



Bachelor of Education

Elementary and Secondary Education



Practicum Handbook

2023-2024

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BACHELOR OF EDUCATION PRACTICUM HANDBOOK ELEMENTARY AND SECONDARY PROGRAM

1. INTRODUCTION

The purpose of this handbook is to outline the nature and format of the practicum experience that is an integral part to the St. Mary's University Bachelor of Education (B.Ed.) after degree program.

The practicum experience will allow Pre-service Teachers to develop an understanding of what it means to be a teacher through four practicum experiences, each with progressively greater responsibility. The key focus of each practicum is the development of competencies and reflective practices through which the Pre-service Teacher prepares for and conducts learning activities under the supervision of the school-based Cooperating Teacher in collaboration with a St. Mary's Practicum Advisor. There are four practicum experiences in which Pre-service Teachers participate.

The four practicums are referred to in the handbook by their course names:

- EDPR 331: Practicum I: Active Observation in the Classroom
- EDPR 337: Practicum II: Orientation to the Classroom; Student Learning Experiences
- EDPR 431: Practicum III: Intermediate Practicum; Extension of Curriculum Knowledge and Teaching Responsibilities
- EDPR 437: Practicum IV: Advanced Practicum; Consolidation of Curriculum Knowledge and Teaching Competencies

Land Acknowledgment

St. Mary's University is located on the traditional territories of the Niitsitapi (Blackfoot) and the people of the Treaty 7 region in Southern Alberta, which includes the Siksika, the Piikani, the Kainai, the Tsuut'ina and the Iyârhe Nakoda. We are situated on land where the Bow River meets the Elbow River. The traditional Blackfoot name of this place is "Mohkinstsis". This is also home to the Métis Nation of Alberta, Region III. We acknowledge that we are able to gather on these lands as a result of agreements negotiated between these nations and settlers to peaceably share and care for this land.

2. BACHELOR OF EDUCATION MISSION STATEMENT

"St. Mary's University Bachelor of Education program supports the development of new teachers who are leaders in holistic teacher education rooted in ethical and responsive praxis."

Faculty Mission 2019

3. BACHELOR OF EDUCATION PRACTICUM PROGRAM VALUES

Relationships with our school communities and partners

Our program values our relationships with school communities and partners. These relationships offer our Pre-service Teachers opportunities to develop competencies related to Alberta Education Teaching Quality Standards

with respect to planning, instructing, assessing, creating safe and caring learning environments, and undertaking professional obligations and responsibilities. The mentorship support of schools and teachers is integral to the development of our Pre-service Teachers' professional identity and emerging practice.

Ethical and professional communication, conversations, and actions

The standard for all Pre-service Teacher professional interactions aligns with the standard that in-service teachers embrace and uphold. The application of the Teaching Quality Standard (See Appendix 3) required by Alberta Education facilitates the defining and fostering of professionalism for Pre-service Teachers. Practicum experiences are an opportunity for Pre-service Teachers to experience and understand their future professional responsibility in meeting the learning needs of all students.

Respect for diversity and a focus on inclusion

Our program is committed to preparing Pre-service Teachers for the variety of student learning needs and the contexts of diverse classroom learning environments they will encounter. The practicum experience will provide opportunities for Pre-service Teachers to create caring, inclusive and equitable learning environments and to meet the learning and wellbeing needs of all diverse learners.

4. CONCEPTUAL FRAMEWORK AND PRACTICUM GOALS

The goal of the practicum experience is to provide Pre-service Teachers with opportunities for growth as professional educators. Pre-service Teachers apply theory learned on campus to teaching in school and classroom settings. The purposeful linking of theory and practice allows Pre-service Teachers to develop competencies in complex learning environments and to develop a professional teaching identity. St. Mary's University B.Ed. practicum experiences cultivate an incremental approach to learning to teach. This means that Pre-service Teachers will proceed through practicum experiences that become increasingly multifaceted as they develop their teaching practice.

Stages of student teaching and learning should progress from an introduction to the classroom as an active observer in the first practicum (EDPR 331) to an in-depth application of curriculum, instruction and assessing guided by the Teacher Quality Standard (set by Alberta Education) by the end of the fourth practicum (EDPR 437).

While the scope and sequence of the four practicum placements follow an incrementally based progression, some latitude is provided to Cooperating Teachers wanting to allow specific alternative school-based opportunities to the Pre-service Teacher. In making decisions related to alternatives, Cooperating Teachers should consider the unique talents, interests, and needs of the Pre-service Teacher. This might include providing an opportunity for a limited amount of supported teaching under the direct supervision of the teacher and participating in a supervised leadership role in an extra-curricular activity where specific competency and experience has been verified. The shift of teaching responsibilities to the Pre-service Teacher is also dependent on the instructional approaches utilized in the classroom, the school schedule, and the classroom learning context.

PRACTICUM OVERVIEW

Program Course Name	Title of Course	Practicum Description	Pre-service Teacher Responsibilities
EDPR 331 Practicum I	Active Observation in the Classroom	<p>Three weeks of active observation in a classroom setting, moving toward the teaching of several lessons during final week (at Cooperating Teacher's discretion).</p> <p>The primary objectives include observations of life in schools and one-on-one and small group work with learners.</p>	<p>Active observation of school and classroom setting and assisting with individual and small group learners, moving towards several planned lessons.</p> <p>Completion of all practicum components for this course.</p>
EDPR 337 Practicum II	Orientation to the Classroom: Student Learning Experiences	<p>Five weeks of in-class activities that include the planning and teaching of lessons to small groups of students progressing to whole class instruction and the delivery of a series of connected lessons (3-5) that constitute a mini-unit.</p> <p>Teaching progresses to approximately 25 to 35% of the time.</p>	<p>Pre-service Teachers observe, reflect, and develop lesson plans for all lessons taught. Pre-service Teachers also develop a mini unit. Formative assessment is attempted with guidance in lesson planning.</p> <p>Completion of all practicum components for this course.</p>
EDPR 431 Practicum III	Intermediate Practicum: Extension of curriculum knowledge and teaching responsibilities	<p>Eight weeks in a classroom setting that allow Pre-service Teachers to experience as many facets of teaching as possible.</p> <p>The primary objectives include preparation and delivery of individual lesson plans, and a unit plan.</p> <p>Teaching progresses to approximately 50 to 65% of the time.</p>	<p>Pre-service Teachers prepare and teach individual lessons and a mini unit plan. Instructional responsibilities are to the whole class.</p> <p>Pre-service Teachers assess student learning with cooperating teacher guidance.</p> <p>Completion of all practicum components for this course.</p>

<p>EDPR 437 Practicum IV</p>	<p>Advanced Practicum: Consolidation of Curriculum Knowledge and Teaching Competencies</p>	<p>Nine weeks in a classroom setting that allows Pre-service Teachers to examine the complexities of curriculum, planning, instructing and assessing in whole class settings.</p> <p>The primary objectives include the continued preparation and delivery of lesson plans, progressing to more extensive unit planning (a minimum of 2) including unit assessment planning and increased classroom responsibility.</p> <p>Teaching progresses to 80 to 100% of the time (at the discretion of the Cooperating Teacher).</p>	<p>Student-Teachers plan, instruct and assess students in whole class setting.</p> <p>Written lesson plans and unit plans for all lessons/units (2) taught.</p> <p>Completion of all practicum components for this course.</p>
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5. POLICE CHECK INFORMATION

All school boards require a Police Information Check (PIC) including the Vulnerable Sector Search prior to students taking part in practicum. Pre-service Teachers are **REQUIRED** to obtain a Police Information Check (PIC) with Vulnerable Sector Search each year. **Previous checks completed prior to July 1st of the current school year for employment, volunteer or any other reason will not be accepted for practicum.**

The results can be a hard copy (acquired in person) or a digital version (ePIC available online) obtained from their local police department or RCMP detachment. Students who have not lived in Calgary or the surrounding area **for at least six months** prior to beginning the Bachelor of Education program will be required to have their Police Information Check with Vulnerable Sector Search conducted by their local police service or their local RCMP detachment.

The Police Information Check with Vulnerable Sector Search is valid from July 1 until June 30 (the end of the applicable school year.) Students will receive a police check letter from the Practicum Administrator's Office for the upcoming school year (dated July 1st) which will enable students to obtain the PIC at a discounted rate. This letter can be uploaded for online applications, or printed and brought into your local detachment in-person.

PICs can take weeks to complete, so please submit your application as soon as possible after you receive the July 1st letter, and **before** September when all police stations get very busy with PIC applications. You will receive a detailed instruction email from the Practicum Administrator prior to September which will outline instructions on how to provide the results to the Practicum Office either by email or in person for review. Please note, St. Mary's **does not keep any copies of your PIC on file** and will permanently delete any emailed copies after review in accordance with FOIP personal information storage regulations.

Please note: While the Practicum Office must confirm all students have a clear PIC with Vulnerable Sector Search prior to participating in practicum, it is still the student responsibility to show the PIC results to their practicum school on the first day of each practicum. Students without a current and clear PIC with Vulnerable Sector Search will not be allowed to participate in the practicum experience.

If you choose to complete your PIC online with the Calgary Police Service, please be advised you must download and save a copy of your completed ePIC from their site **WITHIN 60 DAYS OF COMPLETION** as they do not store completed Police Information Checks on their secure server beyond 60 days. You may use the following link for an ePIC from Calgary Police Service: <https://www.calgary.ca/cps/public-services/police-information-checks.html> . **Please contact the Calgary Police Service directly should you have any troubleshooting questions or concerns using their service as the Practicum Office is not able to troubleshoot the Calgary Police online service.**

6. PRACTICUM EXPERIENCE POLICY GUIDELINES

- **Pre-service Teachers MAY NOT contact school personnel directly to make their own placement arrangements.**
- The Practicum Director works collaboratively with school-based administrators assigned by the cooperating school authorities and finalizes all practicum placements. Details about practicum placements are communicated to Pre-service Teachers by the Practicum Administrator.
- Pre-service Teachers will not be placed in schools where family members or personal friends are students, teachers, or administrators, and they must notify the Practicum Director if such a situation arises.
- Pre-service Teachers shall not contact a field site regarding their placements until they have been confirmed by the Practicum Office.
- **Pre-service Teachers may not independently arrange for an alternate Cooperating Teacher at their school site if the original Cooperating Teacher is unable to continue in that role.**
- During the practicum, teacher candidates are responsible for securing their own transportation (own vehicle, carpooling with other TCs or transit, etc.) and all related costs.
- **All placements are considered final and requests for changes will not be considered.**

7. PRACTICUM ASSESSMENT and EVALUATION: GENERAL GUIDELINES

Assessment for the practicum experiences will be Credit/No Credit. Final evaluation is based on the successful completion of all required components identified for the practicum. **Students must receive CREDIT in the Practicum experience in each semester in order to continue in the Bachelor of Education program.** Evaluation for each practicum experience will be based on the competencies identified for that particular practicum.

- A successful completion of the practicum placement will result in a CREDIT.
- A failure to meet the criteria included in the practicum evaluation forms or failure to demonstrate sufficient growth in the practicum setting will result in a NO CREDIT.
- Faculty of Education students are not permitted to move into the next year of their program of study and course work until all requirements of the previous year have been met.
- Additionally, all course work and course assignments must be completed to the instructor's satisfaction prior to the commencement of the practicum experience. The academic component of all campus coursework must meet the expectation of the Bachelor of Education program as outlined in the syllabus of each course. If either condition is not met, the Practicum Director will not confirm a Field Experience placement for the Pre-service Teacher.

8. CONDUCT: GENERAL GUIDELINES

All Pre-service Teachers in the St. Mary's Education Program are accountable to the Education program **Pre-service Teacher Code of Professional Conduct**, the **Alberta Teachers' Association Code of Professional Conduct** as well as any and all additional policies related to the practicum experience.

9. ATTENDANCE: GENERAL GUIDELINES

Regular attendance and punctuality are viewed as professional commitments and contribute to success in becoming a teacher. The following guidelines outline the expectations for attendance during all practica:

- Attendance at the school placement site is compulsory
- All Pre-service Teachers are entitled to the following approved absences:

- **EDPR 331: Practicum I**
 - A total of one (1) day's absence from the school site
 - **EDPR 337: Practicum II and EDPR 431: Practicum III**
 - A cumulative total of two (2) days' absence from the school site
 - **EDPR 437: Practicum IV**
 - A cumulative total of three (3) days' absence from the school site
- Approved reasons for absence from the practicum experience include:
 - medical concerns or illness
 - family emergency
 - religious observance
 - professional development undertaken separately from the Cooperating Teacher such as attendance at a conference (maximum 2 days). Pre-service Teachers must complete a *Professional Development Leave of Absence* form and receive prior approval from the Cooperating Teacher, Practicum Advisor, and Practicum Director (**approved absence for EDPR 337, 431 and 437 only**)
 - If a Pre-service Teacher is unable to attend their placement, **they must notify 1) the school, 2) their Cooperating Teacher, and 3) the Practicum Advisor at the earliest possible time**. Failure to notify the placement site, the Cooperating Teacher, and the Practicum Advisor may jeopardize successful completion of the practicum experience.
 - In the event of serious illness or a family or medical emergency, Practicum Advisors will attempt to negotiate an extension to the placement to account for the time away. However, an extended practicum cannot be guaranteed.
 - A medical certificate or other documentation will be required in the case of any absence more than one day. That is, for **every day absent after the first day, supporting documentation will be required**. *The first day absent does not require documentation. All absences, including the first day must be reported to the school site, the Cooperating Teacher, and the Practicum Advisor (as noted above).*
 - Practicum Preparation and Return to Campus sessions are considered mandatory parts of the Practicum course work; attendance policies apply to these on-campus workshops.

On-Campus Preparation for Practicum

Pre-service Teachers will participate in an orientation session on campus prior to beginning their practicum experience. During this session, they will become familiar with their role as a Pre-service Teacher, the expectations for the particular practicum experience, and the role of their Practicum Advisor.

Through their course work, Pre-service Teachers explore the knowledge and skills required to implement programs of study in classroom settings. They also consider the processes for meeting the needs of atypical students, the social context of learning in contemporary Alberta schools, and the development of appropriate student assessment techniques and strategies. During the practicum, Pre-service Teachers will return to campus for several seminars to discuss and critically reflect on their experiences.

Pre-service Teachers are required to contact the school administration and their Cooperating Teacher once they know their placement assignment.

- A formal letter of introduction should be sent by email attachment to the school principal to thank them for the opportunity to be a Pre-service Teacher at the school.
- As well, a letter of introduction should be sent to the Cooperating Teacher, also by email attachment, and to suggest/request an opportunity to meet before the practicum experience begins. Requesting an opportunity to meet with the Cooperating Teacher prior to the practicum will provide the Pre-service Teacher with a chance to become familiar with the classroom and their initial responsibilities as well as school routines. For all four

practicums, this initial meeting will facilitate preliminary discussions about the Cooperating Teacher's philosophy of teaching and general techniques for classroom engagement.

Return to Campus Seminars

Pre-service Teachers in practicum experiences are required to attend field experience seminars that take place on campus. The return to campus seminars are considered an integral part of the field experience and **attendance is mandatory**. Dates for meetings throughout the school year will be provided to students prior to September to allow ample time to schedule around any family or work commitments that students may have.

General Incremental Development as Teachers

Pre-service Teachers, in an incrementally based approach to learning to teach, are exposed to a continuum of teaching, learning, and assessment experiences that support personal and professional reflective practice.

In each practicum, a suggested incremental sequence for learning to teach should include:

- becoming familiar with schools, classrooms, teachers, and children by working with small groups, assisting in classroom activities, and supporting special projects and events at the school
- shadowing the teacher in decision-making, teaching, assessing, and debriefing in order to have a comprehensive look at the roles, responsibilities and strategies of classroom teachers
- team planning, team teaching, and assessment of lessons by the Cooperating Teacher and the Pre-service Teacher
- planning with assistance from the Cooperating Teacher followed by taking the lead on a lesson
- independently planning, teaching, and assessing student learning in a lesson with feedback from the Cooperating Teacher to guide subsequent instruction
- independently planning, teaching, and assessing student learning in a sequence of lessons using feedback to make instructional decisions for subsequent lessons
- planning, teaching, and assessing student learning in a unit of study and utilizing insights and feedback from the Cooperating Teacher to teach the next lessons in the course of study
- responding to input and feedback from students, the Cooperating Teacher, and personal reflective practice to improve and adapt future practice and plans
- cultivating a disposition of self-reflection and awareness of selves as Pre-service Teachers
- defining and fostering professionalism for themselves
- demonstrating the ability to relate appropriately to students
- developing a personal professional identity
- becoming aware of differentiated instruction and assessment for, and of, student learning

10. PRACTICUM COURSE DESCRIPTIONS and EXPECTATIONS

There are four practicum experiences for Pre-service Teachers, one held in each semester of the program. Descriptions of each practicum are found below as they are outlined in the *St. Mary's University Calendar*. Additional details are included for each practicum to clarify specific expectations.

EDPR 331: Practicum I: Active Observation in the Classroom (1.5 Credits)

Overview

EDPR 331 is offered in the first semester of Year 1 and consists of three weeks of active observation and engagement in a classroom setting. Pre-service teachers are placed with an individual Cooperating Teacher within a classroom setting. Pre-service Teachers interact with learners one-on-one or in small groups depending on the classroom context. As well, Pre-

service Teachers are expected to work toward creating and instructing **one or several learning experiences** in the final week of practicum with the guidance of the Cooperating Teacher. Pre-service Teachers have little background experience yet in creating lesson plans, so the support and guidance of the Cooperating Teacher is required with this task.

This is an initial exposure for Pre-service Teachers to a school setting. It allows Pre-service Teachers to experience and understand their professional responsibility in applying the Teaching Quality Standard (TQS) required by Alberta Education, within the contexts of schools, teachers, learners and curriculum. Pre-service Teachers return to campus at the end of the practicum for a half-day seminar. The practicum seminar is considered an integral part of the field experience and attendance is compulsory.

Assessment and Evaluation

Assessment and evaluation for all components of the EDPR 331 Practicum will be Credit/No Credit. There will be a formal final evaluation completed by the Cooperating Teacher and the Practicum Advisor. The final evaluation will also include a final self-reflection from the Pre-service Teacher. Criteria for the assessment will be based on the successful realization of the TQS competencies associated with this practicum experience, all assessment tasks, attendance, and deportment in the practicum.

Assessment Tasks

- maintain a professional learning portfolio with general information (pertinent school documents, class lists, timetables, seating plans, lesson plan, Cooperating Teacher feedback, and daily notes on practicum themes)
- complete weekly reflections
- develop and teach one or several learning experiences with the guidance and support of the Cooperating Teacher
- complete a final self-reflection to be included in the formal final evaluation document

Attendance

The following guidelines outline the expectations for attendance during all practica:

- Attendance at the school placement site is compulsory
- All pre-service teachers are entitled to the following approved absences:
 - **EDPR 331: Practicum I**
 - A total of one (1) day's absence from the school site
- Approved reasons for absence from the practicum experience include:
 - medical concerns or illness
 - family emergency
 - religious observance

Pre-service Teacher tasks/checklist for EDPR 331

Before the Practicum Begins

Present a clear copy of your current Police Information Check with Vulnerable Sector Search to the Practicum Administrator's Office in accordance with *Chapter 5 - Police Check Information* instructions listed earlier in this Handbook. A clear copy of the Police Information Check with Vulnerable Sector Search must be reviewed by the Practicum Administrator **once in the fall** for the full academic year. A copy is **not** kept on file at St. Mary's University. It is the student responsibility to bring either a digital or paper copy of their Police Information Check with Vulnerable Sector Search to their practicum school on the first day of each practicum.

Attend meeting with Practicum Advisor to hear details about the practicum experience and the details connected to your school placement.

Find out what time school starts at your school site and plan to arrive 30 minutes before that.

Plan out how you will travel to the school so that you arrive on time.

Introduce yourself through the writing of a formal letter to your principal and to your Cooperating Teacher. This letter should be sent as an email attachment prior to the start of the practicum experience. This letter must be approved by your Practicum Advisor before it can be sent.

Make sure you have a StMU email address so that it can be used for all communication with your Cooperating Teacher, Practicum Advisor, and the Practicum Office for the duration of the practicum experience.

During the Practicum Experience

Share your Police Information Check with school administration the first day of the practicum.

Follow the schedule of activities in your classroom, becoming familiar with the day-to-day organization of your classroom.

Develop an understanding of the role and responsibilities of your Cooperating Teacher.

Develop an understanding of how individual learners experience learning.

Plan and teach one or several learning experiences with the support of the Cooperating Teacher toward the end of the practicum experience.

Follow all school policies and dress codes.

At the Conclusion of the Practicum Experience

Thank your Cooperating Teacher, school staff, including the School Principal.

Return any teaching materials that were borrowed to your Cooperating Teacher.

EDPR 337: Practicum II: Orientation to the Classroom; Student Learning Experiences (1.5 credits)

Overview

EDPR 337 is offered in the second (Winter) semester of Year 1 and consists of five weeks of in-class activities. This practicum allows Pre-service Teachers to experience and understand their professional responsibility in applying the relevant TQS competencies required by Alberta Education, within the context of schools, teachers, learners, and curricula. Teaching time should build to approximately 25%-35% of class instructional time (at the discretion and with the guidance of the Cooperating Teacher in the context of his/her classroom). Pre-service Teachers return to campus two times during the practicum for a half-day seminar. The practicum seminars are considered an integral part of the field experience and attendance is compulsory.

Assessment and Evaluation

Assessment and evaluation for all components of the EDPR 337 Practicum will be Credit/No Credit. There will be a mid-practicum assessment completed by the Cooperating Teacher and a formal final evaluation completed by the Cooperating Teacher and the Practicum Advisor. The final evaluation will also include a final self-reflection from the Pre-service Teacher. Criteria for the assessment will be based on the successful realization of the TQS competencies associated with this practicum experience, all assessment tasks, attendance, and deportment in the practicum.

Assessment Tasks

- Maintain a professional learning portfolio with general information (pertinent school documents, class lists, time tables, seating plans), lesson plans, mini unit plan, feedback from Cooperating Teacher, and daily notes/reflections on practicum themes.
- Complete weekly reflections.
- Plan for and teach individual lessons as well as a series of connected lessons (3-5) that constitute a **mini unit plan** completed with the guidance and support of the Cooperating Teacher.
- Teach approximately 25%-35% of the time to small groups of students and progressing when appropriate to whole class instruction by the conclusion of the practicum experience.
- Complete a final self-reflection to be included in the formal final evaluation document.

Attendance

The following guidelines outline the expectations for attendance during all practica:

- Attendance at the school placement site is compulsory
- All pre-service teachers are entitled to the following approved absences:
 - **EDPR 337: Practicum II**
 - A total of two (2) days' absence from the school site
- Approved reasons for absence from the practicum experience include:
 - medical concerns or illness
 - family emergency
 - religious observance
 - professional development undertaken separately from the Cooperating Teacher such as attendance at a conference (maximum 2 days). Pre-service Teachers must complete a *Professional Development Leave of Absence* form and receive prior approval from the Cooperating Teacher, Practicum Advisor, and Practicum Director

Pre-service Teacher tasks/checklist for EDPR 337

Before the Practicum Begins

If you did not participate in a Fall practicum and have not already presented a clear copy of your current Police Information Check with Vulnerable Sector Check to the Practicum Administrator's Office in the fall, contact the Practicum Administrator as soon as you register and request a police check letter dated January 1st.

Attend meeting with Practicum Advisor to hear details about the practicum experience and the details connected to your school placement.

Find out what time school starts at your school site and plan to arrive 30 minutes before that.

Plan out how you will travel to the school so that you arrive on time.

Introduce yourself through the writing of a formal letter to your principal and to your Cooperating Teacher **if you have a new placement**. This letter should be sent as an email attachment prior to the start of the practicum experience. This letter must be approved by your Practicum Advisor before it can be sent.

Make sure you have a StMU email address so that it can be used for all communication with your Cooperating Teacher, Practicum Advisor, and the Practicum Office for the duration of the practicum experience.

During the Practicum Experience

Share your Police Information Check with school administration the first day of the practicum.

Follow the schedule of activities in your classroom, becoming familiar with the day-to-day organization of your classroom. Take an active role in the life of the school.

Plan for and teach individual lessons as well as a series of connected lessons that constitute a mini unit plan completed with the guidance and support of the Cooperating Teacher. Provide your Cooperating Teacher with a copy of your lesson plan **24 hours before delivering the lesson**.

Meet regularly with Cooperating Teacher for feedback and guidance.

Maintain a professional learning portfolio with general information (pertinent school documents, class lists, time tables, seating plans), lesson plans, mini unit plan, feedback from the Cooperating Teacher and the Practicum Advisor, copies of mid-semester and final evaluation, and daily notes/reflections on teaching experiences.

Complete weekly reflections.

Complete a final self-reflection to be included in the final evaluation document.

Teach approximately 25%-35% of the time to small groups of students and progressing when appropriate to whole class instruction by the conclusion of the practicum experience.

At the Conclusion of the Practicum Experience

Thank your Cooperating Teacher, school staff, including the School Principal.

Return any teaching materials that were borrowed to your Cooperating Teacher.

EDPR 431 Practicum III: Intermediate Practicum; Extension of Curriculum Knowledge and Teaching Competencies (6 Credits)

Overview

EDPR 431 is offered in the first (Fall) semester of Year 2 and consists of eight weeks of in-classroom activities. This practicum focuses on direct whole-class teaching instruction, so that teaching activity concentrates on supervised, supported preparation and delivery of individual lesson plans, as well as a unit plan. Teaching time should build to approximately 50%-65% of class instructional time (at the discretion and with the guidance of the Cooperating Teacher in the context of his/her classroom). Pre-service Teachers return to campus several times during the practicum for a half-day seminar. The practicum seminars are considered an integral part of the field experience and attendance is compulsory.

Assessment and Evaluation

Assessment and evaluation for all components of the EDPR 431 Practicum will be Credit/No Credit. There will be a mid-practicum assessment completed by the Cooperating Teacher and a formal final evaluation completed by the Cooperating Teacher and the Practicum Advisor. The final evaluation will also include a final self-reflection from the Pre-service Teacher. Criteria for the assessment will be based on the successful realization of the TQS competencies associated with this practicum experience, all assessment tasks, attendance, and deportment in the practicum.

Assessment Tasks

- Maintain a professional learning portfolio with general information (pertinent school documents, class lists, time tables, seating plans), lesson plans, a unit plan, feedback from Cooperating Teacher, and daily notes/reflections on practicum themes.
- Complete weekly reflections.
- Plan for and teach individual lessons as well as a unit plan completed with the guidance and support of the Cooperating Teacher.
- Teach approximately 50%-65% of the time by the conclusion of the practicum experience.
- Complete a final self-reflection to be included in the formal final evaluation document.

Attendance

The following guidelines outline the expectations for attendance during all practica:

- Attendance at the school placement site is compulsory
- All pre-service teachers are entitled to the following approved absences:
 - **EDPR 431: Practicum III**
 - A total of two (2) days' absence from the school site
- Approved reasons for absence from the practicum experience include:
 - medical concerns or illness
 - family emergency
 - religious observance

- Professional development undertaken separately from the Cooperating Teacher such as attendance at a conference (maximum 2 days). Pre-service Teachers must complete a *Professional Development Leave of Absence* form and receive prior approval from the Cooperating Teacher, Practicum Advisor, and Practicum Director

Pre-service Teacher tasks/checklist for EDPR 431

Before the Practicum Begins

Present a clear copy of your current Police Information Check with Vulnerable Sector Search to the Practicum Administrator's Office in accordance with *Chapter 5 - Police Check Information* instructions listed earlier in this Handbook. A clear copy of the Police Information Check with Vulnerable Sector Search must be reviewed by the Practicum Administrator **once in the fall** for the full academic year. A copy is **not** kept on file at St. Mary's University. It is the student responsibility to bring either a digital or paper copy of their Police Information Check with Vulnerable Sector Search to their practicum school on the first day of each practicum.

Attend meeting with Practicum Advisor to hear details about the practicum experience and the details connected to your school placement.

Find out what time school starts at your school site and plan to arrive 30 minutes before that.

Plan out how you will travel to the school so that you arrive on time.

Introduce yourself through the writing of a formal letter to your principal and to your Cooperating Teacher. This letter should be sent as an email attachment prior to the start of the practicum experience. This letter must be approved by your Practicum Advisor before it can be sent.

Make sure you have a StMU email address so that it can be used for all communication with your Cooperating Teacher, Practicum Advisor, and the Practicum Office for the duration of the practicum experience.

During the Practicum Experience

Share your Police Information Check with school administration the first day of the practicum.

Follow the schedule of activities in your classroom, becoming familiar with the day-to-day organization of your classroom. Take an active role in the life of the school.

Plan for and teach individual lessons as well as a series of connected lessons that constitute a unit plan completed with the guidance and support of the Cooperating Teacher.

*Provide your Cooperating Teacher with a copy of your lesson plan **24 hours before delivering the lesson**. Provide your unit plan a minimum of **72 hours before the start of the unit**.

Meet regularly with Cooperating Teacher for feedback and guidance.

Maintain a professional learning portfolio with general information (pertinent school documents, class lists, time tables, seating plans), lesson plans for each lesson taught, mini unit plan, feedback from the Cooperating Teacher and the Practicum Advisor and copies of mid-semester and final evaluation and daily notes/reflections on teaching experiences.

Teach approximately 50%-65% of the time to small groups of students and progressing when appropriate to whole class instruction by the conclusion of the practicum experience.

Develop an understanding of appropriate assessment strategies in concert with your planning and teaching. Continue to develop an understanding of the kind of learning experiences that are meaningful to learners.

Complete weekly reflections.

Complete a final self-reflection to be included in the final evaluation document.

Establish positive professional relationships in the school environment that reflect your emerging professional identity and professionalism.

Complete all course work associated with the Practicum Experience.

At the Conclusion of the Practicum Experience

Thank your Cooperating Teacher, school staff, including the School Principal.

Return any teaching materials that were borrowed to your Cooperating Teacher.

EDPR 437: Practicum IV: Advanced Practicum; Consolidation of Curriculum Knowledge and Teaching Competencies (9 Credits)

Overview

EDPR 437 is offered in the second (Winter) semester of Year 2 and consists of nine weeks of focused in-classroom activities. The Pre-service Teacher is expected to develop and demonstrate more advanced teaching competencies. Student teaching activity concentrates on supervised preparation and presentation of more extensive lesson plans and two unit plans as well as increased responsibility for student assessment and self-reflection on practice. Teaching time should build to 80%-100% of class instructional time (at the discretion and with the guidance of the Cooperating Teacher in the context of their classroom). Pre-service Teachers return to campus several times during the practicum for a half-day seminar. The practicum seminars are considered an integral part of the field experience and attendance is compulsory.

Assessment and Evaluation

Assessment and evaluation for all components of the EDPR 437 Practicum will be Credit/No Credit. There will be a mid-practicum assessment completed by the Cooperating Teacher and a formal final evaluation completed by the Cooperating Teacher and the Practicum Advisor. The final evaluation will also include a final self-reflection from the Pre-service Teacher. Criteria for the assessment will be based on the successful realization of the TQS competencies associated with this practicum experience, all assessment tasks, attendance, and deportment in the practicum.

Assessment Tasks

- Maintain a professional learning portfolio with general information (pertinent school documents, class lists, time tables, seating plans), lesson plans, two unit plans, feedback from Cooperating Teacher, and daily notes/reflections on practicum themes.
- Complete weekly reflections.
- Plan for and teach individual lessons as well as **two unit plans** with guidance from the Cooperating Teacher.
- Teach approximately 80%-100% of the time by the conclusion of the practicum experience.
- Complete a final self-reflection to be included in the formal final evaluation document.

Attendance

The following guidelines outline the expectations for attendance during all practica:

- Attendance at the school placement site is compulsory
- All pre-service teachers are entitled to the following approved absences:
 - **EDPR 437: Practicum IV**

- A total of three (3) days' absence from the school site
- Approved reasons for absence from the practicum experience include:
 - medical concerns or illness
 - family emergency
 - religious observance
 - professional development undertaken separately from the Cooperating Teacher such as attendance at a conference (maximum 2 days). Pre-service Teachers must complete a *Professional Development Leave of Absence* form and receive prior approval from the Cooperating Teacher, Practicum Advisor, and Practicum Director

Pre-service Teacher tasks/checklist for EDPR 437

Before the Practicum Begins

If you did not participate in a Fall practicum and have not already presented a clear copy of your current Police Information Check with Vulnerable Sector Check to the Practicum Administrator's Office in the fall, contact the Practicum Administrator in early January and request a police check letter dated January 1st.

Attend meeting with Practicum Advisor to hear details about the practicum experience and the details connected to your school placement.

Find out what time school starts at your school site and plan to arrive 30 minutes before that.

Plan out how you will travel to the school so that you arrive on time.

Introduce yourself through the writing of a formal letter to your principal and to your Cooperating Teacher. This letter should be sent as an email attachment prior to the start of the practicum experience. This letter must be approved by your Practicum Advisor before it can be sent.

Make sure you have a StMU email address so that it can be used for all communication with your Cooperating Teacher, Practicum Advisor, and the Practicum Office for the duration of the practicum experience.

During the Practicum Experience

Share your Police Information Check with school administration the first day of the practicum.

Follow the schedule of activities in your classroom, becoming familiar with the day-to-day organization of your classroom. Take an active role in the life of the school.

Plan for and teach individual lessons as well as two unit plans completed with guidance from the Cooperating Teacher.

***Provide your Cooperating Teacher with a copy of your lesson plan 24 hours before delivering the lesson. Provide your unit plan a minimum of 72 hours before the start of the unit.**

Meet regularly with Cooperating Teacher for feedback and guidance.

Maintain a professional learning portfolio with general information (pertinent school documents, class lists, time tables, seating plans), lesson plans for each lesson taught, two unit plans, feedback from the Cooperating Teacher and the Practicum Advisor and copies of mid-semester and final evaluation and daily notes/reflections on teaching experiences.

Teach approximately 80%-100% of instructional class time by the conclusion of the practicum experience (meeting this target usually around the 6-8 week mark). The gradual increase in teaching responsibility is at the discretion and guidance of the Cooperating Teacher in the context of their classroom.

Continue to develop an understanding of appropriate assessment strategies in concert with your planning and teaching.

Complete weekly reflections.

Complete a final self-reflection to be included in the final evaluation document.

Complete all course work associated with the Practicum Experience.

At the Conclusion of the Practicum Experience

Thank your Cooperating Teacher, school staff, including the School Principal.

Return any teaching materials that were borrowed to your Cooperating Teacher.

Developing Communication between Pre-service Teacher and Cooperating Teacher

The practicum placement provides opportunities for the Pre-service Teacher, Cooperating Teacher, and the Practicum Advisor to collaborate in designing learning experiences which will best facilitate Pre-service Teacher learning. It is important for Pre-service Teachers to have a clear understanding of the Cooperating Teachers' expectations during their practicum experience. The Cooperating Teacher and Pre-service Teacher should engage in frequent and highly specific feedback sessions. Feedback should include preliminary suggestions and alternatives concerning instructional methods, planning, management, and assessment of student learning.

Setting aside time each day to talk about expectations for your role as a Pre-service Teacher in the classroom and to receive feedback about your work is an important part of building a positive relationship with your Cooperating Teacher.

These questions can form part of your initial discussion with your Cooperating Teacher.

- Ask your Cooperating Teacher about the expectations they have of you as a Pre-service Teacher in their classroom.
- Ask about how your Cooperating Teacher would prefer to share their feedback with you (i.e., orally, written notes, at the end of each lesson or cumulative comments at the end of the day).
- Ask about a time when it would be best for you to ask questions.
- Ask about what you can do to make the practicum experience a successful one.

11. ASSESSMENT TASKS IN DETAIL

The following components are part of the assessment requirements in each practicum for Pre-service Teachers.

Professional Learning Portfolio

Pre-service Teachers are asked to keep a professional learning portfolio binder that contains the relevant information from their practicum experience. This binder must be available to the Cooperating Teacher and the Practicum Advisor at all times and should include:

- Police Information Check with Vulnerable Sector Check (or the digital link thereto)
- General school documents, class lists, time tables, seating plans if possible
- Lessons (lesson plans for each lesson taught), reflections on these lessons, feedback from the Cooperating

Teacher, feedback from the Practicum Advisor)

- Assigned reflections
- Evaluations (copies of mid-term and final evaluations)
- Other items (collections of useful ideas, professional goals, teacher resources, appropriate artifacts of student learning)

The professional learning portfolio may also provide the skeleton of a professional dossier, documenting the Pre-service Teacher's journey towards the meeting of program outcomes and to assist Pre-service Teachers in articulating the areas where their work has been strong and where growth is required. The portfolio might also include the Pre-service Teacher's documentation of personal experiences that enhance his or her teaching potential, and artifacts of professional learning such as:

- Philosophy of teaching
- Professional goals
- Lesson plans
- Unit plans
- Assessment strategies

The portfolio demonstrates teacher competencies and may serve as a powerful tool in career development, including the hiring process, and on-going professional development.

Weekly Reflections

Pre-service Teachers are required to complete weekly reflective writing assignments. These weekly reflections include a response to a question posed on a reflection template and are always directed towards integrating theory and practice through the experiences the Pre-service Teachers reflects on. Pre-service Teachers are encouraged to critically examine **their** practice through reflective writing. These reflective writing assignments are shared only with the Practicum Advisor.

Lesson Planning

Lesson planning in each of the practicum experiences should initially be characterized by collaborative planning between the Cooperating Teacher and the Pre-service Teacher. As Pre-service Teachers enter the second year of the program, lesson planning should be undertaken more independently, so that by the final practicum, the Pre-service Teacher is planning, teaching, and assessing in an autonomous manner. The lesson plan must be shared with the Cooperating Teacher at least 24 hours before the lesson is taught so that feedback can be given. Feedback from the Cooperating Teacher should include both oral and written observations on a regular basis to encourage formative assessment.

Each lesson taught must have a lesson plan.

12. PRACTICUM POLICIES FOR PRE-SERVICE TEACHER WHO IS FAILING TO MEET EXPECTATIONS

Pre-service Teacher performance issues related to practicum are addressed in the following policies. These policies outline steps for addressing concerns about Pre-service Teacher failure to meet expectations in practica.

Procedures for Expressing Concerns with the Practicum Placement

Pre-service Teachers

- When a Pre-service Teacher becomes aware of an issue in their practicum placement, they should express their concern to the Cooperating Teacher and make an attempt to resolve the issue when it arises.
- The Pre-service Teacher should also contact their Practicum Advisor and clearly communicate the concerns they have. Many issues can be resolved by early identification.

Cooperating Teachers

- When a Cooperating Teacher becomes aware of an issue with a Pre-service Teacher, they should express concerns to the Pre-service Teacher and make an attempt to resolve the issue when it arises.
- The Cooperating Teacher should contact the Practicum Advisor and communicate their concerns.

Practicum Advisors

- Practicum Advisors should meet with the Pre-service Teacher and the Cooperating Teacher when they are made aware of a concern.
- The Practicum Advisor may want to observe the Pre-service Teacher as soon as possible if there is a question of not meeting expectations.
- If the Practicum Advisor believes that the Pre-service Teacher requires and would be supported by the creation of a *Pre-service Teacher Performance Agreement*, then the plan should be drafted and implemented immediately.
- The Practicum Advisor should contact the Practicum Director and share details about the issue, possible steps taken to resolve the issue, and the details of the performance contract.

Not Meeting Expectations During Practicum

When discussion and consultation do not result in a satisfactory solution, additional action may be taken on behalf of the Pre-service Teacher. The following options will be considered:

Remediation in Same Practicum Site

- The Practicum Advisor, in consultation with the Cooperating Teacher and the Pre-service Teacher should complete a Pre-service Teacher Performance Agreement indicating the areas of practice that require improvement and the agreed upon time frame to meet expectations.
- If the Cooperating Teacher and the Practicum Advisor agree that the terms of the Pre-service Teacher Performance Agreement have not been met or continuation of the practicum may have a detrimental impact on the school's program, students or school staff, either the Cooperating Teacher, the School Principal or the Practicum Advisor may request to have the Pre-service Teacher withdrawn from the practicum site. A request for the Pre-service Teacher to leave the practicum site may result in a failure of the practicum.

Change of placement

- A request for a change of placement on the part of the Pre-service Teacher is a serious matter that should be addressed in writing to the Pre-service Teacher's Practicum Advisor and the Practicum Director.
- A change of placement request will not be considered without documentation concerning the nature of the issue.
- A change of placement will only be made if there is evidence to support the expectation that the Pre-service Teacher can be successful under the mentorship of another Cooperating Teacher.
- In some cases, the use of a Pre-service Teacher Performance Agreement will be recommended.

Withdrawal Policies

The following section describes policies related to withdrawal.

Tuition for the Bachelor of Education Program is program based, rather than course based, so no tuition refund will be given for voluntary withdrawal from practicum or a failed practicum.

Practicum Withdrawal: Voluntary

In general, there is no provision for voluntary withdrawal from practicum that results in a successful completion of the practicum. If a student is considering withdrawing from a practicum experience, then a conversation with the Practicum Director is suggested. If a Pre-service Teacher does withdraw from a practicum, they must immediately notify the Practicum Director and Dean, as well as advising the school, the Cooperating Teacher, and their Practicum Advisor.

A withdrawal from the practicum experience will constitute a failure of the field experience.

Practicum Withdrawal: Extenuating Circumstances

- Requests for a retroactive withdrawal will be heard by the Dean of Education in exceptional cases (e.g. supported by medical documentation).
- In cases where a Pre-service Teacher has been unable to complete the practicum due to extenuating circumstances, a withdrawal may be accepted subject to the Registrar's approval. Supporting documentation is required and must be submitted to the Registrar.
- Withdrawing from practicum under extenuating circumstances may add an additional semester or more to the student's program.
- An additional tuition fee will be applied to any new practicum undertaken, based on the number of hours for the practicum being repeated.
- Pre-service Teachers may be advised of a course of action by the Practicum Director.

Practicum Withdrawal: Non-voluntary – Failure to meet Expectations During Practicum

A Pre-service Teacher may be required to withdraw from the practicum placement at any time if the one of the following circumstances is applicable:

- Conduct during the practicum, such that it contravenes the Pre-service Teacher *Code of Professional Conduct* and/or if continuation of the practicum experience may have a detrimental impact on the school's program, students or school staff.
- Request by either the Cooperating Teacher or school administration that the Pre-service Teacher be removed from the practicum placement.
- Evidence of inability on the part of the Pre-service Teacher to carry out duties and responsibilities required of a Pre-service Teacher in the practicum experience.
- Evidence that a Pre-service Teacher has failed to meet expectations for the practicum experience.
- Non-compliance with the conditions of the Pre-service Teacher Performance Agreement.

A withdrawal or removal from the practicum experience will constitute a failure of the field experience.

If it is determined the pre-service teacher has failed the field experience, the Practicum Director and the Dean of Education will meet with the Pre-service Teacher to determine whether the student should be permitted to continue in the program. The opportunity to repeat a practicum experience is at the discretion of the Practicum Director and the Dean. At the minimum, a failure would require the practicum experience to be repeated. At this time a specific plan for remediation may be developed before the student is permitted to redo the practicum experience. The student would be required to be successful in the repeated practicum experience before they were permitted to continue in the program.

A second failure would result in removal from the program.

Transcript Implications

A withdrawal from the Field Experience prior to the Withdrawal deadline will be assessed a Withdrawal on the student transcript.

A recommendation for failure at any point in the practicum placement will be communicated as a Fail (PF) on the transcript.

13. RESOLVING EVALUATION DIFFERENCES BETWEEN COOPERATING TEACHER and PRACTICUM ADVISOR

Where there is a difference of opinion between the Cooperating Teacher and the Practicum Advisor regarding the Pre-service Teacher's practicum performance, it is essential that collaborative discussion occurs and an attempt is made to develop a consensus decision. Should the Practicum Advisor and the Cooperating Teacher disagree on the assessment of the practicum, they should try to come to a mutual understanding. If a consensus is not possible, each should submit a practicum evaluation, which has been signed by the other to acknowledge having read it. These cases will be brought to the attention of the Practicum Director.

The Practicum Director assigns the final grade in these cases for the practicum experience.

14. GRADE APPEALS

The following processes are based upon the guidelines in the *St. Mary's University Calendar* showing the steps to be followed for reappraisals of grades and academic appeals.

Informal Appeal

A student who is dissatisfied with a grade should first discuss the grade with his/her Practicum Advisor and the Practicum Director within 15 days of receiving the grade. If this does not resolve the matter to the student's satisfaction, the Pre-service Teacher may then wish to discuss the matter with the Dean of Education. The Dean of Education will require a copy of the instructions/circumstances of the practicum given to the student in order to address the dispute.

Formal Appeal

If the Pre-service Teacher is not satisfied with the appeal to the Dean of Education, and still believes that an error has been made, feels an injustice has been done, or has substantial new evidence, the Pre-service Teacher may make a formal grade appeal.

All formal grade appeals must be made in writing to the Registrar's Office within 30 days of receiving the grade. The letter must include the decision being appealed, the grounds for appeal and the remedy sought by the appellant. The student will pay a \$25 fee for each grade appealed. This fee will be credited back to the student's account only if the appeal results in a pass.

The Registrar will notify the Vice-President and Dean, who will form a Grade Appeal Committee comprising the Vice-President Academic, the Registrar, and the Dean of Education to hear the appeal. The Registrar's Office will notify the student of the result in writing. All decisions of the Grade Appeal Committee are final.

15. ASSESSIBILITY and ACCOMMODATION

St. Mary's University Bachelor of Education Program is committed to an inclusive and accessible academic experience for all students throughout their course work and professional practica. Some students face challenges that require strategies to ensure they have equal opportunities to succeed. Academic accommodations are educational practices, systems, and supports designed to level the playing field for students with disabilities such as physical impairments

(blindness, paraplegia, etc.) and/or mental impairments (dysgraphia, dyslexia, etc.). These accommodations are put in place to ensure students with disabilities can fully participate in their field experience in school placements during their studies at StMU. In the implementation of accommodations, the specific accommodation directions are shared, additional information is only shared with the permission of the student in order to facilitate the accommodations but the information shared is limited only to what is necessary. Students can choose to share further information at their own discretion.

Practicum placements must be arranged by the Practicum Director's Office well in advance of the start of the practicum. Pre-service Teachers who have accessibility and accommodations considerations should communicate with CLASS (the Centre for Learning, Access, and Student Success) and the Practicum Office as soon after accepting their Offer of Admission as possible. This will allow for support and expertise in securing an appropriate practicum placement.

Pre-service Teachers should be aware that some accommodations available in other academic courses may not be possible in practicum courses. Additionally, accommodations provided must not compromise the necessary requirements and essential elements of the Bachelor of Education program which includes the practica. For example, arrangements for Pre-service Teachers to leave the classroom or have additional time for planning will not be permitted when the safety of children and the integrity of their learning is forfeited.

Accessibilities and Accommodations: Student checklist		
DATE	ACTION	RESOURCE
Academic Year 2023-2024	If you have received academic accommodations in the past or would like more information, please contact CLASS (the Centre for Learning, Access, and Student Success)	Heather McFadyen Academic Accommodation Services heather.mcfadyen@stmu.ca 403-254-3704
	If you have received academic accommodations in the past or would like more information, please contact the Practicum Director, to discuss the Practicum.	Deanne Barrett Bachelor of Education, Practicum Director deanne.barrett@stmu.ca 403-254-3724

16. RELATED POLICIES

Teaching Quality Standard (TQS)

The Teaching Quality Standard provides a framework for the preparation, professional growth, supervision and evaluation of teachers. 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 for all students.

From the Teaching Quality Standard – Alberta Education

The Pre-service Teacher, through frequent consultation, must have a clear understanding of his/her progress throughout the practicum. Assessment of Pre-service Teachers is a difficult, complex, and continuous task, which involves deliberations among the Pre-service Teacher, the Cooperating Teacher, and the Practicum Advisor. The Pre-service Teacher's progress is assessed at the mid- point of the practicum experience and at the conclusion of the practicum experience with a focus on specific competencies for each practicum. Toward the end of the practicum, the Pre-service Teacher must have demonstrated appropriate levels of competence and professional growth in accordance with the Teaching Quality Standard (TQS) – Alberta Education.

Ethics, Professionalism and Responsibilities

A key to the success of the Pre-service Teacher's practicum is the demonstration of a positive attitude and willingness to fully participate in the practicum experience. The St. Mary's University Bachelor of Education program holds high expectations for pre-service teachers and the professionalism that they demonstrate in their field experiences. Pre-service teachers are held to the same standard of professionalism as in-service teachers and adhere to the **St. Mary's Pre-service Teacher Code of Professional Conduct (Appendix 2)**.

17. PRACTICUM PERSONNEL: ROLES AND RESPONSIBILITIES

This section provides an overview of the roles and responsibilities undertaken by each participant (the Pre-service Teacher, the Cooperating Teacher, and the Practicum Advisor) in the dynamic interactions leading to successful experiences in the school environment.

Role of Pre-service Teacher

Planning and advance preparation are critical to success at all levels of each practicum. The Pre-service Teacher should meet the Cooperating Teacher and the classroom students to become familiar with the physical setting, time-tabling, school rules and school policies. When possible, the Pre-service Teacher obtains reference and resource materials, learns students' names, discerns school philosophy of teaching, and strategies and techniques for classroom management.

During the practicum, the Pre-service Teacher follows behavioral standards that are considered critical for success including:

- arrival at the school in sufficient time before classes begin to discuss the daily schedule of observations and/or teaching experiences, preparation of classroom resources and any other mutually arranged activities. The Pre-service Teacher must also stay at least one-half hour at the conclusion of the school day or as directed by the Cooperating Teacher
- consultation with the Cooperating Teacher regarding the next day's plans before leaving for the day
- preparation of lesson plans for each subject assigned. Teaching plans must be developed and reviewed by the Cooperating Teacher prior to teaching
- participation in any or all activities which constitute the normal working day of the Cooperating Teacher such as meetings, in-service sessions and hall or playground supervision
- conformity to the school's expectations on dress, general deportment, and interpersonal conduct with students;
- in the event of illness or emergency, it is expected that the Pre-service Teacher will phone/email the Cooperating Teacher, the school, and the Practicum Advisor. Full attendance is expected! (See Attendance Expectations)
- maintaining an up-to-date Professional Learning Portfolio (practicum plan book) available for examination at any time upon the request of the Cooperating Teacher and/or the Practicum Advisor. The Professional Learning Portfolio should include an observation section where brief notes are kept on initial observations about the school, classrooms and/or groups of students; a section for each subject taught seating plan, lesson plans prepared, unit plan(s), resource materials used, feedback by the Cooperating Teacher and practicum advisor; and self-evaluations
- holding attitudes of co-operation and accommodation to the demands, routines, and professional culture of the practicum site
- communicating through a professional St. Mary's University email address. All email communication with the school site and the university must be sent from the Pre-service Teacher's St. Mary's University email address
- recognizing that practicum experiences take priority over any other professional and personal employment commitments. Arrangements for personal responsibilities such as daycare or part-time employment MUST be made in advance in order to ensure a successful practicum experience

Role of Cooperating Teacher

Cooperating Teachers are assigned in consultation with the appropriate school officials to assume specific teaching and supervisory responsibilities in the school-based practicum components of the Bachelor of Education program. Cooperating Teachers are normally teachers and/or supervisors employed by the cooperating school authorities who are recognized as being exemplary educators. The Cooperating Teacher assists in the development of competencies desired in Pre-service Teachers through a wide range of activities including:

- Becoming familiar with the Pre-service Teacher's personal and educational background
- Developing a trusting relationship and providing an atmosphere that accepts the Pre-service Teacher as a legitimate authority in the class
- Introducing the Pre-service Teacher to the classroom, students, established routines, school culture, school administration, and school policies
- Providing a space for the Pre-service Teacher to work and ensuring that the Pre-service Teacher has access to necessary teaching documents and resources
- Providing mentorship for learning to teach through sharing of resources and ideas, discussing individual learner needs, and helping the Pre-service Teacher to interpret curriculum objectives, develop teaching and assessment strategies, and acceptable classroom management techniques
- Assigning instructional tasks on a gradually increasing basis of difficulty. The Pre-service Teacher should be fully involved in classroom life when they are not responsible for teaching (i.e. working with individual students, assisting with assessment, etc.)
- Providing regular oral and written feedback to the Pre-service Teacher as the semester progresses, while encouraging a reflective stance from the Pre-service Teacher
- Engaging in ongoing formative evaluation to facilitate Pre-service Teacher growth, following the criteria for student assessment as outlined
- Completing the mid-term and final practicum evaluations for the Pre-service Teacher
- Meeting with the Practicum Advisor to monitor the Pre-service Teacher's progress and address any concerns so that special supervision, consultation and guidance can be provided
- Working with the Practicum Advisor to enhance performance of marginal students and draw up a Pre-service Teacher Pedagogy Improvement Agreement if necessary
- Providing substitute supervision if the Cooperating Teacher is absent (this is a legal requirement). A Pre-service Teacher should not be required to take on the full teaching responsibilities of the Cooperating Teacher during the teacher's absence

Role of Practicum Advisor

The Practicum Advisor normally holds advanced academic credentials in education, has considerable teaching experience, and is recognized as an exemplary educator.

The St. Mary's University practicum advisor is generally expected to assume responsibility for:

- Meeting with the Cooperating Teacher and/or school administration prior to the practicum experience so that they may clarify expectations about the practicum and the roles of all involved
- Meeting with Pre-service Teachers in their cohort prior to the practicum experience in order to discuss practicum expectations, Pre-service Teacher responsibilities, expectations for communication, and for the practicum portfolio
- Encouraging and supporting positive and productive mentoring relationships between Pre-service Teachers and Cooperating Teachers

- Working collaboratively with the Cooperating Teacher and the school administrator(s) in the school to which the Pre-service Teacher is assigned to maintain positive relationships
- Ensuring that the Pre-service Teacher understands the connections between theory and practice in teaching
- Assisting/advising the Pre-service Teacher throughout the practicum by being informed of the Pre-service Teacher's performance and progress
- Assessing and evaluating the Pre-service Teacher's planning and performance during the practicum by developing and sharing supporting documentation
- Observing the Pre-service Teacher during the practicum and providing written and oral feedback to them. Maintain dated and written notes to support an account of the Pre-service Teacher's learning during the practicum
- Serving as liaison and maintaining communication between the university and the school, and toward that end, working closely with Cooperating Teachers to prepare the most appropriate growth experiences for the Pre-service Teacher
- Advising the Practicum Director on Pre-service Teacher progress or of issues in the practicum as required
- Notifying the Practicum Director of the possible need to develop a Pedagogy Improvement Plan file for a student under their supervision.

18. CERTIFICATION and TEACHER QUALIFICATIONS FOR SALARY PURPOSES

The following section provides information about the teacher certification process in Alberta.

Teaching Certificates

The Province of Alberta, through Alberta Education, issues teaching certificates.

Eligibility to Teach in Alberta

All persons applying for certification as teachers in Alberta are subject to the following restrictions on eligibility. Except where the Minister of Education decides otherwise, Alberta Education shall not issue a teaching certificate to a person who:

- Has been convicted of an indictable offense under the Criminal Code; or
- Alberta Education has reason to believe should not be issued a certificate; or
- Is not a Canadian citizen or landed immigrant.

Interim Professional Certificate

Alberta has two levels of certification. The first level is the Interim Professional Certificate. After the successful completion of the B.Ed. Degree, a student may be recommended for an Alberta Interim Professional Teaching Certificate. An Interim Professional Certificate is granted under the authority of the Minister of Education, upon the recommendation of the Faculty of Education.

Appeals must be made in writing within 30 days of being advised of an Alberta Education decision not to issue a teaching certificate. All inquiries concerning certification should be directed to Alberta Education by email at Teacher.certification@edc.gov.ab.ca or by phone 780.427.2045 (or for toll-free access within Alberta, first dial 310-0000).

Permanent Professional Certificate

The Permanent Professional Certificate is the second level of certification provided by Alberta Education. After a successful completion of two full years of teaching, while holding an Interim Professional Certificate, along with two evaluations based on the TQS for permanent certification from Alberta Education, a teacher can be recommended for a Permanent Professional Certificate. The recommendation usually comes from the district(s) by which the teacher has been employed.

Certified teachers are responsible for adhering to the Teaching Quality Standard Ministerial Order (TQS) and the Teacher Growth, Supervision and Evaluation Policy (TGSEP).

Determination of Salary

The Alberta Teachers' Association through the Teacher Qualification Service (TQS), evaluates credentials for determining salary. Students should not assume that successfully completing a B.ED. degree, and being certified by Alberta Education means that they will receive full credit for any prior degrees in this determination. In some cases, courses in prior degrees may not be recognized for salary purposes. To determine how qualifications may be considered, please refer to the Principles for the Evaluation of Years of Teacher Education for Salary Purposes available on the Alberta Teachers' Association website: www.teachers.ab.ca .

Evaluations by both the Province of Alberta, through Alberta Education and the Alberta Teachers' Association, through the Teacher Qualifications Service (TQS) are required in order to be eligible to teach in Alberta public schools.

Graduates of the Bachelor of Education program are qualified to seek admission to a Master of Education or a Master of Arts program at institutions across Canada.



APPENDIX 1

Alberta Teachers' Code of Professional Conduct

All students enrolled in the St. Mary's University Bachelor of Education after Degree Program are accountable to the Alberta Teachers' Association *Code of Professional Conduct* which is outlined below. Any student enrolled in the Bachelor of Education Degree Program who is found to have violated any provisions of this Code may be subject to a charge of unprofessional conduct under the bylaws of the 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 students

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 students.
(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 noncertified personnel, provided that the teacher supervises and directs such activity.
4. The teacher treats students with dignity and respect and is considerate of their circumstances.
5. The teacher may not divulge information about a student 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 student.
6. The teacher may not accept pay for tutoring a student in any subjects in which the teacher is responsible for giving classroom instruction to that student.
7. The teacher may not take advantage of a professional position to profit from the sale of goods or services to or for students 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 students 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 2

St. Mary's University Pre-service Teacher Code of Professional Conduct

The Code of Professional Conduct standards below describe the professional characteristics and behaviours Pre-service Teachers are expected to develop and demonstrate in the B.Ed. program. Appropriate demonstration of these professional standards will be judged by Education faculty and by field personnel. Failure to comply with this Code of Conduct may result in failure and/or withdrawal from the program.

1. Pre-service Teachers must act in a manner which respects the dignity and rights of all persons without prejudice as to race, religious belief, colour, sex, sexual orientation, gender identity, physical characteristics, age, ancestry or place of origin.
2. Pre-service Teachers must treat pupils, parents or guardians of pupils, colleagues, school personnel, and faculty with dignity and respect.
3. Pre-service Teachers must demonstrate empathy for others by showing concern and understanding for others' feelings and ideas.
4. Pre-service Teachers must strive to maintain positive interpersonal relationships with pupils, colleagues, faculty member and school personnel by contributing, cooperating, participating, and working with others in a flexible and adaptable manner.
5. Pre-service Teachers must recognize that good staff relations are an important part of successful schools. Therefore, the Pre-service Teacher is to be sociable and friendly, yet professional with school personnel.
6. Pre-service Teachers must refrain from forming on-going social relationships (including through social media) of a non— professional nature with pupils in the school.
7. Regular attendance during the field experiences program is a professional responsibility; therefore, Pre-service Teachers must inform the appropriate personnel at the school and University of any absence.
8. Pre-service Teachers must act in a responsible manner which includes being punctual, dependable, trustworthy, consistent, and reliable. Pre-service Teachers are to conform to the regulations specified for the staff of the school (i.e., supervision, parking photocopying, dress codes). Pre-service Teachers' appearance and dress are to be appropriate for the teaching profession.
9. Pre-service Teachers must show initiative and accept responsibility in the performance of duties as assigned.
10. Pre-service Teachers must respond to feedback from faculty members, Practicum Advisors, and/or school administration by listening, reflecting, and attempting to incorporate feedback into their teaching practice.
11. Pre-service Teachers must respect the confidentiality of information about pupils, colleagues, and school personnel received in confidence or in the course of professional duties.
12. Pre-service Teachers are expected to conduct themselves in a professional manner and to fulfill teaching responsibilities, and to ensure that they are following appropriate protocols, regardless of personal problems and/or other job commitments.
13. Pre-service Teachers will recognize that the pupil's welfare is the primary concern of teacher and school administrators. If at any time school and/or university administrators decide student or staff welfare is being

adversely affected, the Pre-service Teacher will be asked to leave the school, which may result in failure and/or withdrawal from the program.

14. Pre-service Teachers will recognize that criticism of the professional competence or reputation of a teacher is inappropriate.
15. Pre-service Teachers will act in a manner that maintains the honour and dignity of the teaching profession and St. Mary's University.
16. In addition to the Pre-service Teachers Code of Professional Conduct, Pre-service Teachers are expected to meet expectations outlined and set out by The Alberta Teachers' Association Code of Professional Conduct, Alberta Education and individual school jurisdictions.
17. Pre-service Teachers will engage in appropriate and professional use of technology and electronic devices and will refrain from personal use of cell phone, social media, text, and email while on site and while engaged in professional school activities. Pre-service Teachers are expected to familiarize themselves with and abide by the school and school division's technology policies.



APPENDIX 3

ALBERTA EDUCATION **Teaching Quality Standard**

Fostering Effective Relationships

A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Achievement of this competency is demonstrated by indicators such as:

- acting consistently with fairness, respect and integrity
- demonstrating empathy and a genuine caring for others
- providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning
- inviting First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members in the school and classroom
- collaborating with community service professionals, including mental health, social services, justice, health and law enforcement
- honouring cultural diversity and promoting intercultural understanding

Engaging in Career-long Learning

A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning. Achievement of this competency is demonstrated by indicators such as:

- collaborating with other teachers to build personal and collective professional capacities and expertise
- actively seeking out feedback to enhance teaching practice
- building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments
- seeking, critically reviewing and applying educational research to improve practice
- enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values
- maintaining an awareness of emerging technologies to enhance knowledge and inform practice

Demonstrating a Professional Body of Knowledge

A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

Achievement of this competency is demonstrated by indicators such as:

- Planning and designing learning activities that:
 - address the learning outcomes outlined in programs of study
 - reflect short, medium and long range planning
 - incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students
 - ensure that all students continuously develop skills in literacy and numeracy
 - communicate high expectations for all students
 - foster student understanding of the link between the activity and the intended learning outcomes
 - consider relevant local, provincial, national and international contexts and issues
 - are varied, engaging and relevant to students
 - build capacity for collaboration
- Incorporate digital technology and resources, as appropriate, to build student capacity for:
 - acquiring, applying and creating new knowledge
 - communicating and collaborating with others
 - critical thinking
 - accessing, interpreting and evaluating information from diverse sources
- Consider student variables, including:
 - demographics, e.g. age, gender, ethnicity, religion
 - social and economic factors
 - maturity
 - relationships amongst students
 - prior knowledge and learning
 - cultural and linguistic background
 - second language learning
 - health and well-being
 - emotional and mental health
 - physical, social and cognitive ability
- Using instructional strategies to engage students in meaningful learning activities, based on:
 - specialized knowledge of the subject areas they teach
 - an understanding of student' backgrounds, prior knowledge and experiences
 - a knowledge of how students develop as learners
- Applying student assessment and evaluation practices that:
 - accurately reflect the learner outcomes within the programs of study

- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences
- provide a variety of methods through which students can demonstrate their achievement of the learning outcomes
- provide accurate, constructive and timely feedback on student learning
- support the use of reasoned judgment about the evidence used to determine and report the level of student learning

Establishing Inclusive Learning Environments

A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

Achievement of this competency is demonstrated by indicators such as:

- fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*
- using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth
- communicating a philosophy of education affirming that every student can learn and be successful
- being aware of and facilitating responses to the emotional and mental health needs of students
- recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievements of the learning outcome
- employing classroom management strategies that promote positive, engaging learning environments
- incorporating students' personal and cultural strength into teaching and learning
- providing opportunities for student leadership

Applying Foundational Knowledge about First Nations, Métis and Inuit

A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. Achievement of this competency is demonstrated by indicators such as:

- Understanding the historical, social economic, and political implications of:
 - treaties and agreements with First Nations
 - legislation and agreements negotiated with Métis
 - residential schools and their legacy
 - supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education
 - using the programs of study to provide opportunities for all student to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary context of First Nations, Métis and Inuit
 - supporting the learning experiences of all student by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit

Adhering to Legal Frameworks and Policies

A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundation for the Alberta education system.

Achievement of this competency is demonstrated by indicators such as:

- maintaining an awareness of, and responding in accordance with, requirements authorized under the *School Act* and other relevant legislation
- engaging in practices consistent with policies and procedures established by the school authority
- recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of student



APPENDIX 4

Freedom of Information and Protection of Privacy Act

The *Freedom of Information and Protection of Privacy Act* is government legislation that became effective in September 1998. This legislation significantly affects the ways in which schools and the University keep student records, communicate with students and parents, and give and withhold information. Therefore, it is important for all Pre-service Teachers to check with their school administration about the procedures to be followed.

Information about the Act may be found at: <http://www.servicealberta.gov.ab.ca/foip/legislation/foip-act.cfm>, and students are urged to take on the challenge of understanding the Act's legal influence on daily school life and on teaching and learning.



APPENDIX 5

Mentoring and Assessing Preservice Teachers

St. Mary's University Faculty of Education welcomes you as a mentor for Pre-service Teachers in our Bachelor of Education program. We are grateful for your contribution to the growth and professional development of our students.

This resource is intended to be used by Cooperating Teachers in the guiding and mentoring of Pre-service Teachers.

The practicum experience is central to the B.Ed. program for providing learning experiences that allow Pre-service Teachers to begin to understand the many dimensions of teaching practice. The practicum experience offers Pre-service Teachers a chance to inquire into what it means to work with students, to experience what curriculum looks like in practice, and to begin to understand the deep responsibilities of being a classroom teacher. Cooperating teachers help to provide a link between the theory of teaching and the practice of teaching as theory and practice are not separate but always inform each other.

As mentors, Cooperating Teachers are experienced, competent, and empathetic professional educators who are strong role models and provide guidance and support to the Pre-service Teacher in their classroom. Each Pre-service teacher enters the program with a range of background experiences and experiences and skills for working with children. As Preservice teachers are developing as professional educators, they may require varying degrees of support to be successful in their practicum experience. Discussions that relate to planning, instruction, and assessment are important and should take place on a regular basis.

The St. Mary's Bachelor of Education Program is organized around four practicum experiences that set expectations for preservice teachers in a progressive manner. We believe that the practice of teaching is best learned through participation in guided and graduated experiences with the support of a Cooperating Teacher. The four practicum experiences are listed below.

- EDPR 331: Practicum I: Active Observation in the Classroom
- EDPR 337: Practicum II: Orientation to the Classroom; Student Learning Experiences
- EDPR 431: Practicum III: Intermediate Practicum; Extension of Curriculum Knowledge and Teaching Responsibilities
- EDPR 437: Practicum IV: Advanced Practicum; Consolidation of Curriculum Knowledge and Teaching Competencies

Assessing Pre-service Teachers

The following chart contains suggestions of words that might be helpful in assessing preservice teachers. The words are organized into the three categories of assessment measures found in the mid-practicum assessment documents that incorporate a competency assessment checklist. These words are suggestions only and may be utilized or not.

Possible Language Descriptors for Assessment Documents (Adapted from the University of Calgary)

Not Meeting	Meeting Expectations (Developing)	Meeting Expectations (Proficient to Exemplary)
Superficial	Lacks some detail	Substantial or comprehensive
Little or no	Partially fulfills	Complete
Not well defined	Partially defined	Well defined
Weakly	Partially	Effectively
Incorrect	Generally correct	Correct or in-depth
Vague	Requires some clarification	Clear or detailed, insightful
Lacking	Simplistic	Well-articulated
Inconsistently	Generally consistent	Consistently
Unfocused	Includes some extraneous detail	Concise
Inaccurate	Repeats or restates	Elaborates, expands on
Ineffective	Somewhat effective	Effective
Little relevance	Related	Relevant
Demonstrates little	Reports	Summarizes or synthesizes
Questionable	Reasonable	Logical
Ambiguous	Related examples	Useful examples Meaningful examples
Minimal contribution	Generally sufficient contribution	Substantial contribution Outstanding contribution
Lacks attention to detail	Requires some attention to detail	Thorough attention to detail
Basic	Good	Comprehensive
Minimally supported	Generally supported	Well supported
Disagreeable	Somewhat appealing	Appealing
Makes vague connections	Shows credible relationship	Makes clear connections
Minimal	Predictable	Relevant - compelling
Makes content errors	Displays basic content knowledge	Displays solid content knowledge
disorganized	Generally organized	Well organized
Confusing design	Clearly designed	Well designed

Please Note: The evaluation pages that follow below are for reference only. The official evaluation will be shared through our practicum software towards the end of practicum.



Faculty of Education

Bachelor of Education Program (Elementary & Secondary)

EDPR 331 PRACTICUM I: ACTIVE OBSERVATION IN THE CLASSROOM

Final Evaluation

PRACTICUM DETAILS

Pre-service Teacher:	
Cooperating Teacher:	
Practicum Advisor:	
Practicum Dates:	
School:	
Grade Level:	

1. OBSERVATION in the CLASSROOM

This practicum experience consists of three weeks in an assigned classroom setting. The primary objectives include observations of life in schools and one-on-one and small group work with learners. Pre-service Teachers move towards the teaching of several lessons during the final week of practicum with the guidance and support of the Cooperating Teacher.

2. ASSESSMENT and EVALUATION

There is no formal midterm assessment. Feedback should be shared with the Pre-service Teacher in an ongoing manner throughout the practicum using the TQS *Assessment Tool* provided to the Cooperating Teacher at the beginning of practicum.

At the end of the EDPR 331 practicum, Pre-service Teachers receive this formal summative evaluation. The TQS *Assessment Tool* may be used as a guide in writing the final narrative evaluation report in the following pages.

FINAL EVALUATION REPORT

The following pages ask for evidence and insight into the development of Pre-service Teacher competencies associated with EDPR 331 practicum. The final narrative evaluation report is completed by the Cooperating Teacher and the Practicum Advisor. A final self-reflection component is completed by the Pre-service Teacher and is attached to the evaluation report.

The Cooperating teacher completes Part A, the Practicum Advisor completes Part B, and the Pre-service Teacher's final self-reflection, Part C, is attached at the end of this final evaluation report.

Part A: Cooperating Teacher Comments

1. Please provide a description of the classroom dynamic and environment. Describe the Pre-service Teacher's role and responsibilities in the context of the classroom.

2. Referring to the TQS criteria outlined in the *TQS Assessment Tool*, describe the Pre-service Teacher's competency development over the course of the EDPR 331 practicum.

By using the below **Cooperating Teacher SUBMIT Button**, you are completing and locking **Part A** of this evaluation and you are confirming that, to the best of your knowledge, the above information is true and correct.

After clicking submit, proceed to the Final Recommendation and Signature Page at the end of the evaluation

Has not been actioned

Part B: Practicum Advisor Final Comments

Referring to the TQS criteria outlined in the *TQS Assessment Tool*, and based on observations, describe the Pre-service Teacher's competency development over the course of the EDPR 331 practicum.

Commendable attributes:

Areas for further growth:

Summary comments:

Has not been actioned

Part C: Pre-service Teacher Final Self-Reflection

Following the competencies in the *TQS Assessment Tool*, describe how you have demonstrated competency development over the course of EDPR 331 practicum. Respond to each of the reflective questions below to guide and support your thinking.

1. How did you build and sustain positive and appropriate pedagogical relationships with the students in your class?

2. How was your professionalism realized or demonstrated throughout the practicum experience?

By using the **Pre-service Teacher SUBMIT** button below, you are completing and locking **Part C** of this evaluation, and you are confirming that, to the best of your knowledge, the above information is true and correct.

After clicking submit, proceed to the Final Recommendation and Signature Page at the end of the evaluation

Has not been actioned

EDPR 337 MID-PRACTICUM ASSESSMENT TOOL

The *Mid-Practicum Assessment Tool* is completed at the mid-point of the practicum and used by the Cooperating Teacher to give formative feedback to the Pre-service Teacher about their progress during the first half of the practicum. Levels of achievement of indicator by the end of the practicum are described as *emerging* and *progressing*.

The assessment tool provides an opportunity for ongoing conversation with the Pre-service Teacher and Practicum Advisor about the Pre-service Teacher's progress, and is not submitted to the Practicum Office.

If any concerns are evident or anticipated with the further development of these competencies, these concerns must be shared at this point with the Pre-service Teacher and the Practicum Advisor.

Competency	Indicators	Comments/Observations by Cooperating Teacher		
		Not Meeting Expectations	Developing Expectations	Meeting Expectations
1 Fostering Effective Relationships <i>A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.</i>	Acting consistently with fairness, respect and integrity;			
	Demonstrating empathy and a genuine caring for others;			
	Honouring cultural diversity and promoting intercultural understanding.			
2 Engaging in Career-Long Learning <i>A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.</i>	Collaborating with the Cooperating Teacher to build personal and collective professional capacities and expertise;			
	Actively seeking out feedback to enhance teaching practice;			
	Building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments; <i>*progressing stage of competency expected*</i>			
	Making connections between on-campus/virtual course work and practicum experiences;			
	Attending to one's own understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values as opportunities are presented; and			

	<p>Maintaining an awareness of emerging technologies to enhance knowledge and inform practice.</p>			
<p>3 Demonstrating a Professional Body of Knowledge <i>A teacher applies a current and evolving repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.</i></p>	<p>Timing of activities is comfortably paced for students and is monitored, regulated, and adjusted to student understanding. Lesson moves intentionally, and has student comprehension as the goal using visual, verbal and written checks to assess. <i>*progressing stage of competency expected*</i></p>			
	<p>Teacher's speech is clear and varied in tone and pace. Directions are clear and age appropriate. Teacher responds appropriately to student' questions / answers in content and tone and encourages future questions / answers. <i>*progressing stage of competency expected*</i></p>			
	<p>Planning and designing learning activities that:</p> <ul style="list-style-type: none"> -address the learning outcomes outlined in programs of study; -reflect lesson planning; -incorporate a range of instructional strategies; <i>*progressing stage of competency expected*</i> -ensure that all students continuously develop skills in literacy and numeracy; -communicate high expectations for all students; -foster student understanding of the link between the activity and the intended learning outcomes; <i>*progressing stage of competency expected*</i> -with the support of the Cooperating Teacher, consider relevant local, provincial, national and international contexts and issues; -are varied, engaging and relevant to students; -with the support of the Cooperating Teacher, build student capacity for collaboration; 			

	<p><i>*progressing stage of competency expected*</i></p> <ul style="list-style-type: none"> -incorporate digital technology and resources, as appropriate, to build student capacity -in collaboration with the Cooperating Teacher, consider student variables, including: demographics, social and economic factors; maturity; relationships amongst students; prior knowledge and learning; cultural and linguistic background; second language learning; health and well-being; emotional and mental health; and physical, social and cognitive ability; <p><i>*progressing stage of competency expected*</i></p>			
	<p>In collaboration with the Cooperating Teacher, uses instructional strategies to engage students in meaningful learning activities, based on:</p> <ul style="list-style-type: none"> -specialized knowledge of the subject areas they teach; -an understanding of students' backgrounds, prior knowledge and experiences; -a knowledge of how students develop as learners; <p><i>* emerging, exploratory awareness of competency expected*</i></p>			
	<p>Applying student assessment and evaluation practices that:</p> <ul style="list-style-type: none"> -accurately reflect the learner outcomes within the programs of study; -generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences; -provide a variety of methods through which students can demonstrate their achievement of the learning outcomes; -provide accurate, constructive and timely feedback on student learning; and -support the use of reasoned judgment about the evidence used 			

	<p>to determine and report the level of student learning. *With the support of the Cooperating Teacher, preliminary stage of competency may be expected*</p>			
<p>4 Establishing Inclusive Learning Environments <i>A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.</i></p>	<p>Using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth; *emerging, exploratory awareness of competency expected*</p>			
	<p>Communicating a philosophy of education affirming that every student can learn and be successful;</p>			
	<p>Being aware of the emotional and mental health needs of students;</p>			
	<p>Recognizing the specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes; *progressing stage of competency expected*</p>			
	<p>Employing classroom management strategies that promote positive, engaging learning environments;</p>			
	<p>Incorporating students' personal and cultural strengths into teaching and learning; *progressing stage of competency expected*</p>			
	<p>Providing opportunities for student leadership.</p>			
<p>5 Applying Foundational Knowledge about First Nations, Métis and Inuit <i>A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students</i></p>	<p>Understanding the historical, social, economic, and political implications of: -treaties and agreements with First Nations; -legislation and agreements negotiated with Métis; and -residential schools and their legacy; *emerging, exploratory awareness of competency expected*</p>			

Please Note: The evaluation pages that follow below are for reference only. The official evaluation will be shared through our practicum software towards the end of practicum.



Faculty of Education

Bachelor of Education Program (Elementary & Secondary)

**EDPR 337 PRACTICUM II: ORIENTATION TO THE CLASSROOM
Student Learning Experiences**

Final Evaluation Report

PRACTICUM DETAILS

Pre-service Teacher:	
Cooperating Teacher:	
Practicum Advisor:	
Practicum Dates:	
School:	
Grade Level:	

1. ORIENTATION to the CLASSROOM

This practicum experience consists of five weeks in an assigned classroom setting. With the guidance of the Cooperating Teacher, the Pre-service Teacher gradually assumes approximately 25%-35% responsibility for the preparation and instruction of individual lesson plans, and a series of connected lessons (3 - 5) that constitute a mini unit. Please note: Formative assessment strategies may be limited in the Pre-service Teacher's lesson plans. These assessment strategies will be more fully developed in the fall of Year 2 when Pre-service Teachers take a course in student assessment and evaluation of student learning.

2. ASSESSMENT and EVALUATION

Pre-service teachers are assessed at two points during EDPR 337, however there is no formal midterm assessment. The Cooperating Teacher shares feedback mid-practicum with the Pre-service Teacher and Practicum Advisor using the TQS *Mid-Practicum Assessment Tool* provided to the Cooperating Teacher at the beginning of practicum. At the end of practicum, Pre-service Teachers receive the formal summative evaluation report in the following pages.

FINAL EVALUATION REPORT

The following pages ask for evidence and insight into the development of Pre-service Teacher competencies associated with the EDPR 337 practicum. A final narrative evaluation report is completed by the Cooperating Teacher and the Practicum Advisor. A final self-reflection component is completed by the Pre-service Teacher.

The Cooperating teacher completes Part A, the Practicum Advisor completes Part B, and the Pre-service Teacher's self-reflection is Part C.

Part A: Cooperating Teacher Comments

1. Please provide a description of the classroom dynamic and environment. Describe the Pre-service Teacher's role and responsibilities in the context of the classroom.

2. Referring to the TQS criteria outlined in the assessment tool, describe the Pre-service Teacher's competency development over the course of EDPR 337 practicum.

By using the **Cooperating Teacher SUBMIT** button below, you are completing and locking **Part A** of this evaluation and confirming that, to the best of your knowledge, the above information is true and correct.

Has not been actioned

Part B: Practicum Advisor Final Comments

Referring to the TQS criteria outlined in the assessment tool, and based on observations, describe the pre-service teacher's competency development over the course of the EDPR 337 practicum.

Commendable attributes that may provide evidence of TQS competency:

Areas for further growth linked to TQS competency:

Summary comments:

By using the **Practicum Advisor SUBMIT** button below, you are completing and locking **Part B** of this evaluation and you are confirming that, to the best of your knowledge, the above information is true and correct.

Has not been actioned

Part C: Pre-service Teacher Final Self-Reflection

Referring to the TQS criteria outlined in the assessment tool, describe how you have demonstrated development of the competencies over the course of the EDPR 337 practicum. Respond to each of the reflective questions below to guide and support your thinking.

1. How did you build and sustain positive and appropriate pedagogical relationships with the students in your class?

2. How did your planning for instruction and understanding of curriculum deepen during the practicum?

3. How was your professionalism realized or demonstrated throughout the practicum experience?

FINAL RECOMMENDATION

EDPR 337 PRACTICUM II: ORIENTATION TO THE CLASSROOM Student Learning Experiences

Cooperating Teacher Recommendation:

Credit No Credit

Practicum Advisor Digital Signature Below:

Has not been actioned

Cooperating Teacher Digital Signature Below:

Has not been actioned

Pre-service Teacher Digital Signature Below:

Has not been actioned

Practicum Director Digital Signature Below:

Has not been actioned

EDPR 431 MID-PRACTICUM ASSESSMENT TOOL

The *Mid-Practicum Assessment Tool* is completed at the mid-point of the practicum and used by the Cooperating Teacher to give formative feedback to the Pre-service Teacher about their progress during the first half of the practicum. Levels of achievement of indicator by the end of the practicum are described as *progressing* and *consistent*.

The assessment tool provides an opportunity for ongoing conversation with the Pre-service Teacher and Practicum Advisor about the Pre-service Teacher's progress. It is not submitted to the Practicum Office but is emailed to the Practicum Advisor.

If any concerns are evident or anticipated with the further development of these competencies, these concerns must be shared at this point with the Pre-service Teacher and the Practicum Advisor.

Competency	Indicators	Comments/Observations by Cooperating Teacher		
		Not Meeting Expectations	Developing Expectations	Meeting Expectations
1 Fostering Effective Relationships <i>A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.</i> *Consistent level of achievement	Acting consistently with fairness, respect and integrity;			
	Demonstrating empathy and a genuine caring for others;			
	Providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;			
	With support from the Cooperating Teacher, inviting First Nations, Métis and Inuit parents/ guardians, Elders/ knowledge keepers, cultural advisors and local community members into the school and classroom;			
	With support from the Cooperating Teacher, collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and			
	Honouring cultural diversity and promoting intercultural understanding.			
2 Engaging in Career-Long Learning <i>A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.</i> *Consistent level of achievement	Collaborating with the Cooperating Teacher to build personal and collective professional capacities and expertise;			
	Actively seeking out feedback to enhance teaching practice;			
	Building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;			
	Making connections between on-campus/virtual course work and practicum experiences;			
	Attending to one's own understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values as opportunities are presented; and			
	Maintaining an awareness of emerging technologies to enhance knowledge and inform practice.			

<p>3. Demonstrating a Professional Body of Knowledge <i>A teacher applies a current and evolving repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.</i></p> <p>*Consistent level of achievement</p>	<p>Timing of activities is comfortably paced for students and is monitored, regulated, and adjusted to student understanding. Lesson moves intentionally, and has student comprehension as the goal using visual, verbal and written checks to assess.</p>			
	<p>Teacher's speech is clear and varied in tone and pace. Directions are clear and age appropriate. Teacher responds appropriately to student' questions / answers in content and tone and encourages future questions / answers.</p>			
	<p>Planning and designing learning activities that:</p> <ul style="list-style-type: none"> -address the learning outcomes outlined in programs of study; -reflect lesson planning; -reflect lesson and lesson series planning; -incorporate a range of instructional strategies; -ensure that all students continuously develop skills in literacy and numeracy; -communicate high expectations for all students; -foster student understanding of the link between the activity and the intended learning outcomes; -with the support of the Cooperating Teacher, consider relevant local, provincial, national and international contexts and issues; -are varied, engaging and relevant to students; -with the support of the Cooperating Teacher, build student capacity for collaboration; -incorporate digital technology and resources, as appropriate, to build student capacity -in collaboration with the Cooperating Teacher, consider student variables, including: demographics, social and economic factors; maturity; relationships amongst students; prior knowledge and learning; cultural and 			

	linguistic background; second language learning; health and well-being; emotional and mental health; and physical, social and cognitive ability;			
	In collaboration with the Cooperating Teacher, uses instructional strategies to engage students in meaningful learning activities, based on: -specialized knowledge of the subject areas they teach; -an understanding of students' backgrounds, prior knowledge and experiences; -a knowledge of how students develop as learners; <i>*progressing stage of competency expected*</i>			
	Applying student assessment and evaluation practices that: -accurately reflect the learner outcomes within the programs of study; -generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences; -provide a variety of methods through which students can demonstrate their achievement of the learning outcomes; -provide accurate, constructive and timely feedback on student learning; and -support the use of reasoned judgment about the evidence used to determine and report the level of student learning. <i>*with the support of the Cooperating Teacher, progressing stage of competency expected*</i>			
4. Establishing Inclusive Learning Environments <i>A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.</i>	Fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;			
	Using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;			
	Communicating a philosophy of education affirming that every student can learn and be successful;			
	Being aware of the emotional and mental health needs of students;			
	Recognizing the specific learning needs of individual or small groups of students and, when needed, collaborating with service providers			

*Consistent level of achievement	and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;			
	Employing classroom management strategies that promote positive, engaging learning environments;			
	Incorporating students' personal and cultural strengths into teaching and learning; and			
	Providing opportunities for student leadership.			
5. Applying Foundational Knowledge about First Nations, Métis and Inuit <i>A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students</i>	Understanding the historical, social, economic, and political implications of: -treaties and agreements with First Nations; -legislation and agreements negotiated with Métis; and -residential schools and their legacy; <i>* progressing stage of competency expected*</i>			
	Supporting the Cooperating Teacher and students by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;			
	Using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; <i>* progressing stage of competency expected*</i>			
	Supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit. <i>* progressing stage of competency expected*</i>			
6. Adhering to legal Frameworks and Policies <i>A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for</i>	Maintaining an awareness of, and responding in accordance with, requirements of pre-service teachers authorized under the School Act and other relevant legislation			
	Engaging in practices consistent with policies and procedures established by the university and the school authority for Pre-service Teachers; and			
	Recognizing that the professional practice of a teacher is bound by standards of conduct expected of a			

Please Note: The evaluation pages that follow below are for reference only. The official evaluation will be shared through our practicum software towards the end of practicum.



Faculty of Education

Bachelor of Education Program (Elementary & Secondary)

EDPR 431 PRACTICUM III: INTERMEDIATE PRACTICUM Extension of Curriculum Knowledge and Teaching Responsibilities

Final Evaluation

PRACTICUM DETAILS

Pre-service Teacher:	
Cooperating Teacher:	
Practicum Advisor:	
Practicum Dates:	
School:	
Grade Level:	

1. INTERMEDIATE PRACTICUM

This practicum experience consists of eight weeks in an assigned classroom setting. With the guidance of the Cooperating Teacher, the Pre-service Teacher gradually assumes approximately 50%-65% responsibility for the preparation, instruction, and assessment of individual lesson plans. Planning and instruction should also include a unit plan.

2. ASSESSMENT and EVALUATION Pre-service teachers are assessed at two points during EDPR 431, however there is no formal midterm assessment. Mid-Practicum feedback should be shared with the Pre-service Teacher using the TQS *Mid-Practicum Assessment checklist* provided to the Cooperating Teacher at the beginning of practicum.

At the end of the EDPR 431 practicum, Pre-service Teachers receive this formal summative evaluation. The TQS *Mid-Practicum Assessment checklist* may be used as a guide in writing the final narrative evaluation report in the following pages.

FINAL EVALUATION REPORT

The following pages ask for evidence and insight into the development of Pre-service Teacher competencies associated with EDPR 431 practicum. A final narrative evaluation report is completed by the Cooperating Teacher and the Practicum Advisor. A final self-reflection component is completed by the Pre-service Teacher and is attached to the evaluation report.

The Cooperating teacher completes Part A, the Practicum Advisor completes Part B, and the Pre-service Teacher's final self-reflection, Part C, is attached at the end of this final evaluation report.

Part A: Cooperating Teacher Comments

1. Please provide a description of the classroom dynamic and environment. Describe the Pre-service Teacher's role and responsibilities in the context of the classroom.

2. Referring to the TQS criteria outlined in the mid-practicum assessment tool, describe the Pre-service Teacher's competency development over the course of the EDPR 431 practicum.

By using the below **Cooperating Teacher SUBMIT Button**, you are completing and locking **Part A** of this evaluation and you are confirming that, to the best of your knowledge, the above information is true and correct.

After clicking submit, proceed to the Final Recommendation and Signature Page at the end of the evaluation

Has not been actioned

Part B: Practicum Advisor Final Comments

Referring to the TQS criteria outlined in the assessment tool, and based on observations, describe the Pre-service Teacher's competency development over the course of the EDPR 431 practicum.

Commendable attributes:

Areas for further growth:

Summary comments:

By using the **Practicum Advisor SUBMIT** button below, you are completing and locking **Part B** of this evaluation and you are confirming that, to the best of your knowledge, the above information is true and correct.

After clicking submit, proceed to the Final Recommendation and Signature Page at the end of the evaluation

Has not been actioned

Part C: Pre-service Teacher Final Self-Reflection

Following the TQS competencies assessment tool, describe how you have demonstrated competency development over the course of EDPR 431 practicum. Respond to each of the reflective questions below to guide and support your thinking.

1. How did you build and sustain positive and appropriate pedagogical relationships with the students in your class?

2. How did your planning for instruction and understanding of curriculum deepen during the practicum?

3. In what ways did you incorporate assessment practices that responded to the learning needs of your students?

4. How was your professionalism realized or demonstrated throughout the practicum experience?

5. In which competency did you experience the most significant growth? How did you demonstrate your growth in this competency?

By using the **Pre-service Teacher SUBMIT** button below, you are completing and locking **Part C** of this evaluation, and you are confirming that, to the best of your knowledge, the above information is true and correct.

After clicking submit, proceed to the Final Recommendation and Signature Page at the end of the evaluation

Has not been actioned

FINAL RECOMMENDATION

EDPR 431 PRACTICUM III: INTERMEDIATE PRACTICUM Extension of Curriculum Knowledge and Teaching Responsibilities

Cooperating Teacher Recommendation:

Credit No Credit

Practicum Advisor Digital Signature Below:

Has not been actioned

Cooperating Teacher Digital Signature Below:

Has not been actioned

Pre-service Teacher Digital Signature Below:

Has not been actioned

Practicum Director Digital Signature Below:

Has not been actioned

EDPR 437 Mid-Practicum Assessment Tool

The mid-practicum assessment tool is completed at the mid-point of the practicum and used by the Cooperating Teacher to give formative feedback to the Pre-service Teacher about their progress during the first half of the practicum. Levels of achievement of indicator by the end of the practicum are described as *consistent*.

The assessment tool provides an opportunity for ongoing conversation with the Pre-service Teacher and Practicum Advisor about the Pre-service Teacher's progress, and does not need to be submitted to the Practicum Office.

If any concerns are evident or anticipated with the further development of these competencies, these concerns must be shared at this point with the Pre-service Teacher and the Practicum Advisor.

Competency	Indicators	Observations by Cooperating Teacher
Fostering Effective Relationships <i>A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.</i>	Acting consistently with fairness, respect and integrity;	
	Demonstrating empathy and a genuine caring for others;	
	Providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;	
	With support from the Cooperating Teacher, inviting First Nations, Métis and Inuit parents/ guardians, Elders/ knowledge keepers, cultural advisors and local community members into the school and classroom;	
	With support from the Cooperating Teacher, collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and	
	Honouring cultural diversity and promoting intercultural understanding.	
Engaging in Career-Long Learning <i>A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.</i>	Collaborating with the Cooperating Teacher to build personal and collective professional capacities and expertise;	
	Actively seeking out feedback to enhance teaching practice;	
	Building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;	
	Making connections between on-campus/virtual course work and practicum experiences;	
	Attending to one's own understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values as opportunities are presented; and	
Maintaining an awareness of emerging technologies to enhance knowledge and inform practice.		
Demonstrating a Professional	Timing of activities is comfortably paced for students and is monitored, regulated, and adjusted to student understanding. Lesson moves	

<p>Body of Knowledge <i>A teacher applies a current and evolving repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.</i></p>	<p>intentionally, and has student comprehension as the goal using visual, verbal and written checks to assess.</p>	
	<p>Teacher's speech is clear and varied in tone and pace. Directions are clear and age appropriate. Teacher responds appropriately to student' questions / answers in content and tone and encourages future questions / answers.</p>	
	<p>Planning and designing learning activities that:</p> <ul style="list-style-type: none"> -address the learning outcomes outlined in programs of study; -reflect lesson planning; -reflect lesson and lesson series planning; - reflect lesson, lesson series, and unit planning; -incorporate a range of instructional strategies; -ensure that all students continuously develop skills in literacy and numeracy; -communicate high expectations for all students; -foster student understanding of the link between the activity and the intended learning outcomes; -with the support of the Cooperating Teacher, consider relevant local, provincial, national and international contexts and issues; -are varied, engaging and relevant to students; -with the support of the Cooperating Teacher, build student capacity for collaboration; -incorporate digital technology and resources, as appropriate, to build student capacity -in collaboration with the Cooperating Teacher, consider student variables, including: demographics, social and economic factors; maturity; relationships amongst students; prior knowledge and learning; cultural and linguistic background; second language learning; health and well-being; emotional and mental health; and physical, social and cognitive ability; 	
	<p>In collaboration with the Cooperating Teacher, uses instructional strategies to</p>	

	engage students in meaningful learning activities, based on: -specialized knowledge of the subject areas they teach; -an understanding of students' backgrounds, prior knowledge and experiences; -a knowledge of how students develop as learners;	
	Applying student assessment and evaluation practices that: -accurately reflect the learner outcomes within the programs of study; -generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences; -provide a variety of methods through which students can demonstrate their achievement of the learning outcomes; -provide accurate, constructive and timely feedback on student learning; and -support the use of reasoned judgment about the evidence used to determine and report the level of student learning.	
Establishing Inclusive Learning Environments <i>A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.</i>	Fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;	
	Using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;	
	Communicating a philosophy of education affirming that every student can learn and be successful;	
	Being aware of the emotional and mental health needs of students;	
	Recognizing the specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;	
	Employing classroom management strategies that promote positive, engaging learning environments;	
	Incorporating students' personal and cultural strengths into teaching and learning; and Providing opportunities for student leadership.	
Applying Foundational Knowledge	Understanding the historical, social, economic, and political implications of: -treaties and agreements with First Nations;	

<p>about First Nations, Métis and Inuit</p> <p><i>A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students</i></p>	<p>-legislation and agreements negotiated with Métis; and</p> <p>-residential schools and their legacy;</p>	
	<p>Supporting the Cooperating Teacher and students by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;</p>	
	<p>Using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and</p>	
	<p>Supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.</p>	
<p>Adhering to legal Frameworks and Policies</p> <p><i>A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.</i></p>	<p>Maintaining an awareness of, and responding in accordance with, requirements of pre-service teachers authorized under the School Act and other relevant legislation</p>	
	<p>Engaging in practices consistent with policies and procedures established by the university and the school authority for Pre-service Teachers; and</p>	
	<p>Recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.</p>	

Please Note: The evaluation pages that follow below are for reference only. The official evaluation will be shared through our practicum software towards the end of practicum.



Faculty of Education

EDPR 437 PRACTICUM IV: ADVANCED PRACTICUM Consolidation of Curriculum Knowledge and Teaching Competencies

Bachelor of Education Program (Elementary & Secondary)

PRACTICUM DETAILS

Pre-service Teacher:	
Cooperating Teacher:	
Practicum Advisor:	
Practicum Dates:	
School:	
Grade Level:	

1. ADVANCED PRACTICUM

This practicum experience consists of nine weeks in an assigned classroom setting. With the guidance of the Cooperating Teacher, the Pre-service Teacher assumes responsibility for approximately 80% - 100% of the preparation, instruction, and assessment of lesson plans and unit plans (a minimum of 2).

2. ASSESSMENT and EVALUATION

Pre-service teachers are assessed at two points during EDPR 437, however there is no formal midterm assessment. The Cooperating Teacher shares feedback mid-practicum with the Pre-service Teacher and Practicum Advisor using the TQS *Mid-Practicum Assessment Tool* provided to the Cooperating Teacher at the beginning of practicum. At the end of practicum, Pre-service Teachers receive the formal summative evaluation report in the following pages.

FINAL EVALUATION REPORT

The following pages ask for evidence and insight into the development of Pre-service Teacher competencies associated with the EDPR 437 practicum. A final narrative evaluation report is completed by the Cooperating Teacher and the Practicum Advisor. A final self-reflection component is completed by the Pre-service Teacher.

The Cooperating Teacher completes Part A, the Practicum Advisor completes Part B, and the Pre-service Teacher's self-reflection is Part C.

Part A: Cooperating Teacher Comments - TQS Competency Indicators

COMPETENCY 1: Fostering Effective Relationships

A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Indicators

- Acting consistently with fairness, respect and integrity;
- Demonstrating empathy and a genuine caring for others;
- Providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;
- With support from the Cooperating Teacher, inviting First Nations, Métis and Inuit parents/ guardians, Elders/ knowledge keepers, cultural advisors and local community members into the school and classroom;
- With support from the Cooperating Teacher, collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and
- Honouring cultural diversity and promoting intercultural understanding.

Cooperating Teacher Summary Comments based on Indicators above:

COMPETENCY 2: Engaging in Career-Long Learning

A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Indicators

- Collaborating with the Cooperating Teacher to build personal and collective professional capacities and expertise;
- Actively seeking out feedback to enhance teaching practice;
- Building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;
- Making connections between on-campus/virtual course work and practicum experiences;
- Attending to one's own understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values as opportunities are presented; and
- Maintaining an awareness of emerging technologies to enhance knowledge and inform practice.

Cooperating Teacher Summary Comments based on Indicators above:

COMPETENCY 3: Demonstrating a Professional Body of Knowledge

A teacher applies a current and evolving repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

Indicators

- Timing of activities is comfortably paced for students and is monitored, regulated, and adjusted to student understanding. Lesson moves intentionally, and has student comprehension as the goal using visual, verbal and written checks to assess.
- Teacher's speech is clear and varied in tone and pace. Directions are clear and age appropriate. Teacher responds appropriately to student' questions / answers in content and tone and encourages future questions / answers.
- Planning and designing learning activities that:
 - address the learning outcomes outlined in programs of study;
 - reflect lesson planning;
 - reflect lesson and lesson series planning;
 - reflect lesson, lesson series, and unit planning;
 - incorporate a range of instructional strategies;
 - ensure that all students continuously develop skills in literacy and numeracy;
 - communicate high expectations for all students;
 - foster student understanding of the link between the activity and the intended learning outcomes;
 - with the support of the Cooperating Teacher, consider relevant local, provincial, national and international contexts and issues;
 - are varied, engaging and relevant to students;
 - with the support of the Cooperating Teacher, build student capacity for collaboration;
 - incorporate digital technology and resources, as appropriate, to build student capacity;
 - in collaboration with the Cooperating Teacher, consider student variables, including: demographics, social and economic factors; maturity; relationships amongst students; prior knowledge and learning; cultural and linguistic background; second language learning; health and well-being; emotional and mental health; and physical, social and cognitive ability;
- In collaboration with the Cooperating Teacher, uses instructional strategies to engage students in meaningful learning activities, based on:
 - specialized knowledge of the subject areas they teach;
 - an understanding of students' backgrounds, prior knowledge and experiences;
 - a knowledge of how students develop as learners;
- Applying student assessment and evaluation practices that:
 - accurately reflect the learner outcomes within the programs of study;
 - generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
 - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
 - provide accurate, constructive and timely feedback on student learning; and
 - support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

Cooperating Teacher Summary Comments based on Indicators above:

Competency 4: Establishing Inclusive Learning Environments

A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

Indicators

- Fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;
- Using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- Communicating a philosophy of education affirming that every student can learn and be successful;
- Being aware of the emotional and mental health needs of students;
- Recognizing the specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;
- Employing classroom management strategies that promote positive, engaging learning environments;
- Incorporating students' personal and cultural strengths into teaching and learning; and
- Providing opportunities for student leadership.

Cooperating Teacher Summary Comments based on Indicators above:

Competency 5: Applying Foundational Knowledge about First Nations, Métis and Inuit

A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students

Indicators

- Understanding the historical, social, economic, and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy;
- Supporting the Cooperating Teacher and students by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;
- Using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- Supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.

Cooperating Teacher Summary Comments based on Indicators above:

Competency 6: Adhering to legal Frameworks and Policies

A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Indicators

- Maintaining an awareness of, and responding in accordance with, requirements of pre-service teachers authorized under the School Act and other relevant legislation
- Engaging in practices consistent with policies and procedures established by the university and the school authority for Pre- service Teachers; and
- Recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.

Cooperating Teacher Summary Comments based on Indicators above:

Cooperating Teacher Final Comments

1. Please provide a description of the classroom dynamic and environment. Describe the Pre-service Teacher's role and responsibilities in the context of the classroom.

2. Provide a brief summary of the progress of the Pre-service Teacher over the course of the practicum experience.

By using the **Cooperating Teacher SUBMIT** button below, you are completing and locking **Part A** of this evaluation and confirming that, to the best of your knowledge, the above information is true and correct.

Has not been actioned

Part B: Practicum Advisor Final Comments

Referring to the TQS criteria outlined in the assessment tool, and based on observations, describe the pre-service teacher's competency development over the course of the EDPR 437 practicum.

Fostering Effective Relationships

Engaging in Career-Long Learning

Demonstrating a Professional Body of Knowledge

Establishing Inclusive Learning Environments

Applying Foundational Knowledge about First Nations, Métis and Inuit

Adhering to Legal Frameworks and Policies

Practicum Advisor Summary Comments

By using the **Practicum Advisor SUBMIT** button below, you are completing and locking **Part B** of this evaluation and you are confirming that, to the best of your knowledge, the above information is true and correct.

Has not been actioned

Part C: Pre-service Teacher Final Self-Reflection

Referring to the TQS criteria outlined in the assessment tool, describe how you have demonstrated development of the competencies over the course of the EDPR 437 practicum. Respond to each of the reflective questions below to guide and support your thinking.

1. How did you build and sustain positive appropriate pedagogical relationships with the students in your class?

2. How did your planning for instruction and understanding of curriculum deepen during the practicum?

3. In what ways did you incorporate assessment practices that responded to the learning needs of your students?

4. How was your professionalism realized or demonstrated throughout the practicum experience?

5. In which competency did you experience the most significant growth? How did you demonstrate your growth in this competency?

By using the **Pre-service Teacher SUBMIT** button below, you are completing and locking **Part C** of this evaluation and you are confirming that, to the best of your knowledge, the above information is true and correct.

After clicking submit, proceed to the last page to digitally sign the evaluation

Has not been actioned

FINAL RECOMMENDATION

EDPR 437 PRACTICUM IV: ADVANCED PRACTICUM Consolidation of Curriculum Knowledge and Teaching Competencies

Cooperating Teacher Recommendation:

Credit No Credit

Practicum Advisor Digital Signature Below:

Has not been actioned

Cooperating Teacher Digital Signature Below:

Has not been actioned

Pre-service Teacher Digital Signature Below:

Has not been actioned

Practicum Director Digital Signature Below:

Has not been actioned

PRE-SERVICE TEACHER PRACTICUM PERFORMANCE AGREEMENT

Pre-service Teacher Name: _____

Circle semester of program 1 2 3 4

Check practicum requiring attention:

EDPR 331 EDPR 337 EDPR 431 EDPR 437

Name of Cooperating Teacher

Practicum Advisor

Areas requiring attention and student teacher actions required: Failure to undertake these requirements may result in failure of the semester (and removal from the program for the year).

1. _____

2. _____

3. _____

4. _____

This contract will be in effect from _____ to _____
(date) (date)

On _____ each signatory will meet to discuss student progress.
(date)

Signatures:

Preservice Teacher: _____ Date: _____

Practicum Advisor: _____ Date: _____

Cooperating Teacher: _____ Date: _____