

Bachelor of Education (Elementary)

EDUC 3010 Practicum I Handbook Fall 2021



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.

Wishing all of you a rewarding practicum!



Kevin O'Connor, PhD
Chair, Department of Education

Table of Contents

Table of Contents	3
Faculty and Staff Contact Information	4
Welcome to our Indigenous Partners	5
Our Program	6
MRU Department of Education Practicum Team	7
Overview of the Year 3 B.Ed. Fall Semester	8
Accommodations	10
Attendance	11
Practicum Placements	12
Police Information Check and Vulnerable Sector Check	13
Other Agreements	13
Practicum Roles and Responsibilities	14
Practicum Expectations	16
Practicum Placement Challenges	17
Department of Education Standards of Professional Conduct	19
Practicum Assessment and Evaluation	20
MRU B.Ed. Program Competencies	20
TQS Competencies	21
Resources and Document Links	22

Faculty and Staff Contact Information

Dean, Faculty of Health, Community & Education

Stephen Price sprice@mtroyal.ca

Chair, Department of Education

Kevin O'Connor koconnor@mtroyal.ca

Practicum Director, Department of Education

Shannon Kell skell@mtroyal.ca

Years 1-3 Coordinator, Department of Education

Joy Chadwick jchadwick@mtroyal.ca

Field Experience and Practicum Office, Department of Education

fepc@mtroyal.ca

Integrated Curriculum Director, Department of Education

Kevin O'Connor koconnor@mtroyal.ca

Academic Advisor, Department of Education

Erin Davidson educadvising@mtroyal.ca

Administrative Assistant, Department of Education

Jessica Lee Wah jleewah@mtroyal.ca

Faculty Supervisors, Department of Education

Deirdre Bailey dbailey1@mtroyal.ca

Joy Chadwick jchadwick@mtroyal.ca

Astrid Heidenreich aheidenreich@mtroyal.ca

Jodi Nickel jnickel@mtroyal.ca

Leslie Robertson lrobertson3@mtroyal.ca

Aleta Terlecki aterlecki@mtroyal.ca

Patti Trussler ptrussler@mtroyal.ca

Welcome to our Indigenous Partners

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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.

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.

MRU Department of Education Practicum Team

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 working 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.

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.

Overview of the Year 3 B.Ed. Fall Semester

Overview

The EDUC 3010 year 3 practicum takes place over five weeks in the fall semester. The year 3 practicum focuses on the five program competencies of the MRU B.Ed. program: professional responsibilities, planning for learning, facilitating learning, assessment, and inclusive environments. Teacher candidates engage in 100% of the classroom and school experiences throughout the five-week practicum.

In week one, with mentor teacher support, teacher candidates begin to teach 25% of the teaching load. In week two, teacher candidates transition to increased independence in managing teaching and learning responsibilities. This prepares teacher candidates to independently manage 50% of the mentor teacher teaching responsibilities in weeks three, four, and five. The Department of Education encourages all teacher candidates to engage beyond the 50% teaching **minimum** wherever possible.

Mentor teachers commit to providing a variety of feedback to the teacher candidate. This includes verbal feedback on each lesson taught by the teacher candidate, written feedback on at least one lesson per day, and engagement with ongoing meaningful conversations about teaching and learning with the teacher candidate. Teacher candidates will develop their professional practice in response to feedback provided by the mentor teacher. Teacher candidates will collect evidence of professional growth and share reflections on their learning with the mentor teacher.

[YR3 STEAM Semester overview fall 2021.pdf](#)

Refer to the [EDUC 3010 Practicum I Course Outline Fall 2021](#) for details.

STEAM semester and year 3 practicum schedule, fall 2021

The MRU B.Ed. STEAM semester (*science, technology, engineering, arts, and mathematics*) uniquely prepares year 3 teacher candidates (TCs) to create integrated learning during their year 3 practicum experience.

Immediately following completion of the STEAM semester coursework, TCs begin the five-week year 3 practicum experience, Monday, November 1, 2021 and finish on Friday, December 3, 2021.

To enrich connection opportunities with practicum placement schools, TCs will join their school community for several additional dates during the fall semester. Attendance on these dates is required for successful completion of the year 3 practicum and include the following:

- Tuesday, September 7, 2021 through to Friday, September 10, 2021- ALL DAY
- Fridays throughout the fall semester, September 17 & 24; October 1, 8, 22 (off October 15 for MRU Reading Week)- ALL DAY
- Five-week year 3 practicum Monday, November 1 – Friday, December 3, 2021 (ALL DAY)
- STEAM semester celebration Tuesday, December 7, 2021

Participation in the EDUC 3010 year 3 practicum is a full-time commitment.

Along with the four Programs of Study co-requisite courses, the STEAM semester is intentionally designed by the Department of Education to connect coursework to the year 3 practicum. This allows the STEAM courses to be taken as a block and requires all B.Ed. TCs to be available for the 13-week course block. STEAM courses are a full-day commitment, Monday to Thursday, along with practicum placement visits on Fridays. This extends the year 3 fall semester commitments and responsibilities into days that do not follow the MRU calendar schedule of classes. TCs are reminded to pay special attention to the STEAM semester schedule as attendance is a key element of success.

Year 3 practicum placement expectations include starting and ending the school day on the same schedule as the mentor teacher (MT) and following the school schedule for holidays, meetings, and professional development days.

Assignments in all STEAM semester co-requisite courses with due dates prior to the start of practicum must be completed before beginning EDUC 3010 year 3 practicum.

We strongly recommend that TCs **DO NOT** maintain a part-time job during this semester as the time commitment required for success is significant.

STEAM Semester Courses (September 13- October 29, 2021)

The MRU B.Ed. 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, field studies with community partners, and the five-week practicum placement. Year 3 TCs also connect with practicum placements on Fridays throughout the fall semester. The dates for fall 2021 are as follows: September 17, 24, October 1, 8, and 22, 2021.

The EDUC 3010 year 3 practicum provides TCs with opportunities to deepen their understanding of the five B.Ed. program competencies: professional responsibilities, planning for learning, facilitating learning, assessment, and inclusive environments. The block 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 practicum. 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

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.

COVID-19 SAFETY PROTOCOLS

Protocols for work in schools are being continually updated by school divisions and individual schools. This work is dynamic as schools respond to unfolding situations and advice from AHS. TCs are required to follow protocols developed by MRU, by the practicum placement school division, and by the specific placement school.

- 1) It is every MRU student's responsibility to be familiar with MRU's Covid-19 updates and information. This can be found on the [MRU Website](#) and is updated regularly.
- 2) It is each TC's responsibility to be familiar with and follow their school placement's protocols and guidelines:

[Calgary Board of Education COVID-19 Information](#)

[Calgary Catholic COVID-19 Information](#)

[Rockyview School District COVID-19 Information](#)

[Connect Charter School COVID-19 Information](#)

- 3) All MRU TCs are encouraged to [get vaccinated](#). It is our individual and collective and professional responsibility to ensure the health and safety of the students we work with. Elementary children are currently ineligible to receive the COVID-19 vaccination and therefore, those in a position of care have a professional responsibility to do their part.

All current MRU campus health measure can be found here:

<https://www.mtroyal.ca/COVID19/index.htm#current-campus-restrictions>

Practicum Placements

All MRU B.Ed. field experience and practicum placements are made through the Field Experience and Practicum Office. The Field Experience and Practicum Coordinator (FEPC) and the Practicum Director (PD) work collaboratively to ensure we honour our practicum agreements.

Under no circumstances will teacher candidates contact school personnel directly or make their own arrangements. Changing mentor teachers independently once placements are confirmed is also not permitted. Teacher candidates are invited to complete the *Field Experience Information Form* prior to the start of the semester. Here, TCs provide information to ensure we do not create placements in schools where there are 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 Office immediately- fepc@mtroyal.ca

Field experience and practicum placements are based on careful consideration of many factors, including:

- availability of school placements;
- professional learning priorities of placement schools;
- appropriateness of school placements, and
- size of teacher candidate cohorts

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

Due to the large number of teacher candidates in the program and the complexity of developing school cohorts, revisions to placements are not possible. In extreme circumstances, consideration of a change (e.g., legal, religious, or personal safety concerns) may be reviewed by members of the practicum team.

If a mentor teacher goes on leave for *more than one week* and a substitute is present, the teacher candidate will immediately inform the faculty supervisor as arrangements will need to be made with the school administration regarding the placement and the evaluation.

Police Information Check and Vulnerable Sector Check

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 year 3 practicum.

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

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

TCs residing in Calgary can either email Calgary Police Service at 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 PIC/VSC 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 practicum placement school at any time. Schools may require an additional police check designated specifically for volunteers if teacher candidates wish to volunteer beyond the practicum 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 by the Education Academic Advisor.

Practicum Roles and Responsibilities

Throughout the EDUC 3010 year 3 practicum, there exists an important triad relationship. The roles of the teacher candidate, mentor teacher, and faculty supervisor are key to the success of this professional learning experience. Expectations for each role along with key responsibilities are outlined below. As each practicum placement is unique, if any aspect of the role is unclear, each party is expected to seek further clarification and support.

Teacher Candidates are expected to:

- Become familiar with the school and classroom context (physical setting, schedules, policies, and procedures), the students (class lists, seating plans), and teaching assignment details
- Arrange a teaching day start and end time that best serves the needs of the students, teaching and learning priorities, and the MT. This will allow the TC to fully engage in experiencing the life of the teacher.
- Conference with MT to discuss teaching and learning needs, teaching and learning planning, and assessment strategies
- Write lesson plans for all lessons taught using the [YR3 Lesson Plan Template fall 2021](#)
- TCs may teach from plans prepared in collaboration with the MT for the first week of the practicum. TC developed lesson plans will be reviewed by the MT at least 24 hours prior to teaching. Exceptions to this timeline may be negotiated with the faculty supervisor (FS) and the MT.
- Participate in all activities that constitute the working day of the MT. The MT is expected to be available throughout the teaching day to provide support to the TC. TCs are not certificated teachers and at no time should act as substitute teachers. This contravenes the expectation of safety for students, TCs, and MTs.
- Participate in and contribute to weekly seminars with the faculty supervisor
- Adhere to all school policies including expectations of professional attire and personal presentation
- Contact the MT, the practicum placement, and the FS if the TC is to be absent.

In the event of an absence, the TC is responsible for providing lesson plans to the MT for any lessons the TC was scheduled to teach

- Complete course requirements indicated in the [EDUC 3010 Practicum I Course Outline Fall 2021](#), This includes daily lesson reflections, weekly seminar posts and journal reflections, and contributions to the professional learning plan (PLP) to provide evidence of achieving course learning goals

- Maintain an up-to-date digital dossier with general information (school documents, class lists, schedules, seating plans), lesson planning information (lesson plans for each lesson taught, reflections on 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 documents, providing evidence of reflective growth through daily lesson reflections and weekly journal reflections, and the professional learning plan (PLP). [Professional Learning Plan \(PLP\).pdf](#)

Mentor Teachers are expected to:

- Develop a trusting relationship with the teacher candidate
- Provide a welcoming environment by orienting the teacher candidate to school staff, facilities, and school activities
- Facilitate a transition that allows students to accept the teacher candidate as a legitimate authority in the classroom
- 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 unique 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 through the co-planning lessons in the first week and in weeks two to five, providing suggestions for individual lessons which will allow the gradual transition towards TC teaching independence
- Observe all lessons taught, supervise and provide written feedback of at least one lesson daily, and 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 documents, reviewing documented evidence of reflective growth in the practicum binder, journal entries, and Professional Learning Plan (PLP). [Professional Learning Plan \(PLP\).pdf](#)

Faculty Supervisors are expected to:

- Contact the MTs and TCs weekly through school visits and weekly seminars
- Provide feedback on weekly reflection journal entries connecting to weekly seminar topics
- Supervise two lessons during the five-week practicum. Supervision is defined as pre-conference (virtual or in-person), a full lesson observation, and post-conference feedback (virtual or in-person).
[Lesson Observation Template YR3](#)
- Evaluate teacher candidates' Professional Learning Plan in the final seminar presentation
[Professional Learning Plan \(PLP\).pdf](#)
- Monitor teaching assignment and assigned responsibilities
- Work closely with the MT to determine appropriate experiences ensure TC professional growth
- Collaborate with TCs and MTs to complete mid-term and final evaluation documents, reviewing documented evidence of reflective growth, weekly journal reflections, and Professional Learning Plan content

Practicum Expectations

All time in the 3010 practicum placement prior to the five-weeks is an opportunity to build relationships, connect STEAM course learning, and establish your teacher presence. During the five-week practicum, teacher candidates are required to maintain an accurate weekly teaching schedule. This provides a clear overview of the activities and responsibilities of the TC and serves as important documentation for the PLP. TCs submit their weekly schedule to the faculty supervisor prior to the start of each week. This will allow the faculty supervisor to connect on specific teaching and learning activities while effectively monitoring TC teaching time.

Teacher candidates are required to prepare a digital dossier that includes written lesson plans for each lesson taught and reflections on each of these lessons using the Department of Education [YR3 Lesson Plan Template fall 2021](#). The digital dossier also includes feedback from the mentor teacher (feedback on at least one written lesson from the MT each day) and artifacts of student learning. The digital dossier must be regularly updated and available to the faculty supervisor for review at any time.

In addition to the digital dossier, teacher candidates are required to complete a weekly seminar post for each

of the weekly seminar topics along with a weekly reflection journal connecting to their teaching experiences. Please see the [EDUC 3010 Practicum I Course Outline Fall 2021](#). Year 3 TCs are also expected to provide evidence for each of the five B.Ed. program competencies: professional responsibilities, planning for learning, facilitating learning, assessment, and inclusive environments in their PLP. The PLP will build on work completed in previous education courses and will showcase the teacher candidate's professional growth.

Practicum Placement Challenges

Placement difficulties with respect to communication and professional relationships

Together, teacher candidates and mentor teachers will review their roles and responsibilities as noted above. A positive working and learning relationship requires open lines of communication, developing trust, and the ability to engage in difficult conversations. The faculty supervisor is excellent support when initiating a positive working and learning relationship.

If a situation cannot be resolved with the support of the faculty supervisor, 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 in the year 3 practicum 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 on the final evaluation, 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 2021-2022**
<https://catalog.mtroyal.ca/content.php?catoid=26&navoid=1980>

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 for further direction.

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 any course that includes 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.pdf](#), [Code of Student Conduct Policy.pdf](#), 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 Years 1-3 Coordinator and will result in an Identification of Concern. [MRU IoC revised 2021](#)
- 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 of Education confidentiality agreement and all school board/district policies. Maintain strict confidentiality of any student or practicum placement information or data, both written and unwritten.
- Use professional language, actions, and demeanor in all forms of communication (verbal, written, electronic) as expected for teaching professionals.
- Abide by the professional attire and personal grooming policies of the board/district for the practicum placement.

Attendance

Professional learning communities are a critical component of teachers’ learning in schools. Likewise, the learning communities in education courses become powerful sources of learning for teacher candidates. The MRU B.Ed. program endeavours to initiate teacher candidates to professional expectations regarding preparedness and communication; just as teachers must prepare lessons and notify the school when they must be absent, so must teacher candidates notify the 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. Two or more unexcused absences/lates will be reported to the Years 1-3 Coordinator and will result in an Identification of Concern. [MRU IoC revised 2021](#)

Practicum Assessment and Evaluation

At mid-term and at the end of the year 3 practicum, the mentor teacher (in collaboration with the teacher candidate and the faculty supervisor) will complete an evaluation of the [EDUC 3010 Year 3 Practicum Learning Goals.pdf](#)

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

The [EDUC 3010 Practicum I Evaluation fall 2021](#) is completed electronically using the Intern Placement Tracking system (IPT). Mentor teachers, teacher candidates, and faculty supervisors will complete practicum-related evaluation documents using IPT. [Using the IPT system in the MRU practicum.pdf](#)

Where to find IPT? The database is found online at www.runiptca.com

MRU B.Ed. Program Competencies

The MRU practicum assessment and evaluation tool documents focus on five program competencies, noted below. Refer to the [EDUC 3010 Practicum I Evaluation fall 2021](#) for complete rubrics and evaluation details.

Professional Responsibilities

Planning for Learning

Facilitating Learning

Assessment

Inclusive Environments

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.pdf](#)

Alberta Education Government of Alberta, 2018

Resources and Document Links

Alberta Human Rights Act	Alberta Human Rights Act.pdf
ATA Code of Professional Conduct	ATA Code of Professional Conduct.pdf
Canadian Charter of Rights	Canadian Charter of Rights and Freedoms poster.pdf
EDUC 3010 Practicum I Course Outline	EDUC 3010 Practicum I Course Outline Fall 2021
EDUC 3010 Practicum I Evaluation	EDUC 3010 Practicum I Evaluation fall 2021
Identification of Concern	MRU IoC revised 2021
Intern Placement Tracking	Using the IPT system in the MRU practicum.pdf
Lesson Plan Template	YR3 Lesson Plan Template fall 2021
MRU Academic Calendar link	https://catalog.mtroyal.ca/content.php?catoid=26&navoid=1980
MRU Code of Student Conduct	Code of Student Conduct Policy.pdf
MRU Program Outcomes	MRU Department of Education Program Outcomes.pdf
MRU Sample Lesson Observation Form	Lesson Observation Template YR3
Overview of the Year 3 STEAM semester	YR3 STEAM Semester overview fall 2021.pdf
Practicum I Orientation Task List	EDUC 3010 Year 3 Practicum Orientation Task List.pdf
Professional Learning Plan Guidelines	Professional Learning Plan (PLP).pdf
Teaching Quality Standard	Teaching Quality Standard- Alberta.pdf
The Education Act	The Education Act, Province of Alberta.pdf
Year 3 Practicum Goals	EDUC 3010 Year 3 Practicum Learning Goals.pdf