

Bachelor of Education (Elementary)

EDUC 4030 Practicum II 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 II 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 II

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 all a rewarding final practicum!

A handwritten signature in dark ink, appearing to read 'K. O'Connor', with a stylized flourish at the end.

Kevin O'Connor, PhD
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.

Practicum Coordinator EDUC 4030 (PC 4030)

The PC 4030 is responsible for working with the FEPC to ensure thoughtful practicum placements and for coordinating the EDUC 4030 course and its faculty supervisors. The PC 4030 promotes strong supervision of our teacher candidates in practicum and manages 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.

Description of EDUC 4030 Practicum II

Practicum II focuses on professional responsibilities, planning for learning, facilitating learning, assessment, and inclusive environment. Students are expected to be directly involved in all aspects of teaching progressing from 50% and achieving 100% for at least five weeks of the practicum.

Practicum II is sequenced in the fourth year of the program as part of an integrated semester that includes two other courses:

- **EDUC 4201 - Integrating Ideas, Values and Praxis (Capstone course)**
- **EDUC 4361 - Exceptional Students, Special Needs, and Inclusive Schooling**

These courses explore knowledge and skills required to implement programs of studies in elementary schools. They address a range of approaches to develop instruction, plan units of study, integrate curriculum, develop resources and assessment strategies to meet students' needs.

Practicum II Schedule

- Virtual and in-person orientations for all stakeholders: Mentor Teachers, Faculty Supervisors, and Teacher Candidates (dates to be announced)
- Teacher candidates attend meetings and co-requisite courses on campus January 6 & 7, 2022.
- Full semester practicum dates: January 10 - April 14, 2022
- Additional course instruction integrated with school partners periodically throughout the semester
- Virtual Capstone Showcase Wednesday, April 21, 2022

Overview

During the first week, mentor teachers and teacher candidates are expected to co-plan and teach lessons collaboratively. Mentor teachers are expected to provide feedback on lessons taught by the teacher candidate and engage in conversations about the contexts of teaching and learning. Teacher candidates are expected to develop strong teaching competencies in response to feedback provided by the mentor teachers. Throughout the EDUC 4030 Practicum II, teacher candidates are expected to collect evidence of professional growth and share reflections on their learning with mentor teachers. An overview of Practicum II in the context of the program is provided in the [EDUC 4030 Practicum II Course Outline](#).

Orientation Days

On the first day of practicum, January 10, 2022, teacher candidates will orient themselves to the school culture, note class routines, introduce themselves to the students, and observe and assist mentor teachers. Class lists, schedules, and potential teaching assignments will be provided by mentor teachers to assist teacher candidates in planning for the practicum. A list of practicum orientation tasks can be found here: [EDUC 4030 Practicum II Orientation Task List](#).

Typical Teaching Schedule

Teaching weeks 1 - 4 Jan. 10 to Feb. 4, 2022	First week teaching 25% (co-planning/teaching) Second to fourth week teaching 50% (co-planning/teaching)
Teaching weeks 5 - 9 Feb. 7 to March 11, 2022	Teaching 100%
Teaching weeks 10 - 14 March 14 to April 14, 2022	Transition to 50-75%
<i>This chart indicates teaching weeks only. The number of teaching days will vary depending on school and district calendars.</i>	

*There is some flexibility built into the Practicum II teaching schedule. Teacher candidates are required to teach 100% for at least **five weeks** and at least 50-75% in the remaining weeks.*

Program Requirements

Teacher candidates must register as full-time students in Practicum II. The Inclusive Education and Capstone courses are co-requisites and are scheduled by the MRU Department of Education. These courses are taken as a block and **teacher candidates must be available during the entire block of 15 weeks and 5 days within each week**. This will extend the teacher candidate's responsibilities into days that do not follow the MRU calendar schedule of classes. **Teacher candidates are required to start and end the day on the same schedule as the mentor teachers** and to follow the school schedule for vacation and professional development days. Also, it is very strongly recommended that teacher candidates DO NOT work at a part-time job during this semester.

EDUC 4201 Integrating Ideas, Values and Praxis (Capstone course)

In this semester-long, virtual capstone course, participants will critically reflect upon significant issues and experiences gleaned from their education, general education, schooling and elective courses, field experiences and practica. The major focus will be upon the development of a professional teaching e-portfolio and an action research project.

EDUC 4361 Exceptional Students, Special Needs, & Inclusive Schooling

This semester-long, virtual course focuses on the application of instructional design processes to create classroom communities that best support all learners. Practical application of universal and targeted strategies and supports to address students' strengths, learning challenges, and areas of growth will be explored and applied to practicum placement experiences. An overview of specific exceptionalities including initial identification and classroom strategies will be covered. The goal is to provide teacher candidates with the knowledge, skills, and attitudes to effectively plan for and promote inclusive learning environments in their future classrooms.

In prior semesters, teacher candidates will have completed the core education courses outlined below and have engaged in weekly half day field experiences, as well as the five-week EDUC 3010 Practicum I in the fall of year 3:

EDUC 1231 Professional Dimensions I

This course examines the teaching-learning process with reference to psychological, sociological, and philosophical influences in contemporary society, addressing the concept of personal worldview and its impact on classroom environments. The course introduces students to professional responsibilities and prompts students to develop ethical and professional attitudes, behaviour, language and conduct. The field experiences will have an individual learner focus.

EDUC 1233 Professional Dimensions II

This course provides a foundation for curriculum and pedagogy in the areas of planning, facilitating and assessing learning. Further, it examines issues of power and justice and the ways that the economy, matters of race, culture, class, and gender ideologies, political discourses and other social institutions interact to construct the social systems that make up education institutions. The field experience will focus on small groups and teacher candidates are expected to teach a lesson.

EDUC 2321 Education and Individual Development

This course examines human behaviour, focusing on physical, emotional, cognitive, moral and social development. Emphasis is placed on understanding classroom implications of motivation, memory, learning styles, student diversity, principles of reinforcement, and aspects of learning.

EDUC 2325 Understanding Current & Emerging Pedagogical Technologies

This course provides an overview of technological influences in education. It is designed to assist prospective teachers in critically examining current and evolving applications of technology relevant to the teaching and learning process.

EDUC 2371 Language Development & Literacy

This course focuses upon language development and the importance of literacy. Students will examine certain principles of learning in order to gain understanding as to how language development occurs as well as to determine best practice in teaching language and literacy. Students are required to participate in relevant field experience. The field experience will be literacy focused, including small group instruction and assessment.

EDUC 2375 Effective Assessment - Measurement & Evaluation

This course is designed to assist students in developing an understanding of concepts and issues related to the differentiated assessment of learning. Participants will be required to develop competence in the construction of various instruments and processes used to measure and evaluate individual learner performance. The field experience will include teaching and assessing learning experiences.

EDUC 3010 Practicum I (5 weeks)

This practicum focuses on professional responsibilities, planning for learning, facilitating learning, assessment, and the classroom environment. Students will be directly involved in all aspects of teaching, inquiry, reflective planning, and teaching and assessment practices. Teacher candidates are expected to be directly involved in all aspects of teaching for a minimum of 50% of the time during their last three weeks of the practicum.

EDUC 3103 Program of Studies and Curriculum Instruction in Teaching English Language Arts

This course explores the knowledge and skills required to implement programs of studies in teaching English Language Arts in Elementary Schools. The course will address relevant instructional methodologies, unit planning, curriculum integration and resource development. Students will investigate a range of assessment strategies.

EDUC 3104 Arts Integration in Elementary

This course is designed to support the integration of the fine and performing arts into the elementary classroom. The course will examine current theories and practices in arts education and will develop creative skills associated with each of the fine and performing arts. Drawing upon this knowledge, and within the context of the STEAM semester, students will design and apply integrated learning experiences that enrich student learning.

EDUC 3106 Program of Studies and Curriculum Instruction in Teaching Science

This course provides an introduction to the teaching and learning of Science in elementary schools. The courses will focus on instruction, planning and facilitating learning experiences, integrating curriculum, creating and utilizing resources and developing assessment strategies to meet students' needs.

EDUC 3108 Program of Studies and Curriculum Instruction in Teaching Mathematics

This course explores knowledge and skills required to implement programs of studies in teaching Mathematics in Elementary schools. The course will address a range of approaches to develop instruction, plan units of study, integrate curriculum, develop resources, and assessment strategies to meet students' needs.

EDUC 4351 Indigenous Perspectives in Education

This course is designed to prepare and sensitize prospective teachers to Indigenous perspectives, values, and methods as they relate to the learning context. The course will include an in-depth examination of decolonization, traditional Indigenous education and associated values.

EDUC 4105 Program of Studies and Curriculum Instruction in Teaching Physical Education

This course examines the fundamental knowledge, understanding, values, attitudes, skills and processes required to implement an effective program of studies for teaching Physical Education in Elementary School Education in Alberta schools. The course will address relevant instructional methodologies, unit planning, curriculum integration, and resource development. Students will investigate a range of assessment strategies.

EDUC 4107 Program of Studies and Curriculum Instruction in Teaching Social Studies

This course explores the knowledge and skills required to implement programs of studies in teaching Social Studies in Elementary (K-6) Education. The course will address a range of approaches to develop instruction, plan units of study, integrate curriculum, develop resources and assessment strategies to meet students' needs.

These courses and field experiences are designed to prepare teacher candidates for immersion in a classroom where they will plan and teach lessons and sequences of lessons, and evaluate student learning.

COVID-19 Safety Protocols

Protocols for teacher candidates' entry into schools are being developed by school divisions and individual schools on an ongoing basis. This work is dynamic as we collectively respond to unfolding situations and advice from AHS. TCs are required to follow protocols developed by Alberta Health Services (AHS), Mount Royal University (MRU), the placement school division, and specific placement school.

Alberta Health Services (AHS)

For information on Covid-19 and its symptoms, please refer to AHS' [COVID-19 Information for Albertans](#) and [COVID-19: Symptoms, About, Spread](#).

Mount Royal University (MRU)

For information on Covid-19 specific to Mount Royal University, please refer to MRU's [COVID-19 updates and resources](#).

Partner Schools and Districts:

Specific requirements and protocols vary among and within schools and districts.

- [Calgary Academy](#)
- [Calgary Board of Education](#)
- [Calgary Catholic School District](#)
- [Connect Charter School](#)
- [Rocky View School District](#)
- [Stoney Education](#)
- [Tsuut'ina Board of Education](#)

Monitoring for Symptoms of COVID-19

**** IMPORTANT **** Each day before attending practicum, MRU teacher candidates must [monitor for symptoms of Covid-19](#).

- 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 mentor teacher and faculty supervisor immediately.
- If you develop [signs or symptoms of Covid-19](#) during practicum, notify your mentor teacher and faculty supervisor and go home immediately. Ensure you have arrangements to get home safely, without the use of public transportation.
- If you suspect that you have COVID-19 and have completed the [self-assessment](#) through AHS, please inform your faculty supervisor so that accommodations can be made. Each case will be handled on an individual basis in consultation with the Academic Advisor.

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.

School Placements

All school placements are made by the Field Experience and Practicum Coordinator (FEPC) and the Practicum Coordinator EDUC 4030 (PC 4030) 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. 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 and PC 4030 immediately.

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 PC 4030 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 may use the Year 3 Practicum I Police Information Check and Vulnerable Sector Check provided there has been no change in status and was not issued *before* March of 2020. If there has been a change, a new police check must be provided to the Department of Education immediately.

A new clearance may also be requested by the MRU Department of Education, a school district, or a practicum school at any time.

Please note: EPICS are not accepted. Teacher candidates must present their **original** copy to their faculty supervisor as well as the practicum school on the first orientation day. TCs will ask the school to make a copy and then reclaim the original. **Teacher candidates who do not have a clear Police Information Check and Vulnerable Sector Check or do not have their original may not be eligible to complete their practicum.** Schools may require an additional police check designated specifically for volunteers if teacher candidates wish to volunteer beyond their practicum times.

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 were shared digitally with TCs in September by the Department of Education's Academic Advisor.

Teacher candidates are required to complete these forms prior to the start of the Winter Semester.

[Confidentiality Form](#)

[Driver Waiver](#)

[Model Release](#)

Roles and Responsibilities

Teacher Candidates are expected to:

- Participate in the virtual 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 using the [MRU Year 4 Lesson Plan Template](#). The teacher candidate may teach from plans prepared by/with the mentor teacher for the first week of the practicum. Lesson plans must be reviewed by the mentor teacher at least 24 hours prior to teaching. Exceptions to this timeline may be negotiated by the faculty supervisor and the mentor teacher
- **Participate in any or all of the activities that constitute the working day of the MT.** TCs should not act as substitute teachers at any time during the practicum
- Participate in weekly 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 4030 Practicum II Course Outline](#). This includes daily lesson reflections, weekly seminar posts and reflections, and contributions to their professional learning plan (PLP) to provide evidence of achievement in program outcomes
- 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 to support the gradual transition towards independence
- Observe most lessons taught, supervise, and provide written feedback on at least one lesson daily
- Provide ongoing assessment, feedback, 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 digital dossier, journal entries, and Professional Learning Plan (PLP)

Faculty Supervisors are expected to:

- Contact the MTs and TCs weekly via the digital dossier, email, virtual meetings, virtual seminars, and school visits, as required
- Provide feedback on weekly reflections and seminar posts connected to the seminar topics
- Observe two lessons during the practicum, one before the mid-term evaluation and one before the final evaluation, with additional observations as necessary. For the 2022 winter semester, a lesson observation is defined as a virtual pre-conference, a 15 minute in-person lesson observation, and a virtual post-conference. [Sample Lesson Observation Form](#)
- Evaluate teacher candidates' Professional Learning Plan in the final virtual 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 digital dossier, journal entries and Professional Learning Plan content

Practicum Expectations

Teacher candidates are expected to maintain an accurate weekly teaching schedule for all thirteen weeks of practicum and to submit this schedule to the faculty supervisor via the digital dossier 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 dossier that includes written lesson plans for each lesson taught and reflections on each of these lessons using the Department of Education [MRU Year 4 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 digital dossier, teacher candidates are required to complete an electronic reflective journal entry for each of the weekly seminar topics. Please see the [EDUC 4030 Practicum II 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 and the Capstone course instructor using these [PLP Guidelines](#).

At mid-term, the mentor teacher, in collaboration with the teacher candidate and the faculty supervisor, will complete the [EDUC 4030 Practicum II Evaluation 2022](#) of the practicum learning goals reflecting the Teaching Quality Standard for interim certification. At the end of practicum, the mentor teacher, **in collaboration with the teacher candidate only**, will again complete an evaluation of the practicum learning goals that reflects the Teaching Quality Standard for interim certification. These evaluations may be conducted virtually and will be completed electronically using the IPT system. [MRU IPT Instructions Winter 2022](#)

Where to find IPT?

The database is found online at www.runiptca.com.

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 4030 Practicum II 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 PC EDUC 4030 to determine an appropriate course of action. The implementation of a [Dept of Education Identification of Concern](#) may serve to support professional communication.

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

Failure to meet expectations or failure to show sufficient growth in one or more areas identified on the [EDUC 4030 Practicum II Evaluation 2022](#) form will result in a failing grade. In exceptional situations, the mentor teachers and faculty supervisor may agree that a teacher candidate will meet expectations if provided an extended period of practicum. In this case, an incomplete grade may be given.

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](#)

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. *Non-compliance with the ATA Code of Professional Conduct: If a mentor teacher or principal requests that the teacher candidate be removed from the placement, the teacher candidate will be removed and the situation will be addressed immediately. The faculty supervisor will contact the PC 4030. After removal, the teacher candidate will meet with the faculty supervisor, the PC 4030, and the Academic Advisor to determine an appropriate course of action. Each case will be handled on an individual basis.*

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.
- Show enthusiasm and initiative by being actively involved as a participant while encouraging the involvement and participation of others.
- 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 university colleagues.
- 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 faculty supervisor and will result in a [Dept of Education Identification of Concern](#).

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](#)

[ATA Code of Professional Conduct](#)

[Canadian Charter of Rights and Freedoms](#)

[EDUC 4030 Creating a Digital Binder](#)

[EDUC 4030 Practicum II Course Outline](#)

[EDUC 4030 Practicum II Evaluation 2022](#)

[Dept of Education Identification of Concern](#)

[MRU IPT Instructions Winter 2022](#)

[MRU Year 4 Lesson Plan Template](#)

[MRU Academic Calendar 2021-2022](#)

[MRU Code of Student Conduct](#)

[Sample Lesson Observation Form](#)

[EDUC 4030 Practicum II Orientation Task List](#)

[Professional Learning Portfolio Guidelines](#)

[MRU Reflective Journal Guidelines](#)

[Teaching Quality Standard- Alberta](#)

[The School Act](#)