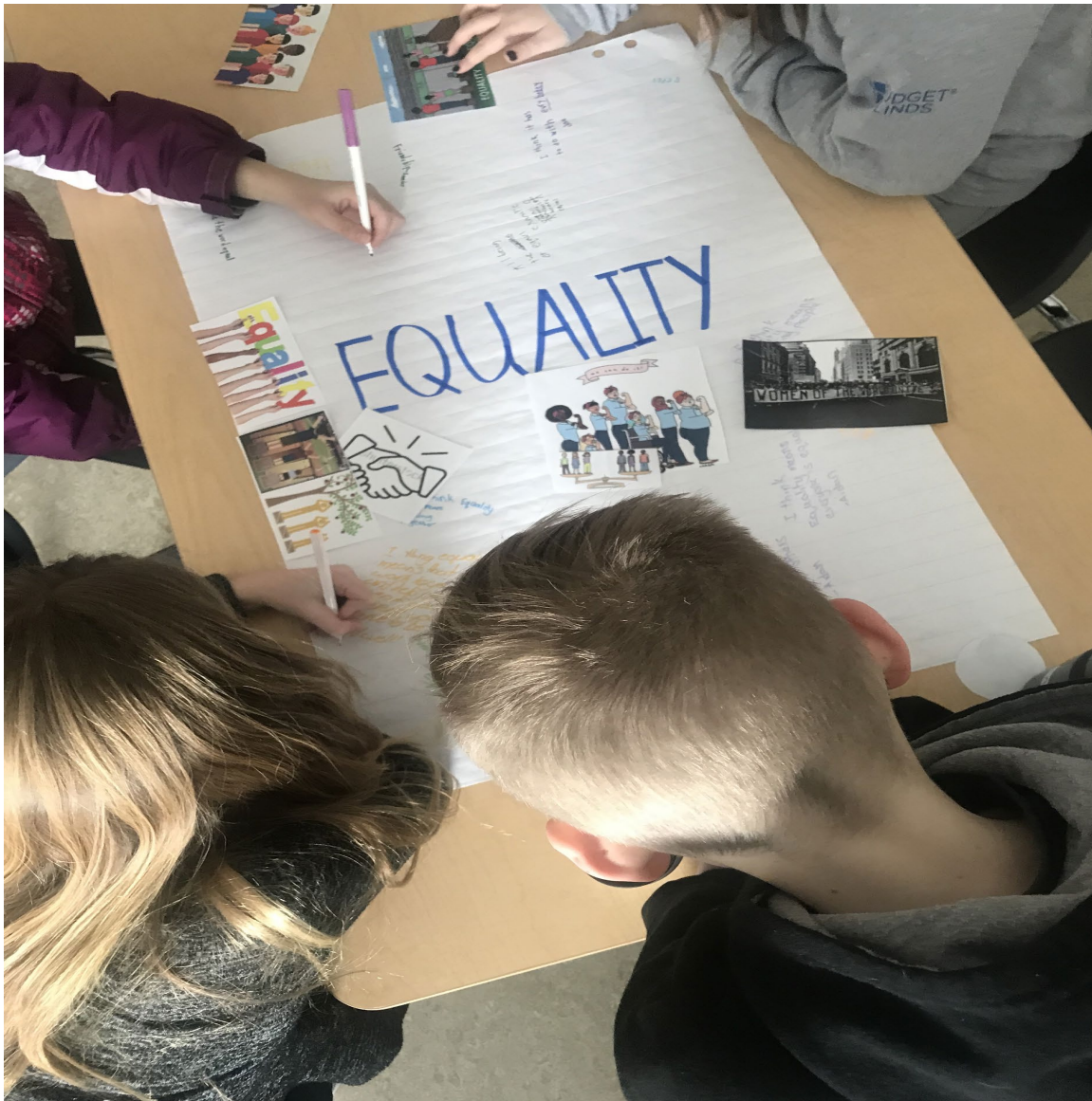MOUNT ROYAL
UNIVERSITY
1910

Department of Education

Bachelor of Education (Elementary)
EDUC 3010 Practicum Handbook
Fall 2019

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 Iyarhe 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.
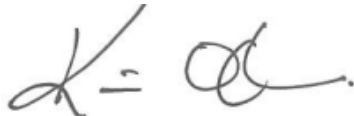
Goals for Practicum I
Our goal is for our teacher candidates to become teacher leaders – those who:

- 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.

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

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Coordinator Role Descriptions

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 Years 1-3 (PC 1-3) - The PC 1-3 collaborates with the Field Experience and Practicum Coordinator (FEPC) to coordinate Years 1 and 2 field experience and Year 3 practicum. Responsibilities include supporting faculty supervisors in the supervision of teacher candidates and liaising with schools, Department of Education personnel, and teacher candidates to facilitate successful practicum and field experiences.

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.

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.

Description of EDUC 3010: Practicum I

Practicum I Schedule – Fall 2019
- Two full day classroom visits September 3 and 4
- September 13 and September 27 – School and Classroom Contexts
- October 4 – Curriculum Design
- October 25 – Developing Practicum Teaching Schedule
- 5 weeks (25 days) of school practicum: Friday, November 1 - Friday, December 6
- Make up days: December 10, 13, 16 - 20

Overview

Practicum I is five weeks in duration. In week one, teacher candidates are expected to teach 50% with the support and guidance of their mentor teacher. It is the expectation that teacher candidates will plan and teach 50% of the time for the remainder of the practicum. The department strongly encourages teacher candidates to 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. A detailed course outline for Practicum I is provided in Appendix A.

Program Requirements

Teacher candidates must register as full-time students in Practicum I. The four Program of Study courses and the practicum course are co-requisites and are scheduled by the Department of Education. They must be taken in a block and **teacher candidates must be available during the entire block of 13 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. While in schools**, teacher candidates are required to start and end the day on the same schedule as their mentor teachers** and to follow 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 practicum. Also, it is very strongly recommended that teacher candidates DO NOT work at a part-time job during this semester.

Orientation Days

For Practicum I, 2019, teacher candidates will participate in two full day classroom visits on September 3rd and 4th. The intent of these visits is for the teacher candidates to experience the beginning of a school year (e.g., classroom setup, start-up staff meetings, the establishment of classroom expectations and routines, developing relationships with teachers and students). Teacher candidates are also expected to complete additional full day school visits (see above). During these days, teacher candidates orient themselves to the school culture, note class routines, and observe and assist mentor teachers and students. Class lists, schedules, and potential teaching assignments will be provided by mentor teachers to assist teacher candidates in planning for their practicum. A list of practicum orientation tasks can be found in Appendix H.

Prior Experiences

Our program is inquiry-based and focuses on subject integration as well as theory-practice connections. Our fall practicum semester for third year teacher candidates includes four curriculum and pedagogy courses, field studies with community partners, and a five-week practicum placement. Practicum I provides teacher candidates 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 3106 Science
- EDUC 2325 Technology
- EDUC 4101 Art
- EDUC 3108 Mathematics

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

In prior semesters, teacher candidates will have completed the following core education courses and have engaged in weekly half day field experiences:

- **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 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 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 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 4104 Program of Studies and Curriculum Instruction in Teaching Music (Elementary)** – This course is designed to provide musical experiences which will help the student gain skills to appropriately enhance the musical growth of children in K-6 classrooms. The course participant's personal skills and understanding of musical concepts will be developed; musical needs and capabilities of young children will be investigated; methods of teaching music to young children will be presented through observation and application.

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.

School Placements
All school placements are made by the Field Experience and Practicum Coordinator and Practicum Coordinator Years 1-3 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 will be asked to complete a Teacher Candidate Practicum Information form indicating preferences for placements in Practicum I. This information will be considered but not guaranteed. **Teacher candidates must identify schools where they have familial relations currently employed or enrolled as a student,** 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 Practicum Coordinator Years 1-3 immediately.

Practicum placements are based on careful consideration of these factors:
- Availability of appropriate school placements
- Variation in your practicum experiences
- Size of cohorts

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

Because of the large number of teacher candidates and the complexity of developing school cohorts, once placements have been finalized it is not possible to revise them. Only in extreme circumstances will a change be considered (legal, religious or personal safety concerns).

Police Checks
By August 15, teacher candidates must show the original Police Information Check and Vulnerable Sector Check (dated March 1 or later) obtained specifically for the purpose of practicum to Lori Barrett, Field Experience and Practicum Coordinator. Teacher candidates who reside in Calgary can access the Police Information Check and Vulnerable Sector Check at one of the Calgary Police Service

locations indicated on this website: http://www.calgary.ca/cps/Pages/Public-services/Police-information-checks-locations.aspx. **EPICS are not accepted; teacher candidates must apply in person.** Teacher candidates residing outside of Calgary may access their local police service. Failure to do so by the indicated deadline may preclude teacher candidates from participating in practicum. Teacher candidates must present their original copy to their practicum school, ask the school to make a copy, and then reclaim the original. **Teacher candidates who do not complete or have a clear Police Information Check and Vulnerable Sector Check may not be eligible to participate in practicum.** A new clearance must be obtained prior to practicum if there are changes to a teacher candidate's status. A new clearance may also be requested by the MRU Department of Education, a school district, or a practicum school at any time. Schools may require an additional police check designated specifically for volunteers if teacher candidates wish to volunteer beyond their practicum times.

In addition, teacher candidates will complete a Confidentiality Agreement and provide a copy of the original to the principal or school administrator, as well as a fill out a Driver Waiver and Model Release, all of which will be provided to TCs during the Year 3 orientation in September.

<div align="center">

Roles and Responsibilities

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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 mentor teacher, and that allow the teacher candidate 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. Teacher candidates may teach from plans prepared by/with the mentor teacher for 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 mentor teacher. It is expected that the mentor teacher is always available to support the teacher candidate. Teacher candidates should not act as substitute teachers at any time during the practicum
- Participate in seminars with the faculty supervisor
- Adhere to all school policies and dress codes
- Contact the mentor teacher, the school, and the faculty supervisor if they are absent. In this event, the teacher candidate is responsible for providing lesson plans to the mentor teacher for lessons they were scheduled to teach
- Complete course requirements for EDUC 3010 (see Appendix A for the course outline). This includes daily lesson reflections, seminar posts and weekly reflections, and contributions to their professional learning plan to provide evidence of achieving course learning goals
- Maintain an up-to-date binder 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 mentor teachers, feedback from the faculty supervisor, 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 mentor teacher and faculty supervisor 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 teacher candidate 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 growth in the practicum binder, weekly reflections, and Professional Learning Plans

Faculty Supervisors are expected to:
- Contact the mentor teachers and teacher candidates 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)
- Evaluate teacher candidates' Professional Learning Plan in the final seminar presentation
- Monitor teaching assignments
- Work closely with the mentor teachers to determine appropriate experiences for the teacher candidates to ensure professional growth
- Collaborate with teacher candidates and mentor teachers to complete mid-term and final evaluation forms, and review documented evidence of growth in practicum binder, weekly reflections and Professional Learning Plan

<div align="center">**Practicum Assessment and Evaluation**</div>

Teacher candidates are expected to maintain an accurate weekly teaching schedule for all 5 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 practicum binder that includes written lesson plans for each lesson taught and reflections on each of these lessons (see Appendix D for lesson plan template). The binder also includes written feedback from the mentor teacher and artifacts of student learning. It must be in hard copy form and must be available to the faculty supervisor at all times. The mentor teacher must provide daily written feedback on at least one lesson taught per day. In addition to the practicum binder, teacher candidates are required to complete seminar posts and weekly reflections. Please see Appendix A for a copy of the EDUC 3010 Course Outline for further details.

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 practicum learning goals. Students will be awarded either an "EP" (experiential pass) or "EF" (experiential fail) at the end of the course. A copy of the evaluation form can be found in Appendix L. These evaluations will be completed electronically using the IPT system. Instructions for IPT are in Appendix I. (Please note: for the 2019-2020 academic year, teacher candidates will be assessed on the *2013 Teaching Quality Standards for Interim Certification*).

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 (see Appendix G).

<div align="center">**Practicum Challenges**</div>

Placement difficulties with respect to communication and professional relationships – Teacher candidates and mentor teachers are expected to review the roles and responsibilities of the teacher candidate and mentor teacher as outlined in the handbook and consult with the faculty supervisor. If the situation cannot be resolved at this level, the faculty supervisor will meet with the Practicum Coordinator Years 1-3 to determine an appropriate course of action (see Appendix C). In cases of professional misconduct, the issue may be reported to the 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 teacher candidate 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 in two or more areas 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 faculty supervisor will meet with the Practicum Coordinator Years 1-3 to determine an appropriate course of action (see Appendix C).

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 2019-2020, p. 49).

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, p. 5).

3. Non-compliance with the ATA Code of Professional Conduct (Appendix E).

If a mentor teacher, principal, or faculty supervisor requests that a teacher candidate be removed from a placement, the teacher candidate will be removed and the situation will be addressed immediately. The faculty supervisor will contact the practicum coordinator years 1-3 and the FEPC and/or the academic advisor and/or the administrative assistant as necessary. After removal, the teacher candidate will meet with the faculty supervisor and the practicum coordinator years 1-3 to determine an appropriate course of action (see Appendix C). 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 Professional Code of Conduct (see Appendix E), the MRU Code of Student Conduct and the following expectations. Teacher candidates are expected to:
- 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 by the faculty supervisor to the academic advisor and will result in an 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 client information or data, both written and unwritten
- Use professional language, actions and demeanor in all manner of communication (verbal, written, electronic)
- Abide by professional dress clause of the board/district in each placement

Supporting documents

ATA Professional Code of Conduct: https://www.teachers.ab.ca/The-Teaching-Profession/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx
MRU Code of Student Conduct:
http://www.mtroyal.ca/codeofstudentconduct/pdf/CodeofStudentConduct.pdf
MRU Plagiarism:
http://www.mtroyal.ca/library/files/help/Guide%20to%20Avoiding%20Plagiarism.pdf
https://library.mtroyal.ca/researchsupport/citesources/citationguidesandresources
Freedom of Information and Protection of Privacy Act:
http://foip.alberta.ca/
Human Rights, Citizenship and Multiculturalism Act:
http://www.albertahumanrights.ab.ca/
MRU Academic Calendar 2019-2020:
http://catalog.mtroyal.ca/index.php?catoid=17

Appendix A: EDUC 3010 Course Outline
EDUC 3010
Practicum I
COURSE OUTLINE

FACULTY SUPERVISOR NAME
EL3423X
403.440.xxxx
Office Hours:
Email Address:

Calendar Description
3 credit hours
This practicum focuses on planning for learning, facilitating learning, assessment, classroom environment, and professional responsibilities. Students will be directly involved in all aspects of teaching for 50% of the required time during their last three weeks of the practicum.
Co-requisites: EDUC 2325, 3106, 3108, and 4101

Required Resources
Alberta Program of Studies: https://education.alberta.ca/topic-search/?journeyId=16525
Practicum I Handbook

Learning Goals
On successful completion of this practicum, the teacher candidate will demonstrate competency in the following domains:

A. Planning for Learning
1. Use programs of study to set learning goals
2. Analyze resources (e.g. programs of study, teaching materials, textbooks) to select appropriate teaching strategies and design relevant learning experiences
3. Translate outcomes into coherent short, medium and long range plans
4. Demonstrate understanding of pedagogies appropriate to the discipline
5. Demonstrate knowledge of learner development and differences; use this knowledge to plan learning experiences
6. Develop activities and assignments that are clearly aligned with learning goals, require deep thinking and support student engagement and choice

B. Facilitating Learning
1. Use a variety of teaching strategies to engage learners in rich learning experiences
2. Incorporate the appropriate use of digital technologies

3. Communicate and monitor high and achievable expectations in student-friendly language
4. Scaffold student understanding including knowledge, skills, and strategies
5. Provide clear explanations with rich language and examples
6. Analyze and respond to student misconceptions
7. Engage in discussions and inquiry that invite high level thinking and engagement of all students
8. Pace lessons appropriately for all students including time for reflection and closure

C. Assessing Learning
1. Use assessments to identify learner needs and adjust instruction including varied ways of addressing misunderstandings
2. Develop learner understanding of learning goals and achievement expectations to promote self-monitoring
3. Provide specific, timely, constructive feedback to help students monitor their own learning

D. Classroom Environment
1. Create and manage effective classroom routines and procedures to ensure positive student behaviour
2. Create a respectful and ethical learning community that encourages learners to take risks, build trust, embrace diversity, and increase self-confidence

E. Professional Responsibilities
1. Identify and implement specific changes to practice based on reflection and feedback from mentor teacher and faculty supervisor
2. Engage with colleagues in professional learning
3. Establish professional and ethical relationships
4. Demonstrate competency in weekly reflections

Department of Education Policies
It is the teacher candidate's responsibility in becoming a professional to familiarize themselves with, and adhere to, the expectations and policies of the department as stated in the *Practicum I Handbook.*

Accommodations
Students experiencing disabilities are encouraged to make appointments with both Accessibility Services and the Department of Education's Academic Advisor well before entering practicum. Identifying and organizing reasonable practicum accommodations is the responsibility of the teacher candidate and requires communication and sufficient lead time.

Course Requirements and Evaluation
Practicum I is five weeks in length. During the first week, mentor teachers and teacher candidates are expected to plan lessons collaboratively. Mentor teachers are expected to provide written and/or oral feedback on each lesson taught by the teacher candidate and engage in conversations about the contexts of teaching and learning during this beginning stage. During the last four weeks, teacher candidates are expected to write lesson plans for each lesson taught, self-assess each lesson taught, and develop strong teaching competencies in response to feedback provided by the mentor teachers. Throughout this practicum, teacher candidates are expected to collect evidence of professional growth and share

reflections on their learning with mentor teachers. Teacher candidates are expected to transition to teaching 50% of the time during the last four weeks of the practicum.

Teacher candidates will be assigned an Experiential Pass or Experiential Fail grade. A pass grade indicates that the teacher candidate has demonstrated, in the required number of practicum days, sufficient competence to go on to the next practicum.

Department of Education Expectations For Professional Conduct
Students enrolled in the Bachelor of Education – Elementary program are bound by, and shall comply with the Alberta Teachers' Association Professional Code of Conduct, the MRU Code of Student Conduct and the following expectations:
Teacher candidates are expected to:

- 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 an 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 client information or data, both written and unwritten
- Use professional language, actions and demeanor in all manner of communication (verbal, written, electronic)
- Abide by 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 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 must teacher candidates notify their mentor teacher and faculty supervisor when they must be absent. Faculty supervisors will 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 an Identification of Concern.

Practicum I Components
1. Teaching Assignment Schedule
Due date:…………………………………………………………………………………………………….Fridays each week
Teacher candidates are expected to complete their teaching assignment schedule for the following week by the end of the day of the previous Friday. The faculty supervisor will use this schedule to monitor teaching time as well as the areas of teaching. The schedule will be kept in the practicum binder.
2. Practicum Binder (hard copy)
Due date:..Ongoing
The practicum binder contains four sections (please use dividers to delineate sections):

1. General Information (3010 Handbook, school documents, class lists, time tables, seating plans)
2. Lessons (lesson plans for each lesson taught, reflections on these lessons, feedback from the mentor teacher, feedback from the faculty supervisor, artifacts of student learning)
3. Evaluations (copies of mid-term and final evaluations)
4. Other (collections of useful ideas, professional goals, teacher resources)

It will be in paper form and must be kept up to date and be available at all times for the mentor teacher and faculty supervisor.

3. Seminar Posts and Weekly Reflections
Due date:...Ongoing
Teacher candidates are expected to complete a seminar post prior to their weekly seminar (date negotiated with FS). In addition, at the end of each week, TCs are expected to complete a weekly reflection. Weekly reflections are intended to integrate theory and practice and should include references to the seminar and seminar readings as well as teaching experiences of that week. These are formatted in Google Docs and will be shared with the faculty supervisor through Blackboard. Weekly reflections should also be shared with the mentor teacher.

4. Professional Learning Plan
Due date:…….....Week 5
Teacher candidates are expected to provide evidence of their competency in each of the five domains listed as learning goals through the use of a digital professional learning plan. The professional learning plan should build on work completed in previous courses in the program and should showcase the teacher candidates' professional growth. Teacher candidates will present highlights of their professional growth through a 5-10 minute presentation during the seminar for week 5. Guidelines are provided in the Practicum I Handbook: Appendix G to inform this process. Professional learning plans should be shared with the faculty supervisor and the mentor teacher.

5. Practicum Evaluation
Due date:……………………………………………………………………………………………….……………………..Week 3
Due date:…………………………………………………………………………,,,,…………………………………........Week 5
At the mid-term and at the end of the practicum, mentor teachers (in collaboration with the teacher candidate and the faculty supervisor) will complete an evaluation of the practicum learning goals. A copy of the evaluation form can be found in the Practicum I Handbook: Appendix K. Teacher candidates are expected to provide evidence from their professional learning plan to support this process. These forms will be completed and submitted electronically using the IPT system (See Appendix I for instructions).

Practicum 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 practicum learning goals. Students will be awarded either an "EP" (experiential pass) or "EF" (experiential fail) at the end of the course. A copy of the evaluation form can be found in EDUC 3010 Practicum Handbook. These evaluations will be completed electronically using the IPT system. *(Note: For the 2019-2020 academic year, teacher candidates will be assessed on the 2013 Teaching Quality Standards for Interim certification).*

University-Wide Aims
Mount Royal University has identified four aims that inform the development of learning outcomes:

A. **Intellectual and practical skills** – This practicum fosters the development of intellectual and practical skills as teacher candidates engage in inquiry, self-reflection, and critical analysis of theory-

practice relationships. Teacher candidates are expected to demonstrate problem-solving skills, technological competence, and information literacy as they communicate with peers, students, and colleagues.

B. **Integrative and applied learning** – Teacher candidates are expected to apply their learning in their practicum placements as they interact with children and to integrate their course learning in the interpretation of school interactions.

C. **Knowledge of human cultures, and the physical, natural and technological world** – The practicum provides teacher candidates with opportunities to grapple with contemporary educational issues in order to facilitate their ability to critically evaluate as well as to participate in the improvement of pedagogy and educational policies and programs.

D. **Personal and social responsibility** – Throughout this practicum, teacher candidates are encouraged to develop personal and professional attitudes, behavior, language, conduct, and ethics that are an integral part of the teaching profession.

More information about these University-wide aims can be found in Appendix 1 of the MRU Academic Plan:
http://www.mtroyal.ca/cs/groups/public/documents/pdf/gfc_academicplan2017-22.pdf

Appendix B: Practicum Classroom Expectations for Teacher Candidates

Year 3 Practicum	
Fall	**Winter**
Orientation: Two days at the start of the school year: September 3rd and 4th; some Fridays in September and October	No practicum Contribute to Professional Learning Plan (set goals, strategies, evidence)
5-Week practicum beginning November 1st, 2019	
Classroom Engagement: Collaborative lessons with the mentor teacher in the first week teaching 50% Teaching 50% or more in weeks 2-5	
Complete seminar posts and weekly reflections	
Contribute to Professional Learning Plan (set goals, strategies, evidence)	
Participate in weekly seminar in schools with faculty supervisor	

Appendix C: Department of Education - Identification of Concern

DEPARTMENT OF EDUCATION - IDENTIFICATION OF CONCERN
This form outlines the specific learning goals that need to be achieved by the teacher candidate to successfully complete the class, field experience, or practicum. It is important to note that failure to improve in these areas may result in a failure in the class, field experience, or practicum.

Date of Notification:	
Teacher Candidate:	
School and Grade:	
Student ID #	
Mentor Teacher/Instructor:	

Who has identified the concern for the teacher candidate? Please check:

☐ Mentor Teacher   ☐ Faculty Supervisor   ☐ Instructor   ☐ Other _____

The following is to be filled out by the Instructor/Faculty Supervisor/other:	
The specific area(s) of concerns are as follows:	
Describe verbal and/or written feedback that has been provided up until this notification:	
The following is to be filled out by the Teacher Candidate:	
Teacher Candidate response to concerns/action plan:	
The following sections for improvement are to be filled out in collaboration with the Teacher Candidate and the Instructor/Faculty Supervisor/Field Experience Coordinator/Practicum Coordinator	

Student Learning Goals to improve the identified areas of concern:	
What will improvement look like and how will it be assessed? What is the timeline for improvement and assessment?	
Date set for progress review: Followed up by:	

Teacher Candidate Signature: _____

Signatures, as applicable:

3010 Coordinator:
4030 Coordinator:
Faculty Supervisor:
Instructor:
Mentor Teacher:
FEPC:
Academic Advisor:

☐ Form complete

Copies of the IOC letter will be provided to the teacher candidate, the faculty member, and Field Experience Coordinator and placed in the teacher candidate's file in the Department of Education office.

Appendix D: Sample Lesson Plan Template

Lesson Title
Date
Grade Level/Subject
Time

ESSENTIAL QUESTION/ENDURING UNDERSTANDING

- What is the point of the lesson?
- How does this build on students' prior knowledge and previous learning?
- What do learners know now? What should learners be able to do at the end of the lesson?

CURRICULAR OUTCOMES

- What are learners expected to know? Cite outcomes from the Alberta Education Program of Studies
- State the outcomes using student "I can...." statements.

DIFFERENTIATION

- How will you differentiate instruction to meet learner needs? (Consider both those who will need extra help/time and those who will finish early and need enrichment).
- Who are the specific students you need to plan for so they can be successful in your lesson? Record what you are planning to do for/and with those students (Use Student A, Student B...)?

ASSESSMENT

Assess & Activate Prior Knowledge	**Assessment Evidence**
- How will you communicate the outcomes/assessment criteria to students? - What strategies will you use to assess and activate prior knowledge (e.g., what questions will you ask, what conversations will you engage, etc.)	- How will students demonstrate their understandings and knowledge? - How will you capture and document student learning?

RESOURCES/MATERIALS

- Make a list of resources (e.g., literature, websites, videos, people, etc.)
- Make a list of materials you need (i.e. supplies, technology, internet connection, URL's, etc.)
- Identify what you need to do in advance to be prepared to facilitate this lesson (e.g., room setup, supply acquisition, etc.)

EXPERIENCES/LEARNING		
Intro/Hook		
Answers the question, "What do the learners already know about this topic?" Grabs the learners' attention and provides them with a reason to be interested in the lesson.		
TIME	**STUDENT EXPERIENCES & LEARNING**	**TEACHER FACILITATION**
	- What are students doing? - How are students expected to engage in this experience? - What quality of thinking and/or experience are students engaging (e.g., Bloom's Revised Taxonomy, Gardener's MI)	- What role am I playing? (facilitator, storytelling, guide) - What questions am I asking to meet the learning objectives?
Development		
Comprises the major portion of the lesson. It describes the learning experience, designed to help learners meet the learning outcome.		
TIME	**STUDENT EXPERIENCES & LEARNING**	**TEACHER FACILITATION**
	- What are students doing? - How are students expected to engage in this experience? - What quality of thinking and/or experience are students engaging (e.g., Bloom's Revised Taxonomy, Gardener's MI)	- What role am I playing? (facilitator, storyteller, guide) - What questions am I asking to meet the learning objectives?
Closure		
Concludes and wraps up the learning experience, creating a sense of closure and completion. It also helps the learners reflect on their learning and sets the stage for future lessons. What are your plans for transition?		
TIME	**STUDENT EXPERIENCES & LEARNING**	**TEACHER FACILITATION**
	- What are students doing? - How are students expected to engage in this experience? - What quality of thinking and/or experience are students engaging (e.g., Bloom's Revised Taxonomy, Gardener's MI)	- What questions am I asking to revisit the learning outcomes? - How am I supporting students to reflect on their learning? - How am I scaffolding students to the next learning experience?

TEACHER SELF-ASSESSMENT/REFLECTION

Use the following questions to guide your reflection:

ME: My success and areas for focus as a teacher:
- What worked well in the lesson? What didn't go as planned? Why?
- Did I have to modify the lesson "on the fly"? How? Did this contribute to increased student learning? How?
- In the future, in what ways could I modify this lesson to increase student learning?
- How does this inform the next lesson?

STUDENTS: Student synthesis and transfer of learning:
- Were the students asked to contribute to the assessment process? How?
- Can the students articulate the connection between their learning to other subjects and to life beyond the classroom? (family, community, etc.) In what ways have I or will I extend the learning beyond the classroom?
- Are students feeling confident that they can build on this learning? Are they setting goals and higher expectations for themselves? How do you know?

<u>**Appendix E: The Alberta Teachers' Association Code of Professional Conduct**</u>

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

In relation to pupils:

1. The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.
2. (1) The teacher is responsible for diagnosing educational needs, prescribing and implementing instructional programs and evaluating the progress of pupils
(2) The teacher may not delegate these responsibilities to any person who is not a teacher.
3. The teacher may delegate specific and limited aspects of instructional activity to non-certificated personnel, provided that the teacher supervises and directs such activity.
4. The teacher treats pupils with dignity and respect and is considerate of their circumstances.
5. The teacher may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgment of the teacher, to do so is in the best interest of the pupil.
6. The teacher may not accept pay for tutoring a pupil in any subjects in which the teacher is responsible for giving classroom instruction to that pupil.
7. The teacher may not take advantage of a professional position to profit from the sale of goods or services to or for pupils in the teacher's charge.

In relation to school authorities:

8. The teacher protests the assignment of duties for which the teacher is not qualified or conditions which make it difficult to render professional service.
9. The teacher fulfills contractual obligations to the employer until released by mutual consent or according to law.
10. The teacher provides as much notice as possible of a decision to terminate employment.
11. The teacher adheres to agreements negotiated on the teacher's behalf by the Association.

In relation to colleagues:

12. The teacher does not undermine the confidence of pupils in other teachers.
13. The teacher criticizes the professional competence or professional reputation of another teacher only in confidence to proper officials and after the other teacher has been informed of the criticism, subject only to section 24 of the Teaching Profession Act.

14. The teacher, when making a report on the professional performance of another teacher, does so in good faith and, prior to submitting the report, provides the teacher with a copy of the report, subject only to section 24 of the Teaching Profession Act.
15. The teacher does not take, because of animosity or for personal advantage, any steps to secure the dismissal of another teacher.
16. The teacher recognizes the duty to protest through proper channels administrative policies and practices which the teacher cannot in conscience accept; and further recognizes that if administration by consent fails, the administrator must adopt a position of authority.
17. The teacher as an administrator provides opportunities for staff members to express their opinions and to bring forth suggestions regarding the administration of the school.

In relation to the profession:

18. The teacher acts in a manner which maintains the honour and dignity of the profession.
19. The teacher does not engage in activities which adversely affect the quality of the teacher's professional service.
20. The teacher submits to the Association disputes arising from professional relationships with other teachers which cannot be resolved by personal discussion.
21. The teacher makes representations on behalf of the Association or members thereof only when authorized to do so.
22. The teacher accepts that service to the Association is a professional responsibility.

Approved by the 2004 Annual Representative Assembly pursuant to the Teaching Profession Act.

Please note:

- Items 13 and 14 of the Code of Professional Conduct do not pertain to reporting to the Association on the possible unprofessional conduct of another member.
- The Teaching Profession Act, section 24(3), requires members to report forthwith to the executive secretary on the unprofessional conduct of another member.

Appendix F: Alberta Education Knowledge, Skills, and Attributes

NOTE: The Department of Education program outcomes are adapted from the following knowledge, skills and attributes.

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

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

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

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

A. Contextual variables affect teaching and learning. They know how to analyze many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning.

B. The structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation, A.R. 261/90 as amended and their school authority's teacher's evaluation policy;

C. The purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;

D. The subject disciplines they teach. They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;

E. All students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs;

F. The purposes of short, medium and long term range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive

learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students;

G. Students' needs for physical, social, cultural and psychological security. They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning;

H. The importance of respecting students' human dignity. They know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony;

I. There are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes;

J. the functions of traditional and electronic teaching/learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records;

K. The purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments. They know how to analyse the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students;

L. The importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;

M. Student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;

N. The importance of contributing, independently and collegially, to the quality of their school. They know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues;

O. The importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities;

P. The importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience;

Q. They are expected to achieve the Teaching Quality Standard.

Appendix G: Professional Learning Plan

Description

The Professional Learning Plan is intended to provide visual documentation of your journey towards the achievement of the program outcomes and to help you articulate the areas where you need to learn more. It will include your philosophy of education and educational goals, documentation of personal experiences that enhance your teaching potential, and assignments and other artifacts that help illustrate your journey towards the achievement of the program outcomes. You will be presenting your Professional Learning Plan during the final seminar.

The Professional Learning Plan should include the following pages and content demonstrating your competencies.

- Home
- Resume
- Journal
- Course Reflections
- Teaching Philosophy
- Teaching Competencies
  - Professional Responsibilities
  - Planning for Learning
  - Facilitating Learning
  - Assessment
  - Classroom Environment

Please note that you need to be aware of FOIP guidelines when considering the inclusion of photos of students or their work.

School Information

- ❏ Principal's and Assistant Principal's name and office location
- ❏ School/Staff handbook
- ❏ School Calendar
- ❏ Names of school personnel:
  - o School Administrative Assistant
  - o Mentor teacher (and preference for contacting him or her)
  - o Education assistants
  - o Custodian
- ❏ Parking
- ❏ Dress Code
- ❏ Computer and technology equipment (and routines for use and user access code)
- ❏ Supervision expectations (gym, playground, hallway, lunchroom)
- ❏ Co-curricular activities in which you are expected to participate
- ❏ Opportunities for extracurricular activities
- ❏ School keys and security
- ❏ Important places:
  - o Location of the staff room (and routines for lunch, coffee fund, social fund)
  - o Location of washroom
  - o Location of library (and routines for staff use)
  - o Location of photocopier (and routines for use and access codes if needed)
  - o Location of first aid or sick room

Important Routines

- ❏ School bell schedule (breaks, recess, late students)
- ❏ Student arrival and dismissal times
- ❏ Teacher arrival and leaving time
- ❏ How to notify the school and mentor teacher of absence due to illness or emergency
- ❏ Special events during practicum
- ❏ School discipline policies and behaviour expectations
- ❏ Substitute teachers
- ❏ Homework expectations
- ❏ Fire, lockdown, and other emergency procedures

Classroom Information

- ❏ Class schedule
- ❏ Class lists
- ❏ Seating plans
- ❏ Names and information about specific students with medical/custodial/behavioural alerts

- ❏   Mentor teacher's expectations of students (behaviour, discipline, evaluation)
- ❏   Location of supplies and resources
- ❏   Personal workspace
- ❏   List of textbooks and teacher guides that you'll be using
- ❏   Topics and projects students are working on now
- ❏   Subjects, topics, lessons you may teach
- ❏   Differentiation you will need to make for specific students
- ❏   Preferred ways your mentor teacher would like to be contacted
- ❏   Determine meeting times with your mentor teacher

NOTES:

<u>**Appendix I: Instructions for Electronic Submission of Evaluations Using IPT**</u>
(Intern Placement Tracking) System

Mentor teachers**,** teacher candidates, and faculty supervisors are able to complete evaluation forms related to the practicum using IPT.

Where to find IPT?

The database is found online at www.runiptca.com

How to log in?

You will receive an email with your default username and password to use for your first login. **If you do not receive your default, please contact the Field Experience and Practicum Coordinator lbarrett@mtroyal.ca** . After you successfully login, you will be prompted to create your own personal username and password. Please remember that the IPT system is **case sensitive.** Below is the information you will need for your login process:

1. Organizational ID: **mtroyaledu (this will not change)**
2. Username: **Use your default first and then you will be prompted to create your own**
3. Password: **Use your default first ("ipt" in all lowercase) and then you will be prompted to create your own**

My forms

To access the evaluation forms for your teacher candidate, click on **"My forms"**, the click **"View"** next to the desired form; then you can edit.
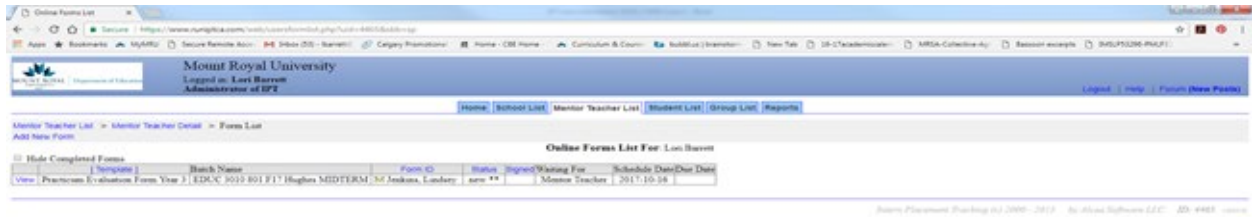
Some sections of the form have checkboxes; others ask you to enter text. Mark an "X" in appropriate checkboxes; click on the little square paper & pencil icon **to enter text.**

Once you finish editing, you must click "save" at the bottom of the form; otherwise your work will be lost:

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

Save
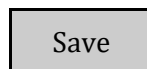
Once a form is complete, click the blue prompt to Sign your name, and then you will be prompted to click "Submit":

Mentor Teacher Signature (*[Mentor Teacher Name]*): *Click to sign Completed Document*

Teacher Candidate Signature (*[Teacher Candidate Name]*): *Click to sign Completed Document*

Faculty Supervisor Signature (*[Faculty Supervisor Name]*): *Click to sign Completed Document*

Sign this document by entering your name in the box below. Once you have signed here you will no longer be able to change fields in document.

SUBMIT SIGNATURE   CANCEL

Once you have completed this step, you will be no longer able to make changes unless you contact the Field Experience and Practicum Coordinator and ask for the form to be reset. After you have submitted your signature, the teacher candidate and faculty supervisor will then receive prompts to sign.

If you are experiencing any issues or if you forget your username or password, please contact the FEPC, Lori Barrett at lbarrett@mtroyal.ca or 403.440.6701.

MOUNT ROYAL | Department of Education
UNIVERSITY
1910

Date:

Teacher Candidate:

School:

Lesson Title:

Faculty Supervisor:

Pre-conference Goals:	
Lesson Notes:	
Post-conference Goals:	
Practicum Binder Feedback:	
Journal Feedback	

THE BOARD OF GOVERNORS OF MOUNT ROYAL UNIVERSITY ("MRU")
PRACTICUM STUDENT ACKNOWLEDGEMENT OF CONFIDENTIALITY
AND GRANT OF LICENSE

Student's Name:

(Please Print)

Program of Study:

- PLEASE READ CAREFULLY -

Confidentiality

I understand and acknowledge the following:

1. 1   Throughout any practicum placement that I participate in my Program of Study set out above (a "Practicum"), I may be given access to information that is personal, confidential, sensitive or proprietary in nature regarding the agency that is supervising me during each Practicum (the "Agency"), its clients, patients, students, parents, employees, volunteers and others associated with the Agency (collectively "Confidential Information").

1. 2   MRU is committed to protecting the Confidential Information and is legally obligated to the Agency to do so. MRU requires that strict confidentiality be maintained with respect to all Confidential Information that I obtain while participating in the Practicum.

I will do the following:

2.1   I will hold all Confidential Information that I obtain throughout my Practicum in strict confidence and only use such Confidential Information for the purposes required by my Practicum.

2.2   I will take reasonable steps to ensure that physical or electronic documents containing Confidential Information are stored in a secure location that cannot be accessed by others.

2.3   In the event that Confidential Information in my possession has been used or disclosed, I will immediately notify MRU and the Agency of such use or disclosure.

2.4   If I am uncertain if information I obtain is personal, confidential, sensitive or proprietary in nature, I will assume that it is Confidential Information until otherwise confirmed by MRU or the Agency.

2.5   I will inform myself of and comply with all applicable privacy laws, including the *Freedom of Information and Protection of Privacy Act* and the *Health Information Act*.

2.6   At the end of the Practicum, I will return all physical or electronic documents containing Confidential Information in my possession to MRU or the Agency.

2.7   I acknowledge that some agencies may require me to sign further acknowledgments of confidentiality and grants of license specific to that agency. In the event of an inconsistency, I will follow the requirements that more strictly protect the confidentiality of the Confidential Information.

2.8   **I acknowledge that if I fail to adhere to my above commitment, I may face academic or non-academic misconduct proceedings under MRU's Student Code of Conduct and that I will be subject to such discipline as is deemed appropriate by the misconduct review board and which may include (without limitation) grade reduction, suspension or expulsion from my program.**

Grant of License

3.1   I acknowledge that the Agency has voluntarily agreed to participate in the Practicum to support the practical education of MRU's students. I acknowledge that the Agency may wish to use, further develop and implement the materials that I develop over the course of my Practicum (the "Materials") as part of its ongoing business operations.

3.2   In recognition of the Agency's support of my education, I grant the Agency a perpetual, non-transferable license to use, copy, modify, distribute and publish the Materials for its own personal commercial and non-commercial purposes. I acknowledge that I will not receive any royalties or other compensation from the Agency or MRU arising from such use of my Materials.

I understand that my obligations under this Acknowledgment of Confidentiality and Grant of License will continue after the end of the Practicum. I certify that I have carefully read and understand this form.

Practicum Student

_____

Signature

_____

NOTES:

Appendix L: Rubrics and Practicum Evaluation form for EDUC 3010

Adapted from Danielson, C. (2013). *The framework for teaching evaluation instrument*. Princeton, NJ: The Danielson Group

PRACTICUM EVALUATION FORM – YEAR 3

Teacher Candidate: _____   School:_____

Grades/Subjects taught: _____   Mentor Teacher: _____

Faculty Supervisor: _____   Date: _____

Most teacher candidates will demonstrate knowledge, skills, and attributes in the "Meeting Expectations" category.

A checkmark in the **"Beginning"** column indicates that the teacher candidate's performance is acceptable but in the early stages of development. A checkmark in the **"Proficient"** column indicates that the teacher candidate consistently performs at a strong level. A checkmark in the **"Not Yet Meeting Expectations"** column indicates that the teacher candidate is not performing at the minimum level of expectation. **Teacher candidates who are rated as not yet meeting expectations in <u>two or more areas</u> will not pass the practicum.**

If an outcome has not been evident or the teacher candidate has not had an opportunity to demonstrate it, the mentor teacher is asked to identify this as **not applicable**. For each category on the evaluation, the rubric is shown above the corresponding evaluation section.

Professional Responsibilities				
	Not yet meeting expectations	**Beginning**	**Developing**	**Proficient** *In addition to developing:*
Identifies and implements specific **changes** to practice based on **reflection** and feedback from Mentor Teacher and Faculty Supervisor	Does not know whether teaching was effective or achieved outcomes and resists feedback; no suggestions for improvement.	Has generally accurate impression of teaching effectiveness and general suggestions for improvement.	Makes an accurate assessment of teaching effectiveness with examples and makes specific suggestions for improvement.	Makes a thoughtful and accurate assessment of teaching effectiveness with numerous examples. Solicits feedback. Drawing on extensive repertoire of skills, TC offers specific alternatives and likelihood of success.
Engages with colleagues in **professional learning**	Engages in little to no PD; no effort to share knowledge or assume professional responsibilities; relationships with colleagues are negative.	Engages in some PD. Limited professional sharing with colleagues; participates in professional conversations in a limited way. Maintains cordial relationships. Participates with school activities and projects when invited to do so.	Seeks out opportunities for PD. Actively engages with colleagues in professional conversations. Relationships are characterized by mutual support and cooperation. Participates in professional inquiry. Volunteers to participate in school events.	Seeks out opportunities for PD and research. Initiates important contributions to the profession. Relationships are characterized by mutual support and cooperation. Takes initiative in promoting culture of professional inquiry. Makes a strong contribution to school or district events.
Establishes **professional** and **ethical relationships**	Dishonest in interactions with colleagues, students or public; practices do not always serve students well. Decisions are self-serving; does not comply with standards and regulations	Honest in interactions with colleagues, students, and public; some inconsistency in serving students may contribute to inequity. Limited involvement in decision-making; may need reminders about compliance with standards and regulations.	Displays high standard of honesty, integrity and confidentiality in interactions with colleagues, students and public. Active in serving students and ensuring fair opportunities. Willing participant in decision making; complies with standards and regulations	Displays highest standards of honesty, integrity and confidentiality in interactions with colleagues, students and public; challenges negativity. Proactive in serving students, seeking out resources when needed. Takes an active role and ensures decisions reflect professional standards and comply with regulations.
Demonstrates **deep thinking** through seminar responses, lesson critiques, and journal reflections.	Does not make connections between theory and practice.	Is able to connect theory and practice in general ways.	Is able to connect theory and practice by using examples that relate to the specific classroom context.	Is able to connect theory and practice using examples that link current and previous classroom contexts to current educational initiatives and theoretical underpinnings. Analyzes own professional identity within experiences of theory and practice contexts.

PROFESSIONAL RESPONSIBILITIES (KSAs b, l, n, o, p)	Not Applicable	Not Yet Meeting Expectations	Meeting Expectations		
			Beginning	Developing	Proficient
1. Identifies and implements specific changes to practice based on reflection and feedback from Mentor Teacher and Faculty Supervisor					
2. Engages with colleagues in professional learning					
3. Establishes professional and ethical relationships					
4. Demonstrates deep thinking through seminar responses, lesson critiques, and journal reflections					
Comments					

Planning for Learning

Outcomes adapted from *AB Education Teaching Quality Standard*	**Not yet meeting expectations**	**Beginning**	**Developing**	**Proficient** *In addition to developing:*
Uses programs of study to set **learning goals**	Lacks outcomes, or outcomes are phrased as activities rather than learning outcomes; goal is unclear.	Outcomes have some learning goals but purpose and link to other learning is sometimes unclear.	Outcomes reflect learning goals with sequence and link to other learning.	Outcomes reflect significant learning goals (not activities) with clear sequence and connection to previous and future learning with integration where appropriate.
Analyzes **resources** (e.g. programs of study, teaching materials, textbooks) to select appropriate **teaching strategies** and design relevant learning experiences	Lacks awareness of resources to support learning.	Some awareness of resources.	Aware of resources for classroom use and professional development.	Consistent use of resources for classroom use and professional development.
Translates outcomes into coherent **short, medium, and long range plans**	Lacks outcomes, or they are phrased as activities rather than learning outcomes so goal is unclear.	Outcomes have some learning goals but purpose and link to other learning is sometimes unclear.	Outcomes reflect learning goals with sequence and link to other learning.	Outcomes reflect significant learning goals (not activities) with clear sequence and connection to previous and future learning with integration where appropriate.
Demonstrates understanding of **pedagogies appropriate to the discipline**	Displays little or no understanding of the range of pedagogical approaches suitable to the discipline.	Displays limited range of pedagogical approaches suitable to the discipline.	Plans reflect familiarity with a range of effective pedagogical approaches in the discipline.	Plans reflect familiarity with a wide range of effective and creative pedagogical approaches in the discipline including recent developments.
Demonstrates knowledge of **learner development and differences** and uses this knowledge to plan learning experiences	Weak understanding of child development and characteristics of learners (e.g. interests and cultural heritage). Unrealistic expectations of learners.	Some knowledge of learner development and differences (e.g. interests and cultural heritage) but not consistently integrated into planning; some expectations are unrealistic.	Good knowledge of development and differences (e.g. interests and cultural heritage) in groups of learners and often incorporates this in lesson planning; reasonable expectations.	Systematically acquires information about development and learner differences (e.g. interests and cultural heritage) and clearly uses this information to inform lesson planning; appropriately high expectations.
Develops activities and assignments that are clearly aligned with learning goals, require **deep thinking** and support student **engagement** and **choice**	Learning experiences have single correct response; no choice; not suitable for all learners.	Learning experiences require mainly recall; minimal choice; suitable for some learners.	Learning experiences challenge student thinking; some choice in how they complete tasks.	Learning experiences are appropriately challenging and highly engaging for almost all students.

PLANNING FOR LEARNING (KSAs a, c, d, f)	Not Applicable	Not Yet Meeting Expectations	Meeting Expectations		
			Beginning	Developing	Proficient
1. Uses programs of study to set learning goals					
2. Analyzes resources (e.g. programs of study, teaching materials, textbooks) to select appropriate teaching strategies and design relevant learning experiences					
3. Translates outcomes into coherent short range plans					
4. Demonstrates understanding of pedagogies appropriate to the discipline					
5. Demonstrates knowledge of learner development and differences and uses this knowledge to plan learning experiences					
6. Develops activities and assignments that are clearly aligned with learning goals, require deep thinking and support student engagement and choice.					
Comments					

Facilitating Learning

	Not yet meeting expectations	Beginning	Developing	Proficient *In addition to developing:*
Uses a variety of **teaching strategies** to engage learners in rich learning experiences	Learning experiences have single correct response; no choice; not suitable for all learners; few students engaged.	Learning experiences require mainly recall; minimal choice; suitable for some learners; some students are engaged.	Learning experiences challenge student thinking; some choice in how they complete tasks; most students are engaged.	Learning experiences are appropriately challenging and highly engaging for almost all students; students modify learning to task to suit their needs or interests.
Incorporates the appropriate use of **digital technologies**	Digital technology employed in trivial ways or not at all.	Some use of digital technology.	Digital technology enriches learning.	Digital technology promotes innovation and dialogue to support learning.
Communicates and monitors high and achievable **expectations** in student-friendly language	Students are not always aware of expectations; little effort to monitor learning.	General communication of expectations; some monitoring of learning.	Communicates expectations of high quality work and monitors student learning to meet these expectations.	High expectations communicated clearly; multiple strategies to monitor student understanding.
Scaffolds student understanding including **knowledge, skills, and strategies**	Students are not provided with knowledge, skills or strategies for learning	Provides students with some of the knowledge, skills and strategies for learning	Provides students with the knowledge, skills, and strategies for successful learning	Equips students with the knowledge, skills, and strategies for successful learning
Provides **clear explanations** with rich language and examples.	Explanations have major errors or omissions; students communicate a lack of understanding.	Students require clarification to complete tasks; vocabulary is appropriate but unimaginative; little student involvement.	Clear and accurate explanations; vocabulary is appropriate for the students; invites student participation and thinking.	Rich explanations with analogies and scaffolding to make concepts clear; rich vocabulary; anticipates misunderstanding and checks for understanding.
Analyzes and responds to student **misconceptions.**	Does not check for understanding; general feedback.	Sometimes checks for student understanding; feedback is not always specific.	Regularly checks for understanding; provides feedback.	Uses questions, prompts & assessments to check for individual student understanding; provides feedback that is timely, specific & improvement focused.
Engages in **discussions** and inquiry that invite **high level thinking** and **engagement** of all students.	Closed questions with minimal challenge, many students are not engaged in discussion.	Mostly closed questions or questions with predetermined responses; some students not engaged in discussions.	Some low level questions but many challenging questions; genuine discussion with significant participation.	Questions advance high level thinking and metacognition; students generate questions and involve peers in discussion.
Paces lessons appropriately for all students including time for reflection & closure.	Lesson is hurried or tedious so few students are engaged.	Lesson is unevenly paced; not all students are engaged.	Lesson pace provides time for all students to be intellectually engaged.	Lesson is flexible, well-paced for all; time given for reflection and consolidation of understanding.

FACILITATING LEARNING (KSAs e, i, j, k, m)	Not Applicable	Not Yet Meeting Expectations	Meeting Expectations		
			Beginning	Developing	Proficient
1. Uses a variety of teaching strategies to engage learners in rich learning experiences					
2. Incorporates the appropriate use of digital technologies					
3. Communicates and monitors high and achievable expectations in student-friendly language					
4. Scaffolds student understanding including knowledge, skills, and strategies					
5. Provides clear explanations with rich language and examples					
6. Analyzes and responds to student misconceptions					
7. Engages in discussions and inquiry that invite high level thinking and engagement of all students					
8. Paces lessons appropriately for all students including time for reflection and closure					
Comments					

Assessment

	Not yet meeting expectations	Beginning	Developing	Proficient *In addition to developing:*
Uses assessments to identify learner needs and **adjusts instruction** including varied ways of addressing misunderstandings	Does not elicit student understanding; assessment results do not influence plans.	Single method of monitoring student learning; lacks a clear way to elicit understanding from students; assessment results are occasionally used to design lesson plans for the whole class, not individual students.	Questions and various assessments used to collect evidence of learning; lesson plans indicate possible adjustments based on prior assessments.	The teacher is regularly "taking the pulse" of the class; formative assessments designed to inform responsive decision-making.
Develops learner understanding of learning goals and achievement expectations to **promote self-monitoring.**	Students are not aware of assessment criteria; no peer or self-assessment is encouraged.	Students are partially aware of assessment criteria; minor efforts to involve peer and self-assessment.	Students are aware of the standards of high quality work; Some students engage in peer and self-assessment.	Students understand and may contribute to assessment criteria; students engage in peer and self-assessment.
Provides specific, timely, constructive **feedback** to help students monitor their own learning.	Feedback is absent or poor quality.	Feedback to students is vague and not focused on improvement.	Feedback is accurate and specific.	High quality feedback is specific, supportive, and focused upon improvement.

ASSESSMENT (KSAs k)	Not Applicable	Not Yet Meeting Expectations	Meeting Expectations		
			Beginning	Developing	Proficient
1. Uses assessments to identify learner needs and adjusts instruction including varied ways of addressing misunderstandings					
2. Develops learner understanding of learning goals and achievement expectations to promote self-monitoring					
3. Provides specific, timely, constructive feedback to help students monitor their own learning					
Comments					

Environment

	Not yet meeting expectations	Beginning	Developing	Proficient *In addition to developing:*
Creates and manages effective classroom **routines and procedures** to ensure positive student behaviour.	Much classroom time is lost due to inefficient routines; poor management of groups and materials; students don't know how to follow established routines; little or no monitoring of student behaviour.	Some classroom time is lost due to partially effective classroom routines; handling of groups and materials is inconsistent; students follow routines with prompting; inconsistent monitoring of student behaviour.	Little time is lost is due to effective routines; management of groups and materials is successful; students follow routines with minimal prompting; teacher response to student misbehaviour is consistent, respectful, and effective.	Instructional time is maximized due to efficient routines; students take initiative in managing groups and materials, routines are well understood and may be initiated by students; teacher response to student misbehavior is sensitive to individual students' needs.
Creates a respectful and ethical learning community **that encourages learners to take risks, build trust, embrace diversity, and increase self-confidence.**	Interactions are often negative or insensitive; students are disrespectful to one another and teacher does not deal with disrespectful student behaviour.	Interactions are generally respectful but may reflect occasional inconsistencies, favouritism, and disregard; students are sometimes disrespectful to one another and teacher response has uneven results, making students cautious.	Teacher demonstrates care and respect; interactions among students are generally respectful; teacher responds successfully to disrespectful behavior between students ; students may be somewhat cautious about intellectual risks.	Teacher demonstrates genuine warmth, caring and sensitivity to students as individuals; students are respectful to teacher and peers creating an environment where all students feel valued and comfortable taking intellectual risks.

ENVIRONMENT (KSAs k)	Not Applicable	Not Yet Meeting Expectations	Meeting Expectations		
			Beginning	Developing	Proficient
1. Creates and manages effective classroom routines and procedures to ensure positive student behaviour					
2. Creates a respectful and ethical learning community that encourages learners to take risks, build trust, embrace diversity, and increase self-confidence					
Comments					

Mentor Teacher's Feedback on Professional Growth

Strengths/ Professional Learning Achieved:

Suggestions/ Areas for Growth:

Teacher Candidate's Growth Plan

Faculty Supervisor Comments

Mentor Teacher Signature _____Date _____

Teacher Candidate Signature _____Date _____

Faculty Supervisor Signature _____Date _____