

**University of Lethbridge, Faculty of Education, Field Experiences**  
**BACHELOR OF EDUCATION in EARLY YEARS EDUCATION**

**EXPECTATIONS BY PRACTICA**

<b>EDUC 2500</b>	<b>EDUC 3500 (PS I)</b>	<b>EDUC 3600 (PS II)</b>	<b>EDUC 457X (PS III)</b>
<b>Description</b>			
<ul style="list-style-type: none"> <li>• Orientation to teaching</li> </ul>	<ul style="list-style-type: none"> <li>• General teaching skills</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on teaching Literacy and Numeracy at the K – 3 level</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to first year teaching</li> </ul>
<b>Developmental Focus</b>			
<ul style="list-style-type: none"> <li>• Assist teacher with learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and teach lessons and sequences of lessons</li> <li>• Evaluate student learning (lesson focus)</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and teach organized units of instruction</li> <li>• Demonstrate competence in teaching Literacy and Numeracy</li> <li>• Evaluate student learning (unit focus)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in all teaching and teaching related activities</li> <li>• 1/2 time teaching assignment</li> <li>• Long range, unit, and lesson planning</li> <li>• Long range assessment of student learning</li> </ul>
<b>Course Background Concurrent to Practicum</b>			
<ul style="list-style-type: none"> <li>• Seminars</li> <li>• Pedagogy</li> <li>• Ethics</li> <li>• Contexts of Education and Teaching</li> <li>• Professional Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and Instruction (focused on K - 3)</li> <li>• Assessment and Learning</li> <li>• Language in Education</li> <li>• Educational Psychology</li> <li>• Teaching Seminar</li> <li>• Numeracy in Education</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and Instruction (in Literacy and Numeracy)</li> <li>• Psychology of Exceptional Learners</li> <li>• Social Context of Schooling</li> <li>• Evaluation and Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Study               <ul style="list-style-type: none"> <li>○ Seminar series on educational issues</li> <li>○ Professional Inquiry Project</li> <li>○ Growth plans</li> </ul> </li> <li>• Professional Portfolio development</li> </ul>
<b>Intern/Student Teacher Teaching Responsibilities</b>			
<ul style="list-style-type: none"> <li>• Observe and assist</li> <li>• May engage in minimal planning under Teacher Associate guidance</li> </ul>	<ul style="list-style-type: none"> <li>• 5-week practicum</li> <li>• 1/3 time assisting</li> <li>• 1/3 time teaching</li> <li>• 1/3 time observing/ planning</li> <li>• Written lesson plans for all lessons taught</li> <li>• May teach from plans prepared with/by Teacher Associate</li> <li>• Plan for assessment and informal evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• 6-week practicum</li> <li>• 2/3 time teaching</li> <li>• 1/3 time assisting</li> <li>• If appropriate, progress to 3-5 days of full time teaching</li> <li>• Written lesson and unit plans, including assessment and evaluation components</li> <li>• Plan, conduct, and research evaluation of pupil work</li> </ul>	<ul style="list-style-type: none"> <li>• Approximately 1/2 time teaching assignment</li> <li>• Engage in all professional school activities including district/site-based professional development days and Teachers' Convention</li> <li>• All levels of planning</li> <li>• Unit and long-range plans prepared in advance of internship</li> <li>• Individual Professional Growth Plan (aligned with school goals)</li> <li>• Professional Inquiry Project (PIP Symposium: voluntary)</li> <li>• Complete the descriptive report section of Final Report</li> </ul>
<b>Professional Portfolio Expectations</b>			
<ul style="list-style-type: none"> <li>• Orientation to Professional Portfolio development</li> </ul>	Begin to develop: <ul style="list-style-type: none"> <li>• Goals</li> <li>• Personal and professional attitudes and competencies</li> <li>• Record of progress with evidence</li> </ul>	Continue to develop: <ul style="list-style-type: none"> <li>• Goals</li> <li>• Personal and professional attitudes and competencies</li> <li>• Record of progress with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Professional Portfolio</li> <li>• Present to Teacher Mentor, Administrator and/or University Consultant (ideally in final Intern Teacher-led conference)</li> </ul>

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*Expectations by Practica continued ...*

EDUC 2500	EDUC 3500 (PS I)	EDUC 3600 (PS II)	EDUC 457X (PS III)
<b>Teacher Associate/Teacher Mentor and Administrator Expectations</b>			
<ul style="list-style-type: none"> <li>• Direction to EDUC 2500 student</li> <li>• Communication with University Consultant</li> <li>• Evaluation of EDUC 2500 student</li> <li>• Final conference with University Consultant</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of most lessons taught</li> <li>• On-going assessment and coaching</li> <li>• Supervision and written feedback of at least one lesson daily</li> <li>• Final conference with University Consultant</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of most lessons taught</li> <li>• On-going assessment and coaching</li> <li>• Supervision and written feedback of at least one lesson daily</li> <li>• Final conference with University Consultant</li> </ul>	<p><b>TEACHER MENTOR</b></p> <ul style="list-style-type: none"> <li>• Interact as knowledgeable, supportive, experienced colleague and coach</li> <li>• Actively monitor Intern Teacher based on classroom observations</li> <li>• Complete the Teacher Mentor section of Final Report</li> </ul> <p><b>ADMINISTRATOR</b></p> <ul style="list-style-type: none"> <li>• Supervision and classroom observation consistent with transition to first year teaching (based on the TQS)</li> </ul>
<b>Evaluation of Teaching Performance</b>			
<ul style="list-style-type: none"> <li>• Self-evaluation and reflective practice</li> <li>• Mid-practicum Formative Assessment (checklist) to be completed by Teacher Associate and the EDUC 2500 student</li> <li>• Summative Report completed by Teacher Associate in consultation with University Consultant</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation and reflective practice</li> <li>• Collaborative process including:               <ul style="list-style-type: none"> <li>~ Formative Assessment and Summative Report by Teacher Associate and University Consultant</li> <li>~ Professional Portfolio development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation and reflective practice</li> <li>• Collaborative process including:               <ul style="list-style-type: none"> <li>~ Formative Assessment and Summative Report by Teacher Associate and University Consultant</li> <li>~ Professional Portfolio development</li> </ul> </li> </ul>	<p><b>INTERN TEACHER</b></p> <ul style="list-style-type: none"> <li>• Self-evaluation using the Formative Assessment form and Professional Portfolio development</li> <li>• Contribute to Final Report (based on TQS)</li> <li>• Intern Teacher-led final conference</li> </ul> <p><b>TEACHER MENTOR</b></p> <ul style="list-style-type: none"> <li>• Review goals set by Intern Teacher</li> <li>• Provide feedback on Professional Inquiry Project and Professional Portfolio</li> <li>• Provide guidance based on classroom observation</li> <li>• Contribute to Final Report (based on TQS) and participate in final conference</li> </ul> <p><b>ADMINISTRATOR</b></p> <ul style="list-style-type: none"> <li>• Contribute to Final Report (based on TQS) and participate in final conference</li> </ul> <p><b>UNIVERSITY CONSULTANT</b></p> <ul style="list-style-type: none"> <li>• Review goals set by Intern Teacher</li> <li>• Provide feedback on Professional Inquiry Project and Professional Portfolio</li> <li>• Provide guidance based on classroom observation(s)</li> <li>• Contribute to Final Report (based on TQS) and participate in final conference</li> <li>• Assign grade of Pass or Fail</li> </ul>