

# **EDUC 353 Practicum I**

  

## **PRACTICUM MANUAL**

Winter Term 2010



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Welcome to the inaugural year 1 practicum of the Secondary Education B.Ed (AD) program of The King's University College. After offering a very successful Elementary Program for the past fourteen years, King's is now launching an innovative Secondary Program. This new program contains an initial 6 week practicum described in this manual and concludes with a capstone 12 week practicum. The distinctiveness of our Education programs is captured by our Mission, Values and Vision statements recorded on page 5.

Our history of graduating well prepared, reflective teachers for service in both public and faith-based schools affirms the quality and utility of this vision for Teacher preparation in the province of Alberta and beyond. Our Education Faculty has always assumed major responsibility for our practicum delivery, so the design of this practicum is very intentional. Therefore, I encourage you to fully digest the contents of this unabridged manual; it will guide you in your role and expectations as a faculty supervisor, mentor teacher, or pre-service teacher.

Dr. John Hull, Dean of Education

### **CONTACT INFORMATION**

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### **MEETING DATES**

<b>Student Orientation</b>	<b>January 21, 1:00 pm, N 202</b>
<b>Faculty Supervisor Evaluation Meeting</b>	<b>March 10, 12:30 pm</b>

### **Due Dates:**

<b>Pre-Service Teacher Portfolio of Reflective Assignments: am</b>	<b>Feb. 8, 9:00</b>
<b>Mentor Teacher's Midterm Evaluation of Pre-Service Teacher:</b>	<b>Feb. 26</b>
<b>Mentor Teacher's Summative Evaluation of Pre-Service Teacher:</b>	<b>March 18</b>
<b>Faculty Supervisor Summative Evaluation of Students:</b>	<b>March 29, 9:00 am</b>
<b>Final Grade Submitted by Faculty Supervisor:</b>	<b>April 9</b>

## 2010 WINTER TERM CALENDAR

### January 4 – January 29

- EDUC 320 *Curriculum & Instruction in Secondary Maths & Sciences* W 1-4, N 202
- EDUC 330 *English L.A. & Social Studies, M 1-4, N 202*
- EDUC 310 *Strategies for Teaching & Learning Secondary Ed.; MW 9-12, N 202*
- EDUC 412 *Socio-Cultural Influences on Secondary Ed.; TTH 9-12, N 202*

### February 1 – 5

- EDUC 353 Practicum I, Week 1

### February 8 – 12

- EDUC 353 Seminar, M 9-12, N 202
- EDUC 320/330 Intensive study week, M 1-4, TF 9-4.

### Feb. 16 – March 19

- EDUC 353: Practicum I, Weeks 2-6 (including a W 2-4 call back seminar, N 202 on Feb. 24 and Mar. 10 only.)

### March 22 – 26

- Time to prepare practicum portfolio.

### March 29 – 30

- Concluding Seminar with Portfolio Presentations

### March 31 – April 1

- EDUC 320/330 Master Teacher Module on Assessment

### April 6 – 9

- EDUC 412 Master Teacher Module on First Nations, Meti, Inuit Cultures

### April 12 – 16

- EDUC 310 Master Teacher Module on Differentiated Learning

### April 16 Last day of winter term

## Calendar Overview

	January				February				March				April		
EDUC	4-8	11-15	18-22	25-29	1-5	8-12	16-19	22-26	1-5	8-12	15-19	22-26	29-1	6-9	12-16
<b>353</b>					<b>1</b>		<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>		<b>2 DAY SEM</b>		
						3 hr		sem		sem					
<b>320</b>	3 hr	3hr	3hr	3 hr			<b>27 hr</b>								
<b>330</b>	3 hr	3hr	3hr	3 hr			<b>27 hr</b>								
<b>310</b>	6 hr	6 hr	6 hr	6 hr									<b>320/30</b> MT mod Asses't	<b>412</b> MT mod FNMI	<b>310</b> MT mod Diff Learning
<b>412</b>	6 hr	6 hr	6 hr	6 hr											

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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 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 community 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 King's Secondary B.Ed (A.D) Program

Each generation faces the important task of helping a new generation fulfill its calling in society. All programs at The King's University College seek to work out concretely what the Christian faith means for education in a pluralistic, democratic society. The secondary education program at King's is designed to examine the role of schooling in the development of adolescents, and to enable future teachers to develop the necessary Knowledge, Skills, and Attributes (KSAs) to qualify them for their task in secondary schools in Alberta and elsewhere. Specifically, the B.Ed. Secondary program is designed:

1. To provide King's graduates, as well as those from other accredited post-secondary institutions in Canada, with an innovative secondary education degree offered in a 2-year "after-degree" format.
2. To meet the needs of secondary schools in Alberta and elsewhere for well-prepared graduates with an integrated, faith-based approach to secondary teaching.
3. To offer this program to a small, carefully selected cohort of students so as to foster community and collegiality with close interaction among students and faculty both in campus-based work and in practicum settings.

## Specific Objectives for the Secondary Bachelor of Education (A.D.) Program

1. To produce graduates who combine a solid pedagogical training with specialist content knowledge. The goal is to combine breadth of knowledge and understanding as well as specialist education in teachable major and minor disciplines obtained in the first baccalaureate degree with the pedagogical education required to be a successful teacher in the contemporary secondary school.
2. To carefully integrate university course work with Pre-Service Teacher placements with the intent of providing a consistent philosophical and pedagogical perspective between the two. This will be accomplished by working carefully to identify secondary school master teachers who can serve as role models and mentors to the pre-service teachers.
3. To introduce students to the philosophical issues which surround contemporary education and to help them explore the ways in which a Christian worldview shapes an understanding of these issues.
4. To provide students with a thorough understanding of the Alberta educational context both in university course work and in a **minimum** of 18 weeks of school-based practice teaching, at least 12 weeks of which must be completed in Alberta's secondary schools.

## 1.0 The Secondary Bachelor of Education at King's is an After Degree Program

The King's University College was officially granted the right to offer a Secondary Bachelor of Education degree through an Order in Council of the Government of Canada. The King's proposal for a Secondary Education (After Degree) program had been previously approved by the Campus Alberta Quality Council and it was approved to begin in September 2009.

The Secondary Bachelor of Education 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 Secondary B.Ed. program **must have successfully completed a prior baccalaureate degree**. The King's University College's B.Ed.(A.D.) 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 Secondary B.Ed. (A.D.) program is to build upon a minimum three year baccalaureate by means of courses and experiences that will help the student to develop and articulate a defensible concept of Christian education as well as a demonstrable understanding of the theory and practice of sound pedagogy. Those who enter the Secondary B.Ed (A.D) program with a four year baccalaureate will have the advantage of having better developed **major** and **minor** teachable concentrations. At least **30 credits** of a teaching major and **9 credits** of a teaching minor must be present in the first degree. A completed teaching major must consist of at least **33 credits** of approved courses. A completed teaching minor must consist of at least **18 credits** of approved courses.

Teachable majors and minors are those that are relevant to the Alberta High School Program of Studies.

## 2.0. Practicum Expectations in King's Secondary B.Ed (A.D.) Program

Unique to King's Secondary B.Ed. (A.D.) program is the requirement of 18 week practica experiences divided over one 6 week placement in junior/senior high schools in the first B.Ed. year and one 12 week placement in the second B.Ed. year. At least 12 of these 18 weeks must be taken in Alberta junior/senior high schools. **EDUC 353** is the first of the two practica to be completed as locally as possible to enable pre-service teachers to have maximum contact with their faculty supervisors. In this practicum it is advisable to concentrate on practice teaching in one's **minor area** of expertise if possible. Pre-service teachers whose primary interest is Senior High teaching will be encouraged to take this first EDUC 353 practicum in a Junior High placement. Conversely, those with a primary interest in teaching Junior High, will be recommended to have a Senior High practicum placement. The greater one's range and breadth of practicum teaching experience, the more marketable one is at the time of job applications. Practicum placements attempt to take a pre-

service teacher's various interests and majors/minors into account but they are limited by access and need so a certain degree of flexibility will be required.

Practicum placements in schools are an integral component of a teacher education program and are based on the cooperation between The King's Faculty of Education and various school jurisdictions. Most importantly, the decision to accept a Pre-Service Teacher into a classroom rests with the Mentor Teacher in that classroom. Mentor teachers are teachers with a Permanent Teaching Certificate in Alberta who also have the career security of a continuing teaching contract.

**Education 353** is a practicum course open only to students in the Secondary B.Ed. (A.D.) program. It is taken in Year One of the 2-Year Secondary B.Ed. program and consists of 6 weeks of in-school experience split into an initial observation week (February 1-5), followed by 5 weeks of increasing teaching responsibility (February 16 - March 19). This practicum experience is concluded with a **two day reflective seminar** (March 29—30).

## **2.1 Practicum Expectations of the Pre-service Teacher as a Professional**

As a student pre-service teacher, keep in mind that you are a guest in the school. However, the same professional standards that are used in judging the actions of a regular member of the staff will be considered in evaluating you in your position. Therefore, present yourself tastefully. Supervisors and mentor teachers are not likely to accept extremism in your dress, appearance or conduct. Pay attention to good grooming. Your appearance not only serves as a model for students, but distinguishes you from them.

- **Be professional in your relationships with the students.** You are now on the other side of the desk. It is expected that you maintain proper professional decorum. Be fair to students and don't play favourites or hold grudges. Avoid embarrassing or humiliating students and using hasty judgment. Try to gain sensitivity to student needs. All information about students must be regarded as confidential and should be discussed only with mentor teachers and faculty supervisors as you seek assistance in helping the students.
- **Cooperate with your mentor teacher (MT) and all school personnel.** As a member of the school team, accept your share of activities and assignments and support the program. Enter into the life of the school's community. Take advantage of any professional and/or staff meetings that might occur during your practicum placement. Attend out-of-school functions your mentor teacher would be expected to attend.
- **Interactions with your Faculty Supervisor (FS).** You will also need to do everything you can do to help the FS fulfill his/her role effectively. This includes:
  - making clear arrangements with your FS for the classroom visits.
  - Providing your FS with plenty of notice if scheduled visits need to be changed.

- Posting your daily logs to your FS Moodle group.
- Contacting your FS when you are sick or need an excused absence.
- Providing completed assignments to your FS as scheduled.
- Promptly communicating to your FS any problems you experience in your practicum and which you cannot work out with your MT.
- Introducing your FS to your MT and to your class.
- Arranging for a place for you and your MT to meet after each FS visit.
- Completing the Self-Assessment Form before the FS's second visit to your classroom so that it can be discussed before your Final Evaluation.

## **2.2 The Role and Duties of the Mentor Teacher (MT)**

The MT plays a pivotal role in the initiation of the student pre-service teacher 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 models of the Mentor Teachers in the pre-service practica are a powerful determinant of the kind of teaching that the neophyte teacher will emulate.

The MT has both a professional responsibility and legal duty to provide competent instruction to his/her students. Thus the MT has a major responsibility in determining the extent to which a student pre-service teacher can interact with the class and whether a practicum experience can proceed to a satisfactory conclusion. The MT is the person who is most crucial in helping this adjustment to be gradual and pleasant, but challenging. It is primarily the MT who will decide whether and how many teaching duties can be given to the Pre-Service Teacher.

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

- **introduce the Pre-Service Teacher to the principal who will inform the Pre-Service Teacher of major policies and procedures.**
- **introduce the Pre-Service Teacher to other staff and personnel in the school and seek to make the Pre-Service Teacher feel welcome as an associate staff member.**
- **seek to get to know the Pre-Service Teacher in the light of past experience and present needs.**
- **orient the Pre-Service Teacher in the light of past experience and present needs.**
- **orient the student to the class and communicate to the class that the teacher is to be viewed as a co-worker rather than as a student.**
- **provide the Pre-Service Teacher with an appropriate work space in the classroom.**
- **provide frequent and regular opportunity to dialogue with the Pre-Service Teacher informally.**
- **enable the student to have a range of teaching experiences with individual students, small groups and whole class instruction.**
- **determine whether the student's teaching assignments can be gradually increased so that by Week 4 the student is teaching 2 classes of 50-80**

minutes daily and in Weeks 5 & 6 the student is able to teach 3 classes of 50-80 minutes daily.

- check the Pre-Service Teacher's plans for lessons before they are given and provide feedback at the conclusion of the lessons.
- Evaluate the Pre-Service Teacher's teaching both formatively and summatively using the official forms supplied on the King's education web page. (Samples of the Forms used are provided in Appendix 1.) Please discuss the formative and summative evaluations with the student before submitting them to the Faculty Supervisor.
- serve as a teaching role model for the Pre-Service Teacher
- facilitate at least two visits by a Faculty Supervisor in which the supervisor can observe a variety of teaching assignments.
- be familiar with the Notification of Concern and Conflict Management policies outlined in documents found in Appendix 5 (p. 38 – 40) and contact the Faculty Supervisor in the event of any major problem with the Pre-Service Teacher's performance.

### **2.3 Role and Duties of the Faculty Supervisor (FS)**

Every Pre-Service 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 Faculty Supervisor. The FS 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 Pre-Service Teacher, the school in which the student is placed and The King's University College
- meet with the Pre-Service Teacher and the Mentor Teacher to discuss the progress made by the student after each of the faculty supervisor's observations and assessments of the student's teaching
- observe the Pre-Service Teacher at least two times in a group teaching situation and provide the student with a written copy of each assessment (Official assessment forms can be obtained from the King's Moodle web site; samples are provided in Appendix 4.)
- read and provide feedback to the Pre-Service Teacher's daily logs and weekly Moodle entries
- read and evaluate the three Reflective Assignments produced by the Pre-Service Teacher during Week 1 of the practicum
- attend the Wednesday afternoon seminars at King's during Weeks 3 & 5 of the practicum
- write a Summative Evaluation report based on the observations of the student's teaching; in conjunction with the MT, determine the grade for the EDUC 353 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; a sample is provided in Appendix 4)
- evaluate and provide feedback to the student after marking the Portfolio at the conclusion of the EDUC 353 practicum
- be familiar with the Notification of Concern and Conflict Management policies outlined in documents found in Appendix 5, p. 38 – 40.

### 3.0 Specific Pre-Service Teacher Goals and Responsibilities

During this practicum experience it is hoped that the Pre-Service Teacher will increasingly become a competent and reflective practitioner of the teaching crafts in his/her areas of major/minor expertise.

#### 3.1 Teaching Expectations

In the first week of EDUC 353, the Pre-Service Teacher will be expected to complete three assignments (p. 12-13), observe the students and Mentor Teacher, assist individual students and/or groups of students and possibly teach **one** whole class lesson. When a formal lesson is taught, the Pre-Service Teacher must have completed a lesson plan that has been approved by the MT, prior to its delivery.

In the second week of the practicum, the Pre-Service Teacher could be expected to teach at least **one 50-80 minute class per day** with detailed lesson plans that have been approved by the MT.

In the third to sixth weeks of the practicum, the teaching assignments are expected to increase gradually so that at the conclusion of EDUC 353 (Week 6) **the pre-service teacher could be teaching 3 classes per day**. At that stage of teaching, lesson plans may become less detailed. However, no matter how extensive or detailed lesson plans are, they must be presented for approval and feedback to the MT.

Faculty supervisors will observe their pre-service teachers at least two times during the six weeks of this practicum. Pre-service teachers must arrange appropriate times for these observations and provide their faculty supervisor with copies of their lesson plans prior to their teaching demonstrations.

The EDUC 353 practicum experience of gradually increased teaching responsibilities accounts for **70% of your EDUC 353 Final Grade**. The contents and presentation of the practicum portfolio makes up the remaining **30% of the Final Grade**. **Both the Teaching and Portfolio mark must be B- or higher in order for the Pre-Service Teacher to be admitted into year two of the Program.**

#### 3.2 Portfolio Expectations

The **Practicum Portfolio** is intended to serve as a showcase of your capabilities. It is an organized, selective collection of evidence that documents your personal and professional growth as a teacher candidate. It provides an avenue for you to organize and save your *best* work; to *reflect* on your work; to *showcase* your successes. As you complete the various components of the portfolio, you are expected to hand them in to your faculty supervisor for evaluation and feedback. *Note the various due dates for the following assignments. The first three are due to*

*the Faculty Supervisor at the end of week one. The remainder are due when the portfolio is handed in at the end of the practicum.*

### **3.2.1. A Brief Personal Biography (due Feb. 8)**

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.

### **3.2.2. A Description of the *Setting* of Your Practicum (due Feb. 8)**

A school and a classroom are like a society in miniature, but they are not self-contained or self-sufficient entities. They are a reflection of the society in which the school exists. However, since most junior and senior high schools in Edmonton have students who come from diverse geographical areas of the city and possibly surrounding areas, it is important that you make the following **observations and interviews** part of your description:

- Describe the *physical* environment of the school. Where is the school located? How do students travel to school? What, if anything is displayed on the hall walls?
- Interview the *principal* of the school to ask him/her about the vision/mission for the school that is unique in Edmonton. If the principal is not available, the assistant principal should be able to assist you. What is the style of leadership in the school? (autocratic, democratic, etc.). What are the school's expectations for its students? What special facilities and educational opportunities are available for special needs students? (the developmentally challenged and gifted). What is the disciplinary policy of the school? What is the protocol for dealing with rule infractions?
- Visit the *staff* room and explore opportunities to talk with staff members about the school and their experiences.
- Observe the *students* during class changes as they move down the hallways towards their lockers or next classes. Is there much conversation and interaction? Can you readily identify the more popular ones? The loners?
- *Interview several students* in your class to determine how they perceive this school, its challenges, relationships, reputation. Why are they in this school and not another?

*The suggested list of questions above is not exhaustive. Add or omit as you see fit. And if there is a cohort of King's Secondary B.Ed. students in the*

*school, feel free to assign specific tasks to each other, so that one describes the physical, another interviews the principal, etc.* Devote no more than a page to the observations and analysis of each of these five aspects (physical, principal, staff room, students in hallways, student interviews, to produce a **five page document**. If the assignment has been completed by a cohort, *only the students you interviewed for the fifth page would be uniquely your own.* Each cohort member should have a five page document handed in to the faculty supervisor and in the final portfolio.

### **3.2.3. A Description of the Mentor Teacher Style and Classroom Management (due Feb. 8)**

As you spend the first week observing your Mentor Teacher, note his/her style of teaching and interacting with the students in the class during the lessons. Make a diagram of the classroom with the student and desk locations noted so that you can readily check off interactions with the teacher during the lesson. It helps to know the names of the students as you observe in the first week.

- What personal characteristics does your MT display in interacting with the students?
- What classroom routines, procedures and rules are in place to manage the class?
- How do students enter and exit the classroom? Are students assigned desks or are their classroom placements self-selected?
- How does your MT communicate his/her expectations to the students?
- Are students aware of how their behaviour and work will be evaluated by the teacher?
- How are praise and criticism used by the MT?
- How are lessons planned and delivered?
- How frequently does he/she target different students for involvement in the lesson? (note the students who speak up the most and the least)

This list of questions is also not exhaustive. Add or omit as you see fit. Summarize your observations of the MT style and management techniques into a coherent **two page essay** which provides the reader with a good sense of the students and the classroom dynamics.

### **3.2.4 Records of Teaching Assignments and Evaluations**

Mentor Teachers and Faculty Supervisors will give you verbal and written evaluations of your teaching performance and effectiveness, as well as suggestions for improvement. You must keep records of these evaluations as well as the number of lessons (whole class, group or individual) you taught in the 6 weeks of the practicum.

### **3.2.5. Daily Logs**

Keep a daily log, i.e. a description of a significant experience, and **daily post these to you Faculty Supervisor group**. The daily log 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, since memories tend to fade.
- **Elaboration of a Significant Episode:** Out of all the events that occurred today, select one episode that stands out and briefly describe what happened.
  
- **Reflection:** Explain why you have chosen this event; interpret the meaning of what happened. Explain what you learned from this experience.
- **Peer Responses:** post a 50 - 100 word response to at least two of the daily posts submitted by other members of your FS Group each week.

Although the observation assignments and daily logs/peer responses are evaluated as part of your portfolio contents they, along with the two Wednesday seminar sessions are intended to enhance your teaching and maintain communal responsibility for each other. (The Portfolio Contents Evaluation Form is included in the Appendices).

### 3.2.6 Lesson and Unit Plans

As you plan and deliver unit/lessons throughout your EDUC 353 practicum, make sure that you reflect on their effectiveness and ways to possibly (if necessary) improve the planning and delivery the next time. **All units and lessons taught must be included in the portfolio. Out of these, select a variety of the most successful lessons and plans to be showcased in your portfolio.** If you have taught different subjects and grade levels, make sure that representative samples of these are included in your portfolio. Copies of tests and quizzes with student results (indicated anonymously) should also be included at the conclusion of lesson series. Include any unique materials (video clips, etc.) or selected readings devised by you as part of the lessons. 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 to make it easily accessible to an evaluator.

### 3.2.7 Concluding Report

At the conclusion of your EDUC 353 practicum, you should write a reflective report (2-4 pages long) in which you summarize what the practicum experience has meant to you 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 before you will feel fully confident to teach

your own class independently. Also comment on the usefulness of the B.Ed. courses that you have taken previous to the practicum.

**Your portfolio contents account for 20 % of the final EDUC 353 grade.**

#### **4.0 Wednesday Seminars**

During your Weeks 3 & 5 of the Practicum, you will be expected to attend a seminar at King's on Wednesday afternoons from 2:00 - 4:00 p.m. These seminar sessions provide the occasion for small group sharing and reflection. Your faculty supervisors will be present during these seminars and if needed, some mentor teachers may be asked to present some examples of good pedagogy.

#### **5.0 Concluding Seminar with Portfolio Presentation**

After the in-school practicum has been completed, you will return to campus on March 29 and 30 to present your portfolio to peers and faculty in a ***10 minute summary presentation of your experiences***. You are encouraged to be as interactive and creative in the presentation as you were in your classroom teaching. Your presentation will be evaluated by your faculty supervisor using the criteria of: (a) presence: delivery-eye contact-voice clarity-interest & engagement, (b) selection/organization: most salient aspects organized in a seamless narrative, (c) reflectiveness: "so what" has the experience taught you? (The Seminar Presentation Evaluation Form is in the Appendix 4.)

**The presentation counts for 10% of the final EDUC 353 grade.**

#### **6.0 Evaluations, Final Grades and Appeals**

The King's Faculty Supervisor, in consultation with the Mentor Teacher, evaluates the student's in-school teaching. This in-school component contributes 70% of the grade for EDUC 353. The other 30% is attributed to the portfolio: the reflection assignments, logs, Moodle responses, lesson and unit plans are weighted 20% while the concluding presentation of the in-school experience is counted as 10%. The final percentage grade for EDUC 353 is expressed on the Alpha 4.0 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 Secondary B.Ed. (A.D.) program.** Any students who do not appear able to meet the KSAs as outlined in Appendix 7, 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 counselling and determination of program continuance.

**Appeals regarding any aspect of the evaluation process** involved in the practicum 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 King's Calendar. Acceptable grounds for an appeal are such things as: procedural error; failure to consider all relevant factors; errors 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 Pre-Service Teacher.

## **7.0 Sick Leave and Excused Absences**

**In the event of sickness during the EDUC 353**, the Pre-Service Teacher must notify the FS and the MT to inform them. If the sick leave lasts longer than 24 hours, a doctor's note is required to be shown. Use Form in Appendix 6.

**In the event of an unforeseen or scheduled absence during student teaching**, the student must obtain permission from the FS and contact the MT when that permission has been granted. Taking "personal days" during the 6 weeks of student teaching is not acceptable.

## 8.0 Checklist of EDUC 353 Assignments

- \_\_\_\_\_ (1) Taught about 15% in Week One—evidence thereof
- \_\_\_\_\_ (2) Taught up to 40% in Week 2-3—evidence thereof
- \_\_\_\_\_ (3) Taught up to 75% in Weeks 4-6—evidence thereof
- \_\_\_\_\_ (4) Sent my daily logs to my FS Moodle Group
- \_\_\_\_\_ (5) Responded at least twice to others in my FS Moodle group each week on the day of their submissions.
- \_\_\_\_\_ (6) Shared my Personal Biography with MT and FS
- \_\_\_\_\_ (7) Shared the Description of the Setting with my FS
- \_\_\_\_\_ (8) Shared the Mentor Teacher's Style with my FS
- \_\_\_\_\_ (9) Kept a record of Quizzes and Test Results
- \_\_\_\_\_ (10) Included a record of MT and FS feedback & evaluations
- \_\_\_\_\_ (11) Lesson Plans, Units & Supporting Documentation
- \_\_\_\_\_ (12) A Reflective Concluding Progress Report
- \_\_\_\_\_ (13) Presentation at the Concluding Seminar

## APPENDIX 2

### SAMPLE LESSON PLAN TEMPLATE

**SUBJECT:** \_\_\_\_\_ **GRADE:** \_\_\_\_ **DATE/TIME:** \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

**CURRICULUM ORIENTATION: (BIG IDEAS AND ESSENTIAL QUESTIONS)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**CURRIULUM EXPECTATIONS: (ALBERTA PROGRAM of STUDIES)**

**SPECIFIC OBJECTIVES:**

**The students will:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**RESOURCES & REQUIRED MATERIALS :**

\_\_\_\_\_  
\_\_\_\_\_

**PROCEDURAL REMINDERS: (Who does what? Team selections? Handouts?)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ASSESSMENT MODEL**

<b>Learning Tasks to be Assessed</b>	<b>Criteria for or Evidence of Learning</b>	<b>Assessment tool</b>
1		
2		
3		
4		



## QUESTIONS THAT GUIDE LESSON PLANNING

### Part One: Preparation Plans:

#### Content Questions:

What is the *focus* of the lesson?  
How does this lesson *connect to previous lessons*?  
Are the students *equipped* to understand this lesson?  
What will the students *achieve*?  
What *range of success* is appropriate?  
What specific expectations from the *Program of Studies* does this lesson address?

#### Material Needs:

What do I need to do to *prepare* for this lesson?  
What do the *students need* to bring to class?

#### Procedural Questions:

What *directions* must I give them? How will I *communicate* them?  
How will *transitions* be carried out?  
How will I *group* the students for the tasks?  
What must I do for those students who have *missed previous classes*?  
What will I do about students who finish *early*?  
What will I do for students who *finish late or not at all*?

#### Contingency Plan:

What is my *backup plan* if the class arrives late? Or a fire drill is rung? Or the MT is sick?  
Or the students refuse to listen and do? Etc.

### Part Two: Planning for Assessing Student Work:

How will students *demonstrate or explain* what they have learned?  
How will I know which were *successful and which were not*?  
How will I *record* the results of my evaluation?  
How different is this evaluation process different from the previous one to address *different learning styles*?

**Part Three: Plans for Getting Started:**

How will I *engage* the students for learning? What “hook” will I use?  
How will I let students know what is *expected of them in terms of behaviour*?

**Part Four: Planning the Learning Events:**

What *differences do* I expect *within* and *between* the groups of students?  
What *specific* questions will I use to move students along in their thinking?  
Do my teaching *strategies* appeal to a range of *learning styles* and *multiple intelligences*?  
Do I have multiple *understanding checkpoints* throughout the lesson?

**Part Five: Planning for Closure:**

How will I get students to *identify what they have learned*?  
Do either I or the students know *what comes next*?

**Part Six: Plans for Teacher & Lesson Self Assessment:**

Was I *effective*? How can I tell?  
Did I communicate *clearly*? How do I know?  
Did all students *understand* the concepts presented? How do I know?  
Could I have used a *better strategy*?  
Did I *complete* what I intended to? Did I *estimate the time accurately*?  
Was the lesson *paced well for the time and the students*?  
What will I do *differently* the next time I teach this lesson?