### Overview

Practicum I is five weeks in duration. This practicum focuses on professional responsibilities, planning for learning, facilitating learning, assessment, and the classroom environment. Teacher candidates are expected to be engaged in 100% of the classroom and school experiences during the entire practicum. In the first week, teacher candidates will teach 50% with the support of their mentor teacher and transition to more independence the second week. This prepares teacher candidates to meet the required 50% teaching responsibilities for weeks 3 - 5. The Department of Education strongly recommends all teacher candidates go beyond the 50% teaching **minimum** wherever possible.

Mentor teachers are expected to provide verbal feedback on each lesson taught by the teacher candidate, written feedback on at least one lesson per day, and to engage in ongoing meaningful conversations about teaching and learning with the teacher candidate. Teacher candidates are expected to develop their professional practice in response to feedback provided by the mentor teacher. Teacher candidates are also expected to collect evidence of professional growth and share reflections on their learning with the mentor teacher. Refer to the [EDUC 3010 Practicum I Course Outline](#) for details.

### EDUC 3010 Practicum I Schedule – Fall 2020

The fall semester for MRU Year 3 teacher candidates (TCs) consists of a STEAM semester (*science, technology, engineering, arts and mathematics*), and a five week practicum: **Friday, October 30 - Friday, December 4, 2020**. Normally our TCs participate in an in-school orientation during the first week in September as well as subsequent in-school observations prior to the beginning of practicum. However, due to the impact of the COVID-19 pandemic on Alberta school communities, MRU TCs will no longer participate in in-school **observation** or **orientation** days prior to the five-week practicum. The Department of Education anticipates engaging in virtual orientations (October 23 and 28, 2020) in preparation for EDUC 3010 Practicum I experiences.

- October 23 & 28, 2020 - virtual orientation to practicum
- Teacher candidate completes the [Practicum I Orientation Task List](#)
- 5 weeks (25 days) of in-school practicum: Friday, October 30, 2020 - Friday, December 4, 2020
- Practicum make-up days: December 10 - 11; 14 – 18, 2020
- Virtual celebration of STEAM semester: Tuesday, December 8, 2020, 4:00-5:30 p.m.

**Teacher candidates must register as full-time students in EDUC 3010 Practicum I.** The four Programs of Study courses as well as practicum course are co-requisites and are scheduled by the Department of Education. These courses are taken as a block and **TCs must be available during the entire block of 13 weeks and 5 days within each week.** This will extend the TC's responsibilities into days that do not follow the MRU calendar schedule of classes.

While in schools, TCs are required **to start and end the day on the same schedule as the mentor teacher (MT)** while following the school schedule for vacation and professional development days.

**Assignments in all co-requisite courses with due dates prior to the commencement of practicum must be completed before beginning EDUC 3010 Practicum I.**

We strongly recommend that TCs **DO NOT** work at a part-time job during this semester.

### **STEAM Semester Courses (September 3 - October 29, 2020)**

The MRU program is inquiry-based and focuses on subject integration as well as theory-practice connections. The fall practicum semester for Year 3 TCs includes four curriculum and pedagogy courses (alternative delivery), virtual field studies with community partners, and a five-week practicum placement. EDUC 3010 Practicum I provides TCs with the opportunity to deepen their understanding of planning for learning, facilitating learning, assessment, learning environments, and professional responsibilities. The grouping of curricular courses for this semester is intended to promote a STEAM (Science, Technology, Engineering, Arts, and Mathematics) interdisciplinary approach:

- EDUC 3104 **Arts Integration**
- EDUC 3106 **Science**
- EDUC 3108 **Mathematics**
- EDUC 3326 **Technology**

### **Accommodations**

Teacher candidates experiencing a disability-related barrier are encouraged to make appointments with both Accessibility Services and the Department of Education Academic Advisor prior to beginning field experience. Identification and organization of reasonable accommodations is the responsibility of the teacher candidate and requires sufficient lead time and communication. Making connections for supports may occur as much as one full semester in advance of a field experience or practicum placement.



## Attendance during COVID-19

Professional learning communities are a critical component of teachers' learning in schools. Likewise, the learning communities in education courses become powerful sources for the learning of teacher candidates. The program also endeavours to initiate teacher candidates to professional expectations regarding preparedness and communication; just as teachers must prepare lessons and notify their schools when they must be absent, so teacher candidates must notify their instructors (and mentor teachers if applicable) when they must be absent. Instructors will document absences/lates and teacher candidates may be required to complete compensatory assignments to demonstrate learning for missed course material. Instructors who are concerned regarding excessive absences or lates will communicate these concerns to the Department of Education Chair.

Self-reporting of signs and symptoms of COVID-19 helps limit the spread of infection. Signs may include: temperature above 38°C (100.4°F) or signs of fever (chills, muscle pain, feeling of weakness, etc.); cough or worsening of a previous cough; sore throat; headache; shortness of breath; sneezing; nasal congestion or runny nose; hoarse voice; diarrhea; unusual fatigue; loss of sense of smell or taste; and red, purple or bluish lesions on the feet, toes or fingers without clear cause.

In the event of a reported suspected/positive COVID-19 case, the University follows Alberta Health Services (AHS) guidance: **If you have symptoms including fever, cough, shortness of breath, difficulty breathing, sore throat or runny nose, you MUST self-isolate for 10 days after the onset of symptoms and until your symptoms have resolved (whichever is longer). Under no circumstance should you leave your property during self-isolation. Complete the COVID-19 Self-Assessment for more information. If your symptoms worsen, have concerns about your health or questions about COVID, call Health Link 811.**

If you suspect that you have COVID-19 and have completed the self-assessment through AHS, please inform your instructor so that accommodations can be made. Each case will be handled on an individual basis in consultation with the Academic Advisor.

## COVID SAFETY PROTOCOLS

Protocols for teacher candidates' entry into schools are currently being developed by school divisions and individual schools. This work is dynamic as we respond to unfolding situations and advice from AHS. TCs are required to follow protocols developed by MRU, by the placement school division, and by the specific placement school.

Practicum orientations (virtual) are scheduled for October 19, 23, 28, and 29, 2020. The off-campus practicum will begin on October 30, 2020. TCs will receive course details, including learning expectations, delivery methods, assessment, and contact information from their faculty supervisor on October 19, 2020. Placements will be assigned and the EDUC 3010 Practicum I Handbook will be distributed on October 19, 2020 to mentor teachers and teacher candidates.

COVID-19 Protocols developed by MRU:

1. **\*\* IMPORTANT \*\*** Each day before attending practicum, MRU teacher candidates must:
  - [Submit a Faculty of Health, Community and Education Student Health Declaration Form](#)
  - If you have [signs or symptoms of COVID-19](#) or ANY illness, have been in contact with someone who has COVID-19 or has another illness, stay home and notify your faculty supervisor who will provide further instructions.
2. While teacher candidates are at the practicum site:
  - **Mask use**
    - [Practise safe mask usage.](#)
    - Disposable, non-medical face masks or reusable cloth face masks must be worn during practicum. Cloth masks must have at least 2 layers of cotton (no bandanas), fit firmly against the face and nose, and be exchanged with a clean mask at least twice a day to prevent the buildup of moisture. Masks must be laundered between wearings.
  - **Hygiene practices**
    - [Practise proper hand hygiene](#) and wash your hands frequently and for a minimum of 20 seconds (or apply hand sanitizer).
    - Avoid touching your face, nose or mouth.
  - **Physical distancing**
    - Whenever possible, keep at least two metres from others.
    - Keep your belongings contained and do not share your food or belongings with others.

- If you develop [COVID-19 signs and symptoms](#), first notify your mentor teacher and faculty supervisor, and then go home immediately. Ensure you have arrangements to get home safely, without the use of public transportation.

**Protocols developed by school districts:**

Specific requirements vary between and within school districts and schools. Masks are required where physical distancing cannot be maintained. Teacher candidates are encouraged to consult specific re-entry plans and handbooks:

- [Alberta Government Guidance for school re-entry](#)
- [Rocky View School District](#)
- [Calgary Board of Education](#)
- [Calgary Catholic School District](#)
- [Foothills School District](#)
- [Connect Charter School](#)

## School Placements

All school placements are made by the Field Experience and Practicum Coordinator (FEPC) and the Practicum Director (PD) in the Department of Education. *Under no circumstances should teacher candidates contact school personnel directly or make their own arrangements*, nor should they change mentor teachers independently once they are placed. Teacher candidates are asked to complete a *Field Experience Information Form* prior to the start of the semester indicating preferences for field placements. These preferences will be considered but **not guaranteed**. Students must not request placements in schools where they have familial relations including but not exclusive to parents, children, siblings, cousins, or personal friends. If such a placement accidentally occurs, the teacher candidate must notify the FEPC immediately.

Field placements are based on careful consideration of these factors:

- availability of school placements;
- appropriateness of school placements, and
- size of teacher candidate cohorts

Teacher candidates are responsible for securing their own transportation (own vehicle, carpooling with other TCs or transit, etc.) and related costs during practicum.

Due to the large number of teacher candidates in the program and the complexity of developing school cohorts, once placements have been finalized, revisions are not possible without major implications. Only in extreme circumstances will a change be considered (e.g., legal, religious or personal safety concerns).

If a mentor teacher goes on leave for *more than one week* and a substitute is present, the teacher candidate must inform the FEPC immediately, as arrangements have to be made with the school Principal regarding the placement and the evaluation.



## Police Information Check and Vulnerable Sector Search

**Teacher candidates must obtain a new Police Information Check and Vulnerable Sector Check (dated March 1 or later) specifically for the purpose of this unpaid EDUC 3010 Practicum I.**

Typically, teacher candidates who reside in Calgary access the Police Information Check and Vulnerable Sector Check at a Calgary Police Service location indicated on this website:

<http://www.calgary.ca/cps/Pages/Public-services/Police-information-checks-locations.aspx>

Due to police station closures during the COVID-19 pandemic, TCs residing in Calgary must either email the Calgary Police Service at [cps-picunit@calgarypolice.ca](mailto:cps-picunit@calgarypolice.ca) or call 403-428-2052 and leave a message to gain instructions on how to proceed.

**Teacher candidates must not apply for an EPIC; EPICS are NOT accepted.**

TCs residing outside of Calgary may access their local police service.

TCs must show an original copy of the PIC/VSC to the practicum school.

TCs who do not complete or do not have a clear Police Information Check and Vulnerable Sector Check may not be eligible to participate in field experience.

**If there are any changes to a TC's PIC/VSC status after the document has been obtained, the TC must notify the FEPC and the Years 1-3 Coordinator immediately.**

A new clearance may also be requested by the MRU Department of Education, a school district, or a field experience school at any time. Schools may require an additional police check designated specifically for volunteers if teacher candidates wish to volunteer beyond the outline field experience timeline.

## Other Agreements

All MRU Department of Education teacher candidates will complete a Confidentiality Agreement, fill out a Driver Waiver and a Model Release form. All documents will be shared digitally with TCs in September.

## Roles and Responsibilities

### Teacher Candidates are expected to:

- Participate in the orientation days by becoming familiar with the school and classroom context (physical setting, schedules, rules and policies), the students (class lists, seating plans), and the possible teaching assignment
- Discuss with the mentor teacher start and end times that will best meet the needs of the MT, and that allow the TC to be engaged fully in the life of the teacher
- Conference with mentor teacher to discuss teaching and assessment strategies
- Write lesson plans for all lessons taught. [MRU Lesson Plan Template](#)
- TCs may teach from plans prepared by/with the MT for the first week of the practicum. **Lesson plans must be reviewed by the MT at least 24 hours prior to teaching.** Exceptions to this timeline may be negotiated by the faculty supervisor (FS) and the MT
- **Participate in any or all of the activities that constitute the working day of the MT.** It is expected that the MT is always available to support the TC. TCs should not act as substitute teachers at any time during the practicum
- Participate in weekly virtual seminars with the faculty supervisor
- Adhere to all school policies and dress codes
- Contact the MT, the school, and the FS if the TC is to be absent. In this event, the TC is responsible for providing lesson plans to the MT for lessons the TC was scheduled to teach
- Complete course requirements indicated in the [EDUC 3010 Practicum I Course Outline](#). This includes daily lesson reflections, weekly seminar posts and reflections, and contributions to their professional learning plan to provide evidence of achieving course learning goals
- Maintain an up-to-date digital dossier with general information (school documents, class lists, time tables, seating plans), lessons (lesson plans for each lesson taught, reflections on these lessons, feedback from the MT, feedback from the FS, artifacts of student learning), evaluations (copies of mid-term and final evaluations), and other items (collections of useful ideas, professional goals, teacher resources)
- Collaborate with MT and FS to complete mid-term and final evaluation forms, providing evidence of reflective growth through journal entries and professional learning plan

**Mentor Teachers are expected to:**

- Facilitate a transition for students so that they accept the teacher candidate as a legitimate authority in the classroom
- Provide a welcoming environment by orienting the teacher candidate to school staff, facilities, and school activities
- Develop a trusting relationship with the teacher candidate
- Work closely with the teacher candidate to determine appropriate learning experiences to ensure professional growth
- Engage the teacher candidate in discussions about professional learning goals
- Provide the teacher candidate with student information that will inform planning and interaction within the classroom
- Encourage the teacher candidate to develop their own teaching presence
- Support the teacher candidate in their professional growth by providing opportunities for the TC to evaluate their own progress
- Assist and support the teacher candidate by co-planning lessons in the first week and then providing suggestions for individual lessons in weeks two to five to allow the gradual transition towards independence
- Observe all lessons taught, supervise and provide written feedback of at least one lesson daily
- Provide ongoing assessment and coaching
- Notify the faculty supervisor if concerns arise or if there is evidence that the teacher candidate is experiencing considerable difficulty
- Collaborate with the teacher candidate and faculty supervisor to complete mid-term and final evaluation forms, reviewing documented evidence of reflective growth in the practicum binder, journal entries, and Professional Learning Plan (PLP)

**Faculty Supervisors are expected to:**

- Contact the MTs and TCs weekly through school visits and weekly seminars
- Provide feedback on reflective journal entries corresponding to weekly seminar topics
- Supervise two lessons during the practicum. Supervision is defined as pre-conference, full lesson observation, and post-conference feedback. [Sample Lesson Observation Form](#)
- Evaluate teacher candidates' Professional Learning Plan in the final seminar presentation [PLP Guidelines](#)
- Monitor teaching assignments
- Work closely with the MTs to determine appropriate experiences for the TCs to ensure professional growth

- Collaborate with teacher candidates and mentor teachers to complete mid-term and final evaluation forms, reviewing documented evidence of reflective growth in practicum binder, journal entries and Professional Learning Plan content

## Practicum Expectations

Teacher candidates are expected to maintain an accurate weekly teaching schedule for all five weeks of practicum and to submit this schedule to the faculty supervisor prior to the start of each week. This will be used by the faculty supervisor to monitor teaching time.

Teacher candidates are expected to prepare a digital practicum dossier that includes written lesson plans for each lesson taught and reflections on each of these lessons using the Department of Education [MRU Lesson Plan Template](#). The digital dossier also includes feedback from the mentor teacher (at least one written lesson feedback from the MT each day) and artifacts of student learning. It must be updated and available to the faculty supervisor at all times. In addition to the practicum binder, teacher candidates are required to complete a weekly seminar post for each of the weekly seminar topics and a weekly reflection of their teaching experiences that week. Please see the [EDUC 3010 Practicum I Course Outline](#).

Teacher candidates are expected to provide evidence of their competency in each of the domains listed as learning goals through the use of an electronic **Professional Learning Plan (PLP)**. The PLP should build on work completed in previous courses in the program and should showcase the teacher candidate's professional growth. The PLP is assessed by the faculty supervisor using these [PLP Guidelines](#).



## Placement Challenges

### Placement difficulties with respect to communication and professional relationships

Teacher candidates and mentor teachers will review their roles and responsibilities as outlined in the EDUC 3010 Practicum I handbook. A positive working and learning relationship requires the maintenance of open lines of communication. If the situation cannot be resolved at this level, the faculty supervisor will meet with the Years 1-3 Coordinator to determine an appropriate course of action.

In cases of professional misconduct, the issue may be reported to the MRU Office of Student Conduct.

### Failure to complete

Full attendance is mandatory. Where absences are deemed unavoidable, the teacher candidate may be permitted to make up the time at the end of the practicum period. Where absences are deemed unjustified, the TC will receive a failing grade. Justified absences must be supported by documentation and include, but are not restricted to: personal illness, bereavement, personal injury, unavoidable and unanticipated demands in caring for dependents. Decisions for awarding an incomplete grade are that of the mentor teacher and faculty supervisor.

### Failure to meet expectations

Teacher candidates who are rated as “*not yet meeting expectations*” or “*not applicable*” in any area will not pass the practicum. In exceptional situations, the mentor teacher and faculty supervisor may agree that a teacher candidate will meet expectations if provided an extended period of practicum. In this case, the FS will meet with the Years 1-3 Coordinator to determine an appropriate course of action.

### Termination of Placement

The following indicate circumstances in which a practicum placement may be terminated:

1. “*At the professor's discretion, a student in an experiential learning course (e.g., practicum, fieldwork, work experience, Co-op, or clinical placement) may be removed from the course at any point in the semester and assigned an “EF” grade, if the student's academic performance directly or indirectly threatens the safety of others*” [MRU Academic Calendar 2020-2021](#)

2. “*Upon express written notice to the Post-Secondary Institution, the [school district] may terminate the participation in the practicum of any practicum student with immediate effect: (a) who fails to*

*follow [school district] policies and applicable procedures; (b) who is or has engaged in activities contrary to [school district] policies; (c) who, in the reasonable opinion of the [school district] acts or has acted in a manner that is or may be considered to be offensive or hurtful to any person or persons, socially inappropriate, violent, unsafe or disruptive, or that would result in the value of the association for the [school district] being substantially impaired; (d) who fails to participate in the practicum in a safe manner or fails to take direction from the [school district], where applicable, or (e) if the practicum is longer within the mandate of the [school district].”*

(Master Practicum Agreement, Calgary Board of Education, 2016-2021, p. 5).

3. If a faculty supervisor recommends that a teacher candidate be removed from practicum, they will first consult the Years 1-3 Coordinator. If a mentor teacher or principal requests that a teacher candidate be removed from the placement immediately, the teacher candidate will be removed and the faculty supervisor will contact the Years 1-3 Coordinator and/or the Field Experience and Practicum Coordinator and/or the Academic Advisor as necessary.

After removal, the teacher candidate will meet with the faculty supervisor, the Years 1-3 Coordinator, and the Academic Advisor to determine an appropriate course of action. Each case will be handled on an individual basis. Teacher candidates who do not complete EDUC 3010 will be required to repeat the course the following fall. They will also be restricted from courses that include EDUC 3010 as a prerequisite.

## Department of Education Standards of Professional Conduct

Students enrolled in the Bachelor of Education – Elementary program are bound by, and shall comply with the Alberta Teachers' Association [ATA Code of Professional Conduct](#); the [MRU Code of Student Conduct](#) as well as the Department of Education Standards of Professional Conduct:

- Apprise appropriate faculty and/or staff in advance of unavoidable absences, including arriving late or leaving early. **Attendance is mandatory.** Two or more unexcused absences/lates will be reported to the academic advisor and will result in a Dept of Education Identification of Concern
- Be prepared for all practicum related responsibilities.
- Refrain from all forms of academic dishonesty.
- Refrain from making malicious or slanderous comments about teacher candidates, mentor teachers, faculty supervisors or any other school or faculty members.

- Abide by the department confidentiality agreement and school board/district policies. Maintain strict confidentiality of any student or partner information or data, both written and unwritten.
- Use professional language, actions and demeanor in all manner of communication (verbal, written, electronic).
- Abide by the professional dress clause of the board/district in each placement.

## **Attendance**

Professional learning communities are a critical component of teachers' learning in schools. Likewise, the learning communities in education courses become powerful sources for the learning of teacher candidates. The program endeavours to initiate teacher candidates to professional expectations regarding preparedness and communication; just as teachers must prepare lessons and notify their schools when they must be absent, so must teacher candidates notify their mentor teacher and faculty supervisor when they must be absent. Faculty supervisors document absences/lates and teacher candidates may be required to complete compensatory assignments or additional time in practicum. Concerns regarding excessive absences or lates will be communicated to the Academic Advisor and will result in a Dept of Education Identification of Concern.

## Practicum Assessment and Evaluation

At mid-term and at the end of the practicum, the mentor teacher (in collaboration with the teacher candidate and the faculty supervisor) will complete an evaluation of the [Year 3 Practicum I Learning Goals](#).

Students will be awarded either an “EP” (*experiential pass*) or “EF” (*experiential fail*) at the end of the course.

The [EDUC 3010 Practicum I Evaluation](#) will be completed electronically using the Intern Placement Tracking system (IPT). Mentor teachers, teacher candidates, and faculty supervisors are able to complete practicum related evaluation forms using IPT. [IPT instructions](#)

### Where to find IPT?

The database is found online at [www.runiptca.com](http://www.runiptca.com)

## **TQS Competencies**

### **Competency 1: Fostering Effective Relationships**

A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

### **Competency 2: Engaging in Career-long Learning**

A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

### **Competency 3: Demonstrating a Professional Body of Knowledge**

A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

### **Competency 4: Establishing Inclusive Learning Environments**

A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

### **Competency 5: Applying Foundational Knowledge about First Nations, Métis & Inuit**

A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

### **Competency 6: Adhering to Legal Frameworks and Policies**

A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Source: [Teaching Quality Standard- Alberta](#)

Alberta Education Government of Alberta, 2018

## Resources and Document Links

Alberta Human Rights Act	<a href="#"><u>Alberta Human Rights Act</u></a>
ATA Code of Professional Conduct	<a href="#"><u>ATA Code of Professional Conduct</u></a>
Canadian Charter of Rights and Freedoms	<a href="#"><u>Canadian Charter of Rights and Freedoms</u></a>
EDUC 3010 Practicum I Course Outline	<a href="#"><u>EDUC 3010 Practicum I Course Outline</u></a>
EDUC 3010 Practicum I Evaluation	<a href="#"><u>EDUC 3010 Practicum I Evaluation</u></a>
Identification of Concern	<a href="#"><u>Dept of Education Identification of Concern</u></a>
Intern Practicum Tracking	<a href="#"><u>IPT instructions</u></a>
Lesson Plan Template	<a href="#"><u>MRU Lesson Plan Template</u></a>
MRU Academic Calendar link	<a href="#"><b><u>MRU Academic Calendar 2020-2021</u></b></a>
MRU Code of Student Conduct	<a href="#"><u>MRU Code of Student Conduct</u></a>
MRU Sample Lesson Observation Form	<a href="#"><u>Sample Lesson Observation Form</u></a>
Practicum I Orientation Task List	<a href="#"><u>Practicum I Orientation Task List</u></a>
Prerequisite Courses	<a href="#"><u>Prerequisite Courses</u></a>
Professional Learning Plan Guidelines	<a href="#"><u>PLP Guidelines</u></a>
Teaching Quality Standard	<a href="#"><u>Teaching Quality Standard- Alberta</u></a>
The School Act	<a href="#"><u>The School Act</u></a>
Year 3 Practicum I Classroom Expectations for TCs	<a href="#"><u>Year 3 Classroom Expectations</u></a>
Year 3 Practicum I Learning Goals	<a href="#"><u>Year 3 Practicum I Learning Goals</u></a>