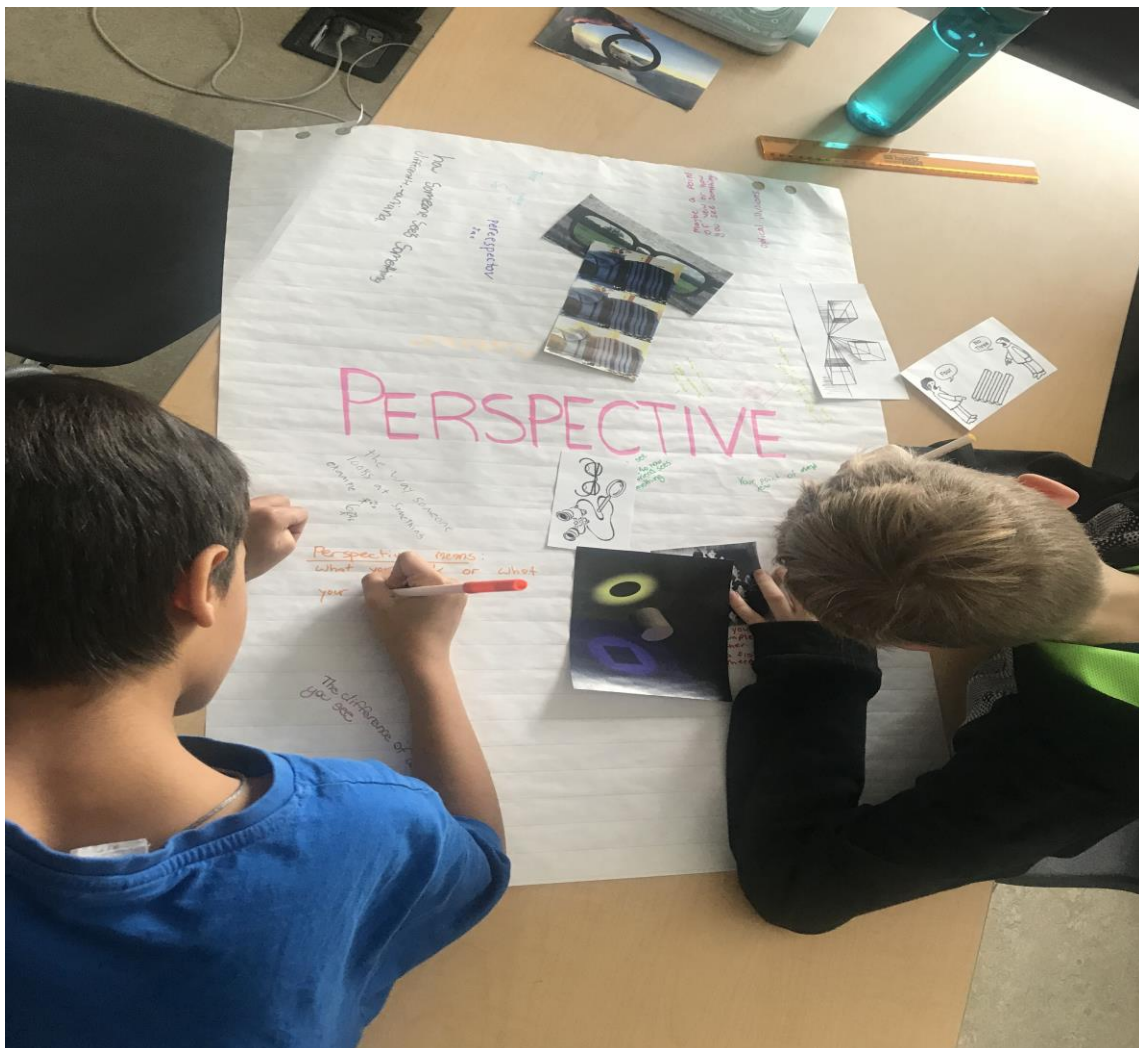


Bachelor of Education (Elementary)

Year 2
Field Experience Handbook
Fall/Winter 2019-2020



Dear Mentor Teachers,

Thank you for hosting a Mount Royal University teacher candidate for field experience. We value your role as educational partners in supporting these aspiring teachers. We believe the strength of our program is strongly rooted in our close relationship with our partner schools.

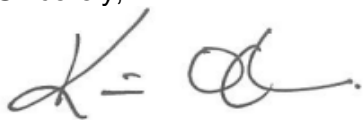
Year 2 teacher candidates are expected to participate in field experience in your classroom for one half-day per week in the fall semester (beginning the week of September 16th, 2019) and one full day per week plus a 3-day block week in the winter semester. Winter semester field experience begins the week of January 13th, 2020. Teacher candidates are assigned a designated day of the week for the fall field experience based on their university course schedule and will be in schools for a full day each Wednesday during the winter semester. Students must complete 10 field placement days each semester to receive credit for their field experience.

The teacher candidates in Year 2, with the guidance and support of their mentor teacher, are expected to teach or lead a classroom experience each week. We expect our teacher candidates to be engaged in activities such as working with individual students or small groups, completing read alouds, teaching lessons, managing transitions, helping supervise student activities in class and around the school, helping in preparation of classroom materials, marking, observing and reflecting on teaching and learning in the classroom, or other activities that the mentor teacher deems beneficial to the teacher candidate and the classroom. Teacher candidates are required to plan and teach one formal literacy lesson in the fall, and several lessons connected to their course work in the winter semester. During the winter semester block week, a faculty instructor from the university will visit the teacher candidates in their classrooms.

As a mentor teacher, each semester you will be asked to initial an electronic timesheet weekly and sign off at the bottom when the placement ends. **New this year**, mid-way through each semester you will be asked to complete a mid-term checklist. At the end of each semester, you will be asked to complete a final evaluation. These forms will be completed using the IPT (Intern Placement Tracking) system. Information and instructions for completing these forms can be found in this handbook. You may also contact the Field Experience and Practicum Coordinator, Lori Barrett at lbarrett@mtroyal.ca or 403-440-6701 for any questions or issues you may have.

On behalf of the teacher candidates, the Department of Education, and Mount Royal University, we thank you for playing such an important part in our field experience program and for supporting our teacher candidates in their development as aspiring educators.

Sincerely,

A handwritten signature in black ink, appearing to read "Kevin O'Connor". The signature is fluid and cursive, with a long horizontal stroke at the end.

Kevin O'Connor, PhD
Chair - Department of Education

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Welcome to our Indigenous Partners

The Department of Education at 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 Iyarhe Nakoda. We are situated on land where the Bow River meets the Elbow River. The traditional Blackfoot name of this place is "Mohkinstsis". This is also home to the Métis Nation of Alberta, Region III. We acknowledge that we are able to gather on these lands as a result of agreements negotiated between these nations and settlers to peaceably share and care for this land, and that many of these agreements have not been honoured.

Overview of Placement Process

The Field Experience placement process is a complex one that begins several months before the placements begin. A summary of the process is as follows:

1. The Field Experience (FE) Coordinator contacts principals, who, in turn, contact their teachers regarding mentoring teacher candidates. The principals then communicate with the FE Coordinator the number of teachers willing to mentor.
2. The FE Coordinator then endeavours to assign a placement to each teacher candidate.
3. The FE Coordinator emails the principals and MTs prior to the start of the field placement, indicating the names and contact info of the teacher candidates, and with which mentor teacher they are placed. Included in this email is specific information/instructions about the first day that the teacher candidates arrive at the school, as well as an electronic copy of the Field Experience Handbook. The handbook can answer many of the questions a mentor teacher may have regarding field experience, including mentor teacher responsibilities and the evaluation process. Teacher candidates will provide a hard copy of the Year 2 Field Experience Handbook at their first school visit.
4. During the course of the semester, the FE Coordinator may drop into your school for a random visit. Most importantly, **if a mentor teacher is experiencing any challenges with their teacher candidate, the FE Coordinator is the first point of contact, and is available to assist in any way.**

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.

Coordinator Role Descriptions

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

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

Field Experience and Practicum Coordinator - 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.

Field Experience Overview

Field Experience Schedule - Fall 2019

- **Begins the week of September 16, 2019.** Teacher candidates will attend one morning per week according to their campus schedule.
- 10 Weeks for Fall. Teacher candidates will have typically completed all ten visits by Friday, November 29th. In cases where makeup sessions are required, **all 10 sessions must be completed on or before Monday, December 9th, 2019.**
- Reading week is October 14 - 18. TCs are NOT required to attend FE that week, but are encouraged to if available, especially if they have previously missed any sessions. TCs must communicate in advance with the MT regarding their plans for attendance for reading week.
- Teacher candidates must attend field experience on the day they are scheduled. In the case of illness, they may reschedule a makeup session in consultation with the mentor teacher.
- This year there will be both a midterm and a final evaluation to be completed in IPT. Mentor teachers must submit the midterm evaluation form by **11:59 pm on Thursday, October 24th**, and the final IPT evaluation form and time sheet by **11:59 pm on Monday, December 9th.**

Field Experience Schedule - Winter 2020

- **Begins the week of January 13th, 2020.** Teacher candidates will attend one full day on Wednesdays each week.
- 10 Weeks for Winter. Teacher candidates will have typically completed all ten visits by Friday, March 27. In cases where makeup sessions are required, **all 10 sessions must be completed on or before Monday, April 6th, 2020.**
- **February 24th, 26th, 28th - Block week.** Students will be in schools all three days.
- Reading week is February 17-21. TCs are NOT required to attend FE that week, but are encouraged to, especially if they have previously missed any sessions. TCs must communicate in advance with the MT regarding their plans for attendance for reading week.
- Teacher candidates must attend field experience on the day they are scheduled. In the case of illness, they may reschedule a makeup session in consultation with the mentor teacher.
- This year there will be both a midterm and a final evaluation to be completed in IPT. Mentor teachers must submit the midterm evaluation form by **11:59 pm on Monday, February 24th**, and the final IPT evaluation form and time sheet by **11:59 pm on Monday, April 6th.**

Police Information Check and Vulnerable Sector Search:

For Year 2 field experience, Teacher Candidates may use their **original** police check from Year 1 provided there have been no changes in status. Failure to present an original police check at the field experience school may preclude TCs from participating in field experience (and therefore 2371 or 2375). TCs must present their original copy to the office at their field placement school on the first day of field experience, ask the school to make a copy, and then reclaim the original. **Teacher candidates who do not complete or have a clear Police Information Check and Vulnerable Sector Check will not be permitted to begin field experience.** A new clearance must be obtained prior to field experience if there are changes to a TC's status. A new clearance may also be requested by the MRU Department of Education, a school district, or a field placement school at any time. Schools may require an additional police check designated specifically for volunteers if teacher candidates wish to volunteer beyond their practicum times. If you need to obtain a new clearance for any reason, you must apply in person at one of the Calgary Police Service locations indicated on this website:

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

Teacher candidates residing outside of Calgary must access their local police service.

Please note: **Electronic Police Information Checks EPICS are not accepted; teacher candidates must apply in person at a local police station.*

School Placements:

All school placements are made by the field experience and practicum coordinator (FEPC) and the practicum coordinator Years 1-3 in the Department of Education. **Under no circumstances should teacher candidates contact school personnel directly or make their own arrangements**, nor should they change mentor teachers independently once they are placed. Teacher candidates are asked to complete a *Field Experience Information Form* prior to the start of the semester indicating preferences for field placements. These preferences will be considered but **not guaranteed**. Students must not request placements in schools where they have familial relations including but not exclusive to parents, children, siblings, cousins, or personal friends. If such a placement accidentally occurs, the teacher candidate must notify the FEPC immediately.

Field placements are based on careful consideration of these factors:

- Availability of school placements;
- appropriateness of school placements, and
- Size of cohorts.

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

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

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

Accommodations:

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

Teacher Candidates' Orientation Checklist (first day)

Reminders about professionalism

- Be punctual - **Arrive at least 30 minutes before school start time and stay at least 15 minutes after the bell**
- Park on the street, not in the school parking lot unless otherwise directed
- Bring **original** police check, present at the office and have the school make a copy; reclaim original. **TCs will not be permitted to begin their field placement without presenting their original police check to the school on the first day**
- Wear MRU nametag at all times (every adult in a school must be identifiable at all times)
- Bring a water bottle, footwear, and appropriate clothing for both inside and outside in case of supervision, phys ed., etc.
- Provide contact information to mentor teacher
- Ensure appropriate attire. Do not wear hats, blue jeans, low cut tops, spaghetti straps or bare midriff. It's better to be overdressed than underdressed. Ask mentor teacher about any specific dress code parameters that might be unique to school (each school is different)
- Turn off cell phone. When in the classroom TCs must be 100% present. TCs should not be checking their cell phone during instructional time
- Decide on a time to meet with the mentor teacher that is mutually convenient (e.g., before, during, or after school visit) to seek feedback

Getting to know your school

- Review school website - What is the school's focus? When are meetings, assemblies, PD days, etc.?
- Review your school's parent handbook
- Review fire drill, lockdown, and evacuation procedures
- Introduce yourself to administrator(s), administrative assistant(s), and caretaker(s)

Getting to know your class

- Obtain a copy of the classroom rules and timetable
- Initiate a discussion regarding how the mentor teacher views the role and responsibilities of the TC during field experience
- Identify regular classroom routines to support (morning start-up, reading program, small group support, transitions)
- Investigate how to best support students (e.g., special needs, specific strategies used, classroom management)
- Make a plan of what you might teach the next week

Teacher Candidate Responsibilities (each week throughout field experience)

In addition to all expectations listed on the *Teacher Candidates' Orientation Checklist*, teacher candidates should meet the following responsibilities:

- ❖ Be punctual - **Arrive at least 30 minutes before school start time and stay at least 15 minutes after the bell**
- ❖ **Attendance is mandatory.** Do NOT make appointments on FE days. In the case of an unavoidable absence (including but not limited to: illness, family emergency, etc.), **contact the mentor teacher, FEPC, and 2371/2375 instructor immediately.** In this event, the teacher candidate is responsible for arranging with the mentor teacher to make up the missed time.
- ❖ **You must complete ten full sessions (one per week) in order to pass. Failure to complete your ten sessions by the indicated deadline will result in you not passing the course and therefore putting you behind one whole year in your program.**
- ❖ Attend all ten field experience sessions **on the day and time that your field experience is scheduled.** Many schools work with multiple institutions so they are expecting you to attend on your scheduled day.
- ❖ Adhere to all school and school board policies
- ❖ Learn student names as quickly as possible (by the second or third session you should be able to call all the students in your class by name).
- ❖ Do not have relationships with students or parents on social media.
- ❖ Track your time and classroom activities (at least 2-3 sentences) weekly on your timesheet in the IPT system and initial **weekly.**
- ❖ Explain the IPT system to your mentor teacher and make sure they can log in (they will be sent their own password, different from yours).
- ❖ Write lesson plans for all formal lessons taught, using the MRU Department of Education Lesson Plan Template (pp. 22-24). Lesson plans must be shared with the mentor teachers at least the day before the lesson is to be taught, in order to give the MT's time to offer you feedback and an opportunity for you to modify if necessary.
- ❖ The teacher candidate should not act as a substitute teacher at any time during the field experience.
- ❖ Be open to accepting and applying feedback from your mentor teacher; you are there to learn!

Buddy Reading Program

In Year 2, teacher candidates are expected to tutor the same **Grade 1 or 2** student in reading for both the fall and winter field placement sessions. This is an opportunity for teacher candidates to apply theory from their fall and winter literacy courses and to gain practical understanding of reading instruction. Teacher candidates are expected to choose appropriate level guiding reading books for their student, develop a weekly plan for instruction, and assess and document weekly progress.

Schools are to assign a reading buddy who would benefit from a year-long one-to-one reading experience. They are also required to support our teacher candidates to find an appropriate place in the school to work with this student and to provide access to appropriate level of books to support effective guided reading instruction. As this is the teacher candidates first experience at supporting a child's reading development, we do not recommend that teacher candidates be assigned students with identified reading challenges.

3-Day Block Week

February 24th, 26th, 28th (Monday, Wednesday, Friday)

Teacher candidates will be in their field placement classrooms for 3 full days on Monday, Wednesday and Friday of the week of February 24-28. Two specific teaching expectations of this week include: teaching 3 connected literacy lessons and 1 music lesson. (Teacher candidates may have other assigned tasks during this week as connected to their winter courses). During this week an instructor from the Department of Education will visit the school to observe teacher candidates while they teach. A schedule will be provided to schools and mentor teachers prior to this week, to indicate which instructor and the date and time they will be in the school.

Mentor Teacher Responsibilities

The mentor teacher is the person with the greatest direct influence on the teacher candidate. The success of the school placement depends largely upon the quality of the relationship between these two, and the kind of direction that the mentor teacher can provide for the teacher candidate. School-based mentor teachers must clearly define performance expectations by articulating goals and objectives, defining projects and tasks delegated and describing skills required to perform duties and responsibilities assigned to an acceptable standard. When performance exceeds expectations, mentor teachers should recognize the teacher candidate's efforts as a means of supporting and encouraging their development and learning. The following basic expectations are fundamental to the role of the mentor teacher, yet may vary according to each situation.

- ❖ **Orientation to the school:** The mentor teacher will help to orient the teacher candidate to the school procedures, pupils, staff and policies. **(Completed on Day 1 of field placement)**
- ❖ **Review teacher candidate expectations:** The mentor teacher will review the Field Experience Handbook with the teacher candidate to review roles, expectations, due dates and responsibilities of teacher candidates. **(Completed on Day 1 of field placement)**
- ❖ **Encourage and involve:** The mentor teacher will encourage the teacher candidate to exercise initiative in getting involved with students, asking questions, and assisting with planning and preparation of lessons and materials.
- ❖ **Discuss teaching techniques:** The mentor teacher will discuss teaching techniques and procedures for the benefit of the teacher candidate.
- ❖ **Support Buddy Reading Experience:** The mentor teacher will help facilitate the buddy reading experience by ensuring time is provided for this experience during the field placement session and connecting the teacher candidate with the appropriate school personnel who is connected to the buddy reader.
- ❖ **Structure teaching experiences:** The mentor teacher will structure teaching experiences to allow the teacher candidate to progress in his/her learning appropriate to the context.
- ❖ **Share lesson planning & assessment techniques:** The mentor teacher will share and involve the teacher candidate in lesson planning, the creation of instructional materials & assessment techniques.
- ❖ **Analyze performance:** The mentor teacher will analyze and communicate the instructional skills of the teacher candidates and communicate goals and areas of improvements through regular conferencing with the teacher candidate.
- ❖ **Evaluate performance:** The mentor teacher will evaluate and provide feedback to the teacher candidate on an ongoing basis throughout the placement, as well as complete the IPT evaluation forms. MTs should discuss the completed form with the teacher candidate and then submit the

evaluation through the online IPT (Intern Placement Tracking) system. Please note that once forms are signed and submitted, changes are only possible with the assistance of the FEPC

- ❖ **IPT (Intern Placement Tracking) system:** Throughout the field experience, the mentor teacher will have access to three forms in the online IPT (Intern Placement Tracking) system: the timesheet, the mid-term evaluation, and the final evaluation. Please see pp. 15-17 for further instructions on how to complete these forms and pp. 18-21 for sample forms

Please notify the FEPC of concerns that may arise or any feedback you would like to offer. The FEPC or a faculty member may visit the school/classroom at the request of a mentor teacher or principal if the teacher candidate requires assistance with any aspect of the field experience.

Field Experience and Practicum Classroom Expectations for Teacher Candidates Year 2

Fall	Winter
EDUC 2371: Language Development and Literacy 10-week, half-day per week field placement Teaching 1 literacy read aloud lesson including a follow up engaging learning task	EDUC 2375: Effective Assessment 10-week, full day per week field placement plus 3-day intensive block mid-semester in which they will teach a minimum of 3 connected literacy lessons and a music lesson
Conducting a weekly guided reading activity with a student 1-1 (year long experience)	Conducting a weekly guided reading activity with a student 1-1 (year long experience)
Classroom Engagement including but not limited to: <ul style="list-style-type: none"> • Teaching the whole class under the direction of the mentor teacher • Assisting teacher with classroom tasks and lessons • Learning student names • Leading routines • Leading transitions between classes (line-ups, getting out/putting away materials) • Working with students one-on-one or in small groups • Engaging in discussion and reflection with mentor teacher regarding classroom activities, practices, etc. • Planning and facilitating weekly lessons to the whole class • 1 read aloud lesson with an extension activity using the Dept of Education lesson plan template (pp. 22-24) 	Classroom Engagement <p style="text-align: center;">All expectations from the Fall semester, plus:</p> <ul style="list-style-type: none"> • Planning and facilitating a minimum of 3 lessons using the Dept of Education lesson plan template; more if possible (use assessment data from first lesson to inform the second) • Planning and facilitating a music or music integrated lesson • Conduct a child case study on their reading buddy • Other assigned classroom tasks as connected to winter coursework
Complete and initial weekly timesheet in IPT	Complete and initial weekly timesheet in IPT
Contribute to Professional Learning Plan	Contribute to Professional Learning Plan

Field Experience Assessment and Evaluation

Throughout the field experience, the mentor teacher will have access to three forms in online IPT (Intern Placement Tracking) system:

	Fall	Winter
Timesheet	To be completed by the teacher candidate weekly and initialed by the mentor teacher.	To be completed by the teacher candidate weekly and initialed by the mentor teacher.
*Mid-term evaluation	Due Thursday, October 24, 11:59 pm.	Due Monday, February 24, 11:59 pm.
^Final evaluation	Due Monday, December 9, 11:59 pm.	Due Monday April 6, 11:59 pm.

**New this year*

^Revised form

Instructions for accessing and completing the forms in IPT are below, as well as hard copies of the forms:

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.** 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 shows a navigation bar with 'Home' and 'Mentor Teacher Detail'. Below it, the text 'Home > Form List' is on the left and 'Online Forms List For: [REDACTED]' is on the right. A checkbox labeled 'Hide Completed Forms' is present. Below is a table with columns: [Template], Batch Name, Form ID, Status, Signed, Waiting For, Schedule Date, and Due Date. Two rows are visible: 'Field Experience Report Form' and 'Time Sheet'.

	[Template]	Batch Name	Form ID	Status	Signed	Waiting For	Schedule Date	Due Date
View	Field Experience Report Form	EDUC 1233 001	[REDACTED]	active	12-	MRU Professor	2015-02-04	
View	Time Sheet	EDUC 1233 001	[REDACTED]	active	12-	Faculty Supervisor	2015-02-02	

Some sections of the form have checkboxes; others ask you to enter text. To enter text, click on the little square paper & pencil icon.

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.



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 no longer be able to make changes unless you contact the Field Experience 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 call **403-440-6701**.

Sample Evaluation Form

Form to be completed [electronically](#) using the IPT Database...Save as you work!



Student Name: _____ **Mentor Teacher:** _____

School: _____ **Grade:** _____

Date (mm/dd/yyyy): _____

Reporting period (mark an "x" in one): Midterm Final

Course (mark an "x" in one): Year 1 Fall Year 1 Winter Year 2 Fall Year 2 Winter

MRU Instructor: _____

Note to Mentor Teacher:

The purpose of this form is to provide feedback to the teacher candidates. Please place a checkmark in one of the three choices for each indicator.

	Meeting	Not Meeting	N/A
Personal Attributes			
Exhibits a strong work ethic			
Demonstrates positivity and enthusiasm			
Projects a positive image to students			
Is responsive to and follows up on suggestions and/or feedback			
Professional Conduct			
Abides by the ATA Code of Professional Conduct			
Respects the dignity and rights of all students			
Respects the confidentiality of students and staff			

Acts in a manner which maintains the honour and dignity of the profession			
Is punctual and responsible; shows up for all times early and is willing to stay late			
Makes connections with the school community			
Completes timesheet weekly			
Communication Skills			
Demonstrates ability to impart knowledge, thoughts and ideas to others			
Is well-organized			
Communication with mentor teacher is respectful and dependable			
Uses appropriate language in different contexts			
Verbal communication is clear			
Written communication is clear			
Written mechanics are appropriate			
Interactions with Others			
Takes initiative			
Shows active participation			
Contributes positively to the learning of others			
Demonstrates a collaborative approach			
Teaching: Planning for Learning			
Uses Program of Studies to set learning goals			
Develops a learning activity that is aligned with learning goals			
Develops a lesson plan that supports student engagement			

Teaching: Facilitating Learning			
Provides clear explanations			
Develops well-paced lessons that enhance learning			
Communicates lesson in appropriate student-friendly language			
Teaches lessons that include an effective hook, development and closure			
Teaching: Reflection			
Discusses ideas and approaches to teaching and learning			
Demonstrates an openness to learn from and with others			
Asks questions and shares insights about the teaching and learning process			

Comments:

Mentor Teacher recommend Pass/Fail (Final evaluation only): ___ Pass ___ Fail

Note to mentor teachers: This form is used for both Year 1 and Year 2 field experiences. Some categories may not apply (N/A) in Year 1. Please see page 14 for Year 1 teacher candidate requirements.

Sample Timesheet

Form to be completed [electronically](#) using the IPT Database...Save as you work!



Student Name: _____ Mentor Teacher: _____

School: _____ Grade: _____

Course (mark an "x" in one): __Year 1 Fall __Year 1 Winter __Year 2 Fall __Year 2 Winter

MRU Instructor: _____ Semester (E.g., Fall 2019): _____

Date	Arrival time	Departure time	Activity Description	Teacher Candidate Initials	Mentor Teacher Initials

Sample Lesson Plan Template
2019-2020

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	
<ul style="list-style-type: none"> • How will you differentiate instruction to meet learner needs? (Consider both those who will need extra help/time and those who will finish early and need enrichment). • Who are the specific students you need to plan for so they can be successful in your lesson? (Consider English Language Learners, identified learning needs, social/emotional needs, gender, students from different cultural backgrounds, Indigenous learners, ...). • 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) 	<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) 	<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) 	<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?

Placement challenges:

Difficulties with respect to communication and professional relationships – Teacher candidates and mentor teachers are expected to review their roles and responsibilities as outlined in the handbook. They are expected to maintain open lines of communication and consult with the FEPC. When communication challenges arise, the FEPC or another faculty member may visit the classroom and/or facilitate a meeting between the teacher candidate and school personnel. An Identification of Concern (pp. 31-33) may be completed in collaboration with the academic advisor. In cases of professional misconduct, the issue may be reported to the Office of Student Conduct.

Termination of Placement – If a mentor teacher or school principal requests that the teacher candidate be removed from the placement, the teacher candidate will be removed and the situation will be addressed immediately. After removal, the teacher candidate will meet with the FEPC, the PC Years 1-3, and the Academic Advisor to determine an appropriate course of action.

“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).

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, the MRU Code of Student Conduct and the following expectations:

- **Attendance is mandatory.** If you must be absent from a field experience day, please inform your mentor teacher and the FEPC as soon as you are aware you will be absent. Two or more unexcused absences/lates will result in an Identification of Concern. You may NOT leave field experience early.
- Be prepared for all field experience related responsibilities
- Show engagement and initiative by being actively involved as a participant while encouraging the involvement and participation of others. Technology use in class time must be relevant to the learning experience
- Refrain from all forms of academic dishonesty
- Refrain from making malicious or slanderous comments about teacher candidates, mentor teachers, professors, 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

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

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

In relation to colleagues

1. The teacher does not undermine the confidence of pupils in other teachers.
2. 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.
3. 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.
4. The teacher does not take, because of animosity or for personal advantage, any steps to secure the dismissal of another teacher.

5. 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.
6. 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

1. The teacher acts in a manner which maintains the honour and dignity of the profession.
2. The teacher does not engage in activities which adversely affect the quality of the teacher's professional service.
3. The teacher submits to the Association disputes arising from professional relationships with other teachers which cannot be resolved by personal discussion.
4. The teacher makes representations on behalf of the Association or members thereof only when authorized to do so.
5. 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.

Supporting documents:

ATA Professional Code of Conduct:

<http://www.teachers.ab.ca/Albertas+Education+System/Teaching+in+Alberta/Professional+Conduct/Code+of+Professional+Conduct.htm>.

MRU Code of Student Conduct:

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

MRU Plagiarism:

<http://www.mtroyal.ca/library/files/help/Guide%20to%20Avoiding%20Plagiarism.pdf>

<https://library.mtroyal.ca/researchsupport/citesources/citationguidesandresources>

Freedom of Information and Protection of Privacy Act:

<http://foip.alberta.ca/>

Human Rights, Citizenship and Multiculturalism Act:

<http://www.albertahumanrights.ab.ca/>

MRU Academic Calendar 2019-2020:

<http://catalog.mtroyal.ca/index.php?catoid=17>

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.

Adapted from

Alberta Education (2013). *Teaching quality standard applicable to the provision of basic education in Alberta*
https://education.alberta.ca/media/1626523/english-tqs-card-2013_3.pdf

Department of Education - Identification of Concern

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

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

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

Mentor Teacher
 Faculty Supervisor
 Instructor
 Other _____

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

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

Teacher Candidate Signature: _____

Signatures, as applicable:

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

Form complete



Thank You!

The Department of Education would like to thank you for being a mentor teacher for our field experience this year. You play an important role in helping to support the development of our teacher candidates.

If you would like to be involved again as a mentor teacher either with field experience or practicum placements, please email lbarrett@mtroyal.ca.

We wish you the very best in the 2019-2020 school year and look forward to our continued collaboration in the building of the teaching profession.

Thank you for your time and support,

Lori Barrett

Lori Barrett
Field Experience and Practicum Coordinator
Department of Education
Mount Royal University