

Bachelor of Education in

EARLY YEARS EDUCATION

Student Handbook

2024–2025

September 2024

University of
Lethbridge



FACULTY OF
EDUCATION

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INTRODUCTION

Welcome to the Faculty of Education! University of Lethbridge

Personnel in the Faculty of Education Student Program Services (SPS) and Field Experiences (FE) offices have developed this Handbook to provide students and Faculty members with information about the most commonly used academic policies and procedures. It should be used in conjunction with the University Calendar not in place of the University Calendar.

Information in this publication is in accordance with the 2024/25 Calendar Year and is designed for students entering the Faculty of Education Bachelor of Education in Early Years Education program in Fall 2024.

If you have questions or comments related to the Student Handbook, contact the following:

Student Program Services: TH421

edu.sps@uleth.ca

403-329-2254

Field Experiences Office: TH423

edu.fieldexp@uleth.ca

403-329-2259

PLEASE NOTE:

Faculty of Education policy requires students to use the **professional ‘uleth’ email** account for all University related correspondence.

All correspondence from the Faculty offices will be sent to your **‘uleth’** accounts.

Directory of Education Units

Education Program Advising – Student Program Services

Rm: TH421 | Ph: 403-329-2254

Danny Balderson Assistant Dean, Student Program Services
TBD Academic Advisor
Nicole Spence Program Assistant
Suzanne Atkinson Admin Support

Education Field Experiences Office

Rm: TH421 | Ph: 403-329-2259

Doug Checkley..... Assistant Dean, Field Experiences
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ED 2500 and Professional Semester Coordinators

Ed 2500 Aaron Stout TH308 403-332-5240
PS I..... Gregory Ogilvie.... TH254 403-329-2731
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PS III..... Dawn Burleigh TH311 403-329-2557

PROGRAM INFORMATION

This section contains information on degree requirements for the Bachelor of Education in Early Years Education program including: degree requirements, Education courses, residence requirements, minors and specializations, grading system, special study requirements, semester course overload, and visiting student authorization.

A. Degree Requirements

The Bachelor of Education in Early Years Education program focuses on developing the knowledge and skills for teachers to teach in **Grades K – 3**. The fundamental skills of literacy and numeracy will be the main foci within the program. The program is designed with a Liberal Education philosophy to help students become well-rounded teachers with a breadth of knowledge. Students will complete courses to qualify for a degree in elementary education.

General Degree Requirements

General requirements for the Bachelor of Education in Early Years Education degree are (See *University Calendar: Faculty of Education – Education Programs – Bachelor of Education in Early Years Education*):

- ◆ Completion of at least 40 courses (120.0 credit hours) with a GPA of at least 2.50.
- ◆ Completion of the Liberal Education List Requirement (*see School of Liberal Education, [Liberal Education List Requirement](#)*).
- ◆ Completion of 2.5 years at the University of Lethbridge. All Education (EDUC) courses must be completed at the University of Lethbridge.

Program Sequencing

Please refer to the Program Planning Guide (PPG) for program sequencing information. The PPG for the Bachelor of Education in Early Years Education can be found at:

<https://www.ulethbridge.ca/sites/ross/files/imported/ppgs/2024-25/Bachelor%20of%20Education%20-%20Early%20Years%20Education.pdf>

YEAR ONE: Students begin their program in the Fall semester by taking EDUC 1000 and at most four (4) other courses from the General Study Requirements (See *University Calendar: Faculty of Education – Education Programs – Bachelor of Education in Early Years Education*).

In the Winter semester of the first year, students take an additional five (5) courses from the General Study Requirements list.

YEAR TWO: In the second year of the program students take 9 other courses from the General Study Requirements and EDUC 2500. Students must maintain a 2.50 GPA in all courses.

YEAR THREE: In order to begin Professional Semester I (PS I) in the Fall of the third year, students must have successfully completed EDUC 1000, EDUC 2500 (with a Pass and a Recommendation to begin PS I), and have an overall GPA of at least 2.50.

Students will complete Professional Semester II (PS II) in the Winter of the third year upon successful completion of PS I.

YEAR FOUR: In their fourth year upon successful completion of PS II, students will complete their Education Electives in the Fall semester and Professional Semester III (PS III) (EDUC 4578 - Early Childhood Education Internship) in the Winter semester.

B. Education Courses

Waiver of EDUC 2500

Students in the Bachelor of Education in Early Years Education program cannot waive EDUC 2500.

Education Foundation Courses

The Bachelor of Education in Early Years program requires the successful completion of one (1) Education Foundation course. All University of Lethbridge Education Foundation courses begin with the prefix numbers of EDUC 43XX. This course must be completed at the University of Lethbridge.

Education Elective Courses

In addition to the Foundation requirement, the Bachelor of Education in Early Years Education requires the successful completion of **three** (3) Education Electives. EDUC 1000 and EDUC 2500 do not count towards the Education Electives.

One of the Education Electives must be one (1) of the EDUC 3700: Applied Principles of Curriculum and Instruction for Non-Majors (Series) courses.

One of the Education Electives must be from the following list:

- EDUC 4735 - Literacy and Learning in Early Childhood Education
- EDUC 4736 - Family and Community Resources in Early Childhood Education
- EDUC 4737 - Psychological Foundations of Early Childhood Education for Teachers
- EDUC 4738 - Curriculum and Instruction in Early Childhood Education
- EDUC 4739 - Issues in Early Childhood Education (Series)

One of the Education Electives can be from any of the undergraduate courses with the subject prefix 'EDUC.'

- Electives may include additional Education Foundation courses, Independent Studies, or Applied Studies.
- Students with a declared Education minor must take the related methods course (typically from the EDUC 3700: Applied Principles of Curriculum and Instruction for Non-Majors (Series)). This course will count as one (1) of the four (4) required Education Electives. (*See University Calendar: Education - Minors in Education*).
- Typically, at the EDUC 3000 or 4000 level
- 3.0 credit hours each
- Excludes EDUC 3500 and 3600-level (as these are part of PS I and II, respectively).

Note: *Completion of a minor is not required for graduation. Students should be aware that in some cases, the appropriate methods for non-majors course (typically EDUC 3700) might not be available or fit into a student's schedule. **While efforts will be made to find an acceptable substitution, it may not be possible for a student to complete the requirements for the optional minor.***

Education Transfer Courses

All Education courses towards the Education Requirements for the Bachelor of Education in Early Years Education must be taken at the University of Lethbridge. No Education courses can be transferred from another institution.

Substitution for Required Courses

Occasionally, required courses may not be offered during the regular semester when a student is able to take them. A student may request a course substitution to fulfill these requirements. However, students must make every effort to complete required courses during the regular semester. If a course conflict arises for a required course, students must reach out to Student Program Services, Faculty of Education immediately for support in finding a substitution. Contact Student Program Services, Faculty of Education for information on approved substitutions, their availability and the process involved.

C. Residence Requirements

A student who is a candidate for a degree must satisfy the minimum residence requirement with the successful completion of courses, or their equivalent, at the University of Lethbridge. The residence requirement for the Bachelor of Education in Early Years program is 2.5 years (75 course credits) completed at the University of Lethbridge and all Education courses completed at the University of Lethbridge.

D. Minors in Education

The Faculty of Education offers a number of optional minors (*see University Calendar: Education – Education Minors*).

- A student may elect to complete a minor from the selection of Education minors only.
- Most minors consist of five (5) applicable non-Education courses and an appropriate Education methods course (usually from the EDUC 3700 Applied Principles of Curriculum and Instruction for Non-Majors (Series)).
- To have a teaching minor endorsed on a transcript, the student must have a cumulative GPA of 2.50 or greater on all non-Education courses comprising the minor and a minimum B- in the appropriate Education methods course.
- To add or remove a minor, submit the *Request to Add/Remove a Minor, Concentration, Specialization, or Change a Disciplinary Stream (Undergraduate)* form via The Bridge.

Note: *Students should be aware that in some cases, the appropriate methods for non-majors course (typically EDUC 3700) might not be available or fit into a student’s schedule. While efforts will be made to find an acceptable substitution, it may not be possible for a student to complete the requirements for the optional minor.*

E. Specializations in Education

There are no specializations available in the Bachelor of Education in Early Years Education program.

F. Changing the Program

Students in the Bachelor of Education in Early Years Education program are admitted to the Faculty of Education based on the completion of this specific program. Students wanting to change their program to a different program must submit a written request to Student Program Services and must meet with the Academic Advisor for the Faculty of Education before a program can be changed.

G. Leave of Absence

Students studying at the undergraduate level occasionally have extenuating circumstances (e.g., illness, family priorities, deployment) that may interrupt their studies and they need to step away from their studies for a period of time. Students in a Bachelor of Education in Early Years Education will need approval from the Academic Advisor in the Faculty prior to being granted a Leave of Absence.

H. Cancellation of Courses

For non-Education courses, students can cancel course registration (drop courses) before incurring a withdrawal grade (W) on transcripts or incurring tuition, compulsory, and program-related fees, if they cancel their registration by the Extended Drop deadline for the term or session through the Bridge (*see University Calendar: Fees - Cancellations, Refunds, and Withdrawal*). Withdrawing from any component of a Professional Semester **will result in the student's withdrawal from the Faculty of Education** (*see University Calendar: Education – Academic Regulations and Information*). Students withdrawing from EDUC 1000, EDUC 2500, or any of the Education Electives, must meet with the Education Academic Advisor before doing so.

I. Grading System

The grading system for the Faculty of Education conforms to the designations as outlined in the Calendar (*see University Calendar: Academic Regulations, Policies and Program Requirements*). Certain courses, including all practicum courses, are graded on a Pass/Fail basis, and are specified as such in the *Course Catalogue* section of the *University Calendar*.

Grading options include:

- Incomplete: 'I'
- Withdrawal: 'W'
- Withdrawal with Cause: 'WC'
- Pass: 'P'
- Failure: 'F'

◆ Incomplete: 'I'

The 'I' designation is given only in case of illness or other extenuating circumstances beyond the control of the student, which make it impossible to complete the required work by the end of the term (*see University Calendar: Academic Regulations, Policies and Program Requirements*). To obtain an 'I':

- The 'I' designation is awarded only on application to and approval of both the instructor and the Dean of Education (*see Student Program Services for additional information and the appropriate forms*).
- Normally, requests are not entertained until the last two weeks of classes.
- When the 'I' is approved, an appropriate deadline is determined for the completion of outstanding work. A student who does not complete outstanding work by the assigned deadline will normally receive an 'F' in the course.
- The 'I' designation may be converted to a letter grade by the instructor within a maximum of one year; if not so converted, it becomes an 'F', except where circumstances continue to prevent the completion of the course, in which case the 'I' designation remains on the academic transcript.

Note: Normally, the Incomplete designation is not used in practicum courses.

◆ **Withdrawal: 'W'**

Students in a Professional Semester who are considering a withdrawal must *immediately* contact Student Program Services for assistance. Withdrawing from any component of a Professional Semester **will result in the student's withdrawal from the Faculty of Education** (see *University Calendar: Education – Academic Regulations and Information*).

The 'W' designation does not affect the calculation of a student's term or cumulative GPA (see *University Calendar: Academic Regulations, Policies and Program Requirements*).

A designation of 'W' will be awarded if a formal written application for a Withdrawal is completed by the student or his/her agent and submitted to the Registrar (see *Student Program Services for additional information and the appropriate forms*). Students are responsible for ensuring that the Registrar's Office receives the withdrawal request by the relevant deadline. Refer to *University Calendar: Academic Schedule*.

Withdrawal from an Education course (not part of a Professional Semester):

- Withdrawing from a course outside of a Professional Semester does **not** result in the student's withdrawal from the Faculty.
- Students withdrawing from EDUC 1000 or EDUC 2500 must meet with an Academic Advisor before doing so as the student will not be permitted to register for PS I until those courses are completed.
- If the student withdraws from any Education course **before the Extended Drop deadline**, tuition, compulsory, and program-related fees will be refunded.
- If the student withdraws from any PS I module or PS II course **after the Extended Drop deadline up to, and including, the last day of classes**, no refunds of tuition, compulsory, and program-related fees will be provided (see *University Calendar: Fees – Cancellations, Withdrawals, and Refunds*).

Withdrawal from Professional Semesters

- If the practicum student (PS I and II) or intern (PS III) withdraws from the Practicum or Internship **before the Extended Drop deadline**, tuition, compulsory, and program-related fees will be refunded.
- If the practicum Student Teacher or Intern Teacher withdraws from the Internship **after the Extended Drop deadline up to, and including, the last day of classes**, no refunds of tuition, compulsory, and program-related fees will be provided (see *University Calendar: Education – Academic Regulations and Information*).
- Depending upon the date of the withdrawal, a PS I or PS II student may be eligible for reimbursement of the practicum travel fee (see *Student Program Services, Faculty of Education*).

◆ **Withdrawal with Cause: 'WC'**

Students in a Professional Semester who are considering a withdrawal must *immediately* contact Student Program Services for assistance. A designation of 'WC' is recorded only in case of serious illness or other extenuating circumstances beyond the control of the Student Teacher or Intern Teacher, which make continuation in a module, course, or practicum/internship impossible, and where an Incomplete designation is not in order. To obtain a 'WC':

- Along with a written application for a Withdrawal with Cause, the Student Teacher or Intern Teacher must provide appropriate supporting documentation to Student Program Services (*see Student Program Services for additional information and the appropriate forms*).
- The Withdrawal form requires the signature of a Student Program Services representative before it is submitted to the Registrar.
- Prior to readmission, the Student Teacher or Intern Teacher who has been granted a complete Withdrawal with Cause may be asked to provide evidence that the conditions which led to the WC have been identified and addressed.
- Depending upon date of withdrawal, a Student Teacher or Intern Teacher may be eligible for reimbursement of tuition and other program-related fees.

Withdrawing with Cause from any component of a Professional Semester ***may not result in the student's withdrawal from the Faculty of Education.***

◆ **Pass/Fail:**

Certain courses, including all practica and internships are graded as 'P' or 'F'.

- The designation of 'P' indicated satisfactory completion of the course, practica or internship. When a student receives the designation 'P', the course is not included in the computation of the GPA.
- The 'F' should be given if the Student Teacher has failed a course, module or not met practicum expectations. Also, the student may be assigned a failing grade for the component where the Standards of Professional Conduct were not met.
- Normally, a Student Teacher or Intern Teacher will have the option of withdrawing from the Faculty of Education up to the last day of classes (see 'W' or 'WC' above). Past that date, an "F" will appear on the academic transcript.
- If the Student Teacher or Intern Teacher is awarded 'F', the course is included in the computation of the GPA.
- An 'F' grade in any component of a Professional Semester ***will result in the student's withdrawal from the Faculty of Education*** (*see University Calendar: Education – Academic Regulations and Information*).
- A Student or Intern Teacher who has failed any component within a Professional Semester must successfully apply for readmission before resuming studies toward the Bachelor of Education in Early Years Education. (*see University Calendar: Education – Academic Regulations and Information*).

Repeated Courses

At the University of Lethbridge, a student may repeat a course previously taken in an attempt to improve the course grade, improve the GPA and/or meet graduation requirements.

A grade may be improved by completing either the course or its equivalent.

- Students wanting to improve their grade in a Series or Topics course must repeat the section with the identical title.
- Courses that are equivalent are denoted with an 'Equivalent' course element in the course description and include courses that have been renamed or renumbered, and Topics or Series courses that have been regularized.
- If a student repeats a course, the grade for each attempt is recorded on the transcript.
- Students may not have grades and credit hours for more than one attempt calculated in the GPA.
- After a course is repeated, the grade and credit hours of the attempt with the highest grade will be used to calculate the GPA.
- A student may not use a Credit/Non-Credit designation to replace a previously earned grade.

Appeal of Grades

Grade appeals deal with claims that a student's course grade has been improperly determined (see *University Calendar: Academic Regulations, Policies and Program Requirements*).

J. Required Withdrawal from the Faculty

A student will be withdrawn from the Faculty of Education Bachelor of Education in Early Years Education program if the following occurs:

- the grade point average falls below 2.50; or
- the student does not receive a 'Recommended to the Faculty of Education' in EDUC 2500; or
- the student fails any course, module, or practicum in any Professional Semester; or
- the student fails to meet expectations of the Standards of Professional Conduct. The student may be assigned a failing grade for the component where the Standards of Professional Conduct were not met. (see *University Calendar: Education – Required Withdrawal*); or
- the students' performance in practicum does not meet minimum standards; or
- the school requests the practicum to be terminated.

K. Readmission after Required Withdrawal

The process for readmission depends on the reason for withdrawal. In all instances noted above, the Assistant Dean of Student Program Services will meet with the student to identify any potential action plans that could allow a student to be readmitted.

In the instance that a student's performance does not meet the minimum standard in the practicum, the following process will be engaged in:

- After consultation with the University Consultant and Teacher Associate(s), the Assistant Dean of Student Program Services will document the difficulties that the Student Teacher experienced in the practicum placement.
- The student will be provided with a written action plan that describes the areas of concern and recommendations about how to remediate those difficulties.
- To be considered for readmission, the student will be expected to successfully meet the expectations outlined in the action plan in their submitted work and oral questioning. This will be presented to the members of the Undergraduate Student Program Committee, who adjudicate applications for readmission on behalf of the Faculty. Readmission is not assured. (*see University Calendar: Education – Readmission After Withdrawal*).
- Normally, Education courses completed after withdrawing and prior to readmission will not count toward the Bachelor of Education in Early Years Education program.

L. Special Study Requirements

Applied Studies

Applied Studies is a learning option in which students earn academic credit for learning gained through employment or volunteer experience. During the field placement, students complete a project that relates the experience to the study of education. An eligible student in the Faculty of Education may earn up to three (3) course credits through Applied Studies, designated by the numbers EDUC 2510 and 4980. Students should initially contact the Education Academic Advisor for specific information.

Credit/Non-Credit Courses

Students may elect to take courses as Credit/Non-Credit (Cr/NC) (*see University Calendar: Academic Regulations, Policies and Program Requirements*). This alternative is designed to encourage students to expand their academic interests by taking courses outside their field of major interest. The Cr/NC alternative may not be elected in courses constituting the General Study Requirements or the Education Requirements (e.g., Foundations or Curriculum & Instruction for Non-Majors).

For completion of course requirements with a grade of 'C' or better, the grade earned appears on the transcript automatically. If a grade between 'C-' and 'D' (inclusive) is earned, a 'Cr' appears on the transcript. If a grade of 'F' is earned, 'NC' will appear on the transcript. To take a course as Credit/Non-Credit, the student should:

- Obtain a Credit/Non-Credit Declaration form from the Registrar's Office.
- Submit the form to the Registrar's Office by the designated deadline (*see University Calendar: Academic Schedule*).

Independent Study (EDUC 4990)

Students may be permitted to earn credit by Independent Study under the supervision of a Faculty Member. Normally, an Independent Study is:

- only approved when a required course for a minor is not available.
- undertaken only in areas not covered by the courses offered in the Education curriculum.

A maximum of two (2) Education Independent Studies may be completed as part of the Bachelor of Education in Early Years Education program (*see University Calendar: Faculty of Education*) (*see Student Program Services for additional information and the appropriate forms*)

Professional Development Courses (EDUC 4950)

Professional Development (PD) courses may be used to fulfill Education Electives.

- Each PD course is equivalent to one-half of a regular semester course requiring the equivalent of a minimum 20 hours of instruction.
- PD courses are offered for credit only and are graded on a Pass/Fail basis.
- A maximum of four (4) PD courses may be counted toward a Bachelor of Education in Early Years Education degree.

M. Semester Course Overload

Professional Semesters I, II or III

Taking other courses while enrolled in a Professional Semester is strictly forbidden. Enrolling in additional courses (from any post-secondary institution) is considered to be a serious violation of the Standards of Professional Conduct and may lead to a student's withdrawal from the Faculty.

Non-professional Semesters

A student may take a sixth course; registration for the sixth course is permitted during the final week of the add/drop period.

Summer Sessions

A student may complete a maximum of 18 credit hours providing that it does not violate the Faculty of Education Summer Session restrictions. The maximum full course load per session is:

Session I	3 semester course equivalents	(9 credit hours)
Session II	2 semester course equivalents	(6 credit hours)
Session III	1 semester course equivalent	(3 credit hours)

A course in the six-week II/III may be used to overload, providing it does not overload both Session II and Session III as per the above restrictions.

The Faculty of Education does not typically offer Education courses in Sessions II/III or III.

N. Visiting Student Authorization

A student may request to complete courses at other institutions if the courses are not available at the University of Lethbridge and if the residency requirements are met. Concurrent registration is typically not permitted during the regular academic year. No transfer credit will be received for courses taken elsewhere unless Visiting Student Authorization form is granted in advance. No transfer credit will be received for courses within the Education Requirements.

The student is required to:

- Select courses from other institutions that meet University of Lethbridge program requirements.
- Submit a Visiting Student Authorization (VSA) form via The Bridge.
- Upon completion of the course(s), a student must request to have an official transcript sent to the University of Lethbridge.
- The transcript from the other institution must be received by University of Lethbridge graduation document deadlines.

Note: *Taking other courses while enrolled in a Professional Semester is strictly forbidden; therefore, all coursework must be completed **outside of** enrollment in a Professional Semester.*

PRACTICUM INFORMATION

The Faculty of Education offers field experiences in Education 2500 (EDUC 2500), PS I (EDUC 3500), PS II (EDUC 3600), and PS III (EDUC 4578). This section covers policies and information common to PS I and PS II practica. The PS III section has additional information.

A. General Policies

These policies are taken from University Calendar: Faculty of Education.

- Students must not contact teachers or school administrators with the intent of procuring practicum placements. Field Experiences personnel make all placements.
- Students must not contact the Teacher Associate(s) prior to the practicum until advised to do so.
- Practicum placements for PS I and PS II are made within Zone 6 and the Calgary and Foothills areas.
- Limited PS III placements outside of Zone 6 are subject to the approval of the Assistant Deans of Student Program Services and Field Experience.
- Students may complete only one practicum/internship with any one Teacher Associate or Teacher Mentor.
- Normally, a student will not be placed in a school from which he or she graduated.
- Students will not be placed in schools where close family members are employed or where family members are pupils.
- Placements in the Bachelor of Education in Early Years Education program will be in grades K – 3.
- Students who refuse a placement may be required to withdraw from the practicum and reapply for admission to the Faculty of Education to resume their studies in a subsequent year.
- Students who do not provide all relevant information at the time a placement is made may be required to withdraw from the practicum and reapply for admission to resume their studies in a subsequent year.
- Students who provide false information at the time a placement is made may be required to withdraw from the practicum and reapply for admission to resume their studies in a subsequent year.

During practicum, the following guidelines apply:

- Student Teachers are to be at school at least 30 minutes before classes commence and expect to stay for the same amount of time after classes are over. **Arrival and departure times should be discussed with the Teacher Associate.** Dependability and punctuality are essential in the teaching profession.

- Student Teachers must remain at school at the end of the school day to discuss lessons, to plan lessons, and to participate in duties that are a part of the teacher's routine including supervision and parent-teacher interviews.
- Student Teachers are expected to assist the Teacher Associate in daily routines such as marking, supervision, and locating and organizing resources.
- Student Teachers must develop lesson plans for all lessons they teach. Lesson plans must be in the school and available for the Teacher Associate, supervising Administrator, and/or University Consultant to review. Lesson plans should be submitted to, discussed with, and approved by the Teacher Associate well in advance of each lesson. Well in advance is generally interpreted as at least the day before the lesson is to be taught. This will provide the Student Teacher with an opportunity to revise their lessons based on the feedback provided.
- Resources in the school are available for planning the lessons. Student Teachers are expected to locate and return all resources to their respective places. Resources are not to be taken without permission. Student Teachers may also obtain resources from the University of Lethbridge Curriculum Laboratory, the Alberta Teachers' Association Library, and the Lethbridge Public Library.
- Student Teachers are expected to participate as a member of the school staff. For example, Student Teachers are to attend staff meetings and any other professional activities scheduled and are encouraged to assist with extra-curricular activities.
- Student Teachers must be ready to teach lessons in all subject areas.
- Student Teachers are encouraged to observe students and teachers in other classes. The various possibilities and opportunities should be discussed first with the Teacher Associate who can assist with making necessary arrangements.

B. Criminal Record Check

While not a requirement of the Faculty of Education, school jurisdictions require Student Teachers to present a current (i.e., typically within 3 months) Criminal Record Check (CRC) or Police Information Check (including Vulnerable Sector Check) to the school administrator before being permitted to start the practicum.

Note: *Students are responsible for all associated costs. However, at the beginning of each Professional Semester, students will receive a letter explaining the requirement, which upon submitting to a police detachment may result in a reduced fee for the service. Students are advised to initiate application for the CRC at the beginning of or prior to the start of each Professional Semester to allow for processing (usually 2-6 weeks).*

C. Attendance Policy

The Faculty of Education maintains a mandatory attendance policy for on-campus Education classes, practica, and related activities such as workshops. (Also see *Appendix D: Attendance Policy – University Sanctioned Activities.*)

D. Levels of Schooling in Placements

For the Bachelor of Education in Early Years Education program, students will be placed in Division I classrooms.

Divisions are defined as follows:

- Division I: K – 3
- Division II: 4 – 6
- Division III: 7 – 9
- Division IV: 10 – 12

E. Location of Placements

Practicum placements are made throughout Southern Alberta. Students' acceptance of admission to the Faculty of Education indicates acceptance of a practicum placement in any school located within Zone 6 or the Calgary or Foothills areas where they have indicated that they have free accommodation on the Student Information form (*See Appendix H*).

Note: *Students must be prepared to travel to and/or be temporarily billeted in locations throughout Zone 6. Efforts are made to accommodate students with extraordinary circumstances, provided that they have submitted supporting documentation for the circumstance to be considered in a timely manner.*

****** *Employment will not normally be considered as an extraordinary circumstance.*

F. Family Members in Schools

Due to potential conflicts of interest, students will not be placed in schools where close family members (family members that you are in regular communication with) are students, teachers, or administrators.

Complete and accurate information regarding family members in schools must be provided on the Student Information form (completed for each practicum and the Internship). Should such a situation arise, the student must notify Field Experiences immediately.

Note: *Failure to provide complete and accurate information may result in a student being required to withdraw from the practicum and reapply for admission to resume their studies in a subsequent year.*

G. Practicum Orientation Day

Orientation Day occurs near the end of the on-campus courses prior to the commencement of practicum. This is an opportunity for Student Teachers to visit the school in which they are placed, meet their Teacher Associate and other school staff and students, become familiar with the school, and learn about their teaching assignment and other duties.

Student Teachers are expected to

- attend a full orientation day or alternative day assigned.
- arrive at the school at least 30 minutes prior to the first bell.
- introduce themselves to the administrator and other teachers.
- visit the staff room.
- tour the school.
- learn about specific policies in the school (student attendance, supervision, library, technology use, photocopying, and discipline policies).
- discuss possible teaching assignments with the Teacher Associate.
- locate teaching resources.
- learn about dress codes (teacher and student), professional expectations and responsibilities, and school-wide policies, procedures, routines, and rules.

For more information, see *Appendix E* and the applicable Professional Semester Handbooks.

H. Standards of Personal and Professional Conduct

Students must act with the honesty, integrity and dignity required by the teaching profession and the Faculty of Education. Accordingly, it is expected that all students will adhere to the Standards of Professional Conduct during practica and on-campus courses in the Faculty of Education (*see Appendix A and B*).

As students are entering a professional faculty, they are expected to demonstrate professional conduct in both their non-academic as well as their academic performance. The student will demonstrate to adults and children:

- ◆ **Empathy:** as concern for the welfare of others – the ability to care beyond oneself.
- ◆ **Acceptance and Respect:** of individual differences, i.e., looks, attitudes, lifestyles, viewpoints.
- ◆ **Ability to Listen:** with understanding and supportive feedback.
- ◆ **A Positive Attitude:** expect the best from others.
- ◆ **Continued Personal Growth and Development:** by admitting deficiencies, correcting fallacies, and acquiring new knowledge.
- ◆ **Freedom from Prejudice and Discrimination:** by supporting and valuing cultural heritage.

- ◆ **Flexibility and Adaptability:** as needed to approach a situation in a new way according to the moment's criteria.
- ◆ **Imagination and Creativity:** by escaping from rigidity, structures, and the hum-drum.
- ◆ **Enthusiasm:** as a positive model stimulating active involvement and participation.
- ◆ **Patience:** to accept the myriad frustrations of a teacher's and student's day;
- ◆ **Intuitiveness and Sensitivity:** as felt response to unspoken needs.
- ◆ **Poise and Self-Confidence:** as a sense of fair play and justice; treating each person according to his/her needs.
- ◆ **Cooperation, Reliability, and Dependability:** by demonstrating individual initiative.

Serious breaches of either of the *Codes of Conduct* will result in serious consequences, including possible withdrawal from the Faculty of Education.

I. Absent from School

If a Student Teacher must be absent during practicum, the Student Teacher must notify the Teacher Associate(s) and University Consultant as soon as possible. If unable to contact either the Teacher Associate or the University Consultant, the Student Teacher must telephone Field Experiences (403-329-2259) and leave a message. Typically, illness, inclement weather and school closures are the only acceptable reasons for being absent. If absent, Student Teachers must provide the Teacher Associate(s) with lesson plans for all classes they were assigned to teach.

J. Logbook

During PS I and PS II practica, Student Teachers compile a logbook. This must be available to be read by the University Consultant and Teacher Associate. The logbook can be a loose-leaf binder or shared electronic folder containing the following information.

Note: *Student Teachers are required to maintain confidentiality and anonymity within their logbook, adhering to FOIP and PIPA Guidelines.*

General Information:

- Student Teacher: Name, contact information, brief autobiography.
- School: school name, address, phone number, email address, school map, school-wide policies, location of classroom, brief description of school.
- Supervisors: Names and contact information for Administrator, Teacher Associate, University Consultant.
- Classes: Class organization, seating plan(s), and rules, routines, procedures.
- Timetable.

Lesson Plans:

- Filed according to subject area, and class, and in the order taught.
- Written reflective critiques/self-assessments of all lessons. Indicate: (a) how you felt about the lesson; (b) what went well and why, or what went poorly and why; and (c) what might be done to change or improve the lesson.
- Copies of materials used for each lesson can be included in the logbook or kept in a separate, orderly folder or binder. Reference information concerning electronic resources used should be filed together with lesson materials.

Assessment and Evaluation Reports:

- Copies of observation notes by supervisors (Teacher Associate, University Consultant, School Administrators)
- Copies of Formative Assessments and Summative Evaluation Reports by the Teacher Associate and by the University Consultant (*Appendix G*).

Other:

- Journal entries – daily/weekly reflections.
- Observation notes – Student Teacher’s notes from all lessons observed.
- Collection of useful ideas and resources.

K. Professional Portfolio Development

Student Teachers and Intern Teachers are required to engage in self-reflection and collaborative evaluation through Professional Portfolio development. The portfolio development process engages students in a cycle of reflection, goal setting, working toward those goals and collecting evidence of achievement.

The demonstration and discussion of progress and achievement should take place in a three-way conference between the University Consultant, the Teacher Associate, and the Student Teacher. The Professional Portfolio evaluation conferences should be held at the mid-point and end of practicum. They may be led by the Student Teacher and should focus on the Student Teacher’s achievement of the goals set for the semester and the competencies noted in the Formative Assessment and Summative Report (*Appendix G*).

Throughout the process of Professional Portfolio development, Student Teachers, Teacher Associates, and University Consultants should be conscious of the Student Teachers’ growth toward achievement of the six (6) competencies that comprise the Alberta Education Teaching Quality Standard (TQS). Excerpts from the *Alberta Education Teaching Quality Standard* document can be found in *Appendix C*. The complete version can be found at:

<https://www.alberta.ca/professional-practice-standards.aspx#toc-0>

L. Weekly Teaching Schedules

The Student Teacher and Teacher Associate determine the teaching schedule for the upcoming week. The Student Teacher is required to submit a copy of the schedule to the University Consultant as per the University Consultant's direction for the upcoming week. If the schedule changes, the Student Teacher must inform the University Consultant immediately because these schedules are used to plan supervision visits.

M. Evaluation of Student Teaching

Evaluation of Student Teaching is based upon the TQS (Alberta Education, 2023). The Alberta Education TQS delineates six competencies that must be demonstrated to qualify for interim professional certification and later, permanent professional certification in the province of Alberta. The Alberta Education TQS and related exemplars are included in *Appendix C*.

Guidelines for Evaluation Procedures:

- At the mid-point of the practicum (or throughout the practicum), the Teacher Associate will complete the Formative Assessment form. The University Consultant, Teacher Associate and Student Teacher will meet to discuss progress and recommendations. The Formative Assessment form is for feedback only and is not submitted to Field Experiences (*see Appendix G*).
- Near the end of the practicum a Summative Report form will be sent via email to the Teacher Associate through *DocuSign*.
 - The University Consultant, Teacher Associate and Student Teacher will meet to complete the Summative Report(s) for the Final Evaluation of the practicum.
 - The Teacher Associate will complete and sign the form electronically.
 - Once signed, the form will automatically be sent to the Student Teacher for their electronic signature. Upon completion, the form will then automatically be sent to the University Consultant.
 - The University Consultant will determine Pass/Fail and provide their signature electronically.
 - The completed and signed final Summative Report(s) will then automatically be submitted to the Field Experiences office.
- Discrepancies among the University Consultant, Teacher Associate and Student Teacher evaluations of a practicum should be discussed.
 - If a Student Teacher disagrees with the evaluation, the student must electronically sign the Summative Report to acknowledge seeing it.
 - The Student Teacher should then submit a letter to the Assistant Dean of Field Experiences outlining concerns with the evaluation.
 - The Student Teacher's letter must be signed by the Teacher Associate and University Consultant to acknowledge reading it. If letters are not signed by all parties, a copy will be sent to each participant with an invitation to respond in writing.

- This response will be attached to the Student Teacher’s Practicum records.
- Should the University Consultant and the Teacher Associate disagree on the appraisal of the practicum, they should try to come to a mutual understanding and a consensus. If a consensus is not possible, each should submit a Summative Report form by contacting Field Experience office for separate electronic documents, that has been signed by the other to acknowledge reading it.
- In the final analysis, it is the **University Consultant who assigns the practicum grade**.
- Student Teachers are **strongly encouraged** to retain the electronic copy of the Summative Report(s) for their own files and place it in their portfolio (optional) once the Report is discussed and signed. The Summative Report form is completed and signed using the electronic DocuSign system. The document will be sent via email to the Teacher Associate by the Field Experiences Office.

N. Grading System in Practicum

All practica are graded on a **Pass/Fail** (P/F) basis. See additional information in *Section I: Grading System*.

Failure to Meet Expectations

Failure to meet expectations in two or more of the categories identified on the Field Experience Summative Report or failure to show sufficient growth in two or more areas on the Formative Assessment may result in a recommendation other than pass (P). Further, students that have violated the professional code of conduct can lead to immediate termination of practicum with a recommendation other than pass (P).

- When a Student Teacher is identified as failing to meet practicum/internship expectations, the University Consultant will **immediately notify** the Assistant Dean (Field Experiences) and describe the reasons for the concern.
- The University Consultant and Teacher Associate will develop a written action plan for the student teacher and will share this information with the student teacher to help them work on overcoming the concerns. A copy of the action plan must be provided to the student teacher and must be submitted to the Assistant Deans of Student Program Services and Field Experiences.

Supplementary Supervision

The University Consultant and Assistant Dean, Field Experiences, will ascertain whether it is appropriate to have a second university supervisor provide supplementary supervision.

- The role of the supplementary supervisor is consultative to the University Consultant regarding evaluation of the Student Teacher’s performance in respect to Alberta Education TQS competencies if the Teacher Associate and/or University Consultant are not sure, and the Student Teacher needs extra support.

- Student Teachers who are clearly not meeting expectations in the practicum/internship will not receive supplementary supervision.
- The role of the second university supervisor may include assistance to the University Consultant in the development and implementation of the action plan as described above and/or determination of the final grade.

When the deadline for the action plan is reached, the University Consultant and Teacher Associate will meet with the Student Teacher to discuss whether or not the student has successfully completed the practicum. The decision will be shared in writing with the Student Teacher and the Assistant Deans of Student Program Services and Field Experiences.

O. Student Transportation and Reimbursement

PS I and PS II Student Teachers may be reimbursed for transporting fellow semester Student Teachers to assigned schools.

- Faculty reimbursement to a Student Teacher driver is \$0.35 per km for distances in excess of 40 km per return trip.
- There is no reimbursement for a Student Teacher traveling alone unless special arrangements are made through Field Experiences prior to the practicum. Distances are determined by University of Lethbridge administration.

When PS I and PS II Student Teachers are notified of their confirmed placements, they are also provided with a link to the respective carpool website.

- All Student Teachers who are willing to drive are asked to register their vehicles on the carpool website by the designated date.
- Student Teachers in need of a ride to their practicum placement can log in to identify a driver from this website.
- Student Teachers unable to locate transportation should contact Field Experiences promptly.

After PS I and PS II Student Teachers have been notified of their confirmed practicum placements, Field Experiences will email them the *Practicum Location and Risk Management Driver Agreement* forms electronically.

- These forms **must** be completed and submitted to Field Experiences by the date indicated in the email.
- Once the forms are received by Field Experiences, Students who are driving will be provided with Travel Expense Claim forms, including instructions on completing the forms and dates by which they must be submitted for reimbursement.

Note: *PS III Intern Teachers are not reimbursed for travel, however those driving to their respective internship placement locations must submit the Risk Management Driver Agreement electronically to Field Experiences prior to beginning their internships.*

P. Student Accommodation

All Student Teachers must complete a Practicum Location form. Student Teachers who are placed beyond **200 km return** of Lethbridge within Zone 6 may qualify for accommodation reimbursement.

- Accommodation usually includes room and board arrangements in a private home.
- Student Teachers staying in their own home, with members of their immediate family or close relatives, will not receive accommodation reimbursement.
- Students must have prior approval from Field Experiences to qualify for accommodation reimbursement.

Q. Risk Management

All students are required to complete the *Governors of The University of Lethbridge Informed Consent, Risk Acknowledgement & Indemnity Agreement of Risks and Indemnity Agreement* that will be sent and completed electronically prior to beginning all practica.

- This agreement is a legal contract between the participant of the practicum and the University of Lethbridge under which the participant agrees to give up, surrender, or abandon, any claim (now or in the future) against the University of Lethbridge with respect to the practicum.

The faculty and staff of the University of Lethbridge are responsible for reasonably protecting the health and safety of University of Lethbridge students when planning, organizing, and leading University- sanctioned activities whether on or off-campus, including Education Professional Semester practica. This means that, as much as is possible, the risks associated with activities should be reasonably controlled.

R. International Placements

International placements are currently unavailable.

PROFESSIONAL SEMESTER I

Professional Semester I (PS I) is taken in the Fall of their third year. Students must have completed EDUC 2500 (with a Pass and a Recommendation to the Faculty of Education), EDUC 1000, and have a GPA of at least 2.50 to begin PS I. Components of the Teacher Education Programming at the University of Lethbridge are progressive with specific expectations for each level. See *Appendix F* for these expectations.

PS I is offered in fall semester only. It begins with on-campus courses followed by five (5) weeks of supervised practicum. PS I courses and field experience provide students with opportunities to explore ways of thinking and acting with regard to:

- learning how to teach
- teaching and learning contexts
- curriculum and instruction
- lesson planning
- classroom assessment
- language development, learning and instruction
- the nature of children and young people
- interpersonal relationships
- communications technology
- the teaching profession
- professional growth and development
- Teaching Quality Standard (Alberta Education, 2023).

Course Descriptions

- ***EDUC 1000 – Perspectives in Schooling***

This course brings a multidisciplinary, critical lens to the idea and the institution of schooling. It will explore multiple perspectives on past and present schooling and encourage students to reimagine schooling for the future. It will address the conflicts (or creative tensions) inherent in public education.

- ***EDUC 3500 – Professional Semester I Practicum***

Student Teachers are assigned to schools for approximately five weeks (125 hours) in an elementary school practicum to develop and practice skills and knowledge related to on-campus components. Student Teachers work towards teaching 1/3 of the time, assisting 1/3 of the time, and observing or preparing 1/3 of the time. Specific information pertaining to practicum is found in the *Practicum Information* section.

- Teaching time is defined as lessons that have been planned and taught by the Student Teacher.

- Assisting time may involve taking small groups of pupils, helping to prepare materials, or teaching lessons the Teacher Associate has planned.
- Observation and planning time may be spent observing the Teacher Associate, another Student Teacher, another teacher, or planning for instruction.

- ***EDUC 3501 – Curriculum and Instruction***
Interpreting and mapping of pedagogical content knowledge and integrated teaching strategies, with particular focus on meeting learner needs through establishing learner objectives and outcomes, lesson, and rudimentary unit planning, and classroom management.

- ***EDUC 3502 – Educational Psychology***
Principles of educational psychology applied to classroom applications; includes child development, principles of learning, classroom management, and motivation.

- ***EDUC 3503 – Language in Education***
Understanding the role of language and the language arts in education generally, and in instruction across the curriculum (K-12) specifically.

- ***EDUC 3504 – Assessment and Learning***
Introduction to the alignment between classroom assessment, curriculum, and learning with a focus on formative assessment. Concepts of validity, reliability, and fairness in assessment are introduced.

- ***EDUC 3505 – Teaching Seminar***
Understanding the personal and professional nature of teaching; learner and classroom contexts; teaching strategies, and teacher development.

- ***EDUC 3507 – Numeracy in Education***
Understanding the role of numeracy in education generally and in instruction across the curriculum (K-12) specifically. This involves both the acquisition and application of mathematical knowledge and skills related to numeracy, as well as a focus on integrated teaching strategies to engage learners with quantitative and spatial information across subject areas.

PROFESSIONAL SEMESTER II

Professional Semester II (PS II) is offered in Winter Semester only. The semester begins with on-campus courses followed by 6 weeks of practicum, all of which further develop students' knowledge, skills, and competencies in the following areas:

- curriculum and instruction in subject major
- unit planning
- fostering positive classroom relationships
- evaluation and reporting
- teaching contexts
- teaching exceptional learners
- professional growth and career-long learning
- developing professional body of knowledge in subject major
- applying foundational knowledge about First Nations, Métis, and Inuit
- the teaching profession and relevant legal frameworks.

Course Descriptions

- ***EDUC 3600 – Professional Semester II Practicum***

Student Teachers are assigned to schools for approximately six weeks (150 hours) teaching experience.

Teaching time is defined as lessons or units planned and taught by the Student Teacher. Student Teachers works up to assuming approximately 1/2 of the Teacher Associate's teaching load, moving to approximately 2/3 of a teaching load for most of the remainder of the practicum.

At some point, the Student Teacher should teach full-time for a short period (3 - 5 days), if appropriate. When not teaching, Student Teachers actively assist and observe their Teacher Associates. On occasion, Student Teachers may arrange to observe relevant alternative teaching contexts.

Note: *Student Teachers may also be required to complete assignments for on-campus courses that are directly related to practicum experiences.*

- ***EDUC 3601 – Principles of Curriculum and Instruction for Majors: Literacy and Numeracy***

The relationship of content and teaching strategies related to the development of literacy and numeracy for K – 3 students.

- **EDUC 3602 – The Educational Psychology of Exceptional Learners**
An introduction to the characteristics and potentialities of children with exceptional learning needs, including principles and strategies used to meet the needs of students with learning and/or behavioural needs within mixed-ability classrooms.
- **EDUC 3603 – Social Context of Schooling**
Social and cultural influences and issues affecting learning, teaching, and the process of schooling.
- **EDUC 3604 – Evaluation and Reporting**
Evaluation and reporting of student learning, emphasizing data gathering, summarizing, and interpreting data to improve teaching and learning with a focus on validity, reliability, and fairness of summative assessment.

PROFESSIONAL SEMESTER III

Professional Semester III (PS III) for the Bachelor of Education in Early Years Education program is offered in the Winter term only. PSIII is an integrated 5-course equivalent semester consisting of two (2) components: a half time teaching internship in a school placement and a half time professional study under the direction of the University Consultant. Intern Teachers' professional learning will include collaborative inquiry, reflective practice, exploration and discussion of selected issues and topics, and portfolio development. Students are assigned to schools full-time.

PS III is the culminating practicum experience in the Faculty of Education. The purpose of PS III is to provide pre-service teachers with an internship experience in which they assume responsibility for approximately one-half (50%) of a Mentor Teacher's instructional duties. Intern Teachers are expected to develop and deliver curricula for all courses they teach; where appropriate, they do so in collaboration with Mentor Teachers, University Consultants, and other school personnel.

Students in the Bachelor of Education in Early Years Education program will complete **EDUC 4578 – Early Childhood Education Internship** as their PS III option in the Winter of their fourth year.

Students are urged to complete a Program/Graduation Check and/or consult with the Student Program Services office prior to their enrollment in PS III.

Students are required to attend a PS III Orientation meeting prior to the semester they enroll in PS III. These are held in December. It is up to the student to ensure their availability for this mandatory meeting.

Specializations and Other Internship Options

Specializations and other Internship Options are not available in the Bachelor of Education in Early Years Education program.

Accommodation and Travel

Students should be aware that PS III is in a school setting for a full university semester. Students are responsible for their own accommodations and/or travel expenses.

Placement Location

For information about placements for Intern Teachers, see Practicum Information: General Policies (as well as *University Calendar: Education – Practicum Regulations and Information*).

Out-of-Zone Placements:

- Out-of-Zone placements for PS III may be considered. Approval is primarily based on performance in PS I and II (including both practica and on-campus courses). Students who have encountered difficulties in either will not be eligible.
- Complete the Request for PS III Out-of-Zone form and submit to Field Experiences along with required documentation by January 15 for PS III (Fall), or August 31 for PS III (Winter).
- Students require Field Experiences approval.
- Unique PD opportunities will be taken into account when placements are made.

PLEASE NOTE: Calgary and surrounding area are an out-of-zone placement and require completion of the out-of-zone application form by the deadline.

GRADUATION, CERTIFICATION, SALARY EVALUATION

This section contains information on graduation, certification, and salary evaluation. To assist students in attending to the final details of their academic career we have prepared a student checklist (*see Appendix I*). The checklist provides them with the tasks to be completed as well as the timeline to begin work or complete the tasks.

Graduation

Students **do not** automatically receive their degree(s). Application for graduation must be submitted online through The Bridge. Students must apply for graduation before the deadlines below. There are only two convocation ceremonies every year, but students may apply to graduate in the Fall, Winter or Summer.

Fall Graduation (Winter Convocation)	November 1
Winter Graduation (Winter Convocation)	March 1
Summer Graduation (Fall Convocation)	August 1

Distinction/Great Distinction Graduation Designation

The designation ***Distinction*** is based on:

- A GPA of 3.60 or higher on all graded university courses.
- A candidate meeting the above criteria and judged to be an excellent prospect for teaching as determined by Student Program Services based on the evaluation of the practica and PS III internship.

The designation ***Great Distinction*** is based on:

- A GPA of 3.80 or higher on all graded university courses.
- A candidate meeting the above criteria and judged to be an excellent prospect for teaching as determined by Student Program Services based on the evaluation of the practica and PS III internship.

Gold Medals

Two ***Gold Medals*** are awarded to students in the Faculty of Education at the Winter convocation.

- The Faculty of Education Gold Medal is awarded to the student graduating with Great Distinction or Distinction, who achieves the highest GPA on all course work completed after admission to the Faculty of Education.
- The William Aberhart Gold Medal is awarded to the student who has shown the highest academic and general (student practicum) proficiency after admission to the Faculty of Education.

Certification: Interim Professional

To teach in the province of Alberta, graduates must be certified by Alberta Education. Once the student has met all degree requirements, the Student Program Services office sends the Dean's Recommendation for Interim Professional Certification to Alberta Education and to the Alberta Teachers' Association Teacher Qualifications Service. The Dean's list is prepared after official grades have been received for each semester (Fall, Winter, and Summer) and degrees have been approved by Education Faculty Council and the appropriate other Faculty Councils in the case of Combined Degrees. Apply for Interim Professional Certification online at: <https://www.alberta.ca/teacher-certification.aspx>

Restrictions on Eligibility for Certification

1. Only Canadian Citizens or permanent residents will be issued a Teaching Certificate by Alberta Education.
2. Except where the Minister of Education decides otherwise, the Registrar for Alberta Education may refuse to issue, re-issue or extend an interim professional certificate to:
 - A person who has been convicted of an indictable offense in Canada or an equivalent conviction in a jurisdiction outside Canada.
 - A person who the Registrar (Alberta Education) has reason to believe should not be issued a certificate.

Applications for a teaching certificate shall be directed to the Registrar (Alberta Education). As part of the application process, applicants will be asked whether they possess a criminal conviction. If the response is yes, the nature of the conviction and when and where they were convicted must be detailed.

The Registrar (Alberta Education) shall refuse to issue a teaching certificate to any applicant possessing an indictable criminal conviction. The Registrar (Alberta Education) may refuse to issue a teaching certificate to an applicant possessing a criminal conviction of a nature deemed unsuitable for teaching children or for any other reason. Applicants should be aware that holding a pardon for a criminal offense does not necessarily assure their eligibility for issuance of an Alberta Teaching Certificate.

For additional information, contact the

Registrar, Teacher Certification and Development Branch of Alberta Education:

Hours: 8:15 am to 4:30 pm (open Monday to Friday, closed statutory holidays)

Phone: 780-427-2045

Toll free: 310-0000 before the phone number (in Alberta)

Fax: 780-422-4199

Email: teacher.certification@gov.ab.ca

Salary Evaluation

The Alberta Teachers' Association (ATA) Teacher Qualifications Service is the agency in Alberta responsible for evaluating a teacher's years of education for salary purposes. School boards use a teacher's ATA Teacher Qualifications Service evaluation (which is based on years of acceptable education), along with an assessment of the teacher's years of teaching experience (as governed by the relevant collective agreement), to ascertain a teacher's ultimate placement on the salary grid. Any graduate wishing to teach in Alberta must be evaluated for their qualifications for salary purposes. Students should begin the process during their last semester of university.

- Information and forms needed can be found at <https://www.teachers.ab.ca/pay-and-benefits/teacher-qualifications-service>
- Students/Teachers must have an ATA Online account before they can apply online for a Teacher Qualifications Service Evaluation.
- Step-by-step instructions guiding you through the process, including a demonstration video, are available at the ATA website link above.

SECURING EMPLOYMENT

This section contains information on how to apply for teaching positions. Students should begin to gather other materials that will be needed for your application package. This includes:

- Begin to build your resume – for assistance, contact Career Services: <https://www.ulethbridge.ca/career-bridge/resume>. Update as needed.
- Letters of reference from teachers or faculty (maximum 4)
- Request transcripts from all post-secondary schools
- Prepare a personalized cover letter for each application -- for assistance, contact Career Services: <https://www.ulethbridge.ca/career-bridge/cover-letter>
- Include PS II Practicum Report and PS III Final Report

You can start applying for teaching positions when you are in your final semester of study. Please note that every school district/agency will have different criteria and application processes, so ensure that you familiarize yourself with your preferred school district. See <https://www.asba.ab.ca/school-boards-and-zones/> for a listing of all 61 school districts in AB.

On-Campus Interviews

School Districts/Agencies (including International agencies) often contact Student Program Services to conduct on-campus interviews. Information on upcoming interviews is sent to current Education students via email.

Job Postings

Most school boards post-employment opportunities on their websites, so make sure to check frequently. In addition, the following sites post available teaching positions:

- Education Canada: <https://educationcanada.com/index.html>
- Apply to Education: <https://www.applytoeducation.com/>

APPENDIX A:

Faculty of Education: Standards of Professional Conduct

As a Faculty within the University of Lethbridge, the Faculty of Education is committed to maintaining its students' freedom of thought, belief, opinion, and expression. As a professional Faculty, the Faculty of Education is committed to assisting students to become professionals. The Faculty, then, has the dual responsibility of fostering the academic freedom of students within the context of professional standards of conduct. The standards describe professional characteristics and behaviors students are expected to develop and demonstrate during field experience components and field related courses within the Teacher Education Program. Appropriate demonstration of these professional standards will be judged by on-campus instructors and school personnel.

- 1) The student acts in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, physical characteristics, age, ancestry, or place of origin.
- 2) The student treats pupils, peers, school personnel, and faculty members with dignity and respect and is considerate of their circumstances.
- 3) The student acts in a responsible manner which includes being punctual, dependable, trustworthy, consistent, and reliable.
- 4) Recognizing that attendance in practicum courses and Professional Semesters is a professional responsibility, students apprise appropriate personnel at the University and/or school in advance of unavoidable absences.
- 5) The student demonstrates empathy for others by showing concern for and understanding of others' feelings and/or ideas.
- 6) The student responds to feedback by listening to, evaluating, and responding to suggestions.
- 7) The student maintains positive interpersonal relationships with peers, faculty, school personnel, and pupils, by contributing, cooperating, participating, and working with others in a flexible and adaptable way.
- 8) The student shows enthusiasm and initiative by being actively involved as a participant while encouraging the involvement and participation of others.
- 9) The student shows maturity and judgment.
- 10) The student demonstrates a commitment to teaching through interest in learning about teaching, consulting, questioning, reading, and discussion.
- 11) The student criticizes (verbally or in writing) the professional competence or professional reputation of others only in confidence to proper officials and only after the other person has been informed of the criticism.
- 12) The student respects the confidentiality of information about pupils, peers, school personnel, or faculty, received in confidence or in the course of professional duties.
- 13) The student acts, both in person and in their online presence (e-mail, social media, etc.) in a manner which maintains the honor and dignity of the profession and the University of Lethbridge.
- 14) The student follows the policies/expectations of the school division in which they have been placed in terms of professional conduct and student interactions.
- 15) The student does not make representations on behalf of the Faculty of Education, the University of Lethbridge, the school, or the profession.

In addition to Professional Conduct, students are expected to meet expectations set out in other University and Faculty of Education policies, and to adhere to expectations set out by The Alberta Teachers' Association, Alberta Education, and School Jurisdictions.

APPENDIX B:

Alberta Education: Code of Professional Conduct for Teachers and Teacher Leaders

Code of Professional Conduct for Teachers and Teacher Leaders

This document shows the contents of Schedule 1.1 of the Practice Review of Teachers and Teacher Leaders Regulation.

Definitions

1 In this Regulation,

- (c) “ideological advantage” means perspectives taught to students in a biased manner with the intent to take advantage of a student’s uninformed or under-informed opinions, but does not include programs of study established under the Act;
- (d) “student”, for the purposes of the code of professional conduct referred to in section 225.5 of the Act, includes a child enrolled in an early childhood services program.

Preamble

This code of professional conduct for teachers and teacher leaders is established in accordance with section 1.1 of this Regulation.

This code does not prejudicially affect any right or privilege guaranteed by the *Canadian Charter of Rights and Freedoms* or any constitutionally protected religious instruction right or privilege under section 93 of the *Constitution Act, 1867*.

Teachers and teacher leaders shall comply with this code.

Sections 225.4, 225.5, 225.91 and other sections of the Act provide the legal framework for this code, including mandatory compliance and procedures for alleged non-compliance.

Conduct that does not comply with this code constitutes unprofessional conduct in accordance with the Act.

Any person may make a complaint pursuant to the Act about alleged unprofessional conduct of a teacher or teacher leader, which may result in disciplinary action impacting a teacher’s or teacher leader’s suitability to hold a certificate.

Unprofessional conduct and professional incompetence are defined separately in the Act. This code does not apply for the purposes of determining professional incompetence.

The Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard establish professional development requirements for teachers and teacher leaders.

This code applies to the conduct of an individual teacher or teacher leader. Matters pertaining to the administration of school authorities are subject to applicable legislation.

The conduct of teachers and teacher leaders, both on and off duty, bears directly on the community’s perception of the ability of teachers and teacher leaders to fulfill their unique position of trust and influence. Society and the school community hold teachers and teacher leaders to a high standard of conduct. Teachers and teacher leaders are accountable for their conduct, on and off duty, and are expected to conduct themselves with due regard to the honour, dignity, welfare, rights and best interests of students and the teaching profession.

Professional Conduct Requirements

1 In relation to students,

- (a) the teacher or teacher leader shall respect the dignity and rights of all students and persons without prejudice as to the prohibited grounds of discrimination set out in the *Alberta Human Rights Act* and with regard to rights as provided for in the *Canadian Charter of Rights and Freedoms*, and be considerate of the circumstances of students and persons.
- (b) the teacher or teacher leader is required to demonstrate a welcoming, caring, respectful and safe learning environment that respects diversity and nurtures a sense of belonging, which students are entitled to under the Act.
- (c) the teacher or teacher leader shall teach or lead in a manner that does not intentionally contravene applicable
 - (i) legislation, and
 - (ii) policies of Alberta Education
- (d) the teacher or teacher leader shall not
 - (i) intentionally harm or abuse a student verbally, psychologically or emotionally, or
 - (ii) harm or abuse a student physically or sexually.
- (e) the teacher or teacher leader shall not
 - (i) intentionally engage in an illegal activity or other activities that may cause a student to be put at or to remain at risk of harm or abuse, or
 - (ii) knowingly encourage or enable a student to engage in an illegal activity or other activities that may cause a student to be put at or to remain at risk of harm or abuse.
- (f) the teacher or teacher leader shall not disclose information received about a student in confidence or in the course of performing the teacher's or teacher leader's professional duties except
 - (i) as required by law, or
 - (ii) where
 - (A) in the teacher's or teacher leader's judgment, it would be in the best interests of the student to disclose the information, and
 - (B) the disclosure of the information is permitted by law.
- (g) the teacher or teacher leader shall not
 - (i) accept pay for tutoring a student in any subjects in which the teacher or teacher leader is responsible for giving classroom instruction to that student, but may provide tutoring to other students not in the teacher's or teacher leader's charge, subject to local school policy,
 - (ii) take advantage of a professional position to profit from the sale of goods or services to or for students in the teacher's or teacher leader's charge, or
 - (iii) while in a position of authority, teach or lead in a manner that exploits the teacher's or teacher leader's relationship with students for ideological advantage, material advantage or other advantage.

- (h) the teacher or teacher leader may delegate specific and limited aspects of instructional activity to non-certificated personnel, provided that the teacher or teacher leader supervises such activity.

2 In relation to parents of students, the teacher or teacher leader shall

- (a) respect parents and be considerate of their circumstances,
- (b) treat information received from and about parents with discretion,
- (c) be respectful in communications with and about parents, and
- (d) not discuss other students except where the matters being discussed are relevant to their child and then only to the extent that, in the teacher's or teacher leader's judgment, is necessary.

3 In relation to colleagues, the teacher or teacher leader shall

- (a) not undermine the confidence of students in other teachers or teacher leaders,
- (b) not criticize the professional competence or professional reputation of another teacher or teacher leader, except
 - (i) in confidence to appropriate officials, or
 - (ii) in making a complaint about the alleged unprofessional conduct or alleged professional incompetence of a teacher or teacher leader under the Act,
- (c) not take any steps to pursue the discipline or dismissal of another teacher or teacher leader because of animosity or for personal advantage, and
- (d) in addition to other reporting required by law, report to the Commissioner the conduct of another teacher or teacher leader who is alleged to cause or have caused psychological, emotional, physical or sexual harm or abuse to a student.

4 In relation to the teaching profession, the teacher or teacher leader shall

- (a) behave in a manner that maintains the honour and dignity of the profession, and
- (b) not engage in activities that adversely affect the quality of the teacher's or teacher leader's professional service.

APPENDIX C: Alberta Education: Teaching Quality Standard

MINISTERIAL ORDER #001/2020



Whereas Alberta’s teachers, students, parents, educational leaders and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

Whereas Alberta teachers provide inclusive learning environments in which diversity is respected and members of the school community are welcomed, cared for, respected and safe.

Whereas Alberta teachers play a fundamental role in establishing the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized.

Whereas quality teaching occurs best when teachers work together with other teachers in the common interest of helping all students succeed in diverse and complex learning environments.

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

Whereas students, parents and other partners in education should be confident that Alberta teachers demonstrate the *Teaching Quality Standard* throughout their careers.

Whereas it is important to recognize the value of a consistent standard of professional practice for all teachers in the province.

1. In the context of this document:

- a. **“competency”** means an interrelated set of knowledge, skills and attitudes, developed over time and drawn upon and applied to a particular teaching context in order to support optimum student learning as required by the *Teaching Quality Standard*;
- b. **“inclusive learning environment”** means a classroom, school, online learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners;
- c. **“indicators”** means actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable;
- d. **“local community”** means community members who have an interest in education and the school, including neighbouring Métis settlements, First Nations and other members of the public;
- e. **“school authority”** means a public school board, separate school board, Francophone regional authority, charter school operator or accredited private school operator;
- f. **“school community”** means students, teachers and other school staff members, parents/guardians and school council members;
- g. **“school council”** means a school council established under the *Education Act* or a parent advisory council established under the *Private Schools Regulation*;
- h. **“student”** means, for the purpose of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- i. **“teacher”** means an individual who holds a certificate of qualification as a teacher issued under the *Education Act*.

2. The *Teaching Quality Standard*:

Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

3. All Alberta teachers are expected to meet the *Teaching Quality Standard* throughout their careers. In any given context, reasoned professional judgment must be used to determine whether the *Teaching Quality Standard* is being met.

4. The *Teaching Quality Standard* is described by the following competencies and indicators:

- e. enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and
- f. maintaining an awareness of emerging technologies to enhance knowledge and inform practice.

Fostering Effective Relationships

1

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

Achievement of this competency is demonstrated by indicators such as:

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

Engaging in Career-Long Learning

2

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

Achievement of this competency is demonstrated by indicators such as:

- a. collaborating with other teachers to build personal and collective professional capacities and expertise;
- b. actively seeking out feedback to enhance teaching practice;
- c. building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;
- d. seeking, critically reviewing and applying educational research to improve practice;

Demonstrating a Professional Body of Knowledge

3

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

Achievement of this competency is demonstrated by indicators such as:

- a. planning and designing learning activities that:
 - address the learning outcomes outlined in programs of study;
 - reflect short, medium and long range planning;
 - incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;
 - ensure that all students continuously develop skills in literacy and numeracy;
 - communicate high expectations for all students;
 - foster student understanding of the link between the activity and the intended learning outcomes;
 - consider relevant local, provincial, national and international contexts and issues;
 - are varied, engaging and relevant to students;
 - build student capacity for collaboration;
 - incorporate digital technology and resources, as appropriate, to build student capacity for:
 - » acquiring, applying and creating new knowledge;
 - » communicating and collaborating with others;
 - » critical thinking; and
 - » accessing, interpreting and evaluating information from diverse sources;

- consider student variables, including:
 - » demographics, e.g. age, gender, ethnicity, religion;
 - » social and economic factors;
 - » maturity;
 - » relationships amongst students;
 - » prior knowledge and learning;
 - » cultural and linguistic background;
 - » second language learning;
 - » health and well-being;
 - » emotional and mental health; and
 - » physical, social and cognitive ability;
- b. using instructional strategies to engage students in meaningful learning activities, based on:
 - specialized knowledge of the subject areas they teach;
 - an understanding of students' backgrounds, prior knowledge and experiences;
 - a knowledge of how students develop as learners;
- c. applying student assessment and evaluation practices that:
 - accurately reflect the learner outcomes within the programs of study;
 - generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
 - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
 - provide accurate, constructive and timely feedback on student learning; and
 - support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

Establishing Inclusive Learning Environments

4

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

Achievement of this competency is demonstrated by indicators such as:

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

Applying Foundational Knowledge about First Nations, Métis and Inuit

5

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

Achievement of this competency is demonstrated by indicators such as:

- a. understanding the historical, social, economic and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy;
- b. supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;
- c. using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- d. 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

6

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

Achievement of this competency is demonstrated by indicators such as:

- a. maintaining an awareness of, and responding in accordance with, requirements authorized under the *Education Act* and other relevant legislation;
- b. engaging in practices consistent with policies and procedures established by the school authority; and
- c. 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.

Alberta Education, Office of the Registrar
2nd Floor, 44 Capital Boulevard Building
10044 - 108 Street
Edmonton, Alberta T5J 5E6
(780) 427-2045



APPENDIX D:

Attendance Policy: University Sanctioned Activities

For students participating in University sanctioned activities during PS I, PS II, and PS III.

Preamble

The Faculty of Education recognizes opportunities afforded students who participate in university-sanctioned activities such as athletics*. While all effort will be to accommodate the schedules of students involved in these endeavors, such demands cannot compromise the integrity of the Faculty of Education program.

Participants

This policy refers to University of Lethbridge sanctioned participation. Students who are involved in out-of-sequence coursework, community or other public performances, coaching, or non-sanctioned athletics will be governed by standard Faculty of Education attendance policy. That is, students are required to attend all classes and activities on campus as well as fulfill all before and after school practicum responsibilities.

Guidelines

Permission may only be granted to miss class or practicum time for participation in regular competition. Students will not be excused from class or practicum for team practices or other such preparatory activities. Pre-season and exhibition competition will also be considered lower priority.

It is the student's responsibility to discuss, with the appropriate faculty members, conflicts between classes/practicum and scheduled competitions. This should be done as soon as a schedule of sanctioned activities has been confirmed.

After considering the overall impact of the schedule on the student's attendance, faculty members will come to a reasonable agreement regarding absences. It is the responsibility of the student to complete all work, activities, and materials missed during the absence.

While all efforts will be made to reach a reasonable compromise, the Instructor or Teacher Associate is NOT obligated to excuse a student if doing so would unduly compromise the student's academic success.

* *Varsity sports teams that are funded by the University and participate in the C.I.S.*

APPENDIX E:

Expectations on Student Teacher Orientation Day

The following checklist will help Student Teachers make the most of Orientation Day:

Preparation

- dress professionally
- arrive at least 30 minutes early
- report to administrator's office

School Personnel

- meet administration, other teachers of same grade, teacher assistants, school secretary
- establish telephone and message routines with your Teacher Associate (email addresses, cell phone and other as appropriate).

School Facilities

- staff room location and routines (lunch, coffee-fund)
- washroom location
- library/resource centre routines (media & technology equipment, photocopier, fax, internet, email)
- login processes for Course Management software and other password protected school technology
- parking regulations
- materials and supplies availability
- first aid/sick room locations

School Routines

- schedule of classes and bells
- time of teacher arrival and leaving
- schedule of special events
- discipline policies and behaviour expectations
- dress code
- student supervision (gym, playground, lunchroom)
- co-curricular activities participation expectations
- emergency procedures (fire evacuation, lock downs, etc.)

Classroom

- class schedule – ask Teacher Associate for a copy
- seating plan/name tags – learn a few names
- student alerts/medical/custodial – ask if these apply to your classes
- management routines and policies – observe Teacher Associate
- location of resources and supplies – what are routines for storing etc.
- space for Student Teacher desk/table – where will you sit?

Curriculum and Instruction

- review of ongoing studies/topics/projects – students and Teacher Associate can explain to you.
- overview of initial teaching expectations – what will you teach?
- supply of Program of Studies, teaching resources etc. – can you share with Teacher Associate?
- review of program modifications for special needs students – ask Teacher Associate and observe closely.

Communication

- review of Professional Portfolio (goals and personal attributes) with Teacher Associate.
- time for planning, feedback, and assessment conferences – plan daily time with Teacher Associate
- procedures regarding absence – how to notify Teacher Associate and school.

APPENDIX F: Expectations by Practica (Early Years Education)

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

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

APPENDIX G: Field Experience Reports/Seminar Reports

Field Experience reports are available digitally and submitted via DocuSign.
Sample reports are available on Faculty of Education website.

<http://www.uleth.ca/education/undergrad/fe>

Education 2500 (EDUC 2500)

<https://www.ulethbridge.ca/education/programs-degrees/undergraduate-program/field-experiences/education-2500>

- Field Experience Report *submitted to FE office via DocuSign*
- Seminar Report *submitted to FE office via DocuSign*

Professional Semester I (EDUC 3500)

<https://www.ulethbridge.ca/education/programs/undergraduate-studies/extensive-practica/p-s-i>

- PS I Formative Assessment *not submitted to FE office*
- PS I Summative Assessment *submitted to FE office via DocuSign*

Professional Semester II (EDUC 3600)

<https://www.ulethbridge.ca/education/programs/undergraduate-studies/extensive-practica/p-s-ii>

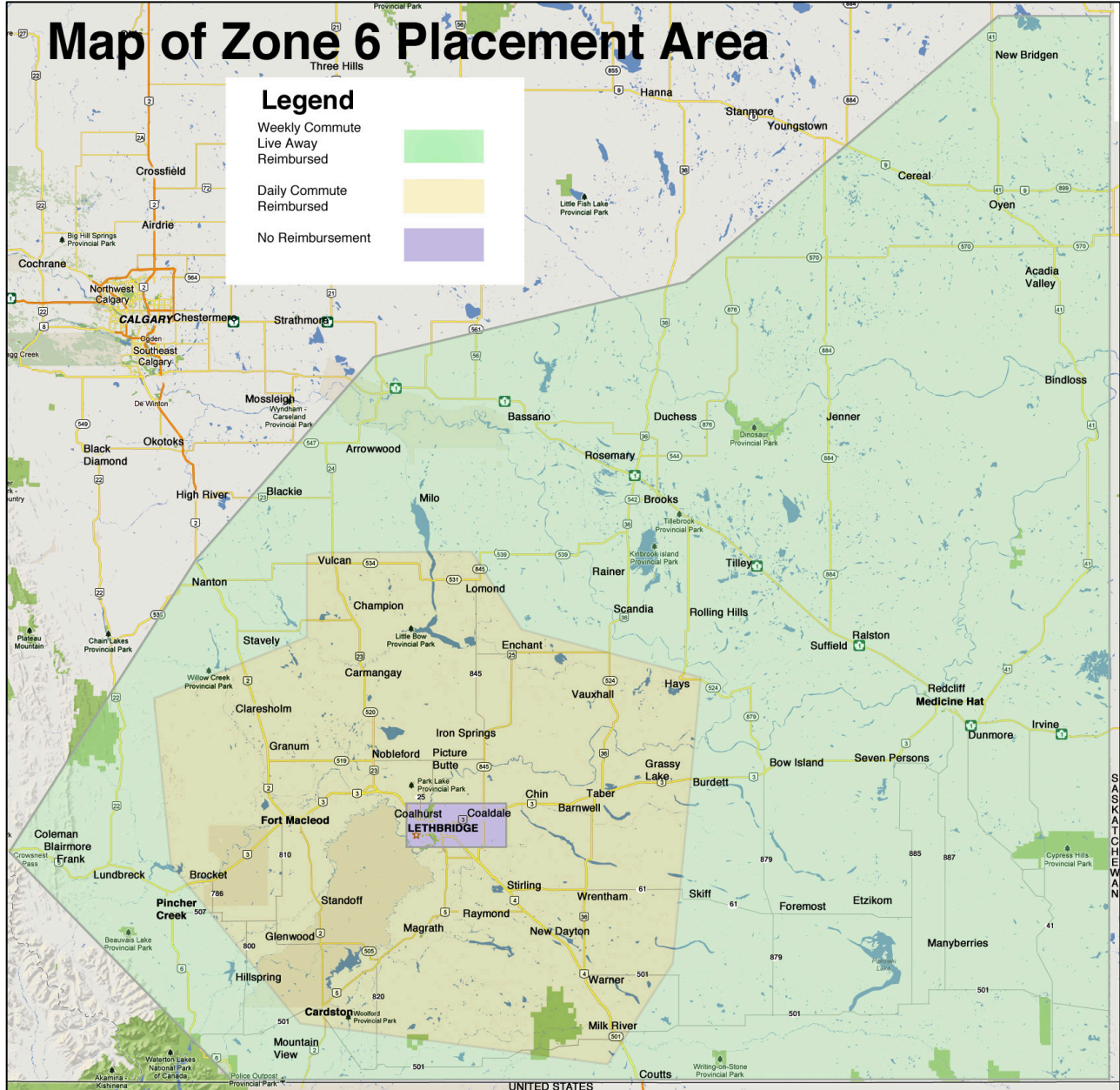
- PS II Formative Assessment *not submitted to FE office*
- PS II Summative Assessment *submitted to FE office via DocuSign*

Professional Semester III (EDUC 457X)

<https://www.ulethbridge.ca/education/programs/undergraduate-studies/extensive-practica/p-s-iii>

- PS III Formative Assessment *not submitted to FE office*
- PS III Final Report:..... *submitted to FE office via DocuSign*
 - University Consultant
 - Intern Teacher
 - Teacher Mentor
 - School Administrator

APPENDIX H: Map of Zone 6 Placement Area



APPENDIX I: Preparing for Graduation, Certification, Salary Evaluation

TIMELINE

PS II

B.Ed. Program Check

- Program Check Request forms are handed out at PS II Orientation and are also available in Student Program Services.
 - Advisor will check your B.Ed. graduation requirements.
-

PS II and PS III

Develop Application Package

- For detailed information see *Securing Employment* section.
-

Last semester
deadlines
for Graduation

- Winter: **March 1**
- Summer: **August 1**
- Fall: **November 1**

Application for Graduation (*fee required*)

- Apply online through The Bridge. Go to 'Registrar's Office and Student Services,' then 'Graduation.'
 - Ensure that you are applying for the correct semester of completion. If you are completing program requirements in the Fall (December), your convocation will take place in May/June.
 - Contact Student Program Services if you have questions about the graduation process.
-

Two months
prior to
final semester
completion

Apply for Teacher Certification (*fee required*)

- <https://www.alberta.ca/teacher-certification.aspx>
- For detailed information see *Graduation, Certification, Salary Evaluation* section.

Apply for Salary Evaluation (*fee required*)

- <https://www.teachers.ab.ca/pay-and-benefits/teacher-qualifications-service>
- For detailed information see *Graduation, Certification, Salary Evaluation* section.

Job Search

- For detailed information *Securing Employment* section.
-