



MOUNT ROYAL
UNIVERSITY
1910

Department of Education

Bachelor of Education (Elementary)

EDUC 4030

Winter 2020



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 students, 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

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

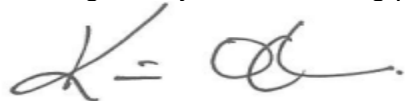
- plan rich learning tasks with in-depth curricular knowledge
- challenge learners to think deeply
- use assessment to inform instruction and promote student self-monitoring
- establish respectful learning communities and
- contribute to the profession in meaningful ways

In collaboration with our partner schools, 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.

School partnerships and practicum are the heart of our Teacher Education program at Mount Royal University. Research suggests that teacher candidates who have experienced School-University partnership approaches utilize more varied pedagogical methods and practices; are more reflective; feel more confident in their knowledge and skill; and have lower attrition rates during the first few years of teaching. It is also our intent that our partnership schools benefit from our collaborative efforts in education. We are thankful and honoured to work collaboratively with our school partners in “seeing the teacher as part of a matrix of existing relationships, practices and ideas”.

To our mentor teachers, we wish to express our deepest 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

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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 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.

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.

Practicum II Schedule

- Full semester practicum
- Includes two in-school orientation days: October 25, 2020 plus one other to be negotiated between TC and MT
- Practicum dates: January 6, 2020 - April 9, 2020
- On-campus classes for students on January 9 & 10; April 14 - 16, 2020
- Additional Course instruction integrated in schools periodically throughout the semester
- Capstone Celebration at MRU Campus on April 16, 2020 from 4:00 - 7:00 pm

Description of EDUC 4030: Practicum II

Practicum II focuses on professional responsibilities, planning for learning, facilitating learning, assessment, and the classroom environment. Students are expected to be directly involved in all aspects of teaching progressing from 50% and achieving 100% for at least three 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 4361 - Exceptional Students, Special Needs, and Inclusive Schooling**
- **EDUC 4201 - Integrating Ideas, Values and Praxis (Capstone course)**

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.

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 a 5-Week 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 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 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 skill 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.
- **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 (1-6) 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.

Program Requirements

Teacher candidates must register as full-time students in Practicum II. The Inclusive Education and the Capstone 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 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 4361 Exceptional Students, Special Needs, & Inclusive Schooling** – This 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.
- **EDUC 4201 Integrating Ideas, Values and Praxis (Capstone course)** – In this 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.

School Placements

All school placements are made by the Field Experience and Practicum Coordinator and Practicum Coordinator EDUC 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. Teacher candidates are asked to complete a *Teacher Candidate Practicum Information* form prior to the start of the semester indicating preferences for placements in Practicum II. These requests 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 PC EDUC 4030 immediately.

Practicum placements are based on careful consideration of these factors:

- Availability of appropriate school placements;
- variation in your practicum experiences, and
- size of cohorts.

Teacher candidates are responsible for securing their own transportation (own vehicle, carpooling with other TCs or teachers 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 without major implications. Only in extreme circumstances will a change be considered (e.g., legal, religious or personal safety concerns).

In Year 4, teacher candidates may use their police check that they used in Year 3 provided there have been no changes in status. 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 practicum school on the first orientation day, 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.

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 this practicum, 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 course outline (*Appendix A*).

Orientation Days

Prior to the practicum, teacher candidates will participate in at least two orientation days at the school - one on October 25th, and the other(s) to be negotiated between the MT and the TC. During these days, teacher candidates 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 in *Appendix I*.

Typical Teaching Schedule

Teaching Weeks 1-4	Teaching 50% (co-planning/teaching in week 1)
Teaching Weeks 5-9	Transition to 100%
Teaching Weeks 10-12	Transition to 50-75%

There is some flexibility provided teacher candidates teach 100% for at least three weeks and teach at least 50-75% in the remaining weeks.

Please note: The chart above indicates teaching weeks only. Also, the number of teaching days varies slightly between school districts.

Roles and Responsibilities

The Teacher Candidate is 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. The teacher candidate may teach from plans prepared by/with the mentor teachers 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 teachers. It is expected that the mentor teacher is available to support the teacher candidate. The teacher candidate should not act as a substitute teacher at any time during the practicum
- Participate in seminars with faculty supervisors (and mentor teachers)
- Adhere to all school policies and dress codes
- Contact the mentor teacher, the school, and the faculty supervisor they are absent. In this event, the teacher candidate is responsible for providing lesson plans to the mentor teachers for lessons s/he was scheduled to teach
- Complete course requirements for EDUC 4030 (see *Appendix A* for the course outline). This includes daily lesson reflections, weekly journal entries on the seminar topic, and contributions to his/her professional learning plan that 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 content

The Mentor Teacher is 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 his/her own teaching presence
- Support the teacher candidate in his/her professional growth by providing opportunities for the teacher candidate to evaluate his/her 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
- Review the teacher candidate's lesson plans prior to them being taught and offer feedback/suggestions
- Observe most 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 teacher candidate and faculty supervisor to complete mid-term and final evaluation forms, reviewing documented evidence of reflective growth in the practicum binder and journal entries

The Faculty Supervisor is expected to:

- Contact the mentor teacher and teacher candidate weekly through school visits and 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 candidate's professional learning plan in the final seminar presentation.
- Monitor teaching assignments
- Work closely with the mentor teacher to determine appropriate experiences for the teacher candidate to ensure professional growth
- Collaborate with teacher candidate and mentor teacher to complete mid-term and final evaluation forms, reviewing documented evidence of reflective growth in practicum binder, journal entries and professional learning plan content

Practicum Assessment and Evaluation

Teacher candidates are expected to maintain an accurate weekly teaching schedule for each week of practicum and to submit this schedule to the faculty supervisor at the end 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 E* for sample template). It also includes feedback from the mentor teachers and artifacts of student learning. It will be in paper form and must be available to the faculty supervisor during each weekly visit. The mentor teacher provides daily written feedback on at least one lesson taught. In addition to the practicum binder, teacher candidates are required to complete an electronic reflective journal entry for each of the weekly seminar topics. Please see *Appendix A* for a copy of the EDUC 4030 Course Outline for further details.

At mid-term, the mentor teacher, in collaboration with the teacher candidate and the faculty supervisor, will complete an evaluation of the practicum learning goals that reflects the Teaching Quality Standard for interim certification (*Appendix G*). 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. A copy of the evaluation form can be found in *Appendix L*. These evaluations will be completed electronically using the IPT system. Instructions are in *Appendix J*.

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. The professional learning plan

should build on work completed in previous courses in the program and should showcase the teacher candidate's professional growth. The Professional Learning Plan is assessed by the faculty supervisor and Capstone course instructor (see *Appendix H*).

Practicum Challenges

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 teachers 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 PC EDUC 4030 to determine an appropriate course of action. 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 – Failure to meet expectations or failure to show sufficient growth in one or more areas identified on the Practicum Evaluation 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 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 F*): 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 EDUC 4030 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, the PC EDUC 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 Professional Code of Conduct (*see Appendix F*), 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.
- 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 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/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/>

MRU Code of Student Conduct:

<http://www.mtroyal.ca/codeofstudentconduct/pdf/CodeofStudentConduct.pdf>

MRU Plagiarism:

<http://library.mtroyal.ca/help/citation/plagiarism.shtm>

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 4030 Course Outline

EDUC 4030

Practicum II COURSE OUTLINE

Faculty Supervisor: _____

Office Number: _____

Phone Number: _____

Office Hours: _____

Email Address: _____

Calendar Description

9 credit hours

EDUC 4030 Practicum II (Full semester) – This practicum focuses on professional responsibilities, planning for learning, facilitating learning, assessment, and the classroom environment. Students are expected to be directly involved in all aspects of teaching progressing from 50% and achieving 100% for at least three weeks of the practicum.

Prerequisites: EDUC 3010

Co-requisites: EDUC 4361, 4201

Required Resources

Alberta Program of Studies: <https://education.alberta.ca/topic-search/?journeyId=16525>

Practicum II Handbook

Learning Goals

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

PROFESSIONAL RESPONSIBILITIES

1. Identifies and implements specific changes to practice based on reflection and feedback from mentor teacher and faculty supervisor
2. Collaborate with teachers, parents, learners, and community members
3. Engages with colleagues in professional learning
4. Establishes professional and ethical relationships
5. Demonstrate deep thinking through seminar responses, lesson critiques, and journal reflections

PLANNING FOR LEARNING

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
7. Plans for multiple paths to learning for individuals and groups of learners

FACILITATING LEARNING

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

ASSESSMENT

1. Uses assessments to identify learner needs and adjusts instruction including varied ways of addressing misunderstandings
2. Creates assessment tools that align with outcomes
3. Develops learner understanding of learning goals and achievement expectations to promote self-monitoring
4. Provides specific, timely, constructive feedback to help students monitor their own learning
5. Reflects on assessment data with students, parents, and colleagues

ENVIRONMENT

1. Makes reasoned decisions in response to contextual variables (e.g. gender, SES, culture)
2. Plans a classroom environment that is physically, socially, culturally and psychologically secure
3. Creates and manages effective classroom routines and procedures to ensure positive student behaviour
4. Creates a respectful and ethical learning community that encourages learners to take risks, build trust, embrace diversity, and increase self-confidence

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 II Handbook*.

Accommodations

Students experiencing challenges 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

During the first week, mentor teachers and teacher candidates are expected to plan lessons collaboratively. Mentor teachers are expected to provide daily written feedback on at least one lesson taught by the teacher candidate and engage in conversations about the contexts of teaching and learning. 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 into full time (100%) teaching during this practicum. For additional information and details, please refer to the schedule of teaching on page 10.

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 meet degree requirements. Such competencies are based on program outcomes and reflect the KSAs required for interim certification in Alberta. The competencies are outlined on the Practicum Evaluation form found in the *Practicum II Handbook: Appendix K*.

Practicum II Components:

1. Teaching Assignment Schedule

Due date:.....*Fridays each week*

Teacher candidates are expected to complete their teaching assignment schedule from that week by the end of the day on Friday after their week of teaching. 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

Due date:.....*Ongoing*

The practicum binder contains four sections (please use dividers to delineate sections):

1. General Information (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), and
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. Journal Reflections

Due date:.....*Ongoing*

Teacher candidates are expected to respond at least once a week to weekly seminar readings and prompts that are provided by the faculty supervisor. These are intended to integrate theory and practice through the experiences interrogated by the teacher candidate. In addition to the responses to weekly seminars, teacher candidates are encouraged to critically examine their practice through further reflective writing. These are formatted in Google Docs and should be shared with both faculty supervisor and mentor teacher.

4. Professional Learning Plan

Due date:.....*Final Seminar*

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 candidate's professional growth. Teacher candidates will present highlights of their professional growth through a 5-10 minute presentation during the final seminar. Guidelines are provided in the *Practicum II Handbook: Appendix G* to inform this process. Professional learning plans should be shared with the faculty supervisor and the mentor teacher.

5. Practicum Evaluation

Midterm due date:.....*Week 6*

Final due date:.....*Last week of practicum*

At the 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. A copy of the evaluation form can be found in the *Practicum II Handbook: Appendix K*. Teacher candidates are expected to provide evidence from their professional learning plan to support this process.

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, behaviour, 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: Writing Deeply Reflective Journals

The following table describes varied levels of thinking observed in reflection journals. Following this table are a series of examples at each of the levels; please review and consider ways to think more deeply through your journal.

Levels of Deep and Surface Learning

Adapted from Bain, Ballantyne, Packer & Mills (1999) p. 60

Shallow	Level 1 Reporting	Describes, reports, and retells
	Level 2 Responding	Offers ideas or judgments without detailing reasons why, reports a feeling (relief, anxiety, happiness) without expanding on why and where the feeling might be coming from
	Level 3 Relating	Gives a superficial reason for ideas/ judgment, seeks a superficial understanding of relationships, connects to prior experience, some self-assessment/reflection
Deep	Level 4 Reasoning	Integrates learning/understanding into the relationship with theoretical concepts/experience involving a high level of conceptualization, seeks a deep understanding of ideas/concepts, explores and/or analyzes a concept or event
	Level 5 Reconstructing	High level of deep thinking, which is applied to experiences/learning, draws thoughtful conclusions, connects ideas/concepts/theory, plans further learning

For more information, read the following article:

http://www.kpu.ca/sites/default/files/downloads/TD.6.3.8_Nickel_Reflection_Journals.pdf

Levelled Journal Samples

Level 1

Today the students had a spelling test. I took one student, Jonathan, into the hallway to dictate his test to him. Jonathan has special needs. I had to say each word several times before he wrote down the word.

At recess, I went outside to watch the kids play. One girl wanted to hold my hand and walk around with me. Soon I had a whole pack of kids following me. It was funny!

I had a really fun day. I can't wait to go back!

Level 1 Commentary: This journal is considered level 1 because the writer simply listed events from her school experience with no added observations or insights.

Level 2

Today the students had a spelling test. Mrs. K asked me to take Jonathan into the hall to help him write his spelling test. Before the students arrived, she explained earlier that Jonathan has a type of

learning disability that makes it difficult for him to hear the sounds in words and to know which letters make the sounds. When I asked Jonathan to come with me, he looked a bit nervous. When I said the word, “Funny,” he stared at his page for a long time. I repeated it slowly so he could hear the sounds and he finally wrote F. He seemed to be stuck on the correct vowel. I could tell he was getting anxious because he started to twist and untwist his legs around the chair legs. I asked him, “What letter do you think it might be next? It’s one of the vowels” I hinted. He wrote down O then started to mouth the word to himself, saying it silently. Finally he wrote N (upper case) and E: “FONE.” I felt bad for him that the spelling test made him so stressed out.

Level 2 Commentary: This journal is considered level 2 because there are more descriptive details than level 1 showing she observed more closely. However, the writer made simple judgments about her observation (“he looked a bit nervous” and “I felt bad for him”) but she gave no reasons for her judgments.

Level 3

Retell: Today the students had a spelling test. Mrs. K asked me to take Jonathan into the hall to help him write his spelling test. Before the students arrived, she explained earlier that Jonathan has a type of learning disability that makes it difficult for him to hear the sounds in words and to know which letters make the sounds. When I asked Jonathan to come with me, he looked a bit nervous. When I dictated the word, “Funny,” he stared at his page for a long time. I repeated it slowly so he could hear the sounds and he finally wrote F. He seemed to be stuck on the correct vowel. I could tell he was getting anxious because he started to twist and untwist his legs around the chair legs. I asked him, “What letter do you think it might be next? It’s one of the vowels” I hinted. He wrote down O then started to mouth the word to himself, saying it silently. Finally, he wrote N (upper case) and E: “FONE.”

Reflect: This reminds me of **scaffolding**. If I hadn’t been there, he might never have written anything and been completely frustrated but with some prompting, he was able to make a good guess at the rest of the word.

Level 3 Commentary: This journal is level 3 because she begins to make judgments about her observations and tries to make a course connection but these are superficial. She needs to ask questions, analyze the concept of scaffolding, and integrate her observations with theoretical concepts in a way that shows she is seeking a deep understanding of the concept and the implications for teaching.

Level 4/5:

Retell: Today the students had a spelling test. Mrs. K asked me to take Jonathan into the hall to help him write his spelling test. Before the students arrived, she explained earlier that Jonathan has a type of learning disability that makes it difficult for him to hear the sounds in words and to know which letters make the sounds. When I asked Jonathan to come with me, he looked a bit nervous. When I said the word, “Funny,” he stared at his page for a long time. I repeated it slowly so he could hear the sounds and he finally wrote F. He seemed to be stuck on the correct vowel. I could tell he was getting anxious because he started to twist and untwist his legs around the chair legs. I asked him, “What letter do you think it might be next? It’s one of the vowels” I hinted. He wrote

down O then started to mouth the word to himself, saying it silently. Finally, he wrote N (upper case) and E.

Reconsider and Reflect: I've been thinking about the way children's **preconceptions** influence their learning. It's not surprising that he would put an E at the end of the word because in his mind, what other letter would make an E sound?! Spelling development has to be about recognizing patterns like the fact that most words that end with an e sound usually end in y (monkey, slowly, Johnny). If he knew that rule, then my **scaffold** could have been something like this, "Think about what letter you often see at the end of words with an e sound." I don't want him to have to always depend on a teacher to help him spell words so if I give him that clue, I'm fostering **metacognition** – helping him use a strategy that will help him to find the correct spelling strategy himself next time.

I've also been thinking about the idea of **learning differences**. Traditional teachers taught everything in the same way to the whole class. That's what my teachers did. But if we believe that learners are diverse and have diverse abilities then we have to find a way to make it challenging for everyone (so they don't get bored) but not so challenging that they get discouraged. Bransford et al (2004) talk about how learning has to disrupt preconceptions and provide formative assessment to help students develop better strategies and metacognitive awareness. Jonathan obviously was not going to be successful in this spelling test. There has to be a better way to help him work at his own level so he feels successful and doesn't spiral into **learned helplessness**. The long-term consequences for him are not good. I read this quote at this web link: "Students who struggle with schoolwork without receiving effective intervention often drop out of school and, as a consequence, have increasingly dire employment prospects." <http://www.ascd.org/publications/educational-leadership/feb06/vol63/num05/The-Silent-Strugglers.aspx>

I really want to understand how to help the struggling students. Those are the ones who make us as teachers really use our skills!

Level 4-5 Commentary: This is a deep journal because the writer integrates her observations with the concepts of scaffolding, metacognition, and learned helplessness in a way that shows she is really trying to understand what motivates this student and how it might influence her own teaching. She makes a plan for further learning ("I really want to understand how to help struggling students") and identifies how important this is for effective teaching (personal significance).

Appendix C: Practicum Classroom Expectations for Teacher Candidates

Year 4 Practicum

Fall	Winter
<p>No practicum 2-3 days school-based orientation to prepare for Winter practicum</p> <p>PLS model</p> <p>Contribute to Professional Learning Plan (set goals, strategies, evidence)</p>	<p>Full semester practicum with <u>embedded courses</u></p> <p>Note: Students will also be involved in two full courses & weekly seminars with their practicum supervisor during this practicum semester.</p> <p>EDUC 4361 - Exceptional Students, Special Needs and Inclusive Schooling</p> <p>EDUC 4201 - Integrating Ideas, Values and Praxis (Capstone)</p>
	<p>Classroom Engagement</p> <p>Progressing from 50% teaching to 100% teaching for at least 3 weeks</p>
	<p>Complete Discussion Board posting and Journal reflections during practicum</p>
	<p>Contribute to Professional Learning Plan (set goals, strategies, evidence)</p>
	<p>Participate in weekly seminar in schools with faculty supervisor</p>

Appendix D: 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: _____

Advisor Signature: _____

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 E: Year 4 Lesson Plan Template
2020**

Lesson Title Date Grade Level/Subject Time	
ESSENTIAL QUESTION/ENDURING UNDERSTANDING	
<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • What are learners expected to know? Cite outcomes from the Alberta Education Program of Studies • State the outcomes using student "I can...." statements. 	
DIFFERENTIATION	
<p>Use the RTI framework to identify the specific accommodations/modifications for this lesson and for whom. (Consider both those who will need extra help/time AND those who will finish early and need enrichment).</p> <ul style="list-style-type: none"> • Tier 1 Interventions: What specific Universal Design for Learning (UDL) strategies are you employing for this lesson? • Tier 2 Interventions: What specific differentiated learning strategies are necessary for specific students? • Tier 3 Interventions: What individualized learning strategies and modification to the program of studies outcomes and are necessary for specific students? • Record what you are planning to do for/and with those students (Use Student A, Student B...)? 	
ASSESSMENT	
Assess & Activate Prior Knowledge <ul style="list-style-type: none"> • 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.) 	Assessment Evidence <ul style="list-style-type: none"> • How will students demonstrate their understandings and knowledge? • How will you capture and document student learning? • Include your assessment tools with your lesson plan (eg. rubric, checklist, recording form...)
RESOURCES/MATERIALS	
<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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) • Identify specific strategies for identified students in Tiers 2 & 3 	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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) • Identify specific strategies for identified students in Tiers 2 & 3 	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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) • Identify specific strategies for identified students in Tiers 2 & 3 	<ul style="list-style-type: none"> • 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?

Appendix F: The Alberta Teachers' Association Code of Professional Conduct

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 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 G: 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.

Alberta Education, Ministerial Order (#016/97)

Appendix H: 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 last 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 before considering the inclusion of photos of students or their work.

Appendix I: Practicum II School Orientation Tasks

School Information

- Principal's and Assistant Principal's name and office location
- School/Staff handbook
- School Calendar
- Names of school personnel:
 - School administrative secretary
 - Mentor teacher (and preference for contacting him or her)
 - Education assistants
 - 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:
 - Location of the staff room (and routines for lunch, coffee fund, social fund)
 - Location of washroom
 - Location of library (and routines for staff use)
 - Location of photocopier (and routines for use and access codes if needed)
 - 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 if you must be absent 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
- Meeting times preferred by your mentor teacher for reviewing your lesson plans and providing feedback through daily conferences

NOTES:

Appendix J: Instructions for Electronic Submission of Evaluations Using the Alcea IPT (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 ibarrett@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”**, then click **“View”** next to the desired form; then you can edit.

The screenshot displays the IPT system interface. At the top, there are navigation links for 'Home' and 'Mentor Teacher Detail'. Below this is a header for 'MOUNT ROYAL UNIVERSITY - BACHELOR OF EDUCATION'. On the left side, there is a sidebar with 'My Forms (1)', 'Change Email & Phone', and 'Change Password'. The main content area shows a table titled 'Online Forms List For Last Barron'. The table has columns for 'Blank Name', 'Form ID', 'Status', 'Signed/Waiting For', and 'Schedule Date/Due Date'. One row is visible with 'Mentor Teacher' and a due date of '2017-10-18'.

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 (at the end of the practicum), 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 Field Experience and Practicum Coordinator, Lori Barrett, lbarrett@mtroyal.ca or 403-440-6701.

Appendix K: Sample Lesson Observation Form

Date:

Teacher Candidate:

School:

Lesson Title:

Faculty Supervisor:

Pre-conference Goals:

Lesson Notes:

Post-conference Goals:

Practicum Binder Feedback:

Journal Feedback:

Professional Learning Plan Suggestions:

NOTES:

Appendix L: Rubrics & Evaluation Form for EDUC 4030 Practicum Evaluation

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

EDUC 4030 – Practicum II – Midterm

EDUC 4030 – Practicum II – Final



Department of Education

Teacher Candidate: _____

School: _____

Grades/Subjects Taught: _____

Mentor Teacher: _____

Faculty Supervisor: _____

Date: _____

PRACTICUM EVALUATION FORM – YEAR 4

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 or not applicable in any areas are at risk of failing the practicum.**

If an outcome has not been evident or the teacher candidate has not had an opportunity to demonstrate it by the mid-term evaluation, the mentor teacher is asked to identify this as **not applicable** and include comments to indicate how this outcome will be addressed in the remainder of the practicum.

Most teacher candidates will demonstrate knowledge, skills, and attributes in the “Meeting Expectations” category. For each category on the evaluation, a rubric is included to help guide the evaluation process. Please note that you should be using the rubric to evaluate your teacher candidate as a **pre-service teacher** who is developing their practice in a supported environment that leads to a recommendation for interim certification. Expectations are different from that of a beginning teacher who is working toward permanent certification.

Professional Responsibilities

	Not yet meeting expectations	Beginning	Developing	Proficient <i>In addition to developing:</i>
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
Understands the expectations of teachers in Alberta (code of conduct, organizational structure, growth plans)	Does not know the expectations of teachers in Alberta	Knows generally some of the expectations of teachers in Alberta, but the understanding is limited	Has a strong understanding of the expectations of teachers in Alberta; is able to explain and give examples	Deeply understands the expectations of teachers in Alberta; is able to explain and fully engages in the practices (such as creating a growth plan) and expectations of a teacher in Alberta
Collaborates with teachers, parents, learners, and community members	Weak collaborations	Cordial relationships; participates in projects or events as required	Relationships are mutually supportive and cooperative; volunteers to participate in projects or events	Takes initiative to sustain relationships that are mutually supportive and cooperative; takes initiative in special projects or events
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. Understands the expectations of teachers in Alberta (code of conduct, organizational structure, growth plans)					
3. Collaborates with teachers, parents, learners, and community members					
4. Engages with colleagues in professional learning					
5. Establishes professional and ethical relationships					
6. Demonstrates deep thinking through seminar responses, lesson critiques, and journal reflections					
Comments					

Planning for Learning

Outcomes adapted from <i>Alberta Education Teaching Quality Standard</i>	Not yet meeting expectations	Beginning	Developing	Proficient <i>In addition to developing:</i>
Uses programs of study to set learning goals	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
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
Plans for multiple paths to learning for individuals and groups of learners	Plans are only suitable for some students	Sometimes plans for multiple paths to learning	Usually plans for multiple paths to learning for individuals and groups of learners	Consistently plans for multiple paths to learning for individuals and groups of learners

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					
7. Plans for multiple paths to learning for individuals and groups of learners					
Comments					

Facilitating Learning

	Not yet meeting expectations	Beginning	Developing	Proficient <i>In addition to developing:</i>
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 are 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 and assessments to check for individual student understanding; provides feedback that is timely and specific and 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 are 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 and closure	Lesson is hurried or tedious so few students are engaged	Lesson is unevenly paced so not all students are engaged	Lesson pace provides time for all students to be intellectually engaged	Lesson is flexible and well paced for all; provides time 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 <i>In addition to developing:</i>
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
Creates assessment tools that align with outcomes	Assessments are not congruent with outcome and lack clear assessment criteria	Assessments are somewhat congruent with instructional outcomes but criteria not clear	Assessment tools align with outcomes with assessment criteria	Assessment tools clearly align with outcomes and have very clear assessment criteria
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
Reflects on assessment data with students, parents, and colleagues	Little to no reflection on lesson’s effectiveness, assessment data over a period of time or through a series of lessons or alternatives	Has a generally accurate impression of lesson’s effectiveness and assessment data over a period of time or through a series of lessons and ways to improve	With students, parents, or colleagues, assesses lesson’s effectiveness based on assessment data over a period of time or through a series of lessons and offers alternatives to better achieve instructional outcomes	With students, parents, or colleagues, makes thoughtful and accurate assessment of lesson’s effectiveness and assessment data over a period of time or through a series of lessons and offers thoughtful alternatives to better achieve instructional outcomes

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. Creates multiple and varied assessment tools that align with outcomes					
3. Develops learner understanding of learning goals and achievement expectations to promote self-monitoring					
4. Provides specific, timely, constructive feedback to help students monitor their own learning					
5. Reflects on assessment data with students, parents, and colleagues					
Comments					

Classroom Environment

	Not yet meeting expectations	Beginning	Developing	Proficient <i>In addition to developing:</i>
Makes reasoned decisions in response to contextual variables (e.g. gender, SES, culture)	Little knowledge of contextual variables; does not recognize importance	Has a general knowledge of contextual variables	Is aware of contextual variables that may influence students	Seeks out information about contextual variables that may influence students
Plans a classroom environment that is physically, socially, culturally and psychologically secure	Classroom is not always safe	Classroom is usually a safe place	Monitors and eliminates physical and emotional hazards to create a safe learning environment	Consistently monitors and eliminates physical and emotional hazards to create a safe learning environment
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

CLASSROOM ENVIRONMENT (KSAs g, h)	Not Applicable	Not Yet Meeting Expectations	Meeting Expectations		
			Beginning	Developing	Proficient
1. Makes reasoned and fair decisions in response to contextual variables (eg. gender, SES, culture)					
2. Plans a classroom environment that is physically, socially, culturally and psychologically secure					
3. Creates and manages effective classroom routines and procedures to ensure positive student behaviour					
4. Creates a respectful and ethical learning community that encourages learners to take risks, build trust, embrace diversity, and increase self-confidence					
Comments					

MENTOR TEACHER FEEDBACK ON PROFESSIONAL GROWTH

Strengths/ Professional Learning Achieved:

Suggestions/ Areas for Growth:

TEACHER CANDIDATE RESPONSE TO FEEDBACK ON PROFESSIONAL GROWTH

Growth Plan:

FACULTY SUPERVISOR COMMENTS

Mentor Teacher Signature:	_____	Teacher Candidate Signature:	_____	Faculty Supervisor Signature:	_____
Date:	_____	Date:	_____	Date:	_____