



BACHELOR OF EDUCATION

Elementary and Secondary Education



Practicum Handbook 2026-2027

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BACHELOR OF EDUCATION PRACTICUM HANDBOOK ELEMENTARY AND SECONDARY PROGRAM

St. Mary's University is committed to WELCOMING & SERVING ALL.

We celebrate and welcome people where they are. We see each person in our community as a unique human being, respecting their inherent rights and honouring their dignity. We aim to serve others in ways that create community, connect people, and promote social justice.

Further, as part of the Catholic Intellectual Tradition, we welcome all knowing that you do not have to be Catholic to believe that every human life is sacred; in the dignity of the poor; the common good; social responsibility; and that the earth is a gift to be shared.

(Extracted from the StMU Strategic Plan, p. 5).

Land Acknowledgment

St. Mary's University is located on the traditional territory of *Niitsitapi* (Blackfoot People) and in the spirit of Respect, Reciprocity and Truth, we honour and acknowledge *Moh'kinsstis* where the Bow River meets the Elbow River; the traditional Blackfoot name of this place which we now call the City of Calgary. Our campus is situated on traditional Treaty 7 territory and oral practices of the Blackfoot Confederacy: *Siksika, Kainai, Piikani, Aamskapi-Piikani* along with the other signatories of Treaty 7 Region in Southern Alberta, the *Tsuut'ina* Nation and *Iyârhe Nakoda* Nations: *Chiniki* Bearspaw, and *Goodstoney*.

We also acknowledge that this territory is home to the *Otipemisiwak* Métis Government of the Métis Nation within Alberta Districts 5 and 6. As educators we acknowledge our shared responsibility for teaching the truth of Canada's colonial history and taking action toward reconciliation as a key component of our teaching practice.

St. Mary's University Practicum Office Contact:

E-mail: Practicumoffice@stmu.ca

Position	Key roles
Director of Practica	Conduct, Competency or Assessment concerns. Practicum Advisor hiring and management.
Practicum Placement Officer	SONIA support Practicum Placement data

1. Bachelor of Education Program Values

“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 Statement 2019

Bachelor of Education students are responsible for familiarizing themselves with institutional policies outlined in the [StMU Academic Calendar](#), and the [St. Mary’s University Code of Conduct for Pre-service Teachers](#).

Persons seeking teacher certification in Alberta are expected to demonstrate competency in the following:

- 1) Fostering effective relationships;
- 2) Engaging in career-long learning;
- 3) Demonstrating a professional body of knowledge;
- 4) Establishing inclusive learning environments;
- 5) Applying foundational knowledge about First Nations, Métis, and Inuit; and
- 6) Adhering to legal frameworks and policies.

(Extracted from the [Teaching Quality Standard](#), Alberta Education, 2023).

Practicum Program Values

Relationships with our school communities and partners

Our program values our relationships with our dedicated partnering school districts whose relationships offer our Pre-service Teachers opportunities to develop competencies related to Alberta Education [Teaching Quality Standard](#) 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. All practicum placement sites operate under a current Memorandum of Understanding agreement between St. Mary's University and the partnering school district.

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](#) and the [Code of Conduct for Teachers and Teacher Leaders](#) 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 the professional responsibility of meeting the learning needs of all students.

Respect for diversity and a focus on inclusion

With the support of St. Mary's University [Woitas Centre for Inclusive Education](#) pre-service teachers will be empowered to advance inclusive education practices alongside their cooperating teacher during the practicum experience. 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.

2. Admission into Practicum for Pre-Service Teachers

In order to be eligible to enter a practicum site and complete a practicum course, the following conditions must be met:

- 1) All pre-service teachers must provide the Practicum Office with 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**).
- 2) As per [St. Mary's University Code of Conduct for Pre-service Teachers](#) students are **not eligible** to enter practicum until their course work has been successfully completed.
- 3) As per [St. Mary's University Code of Conduct for Pre-service Teachers](#) students who are on a *Notice of Concern* during course work must either meet the terms of their *Notice of Concern* OR remain on the *Notice of Concern* during practicum. (see Table of Contents **Notice of Concern**).
- 4) Pre-service Teachers must be in good financial standing with St. Mary's University in order to proceed into Practicum.

3. 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 Placement Officer, which will outline deadlines and instructions on how to provide the results to the Practicum Placement Officer 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 Placement Officer.

As part of the above-mentioned instruction email sent by the Practicum Placement Officer, 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 Placement Officer 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.

4. 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. For accessibility services and/or academic accommodations during your Bachelor of Education program, please contact access@stmu.ca or call 403-254-3704 to meet with the Accessibility Services team as soon as possible, ideally prior to the start of the semester to ensure that accommodation requests are supported with appropriate documentation.

Medical and Physical Needs

Should a Pre-service Teacher require accommodations related to medical or physical needs which might necessitate practicum location or practicum school mobility accessibility, it is the responsibility of the Pre-service Teacher to email the Director of Practica **BEFORE September 29** so that ample time is available to secure an appropriate practicum placement.

Accessibility and Accommodations

Once pre-service teachers have submitted all documentation to Accessibility Services, the Director of Practica will meet with all Pre-service Teachers to identify Pre-service Teacher learning needs and create a *Practicum Letter of Accessibility* for the pre-service teacher to share with their Practicum Advisor and Cooperating Teacher in order to start an ongoing conversation about learning needs.

Pre-service Teachers should be aware that accommodations during a professional teaching 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.

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 Code of Conduct for Pre-Service Teachers](#), 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).

5. Practicum Placement Framework

- Pre-service Teachers will NOT be given a practicum placement until they have provided the Practicum Placement Officer with a valid police check. Failure to do so by the deadline may result in a delay in the placement process, which may impact the Pre-service Teacher's ability to complete the practicum course.
- Pre-service Teachers are invited by the Practicum Office to input their practicum preferences into the "My Details" section of our SONIA software platform to assist the Director of Practica in making practicum placements. Please note that these are preferences, not requests that will be met.
- Pre-service Teachers who are eligible for accommodations due to medical or mobility needs which may impact the location or infrastructure of their practicum placement school MUST meet with the Director of Practica BEFORE September 29 in order to secure a viable practicum placement.
- Pre-service Teachers MAY NOT contact school personnel with the intent of procuring a practicum opportunity for EDPR 331, 337, 431, or 451.
- All practicum placements are made by the Director of Practica, in collaboration with school partners. Details about practicum placements are communicated to Pre-service Teachers by the Practicum Placement Officer.
- Pre-service Teachers must be prepared to teach in faith-based and non-faith-based 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 Practica if such a situation arises.
- Pre-service Teachers must notify the Director of Practica if they are placed in a school where family members or personal friends are students, teachers, or in a leadership position.
- 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 and all related costs so they can be in attendance at their practicum site regardless of weather conditions as part of the professional expectations of responsibility for the vulnerable sector of children and youth.
- 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 Practica within 3 days of receiving the practicum placement or risk being re-placed later in the term.

6. 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, and which is a mandatory degree requirement. 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:

- Practicum I: EDPR 331: Fostering Effective Relationships
- Practicum II: EDPR 337: Orientation to the Classroom; Student Learning Experiences
- Practicum III: EDPR 431: Intermediate Practicum; Extension of Curriculum Knowledge and Teaching Responsibilities OR EDPR 451: Out of Province Practicum
- Practicum IV: EDPR 437: Advanced Practicum: Consolidation of Curriculum Knowledge and Teaching Competencies

Practicum experiences 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. Each classroom context is different, and the following recommended targets are provided as a 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)	Recommended Independently Planned Lessons	Recommended Cooperating Teacher Scaffolding	Minimum Expected Practicum Advisor Observational Visits
Practicum I EDPR 331	Up to 3 weeks	1-2 whole-class lessons	1-2 lesson plans	Co-planning Co-teaching	1 (In addition to PA introductory visit)
Practicum II EDPR 337	Up to 5 weeks	25-35%	Mini unit-plan (3-5 lessons)	Co-planning	2 (In addition to PA introductory visit)
Practicum III EDPR 431 or EDPR 451	Up to 8 weeks	50-65%	1 Unit plan	Co-planning of assessment and differentiation	3 (In addition to PA introductory visit)
Practicum IV EDPR 437	Up to 10 weeks	80-100%	2 Unit plans	Co-planning in the first 2-3 weeks.	3 (In addition to PA introductory visit)

7. 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. 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. (Please review the **Practicum Accessibility and Accommodation** section of this Handbook).

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 learners who may benefit from scaffolding and support from their mentors. 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. Possible opportunities for the incremental learning opportunities may 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 taking on graduated responsibility for 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 (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 PROFESSIONAL LEARNING PORTFOLIO). Pre-service teachers are expected to document all Co-operating Teacher and Practicum Advisor verbal and written feedback in their Professional Learning Portfolio to track their own growth, as one demonstration of their competency.

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 APPENDIX 3 Lesson Planning Checklist)
- Feedback on lesson delivery with a few points of what is working and what needs improvement. (see 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 Bachelor of Education Program Notice of Concern.

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 Bachelor of Education Program *Notice of Concern* 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 Practica. The Director of Practica assigns the final grade for the practicum course.

8. Cooperating Teacher Role

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. (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.

Role of Cooperating Teacher

Cooperating Teachers are assigned in consultation with school leaders 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. Cooperating Teachers take on the mentorship role in service to the continuation of the teaching profession, and under the guidance of their school leaders and with the support of the Alberta Teacher's Association. The Cooperating Teacher assists in the development of competencies desired in Pre-service Teachers through a wide range of activities which may include:

- 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.
- Discuss the mid-term and final evaluation with the Pre-Service teacher.

Pre-Practicum Checklist for Cooperating Teachers

Here is a list of activities for Cooperating Teachers to consider when preparing for a Pre-service Teacher:

Consider preparing the following documents:

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

Consider preparing the following spaces:

- ☐ A designated workspace within the classroom or 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.)

Consider preparing time for mentorship:

- ☐ Morning check-in time to review the plan for the day
- ☐ Lunch or after school debrief and planning times
- ☐ 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.

Consider preparing 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

9. School Leader Role

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 Practicum Advisors**).

Prior to the start of practicum, Practicum Advisors will reach out to you 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 Practica.

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 School Leaders

Consider preparing 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
- ☐ School map and Parking information
- ☐ Schedule for staff meetings and parent/teacher conferences or other after school meetings
- ☐ 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

Consider arranging staff connections:

- ☐ Arrange a school tour or 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
- ☐ 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

10. Practicum Advisor Role and Responsibilities

The Practicum Advisor is employed by St. Mary's University to provide guidance and support for the Pre-Service teacher throughout the practicum. Practicum Advisors typically hold advanced academic credentials in education, have considerable teaching experience, and are recognized as an exemplary educator. Please note that this is a mentor and advisor role NOT an instructor role. During on-campus breakout meeting times with students, the Practicum Advisor is facilitating peer learning discussion based on the whole-group lecture NOT providing further content. 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 Leadership(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 Practica on Pre-service Teacher progress or of issues in the practicum as required
- Notifying the Director of Practica of the possible need to develop a Bachelor of Education Program Notice of Concern 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. For support, reach out to practicumoffice@stmu.ca
- ☐ 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 which are due Saturdays at noon.
- ☐ 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 the Admin team if possible)
- ☐ Identify the following sections in the Practicum Handbook as a reference: **Mentorship Framework, Cooperating Teacher Roles and Responsibilities, AI use in practicum.**

- ☐ 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 Bachelor of Education Program Notice of Concern.
- ☐ 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 Practica

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 Practica 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

11. Pre-Service Teacher Role and Responsibilities

Planning and advance preparation are critical to success at all levels of each practicum. It is the responsibility of the Pre-service Teacher to ensure that they are familiar with the expectations of StMU and all practicum school rules and school policies. 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
- Prepare to be at your practicum school for 8 hours each day. Pre-service teachers are expected to arrive at the school a minimum of 30 minutes before the start of class 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 30-60 minutes at the conclusion of the school day for co-planning and collaboration. It is the responsibility of the Pre-service teacher to navigate any scheduling challenges that arise by first having a conversation with their Cooperating Teacher, and if a resolution is not found, to have a conversation with their Practicum Advisor. It may also be appropriate for the Practicum Advisor to bring the Principal into the conversation.
- 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.

12. Attendance for Pre-Service Teachers

Students are responsible for familiarizing themselves with institutional policies outlined in the [StMU Academic Calendar](#), and the [St. Mary's University Code of Conduct for Pre-service Teachers](#).

As a Faculty of Education student, you are expected to:

1. Attend **all** classes which includes mandatory practicum meetings and assigned practicum days
2. Arrive **on time**; and
3. Come to assigned practicum times **prepared** to engage meaningfully and respectfully.

Note regarding practicum days:

Pre-service Teachers are expected to be at their practicum school for approximately 8 hours each day, arriving a minimum of 30 minutes before the morning bell, and staying a minimum of 30-60 minutes after students are dismissed for the day or the equivalent of an 8-hour work day.

After school time 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 quickly deteriorates relationships with school staff.

Pre-service Teachers are expected to attend all practicum school staff meetings and parent-teacher interviews unless directed otherwise by the Principal (not the cooperating teacher). Please remember that the on-site supervisor is the Principal, NOT the Cooperating Teacher.

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 as pre the Code of Conduct. 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.

Absence from practicum, regardless of the circumstances of the absence, may jeopardize successful completion of the practicum experience. Practicum must be completed within the assigned practicum days.

Attendance Concerns and Escalation

If there are **two absences**, a pattern of lateness, or other concerns with professionalism such as leaving early, the following process will be initiated:

1. The CT or PA will first address the concern with the student.
2. If subsequent absences, lateness, or continued concerns with professional behaviour continue, the student will be required to meet with the CT and PA to develop a plan for improvement which will include issuing a *Notice of Concern* to be placed on the student's file.
*Please note that a *Notice of Concern* may be placed on the student's file at any time during the B.Ed. program.
3. Continued concerns will be escalated to the Director of Practica for further action, which may include failure of the practicum and removal from the B.Ed. program.

13. Reporting an Absence

Caring for your health with strong communication is the goal when demonstrating the professional responsibility of the ongoing learning of K-12 students. In the event of a **scheduled medical appointment** or half day absence for **school board interview**, please communicate your absence in writing, multiple days in advance to your Cooperating Teacher, Practicum Advisor and School leader. This includes instances of leaving school early to attend a medical appointment.

In the event of **illness** or **emergency**:

- Pre-service teachers must report their absence to their Cooperating Teacher, Practicum Advisor and school leader as soon as they are able, and a minimum of 30 minutes before the morning bell using their StMU e-mail account. (see template below)
- Pre-service teachers must be in contact with their Cooperating Teacher and Practicum Advisor for EACH DAY of an absence.
- On the THIRD day of absence, the pre-service teacher must e-mail a doctor's note to their Practicum Advisor by the end of day.

TEMPLATE for Absence due to illness or emergency professional e-mail

To: Cooperating Teacher
CC: Practicum Advisor AND School Leader (Principal or Vice Principal, as designated in SONIA).
SUBJECT: Absence due to illness OR Absence due to emergency
BODY of E-mail: Dear [Cooperating teacher name],
I'm unable to be at school today due to illness.
Here are my plans for the teaching times I was scheduled for today. (see attachments)
I will reach out to this evening to let you know my plan for tomorrow.
Warm regards,
[pre-service teacher name]

14. Code of Conduct for Pre-Service Teachers

When onboarded to the SONIA system, StMU Pre-service Teachers will be expected to digitally attest that they have read the [St. Mary's University Code of Conduct for Pre-service Teachers](#). Should Pre-service teachers need support understanding the terms of the Code of Conduct they are encouraged to speak to the Director of Practica or Area Chair of Education.

15. Mandatory Practicum Days for Pre-Service Teachers

All practicum dates are shared in the SONIA platform, administered by our Practicum Placement Officer. 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).

Wellness mornings

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.

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.

16. Pre-Practicum Required Reading for Pre-Service Teachers

Schools are NOT public places, and it is critically important for pre-service teachers to understand that there are specific laws and policies which must be upheld by school staff in order to protect the vulnerable sector of children and youth and their families. Schools control who is permitted within school buildings and who has access to students and student information. When students are at school, school staff act in the place of parents to protect students.

Photographing students: School districts have policies in place related to photographing students and student work. Generally speaking, photographing students and student work can only take place for educational purposes, and must abide by all school district policies.

Protecting personal information: As a pre-service teacher you will be in contact with personal information such as student names, addresses, parent contact information, student performance data, student medical information and students Individual Program Plans/Learning Support Plans. This information is disclosed to pre-service teachers when necessary for the performance of the Pre-service teacher's duties, i.e. Differentiated instruction to meet the needs of all learners. Pre-service teachers are expected to keep this personal

information private and protected within the working relationship with their Cooperating Teacher and school Principal or designate. Pre-service teachers are expected to follow all school district policies and procedures regarding protecting personal information.

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.

Upon receiving their practicum placement, Pre-Service Teachers are expected to read and follow all school district policies.

The following documents are REQUIRED READING:

[St. Mary's University Code of Conduct for Pre-Service Teachers](#)

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). Code of Professional Conduct for Teachers Companion Document.

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

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

The following book is RECOMMENDED READING:

Stone, D. & Heen. (2015). [Thanks for the feedback: the science and art of receiving feedback well, even when it's off-based, unfair, poorly delivered, and, frankly, you're not in the mood](#). Penguin Random House.

17. 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-Evaluation

18. Professional Learning Portfolio for Pre-Service Teachers

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
☐ Letter of Introduction for Principal ☐ Letter of Introduction for Cooperating Teacher ☐ Police Check ☐ Course Description Document ☐ School Profile (To be completed on Practicum Prep Day) ☐ Self-care plan (to be completed by PA's first observational visit)	☐ 2 Observational Protocols (Completed in first week) ☐ Write a lesson plan for a lesson you watched your CT teach. ☐ Bell Times/ class schedule ☐ Class List (s) ☐ Seating Plan(s) ☐ Feedback from CT and PA ☐ Lesson Plans including your reflection on the lesson.	☐ All feedback from CT ☐ All Lesson plans with reflection component complete ☐ 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. Think carefully about the first impression you wish to make. Feel free to use AI tools to help you write your letter; and remember that your reader is fully human and is interested in hearing about your experiences working with children and youth and what skills you can bring to their students, as well as what you are eager to learn through their mentorship.

Letters of Introduction Criteria:

- 1) A formal letter of introduction, using business letter formatting, addressed to your 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 to 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. After receiving PA approval, Pre-service teachers are to send letters within 7 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 "attend to the emotional and mental health needs of our students" (Teaching Quality Standard 4, Alberta Education, 2023) we must be able to attend to our own mental health needs. The purpose of this self-care plan is to identify strategies for you to care for your mental health throughout your weeks of practicum.

Develop a written plan outlining WHEN WHERE and HOW you will take care of your Mental Health. Be sure to include:

- Two DAILY activities. For example, *I will go for a 30-minute walk when I get home from school, or I will write in my self-compassion journal for 5 minutes before bed each night to process how I feel about the feedback I've been given, or I'll prep my healthy meals each evening.*
- Two WEEKLY activities. For example, *I will go for a hike with my dog and my partner on Saturdays or I will listen to music for 10 minutes while I drink herbal tea on Friday evening.*
- Return to Campus "Wellness Morning" activities. For each "wellness morning" schedule in a self-care activity. For example, *I will use the [Eisenhower Matrix](#) (Urgent-Important Matrix) to plan my next 2 weeks of practicum*

Self-care plan resources:

Attend the StMU Wellness Fair (Fall)

[StMu Campus Ministry](#)

[Self-Care: How to Prioritise Mental Wellness](#)

[Canadian 24 Hour Movement Guidelines](#)

[Supporting Mental Health](#) article by the ATA

[Self-Compassion Practices](#) by Dr. Kristin Neff

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
- ☐ Link to the School Board or school dress code (If available)
- ☐ Link to the School Board or school digital citizenship policy (if available)
- ☐ Name of the Superintendent or Chief Superintendent of the School Board
- ☐ Name of the School Board Trustee
- ☐ Name of the Principal and Assistant/Vice Principal(s)
- ☐ Grades of the school
- ☐ School colors/Mascot/Motto/Logo

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 (without using student or teacher names, you may use pseudonyms). 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 understands 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?
- 3) What is expected of students if they need to use the washroom during class time?
- 4) What is expected of students when they leave the classroom for other purposes?
- 5) 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 for a minimum of **24 hours before they teach the lesson**, to provide the Cooperating Teacher with 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

19. Weekly Written Reflections

The *Teaching Quality Standard* states, “Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, results in optimum learning for all students” (Alberta Education, 2023).

Pre-service Teachers are required to complete weekly reflective writing assignments to provide evidence of their ongoing analysis of their pedagogical knowledge and skills, and evidence of their engagement in Teaching Quality Standard 2: Engaging in Career-Long Learning which requires, “ongoing critical reflection to improve teaching and learning” (Alberta Education, 2023). Weekly reflections will be submitted in SONIA and will be reviewed by the Practicum Advisor. These reflective writing assignments are shared only with the Practicum Advisor.

Weekly reflection topics will be released in SONIA 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 that week**, or they will be asked to re-do the reflection. It is NOT appropriate for Pre-service Teachers to use AI for reflective writing. Please do not use student names in your reflections.

20. 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. Please do not use student names in your final self-assessment. 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).

21. AI Use During Practicum

Generative Artificial Intelligence can be a useful tool for teachers and the [Alberta Teacher’s Association](#) provides workshops to support teachers for a career where collaborating with AI is becoming the norm. While on-campus course expectations regarding AI use vary depending on the instructor, Pre-service teachers are encouraged to

find ways to incorporate AI tools into their own planning so long as they demonstrate judicious use of AI tools that are in line with the ethical reasoning expected of teaching professionals. Pre-service teachers are expected to cite the AI tool on their lesson plan, for example, (ChatGPT, personal communication, Sept 2025). Regardless of the tools they use to produce their work, Pre-service teachers are 100% responsible for the content and quality of their work.

Appropriate GenAI use can include:

- Creating a first draft a letter of introduction
- Checking the tone of an e-mail before sending
- Generating ideas for classroom activities
- Creating a first draft of rubrics or checklists
- Drafting differentiated activities to address specific learner needs
- Creating GenAI images for classroom use. Cite the tool using APA 7 citations

Inappropriate GenAI use includes:

- Inputting the work of another person into a GenAI tool (this is an infringement of intellectual property)
- Using GenAI tools for reflective writing (lesson plan reflections and weekly written reflections must be 100% generated by the pre-service teacher in order to ensure that synthesis of knowledge has been accomplished by the pre-service teacher.

22. EDPR 331: Practicum I Course Description and Expectations for Pre-Service Teachers

EDPR 331: Fostering Relationships (3 weeks)

The primary objectives include observation, one-one-one and small group work with students, and co-teaching. Pre-service Teachers move towards the teaching of several lessons during the final week of practicum with the guidance and support of the Cooperating Teacher. 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	Practicum Advisor (PA) Cooperating Teacher (CT)	Professional Learning Portfolio

	5) Observational Protocols (2) 6) Lesson Plans (2-3)		
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 Practica, future employers	SONIA

Assessment and Evaluation

Assessment and evaluation of 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, 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 331 Practicum Checklist for Pre-service Teachers

Before EDPR 331 begins:

- ☐ Show your Police Check to the Practicum Placement Officer
- ☐ 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 including a mini unit.	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 Practica, future employers	SONIA

EDPR 337 Practicum Checklist for Pre-service Teachers Before EDPR 337 begins:

If you are in a NEW practicum site ☐ Show your Police Check to the Practicum Placement Officer only if you are returning from a leave of absence and have not already done so for EDPR 331 ☐ Enter all practicum dates into your calendar ☐ Review the Practicum Handbook ☐ Complete Required Readings ☐ Complete Professional Learning Portfolio pre-practicum tasks ☐ Upon receiving your Practicum Placement, ensure that your placement meets all of the Practicum Placement Policy Guidelines ☐ 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)	If you are RETURNING to your Practicum site ☐ Enter all practicum dates into your calendar ☐ Review the Practicum Handbook section pertinent to EDPR 337 ☐ Update your Self-Care Plan ☐ Update your Course Description document ☐ Attend the Practicum Preparation Seminar ☐ 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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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.	
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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 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</i>	Making connections between on-campus/virtual course work and practicum experiences.		

improve teaching and learning.	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.		
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>	With support from the Cooperating Teacher beginning to recognize the specific learning needs of individual or small groups of students.		
	Using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth. <i>*emerging, exploratory awareness of competency expected*</i>		
	Being aware of the emotional and mental health needs of students. <i>*emerging, exploratory awareness of competency expected*</i>		

	Employing classroom management strategies that promote positive, engaging learning environments. <i>*emerging, exploratory awareness of competency expected*</i>		
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>	Supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit. <i>*emerging, exploratory awareness of competency expected*</i>		
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.		

24. EDPR 431: Practicum III 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 Practica, future employers	SONIA

Assessment and Evaluation

Assessment and evaluation of 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 Placement Officer
- ☐ 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 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</i>	Collaborating with the Cooperating Teacher to build personal and collective professional capacities and expertise.		
	Actively seeking out feedback to enhance teaching practice.		

<i>improve teaching and learning.</i>	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: -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.		
Establishing Inclusive Learning Environments <i>A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is</i>	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.		
	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.		

<i>welcomed, cared for, respected and safe.</i>	Communicating a philosophy of education and affirming that every student can learn and be successful.		
	Being aware of the emotional and mental health needs of students.		
	Employing classroom management strategies that promote positive, engaging learning environments including providing opportunities for student leadership.		
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>	With the support of the Cooperating Teacher, using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.		
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 IV 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 assessment 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) 6) Lesson Plans to reflect 80-100% of teaching load 7) 2 complete Unit Plans	Practicum Advisor (PA) Cooperating Teacher (CT)	Professional Learning Portfolio
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 Practica, 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 Placement Officer **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 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 assessment 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.		
Establishing Inclusive Learning Environments <i>A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is</i>	With some Cooperating Teacher support, using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth.		
	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.		

<i>welcomed, cared for, respected and safe.</i>	Communicating a philosophy of education affirming that every student can learn and be successful.		
	Being aware of the emotional and mental health needs of students.		
	Employing classroom management strategies that promote positive, engaging learning environments		
	Incorporating students' personal and cultural strengths into teaching and learning.		
	Providing opportunities for student leadership.		
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>	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.		
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. Mental Health Supports

For FREE 24-Hour Crisis Support, contact [Distress Centre Calgary](https://distresscentre.ca) distresscentre.com

Text 403-266-4357

Phone 403-266-4357

For StMU counselling services, please visit stmu.janeapp.com

To refer yourself or another person in need of academic or personal resources, please use the StMU Cares link on your D2L or MyStMU account, email cares@stmu.ca, or phone 403-254-3722

27. Notice of Concern for Pre-Service Teachers

(formerly known as Practicum Performance Agreement)

When the Practicum Advisor believes that the Pre-service Teacher requires clear learning targets for growth, then the Practicum Advisor follows this procedure:

- Practicum Advisor and Cooperating Teacher identify 1-3 areas of improvement that need Pre-service Teacher attention.
- Practicum Advisor e-mails the Director of Practica with the areas of improvement, and Director of Practica drafts the *Notice of Concern*.
- Practicum Advisor meets with the Cooperating Teacher and Pre-Service Teacher to ensure that all parties are clear about the requirements of the plan, include date of follow-up meeting and have all parties sign and date the plan. Practicum Advisor e-mails the signed plan to the Director of Practica.
- Practicum Advisor works closely with the Cooperating Teacher and Pre-service teacher through the duration of the plan to ensure that each party is documenting the strategies and supports that are being used and the effectiveness of the strategies used to meet the learning targets.
- Meet again on the agreed upon date to determine if the key learning targets have been met and adjust plans as needed.
- If the Cooperating Teacher and the Practicum Advisor agree that the terms of the *Notice of Concern* 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 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. Expressing Concerns with the Practicum Placement

Pre-service Teachers expressing concerns

- 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.

- The Pre-service Teacher should document the date and time and the details of the conversation they have had with their CT and PA in order to resolve the issue, should they need to provide those details to the Director of Practica in the event of the concern needing further support.
- Should a resolution not be made, the Practicum Advisor must consult with the Director of Practica to determine the course of action which could include the creation of a Pre-service Teacher Bachelor of Education Program Notice of Concern, or moving the Pre-Service Teacher to a different practicum school. (See PRE-SERVICE TEACHER REQUEST FOR A CHANGE OF PLACEMENT)

Cooperating Teachers expressing concerns

- 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 expressing concerns

- 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.

29. 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 Director of Practica. 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 only be considered when the pre-service teacher provides documented steps of their concern and how the pre-service teacher has tried to resolve the concern.
- 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 *Notice of Concern* will be recommended.

30. Ending the Practicum

Pre-Service Teacher initiated end of practicum

If the Pre-service Teacher decides to stop attending practicum before their practicum is complete, they must:

- 1) Follow the “Reporting an absence” procedure listed in the Practicum Handbook
- 2) Work with the Director of Practica to complete the required withdrawal paperwork.

A student who ceases to attend practicum, and who has not officially withdrawn, will receive a grade of PF (Practicum Fail) for the practicum regardless of their demonstration of competency during practicum. Tuition and fees are not refundable. Pre-service teachers who decide to stop attending practicum extend the timeline to complete their B.Ed. program because each practicum course is offered only one time per calendar year; subsequent registration is subject to availability in the program and approval from the Dean of Education.

St. Mary's University initiated end of practicum

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

- Conduct during the practicum contravenes the [St. Mary's University Code of Conduct for Pre-service Teachers](#) 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,
- 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,
- Non-compliance with the conditions of a *Notice of Concern*.

All practicum school materials and resources MUST be returned to the school within the next 5 school days of the last day of practicum.

Practicum Appeals

The grade appeal process listed in the Academic Calendar does not apply to practicum due to the nature of the competency-based assessment model which assesses knowledge, skills and attitudes in a professional environment.

All practica course assessment is completed by a team of certified teaching professionals including the Director of Practica who is the course instructor. Practica course assessment includes a written narrative assessment and a grade of PASS or FAIL.

When a grade of PF (Practicum Fail) is assigned, the practicum ends immediately and the narrative assessment is finalized.

The pre-service teacher who wishes to be granted a second attempt at the practicum course the next time it is offered must make this request in writing via e-mail to the Director of Practica within 15 days of receiving the grade. If the request is NOT granted, then the pre-service teacher may make a formal appeal to the Area Chair of Education. If the pre-service teacher is not satisfied with the appeal to the Area Chair of Education, they may make a formal appeal to the Dean of Education. The decision of the Dean of Education is final.

Once the pre-service teacher has been granted a second attempt at the practicum course, the pre-service teacher must demonstrate readiness to enter practicum.

In order to be permitted to return to the program the pre-service teacher must meet with the Director of Practica in no sooner than May 15 and no later than June 30th (Prior to the registration deadline of July 1) to demonstrate their ability to critically reflect to improve teaching and learning outcomes. Specifically, the pre-service teacher must demonstrate the following:

- 1) Review of all practicum feedback and identification of key areas of growth.
- 2) Tools to support a targeted approach to improvement in the key areas of growth.

Should a pre-service teacher fail to demonstrate readiness to return to practicum, they will not be enrolled in practicum and must continue to build skills to demonstrate readiness in the next calendar year. The pre-service teacher will begin the next practicum experience with a *Notice of Concern* in place to target key areas of growth. A second failed attempt at a practicum will result in removal from the program.

31. Teacher Certification

Developmental Teacher Certificate

As of June 2026, the Government of Alberta offers a [Developmental Teacher Certificate](#) to make it possible for students in their **final year** of an Alberta Bachelor of Education program to work as a paid employee of a hiring school district while completing their degree. Due to the cohort model and full-time in-person coursework required of pre-service teachers in the St. Mary's Bachelor of Education program, StMU pre-service teachers become eligible for the *Developmental Teacher Certificate* only during their final practicum course *EDPR 437: Practicum IV* at which time they could complete their final practicum course as a paid employee with a hiring school district.

In order to be eligible for EDPR 437 Developmental Practicum Pathway StMU Year 2 B.Ed. pre-service teachers must complete the following:

- 1) Apply for *Interim Teaching Certification* through the [Alberta Education TWINS system](#) and obtain their “Developmental Teacher Certificate” (Fall)
- 2) Successfully complete StMU Practicum III (Fall)
- 3) Receive an eligible offer of employment from a hiring Alberta School District before the StMU deadline. Please note that all offers of employment MUST meet the criteria established by StMU in order to be eligible for course credit in EDPR 437.
- 4) Submit all required documentation to Alberta Education and St. Mary's University by the StMU deadline.

N.B: This is the first year that this pathway has been offered, and the document submission timelines for this process are very tight. A detailed overview of the application process and timeline for Pre-service Teachers will be posted in SONIA.

Certification upon completion of degree program

Upon successful completion of the Bachelor of Education program, a “Dean’s Attestation Letter” will be sent from St. Mary’s University to Alberta Education for pre-service teachers to be considered for teacher certification. 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 Service](#), evaluates credentials for determining salary of certified teachers in public school boards. 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 are encouraged to consider applying for [St. Mary's University Master of Education with a Specialization in Catholic Leadership program](#).

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: 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 the *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:

☐ The teacher's speech is clear ☐ The teacher's speaking speed is comfortable for students ☐ The teacher's speech is at an appropriate volume ☐ The teacher's speaking is varied in tone to create interest in the lesson ☐ The teacher connects to prior knowledge of students ☐ The teacher clearly communicates the learning objective of the lesson (for example, I can....) ☐ The teacher clearly communicates the behavioural expectations for students ☐ The teacher communicates high expectations for all students ☐ The teacher demonstrates empathy and a genuine caring for others ☐ The teacher includes auditory and visual cues for students to follow the lesson ☐ Directions are clear ☐ Directions are age-appropriate ☐ The teacher responds appropriately to student questions	☐ The teacher notices student inattention ☐ The teacher appropriately re-directs inattentive student behaviour ☐ The teacher effectively moves the lesson forward while re-directing student behaviour ☐ The teacher effectively uses proximity to re-direct student behaviour ☐ The teacher notices when the class is losing focus on the lesson ☐ The length of the instructional time is comfortable for the students ☐ The teacher checks for student understanding of the content of the lesson ☐ The teacher checks for students understanding of the steps in the learning activity ☐ The teacher provides an opportunity for students to engage in the concepts ☐ The teacher makes clear to students the link between the activity and the intended learning outcomes ☐ 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 2: 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:

☐ Grade level and subject area ☐ Program of studies outcomes ☐ Materials needed (including any student handouts, slide decks, etc., to be attached to the Lesson Plan) ☐ Bullet point instruction to be given by the teacher ☐ Time marks: estimates of the length of time needed for each activity ☐ Comprehension check to ensure students understand the learning task or concept(s)	☐ Differentiation to address specific needs of students within that class ☐ Formative or Summative assessment, including where and how the assessment will be collected ☐ 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:

☐ Address the learning outcomes outlined in the Program of Study ☐ Incorporate a range of instructional strategies relevant to the content ☐ Incorporate a range of instructional strategies appropriate to the learning needs of students ☐ Incorporate digital technology (if appropriate for the desired outcome of the lesson) ☐ Ensure that all students continuously develop skills in literacy and numeracy ☐ Communicate high expectations for all students ☐ Foster student understanding between the link between the activity and the intended learning outcomes ☐ Consider relevant local, provincial, national and international contexts and issues ☐ Are engaging and relevant to students ☐ Builds student capacity for collaboration	☐ Use digital technology to build student capacity for acquiring, applying and creating new knowledge ☐ Use digital technology to build student capacity for communicating and collaborating with others ☐ Use digital technology to build student capacity for critical thinking ☐ Use digital technology to build student capacity for assessing, interpreting and evaluating information from diverse sources ☐ 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 3: 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/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/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 4: Notice of Concern

Pre-Service Teacher Notice of Concern

This notice serves as a formal documentation process to address concerns of conduct or competency of pre-service teachers in the Bachelor of Education program.

Pre-service teacher Name: _____

Attestation: Please initial the boxes to indicate that you have read each section:

- ☐ I understand that I am expected to comply with the *St. Mary's University Pre-service teacher code of conduct* at all times, even during my personal time.
- ☐ I understand that, according to the Alberta Education *Teaching Quality Standard*, "competency" is described as knowledge, skills, and attitudes, and how they are applied to teaching and learning contexts.
- ☐ I understand that I am responsible for developing my competency in all areas of the Alberta Education *Teaching Quality Standard*.
- ☐ I understand that the purpose of this document is to support my learning by identifying clear targets for my behaviour, attitude, and/or skills which are required of me in order to be recommended for teacher certification in Alberta by the Dean of Education.

Areas requiring attention and pre-service Teacher actions required are listed below:

1. Attention will be paid to TQS 1. Fostering Effective Relationships.
2. The Pre-service teacher will arrive 30 minutes before each morning bell as a demonstration of TQS 6.
3. The Pre-service teacher will complete all reflections as a demonstration of TQS 6 and TQS 2.

- ☐ I have read and understood the areas requiring attention, and the action steps required of me to demonstrate competency in these areas.
- ☐ I understand that failure to demonstrate marked, consistent improvement in the areas described in this document may result in my removal from the program for the year and/or failure of the practicum.

Pre-service teacher signature: _____

Date: _____

This document was reviewed with the student by:

Name: _____ Title: _____

Signature: _____

Follow-up meeting to identify if the targets have been met will occur on: _____



APPENDIX 5: 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 SONIA practicum software in fillable fields.

You will find these documents on the pages that follow:

- **EDPR 331 PRACTICUM I: Fostering Relationships 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 Fostering Relationships

Bachelor of Education Program (Elementary & Secondary)

Final Evaluation

PRACTICUM DETAILS

Pre-service Teacher:	Sampson, Sam
Cooperating Teacher:	Jones, Jane
Practicum Advisor:	Harry Potter
Practicum Dates:	2024-09-01 - 2024-12-31
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 practice, 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-wrote the 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 media. 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.

Exemplar

FINAL RECOMMENDATION

EDPR 331 PRACTICUM I: FOSTERING RELATIONSHIPS

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 (020200) 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



Faculty of Education

Bachelor of Education Program (Elementary & Secondary)

EDPR 337 PRACTICUM II: Orientation to the Classroom

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. 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-term 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 a working relationship 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 support 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 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, planning 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, Debra 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 a 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 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 Establishing 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). They have 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 80-90% 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 1c). 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 31, and Tue. Nov 1.

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 pieces are pieced 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, 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 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 and 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 2:02:20 PM

Practicum Director Digital Signature Below:

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



Faculty of Education

Bachelor of Education Program (Elementary & Secondary)

EDPR 437 PRACTICUM IV: ADVANCED PRACTICUM

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. 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 a check mid-practicum with the Pre-service Teacher and Practicum Advisor using the *TQSP-5 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, celebrated, 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 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 the 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 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, Metis 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 would 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 Pillars, 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 realized 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 Clusty 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.

FINAL RECOMMENDATION

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

Cooperating Teacher Recommendation:

ecredit ☒ No Credit

Cooperating Teacher Digital Signature Below:

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

Pre-se1-vice 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 4:36:27 PM

Practicum Director Digital Signature Below:

Actioned by Barrett, Deanne on 2024-08-22 4:54:03 PM

Exemplar

