

# EDUC 351 PRACTICUM MANUAL

FOR  
STUDENT TEACHERS

Winter Term: 2010



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**2010 WINTER CALENDAR**

JAN 04 - JAN 08	EDUC 305: Art
JAN 11 - JAN 15	EDUC 305: Bible
JAN 18 - JAN 22 <b>am</b>	<i>EDUC 351: Practicum WEEK 1 (4.5 days)</i>
JAN 22 <b>pm</b>	<i>EDUC 351: SEMINAR L110 (1:30 to 3:30)</i>
JAN 25 – JAN 29	EDUC 305: Social Studies
FEB 01 - FEB 05	EDUC 305: First Nations/Metis/Inuit
FEB 08 - FEB 12	EDUC 305: Music
FEB 15 – FEB 19	EDUC 305: English Language Learners in the Classroom
FEB 22 – FEB 26	EDUC 305: PE/Health
MAR 01 – MAR 26	<i>EDUC 351: Practicum WEEKS 2 - 5</i>
MAR 29 – APR 05	SPRING BREAK
APR 06 – APR 09	<i>EDUC 351: SEMINAR</i>
APR 12 – APR 23	EDUC 305: Curriculum & Instruction

**Due Dates**

Mentor Teacher's Mid-term Evaluation of Student Teacher	March 12
Mentor Teacher's Summative Evaluation of Student Teacher	March 24
Faculty Supervisor Evaluation Meeting	March 16, 12:30 pm
Faculty Supervisor's Summative Evaluation of Student Teacher	March 30, 5 pm
Student Teacher's Portfolio of Assignments	April 6, 9 am
Final Grade Submitted by Faculty Supervisor	April 12, 9 am

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## **Mission, Values, and Vision**

**We exist** to provide university education that inspires and equips learners to bring renewal and reconciliation to every walk of life as followers of Jesus Christ, the Servant-King.

### **We value**

#### **Community...**

- mutual encouragement, openness, and respect among students, staff, and faculty
- growth and maturity as Christians in all aspects of our lives
- our founding Reformed tradition for its convictions that our world belongs to God and that the redemptive work of Christ embraces all things
- the diverse Christian faith traditions of our faculty, staff, and students which enrich our academic community intellectually and spiritually
- our supporting constituency for its vision and dedication
- our calling to contribute to the public good
- collaboration with individuals, institutions, and governing authorities in higher education

#### **and Learning...**

- interest in exploring all dimensions of our world
- learning marked by openness, delight, and awe
- creative and critical pursuit of knowledge and wisdom
- the unfolding of creative gifts and talents
- interdisciplinary learning
- excellence in teaching, learning, and research
- student engagement in learning and research

#### **...for Service**

- global awareness shaped by respect for our neighbours
- social transformation rooted in a biblical vision of justice and compassion
- care for creation
- stewardship of all our resources

**We aspire** to flourish and grow as a university community faithful to the biblical vision of the restoration of all things in Jesus Christ, characterized by creative teaching, passionate learning, rigorous scholarship, compassionate care, and joyful service.

## Primary Goals of the Teacher Education Program

The goals of The King's University College Teacher Education Program are to prepare pre-service Education students to:

- discern among the various contending philosophical orientations that strive to define the theory and regularities of schooling.
- articulate a defensible concept of Christian education including a holistic view of knowledge and of the child as a learner made in God's image.
- be reflective about their own learning and teaching practice.
- understand the multifaceted roles of the teacher in contemporary Canadian schooling.
- have a clear understanding of pedagogic theory including child development, learning and motivation, curriculum organization and development, instructional planning, and student evaluation.
- demonstrate a beginning understanding of the knowledge, skills and attributes of sound pedagogic practice as defined in Alberta Education's *Teaching Quality Standard* (see Appendix 5, p. 41).

### **1.0 BRIEF OVERVIEW OF THE KING'S UNIVERSITY COLLEGE EDUCATION PROGRAM**

On September 28, 1994, The King's University College was officially granted the right to offer the Bachelor of Education degree through an Order in Council of the Government of Alberta.

The B.Ed. at The King's University College is an "After Degree" program of two academic years' duration. The "After Degree" designation means that students admitted to the B.Ed. program must have successfully completed a prior baccalaureate degree. The King's University College's B.Ed. has been designed with the conviction that the role of the classroom teacher in the contemporary school is an important and demanding one, requiring a sound general education as well as specific education and training in the discipline and practice of teaching. Because the school is one of the primary educational agencies of our society, it is imperative that teachers be models of the well-educated person.

The intent of the B.Ed. (A.D.) program is to build upon a minimum of a three year baccalaureate by means of courses and experiences that will help the student develop an articulate and defensible concept of Christian education as well as a demonstrable understanding of the theory and practice of sound pedagogy. The program is divided into four phases spread over four academic terms. For a detailed description of the program and its course content, please consult the EDUCATION section of the current King's Calendar.

### **2.0 GENERAL PURPOSE OF THE KING'S UNIVERSITY COLLEGE B.ED. (A.D.) ELEMENTARY PROGRAM**

Teaching is never a simple matter of transmitting neutral facts, but always involves the active modeling of a vision of life and for life. The King's University College and its primary supporting community have defined that vision in terms of a specifically Christian framework as articulated in their Statement of Faith and Mission Statement. In brief, King's seeks to demonstrate what the Christian faith means for the post-secondary learning and teaching enterprise. The preparation of teachers for service in both Christian and Public day schools is an important aspect of this mission. **While King's is a Christian university college, it has an open student admission policy that does not require students to be professing Christians. In all of its dealings with students, faculty and staff are respectful of student faith commitments different from their own. Students are invited, but not required, to participate in specifically Christian confessional practices (e.g. chapel, prayers).**

## 2.1 Teachers as responsive, reflective practitioners

Successful teacher education programs are collaborative partnership efforts where the stakeholders (teachers, local schools, school districts, university teacher education programs, and the Ministry of Education and Advanced Education & Technology) work cooperatively at helping teacher candidates take on their responsibilities. The King's University College views professional teachers as personally and socially responsible reflective practitioners who work collaboratively in learning communities. King's encourages its education students to embrace the profession of teaching in this sense as a Christian calling.

The teacher's role encompasses much more than that of a technician because education is much more complex than what is narrowly implied by the term "technique". While technical competence is important, teacher education needs also to encourage reflection-in-action. Prospective teachers need to become thoughtful, for instance, about how practice relates to and enlightens theory, and how they can take steps to deal with classroom situations involving uncertainty and disorder. Teachers need to develop interpretive understanding and learn appropriate strategies as they analyze patterns and relationships and deliberate about crucial incidents in their teaching. As they do so, prospective teachers will base their thinking and action on their beliefs about truth, human worth, justice and compassion. Thus "schooling is a thoroughly moral enterprise and teaching is empty unless disciplined by moral purpose and sensitivity" (Goodlad, 1990, p. xiv)<sup>1</sup>.

Teacher education at King's proceeds from the fundamental belief that the Christian faith provides central direction to this view of teaching as a moral enterprise. The program must provide a foundation for raising questions about the values vital to a healthy society in an atmosphere that emphasizes academic excellence as well as caring.

The specific disciplinary content of the professional education program at King's will have three major foci:

1. An analysis of past and present traditions in educational theory and practice and the fostering of a Christian concept of education.
2. A sound training in pedagogy.
3. Extensive opportunity for guided practice.

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<sup>1</sup> Goodlad, John I. (1990). Teachers for our nation's schools. San Francisco: Jossey-Bass.

### 3.0 PRACTICUM COMPONENTS OF THE KING'S UNIVERSITY COLLEGE B.ED. PROGRAM

The practicum components of The King's University College B.Ed. program are primarily designed to meet the third focus mentioned above, i.e., to provide pre-service education students with extensive opportunity for guided practice. There are three distinct practicum courses in the program: EDUCATION 251, 351 and 451. EDUCATION 251: *Introduction to Teaching* is normally taken by students during their first degree program and serves as a general introduction to the teaching profession. As part of that course, students spend 10 half days participating in classrooms. EDUCATION 351 is a 6-week course, five of which are classroom based, placed in the second semester of the 2-year After Degree B.Ed. EDUCATION 451 is a 12-week extended practicum, which completes the B.Ed. program.

The general purpose of the B.Ed practica is to provide students with a context for linking educational theory to practice. More specifically, the practica serve as laboratories in which pre-service education students can develop and practice their pedagogical skills to the point of being competent *beginning* teachers upon graduation. Note that the emphasis here is on the word *beginning* because it should be realized that 17 weeks of practicum (EDUCATION 351 & 451) will not produce fully competent professional teachers. Only further years of classroom experience will do that.

### 4.0 KING'S EDUCATION PRACTICUM POLICY

#### 4.1 Introduction

Practicum placements in schools are an integral component of a teacher education program and are based on the cooperation between King's Faculty of Education and various school jurisdictions. Most importantly, the decision to accept a student teacher into a classroom rests with the Mentor Teacher in that classroom. The Mentor Teacher has both a professional responsibility and legal duty to provide competent instruction to his/her students. Thus the Mentor Teacher has a major responsibility in determining the extent to which a student teacher can interact with the class and whether a practicum experience can proceed to a satisfactory conclusion.

The *Memorandum of Agreement* between the Minister of Education and The King's University College specifies that:

*"Notwithstanding that an individual has completed courses and a program provided by the Board, the Dean of the Education Faculty shall recommend the individual to the minister [for certification] only if in the Dean's opinion the individual should be issued a certificate."*

In addition to satisfactory completion of on-campus work, it is the student's performance in major practica (EDUC 351 and EDUC 451) which will determine whether s/he will be recommended to Alberta Education for Interim Professional Certification. It is therefore possible that a student may be awarded the B.Ed. but not be recommended for certification.

#### 4.2 Policies specific to EDUC 351

Education 351 is a practicum course open only to students in the B.Ed. (A.D.) program. It is taken in Year One of the 2-Year B.Ed. program and consists of five weeks of in-school experience. EDUC 351 is coordinated with EDUC 305, which consists of nine 1-week modules of instruction in the methods and materials related to the elementary school curriculum as delivered by Master classroom teachers seconded to King's Education program. The practicum experience is concluded with a three day reflective seminar. The King's faculty supervisor, in consultation with the mentor teacher, evaluates the students' in-school teaching. This in-school component contributes 70% of the grade for EDUC 351. The other 30% is attributed to a portfolio (25%) and a concluding presentation (5%). The final grade for EDUC 351 is expressed on the Alpha 4.00 Grading Scale. **Students who receive a grade of less than B- for EDUC 351 will not be allowed to continue into the second year of the B.Ed. (A.D.) program.** Any students who do not appear able to meet the KSA's as outlined in Appendix 5, will meet with the Dean of King's Faculty of Education and the faculty supervisor, or another

member of the King's Education faculty, for career counseling and determination of program continuance.

### 4.3 Appeals

Appeals regarding any aspect of the evaluation process involved in practica should be directed, in writing, to the Vice President Academic. A student wishing to appeal the outcome of a practicum must comply with the Grade Appeal Process as described in the Calendar. Acceptable grounds for an appeal are such things as a procedural error, failure to consider all relevant factors, and error in marking or computing a mark, bias or discrimination, etc. In no case can the appeal directly challenge the professional judgment of the Mentor Teacher as to the competence of the student teacher.

## 5.0 THE SPECIFIC GOALS AND STRUCTURE OF EDUCATION 351

The King's University College Calendar description of EDUCATION 351 reads as follows:

This course provides students in the B.Ed. (AD) program with a reflective practicum experience, which includes five weeks of in-school practical experience in an elementary or junior high school classroom, and a one-week campus-based seminar. The five weeks of practicum are coordinated with EDUC 305: *Selected Elementary Teaching Methods and Materials*. **Students will spend approximately 40 hours in actual classroom instruction (both whole class and small group) under the supervision of a certificated teacher and a faculty supervisor.** During this time, students will also be required to assemble a **teaching portfolio** including detailed lesson and unit plans. The concluding seminar will focus on student presentations of teaching experiences as well as analyses of these experiences in the light of theory and method courses taken previously. NOTE: Students who receive a grade of less than B- for EDUC 351 will not be allowed to continue into the second year of the B.Ed. (AD) program.

Early in the Winter semester, students will visit their practicum placement for 4.5 days to familiarize themselves with their classroom placement. They will then return to campus for an afternoon of debriefing after which they will complete EDUCATION 305. EDUC 305 will introduce students (in nine one-week concentrated modules taught by Master teachers) to methods and materials in the elementary school subjects of Social Studies, Biblical Studies, Math, Science, Art, Music, Physical Education/Health, ESL, and First Nations/Metis/Inuit Studies. Prior courses in elementary language arts, learning theories, curriculum theory and practice, and foundations of education will also have been completed. After the completion of the in-school portion of EDUC 351, students will return to campus for a reflective seminar.

The purpose of EDUCATION 351 is to have students observe the teaching of elementary school children and to teach such children themselves with a view to realizing the following objectives:

#### **Students will:**

- **observe the teaching of a broad spectrum of elementary subject areas and grades.**
- **interact with teachers, principals and other school staff and participate as fully as possible in the life and culture of the school.**
- **interact with students in instructional and non-instructional settings with a view to coming to understand and appreciate the life of students in elementary schools.**
- **plan, teach, and evaluate lessons in at least three curricular areas in either small group and whole class settings.**
- **complete assignments in this manual that will serve as basis for debriefing and discussion for the seminar session that follows the in-school experience.**
- **reflect on the relation of the observed teaching to the understandings they have acquired in their college courses.**

## **6.0 THE ROLE AND DUTIES OF THE MENTOR TEACHER**

The Mentor Teacher plays a pivotal role in the initiation of the pre-service education student into the life of the professional classroom teacher. The research on teaching shows that beginning teachers tend to teach as they were taught and that the model of the Mentor Teacher(s) in the pre-service practica is a powerful determinant of the kind of teaching that the neophyte teacher will emulate.

There is a vast difference between being a college student and a student teacher. The Mentor Teacher is the person who is most crucial in helping this adjustment to be gradual and pleasant, but challenging.

**It is expected that the Mentor Teacher will:**

- **introduce the student teacher to the principal who will inform the student teacher of major policies and procedures.**
- **introduce the student teacher to other staff and personnel in the school and seek to make the student teacher feel welcome as an associate staff member.**
- **seek to get to know the student teacher in the light of past experience and present needs.**
- **orient the student teacher to the class and communicate to the class that the student teacher is to be viewed as a co-worker rather than as a student.**
- **assist the student teacher by providing time for her/him to carry out assignments required by The King's University College.**
- **provide frequent and regular opportunity to dialogue with the student teacher both informally and as part of formative and summative evaluation procedures.**
- **assist the student teacher with planning a number of lessons for instruction in both small group and whole class settings in at least three subject areas. If teaching is done thematically then the student teacher must develop theme lessons that incorporate a number of curricular areas.**
- **ARRANGE FOR THE STUDENT TEACHER TO COMPLETE APPROXIMATELY 40 HOURS OF ACTUAL CLASSROOM TEACHING.**
- **evaluate the student teacher's teaching both formatively and summatively using the official forms supplied on the Moodle web page. (See Appendix 1 - pages 18-21 of this manual for samples of the forms to be used.)**
- **remain responsible for the teaching that occurs in the class and insure that the student teacher is under the direct supervision of a certificated teacher at all times. Note: AT NO TIME IS THE STUDENT TEACHER TO SERVE IN THE ROLE OF A QUALIFIED SUBSTITUTE TEACHER.**
- **serve as a teaching role model and mentor for the student teacher.**
- **contact the Faculty Supervisor in the event of any major problem with the student teacher's performance of her/his role.**
- **facilitate at least two visits by a Faculty Supervisor in which the supervisor can observe the student teaching.**

## **7.0 THE ROLE AND DUTIES OF THE FACULTY SUPERVISOR**

Every student teacher assigned to a school will also have assigned to him or her a member of The King's University College's Education faculty known as the student's Faculty Supervisor. The Faculty Supervisor may be a regular member of the full-time faculty or a part-time person with suitable qualifications especially selected to serve in this capacity.

### **The Faculty Supervisor will**

- **serve as the liaison between the student teacher, the school in which the student is placed, and The King's University College.**
- **meet with the student teacher and the Mentor Teacher to discuss the progress made by the student teacher in his/her placement.**
- **observe the student teacher at least twice in a group teaching situation and provide the student with a written copy of the assessment. (Assessment forms can be obtained from the King's Moodle web site; samples are provided in Appendix 4.)**
- **write a summative evaluation report based on the observation of the student's teaching; in conjunction with the Mentor Teacher, determine the grade for the EDUC 351 course and determine whether the student is eligible to continue in the B.Ed. program. (This form is available on the King's Moodle web site; see samples in Appendix 4.)**

Appendix 4 contains a Faculty Supervisor Checklist of duties.

## 8.0 INSTRUCTIONS TO THE STUDENT TEACHER

### 8.1 General information

The intent of EDUC 351 is to give you the opportunity to experience the life of a classroom teacher. You are advised to view yourself as a prospective teacher rather than as a college student during your five-week placement. You will be spending time both as a reflective observer and as a classroom student teacher. Thus, EDUC 351 will provide you with a context for testing the things you have learned in the college classroom. You will be teaching children for approx. 40 hours during this practicum experience and will be evaluated by both the Mentor Teacher and a King's faculty supervisor. **Your performance in EDUC 351 will be crucial in determining whether you will be permitted to continue with Year 2 of your B.Ed. (A.D.) program.**

At all times you should be aware that you are a guest in the school and that the principal and your Mentor Teacher(s) have legal responsibility for the safety and instruction of students. Even though you are not yet a certificated teacher, you are expected to conduct yourself as a professional in terms of your relationship with students and staff. Your Mentor Teacher is a professional who is eager to help you on your own journey towards becoming a teacher. Should you experience difficulties in your placement that you feel you cannot work out with your Mentor Teacher(s), please be assured that your King's faculty supervisor is also available for consultation and support.

### 8.2 Specific assignments for your practicum

You will be required to assemble a **teaching portfolio** of materials related to your practicum experience. This portfolio, along with assignments for the concluding seminar week, will count as 30% of your EDUC 351 evaluation (25% for the portfolio and 5% for the concluding seminar presentation). Your mentor teacher and faculty supervisor will base the other 70% of your EDUC 351 grade on the evaluation of your classroom performance. Some of the materials in your portfolio will be based on the assignments found in this manual. Other materials will consist of copies of your lesson plans, Mentor Teacher evaluation forms, and faculty supervisor forms. You need not however limit yourself to these materials, but should decide for yourself what materials you can add that will provide a detailed snap-shot of your practicum experience. For example, you may include a video tape of a lesson you taught, a photograph of a bulletin board display you designed, samples of student work that were completed under your supervision, notes from staff meetings, etc. The point is **not** to include everything in your portfolio, but to select those objects and records of your practicum experience that will provide a demonstration of your significant experiences and learnings. Your portfolio must contain a Table of Contents that will orient an evaluator to its contents, and it must be assembled and presented in such a way as to make it easily accessible to an evaluator.

### 8.2.1 Assignments to be completed in conjunction with the practicum

You must complete the following assignments, each of which is elaborated on the following pages. The list below can serve as a checklist for you. *Note the different due dates: you must turn in assignments [1], [2], and [3] after week one. You should work on the other assignments each week even though they cannot be completed until the end of the practicum.*

The Portfolio will be graded holistically and count for 25% of your total grade for EDUC 351.

**PLEASE NOTE THAT ALL ASSIGNMENTS MUST BE TYPED AND PRESENTED IN A PROFESSIONAL FORMAT.**

#### CHECKLIST OF PORTFOLIO ASSIGNMENTS

___	[1]	<b>A brief personal biography</b>
___	[2]	<b>A description of the setting of my practicum placement</b>
___	[3]	<b>A description of the students in your class</b>
___	[4]	<b>A daily log of my student teacher experience</b>
___	[5]	<b>A record of interactions with my Mentor Teacher</b>
___	[6]	<b>A brief curriculum analysis of the grade which I taught</b>
___	[7]	<b>Plans and supporting materials of all units and/or lessons actually taught</b>
___	[8]	<b>A concluding Progress Report</b>
___	[9]	<b>Sharing my practicum experience in the concluding seminar</b>

### 8.2.2 Summary of evaluation for EDUC 351

- |   |            |
|---|------------|
| • In-school practicum evaluation by mentor teacher and faculty supervisor | 70%        |
| • Portfolio contents (Assignments 1-8)                                    | 25%        |
| • Portfolio presentation  | <u>05%</u> |
|   | 100%       |

### 8.2.3 Elaboration of Assignments 1-9

#### [1] BRIEF PERSONAL BIOGRAPHY (Due January 22)

Prepare a **brief statement** (2 pages) introducing yourself. Include the basics such as your name and home town(s). Describe the most significant people and events in your life and how these have shaped you. Include something about your personal interests and hobbies as well as a brief statement about your teaching philosophy. Share this information with your mentor teacher and your students on the first day in class.

#### [2] DESCRIPTION OF THE *SETTING* OF YOUR PRACTICUM (Due January 22)

A school and a classroom are like a society in miniature, but they are not self-contained or self-sufficient entities. The mini-societies of the school and classroom reflect the society in which the school exists. Children often act and interact in ways that are reflective of what they see modeled to them in their home and larger community. It is therefore important for you to find out about the community from which the learners come and in which the school is situated. You are to **write a (4 - 7 page) report** with the following components. The questions posed in various sections are meant as suggested areas of inquiry only. You need not answer them explicitly or limit yourself to them.

##### a. An analysis of the school

All schools share many characteristics, but there exist significant differences among schools as well. Some schools have a clear sense of mission and purpose; others just seem to drift along. Some teem with purposeful activity, others are as hushed as medieval libraries. Some are colourful and stimulate the senses, others are drab. In some, the architecture resembles that of a country club, in others it is reminiscent of a 19th century prison. What seems to account for the differences in atmosphere and what effect do these differences have on the student/adult interactions and relationships in the school? Take a walk around the school (both inside and outside) and pay attention to such things as:

- the role of office staff
- the activity in the **halls** (Who is in the halls during class time? Do students need hall passes?)
- the **walls** (What's on them--student work, commercial displays, graffiti? Are they at eye level? Whose--the children's or adults?)
- the **noise level** (What kind of noise is there in the school--laughter, yelling, a constructive "hum", or a disturbing racket?)
- the **physical environment** (Is the playground an asphalt jungle, a pleasing landscape? Does the playground provide for safe and healthy activity?)
- what is the **mission** of this school? Is it clearly understood by everyone involved? Look for this in the sections that follow.

##### b. A conversation with the principal

The principal is an important person in a school. Much literature suggests the principal plays *the* key role in setting the tone for the school.

You may consider the following ideas in your questions:

- What is the principal's vision for the school, and how is this reflected in the school?
- How does the principal describe his/her role. Does the principal describe his role as solely as an administrator or does s/he include instructional and curricular leadership?
- How does the principal describe his/her leadership style?
- What are the school's expectations for the students?

- What special facilities and/or educational opportunities are available for special needs students (both handicapped and gifted)? What about ability grouping and achievement testing?
- How are supervision and extracurricular duties handled?
- What is the disciplinary policy of the school? Are there written rules of conduct and if so, who developed them? What is the protocol for dealing with infractions?

Some of these questions may encourage general answers. Be sure to probe for ways that the “big ideas” are put into practice.

*Out of respect for the principal’s time, this conversation may occur with a group of student teachers when there is more than one student teaching at a school. Do share and discuss the information for this assignment. However, each student teacher will hand in his/her own report.*

### c. A visit to the staff room

What is it like to visit the staff room? What kinds of conversations go on here? What subjects are discussed? Are they school related or not? How do teachers talk about students and parents in this space of “theirs”? What does the dress of the teachers reflect about their attitude towards their profession? Are the staff collegial or just convivial or neither (what’s the difference, anyway)?

At this point it may be worthwhile for you to summarize your conclusions about the school and its staff. What are the aspects of this school and its community that you most admire? That you are most concerned about? Would you be happy about obtaining a permanent teaching position in this school? Why or why not?

## [3] A DESCRIPTION OF THE STUDENTS IN YOUR CLASS (Due January 9)

The students in your class are individuals and therefore “unique”, but they also share certain characteristics. A major challenge of teaching is to recognize the uniqueness of individual students while at the same time trying to shape your class into a community of learners. An over emphasis on uniqueness can lead to rampant individualism, while an overemphasis on common group behaviour denies learner differences and tends towards an unhealthy uniformity. A community is a group with shared values that celebrates the differences within the group when these differences contribute to the well being of all. Creating a community and learning to function in community is an ongoing process, requiring the leadership of a sensitive and aware teacher. Through careful observation try to get a “feel” for the tone and ethos of the class. **Write a characterization of your class** (3 – 4 pages) that provides a reader with a good sense of what the students in this class are like both as individuals and as a group. You need not write something about each student. The following questions are provided to help focus your observations.

### a. General Observations

- **Dress.** Do you notice that dress is important to the students? Are differences in dress a source of tension among students?
- **Language.** What is students’ out of class language like? Is it different from their in-class language? Do different groups of children use different language “codes”?
- **Groups.** Are there distinct groups within the class? Are there children who are “in” and those who are “out”? Are there cliques? Are there loners?
- **Territory.** Are there different territories for different groups within the class and the school? How are these territories defined? Are they gender based? Watch the children on the playground. Which group gets the big spaces like soccer fields? Which group is confined to the periphery spaces?
- **Conflict.** What sort of conflicts do you observe? Are the protagonists members of different groups? What is the nature of the conflict (e.g. verbal abuse, physical aggression, etc.)? What seems to be the cause?

### b. Specific Classroom-Based Observations

- Notice who arrives first and last.

- How many and what age and gender are the students?
- Look at the seating arrangement in the class. Is it self selected or assigned?
- Are the students grouped for instruction (e.g. ability groups in reading)?
- How much movement is there between groups?
- What roles do particular students play? Who is the “joker”, the “cynic” the “teacher’s pet”, “class leader”, “trouble maker”, “peace maker”, etc.?
- Which students raise their hands most often?
- How does the teacher distribute his/her attention amongst the students?
- Which students receive the most praise? Criticism?
- Which students receive the most “wait-time” from the teacher?
- Is the classroom atmosphere predominantly one of competition or cooperation? How is this attitude fostered and who seem to be the “winners” and the “losers”?
- How is conflict resolved in the class? What is the basis for this resolution--power assertion by the teacher, persuasion, appeal to moral or religious principles?

### c. Classroom Management

Once you have made notes about the specific classroom related observations above (b), you will be in a position to begin to make some inferences about how your MT manages the classroom. Classroom management refers to all of the strategies and procedures that a teacher uses to maintain a positive classroom atmosphere so that the planned learning can occur in an orderly and productive manner. Classroom management includes a mastery by the teacher of certain management techniques, but is much more than this alone. It is predominantly an **awareness** of the teacher of what the students need in order for learning to occur and the teacher's **way of arranging and managing** the physical and psychological resources of the class to achieve a classroom atmosphere conducive to effective learning.

- What personal characteristics does your MT display in her interaction with students?
- What classroom routines, procedures, and rules are in place to manage the class?
- How does your MT communicate his/her expectations to the students?
- How are students made aware of how their teacher judges their behaviour?
- How are praise and criticism used by the teacher?
- What are the consequences for misbehaviour?
- What role does forgiveness play in classroom management?
- What is the relationship between effective lesson planning/execution and classroom management?

*You need not answer all of the bulleted questions posed in this assignment. Rather, you should summarize your observations of the students in the classroom in a coherent “essay” which provides the reader with a good sense of the students and the classroom dynamics at work in this class*

### [4] A DAILY LOG OF A SIGNIFICANT EXPERIENCE (Due each day of the practicum!)

Each student will be given a password to use the Faculty of Education’s web-based program called Moodle. The daily log must be posted to the Faculty Supervisor using Moodle. All students supervised by the same faculty member (2-7 students) will have access to each other’s log entries as well as the faculty member’s responses.

Log entries must conform to the following format:

- **Heading: The Date of the Entry**

A log entry should cover only one day and should be written the day of the experience. Otherwise memories tend to fade.

- **Elaboration of One Significant Episode**

Out of all the events that occurred today, a) select one episode that stands out and b) briefly describe what happened.

- **Reflection**

a) Explain why you chose this event, b) interpret the meaning of what happened, and c) explain what you learned from this experience!

#### [5] INTERVIEW WITH YOUR MENTOR TEACHER (Due April 6)

Your MT is a fully certificated professional who has volunteered to open his/her classroom door to you and help you on your own journey of becoming a teacher. Your task in this assignment is to learn how the MT views teaching and to then reflect on this view. Conduct a formal interview with your MT in which you seek out his or her “philosophy” of teaching. Ask questions that address the following elements of teaching:

- **The Over-riding philosophy/perspective on teaching** - what is teaching/learning for?
- **Control** - how much freedom does the teacher have and want regarding teaching methods, curriculum content, student behaviour?
- **Diversity** - what learner differences are significant, and should different types of learners be treated differently?
- **Learning** - should learning be competitive or cooperative? What is the basis for motivation?
- **Role** – what is the Teacher’s role?
- **School and society** - how active should teachers be in leading students to question and explore alternatives? Should the school simply reflect society or try to reform it?
- **Knowledge** - what should be the curriculum emphasis? Should the subject matter be kept separate or integrated?
- **Rewards** - what does the teacher see as the rewards of teaching? How should teachers be evaluated?
- **MT-Student Teacher relationship** - What should be the role of the student teacher?

#### [6] A BRIEF CURRICULUM ANALYSIS OF THE GRADE YOU TAUGHT (Due April 6)

##### General Curriculum Orientation

Recalling categories learned in EDUCATION 303, determine what seems to be the **predominant curriculum orientation** of your teacher! How is this reflected in the use of resources for teaching, in the teaching methods adopted, the role of the teacher (transmitter of information, group facilitator, coach, social worker, counselor, intellectual guide), and the way in which students are evaluated.

##### Specific Teaching Elements

Carefully observe your teacher as s/he teaches a number of lessons. Try to analyze the teaching using the following template that is similar to the one suggested for your use in Appendix 3.

- *Introduction:* What has the teacher done to get the students’ attention, to relate the lesson to what has been learned before, and to create a sense of interest and enthusiasm for the lesson to come?
- *Objective and purpose:* What has the teacher done to communicate to the students what they are supposed to get out of the lesson and why that is important? This may be done at the beginning or the end of a lesson or series of lessons
- *Input:* What knowledge and skills are necessary for the students to understand or complete the learning objectives? How does the teacher supply them--lecture, discussion, laboratory investigation, hands-on project work, seat work, etc.?

- *Modeling*: How does the teacher show the students what they are expected to learn or produce? What kinds of examples and demonstrations are performed?
- *Checking for understanding*: How does the teacher monitor students' understanding of concepts and proficiency of skills during the teaching? Look for questioning techniques, the ability of the teacher to adjust a lesson in mid-stream, and generally how the teacher demonstrates that he or she knows whether the students are "getting it" or not.
- *Guided practice*: How does the teacher give the students an opportunity to practice using their new knowledge or skill under direct teacher supervision?
- *Independent practice*: How does the teacher provide opportunities for students to practice using their new knowledge or skills independently?
- *Evaluation*: What evaluation strategies and approaches does the teacher use to determine student success and level of understanding?

#### [7] UNIT/LESSON PLANS (Due April 6)

Be sure to include in your portfolio clear records of the actual teaching that you did. This includes all written unit and/or lesson plans **with brief reflections on how the lessons actually went and how you might modify them if you were to teach them again**. You may use the same headings in your lesson plans as those specified in [6] above or feel free to use the sample lesson plan forms with which you were provided in EDUC 303 or use the one provided in Appendix 3. In any case, your lesson plans should follow a consistent format and need to more than just a few brief lines in a plan book. However, they shouldn't be much more than two typewritten pages long.

- **No minimum number of lessons or unit plans are specified here because circumstances in classrooms may vary considerably. Indicate in this section of your portfolio approximately what maximum percentage of the full teaching load you acquired.**
- **Remember also that one additional feature of your plan must be a brief concluding *Reflection* section in which you comment on how you felt the lesson went and what you might change if you were to teach this lesson again.**

#### [8] CONCLUDING PROGRESS REPORT (Due April 6)

Write a concluding progress report (2 - 4 pages long) in which you summarize what the Practicum 351 experience has meant to your growth as an aspiring teacher. You should briefly summarize both your satisfactions and your disappointments. Indicate especially what this experience has taught you about what you still need to know and learn about in order for you to feel confident about teaching your own class independently. Also comment on the usefulness of EDUCATION 305 and your first semester's courses in preparing you for this practicum experience. This last section might well include a number of questions you still have about classroom teaching that can then become the basis for discussion and follow-up in the seminar, which will conclude your year of study.

#### [9] CONCLUDING SEMINAR WEEK - Practicum Presentation

After the in-school practicum has been completed, students will return to campus to spend time with peers and faculty in a number of activities intended to bring closure to the first year of the B.Ed. (AD) program.

As mentioned in Section 8.2.2, students will be required to make a presentation to the class and instructors based on the portfolio they have assembled. **The presentation should be about 10 minutes in length.** A form for the evaluation of this presentation is provided in Appendix 4. Students should keep in mind the criteria for evaluation when preparing for their presentation. The evaluation of the presentation as outlined in the form will contribute 5% to the final grade for EDUC 351.

### 8.3 **INTERACTIONS WITH YOUR FACULTY SUPERVISOR**

Section 7.0 of this manual outlines the role of your Faculty Supervisor (FS). You, in turn, need to do everything you can to help the FS fulfill his or her role effectively. This includes:

- making clear arrangements with your FS for the classroom visits
- providing your FS with plenty of notice if a scheduled visit needs to be changed
- moodle mailing your daily logs to the FS
- providing completed assignments to your FS as scheduled
- promptly communicating to your FS any problems you experience in your practicum and which you can't work out with your MT
- introducing your FS to your MT and to your class
- having a copy of your lesson plan(s) ready for your FS before his/her visits
- arranging for a place for you and your MT to meet with the FS after each visit
- completing the STUDENT TEACHER SELF-ASSESSMENT FORM found in Appendix 2 before the Faculty supervisor's second visit so that you can discuss it at the second visit.

**APPENDIX 3**

**SAMPLE LESSON PLAN TEMPLATE<sup>2</sup>**

**(Official Form is available on King's Moodle web site.)**

Lesson Title:

Grade:

Teacher \_\_\_\_\_

Unit Title:

Date:

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<sup>2</sup> Adapted from a model developed by Joanne Heckbert and Francoise Ruban.

**PART ONE: PREPARATIONS**

Content Reminders:

Materials Required:

Procedural Reminders:

Contingency Plans:

**PART TWO: ASSESSMENT OF STUDENT WORK**

Learning Tasks

Knowledge to be Assessed

Evidence of learning

SAMPLE ONLY

**PART THREE: THE LESSON WARM UP**

**PART FOUR: THE LEARNING EVENTS**

What Students Write, Say, Do

What the Teacher Writes, Says, Does

SAMPLE ONLY

**PART FIVE: LESSON CLOSURE**

**PART SIX: TEACHER & LESSON SELF EVALUATION**

**What part of my teaching and/or lesson?      How can my teaching and/or lesson be improved?  
worked well?**

SAMPLE ONLY

## QUESTIONS THAT GUIDE LESSON PLANNING

The next three pages contain a list of questions that reflective teachers use when planning their lessons. Inexperienced teachers find it helpful to write out their answers to these questions in the actual lesson plan document. Experienced teachers do not write down everything, but they can answer any of these questions if asked. Be sure to write your responses into the plan until you have convinced our Mentor Teacher and Faculty Supervisor that your planning skills are well developed. At that point you may simplify this model.

### PART ONE: PREPARATION PLANS

#### Content Questions

What **is the focus** of the lesson?

What are the **most important questions** to be asked?

How does this lesson **connect** with others?

What will the students **achieve**?

What **range** of success do you consider appropriate?

What specific expectations from the **Program of Studies** does this lesson address.

#### Material Needs

What do I need **to prepare** for this lesson?

What do I need in order **to teach** this lesson?

What should the **students bring** to class?

How will the **furniture** be arranged?

#### Procedural Questions

What **directions** must I give? How will I **communicate** them?

How will the learning be **organized**?

How will **transitions** be carried out?

How will I let students know what is **expected** of them in terms of **behavior**?

Where will this lesson fall in the context of the students' day and what **adjustments** may I have to make?

Have any students missed previous related lessons? What is **my responsibility** and what are **my expectations** of them?

What will I do about **students who finish early**?

What will I do about **students who finish late**, or do not finish at all?

#### Contingency Plan

What is my **back up** plan?

## **PART TWO: PLANS FOR ASSESSING STUDENT WORK**

What should students **achieve** in this lesson?

How will the students **demonstrate or explain** what they have learned?

How will I know which students **were successful** and which ones **were not**?

What if students **need more time**, practice, instruction or resources?

How will I **communicate** my assessment of student work?

How will I **record the results** of my evaluation?

## **PART THREE: PLANS FOR GETTING STARTED**

How will I **engage** the students for learning?

Will I employ an **anticipatory set**?

Will I **outline** specific objectives?

How will I let students know what is **expected** of them in terms of **behavior**?

Where will this lesson fall in the context of the students' day and what **adjustments** may I have to make?

## **PART FOUR: PLANNING THE LEARNING EVENTS**

What should the students learn in this lesson?

Do I teach this lesson to **more than one group** of students? What **differences** do I expect between the groups?

What **specific questions** will I use in order to move students along in their thinking?

Have I considered a range of **learning styles**?

What **choices** will/should the students have?

What existing class/school **routines** must be considered?

Have I built in **understanding checks at crucial points** throughout the lesson to determine if students are processing information accurately and/or acquiring the intended knowledge, skills and attitudes?

What will I do to **avoid** ineffective questions? (For example: "Okay?" "You all understand don't you?" "Now, does anyone have a question?")

Which of the following **methods** will work best for me in this lesson?

--Students signal the answers

--Check each student's work or have partners check each other's work

--Ask a question; students engage in "think-pair-share" or another type of cooperative activity

## **PART FIVE: PLANNING HOW TO CLOSE THE LESSON**

How will I bring **closure** to the lesson?

How will I get **students to identify** what they learned?

Is a brief **review** appropriate?

Will students **leave** with an **understanding** of what was learned?

Do either I or the students know **what comes next**?

## **PART SIX: PLANS FOR TEACHER & LESSON SELF-ASSESSMENT**

Did I teach to my **objectives**? Was I **effective**? How can I **tell**? What did the **students learn**?

Did I **communicate clearly**? How do I **know**?

Did **all students understand** the concepts presented? Were there better or **more effective methods** that I could have used to ensure understanding of all students?

Was my lesson **progress** or did I become “stuck” on nebulous points or **classroom management** issues?

Did I **complete** what I intended to? Did I **estimate the time** closely and **pace the lesson** well for the time and the students’ rate?

What will I **do differently** the next time I teach this lesson?