



Bachelor of Education

Elementary and Secondary Education



Practicum Handbook

2024-2025

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**BACHELOR OF EDUCATION PRACTICUM HANDBOOK
ELEMENTARY AND SECONDARY PROGRAM**

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 Iyarhe Nakoda. We are situated on land where the Bow River meets the Elbow River. The traditional Blackfoot name of this place is "Mohkinstsis". This is also home to the Otipimsewak Métis Nation of Alberta, District 6.

1. 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

2. 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 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.

3. PRACTICUM COURSE OVERVIEW

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. Practicum experience is required by Alberta Education in order to apply for Teaching Certification in Alberta.

This handbook serves as the course syllabus for the following courses, which are taken in sequence by Pre-service Teachers:

- 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

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 under the supervision of the school-based Cooperating Teacher in collaboration with a St. Mary's Practicum Advisor.

Pre-service teachers are beginners, and like any learners, they need scaffolding and support from their mentors in order to be successful. Co-planning and co-teaching alongside the Cooperating Teacher are highly encouraged. Each classroom context is different, and these targets are provided as snapshot of the incremental developmental approach to teaching and learning provided to pre-service teachers over the course of 2 years. For a more detailed outline of each practicum experience, please refer to the course description for each practicum experience in the pages that follow. All practicum expectations can be clarified through conversations between the Cooperating Teacher, Pre-service Teacher, and Practicum Advisor.

Course	Course length	Teaching Load Targets (to be reached by week 3 in practicum)	Independently Planned Lessons	Recommended Cooperating Teacher Scaffolding	Expected Practicum Advisor Observational Visits
Practicum I EDPR 331	3 weeks	1-2 whole-class lessons	1-2 lesson plans	Co-planning Co-teaching	1
Practicum II EDPR 337	5 weeks	25-35%	Mini unit-plan (3-5 lessons)	Co-planning	2
Practicum III EDPR 431	8 weeks	50-65%	1 Unit plan	Co-planning of assessment and differentiation	3
Practicum IV EDPR 437	10 weeks	80-100%	2 Unit plans	Co-planning in the first 2-3 weeks.	3

4. MENTORSHIP FRAMEWORK FOR COOPERATING TEACHERS and PRACTICUM ADVISORS

The mentorship support of Cooperating Teachers in schools and St. Mary’s University Practicum Advisors is integral to the practicum experience where Pre-Service teachers take on increasingly more complex teaching responsibilities with each practicum experience. St. Mary’s University B.Ed. practicum courses take an incremental approach to learning to teach. Pre-service teachers require mentorship in understanding the professional responsibilities of a teacher, as well as guidance and support as they practice and gain confidence in the many skills required of teaching professionals.

Each Pre-service teacher enters the program with a range of background experiences and experiences and skills for working with children. Preservice teachers are developing as professional educators and 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 between Cooperating Teachers and Pre-Service teachers on a regular basis.

As a professional program, it is a shared responsibility between Pre-service Teachers, Practicum Advisors and Cooperating Teachers to ensure that ongoing collaboration ensures that practicum placements are accessible sites of learning. Therefore, it is important to collaborate to establish shared classroom routines, daily practices, and feedback sessions. (see Table of Contents **Accessibility and Accommodation for Pre-service Teachers**).

While the scope and sequence of the four practicum placements follow an incrementally based progression, some latitude is provided to Cooperating Teachers. 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.

Scaffolding

Pre-service teachers are beginners, and like any learners, they need scaffolding and support from their mentors in order to be successful. Co-planning and co-teaching alongside the Cooperating Teacher are highly encouraged, especially in the first few weeks of each practicum experience as Pre-service Teachers become familiar with the students, Programs of Studies and school environment. Pre-service Teachers are slower in their planning than seasoned teachers, and therefore, it may be appropriate for Cooperating Teachers to allow pre-service teachers more prep time during the day than appears in the Cooperating Teachers' schedule. In EVERY practicum, a suggested incremental sequence for learning to teach should include:

- Pre-service Teachers 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
- Pre-service Teachers 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
- Co-planning, co-teaching, and assessment of lessons by the Cooperating Teacher and the Pre-service Teacher
- Pre-service Teacher planning with assistance from the Cooperating Teacher followed by taking the lead on a lesson
- Pre-service Teacher independently planning, teaching, and assessing student learning in a lesson with feedback from the Cooperating Teacher to guide subsequent instruction
- Pre-service Teacher independently planning, teaching, and assessing student learning in a sequence of lessons using feedback to make instructional decisions for subsequent lessons
- Pre-service Teacher 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
- Pre-service Teacher responding to input and feedback from students, the Cooperating Teacher, and personal reflective practice to improve and adapt future practice and plans
- Pre-service Teacher becoming aware of a variety of ways to incorporate knowledge and perspectives of First Nations, Métis and Inuit into their daily work and the life of the school
- Pre-service Teacher becoming aware of differentiated instruction and assessment for, and of, student learning

For a more detailed outline of each practicum experience, please review the course descriptions within this Handbook (see Table of Contents for **EDPR 331, EDPR 337, EDPR 431, EDPR 437**). All practicum expectations can be clarified through conversations between the Cooperating Teacher, Pre-service Teacher, and Practicum Advisor.

Formative Assessment for Pre-service Teachers

Specific and timely feedback is critical to Pre-service Teacher growth over their two years in the Bachelor of Education program. Pre-service teachers are required to keep a Professional Learning Portfolio where they keep documentation related to their practicum experiences (see Table of Contents **Professional Learning Portfolio**). Pre-service Teachers are expected to write down (or, with permission, use voice-to-text technology) all Cooperating Teacher and Practicum Advisor verbal feedback and keep written feedback in their Professional Learning Portfolio to track their own growth.

Pre-service Teachers tell us that they learn best when they are given positive encouragement and clear feedback throughout the day in the following ways:

- Frequent verbal feedback about their interactions with students, “Do more of this... less of that...”
- Feedback on lesson plans prior to teaching the lesson to ensure that the lesson will fit well with students’ learning needs and interests (see Table of Contents **Appendix 3: Lesson Planning Checklist**)
- Feedback on lesson delivery with a few points of what is working and what needs improvement. (see Table of Contents **Appendix 2: Lesson Delivery Checklist**)
- Before school and after school check-ins for feedback and planning

Mid-term Assessments for Pre-service Teachers in EDPR 337, 431 and 437

- The mid-term assessment tool will be emailed to Cooperating Teachers.
- Cooperating Teachers can keep a running record of examples of Pre-service competency throughout the practicum.
- At the mid-point in practicum, please use the mid-term assessment to have a conversation with your Pre-service Teacher about their growth and development, then email the completed assessment to the Practicum Advisor.
- If there are concerns about student progress at this point, please speak to the Practicum Advisor about implementing a Pre-service Teacher Practicum Performance Agreement.

Summative Assessment of Pre-Service Teachers

FINAL ASSESSMENT documents are provided through the SONIA software. Summative assessment criteria aligns with the Alberta Education Teaching Quality Standard and follows an incremental approach through the two years of the program. It is important for Pre-service Teachers to have an accurate record of both their strengths and areas for growth so that they can create specific, actionable goals for their professional development. When writing the final assessment, please keep the following in mind:

- Please include specific examples of teaching practices employed by the Pre-service Teacher to substantiate your assessment of their competency.
- Please ensure that everything included in the Final Assessment document has been previously communicated to the Pre-service Teacher. The Final Assessment should be a summation of the commentary you have been providing throughout the practicum.
- Pre-service Teachers are asked by school board personnel to share all of their Practicum Final Assessment documents when applying for teaching positions.
- The Cooperating Teacher is responsible for recommending CREDIT or NO CREDIT on the final evaluation in SONIA.

Resolving Evaluation Differences Between the 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 so that a Practicum Performance Agreement for the Pre-service Teacher can be created to communicate to the Pre-service Teacher the areas of concern, so that they can be improved with guided support. The Cooperating Teacher is responsible for recommending CREDIT or NO CREDIT on the final evaluation in SONIA. Should the Practicum Advisor and the Cooperating Teacher disagree on the assessment of the practicum, the case must be brought to the attention of the Director of Practicums. The Director of Practicums assigns the final grade for the practicum course.

5. COOPERATING TEACHER ROLE AND RESPONSIBILITIES

We are grateful for the teacher competence, experience, and empathy that Cooperating Teachers bring to the mentorship role as they provide guidance and support to the Pre-service Teachers welcomed into their classroom.

Pre-service Teachers are beginners, and therefore, they need guidance and scaffolded support. We DO NOT expect Pre-service Teachers to "sink or swim", instead, we aim to take a gradual developmental approach of increasing responsibilities beginning with co-planning and co-teaching in the first few practica and moving toward increasing autonomy and responsibility by the last practicum experience. (see Table of Contents **Mentorship Framework for Cooperating Teachers and Practicum Advisors**). If you have concerns about the conduct or professional growth of your Pre-service Teacher your first point of contact is always the assigned Practicum Advisor.

We call mentor teachers "Cooperating teachers" to focus the mentoring relationship on working together as reflective practitioners to consider questions like:

- "What will we do differently next time?"
- "Is there another way to reach the same goal?"
- "What does this student need?"

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 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 (EDPR 337, 431, and 437) 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
- Providing substitute supervision if the Cooperating Teacher is absent (this is a legal requirement). A Pre-service Teacher must always be under the direct supervision of a certified Teacher and should not be required to take on the full teaching responsibilities of the Cooperating Teacher during the teacher's absence.

Pre-Practicum Checklist for Cooperating Teachers

Here is a list of activities that many Cooperating Teachers find helpful as they prepare for Pre-service Teachers:

Prepare the following documents:

- Class seating plan
- Class list (for assessment purposes)

Prepare the following spaces:

- A designated work space within your classroom
- Space for their coat/outdoor shoes/ lunch
- A space within shared work rooms (if applicable)
- Access to staff washrooms and staff spaces
- Access to photocopiers
- Access to digital learning sites (Google classroom, D2L, etc)

Prepare the following times:

- Morning check-in time to review the plan for the day
- 5 minutes at lunch to debrief any morning lessons taught by the Pre-service Teacher
- 5-10 minutes after school to debrief any afternoon lessons taught
- After school co-planning time. Please communicate your expectations regarding after school time with your Pre-service teacher
- Communicate with your Pre-service Teacher your expectations regarding e-mail communication outside of regular school hours.

Prepare the following digital spaces:

- A shared digital file for co-planning lessons with your Pre-service Teacher
- A shared digital file of your ongoing feedback notes for the Pre-service Teacher

6. SCHOOL ADMINISTRATOR ROLE AND RESPONSIBILITIES

Principals, Heads of School and their designates play an invaluable role in supporting teachers in taking on the mentorship role of Cooperating Teacher. We are immensely grateful for our many dedicated school partners who are eager to host a Pre-service Teacher in need of practicum experience for teacher certification. Each year, Principals are asked to put forward the names of teachers who would be a strong mentor for a Pre-service Teacher. Cooperating teachers **DO NOT** need to "have it all figured out". Cooperating teachers **DO** need to be willing to build a positive relationship with a Pre-service Teacher in their classroom and guide them to reflect on their

teaching practice so the Pre-service Teacher can make gradual improvements over a number of weeks (see Table of Contents **Mentorship Framework for Cooperating Teachers and Cooperating Teachers**).

Prior to the start of practicum, Practicum Advisors will reach out to you and visit your school a number of times to outline the expectations of the practicum experience and facilitate a positive experience for both the Pre-service Teacher and the Cooperating Teacher. If you have concerns about the conduct or professional growth of your Pre-service Teacher, or the nature of the relationship between the Cooperating Teacher and the Pre-service Teacher, your first point of contact is always the assigned Practicum Advisor. If you have continued concerns, please reach out to the Director of Practicums.

After speaking with many Principals who have worked with our Pre-service Teachers for some time, we've compiled a checklist of activities which Principals have used to support mentorship in their school community.

Practicum Preparation Checklist for Administrators

Prepare the following documents to be shared with Pre-service Teachers:

- Forms required by your school district to allow access to digital learning sites (google classroom, D2L, etc.)
- WIFI access
- Access to photocopiers
- Parking information
- School map
- Schedule for staff meetings and parent/teacher conferences or other after school meetings
- School emergency plans
- District or school level dress code expectations for staff (and/or students)
- District or school student discipline policy
- Any other expectations for staff or information that is not accessible on your school website

Arrange staff connections:

- Arrange a school tour for pre-service teachers
- Host a lunchtime or after school orientation meeting for Pre-service Teachers
- Share your school development plans with Pre-service Teachers and Cooperating Teachers
- Introduce Pre-service Teachers to other Pre-service Teachers in your building

- Invite grade teams or subject area teams to collaborate with Pre-service Teachers
- Develop a schedule for the Pre-service Teacher's first few days so they can observe a wide variety of classes and experiences
- Connect the Pre-service Teacher with extra-curricular or co-curricular activity leaders
- For High Schools: Ask the Pre-service Teacher to lead a "lunch and learn" on the benefits of University education for students

7. PRACTICUM ADVISOR ROLE AND RESPONSIBILITIES

The Practicum Advisor normally holds advanced academic credentials in education, has considerable teaching experience, and is recognized as an exemplary educator. Each Practicum Advisor is expected to assume responsibility for the following:

- 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 Professional Learning 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 Director of Practicums on Pre-service Teacher progress or of issues in the practicum as required
- Notifying the Director of Practicums of the possible need to develop a Pedagogy Improvement Plan file for a student under their supervision

Practicum Advisor Checklist

BEFORE Practicum Preparation Seminar:

- Ensure that you can access your StMU e-mail account. All e-mail communications MUST be through this account. If you need support, e-mail help@stmu.ca
- Log into SONIA to access all the necessary documents. Speak to Practicum Administrator Yvonne Hermann if you need support
- Enter all practicum dates into your calendar
- Familiarize yourself with all Practicum Handbook policies and procedures
- When Pre-service teachers send you their 2 formal letters of introduction, provide feedback within 2 business days. Pre-service teachers need your approval before they send the letters to their practicum school site.

Practicum Preparation Seminar Day Breakout Time (1:45 pm- 3:00 pm):

- Communicate to your students your expectations for how you will work together during practicum
- Communicate how you would like to schedule the observational visits for your Pre-service Teachers
- Communicate to your students when they can expect your response to their Weekly Reflections
- Have students complete a self-assessment of their Professional Learning Portfolio. Students should have the following documents within their portfolio:
 - Letter of Introduction for Principal
 - Letter of Introduction for Cooperating Teacher
 - Police Check
 - Bachelor of Education Course Descriptions
 - School Profile (work on this together during the Breakout Time)
 - Self-Care Plan (331 will not have this yet)
- Encourage Pre-service Teachers to refine their self-care plan which you will discuss with them during your first Observational Visit

Pre-Practicum School Visit

The purpose of this in-person visit is for you to develop a relationship with the school personnel to facilitate a positive learning experience for your Pre-service Teachers and to express gratitude to our school partners for working with us.

- Email or call the school to set up an in-person meeting with the Cooperating Teachers and possibly the Admin team
- Identify the following sections in the Practicum Handbook as a reference: **Mentorship Framework, Cooperating Teacher Roles and Responsibilities**
- Review the mid-term assessment tool (EDPR 337, 431, 437). Encourage the Cooperating Teacher to keep a running record of examples of how the student has achieved the competencies for use in the final assessment which is in paragraphs.
- Review the final assessment document
- Ask Cooperating Teacher to create a clear plan for what the Pre-service Teacher will be teaching by the end of the first week

During Practicum:

- Read and respond to Pre-service Teacher WEEKLY REFLECTIONS (in SONIA)
- Make your observational visits to see each Pre-service Teacher working with students
- Ensure that the Cooperating Teacher has completed the mid-term assessment and discussed it with the Pre-Service Teacher at the designated mid-point. Mid-term assessments should be emailed to you. If there are concerns about student progress at this point, please follow the procedure for implementing a Practicum Performance Agreement.
- Gather observational notes to help you write the Final Assessment
- Check with the Cooperating Teacher to ensure that they are on-track to complete the Final Assessment by the due date
- If you have any concerns, do not hesitate to reach out to the Director of Practicums

During Your Observational Visit(s):

- Ensure that the Cooperating Teacher and Pre-service Teacher communication is functioning well
- Ensure that the Cooperating Teacher and Pre-service Teacher are prepared to meet the Final Assessment due date
- Take notes on your observations so that you can use concrete examples when you write your Final Assessment
- Together with your Pre-service Teacher, review the Professional Learning Portfolio checklist
- Schedule your next observational visit

After Your Observational Visit(s):

- Reach out to the Director of Practicums if you have any questions or concerns
- Prepare your Final Assessment (in SONIA)

Return to Campus Seminar Breakout Time (1:45 pm- 3:00 pm)

- Review the Professional Learning Portfolio Checklist and have students do a self-assessment
- Complete a peer assessment or gallery walk for the Professional Learning Portfolio
- Have students re-visit their Self-Care Plan and make any necessary adjustments for the next practicum which has increased time and planning commitments
- Use one of the weekly reflection topics to guide a group conversation
- Ask students how they have, or would like to incorporate First Nations, Métis or Inuit knowledges into their work
- Ask students to discuss the WHEN, WHERE and HOW of their assessment practices
- Ask students to discuss how they differentiated instruction to meet the needs of each student
- Have students reflect on their biggest learnings gained from practicum
- Have students identify what they want to learn during their next round of classes and practicum

8. PRE-SERVICE TEACHER ROLE AND RESPONSIBILITIES

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, timetabling, 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 behavioural standards that are considered critical for success including:

- All email communication with StMU personnel and the practicum school personnel **MUST** be through the Pre-Service Teacher's assigned StMU email address
- 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 in consultation with the Principal

- 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 comply with all stated policies and procedures (see Table of Contents **Attendance Expectations for Pre-service Teachers**)
- maintaining an up-to-date Professional Learning Portfolio available for examination at any time upon the request of the Cooperating Teacher and/or the Practicum Advisor (see Table of Contents **Professional Learning Portfolio**).
- holding attitudes of cooperation and accommodation to the demands, routines, and professional culture of the practicum site
- cultivating a disposition of self-reflection and awareness of selves as Pre-service Teachers
- demonstrating the ability to relate appropriately to students
- developing a personal professional identity
- Pre-service Teachers are expected to write down (or, with permission, use voice to text technology) of all Cooperating Teacher and Practicum Advisor verbal feedback and keep written feedback in their Professional Learning Portfolio to track their own growth
- recognizing that practicum experiences take priority over any other professional and personal employment commitments. Arrangements for personal responsibilities such as daycare, StMU athletics or part-time employment **MUST** be made in advance in order to ensure a successful practicum experience. Pre-service Teachers can expect to spend time planning each evening, and on weekends in order to meet the demands of lesson preparation and assessment.

9. POLICE CHECK INFORMATION FOR PRE-SERVICE TEACHERS

All school boards require a Police Information Check with Vulnerable Sector Search prior to Pre-service Teachers taking part in practicum. Pre-service Teachers are **REQUIRED** to obtain a Police Information Check 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.

Students who have not lived in Calgary for at least six months prior to beginning the Bachelor of Education program must 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).

All Pre-service Teachers will receive a detailed instruction email from the Practicum Administrator which will outline deadlines and instructions on how to provide the results to the Practicum Administrator for review. Police Checks can take weeks to complete, and it is imperative Pre-service Teachers submit their application **before September** when all police stations get very busy with Police Check applications. Practicum placements will not be shared with Pre-service Teachers until their Police Check has been reviewed and approved by the Practicum Administrator.

As part of the above-mentioned instruction email sent by the Practicum Administrator, Pre-service Teachers will receive instructions on how to download a personalized, signed police check letter. This letter will allow Pre-service Teachers to obtain the Police Information Check with Vulnerable Sector Search at a discounted rate. The letter can be uploaded to support online Police Check with Vulnerable Sector Search applications, or printed and brought into your local detachment in-person.

Please note, St. Mary's University does not keep any copies of your Police Check on file and will permanently delete any emailed copies after review in accordance with FOIP personal information storage regulations. While the Practicum Administrator must confirm all students have a clear Police Check with Vulnerable Sector Search prior to participating in practicum, it is also the student responsibility to show a hard copy of their Police Check with Vulnerable Sector Search results to their practicum school on the first day of each practicum. Students without a Police Check with Vulnerable Sector Search will not be allowed to participate in the practicum experience.

If you are completing your Police Check with Vulnerable Sector Search online with the Calgary Police Service, please be advised you must download and save a copy of your completed Police Check from their site WITHIN 60 DAYS OF COMPLETION because they do not store completed Police Information Checks on their secure server beyond 60 days. Please 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.

10. ATTENDANCE FOR PRE-SERVICE TEACHERS

Regular attendance and punctuality are viewed as professional commitments and contribute to success in becoming a teacher. During practicum, Pre-service Teachers are expected to be at their practicum school a minimum of 30 minutes before the morning bell, and stay 30-60 minutes after students are dismissed for the day. After school is an important time for formal and informal meetings, co-planning and mentorship. It is up to the Pre-service Teacher and Cooperating Teacher to communicate regularly about the expectations regarding after school time so that the practicum experience can be effective.

Failure to communicate about after school expectations may result in a failure of the practicum. Pre-service Teachers are expected to attend all practicum school staff meetings and parent-teacher interviews unless directed otherwise by the school Principal. Practicum Preparation and Return to Campus sessions are considered mandatory parts of the Practicum course work; attendance policies apply to these on-campus sessions. All practicum dates are communicated through the SONIA platform well in advance and it is expected that Pre-service Teachers make all necessary work, transportation and child-care arrangements so that they can be in full attendance on these days. Pre-service Teachers are expected to attend all practicum meetings and their school site for the full time; leaving early may be considered a half-day absence. Mandatory StMU Practicum Preparation and Return to Campus meetings take priority over practicum school commitments.

All Pre-service Teachers are entitled to the following number of excused absence days for the following reasons ONLY:

- 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 email the Director of Practicums and complete a Professional Development Leave of Absence form and receive prior approval from the Cooperating Teacher, Practicum Advisor, and Director of Practicums (approved absence for EDPR 337, 431 and 437 only).

EDPR 331: Practicum I	A total of one (1) day’s absence from the school site
EDPR 337: Practicum II	A cumulative total of two (2) days’ absence from the school site
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

How to report an Absence from Practicum

Failure to communicate an absence to the appropriate personnel in a timely and professional manner may jeopardize successful completion of the practicum experience. If the Pre-service Teacher was scheduled to teach on the day of their absence, they are expected to share all lesson plans and resource materials with their Cooperating Teacher to maintain continuity of instruction for their students.

If a Pre-service Teacher will be absent from their practicum school, they must use their StMU email to notify the following personnel at the earliest possible time:

- 1) School Leader: Principal or Vice Principal
- 2) Cooperating Teacher
- 3) Practicum Advisor

If a Pre-service Teacher will be absent from a Practicum Preparation or Return to Campus meeting, the Pre-service Teacher must use their StMU email to notify the following personnel at the earliest possible time:

- 1) Practicum Advisor

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.

Practicum Advisors will be tracking Pre-service Teacher absences. If the Pre-service Teacher's days of absence exceed the amount allotted to the practicum experience, the situation must be discussed with the Director of Practicums so that a support plan can be created for the Pre-service Teacher. In the event of serious illness or a family or medical emergency, with the approval of the Director of Practicums, Practicum Advisors may attempt to negotiate a one week extension to the placement to account for the time away. However, an extended practicum cannot be guaranteed. Pre-service Teachers may be asked to continue their practicum time for one extra week. Each situation will be determined on a case-by-case basis. Absence from practicum may jeopardize successful completion of the practicum experience.

11. CONDUCT OF PRE-SERVICE TEACHERS

Pre-service Teachers in the St. Mary's Education Program, whether on-campus or in a practicum site during school hours and after regular school hours are accountable to the St. Mary's University Academic Calendar policies of conduct, Education program Pre-service Teacher Code of Professional Conduct (see Table of Contents **Appendix 1**), the Alberta Education Code of Professional Conduct for Teachers (2023), the Education Act (2023), as well as any and all additional school board policies related to the practicum experience (see Table of Contents **Required Reading**).

12. PROFESSIONAL COMMUNICATION FOR PRE-SERVICE TEACHERS

Pre-service teachers are expected to communicate with professionalism at all times with their peers on campus, StMU staff and faculty, and all community members related to the practicum school site. All email communications must be through StMU email and must be professional in tone. All verbal communication on campus and in practicum schools related to the practicum experience must be professional in tone and nature, as per the Bachelor of Education Pre-service Teacher Code of Conduct. If Pre-service Teachers have questions or concerns about what they are experiencing during practicum, they **MUST** communicate those concerns to their Practicum Advisor who can provide support and guidance about the next steps.

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 their expectations around the use of after school time.
- 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

13. PRACTICUM PLACEMENT POLICIES

- Pre-service Teachers will NOT be given a practicum placement until they have provided the Practicum Administrator with a valid police check. Failure to do so by the deadline may result in a delay in the placement process.
- Pre-service Teachers who require accommodations during their practicum experience must meet with the Director of Practicums a minimum of 45 business days prior to the first day of practicum in order to collaborate together on how to meet the accommodation needs.
- Pre-service Teachers MAY NOT contact school personnel directly to make their own placement arrangements.
- All practicum placements are made by the Director of Practicums, in collaboration with school partners. Details about practicum placements are communicated to Pre-service Teachers by the Practicum Administrator.
- Pre-service Teachers must be prepared to teach in Catholic and non-Catholic school settings.
- Pre-service Teachers within the Secondary program will be placed according to their subject area focus as much as possible, according to the availability of placements.
- Pre-service Teachers within the Elementary program will be placed in K-6 classrooms as much as possible, according to the availability of placements.
- Pre-service Teachers will NOT be placed in a school where they have previously volunteered or worked, and they must notify the Director of Practicums if such a situation arises.

- 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 Director of Practicum if such a situation arises.
- Pre-service Teachers shall not contact a school regarding their placement until the placement has 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, Pre-service Teachers are responsible for securing their own transportation (own vehicle, carpooling with other pre-service teachers or transit, etc.) and all related costs.
- All placements are considered final. In the event that the pre-service teacher recognizes that their practicum placement does not fit within the parameters of the policies laid out herein, the Pre-service Teacher MUST contact the Director of Practicum within 3 days of receiving the practicum placement. If the Director of Practicum is NOT contacted within 3 days of receiving the practicum placement information, the placement will be considered final.
- Requests for changes will be considered ONLY if the practicum placement is deemed inappropriate by the Director of Practicum.

14. PRACTICUM ACCESSIBILITY and ACCOMMODATION for PRE-SERVICE TEACHERS

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 as outlined in the St. Mary's University Academic Calendar section on Accessibility Services. Pre-service Teachers should be aware that accommodations during a professional practicum may look different from what might be provided during in-class course work at St. Mary's University. Some accommodations available through on-campus academic courses may not be possible in practicum courses.

Should a Pre-service Teacher require accommodations related to **practicum location** or practicum school **mobility accessibility**, it is the responsibility of the Pre-service Teacher to email the Director of Practicum upon admission to the Bachelor of Education program, or a minimum of 45 days prior to the practicum start date so that ample time is available to secure an appropriate practicum placement.

The Director of Practicum will meet with all Pre-service Teachers who have been identified by the StMU Student Success Team in order to identify Pre-service Teacher learning needs and create a learning needs plan. At no time shall the learning needs plan or accommodations relieve the Pre-service Teacher of their responsibility for adhering to the St. Mary's University Academic Calendar policies and procedures, the St. Mary's University Pre-service Teacher Code of Conduct, or any and all professional standards for teachers outlined in the REQUIRED READINGS section of this handbook. Within a professional program, accommodations provided must not compromise the necessary requirements and essential elements of a teaching professional. For example, arrangements for a Pre-service Teacher to

leave the classroom will not be permitted when the safety of children and/or the integrity of their learning is disrupted.

It is the responsibility of the Pre-service Teacher to communicate in a respectful manner with their Practicum Advisor and Cooperating Teacher as they collaborate on the implementation of any accommodation plan into the daily operations of the practicum site classroom in a way that establishes the Pre-service Teacher as a “caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students” who are a vulnerable sector of society (Teaching Quality Standard 6, Alberta Education, 2023).

15. ADMISSION INTO PRACTICUM FOR PRE-SERVICE TEACHERS

Practicum experiences occur in school settings with vulnerable children and youth. Therefore, prior to practicum, Pre-service Teachers must demonstrate a level of competency in the standards identified in the Alberta Education Teaching Quality Standard in order to be admitted into practicum. Pre-service Teachers must consistently demonstrate, “conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students” (Alberta Education, 2023), as determined through the prudent judgement of the Director of Practicums and in consultation with the Dean of Education and/or faculty and staff within the Faculty of Education.

Prior to practicum, Pre-service Teachers must consistently demonstrate adherence to the Pre-service Teacher Code of Conduct (see Table of Contents **Appendix 1**) and be in good financial standing with St. Mary’s University.

Additionally, all course work must be completed as outlined in the syllabus of each course, and to the instructor’s satisfaction, prior to the commencement of the practicum experience. If either condition is not met, the Pre-service Teacher will NOT be permitted to enter their practicum site.

All Pre-service Teachers must provide a valid police check including vulnerable sector check in order to be permitted to attend their practicum site (see Table of Contents **Police Check Information**).

16. MANDATORY PRACTICUM DAYS FOR PRE-SERVICE TEACHERS

All practicum dates are shared in the SONIA platform, administered by our Practicum Administrator, Yvonne Hermann. Pre-service Teachers are expected to review the schedule and mark the MANDATORY practicum dates into their calendar.

Practicum Preparation Seminar for Pre-service Teachers

Pre-service Teachers will participate in a MANDATORY orientation session on campus prior to beginning their practicum experience. During the Practicum Preparation Seminar, 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.

Return to Campus Seminars for Pre-Service Teachers

Return to Campus days are scheduled days when Pre-service Teachers do NOT attend their practicum school, but instead focus on the development of “ongoing critical reflection to improve teaching and learning” (Alberta Education Teaching Quality Standard, 2023). That critical reflection is two-fold, both personal reflection on one’s own wellness needs AND critical reflection on one’s own development of a professional body of knowledge (Alberta Education Teaching Quality Standards 2023). As a Faculty of Education, we understand that taking care of personal wellness is a critically important part of becoming a teaching professional. Wellness is a shared responsibility; as a program we can provide a framework to support pre-service teacher wellness, and as individuals it is up to each Pre-service Teacher to determine how to best meet their own needs. Attendance at all Return to Campus meetings is mandatory and all dates are posted in SONIA. Starting in the 2024-2025 academic year, Pre-service Teachers will NOT be expected to be in attendance at their practicum school on these days. On Return to Campus days, we will follow this schedule:

Morning Pre-service Teacher attends to their wellness, according to their self-care plan.	Afternoon MANDATORY Return to Campus meeting 12:30 pm- 3:00 pm Location posted in schedule in SONIA
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Attendance at the Return to Campus meetings is MANDATORY and any absence must be reported to the Practicum Advisor and will be counted as a practicum absence, as noted in the Attendance section of the Handbook.

Career Fair for Pre-Service Teachers

St. Mary’s University organises a Career Fair for Year 2 students each year. This is a MANDATORY event for Year 2 students. Similar to the Return to Campus Days, Pre-service Teachers are NOT expected to attend their practicum school on this day, but it is expected that all lesson and unit plans be in place so that Cooperating Teachers can ensure uninterrupted learning for students at the practicum school. Pre-service Teachers are expected to attend to their wellness in the morning, and arrive on campus in a timely and professional manner for the Career Fair.

17. PRE-PRACTICUM REQUIRED READING for PRE-SERVICE TEACHERS

Prior to the first Practicum Preparation Meeting, Pre-service Teachers are expected to have read and become familiar with the following policy documents which outline the professionalism expected of teachers both on and off duty, in-person and online:

Alberta Education. (2023). Code of Professional Conduct for Teachers.

<https://open.alberta.ca/publications/code-of-professional-conduct-for-teachers-and-teacher-leaders>

Alberta Education. (2023). Education Act. <https://open.alberta.ca/publications/e00p3>

Alberta Education. (2023). Teaching Quality Standard. <https://open.alberta.ca/publications/teaching-quality-standard>

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 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.

18. PRACTICUM LEARNING TASKS for PRE-SERVICE TEACHERS

Each practicum course has required learning tasks that must be completed in an organized and professional manner in order to receive credit in the practicum course. The learning tasks are as follows:

- 1) Attendance and engagement on mandatory on-campus and practicum school days
- 2) Professional Learning Portfolio
- 3) Weekly Written Reflections
- 4) Final Self-Reflection

19. PROFESSIONAL LEARNING PORTFOLIO

Before beginning at any new practicum site, Pre-service Teachers are expected to complete the following learning tasks, to be included in their Professional Learning Portfolio. This Portfolio can be a Digital file, or a physical binder, or perhaps a combination of both digital and hard copy which is to be kept up-to-date and available for examination upon request of the Cooperating Teacher and Practicum Advisor. This Portfolio will be one way that the Pre-service Teacher can demonstrate their growing understanding of effective planning, instruction and assessment practices of a teaching professional. This is an important part of the ongoing conversation between the Pre-service Teacher, Cooperating Teacher and Practicum Advisor and provides data for assessment of the Pre-service Teacher's competency. Pre-service Teachers will continue to refine this body of work throughout each of the practica experiences.

Professional Learning Portfolio Completion Checklist

Pre-Practicum	Mid-Practicum	End of Practicum
<input type="checkbox"/> Letter of Introduction for Principal <input type="checkbox"/> Letter of Introduction for Cooperating Teacher <input type="checkbox"/> Police Check <input type="checkbox"/> Course Description Document <input type="checkbox"/> School Profile (To be completed on Practicum Prep day) <input type="checkbox"/> Self-care plan (to be completed by PA's first observational visit)	<input type="checkbox"/> 2 Observational Protocols (Completed in first week) <input type="checkbox"/> Write a lesson plan for a lesson you watched your CT teach. <input type="checkbox"/> Bell Times/ class schedule <input type="checkbox"/> School Emergency Response Plan <input type="checkbox"/> Class List (s) <input type="checkbox"/> Seating Plan(s) <input type="checkbox"/> Feedback from CT <input type="checkbox"/> Lesson Plans	<input type="checkbox"/> All feedback from CT <input type="checkbox"/> All Lesson plans with reflection component complete <input type="checkbox"/> All Unit Plans with reflection component complete (337, 431, 437)

Letters of Introduction: These letters form the beginning of your professional relationship with your school site.

Letters of Introduction Criteria:

- 1) A formal letter of introduction, using business letter formatting, addressed to your school principal (or vice-principal). These details will be in your practicum placement e-mail. The purpose of this letter is to thank the school leader for welcoming you into their school. Choose one detail about the school that is of interest to you.
- 2) A second formal letter of introduction, using business letter formatting, addressed to your Cooperating Teacher. The purpose of this letter is to thank your Cooperating Teacher for being your mentor, sharing a few details about your readiness for, and interest in being a pre-service teacher in their classroom, and requesting an opportunity to meet with the Cooperating Teacher prior to the practicum so that you can become familiar with the classroom expectations and routines (see the exemplar in SONIA).
- 3) BOTH letters must be sent to your Practicum Advisor for their review and approval BEFORE they are sent to your practicum school. Letters are to be sent to your practicum school within 5 days of receiving your practicum placement.
- 4) Letters of introduction must be sent in PDF format added as an attachment to an e-mail sent from your StMU email account.

Course Description Document: Pre-service Teachers are responsible for demonstrating their understanding of the link between theory and practice. In order to facilitate rich mentorship discussions with their Practicum Advisor and Cooperating Teachers, and to allow for accurate assessment, Pre-service Teachers must account for the course work they have undertaken at each stage of their Bachelor of Education program.

Course Description Document Criteria:

- 1) One document listing the course number, course name, year, description and course objectives (From the Academic Calendar, or the course syllabus) of courses completed in their Bachelor of Education program at StMU.

Example:

EDCM 365 The Adolescent Learner. Fall 2023.

This course addresses a range of issues related to teaching and learning in a secondary school environment. Theories of adolescent development, identity formation, social and cultural production and reproduction are examined with specific reference to high school curriculum and pedagogy. Of particular interest are contemporary perspectives on the relationship between identity formation and popular culture and the implications of these perspectives for high school teachers. Issues in special education will be addressed, with a particular emphasis on providing the highest quality of education for all secondary students in a diverse environment.

Course Objectives

At the end of this course, students will be able to

- Identify the key features of the adolescent learner
- Identify a range of practices which address the needs of adolescent learners
- Demonstrate ability to incorporate practices that meet the needs of adolescent learners into their pedagogy and classroom activities.

Self-Care Plan

Teaching is a rewarding and challenging profession which requires active cultivation of one's mental health. In order to be present to the needs of the children and youth in our care, teaching professionals must actively incorporate wellness activities into our lives. The purpose of this self-care plan is to identify strategies for you to care for your mental health throughout your weeks of practicum.

Self-Care Plan Criteria

Develop a 1-2 page document which outlines WHEN WHERE and HOW you will take care of your Mental Health. Please be sure to include at least two DAILY activities, and two WEEKLY activities which contribute to your mental health. The Return to Campus mornings MUST be included in this plan. This plan will be kept in your Professional Learning Portfolio. Please be prepared to discuss your plan with your Practicum Advisor and/or your Cooperating Teacher. For example: I will go for a 60 minute walk when I get home from school on Mondays and Wednesdays each week to feel at my best. I will write in my "self-compassion journal" for a few minutes each evening before bed so that I can process the feedback I receive with compassion for myself as a learner.

You may find some helpful strategies here:

<https://fielddexperience.teachers.ab.ca/resources/teacher-wellness>

<https://teachers-ab.libguides.com/counselling/videos>

School Profile

A key component of teaching is understanding the local context of the teaching environment.

School Profile Criteria: Create an organized 1-2-page document with the following details about your practicum school, so you have some insight into the socio-political makeup of your school before you arrive. You may wish to work with your peers on this assignment, but each person must have a copy of the document in their Professional Learning Portfolio.

- Name of the school
- Address of the school
- Treaty Territory of the school and/or Indigenous peoples who call this land home
<https://www.albertaschoolcouncils.ca/about/indigenous-awareness/first-peoples-in-alberta>
<https://native-land.ca/>
<https://albertametis.com/governance/districts/>
- Communities served by the school (For example, neighborhoods around the school, the communities who bus to the school, etc)
- 3 key details about the communities this school serves. (This may require some internet searching. Use google maps to do a “virtual tour” of what is physically around the school. OR, look at census information. <https://www.calgary.ca/communities/profiles.html>)
- Name of the School Board
- Name of the Superintendent or Chief Superintendent of the School Board
- Name of the School Board Trustee
- Name of the Principal
- Name of the Assistant or Vice Principal(s)
- Grades of the school
- School colors/Mascot/Motto/Logo
- Reflection: Write a 1 paragraph reflection answering this question: “How do these details influence your understanding of your role as a pre-service teacher at this school?”

Observational Protocol

Each classroom environment has emerged over time and is influenced by many factors, including the student learning needs, Cooperating Teacher expectations, school policy, etc. The purpose of this activity is to identify the ways that people within this classroom relate to one another, so that over time, you can integrate yourself into the functioning of this space. Your role is not to judge the activities, but to simply observe them, and note them. Please complete this Observational Protocol on Day 1 and a second complete Observational Protocol on Day 2 of your practicum. You may choose to complete the

Observational Protocol in the same classroom with the same teacher, or with a different class. The purpose is to hone your observational skills as a professional educator. You MUST include BOTH Observational Protocols in your Professional Learning Portfolio.

When students are coming into the classroom in the morning:

- 1) What are the students expected to do when they come into the room?
- 2) What are the students doing?
- 3) How does your Cooperating Teacher direct students to meet the expectations?
- 4) What kinds of things do you hear your Cooperating Teacher talking about with students?

When your Cooperating Teacher is providing whole-class instruction:

- 1) Where is your Cooperating Teacher?
- 2) Where are the students?
- 3) What student activities are allowed while the Cooperating Teacher is talking?
- 4) What student activities are NOT allowed while the Cooperating Teacher is talking?
- 5) When a student interrupts the teacher, what happens next?
- 6) When the teacher notices a student not paying attention, what does the teacher do to bring back the student's attention?
- 7) How do the students know that the instructional time is over?

When the class is given a learning task:

- 1) How do the students know what the learning task is?
- 2) What does it look like when students are engaged in the learning task?
- 3) What does it look like when students are NOT engaged in the learning task?
- 4) How do students know how much time they have for the learning task?
- 5) How do students know that they are doing the learning task correctly?
- 6) How do the students know when the learning task time is over?
- 7) What happens after the learning task is over?

When the Cooperating Teacher is teaching a concept:

- 1) How do the students know what concept is being taught?
- 2) How does the Cooperating Teacher check to see if the class overall is understanding the concept?
- 3) How does the Cooperating Teacher know that each student understands the concept being taught?
- 4) How does the Cooperating Teacher decide that they have spent enough time on this concept?
- 5) How does the class understanding of this concept relate to what happens next?

End of Class time:

- 1) How does the Cooperating Teacher indicate that the class/lesson is coming to a close?
- 2) What activities happen in the last few minutes of class?

What is expected of students if they need to use the washroom during class time?

What is expected of students when they leave the classroom for other purposes?

What does respect look like in this classroom?

Lesson and Unit Plans

Pre-service Teachers are expected to write a lesson plan for EVERY lesson they teach. Pre-service Teachers are asked to submit written lesson plans to their Cooperating Teacher a minimum **24 hours before they teach the lesson**, to provide the Cooperating Teacher time to provide feedback on the lesson before it is taught.

Pre-service Teachers are expected to submit **Unit Plans 72 hours before** they are taught.

Lesson and Unit plans MUST be kept organized and up-to-date in the Professional Learning Portfolio which will be formatively assessed by the Practicum Advisor. Much of the lesson planning instruction that Pre-service Teachers are given on campus uses the UBD lesson plan template (see template in SONIA). Pre-service Teachers are encouraged, but not required, to use the UBD lesson plan template. The detailed lesson planning required during in-class course work at the University might not be practicable within the practicum setting. Pre-service Teachers must communicate with their Cooperating Teacher and Practicum Advisor about the format of lesson planning that will best fit their teaching circumstances, provided that every lesson plan created be included in the Professional Learning Portfolio and meet the criteria identified in Appendix 3 Lesson Plan Checklist.

Please note that a lesson plan must be provided to the Practicum Advisor prior to each observational visit

20. WEEKLY WRITTEN REFLECTIONS

Pre-service Teachers are required to complete weekly reflective writing assignments in SONIA which will be assessed by the Practicum Advisor. The purpose of the weekly reflections is to support the integration of theory and practice through ongoing critical reflection. Pre-service Teachers are encouraged to critically examine their practice through reflective writing. These reflective writing assignments are shared only with the Practicum Advisor, and they provide valuable insights into the development of your teaching competencies which provides rich assessment data and a source of conversation with your Practicum Advisor.

Weekly reflection topics will be released on Mondays and a half-page response (approximately 300 words) must be submitted by Saturday at noon through SONIA. Pre-service Teachers must use relevant examples from their teaching practice, or they will be asked to re-do the reflection.

21. FINAL SELF-ASSESSMENT

Pre-service Teachers will write a Final Self-Assessment in response to prompting questions shared in SONIA. Like the Weekly Reflections, Pre-service Teachers **MUST** use examples to substantiate the claims they make about their teaching competency. When Pre-service Teachers apply for teaching positions, school districts often ask that all Practicum Assessments be included in the application package, therefore, all Final Assessments must be written with the utmost professionalism. The Cooperating Teacher and Practicum Advisor will also write a Final Assessment, and together these make up the Final Assessment for the practicum course. (See Table of Contents **Appendix 6** for exemplars).

22. EDPR 331: PRACTICUM I COURSE DESCRIPTION AND EXPECTATIONS for PRE-SERVICE TEACHERS

EDPR 331: Observation (3 weeks)

The primary objectives of these three weeks in an assigned classroom setting include observations, one-on-one and small group work, moving toward the co-planning and teaching of several lessons during the final week (at the Cooperating Teacher's discretion). Pre-service Teachers have little background experience in creating lesson plans and are still learning to navigate the Program of Studies so the support and guidance of the Cooperating Teacher is required with these tasks.

Course Objectives:

- Fostering Effective Professional Relationships with students
- Fostering Effective Professional Relationships with school staff
- Beginner level familiarity with the Programs of Study applicable to the assigned classroom setting
- Beginner level co-planning, lesson plan development and delivery

EDPR 331 Learning Tasks

In addition to full participation in all assigned practicum days on and off campus according to the stated conduct and communication expectations in this handbook, Pre-service Teachers are expected to complete the following Learning Tasks.

Learning Task	Name	Who will see it?	Where to keep it
Learning Task #1	Professional Learning Portfolio Tasks 1) Course Descriptions 2) Letters of Introduction (2) 3) School Profile 4) Self-Care Plan 5) Observational Protocols (2) 6) Lesson Plans (2-3)	Practicum Advisor (PA) Cooperating Teacher (CT)	Professional Learning Portfolio
Learning Task #2	Weekly Written Reflections	PA	SONIA
Learning Task #3	Lesson Planning and Delivery (several lessons)	CT and PA	Professional Learning Portfolio
Learning Task #4	Final Self-Reflection	PA, CT, Director of Practicum, future employers	SONIA

Assessment and Evaluation

Assessment and evaluation for all components of the EDPR 331 Practicum will be Credit/No Credit. Pre-service Teachers must abide by all stated attendance and conduct policies (see Table of Contents **Attendance for Pre-service Teachers; Conduct of Pre-service Teachers; and Professional Communication for Pre-Service Teachers**). In addition, each Learning Task must be completed in an organized, professional manner in order to receive credit for the practicum experience. Pre-service teacher competency associated with this practicum experience will be determined based on attendance, engagement, department, attitude, and demonstrated skills. There will be a formal written final evaluation completed by the Cooperating Teacher and the Practicum Advisor with a final self-evaluation from the Pre-service Teacher. If concerns arise, see GRADE APPEALS for PRE-SERVICE TEACHERS.

EDPR 331 Practicum Checklist for Pre-service Teachers

Before EDPR 331 begins:

- Show your Police Check to the Practicum Administrator
- Enter all practicum dates into your calendar
- Review the Practicum Handbook
- Complete Required Readings

- Complete Professional Learning Portfolio pre-practicum tasks (see PROFESSIONAL LEARNING PORTFOLIO)
- Upon receiving your Practicum Placement, ensure that your placement meets all of the Practicum Placement Policies (see PRACTICUM PLACEMENT POLICY)
- Attend the Practicum Preparation Seminar
- Plan out how you will travel to your practicum school so that you will arrive 30 minutes before the morning bell
- Review the school (or School District) dress code policy
- Visit your Cooperating Teacher at the school site before practicum begins. Ask which Program of Studies documents are being used for each subject taught

During EDPR 331:

- Arrive on time and professionally dressed every day
- Park only in designated areas
- Sign in at the main office when you arrive in the morning, and any time you leave the school during the day
- Ensure that you are under the supervision of a Certified Teacher at all times when working with students
- Bring your lunch, water bottle, outdoor clothes and gym shoes so that you are prepared for any teaching environment

Pre-service Teachers return to campus several times during the practicum for mandatory Return to Campus seminars. Pre-service Teachers are expected to collaborate with Cooperating Teachers to ensure continuity of learning for students during the Pre-service Teacher absence for Return to Campus days.

23. EDPR 337: PRACTICUM II COURSE DESCRIPTION and EXPECTATIONS for PRE-SERVICE TEACHERS

EDPR 337: Orientation to the Classroom

EDPR 337 consists of five weeks in an assigned classroom. 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 the class instructional time (at the discretion and with the guidance of the Cooperating Teachers in the context of their classroom). At this stage, Pre-service teachers require support in differentiating instruction to meet student needs and implementing

formative assessment. Cooperating Teacher support will be needed for the development of summative assessments. Pre-service Teachers return to campus several times during the practicum for mandatory Return to Campus seminars. Pre-service Teachers are expected to collaborate with Cooperating Teachers to ensure continuity of learning for students during the Pre-service Teacher absence for Return to Campus days.

Course Objectives:

- Growing ability to implement the Programs of Study applicable to the assigned classroom setting
- Co-teaching at the beginning of practicum with gradual development to more autonomous lesson delivery
- Co-planning formative and summative assessments
- Co-planning to incorporate knowledge and perspectives of First Nations, Métis and Inuit into the classroom
- Teaching 25-35% of the teaching load in weeks 3-5 of the classroom

EDPR 337 Learning Tasks

In addition to full participation in all assigned practicum days on and off campus according to the stated conduct and communication expectations in this handbook, Pre-service Teachers are expected to complete the following Learning Tasks.

Learning Task	Name	Who will see it?	Where to keep it
Learning Task #1	Professional Learning Portfolio Tasks 1) Course Descriptions 2) Letters of Introduction (2) 3) School Profile 4) Self-Care Plan 5) Observational Protocols (2) 6) Lesson Plans to reflect 25-35% of the teaching load	Practicum Advisor (PA) Cooperating Teacher (CT)	Professional Learning Portfolio
Learning Task #2	Weekly Written Reflections	PA	SONIA
Learning Task #3	Lesson Delivery (25-35% of the teaching load)	CT and PA	Lesson Plans to be kept in Professional Learning Portfolio
Learning Task #4	Final Self-Reflection	PA, CT, Director of Practicum, future employers	SONIA

EDPR 337 Practicum Checklist for Pre-service Teachers

Before EDPR 337 begins:

<p>If you are in a NEW practicum site</p> <ul style="list-style-type: none"><input type="checkbox"/> Show your Police Check to the Practicum Administrator only if you are returning from a leave of absence and have not already done so for EDPR 331<input type="checkbox"/> Enter all practicum dates into your calendar<input type="checkbox"/> Review the Practicum Handbook<input type="checkbox"/> Complete Required Readings<input type="checkbox"/> Complete Professional Learning Portfolio pre-practicum tasks<input type="checkbox"/> Upon receiving your Practicum Placement, ensure that your placement meets all of the Practicum Placement Policy Guidelines<input type="checkbox"/> Attend the Practicum Preparation Seminar<input type="checkbox"/> Plan out how you will travel to your practicum school so that you will arrive 30 minutes before the morning bell<input type="checkbox"/> Review the school (or School District) dress code policy<input type="checkbox"/> Be sure to use your StMU e-mail address for all communications with the Practicum Office and the practicum school.<input type="checkbox"/> Visit your Cooperating Teacher at the school site before practicum begins. Ask which Program of Studies documents are being used for each subject taught.	<p>If you are RETURNING to your Practicum site</p> <ul style="list-style-type: none"><input type="checkbox"/> Enter all practicum dates into your calendar<input type="checkbox"/> Review the Practicum Handbook section pertinent to EDPR 337<input type="checkbox"/> Update your Self-Care Plan<input type="checkbox"/> Update your Course Description document<input type="checkbox"/> Attend the Practicum Preparation Seminar<input type="checkbox"/> Visit your Cooperating Teacher at the school site before practicum begins. Familiarize yourself with the subjects and topics being taught during your time in practicum.
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During EDPR 337:

- Arrive on time and professionally dressed every day
- Park only in designated areas
- Sign in at the main office when you arrive in the morning, and any time you leave the school during the day
- Ensure that you are under the supervision of a Certified Teacher at all times when working with students

- Bring your lunch, water bottle, outdoor clothes and gym shoes so that you are prepared for any teaching environment
- Keep your Police Check with you in case you are asked to produce it while at your school
- Be prepared to shadow your Cooperating Teacher each day. Their schedule is now your schedule
- Engage in extra-curriculars: If your Cooperating Teacher has extra-curricular activities at a time well beyond the regular school hours (For example, evening and weekend Basketball coaching), please work with the Cooperating Teacher to connect with another staff member so you can support an extra-curricular activity during school hours
- Communicate with your Cooperating Teacher about the expectations for your time together after school
- Ensure that you are staying at the school 30-60 minutes after the bell, even if your CT leaves the school
- Be of service. Look for ways to be helpful. Offer to take attendance. Offer to lead the morning routine.
- Set daily goals for your own professional growth
- Be sure that you know the names of the students in your classes
- Complete your Observational Protocols on Day 1 and Day 2
- Write a lesson plan based on a lesson you observed in your first week, and review it with your Cooperating Teacher
- Review your Self-Care Plan daily and adjust your plan as needed
- Check SONIA for the topic of your Weekly Reflection and give yourself a few days to think about your response
- Interact with your students and identify their interests and level of maturity.
- Follow the schedule of activities in your classroom, becoming familiar with the day-to-day organization of your classroom
- Attend all staff meetings and planning meetings alongside your Cooperating Teacher to connect with other staff
- Begin co-planning your lessons so that you can reach the target of teaching 25-35 % of the time by mid-point in the practicum
- Be sure to submit your lesson plan to your Cooperating Teacher 24 hours in advance of teaching the lesson
- Arrange for your Practicum Advisor to make 2 observational visits to see you teach

- Keep your Professional Learning Portfolio up to date so that you can review it when your Practicum Advisor visits
- Follow all school policies
- Sign out at the main office when you leave the building

At the end of EDPR 337:

- Be sure that you have shared all assessment data with your Cooperating Teacher and returned all student work.
- Say goodbye to your students and thank them for sharing their learning journey with you.
- Thank your Cooperating Teacher and Principal for your time at the school (you will not be returning to this school)
- Return any teaching materials to your Cooperating Teacher.
- Complete your Final Self-Assessment by the due date.
- If you choose to return to the school, it will be in the role of Volunteer, subject to the approval of the school principal and following all school district policies for Volunteers.



EDPR 337 Mid-Practicum Assessment Tool

Cooperating Teachers can keep a running record of examples of Pre-service Teacher competency throughout the practicum using the *Mid-Practicum Assessment Tool*. At the mid-point of the practicum, the Cooperating Teacher is expected to share the mid-term assessment with the Pre-service Teacher and have a conversation about Pre-service Teacher growth and development, then e-mail the completed assessment to the Practicum Advisor by the due date. At this stage, Pre-service Teachers require support in differentiating instruction to meet student needs and implementing formative assessment. Cooperating Teacher support will be needed for the development of summative assessments. If there are significant concerns about student progress at the mid-point, please speak to the assigned Practicum Advisor.

337 Course Objectives:

- Growing ability to implement the Programs of Study applicable to the assigned classroom setting
- Co-teaching at the beginning of practicum with gradual development to more autonomous lesson delivery
- Co-planning formative and summative assessments
- Co-planning to incorporate knowledge and perspectives of First Nations, Métis and Inuit into the classroom
- Teaching 25-35% of the teaching load in weeks 3-8 of practicum

Competency	Indicators	Example typical of the Pre-service Teacher indicating a need for improvement	Example typical of the Pre-service Teacher indicating meeting expectations
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>	Professional Communications and Conduct as described in the Practicum Handbook.		
	Acting consistently with fairness, respect and integrity.		
	Demonstrating empathy and a genuine caring for others.		

Engaging in Career-Long Learning <i>A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.</i>	Making connections between on-campus/virtual course work and practicum experiences.		
	Actively seeking out feedback to enhance teaching practice.		
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>	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>		
	Effective Lesson Delivery (see APPENDIX 2: Lesson Planning Checklist in Practicum Handbook).		
	Effective Lesson Planning (see APPENDIX 3: Lesson Planning Checklist in Practicum Handbook).		
	With the support of the Cooperating Teacher, applying student assessment and evaluation practices that: -accurately reflect the learner outcomes within the programs of study; -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.		

<p>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>With support from the Cooperating Teacher beginning to recognize the specific learning needs of individual or small groups of students.</p>		
	<p>Using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth.</p> <p><i>*emerging, exploratory awareness of competency expected*</i></p>		
	<p>Being aware of the emotional and mental health needs of students.</p> <p><i>*emerging, exploratory awareness of competency expected*</i></p>		
	<p>Employing classroom management strategies that promote positive, engaging learning environments.</p> <p><i>*emerging, exploratory awareness of competency expected*</i></p>		
<p>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>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><i>*emerging, exploratory awareness of competency expected*</i></p>		
<p>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 the Alberta education system.</i></p>	<p>Engaging in practices consistent with policies and procedures established by the university and the school authority for Pre-service Teachers.</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>		

24. EDPR 431: PRACTICUM II COURSE DESCRIPTION AND EXPECTATIONS for PRE-SERVICE TEACHERS

EDPR 431: Practicum III Intermediate Practicum (8 weeks)

EDPR 431 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 their classroom). Pre-service Teachers return to campus several times during the practicum for mandatory Return to Campus seminars. Pre-service Teachers are expected to collaborate with Cooperating Teachers to ensure continuity of learning for students during the Pre-service Teacher absence for Return to Campus days.

Course Objectives:

- Co-planning at the beginning of practicum with a gradual development to more autonomous lesson planning
- Guided support for differentiation of lessons to meet all student learning needs
- Co-planning summative assessments
- Co-planning to incorporate understanding of First Nations, Métis and Inuit cultures and perspectives into the classroom
- Teaching 50-65% of the teaching load in weeks 3-8 of practicum

EDPR 431 Learning Tasks

Participation in all scheduled Practicum Prep, Return to Campus and Practicum dates is MANDATORY.

Learning Task	Name	Who will see it?	Where to keep it
Learning Task #1	Professional Learning Portfolio Tasks 1) Course Descriptions 2) Letters of Introduction (2) 3) School Profile 4) Self-Care Plan 5) Observational Protocols (2) 6) Lesson Plans to reflect 50-65% of teaching load 7) 1 complete Unit Plan	Practicum Advisor (PA) Cooperating Teacher (CT)	Professional Learning Portfolio
Learning Task #2	Weekly Written Reflections	PA	SONIA
Learning Task #3	Lesson Delivery (50-65% of teaching load)	CT and PA	Lesson and Unit Plans to be in Professional Learning Portfolio

Learning Task #4	Final Self-Reflection	PA, CT, Director of Practicum, future employers	SONIA
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Assessment and Evaluation

Assessment and evaluation for all components of the EDPR 431 Practicum will be Credit/No Credit. Pre-service Teachers must abide by all stated attendance and conduct policies (see Table of Contents **Attendance for Pre-service Teachers; Conduct of Pre-service Teachers; and Professional Communication for Pre-Service Teachers**). In addition, each Learning Task must be completed in an organized, professional manner in order to receive credit for the practicum experience. Pre-service Teacher competency associated with this practicum experience will be determined based on attendance, engagement, deportment, attitude, and demonstrated skills. There will be a formal written final evaluation completed by the Cooperating Teacher and the Practicum Advisor with a final self-evaluation from the Pre-service Teacher. If concerns arise, see GRADE APPEALS for PRE-SERVICE TEACHERS.

Practicum Checklist for Pre-service Teachers enrolled in EDPR 431: Practicum III

Before EDPR 431 begins:

- Show your Police Check to the Practicum Administrator
- Enter all practicum dates into your calendar
- Review the Practicum Handbook
- Complete Required Readings
- Complete Professional Learning Portfolio pre-practicum tasks (see Table of Contents **Professional Learning Portfolio**)
- Upon receiving your Practicum Placement, ensure that your placement meets all of the Practicum Placement Policy (see Table of Contents **Practicum Placement Policy**)
- Attend the Practicum Preparation Seminar
- Plan out how you will travel to your practicum school so that you will arrive 30 minutes before the morning bell
- Review the school (or School District) dress code policy
- Be sure to use your StMU e-mail address for all communications with the Practicum Office and the practicum school
- Visit your Cooperating Teacher at the school site before practicum begins. Ask which Program of Studies documents are being used for each subject taught.

During EDPR 431:

- Arrive on time and professionally dressed every day.
- Park only in designated areas.
- Sign in at the main office when you arrive in the morning, and any time you leave the school during the day.
- Ensure that you are under the supervision of a Certified Teacher at all times when working with students.
- Bring your lunch, water bottle, outdoor clothes and gym shoes so that you are prepared for any teaching environment
- Keep your Police Check with you in case you are asked to produce it while at your school
- Be prepared to shadow your Cooperating Teacher each day. Their schedule is now your schedule
- Engage in extra-curriculars: If your Cooperating Teacher has extra-curricular activities at a time well beyond the regular school hours (For example, evening and weekend Basketball coaching), please work with the Cooperating Teacher to connect with another staff member so you can support an extra-curricular activity during school hours.
- Communicate with your Cooperating Teacher about the expectations for your time together after school
- Ensure that you are staying at the school 30-60 minutes after the bell, even if your CT leaves the school
- Be of service. Look for ways to be helpful. Offer to take attendance. Offer to lead the morning routine.
- Set daily goals for your professional growth
- Learn the names of the students in your classes
- Complete your Observational Protocols on Day 1 and Day 2.
- Write a lesson plan based on a lesson you observed in your first week, and review it with your Cooperating Teacher
- Review your Self-Care Plan daily and adjust your plan as needed
- Check SONIA for the topic of your Weekly Reflection and give yourself a few days to think about your response
- Interact with your students and identify their interests and level of maturity
- Follow the schedule of activities in your classroom, becoming familiar with the day-to-day organization of your classroom

- Attend all staff meetings and planning meetings alongside your Cooperating Teacher to connect with other staff
- Begin co-planning your lessons so that you can reach the target of teaching 50-65% of the time by mid-point in the practicum.
- Be sure to submit your lesson plan to your Cooperating Teacher 24 hours in advance of teaching the lesson
- Be sure to submit all Unit plans to your Cooperating Teacher 72 hours in advance of teaching the unit
- Arrange for your Practicum Advisor to make 3 observational visits to see you teach
- Keep your Professional Learning Portfolio up to date so that you can review it when your Practicum Advisor visits
- Follow all school policies
- Sign out at the main office when you leave the building

At the end of EDPR 431:

- Be sure that you have shared all assessment data with your Cooperating Teacher and returned all student work
- Say goodbye to your students and thank them for sharing their learning journey with you
- Thank your Cooperating Teacher and Principal for your time at the school (you will not be returning to this school)
- Return any teaching materials to your Cooperating Teacher
- Complete your Final Self-Assessment by the due date
- If you choose to return to the school, it will be in the role of Volunteer, subject to the approval of the school principal and following all school district policies for Volunteers



EDPR 431 Mid-Practicum Assessment Tool

Cooperating Teachers can keep a running record of examples of Pre-service Teacher competency throughout the practicum using the *Mid-Practicum Assessment Tool*. At the mid-point of the practicum, the Cooperating Teacher is expected to share the mid-term assessment with the Pre-service Teacher and have a conversation about Pre-service Teacher growth and development, then e-mail the completed assessment to the Practicum Advisor by the due date. If there are significant concerns about student progress at the mid-point, please speak to the assigned Practicum Advisor.

Course Objectives:

- Co-planning at the beginning of practicum with a gradual development to more autonomous lesson planning
- Guided support for differentiation of lessons to meet all student learning needs
- Co-planning summative assessments
- Co-planning to incorporate understanding of First Nations, Métis and Inuit cultures and perspectives into the classroom
- Teaching 50-65% of the teaching load in weeks 3-8 of practicum.

Competency	Indicators	Example typical of the Pre-service Teacher indicating a need for improvement	Example typical of the Pre-service Teacher indicating meeting expectations
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>	Professional Communications and Conduct as described in the Practicum Handbook.		
	Acting consistently with fairness, respect and integrity.		
	Demonstrating empathy and a genuine caring for others.		
	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.		
	Making connections between on-campus/virtual course work and practicum experiences.		
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>	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.		
	Effective Lesson Delivery (use APPENDIX 2: Lesson Delivery Checklist in Practicum Handbook).		
	Effective Lesson Planning (use APPENDIX 3: Lesson Planning Checklist in Practicum Handbook).		
	With the support of the Cooperating Teacher, applying student assessment and evaluation practices that: <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 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. 		

<p>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>With the support of the Cooperating Teacher, using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth.</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.</p>		
	<p>Communicating a philosophy of education and affirming that every student can learn and be successful.</p>		
	<p>Being aware of the emotional and mental health needs of students.</p>		
	<p>Employing classroom management strategies that promote positive, engaging learning environments including providing opportunities for student leadership.</p>		
<p>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>With the support of the Cooperating Teacher, using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.</p>		

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 the Alberta education system.</i>	Engaging in practices consistent with policies and procedures established by the university and the school authority for Pre-service Teachers.		
	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.		

25. EDPR 437: PRACTICUM I COURSE DESCRIPTION AND EXPECTATIONS for PRE-SERVICE TEACHERS

EDPR 437: Advanced Practicum (10 weeks)

EDPR 437 consists of one preparatory week and nine in-school 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 mandatory Return to Campus seminars. Pre-service Teachers are expected to collaborate with Cooperating Teachers to ensure continuity of learning for students during the Pre-service Teacher absence for Return to Campus days.

Course Objectives:

- Co-planning at the beginning of practicum gradually moving to confident ability to implement the Programs of Study with limited guidance by the end of the practicum.
- Guided support for differentiation of lessons to meet all student learning needs leading to autonomous differentiation by the end of practicum
- Guided support for summative assessments strategies and reporting requirements leading to autonomous summative assessment by the end of practicum.
- Ability to incorporate understanding of First Nations, Métis and Inuit cultures and perspectives into the classroom
- Teaching 80-100% of the teaching load in weeks 3-10 of practicum

EDPR 437 Learning Tasks

Participation in all scheduled Practicum Prep, Return to Campus and Practicum dates is MANDATORY.

Learning Task	Name	Who will see it?	Where to keep it
Learning Task #1	Professional Learning Portfolio Tasks 1) Course Descriptions 2) Letters of Introduction (2) 3) School Profile 4) Self-Care Plan 5) Observational Protocols (2)	Practicum Advisor (PA) Cooperating Teacher (CT)	Professional Learning Portfolio

	6) Lesson Plans to reflect 80-100% of teaching load 7) 2 complete Unit Plans		
Learning Task #2	Weekly Written Reflections	PA	SONIA
Learning Task #3	Lesson Delivery (80-100% of teaching load)	CT and PA	Lesson and Unit Plans to be in Professional Learning Portfolio
Learning Task #4	Final Self-Reflection	PA, CT, Director of Practicum, future employers	SONIA

Assessment and Evaluation

Assessment and evaluation for all components of the EDPR 437 Practicum will be Credit/No Credit. Pre-service Teachers must abide by all stated attendance and conduct policies (see Table of Contents **Attendance for Pre-service Teachers; Conduct of Pre-service Teachers; and Professional Communication for Pre-Service Teachers**). In addition, each Learning Task must be completed in an organized, professional manner in order to receive credit for the practicum experience. Pre-service Teacher competency associated with this practicum experience will be determined based on attendance, engagement, deportment, attitude, and demonstrated skills. There will be a formal written final evaluation completed by the Cooperating Teacher and the Practicum Advisor with a final self-evaluation from the Pre-service Teacher. If concerns arise, see GRADE APPEALS for PRE-SERVICE TEACHERS.

EDPR 437 Practicum Checklist for Pre-service Teachers

Before EDPR 437 begins:

- Show your Police Check to the Practicum Administrator **only** if you are returning from a leave of absence and have not already done so for EDPR 431
- Enter all practicum dates into your calendar
- Review the Practicum Handbook
- Complete Required Readings (see REQUIRED READINGS for PRE-SERVICE TEACHERS)
- Complete Professional Learning Portfolio pre-practicum tasks (see PROFESSIONAL LEARNING PORTFOLIO)
- Upon receiving your Practicum Placement, ensure that your placement meets all of the Practicum Placement Policy (see PRACTICUM PLACEMENT POLICY).
- Attend the Practicum Preparation Seminar.
- Plan out how you will travel to your practicum school so that you will arrive 30 minutes before the morning bell.
- Review the school (or School District) dress code policy

- Visit your Cooperating Teacher at the school site before practicum begins. Ask which Program of Studies documents are being used for each subject taught.

During EDPR 437:

- Arrive on time and professionally dressed every day
- Be sure Park only in designated areas
- Sign in at the main office when you arrive in the morning, and any time you leave the school during the day
- Ensure that you are under the supervision of a Certified Teacher at all times when working with students
- Bring your lunch, water bottle, outdoor clothes and gym shoes so that you are prepared for any teaching environment
- Keep your Police Check with you in case you are asked to produce it while at your school
- Be prepared to shadow your Cooperating Teacher each day. Their schedule is now your schedule.
- Engage in Extra-curriculars: If your Cooperating Teacher has extra-curricular activities at a time well beyond the regular school hours (For example, evening and weekend Basketball coaching), please work with the Cooperating Teacher to connect with another staff member so you can support an extra-curricular activity during school hours.
- Communicate with your Cooperating Teacher about the expectations for your time together after school
- Ensure that you are staying at the school 30-60 minutes after the bell, even if your Cooperating Teacher leaves the school
- Be of service. Look for ways to be helpful. Offer to take attendance. Offer to lead the morning routine.
- Set daily goals for your professional growth
- Learn the names of the students in your classes
- Complete your Observational Protocols on Day 1 and Day 2
- Write a lesson plan based on a lesson you observed in your first week, and review it with your Cooperating Teacher
- Review your Self-Care Plan daily and adjust your plan as needed
- Check SONIA for the topic of your Weekly Reflection and give yourself a few days to think about your response
- Interact with your students and identify their interests and level of maturity

- Follow the schedule of activities in your classroom, becoming familiar with the day-to-day organization of your classroom
- Attend all staff meetings and planning meetings alongside your Cooperating Teacher to connect with other staff
- Begin co-planning your lessons so that you can reach the target of autonomous lesson planning and delivery 80-100% of the time by mid-point in the practicum
- Be sure to submit your lesson plan to your Cooperating Teacher 24 hours in advance of teaching the lesson
- Be sure to submit all Unit plans to your Cooperating Teacher 72 hours in advance of teaching the unit
- Arrange for your Practicum Advisor to make 3 observational visits to see you teach
- Keep your Professional Learning Portfolio up to date so that you can review it when your Practicum Advisor visits
- Follow all school policies
- Sign out at the main office when you leave the building

At the end of EDPR 437:

- Be sure that you have shared all assessment data with your Cooperating Teacher and returned all student work
- Say goodbye to your students and thank them for sharing their learning journey with you
- Thank your Cooperating Teacher and Principal for your time at the school
- Return any teaching materials to your Cooperating Teacher
- Complete your Final Self-Assessment by the due date
- If you choose to return to the school, it will be in the role of Volunteer, subject to the approval of the school principal and following all school district policies for Volunteers



EDPR 437 Mid-Practicum Assessment Tool

Cooperating Teachers can keep a running record of examples of Pre-service Teacher competency throughout the practicum using The *Mid-Practicum Assessment Tool*. At the mid-point of the practicum, the Cooperating Teacher is expected to share the mid-term assessment with the Pre-service Teacher and have a conversation about Pre-service Teacher growth and development, then e-mail the completed assessment to the Practicum Advisor by the due date. If there are significant concerns about student progress at the mid-point, please speak to the assigned Practicum Advisor.

Course Objectives:

- Co-planning at the beginning of practicum gradually moving to confident ability to implement the Programs of Study with limited guidance by the end of the practicum.
- Guided support for differentiation of lessons to meet all student learning needs leading to autonomous differentiation by the end of practicum.
- Guided support for summative assessments strategies and reporting requirements leading to autonomous summative assessment by the end of practicum.
- Ability to incorporate understanding of First Nations, Métis and Inuit cultures and perspectives into the classroom.
- Teaching 80-100% of the teaching load in weeks 3-10 of practicum.

Competency	Indicators	Example typical of the Pre-service Teacher indicating a need for improvement	Example typical of the Pre-service Teacher indicating meeting expectations
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>	Professional Communications and Conduct as described in the Practicum Handbook.		
	Acting consistently with fairness, respect and integrity.		
	Demonstrating empathy and a genuine caring for others.		
	Honouring cultural diversity and promoting intercultural understanding.		

Engaging in Career-Long Learning	Collaborating with the Cooperating Teacher to build personal and collective professional capacities and expertise.		
	Actively seeking out feedback to enhance teaching practice.		
	Making connections between on-campus/virtual course work and practicum experiences.		
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>	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.		
	Effective Lesson Delivery (see Appendix 2: Lesson Delivery Checklist in Practicum Handbook).		
	Effective Lesson Planning (see Appendix 3: Lesson Planning Checklist in Practicum Handbook).		
	With some Cooperating Teacher support at the mid-point, to be tapered off by the end of practicum, 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; -support the use of reasoned judgment about the evidence used to determine and report the level of student learning.		

<p>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>With some Cooperating Teacher support, using appropriate universal and targeted strategies and supports to address students’ strengths, learning challenges and areas for growth.</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.</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>Employing classroom management strategies that promote positive, engaging learning environments</p>		
	<p>Incorporating students’ personal and cultural strengths into teaching and learning.</p>		
	<p>Providing opportunities for student leadership.</p>		
<p>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>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>		

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 the Alberta education system.</i>	Engaging in practices consistent with policies and procedures established by the university and the school authority for Pre-service Teachers.		
	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.		

26. PRACTICUM POLICIES 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.
- A meeting between the Pre-service Teacher, Cooperating Teacher and Practicum Advisor can result in collaborative resolution of the concern.
- Should a resolution not be made, the Practicum Advisor must consult with the Director of Practicums to determine the course of action which could include the creation of a Pre-service Teacher Practicum Performance Agreement, or moving the Pre-Service Teacher to a different practicum school. (See PRE-SERVICE TEACHER REQUEST FOR A CHANGE OF PLACEMENT)

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.
- Should a resolution not be demonstrated, 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.

27. PRACTICUM POLICIES FOR CREATING A PRE-SERVICE TEACHER PRACTICUM PERFORMANCE AGREEMENT

When the Practicum Advisor believes that the Pre-service Teacher requires and would be supported by the creation of a Pre-service Teacher Practicum Performance Agreement, then the Practicum Advisor should follow this procedure:

- Collaborate with the Cooperating Teacher to identify 1-3 areas of improvement required by the Pre-service Teacher
- Contact the Director of Practicums to draft the Practicum Performance Agreement
- Meet with the Cooperating Teacher and Pre-Service Teacher to ensure that all parties are clear about the requirements of the plan, and have all parties sign and date the plan
- Scan and send the signed Professional Improvement Plan to the Director of Practicums
- Ensure that the Cooperating Teacher is documenting the Pre-service Teacher's progress toward reaching the outcomes of the plan, and providing timely feedback for development
- Work closely with the Cooperating Teacher and Pre-Service Teacher through the duration of the Plan
- Meet again on the agreed upon date to determine if the key learning targets have been met
- 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.

28. PRE-SERVICE TEACHER REQUEST FOR 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 Director of Practicums. Pre-service Teachers must remember to follow all policy and conduct guidelines to maintain both professional content and a professional tone in their writing.

- 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.

29. PRACTICUM WITHDRAWAL POLICIES

If a Pre-service Teacher is considering withdrawing from the practicum experience, they must reach out to their Practicum Advisor to communicate their concerns. Joining the Bachelor of Education program is a major life decision, as is withdrawing from the program. We want to ensure that Pre-service Teachers

have access to the supports and services that they need while they discern whether they will remain in the program or withdraw. If a Pre-service Teacher decides to withdraw from the program, they must follow these steps:

- Follow the procedure for reporting an absence from practicum as you would if you were absent for one day
- Contact the Director of Practicums with your intention to Withdraw from the program
- The Director of Practicums will meet with you to discuss your concerns and guide you through the next steps

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

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

Practicum Withdrawal: Extenuating Circumstances

- Requests for a retroactive withdrawal will be heard by the Director of Practicums and taken to 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 Pre-service Teacher'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 Director of Practicums.

Removal from the Practicum Placement

A Pre-service Teacher may be removed from the practicum and given a grade of FAIL (PF) at any time if the one of the following circumstances is applicable:

- Conduct during the practicum contravenes the Pre-service Teacher Code of Professional Conduct or any of the policies and procedures outlined in the REQUIRED READING section of this handbook or the policies and procedures of the practicum school
- Continuation of the Pre-service Teacher's involvement at the practicum site is determined by the Cooperating Teacher, practicum school Administration, and/or Practicum Advisor to 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 Practicum Performance Agreement

If it is determined the Pre-service Teacher has failed the practicum, the Director of Practicums 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 Director of Practicums in consultation with the Dean of Education. 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 practicum placement prior to the Withdrawal deadline will be assessed a Withdrawal on the student transcript.

A withdrawal from the practicum placement after the Withdrawal deadline will be assessed a Fail (PF) on the transcript.

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

30. 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 their Practicum Advisor and the Director of Practicums 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 as per the policy outlined in the St. Mary's University Academic Calendar.

31. CERTIFICATION and TEACHER QUALIFICATIONS FOR SALARY PURPOSES

Certification

Teacher Certification occurs at the Provincial Level. For up-to-date information regarding teacher certification, please go to the Government of Alberta website: <https://www.alberta.ca/teacher-certification>

Determination of Salary

The Alberta Teachers' Association through the Teacher Qualification Standard (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:

<https://teachers.ab.ca/pay-and-benefits/teacher-qualifications-service>

Further Studies

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: 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 determined by Practicum Advisors and the Director of Practicums and by practicum 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, rights and responsibilities without regard to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.
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 practicum 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 teachers 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 Teacher's Code of Professional Conduct, Pre-service Teachers are expected to meet expectations outlined and set out by the Code of Professional Conduct for Teachers, and policies laid out by 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 2: Lesson Delivery Checklist

Pre-service Teachers need specific and timely feedback to encourage their growth. Beginners may need to use a script for their lesson delivery, while other students may confidently deliver a lesson from a few notes. This checklist is derived from *Teaching Quality Standard 3: Demonstrating a Professional Body of Knowledge* and is one tool that might be helpful in identifying the many skills necessary for successful lesson delivery.

Lesson Delivery Checklist:

<ul style="list-style-type: none"> <input type="checkbox"/> The teacher's speech is clear <input type="checkbox"/> The teacher's speaking speed is comfortable for students <input type="checkbox"/> The teacher's speech is at an appropriate volume <input type="checkbox"/> The teacher's speaking is varied in tone to create interest in the lesson <input type="checkbox"/> The teacher connects to prior knowledge of students <input type="checkbox"/> The teacher clearly communicates the learning objective of the lesson (for example, I can....) <input type="checkbox"/> The teacher clearly communicates the behavioural expectations for students <input type="checkbox"/> The teacher communicates high expectations for all students <input type="checkbox"/> The teacher demonstrates empathy and a genuine caring for others <input type="checkbox"/> The teacher includes auditory and visual cues for students to follow the lesson <input type="checkbox"/> Directions are clear <input type="checkbox"/> Directions are age-appropriate <input type="checkbox"/> The teacher responds appropriately to student questions 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher notices student inattention <input type="checkbox"/> The teacher appropriately re-directs inattentive student behaviour <input type="checkbox"/> The teacher effectively moves the lesson forward while re-directing student behaviour <input type="checkbox"/> The teacher effectively uses proximity to re-direct student behaviour <input type="checkbox"/> The teacher notices when the class is losing focus on the lesson <input type="checkbox"/> The length of the instructional time is comfortable for the students <input type="checkbox"/> The teacher checks for student understanding of the content of the lesson <input type="checkbox"/> The teacher checks for students understanding of the steps in the learning activity <input type="checkbox"/> The teacher provides an opportunity for students to engage in the concepts <input type="checkbox"/> The teacher makes clear to students the link between the activity and the intended learning outcomes <input type="checkbox"/> The classroom management strategies used promote a positive, engaging learning environment
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Pre-service Teachers tell us that they learn best when they have 2-3 KEY areas on which to focus their energy for improvement in the next lesson. Based on the results of the checklist, please provide a few key take-aways.

NEXT TIME do more of this...

NEXT TIME do less of this...

APPENDIX 3: Lesson Plan Checklist

This tool can be used as a self-assessment for Pre-Service Teachers or as a formative assessment by the Cooperating Teacher or Practicum Advisor. The use of UBD lesson plans is encouraged, but not required (a template is provided in SONIA). Pre-Service Teacher lesson plans must be clearly written and organized so that another teacher could easily read the plan in 5 minutes. Regardless of the format, each lesson plan MUST include the following elements:

<ul style="list-style-type: none"> <input type="checkbox"/> Grade level and subject area <input type="checkbox"/> Program of studies outcomes <input type="checkbox"/> Materials needed (including any student handouts, slide decks, etc, to be attached to the Lesson Plan) <input type="checkbox"/> Bullet point instruction to be given by the teacher <input type="checkbox"/> Time marks: estimates of the length of time needed for each activity <input type="checkbox"/> Comprehension check to ensure students understand the learning task or concept(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiation to address specific needs of students within that class <input type="checkbox"/> Formative or Summative assessment, including where and how the assessment will be collected <input type="checkbox"/> Reflection on the lesson: a brief written description or bullet points describing the experience of lesson delivery and any adjustments that need to be made for the next time the lesson is taught. The lesson reflection may be in the form of hand-written notes, so long as they are legible
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According to the Alberta Education *Teaching Quality Standard 3: Demonstrating a Professional Body of Knowledge*, teachers are expected to plan learning activities that:

<ul style="list-style-type: none"> <input type="checkbox"/> Address the learning outcomes outlined in the Program of Study <input type="checkbox"/> Incorporate a range of instructional strategies relevant to the content <input type="checkbox"/> Incorporate a range of instructional strategies appropriate to the learning needs of students <input type="checkbox"/> Incorporate digital technology (if appropriate for the desired outcome of the lesson) <input type="checkbox"/> Ensure that all students continuously develop skills in literacy and numeracy <input type="checkbox"/> Communicate high expectations for all students <input type="checkbox"/> Foster student understanding between the link between the activity and the intended learning outcomes <input type="checkbox"/> Consider relevant local, provincial, national and international contexts and issues <input type="checkbox"/> Are engaging and relevant to students <input type="checkbox"/> Builds student capacity for collaboration 	<ul style="list-style-type: none"> <input type="checkbox"/> Use digital technology to build student capacity for acquiring, applying and creating new knowledge <input type="checkbox"/> Use digital technology to build student capacity for communicating and collaborating with others <input type="checkbox"/> Use digital technology to build student capacity for critical thinking <input type="checkbox"/> Use digital technology to build student capacity for assessing, interpreting and evaluating information from diverse sources <input type="checkbox"/> Considers students' backgrounds, prior knowledge and experiences influenced by student variables such as age, gender, ethnicity, religion, social and economic factors, maturity, relationships amongst students, prior knowledge, cultural and linguistic background, second language learning, health and well-being, emotional and mental health, physical, social and cognitive ability
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APPENDIX 4: Assessing Pre-service Teachers

The following chart contains suggestions of words that might be helpful in assessing pre-service 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.

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



APPENDIX 5: Pre-Service Teacher Practicum Performance Agreement

Pre-service Teacher Name: _____

Cooperating Teacher Name: _____

Practicum Advisor Name: _____

Practicum Requiring Attention (EDPR 331, 337, 431 or 437): _____

Performance Agreement Start Date: _____

Performance Agreement End Date: _____

Areas requiring attention and Pre-service Teacher actions required are listed below. Failure to undertake these requirements may result in failure of the semester (and removal from the program for the year).

- 1.
- 2.
- 3.
- 4.

Each signatory below will meet to discuss student progress.

Preservice Teacher: _____

Date: _____

Practicum Advisor: _____

Date: _____

Cooperating Teacher: _____

Date: _____



APPENDIX 6: Final Evaluation Exemplars

The exemplars attached in the following pages demonstrate how to use evidence (examples of teaching practice) to comment on developing Pre-service Teacher competency while referring to the Alberta Education Teaching Quality Standard (TQS) in a narrative assessment (full sentences and paragraphs). Please note that all final assessments will be submitted through our practicum software in fillable fields.

Please scroll through the pages attached below to review the following documents:

EDPR 331 PRACTICUM I: Active Observation in the Classroom Final Evaluation EXEMPLAR

EDPR 337 PRACTICUM II: Orientation to the Classroom Final Evaluation EXEMPLAR

EDPR 431 PRACTICUM III: Intermediate Practicum Final Evaluation EXEMPLAR

EDPR 437 PRACTICUM IV: Advanced Practicum Final Evaluation EXEMPLAR



Faculty of Education
EDPR 331 PRACTICUM I: Active Observation in the Classroom
Bachelor of Education Program (Elementary & Secondary)
Final Evaluation

PRACTICUM DETAILS

Pre-service Teacher:	Sampson, Sam
Cooperating Teacher:	Jones, Jane
Practicum Advisor:	Benjamin Franklin
Practicum Dates:	2023-08-01 - 2023-12-22
School:	Calgary Elementary School
Grade Level:	Grade 5

1. OBSERVATION in the CLASSROOM

This practicum experience is three weeks in an assigned classroom setting. The primary objectives of this practicum are to foster effective pedagogical relationships within a classroom environment. Key activities for Pre-service Teachers within this practicum include:

Week one: Structured observation protocol, one-on-one and small group work with students.

Week two: Week one activities AND co-planning and co-teaching.

Week three: Week one and two activities AND Pre-service Teacher teaching several lessons.

2. ASSESSMENT and EVALUATION

Verbal and written feedback should be shared with the Pre-service Teacher in an ongoing manner throughout the practicum to support their development as a professional, particularly the development of effective pedagogical relationships with students. At the end of the EDPR 331 practicum, Pre-service Teachers receive this written summative evaluation which is completed by the Cooperating Teacher (Part A), Practicum Advisor (Part B) and Pre-service Teacher (Part C). The following pages ask for evidence and insight into the development of Pre-service Teacher competencies associated with EDPR 331 practicum.

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.

Calgary Elementary School is a city-center school with many complex needs students, and a number of newcomers to the country. The students receive lunch from the daily lunch program. In my grade 5 class of 28 students, there are 8 students who have an individual education plan, and 2 students who are newcomers who do not speak English. We have the support of an Education Assistant for half days on Mondays and Wednesdays. We have 30 minutes of prep time each day, when students go to music or gym class. During this practicum, the pre-service teacher spent the first 2 days observing the classroom routines, and then they worked with small groups of students to facilitate small group work that I planned; in English and Social they worked with our newcomers and a few other struggling students to support their vocabulary and comprehension, in Math they worked with a group of students who need an additional challenge. During the second week, the pre-service teacher was reading our novel study book to students before lunch, and transitioning students to the lunchroom. By the third week, we co-planned a few lessons on wellness using the medicine wheel framework, and the pre-service teacher successfully taught one lesson each day for three days in our Health unit.

2. Using 1-2 examples of behaviour you observed, please describe the Pre-service Teacher's competency related to their ability to build positive relationships within the classroom which support student learning (Teaching Quality Standard 1).

Over the past three weeks, this pre-service teacher has grown in their ability to build relationships with students (TQS 1 Fostering Effective Relationships). At first, the pre-service teacher was tentative and unsure of how to connect, but with a little coaching, they were able to greet the students at the door in the morning, they learned the names of all the children, and they use the children's names when they are calling on students during their teaching time.

3. Please provide 1-3 areas of further growth for this Pre-service Teacher in relation to their lesson planning and/or delivery.

In terms of lesson planning, the pre-service teacher has completed lesson plans on time, and moving forward needs to grow in the area of connecting the POS outcomes with engaging activities for students rather than such a lecture-heavy style of teaching. For example, rather than explaining to the students how an electrical circuit works, giving students the materials and allowing them to explore how to light up the light bulb.

Part B: Practicum Advisor Comments

1. Please provide a brief 1-2 sentence description of the date, time of day, and lesson activities happening in the classroom when you made your classroom visit(s).

Tuesday, Nov 28 in the morning I observed an ELA lesson where students were working on descriptive writing.

2. Use 1-2 examples of behaviour you observed (in your communications verbally or in writing, through on-campus meetings and/or in the practicum placement) to describe the Pre-service Teacher's overall competency related to their ability to act with a standard of conduct expected of a caring and reasonable adult entrusted with the care of students (Teaching Quality Standard 6).

This Pre-service Teacher interacts with students in a positive and engaging manner. In the lesson I observed, one student was blurting out answers, and the Pre-service teacher reminded the student 3 times to put up their hand first, and on the third try the student was called on to answer once they showed the appropriate behaviour first. This patience and consistency is exemplary.

3. Using an example for each descriptor, please provide 1-3 key teaching strengths that you have observed in this Pre-service Teacher.

This pre-service teacher is dedicated to improving their teaching practice through implementing feedback given by their CT. For example, after a 5 minute lesson debrief, the student re-vamped their lesson plan in a way that was more engaging for students. This is an excellent quality which positions the pre-service teacher well for continued learning and professional growth.

4. Please provide 1-3 priorities for this Pre-service Teacher to keep in mind when they take on an increased lesson planning and delivery load in the next practicum.

In preparation for taking on 25-35% of the teaching load next term, this student is encouraged to collect a repertoire of assessment practices used by the teacher so that the assessment portion of their lessons is more robust.

Part C: Pre-service Teacher Final Self-Reflection

1. Use an example to describe how student maturity level impacts your ability to foster effective relationships with your students.

I have learned a lot about the maturity level of grade 5 students this term, and understand that there are many levels of maturity in this group. However, overall, I recognized that I started out treating them like little kids and I was quite surprised at the kinds of construction challenges and criteria based learning activities that they enjoyed, which I thought would be too hard for them. I was surprised at how sometimes my role was to set the criteria, provide the materials and let them sit with their frustration and coach them through it, rather than give them such step-by-step instructions. I was able to foster positive relationships when I trusted them to do hard things rather than dole out "easy" work to them. They felt respected with the hard work.

2. Use an example to describe a time within this practicum when you realised that your response to a student/students needed to be in accordance with the policies and procedures established by the school and the standards of conduct expected of a teacher.

One of my students asked me if I could be their friend on social media. Although I could see that this was a sweet gesture of friendship, I let them know that as their teacher, I can't be their friend on social. The student then asked if I could be friends with their mom on social media, and again I shared that I wanted to get to know the student at school as a learner, and that we wouldn't be social media friends in any way. I had to find the balance between forming a strong connection with the student while also declining their offer and keeping it professional.

FINAL RECOMMENDATION

EDPR 331 PRACTICUM I: ACTIVE OBSERVATION IN THE CLASSROOM

Cooperating Teacher Recommendation (click Credit or No Credit below):

Credit No Credit

Cooperating Teacher Digital Signature Below:

Actioned by Jones, Jane on 2024-08-23 1:39:31 PM

Pre-service Teacher Digital Signature Below:

Actioned by Sampson, Sam (020202) on 2024-08-23 1:36:51 PM

Practicum Advisor Digital Signature Below:

Actioned by Franklin, Benjamin (TEST) on 2024-08-23 1:41:45 PM

Practicum Director Digital Signature Below:

Actioned by Barrett, Deanne on 2024-08-23 1:42:34 PM



PRACTICUM DETAILS

Pre-service Teacher:	Sampson, Sam
Cooperating Teacher:	Jones, Jane
Practicum Advisor:	Benjamin Franklin
Practicum Dates:	2023-08-01 - 2023-12-22
School:	Calgary Elementary School
Grade Level:	Grade 5

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 mid-term assessment. The Cooperating Teacher shares feedback mid-practicum with the Pre-service Teacher and Practicum Advisor using the Teaching Quality Standard (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 completes 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.

Calgary Elementary School is a city-center school with many complex needs students, and a number of newcomers to the country. The students receive lunch from the daily lunch program. In my grade 5 class of 28 students, there are 8 students who have an individual education plan, and 2 students who are newcomers who do not speak English. We have the support of an Education Assistant for half days on Mondays and Wednesdays. We have 30 minutes of prep time each day, when students go to music or gym class. I also gave Sam 30 minutes of prep time every other day when I was teaching to accommodate for the slower speed of a beginning teacher's planning. During this practicum, Sam spent the first few days observing my teaching and writing a lesson plans based on the observation of my teaching. Sam also began taking attendance and leading the morning routine to develop a rapport with the students. During the second week we were co-planning lessons together so that Sam could become familiar with how to plan activities that reflected the Program of Studies objectives at this grade level. By mid-practicum until the end Sam was teaching 35% of my teaching assignment, taking on the planning and delivery of math and health classes, and leading a small literacy group and other 1:1 student support as needed.

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 337 practicum.

Fostering Effective Relationships: Sam quickly formed working relationships with students in our grade 5 class and greeted them warmly as they came into class each morning. Sam worked really hard on keeping a growth mindset about being able to connect with some of our students who demonstrate more challenging behavior and we had many conversations about how each day is a fresh start. Sam did a great job of working with small groups of students, and many students chose to work at a desk with Sam, which speaks to Sam's easy rapport with the students. Sam treats students, colleagues and parents with the utmost respect.

Engaging in Career-Long Learning: Sam was a respectful, engaged, and responsive learner, always writing down the verbal feedback I gave and incorporating that feedback into the next lessons. Similarly, Sam connected with the other members of our grade 5 teaching team as we planned together each week. Spurred on by Sam's enthusiasm to integrate a sharing circle into our work, together as a grade 5 team we further developed our integration of Indigenous pedagogy with a sharing circle at the start and end of our electricity unit so students could identify their own growth.

Demonstrating a Professional Body of Knowledge: At the start of the practicum, Sam struggled to create learning activities that were engaging to grade 5 learners. Both the activities and the timing were not right for these learners. However, after more co-planning, Sam was able to gain confidence in planning and delivering lessons and activities for our grade 5 group. Together we were able to differentiate learning to meet the needs of our students who needed additional language support and some modification of the content. Sam still needs support with assessment strategies for grade 5 learners.

Establishing Inclusive Learning Environments: Sam has a positive, growth-mindset approach in the classroom and is very encouraging of the students. By the end of the practicum Sam was planning effective lessons for our grade 5 group and together we were co-planning the major program modifications needed for a few of our students, which would be a big ask for a beginning teacher. Sam identified the need for conflict resolution among a group of girls within the class, and together we co-planned a few team-building lessons to create more harmony in the classroom. It is clear that Sam has a strong sense of what is needed in the classroom and just needs some support

to create an action plan to meet those needs.

Applying Foundational Knowledge about First Nations, Metis and Inuit: This is an area of growth for all of us in the grade 5 team, and together with Sam we were able to co-plan some new activities, specifically, a sharing circle at the beginning and end of each unit so that students can share what they know or have learned about a topic. We also worked together to develop more examples using current and historical Indigenous perspectives within our curriculum. For example, in our STEM work Sam talked about the ingenuity of the jingle dress being made of chewing tobacco can lids, and challenged students to create design elements by re-purposing found objects.

Adhering to Legal Frameworks and Policies: Every day Sam has demonstrated the standards of conduct expected of a caring, knowledgeable, and reasonable adult. Sam took great care when that student privacy was maintained when sharing photos on our blog for parents. Sam read our staff handbook and was knowledgeable about our Fire Drill and Lockdown practices. Sam treated all community members with respect and dignity and was an excellent ambassador for St. Mary's University.

Exemplar

Part B: Practicum Advisor Final Comments

Referring to the TQS criteria outlined in the *Mid-practicum 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:

In relation to Fostering Effective Relationships Sam does a good job of "acting consistently with fairness, respect and integrity (TQS 1). For example, when Sam was teaching, Sam moved closer to the students who were not listening and quietly tapped on the student's desk to re-gain their focus. Sam engages in career-long learning (TQS 2) by consistently writing down the verbal feedback given by the CT which I could see on every lesson plan within Sam's Professional Learning Portfolio. Sam adjusted plans and lesson delivery to respond to the feedback. These daily adjustments led to a significant improvement in Sam's teaching over this practicum. (TQS 3) Demonstrating a Professional Body of Knowledge, Sam's lessons were clearly connected to the Alberta Program of Studies and the learning objectives were made clear to students with an "I can" statement for the lesson content AND clear instructions on the board. (TQS 4) Establishing Inclusive Learning Environments, Sam checked in with students who needed additional support throughout the lesson. Sam has a strong understanding of how to weave foundational knowledge about First Nations, Metis and Inuit (TQS 5) into many lessons. For example, in a lesson I observed Sam talked about the jingle dress being made of chewing tobacco can lids, and the many uses of the buffalo, and challenged students to create design elements by re-purposing found objects. (TQS 6) Adhering to legal policies. Sam consistently followed all policies and guidelines. It is clear that Sam is a responsible, reasonable adult and will make a positive and professional contribution to any school.

Areas for further growth linked to TQS competency:

Sam continues to "Develop a Professional Body of Knowledge" (TQS 3). One lesson I observed was far too much lecture time and students were dis-regulated and unengaged, so Sam stopped the lesson and led a "Go noodle" body break, and then started again. This demonstrated Sam's responsiveness and also taught Sam to shorten the lecture part of the lesson. Sam has demonstrated growth in connecting the Program of Studies objectives with learning activities and classroom management and these competencies do need more work, and will need to be adapted to various grade levels. Sam is showing emerging competency in assessment and differentiation but these areas do need more work.

Summary comments:

Overall, Sam was very engaged in the classroom, taking initiative and helping whenever not directly teaching. Sam's preparedness, receptivity to feedback and willingness to learn alongside students is commendable. From my three observational visits to see Sam teach, reading Sam's weekly reflections, and reviewing Sam's Professional Learning Portfolio it is clear that Sam is well on the way to developing all the needed teacher competencies.

Part C: Pre-service Teacher Final Self-Reflection

Referring to the TQS criteria outlined in the *Mid-practicum 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?

I worked hard at the start of practicum to learn each student's name and to check with them to make sure I was pronouncing it correctly. After I learned their names I worked on learning more about their hobbies and interests so I could relate my lessons to things they liked. I tried to find a balance between a listening ear and an authority with the students. It took awhile, but I realized that it was ok for me to have high expectations of my students when I knew they were capable of meeting that high standard, like asking some students to write more than the bare minimum in their journals. I also learned a lot about what grade 5 kids find fun, and I tried to make sure we did fun things every day so they had something to look forward to, for example, providing them with lots of recyclable materials and found objects for their STEM maker-space activities.

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

At the start of practicum I was creating lessons that were too lecture-heavy for my students, but co-planning with my cooperating teacher and the grade 5 team was excellent because I could see the level of work that my students had been asked to do already, and I could build on that. I also learned a lot about how to integrate the English Language Arts curriculum into other subjects, for example, when we had students write a creative story about how energy travels in a circuit in their Science unit. I have a better idea now of how I can group together different POS outcomes in a fun assignment. I also understand the importance of being over-prepared so that I have a really thorough plan to scale down, rather than not having enough to do. Overall, I know that there are so many creative ways to engage students in the curriculum.

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

During this practicum I had the chance to interact with other staff members because this was a longer practicum. I tried to keep a growth mindset and take advantage of as many learning opportunities as I could this term, like shadowing a grade 6 teacher for the day, helping with dance club, and doing supervision with the Principal. When I was having a challenging moment in class with students, I walked through it as best I could, and then I de-briefed it with my cooperating teacher at the end of the day so I could understand what I could do differently the next time to either avoid that kind of situation, or to have more options in mind of how I could handle it next time. It was a relief to see that sometimes the grade 5 team debriefed together after a challenging day. I think that talking with colleagues about the challenges and finding solutions together is a way to support each other professionally.

FINAL RECOMMENDATION

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

Cooperating Teacher Recommendation (click Credit or No Credit below):

Credit No Credit

Cooperating Teacher Digital Signature Below:

Actioned by Jones, Jane on 2024-08-23 12:46:09 PM

Pre-service Teacher Digital Signature Below:

Actioned by Sampson, Sam (020202) on 2024-08-23 12:41:25 PM

Practicum Advisor Digital Signature Below:

Actioned by Franklin, Benjamin (TEST) on 2024-08-23 12:58:10 PM

Practicum Director Digital Signature Below:

Actioned by Barrett, Deanne on 2024-08-23 12:59:43 PM



Faculty of Education

EDPR 431 PRACTICUM III: Intermediate Practicum

Bachelor of Education Program (Elementary & Secondary)

Final Evaluation

PRACTICUM DETAILS

Pre-service Teacher:	Sampson, Sam
Cooperating Teacher:	Jones, Jane
Practicum Advisor:	Benjamin Franklin
Practicum Dates:	2023-08-01 - 2023-12-22
School:	Calgary Elementary School
Grade Level:	Grade 5

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 Tool* 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 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 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.

The Cooperating Teacher completes Part A, the Practicum Advisor completes Part B, and the Pre-service Teacher completes 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.

Calgary Elementary School is a city-center school with many complex needs students, and a number of newcomers to the country. The students receive lunch from the daily lunch program. In my grade 5 class of 28 students, there are 8 students who have an individual education plan, and 2 students who are newcomers who do not speak English. We have the support of an Education Assistant for half days on Mondays and Wednesdays. We have 30 minutes of prep time each day, when students go to music or gym class. During this practicum, Sam spent the first 2 days observing the classroom routines, and then they worked with small groups of students. By the second week we were team-teaching Math and Science, and by week 3 they were teaching Math and Science, and we team-taught ELA and SS. In English and Social they worked with our newcomers and a few other struggling students to support their vocabulary and comprehension. Together we co-planned a few lessons on wellness using the medicine wheel framework, and the pre-service teacher successfully taught one lesson each day for three days in our Health unit.

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.

Sam has grown in their ability to build relationships with students, even to the point of helping to coach students along as we navigate an ongoing conflict between two students in the class. (TQS 1 Fostering Effective Relationships). In terms of lesson planning, Sam has demonstrated a solid ability to connect the lesson with the learning outcomes in the Programs of Study and bring relevant and fun examples to the students. They were able to create a solid science unit on electricity with differentiation to meet the needs of each student, and ending with a "chair alarm" construction challenge that the students loved. (TQS 3 Demonstrating a Professional Body of Knowledge). At this point, Sam has a working knowledge of how to plan activities that address the learning outcomes in the program of studies and incorporate foundational knowledge about First Nations, Métis and Inuit people (TQS 5). Sam has demonstrated excellence in their adherence to the legal frameworks and policies within the school (TQS 6). They were on time, prepared for teaching, respectful, and always attending to the needs of the children and respecting the routines and policies within the school and our classroom.

Part B: Practicum Advisor Final Comments

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

Commendable attributes:

Sam has a professional deportment and has grown in their confidence as they connect with students every day. For example, at the start of the experience, Sam persevered through making many mistakes when learning the students' names and their learning needs, which is evidenced by the frequent check-ins and seamless way that manipulatives are provided to the students who need them in a math lesson. Sam clearly enjoys connecting with students and is eager to receive feedback from the cooperating teacher to improve their teaching practice (TQS 2a. collaborating with other teachers to build personal and collective professional capacities). These are excellent qualities which position the pre-service teacher well for continued learning and professional growth.

Areas for further growth:

Sam is always well-prepared for teaching, and brings interesting and relevant materials for student engagement, however, the lessons are often over-packed with content and rushed, for example, the lesson on electricity using a battery and wires to light up a lightbulb and then a second activity to light up two lightbulbs was really 2 lessons packed into one. In future, Sam can consider speaking slower, and using more student comprehension checks to ensure the pacing of the lesson is right for everyone. Sam has benefited from co-planning this term. Moving into the next practicum the pre-service teacher is encouraged to move toward independent planning of the learning activities, and consulting with the CT on differentiation and assessment practices. In order to successfully meet the teaching expectations for 80-100% in the next practicum, Sam is encouraged to deepen their understanding of the link between formative and summative assessment and to compile a repertoire of assessment practices.

Summary comments:

Overall, Sam is demonstrating many foundational skills required of a teaching professional. This pre-service teacher successfully met all the requirements of this practicum, and their written reflections demonstrate self-awareness and critical reflection expected of teaching professionals (TQS 2). This assessment is based on three observational visits to the classroom and reading the pre-service teacher's weekly written reflections. The observational visits to the classroom includes reviewing the written lesson plan, observing the lesson delivery, de-briefing the lesson with the pre-service teacher, reviewing the pre-service teacher's professional learning portfolio, and conversations with the cooperating teacher. The observational visits were made on Wed. Oct 30, Fri. Oct 8, and Tues. Nov 19.

Part C: Pre-service Teacher Final Self-Reflection

Referring to the TQS criteria outlined in *StMU Alberta Education TQS Guide*, 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?

I worked hard this term to learn the student names and to understand the students as learners, and see where they excelled and where they needed more support. I quickly realized that some students wanted a lot of my attention, when in reality they could complete tasks without my support. I learned how to engage with the students who wouldn't ask for help but need support and delay the students who just want to chat with me instead of completing their tasks. This was a big lesson in "Fostering Effective Relationships by acting consistently with fairness, respect and integrity" (TQS 1a.) and recognizing that it's important to be consistent in my approach, even though that means that each student might get a different amount of my time, according to their needs. I also thought about how I could connect in a meaningful way with each child in the class at some point in the day, so everyone feels seen and important to the learning space.

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

Now that I've spent a number of weeks in Grade 5, I'm learning which parts of the curriculum the students really have loved to engage in, and which concepts are really hard for them at this stage, and need more time. When I looked at the POS I felt like I needed to give everything a really thorough lecture, but I can see more now how the ideas are grouped together, and sometimes students grasp a number of concepts all at once. I really leaned on my CT this term to help me understand what the students might grasp quickly based on what they learned before I arrived and in previous years, and what might be brand new. There is so much context for every classroom environment, and as a person stepping in for 5 weeks, it's hard to grasp it all at once. So, overall, I recognized the need for support in the planning process and learning to ask the right questions of the veteran teachers around me.

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

This practicum I realised that I was trying really hard to assess my students learning, but I was forgetting to engage the students in the assessment process. I learned from my CT how to get students to use a checklist for their writing, and work with a partner to make sure their writing included all the elements that we were asking for in the assignment. Once the students got the hang of this checklist assessment, then when I was looking at their writing it was complete, and I could give better feedback to the students. We also grouped the students in a few different ways to complete the assessment, so the stronger students could give feedback to the students who needed more support, so some peer mentorship happened. It was a lot of work to teach the students how to do it, but in the end, a lot of learning happened, and now they have better editing skills to use for all of their work.

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

I demonstrated my professionalism by being prepared for teaching every day. I would get to the school 30 minutes before the bell every day so that my CT and I could review the plan for the day and make any adjustments. I quickly realised that I have to be flexible, because sometimes the gym availability would change and we would have to re-order our day. This reinforced for me the need to be prepared for a few days at a time, so I have enough material to be able to juggle and respond to the changing needs within the school, and even the energy levels of the kids. I found that some of my lessons went a bit long, so it was good to then have a shorter, more engaging fun activity to use, to keep the learning moving forward. (TQS 3 Demonstrating a Professional Body of Knowledge). It's up to me to know the program of studies and make sure that it's all covered by the end of the year.

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

I demonstrated the most growth in TQS 3 Demonstrating a Professional Body of Knowledge, especially in my ability to engage my grade 5 learners in the Program of Studies in ways that were fun an engaging and do-able for their age, maturity and cognitive ability. At the start of the practicum, I felt really anxious about getting through all of the curriculum, but my CT kept

teaching me how to notice the student's questions, and where they were interested, and where they struggled, so that I could come back the next day with something more tailored to their interests and needs. Sometimes my lessons would be too complicated, and sometimes too easy, so I worked hard to find that "just right" level for the students. I know this is still a work in progress for me, but I've already learned a lot about how to give the students a base of routine and familiarity in some tasks AND variety and novelty to keep it fun and interesting.

Exemplar

FINAL RECOMMENDATION

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

Cooperating Teacher Recommendation:

Credit No Credit

Cooperating Teacher Digital Signature Below:

Actioned by Jones, Jane on 2024-08-23 1:57:34 PM

Pre-service Teacher Digital Signature Below:

Actioned by Sampson, Sam (020202) on 2024-08-23 1:54:43 PM

Practicum Advisor Digital Signature Below:

Actioned by Franklin, Benjamin (TEST) on 2024-08-23 2:01:20 PM

Practicum Director Digital Signature Below:

Actioned by Barrett, Deanne on 2024-08-23 2:02:19 PM



PRACTICUM DETAILS

Pre-service Teacher:	Sampson, Sam
Cooperating Teacher:	Jones, Jane
Practicum Advisor:	Benjamin Franklin
Practicum Dates:	2023-08-01 - 2023-12-22
School:	Calgary Elementary School
Grade Level:	Grade 5

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.

Cooperating Teacher Summary Comments based on TQS criteria noted above (and outlined in the *Mid-practicum Assessment Tool*):

Sam quickly formed working relationships with students in our grade 5 class. Sam acted consistently with fairness, and made a point of helping students understand why the expectations were in place. Daily routines and learning objectives were made clear to the students on the board, and were read aloud every class so that students had a clear target for their learning and their classroom behaviour. These measures created a seamless transition from my teaching to Sam's teaching, and provided all students with a sense of safety in the classroom. When students struggled, Sam provided 1:1 support so each student had an opportunity for success. Sam was a key player in our Student/Parent/Teacher conferences and was able to report professionally on each students' learning. Sam treats students, colleagues and parents with the utmost respect.

COMPETENCY 2: Engaging in Career-Long Learning

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

Cooperating Teacher Summary Comments based on TQS criteria noted above (and outlined in the *Mid-practicum Assessment Tool*):

Sam was a respectful, engaged, and responsive learner, always writing down the verbal feedback I gave and incorporating that feedback into the next lessons. Similarly, Sam connected with the other members of our grade 5 team and spent some time teaching in their classrooms to gain experience with a broad range of students. Sam also shared with us the Plikars technology which we had not used before, and it became a fast favourite of our students. We were excited to learn about this fresh approach to learning with our students, and Sam received some mentorship around how to craft strong multiple-choice

questions to use Plikars to assess learning beyond just memory work. Spurred on by Sam's enthusiasm to integrate a sharing circle into our work, together as a grade 5 team we further developed our integration of Indigenous pedagogy with a sharing circle at the start and end of our electricity unit so students could identify their own growth.

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.

Cooperating Teacher Summary Comments based on TQS criteria noted above (and outlined in the *Mid-practicum Assessment Tool*):

At the start of the practicum, Sam struggled to create learning activities that were engaging to grade 5 learners which was a significant change from Sam's previous grade 1 classroom. Both the activities and the timing were not right for these learners. However, after some co-planning, Sam was able to gain confidence in planning and delivering lessons and activities for our grade 5 group. Together we were able to differentiate learning to meet the needs of our students who needed additional language support and some modification of the content. Similarly, at the start of practicum Sam needed support with assessment strategies for grade 5 learners, but by the end of the practicum, Sam's assessment was well-considered and effective for grade 5 learners. Sam has grown so much, and now is effectively planning, delivering, and assessing 80% of the course content with confidence under my continued mentorship and guidance.

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.

Cooperating Teacher Summary Comments based on TQS criteria noted above (and outlined in the *Mid-practicum Assessment Tool*):

At the start of practicum, Sam and I co-planned and co-taught lessons so that there was some consistency as we transitioned from my teaching to Sam taking the lead. Together we communicated about the diverse learning needs within the classroom, and we began to plan for those needs. By the end of the practicum Sam was planning lessons in advance and planning for the additional needs of our EAL learners and some program modifications. I have continued to support Sam with some of the major program modifications needed for a few of our students, which would be a big ask for a beginning teacher. Sam has also learned how to effectively leverage the support of our part-time Education Assistant and myself as an additional support in the room. Sam identified the need for conflict resolution among a group of girls within the class, and took the lead on some conversations with that group. It is clear that Sam has a strong sense of where support is needed, and can effectively work with other colleagues to develop sound strategies to address the needs of students within the classroom.

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

Cooperating Teacher Summary Comments based on TQS criteria noted above (and outlined in the *Mid-practicum Assessment Tool*):

This is an area of growth for all of us in the grade 5 team, and together with Sam we were able to team-plan some new activities, specifically, a sharing circle at the beginning and end of each unit so that students can share what they know or have learned about a topic. We also worked together to develop more examples using current and historical Indigenous perspectives within our curriculum. For example, in our STEM work Sam talked about the ingenuity of the jingle dress being made of chewing tobacco can lids, and challenged students to create design elements by re-purposing found objects.

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.

Cooperating Teacher Summary Comments based on TQS criteria noted above (and outlined in the *Mid-practicum Assessment Tool*):

Every day Sam has demonstrated the standards of conduct expected of a caring, knowledgeable, and reasonable adult. Sam took great care when that student privacy was maintained when sharing photos on our blog for parents. Sam read our staff handbook and was knowledgeable about our Fire Drill and Lockdown practices. Sam treated all community members with respect and dignity and was an excellent ambassador for St. Mary's University.

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.

Calgary Elementary School is a city-center school with many complex needs students, and a number of newcomers to the country. The students receive lunch from the daily lunch program. In my grade 5 class of 28 students, there are 8 students who have an individual education plan, and 2 students who are newcomers who do not speak English. We have the support of an Education Assistant for half days on Mondays and Wednesdays. We have 30 minutes of prep time each day, when students go to music or gym class. I also gave Sam 30 minutes of prep time every other day when I was teaching to accommodate for the slower speed of a beginning teacher's planning. During this practicum, Sam spent the first few days taking attendance and supporting the classroom work, during the first week we were co-planning lessons together so that Sam could become familiar with the curriculum objectives and develop an understanding of the assessment procedures used at this grade level. By mid-practicum Sam was teaching 80% of my

teaching assignment.

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

Sam has demonstrated significant growth over the course of this practicum. At the beginning of practicum Sam was using strategies that had worked with the younger students in a previous practicum, and needed to adjust their teaching to meet the needs of grade 5 learners. A few weeks into the practicum, Sam had learned how to effectively engage the learners and utilize effective classroom management strategies for this age group. Through co-planning at the start of term and then transitioning to Sam completing the planning more independently with one grade level co-planning session each week at the end of the term, Sam developed greater skill in considering the entire learning cycle and planning the assessment at the beginning of the unit. I am confident in saying that Sam has all the requisite skills and attitude to be a successful classroom teacher. Sam's love of learning, dedication to improvement, and ability to connect with others has made Sam a wonderful addition to our school.

Exemplar

Part B: Practicum Advisor Final Comments

Referring to the TQS criteria outlined in the *Mid-practicum 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

Sam has demonstrated a high respect for teaching colleagues, students, and parents. Sam is respectful and professional in writing and when speaking and working with others. It is clear that Sam loves working with people and connecting with others through learning. Sam has also experienced that complex classrooms can be emotionally draining, and Sam often wrote in reflections about staying committed to daily mindfulness practices. I encourage Sam to continue these practices as a foundation for self-care so that Sam can continue to give to students from a "full cup". When I was in the classroom to observe, the students would listen to Sam during instruction, and if they were not attending, Sam moved closer to the students and quietly tapped on the student's desk to re-gain their focus. Sam collaborated extensively with the grade 5 team and was able to maintain positive, professional relationships for the duration of the practicum.

Engaging in Career-Long Learning

Sam engaged in continual professional dialogue with colleagues. Sam consistently wrote down the verbal feedback given by the CT which I could see on every lesson plan within Sam's Professional Learning Portfolio, and Sam adjusted plans and lesson delivery to respond to the feedback. These daily adjustments led to a significant improvement in Sam's teaching over this two-month practicum. Co-planning was also an asset to Sam's development. This supportive environment allowed Sam to make use of the grade team's existing resources as well as Sam making a contribution to that collection of resources. One of Sam's key strengths is the ability to be a reflective practitioner; through weekly reflections I could see Sam thinking about what had occurred in class and wrestling with what the next best step might be in teaching, assessment, and in developing relationships with students. It is clear that Sam is dedicated to professional growth. As a beginning teacher, I encourage Sam to seek out mentors who can continue to share resources, co-plan, and brainstorm together so Sam can continue to develop a wide variety of learning tasks, classroom management strategies and assessment practices.

Demonstrating a Professional Body of Knowledge

Sam's lessons were clearly connected to the Alberta Program of Studies and the learning objectives were made clear to students with an "I can" statement for the lesson content AND an clear instructions on the board with pictures for EAL learners so everyone was clear about the steps for the learning task. Lessons were engaging and well-paced as Sam checked for student understanding throughout the lesson. One lesson I observed was not going well, students were dis-regulated and unengaged, so Sam stopped the lesson and led a "Go noodle" body break, and then started again. This willingness to pivot in response to student need is an excellent demonstration of Sam's teaching ability. Sam clearly understands the connection between engaging students through task design, providing students with learning tasks that are a doable challenge (Providing "just right" work) and classroom management, which means that Sam will be able to adjust teaching practices to meet the needs of a variety of grade levels moving forward.

Establishing Inclusive Learning Environments

Materials were prepared so that every learner within the classroom had a meaningful task that was manageable for them to complete. When I visited the classroom I observed Sam checking in with students who needed additional support, and strong communication with the cooperating teacher so that the learning needs of each student were being met with the lesson. Sam did an excellent job ensuring the

materials were prepared in advance for each learner, and learning tasks were appropriately scaffolded. At times, further scaffolding was provided by the cooperating teacher due to the extreme diversity of English language competency within the classroom, but I am confident that over the course of this practicum Sam has developed an appropriate competency for differentiation expected of a beginning teacher.

Applying Foundational Knowledge about First Nations, Métis and Inuit

Sam has a strong understanding applying foundational knowledge about First Nations, Metis and Inuit doesn't just happen in one unit, but that it can be woven into many lessons. Sam co-taught the novel Fatty Legs and then continued to weave in Indigenous content into many other lessons. I didn't see the lesson myself, but I read Sam's reflection on the end-of-unit sharing circle and it sounds like students really felt like something different was happening in their learning when they were asked to report on their own learning to the group. Sam also worked with the grade 5 team to weave examples from contemporary Indigenous lives into many lessons. It is clear from Sam's work that this competency is well underway and will be a significant feature in Sam's teaching moving forward.

Adhering to Legal Frameworks and Policies

Sam consistently followed all policy guidelines established by Alberta Education, St. Mary's University and the school district. Sam clearly understands the need to protect the privacy of children and families, and approach others with dignity and respect, as well as maintaining a positive and safe school environment. It is clear that Sam is a responsible, reasonable adult and will make a positive and professional contribution to any school.

Practicum Advisor Summary Comments

From my three observational visits to see Sam teach, reading Sam's weekly reflections, and reviewing Sam's Professional Learning Portfolio it is clear that Sam is prepared to meet the demands of classroom teaching in Alberta. Sam collaborated extensively with the grade 5 team especially around assessment and differentiation which were significant areas of growth this term. Sam effectively plans age-appropriate lessons, is skilled at engaging students in learning, has good classroom management practices and can assess student learning.

Part C: Pre-service Teacher Final Self-Reflection

Referring to the TQS criteria outlined in the *Mid-practicum 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?

I worked hard at the start of practicum to learn each student's name and to check with them to make sure I was pronouncing it correctly. With the help of my cooperating teacher I learned about each student as a learner, what kinds of tasks they liked to do, and what was hard for them, so that I could plan some fun activities and some challenges for everyone. I learned that sometimes I had to give students a challenge and a few students would be really mad about it and wouldn't talk to me about it if they had questions, but they would go to the Education Assistant for help, and I had to be ok with that. I realized that it was ok for me to have high expectations of my students when I knew they were capable of meeting that high standard. I also learned a lot about what grade 5 kids find fun, and I tried to make sure we did fun things every day so they had something to look forward to.

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

At the start of practicum I was creating lessons that were too simplistic for my students, because my previous practicum was in a much younger grade. Co-planning with my cooperating teacher and the grade 5 team was excellent because I could see the level of work that my students had been asked to do already, and I could build on that. It was also really helpful to see how some learning tasks were adjusted to be accessible to EAL students, with more images and less text, and sometimes really simple text. For example, when we studied Fatty Legs we also worked with lots of images of the North, and had our EAL students new to the country use google translate to translate the words of the picture book *When I Was Eight*. I realized that planning one lesson needs to address the needs of all students. I also learned a lot about how to integrate the English Language Arts curriculum into other subjects, for example, when we had students write a creative story about how energy travels in a circuit in their Science unit. I know that there are so many creative ways to engage students in the curriculum.

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

At the start of practicum I was excited to use Plikars, but I learned from my CT that I wasn't asking really great questions, and only asking students memory questions. I learned how to create good analysis questions in multiple choice form so that I can really assess student understanding of some of the class concepts. Through co-planning assessments, I also learned how to assess student understanding of a concept even when language is a barrier. I learned that it's ok to use different assessment strategies for different learners as long as I know what my students understand and can report on that.

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

I was professional throughout this experience. I arrived at school 30 minutes before the bell each day. One day I was sick and I was sure to e-mail my Principal, my Cooperating Teacher, my Practicum Advisor early that morning, to share my sub plans so my Cooperating Teacher could teach class that day. I attended all staff meetings and all grade team planning meetings. I helped Ms. H. with the spring concert and was a guest speaker in the grade 6 classes to talk about my experience with the Junior Achievement program in Junior High schools. When I was having a challenging moment in class with students, I walked through it as best I could and then I debriefed it with my cooperating teacher at the end of the day to

understand what I could do differently the next time to either avoid that kind of situation, or to have more options in mind of how I could handle it next time. I think that talking with colleagues about the challenges and finding solutions together is a way to support each other professionally.

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

I grew a lot in Teaching Quality Standard #5 with my grade 5 teaching team. Coming into the practicum I felt like I really wanted to incorporate understanding of Indigenous perspectives and history in my class but I wasn't sure how I was going to do it; the co-planning process with my grade team was really helpful because they shared a few ways that they were incorporating examples from Indigenous lives (either historical or contemporary) into some lessons, and I realised that I had lots of examples I would build in. We ended up putting together a shared google drive where we were cataloguing examples that fit with the grade 5 curriculum. It was less about doing an Indigenous focused lesson (which we did a lot of, too, especially as we read the book *Fatty Legs* by Christy Jordan-Fenton and Margaret Pokiak-Fenton) and more about weaving in examples to our daily lessons to highlight Indigenous lives. It was exciting to work as a team on this, because we were constantly sharing new ideas and seeing new ways that we could weave this in every day. We also worked together on incorporating the Indigenous Sharing Circle into our unit, at the beginning and the end so our students could share what they learned. It took some time to teach the students what this was about, and to practice listening to each other, but it's definitely something I'll do again in the future. On reflection, I learned a lot about TQS 5 and also TQS 2, because of all the collaborative work I was able to do with my grade team. I definitely learned that teaching is a team sport!

FINAL RECOMMENDATION

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

Cooperating Teacher Recommendation:

Credit No Credit

Cooperating Teacher Digital Signature Below:

Actioned by Jones, Jane on 2024-08-22 4:45:57 PM

Pre-service Teacher Digital Signature Below:

Actioned by Sampson, Sam (020202) on 2024-08-22 4:36:12 PM

Practicum Advisor Digital Signature Below:

Actioned by Franklin, Benjamin (TEST) on 2024-08-22 4:46:27 PM

Practicum Director Digital Signature Below:

Actioned by Barrett, Deanne on 2024-08-22 4:54:06 PM