

EDUCATION 451

PRACTICUM MANUAL
Winter Term 2010

for

PRE-SERVICE TEACHERS



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2010 CALENDAR

December 2	Orientation 4:00 pm in L110 / Pizza 5:00 pm
JAN 04 - JAN 08	WEEK 1*
JAN 11 - JAN 15	WEEK 2*
JAN 18 - JAN 22	WEEK 3 (U of A Education Career Fair, Jan 18, 10-4)
JAN 25 – JAN 29	WEEK 4*
FEB 01 - FEB 05	WEEK 5*
FEB 08 - FEB 12	WEEK 6*
FEB 16 - FEB 19	WEEK 7 (Feb 15: Family Day)
FEB 22 – FEB 26	WEEK 8 (Feb 25/26: EPS Teachers Convention)
MAR 01 - MAR 05	WEEK 9*
MAR 08 - MAR 12	WEEK 10*
MAR 15 - MAR 19	WEEK 11*
MAR 22 – MAR 26	WEEK 12*
MAR 30	PORTFOLIO DUE @ 9:00 AM
MAR 30 – APR 01	CONCLUDING SEMINAR (9am – 4 pm daily)
SATURDAY MAY 1	SPRING CONVOCATION

*Tuesday Seminars from 2:00 to 4:00. If there is no seminar, you will be at school all day for those Tuesdays.

Due Dates

Mentor Teacher’s Mid Term Evaluation
Mentor Teacher’s Final Evaluation

February 12
March 24

Faculty Supervisor’s Evaluation Meeting
Faculty Supervisor’s Summative Evaluation
Faculty Supervisor submits final grade to Dean

March 9 at 12 PM
March 30
April 06 at 9 AM

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SECTION ONE:

The Teacher Education Program

A. **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.

B. Primary Goals of the Teacher Education Program

The goals of The King's University College Teacher Education Program are to prepare pre-service teachers 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
- reflect about their own learning and teaching practice
- analyse the multifaceted roles of the teacher in contemporary Canadian schooling
- understand pedagogic theory including child development, learning and motivation, curriculum organization and development, instructional planning, and student evaluation
- demonstrate an understanding of the knowledge, skills and attributes of sound pedagogic practice needed for entry into the classroom as outlined by Alberta Education.

C. Program Overview

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 firm belief that the role of the classroom teacher in the contemporary school is a key 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 educative 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 as briefly outlined below. (For a detailed description of the program and its course content, please consult the EDUCATION section of the current King's Calendar).

<p style="text-align: center;">YEAR 1 FALL TERM <i>"PREPARATION"</i></p> <p>Five 3-credit introductory courses</p>	<p style="text-align: center;">YEAR 1 WINTER TERM <i>"INTEGRATION"</i></p> <p>Instruction in elementary/jr. high subjects taught by Master Teachers, plus 5 weeks of practicum</p>
<p style="text-align: center;">YEAR 2 FALL TERM <i>"EXTENSION"</i></p> <p>Five 3-credit courses to deepen understanding</p>	<p style="text-align: center;">YEAR 2 WINTER TERM <i>"COMPLETION"</i></p> <p>12 weeks of practicum</p>

Teaching is never a simple matter of transmitting neutral facts, but always involves the active modeling of a vision for life. The King's University College and its primary supporting community have defined this vision in terms of a specifically Christian framework as articulated in the Statement of Faith and Mission Statement. In brief, King's seeks to demonstrate what belief in Jesus Christ means in the post-secondary learning and teaching context. The preparation of Christian teachers for service in day schools is an important aspect of this mission.

C-1 Teachers as responsive, reflective practitioners

Successful teacher education programs are collaborative partnership efforts in which the stakeholders-- teachers, local schools, school districts, university teacher education programs, and the Ministry of Education--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 as a Christian calling.

The teacher's role is complex and requires more than the application of technique. While technical competence is important, teacher education also needs to encourage reflection-in-action. Prospective teachers need to become thoughtful, about how practice relates to and enlightens theory. Teachers need to understand and reflectively interpret the complexity of human relationships they encounter in the classroom. 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)¹.

Teacher education at King's proceeds from the fundamental belief that the Christian faith provides central direction to the view of teaching as a moral enterprise and that the program provides 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 disciplinary content of the professional education program at King's has three major foci:

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

C-2 THE PRACTICUM COMPONENTS OF THE B.ED. PROGRAM

The practica components of The King's University College B. Ed. program are primarily designed to meet the third focus mentioned above: to provide pre-service education students with extensive opportunity for guided practice. There are three distinct practica 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 5-week classroom based practicum in the second semester of the 4-semester After Degree B.Ed. and 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 experiences serve as laboratories in which education students can develop and practice their pedagogical skills in preparation for their entry into the classroom

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

as teachers. The 17 weeks of practicum (EDUCATION 351 & 451) will introduce Pre-service teachers to the classroom and provide them with the opportunity to put into practice the knowledge and skills learned and to reflect upon their experiences in a manner that encourages them to continue to learn and grow throughout their careers as teachers.

C-3 Practicum Policy

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 Pre-service 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 Pre-service 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 both 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.

D. Specific Goals and Structure of Education 451

This is the major practicum in the B. Ed. Elementary program covering a full semester (12 weeks). The majority of the Pre-service teacher's time will be spent in classroom teaching; this will be augmented with concurrent analytic study of the teaching-learning relationship. Observation will gradually give way to full time teaching as indicated in the model below. The Pre-service teacher will be assigned to a fully qualified teacher who holds an Alberta Permanent Professional Certificate or its equivalent. In addition, either a King's education faculty member or another qualified supervisor will meet with the Pre-service teacher during the course of the term to assess progress.

D-1 Assignments

The primary purpose of EDUCATION 451 is to give students **the experience of teaching** an elementary or junior high class over an extended period of time. After the successful completion of this course, students will have:

- observed the teaching of a broad spectrum of elementary or junior high subject areas.
- taken responsibility for all aspects of the curriculum for extended periods of time.
- interacted with teachers, principals and other school staff and participated as fully as possible in the life and culture of the school.
- interacted with students in instructional and non-instructional settings for the purpose of understanding and appreciating the life of students in elementary schools.
- completed the assignments which require them to analyze in depth several key aspects of the school culture.

Consistent with the program's emphasis on reflective analysis, the EDUC 451 requires the Pre-service teacher to complete a series of assignments along side the responsibilities of teaching in the classroom. These assignments are designed to enhance the quality of the practicum experience through the encouragement of reflective practice.

These concurrent assignments together with all the Pre-service teacher's unit and lesson plans are to be organized in a teaching portfolio. The Faculty Supervisor will evaluate this portfolio.

E. Evaluation Policies

Education 451 is the major 12-week practicum normally taken in the second semester of the second year of the B.Ed. (AD) program. Pre-service teachers receive formative and summative evaluations from both a Mentor Teacher and a King's Faculty Supervisor. The Faculty Supervisor, in consultation with the Mentor Teacher, determines the Pre-service teacher's category of competence. **Only Pre-service teachers who receive a minimum "B-" will be considered for recommendation towards Interim Professional Certification.** Students who successfully complete the practicum, but earn a grade of "C+" or lower, will receive credit for the course, but will not be recommended for certification.

At any point in the practicum, the Mentor Teacher or the Faculty Supervisor may request an assessment for determination of continuance. If there is a concern about the student's performance, the Mentor Teacher and/or the Faculty Supervisor will complete a *Notification of Concern* form (see Section Five: Appendix A). This form indicates to the student what the concern is and what immediate remedial action is required in order for the practicum to continue. The Faculty Supervisor will preside over the meeting where the Notification of Concern is shared with the Pre-service teacher. Normally, the first major assessment of the Pre-service teacher occurs at the mid-point of the practicum at which time the Mentor Teacher completes a Mid Term Evaluation Form (see Section Three of this manual). The practicum may only be terminated at this point if, in the opinion of both the Mentor Teacher and the Faculty Supervisor, the Pre-service teacher is clearly not yet ready to take over a major portion of classroom instruction and this determination has been preceded by a *Notification of Concern*.

If a practicum is terminated, the King's Faculty of Education Dean will counsel the Pre-service teacher to pursue one of the options described below. Notwithstanding the recommendation made by the Dean, the student may elect any one of the following:

Program Withdrawal

In the event that the Pre-service teacher elects to withdraw from the program at this point, s/he will forfeit the opportunity of earning both the B.Ed. degree and recommendation for Interim Professional Certification.

Program continuance with a new 12-week EDUC 451 practicum scheduled in a subsequent semester

If the Pre-service teacher chooses this option, s/he will be required to re-register in EDUC 451 in a subsequent semester at the full fee. This second attempt at the practicum will be treated, without prejudice, as a new opportunity to prove oneself capable of classroom teaching. The Faculty Supervisor will, however, be informed that this is a second attempt for the student. Again, the same conditions for passing the practicum apply as in the first instance. If it should be determined that this second attempt at the practicum needs to be discontinued before its satisfactory conclusion, the student will be required to withdraw from the program and thus forfeit both the B.Ed. degree and recommendation towards Interim Professional Certification. If a student completes, but fails, this practicum s/he is not eligible for the B.Ed. degree nor a recommendation for Interim Professional Certification.

Appeals

Appeals regarding any aspect of the evaluation process involved in practica should be directed, in writing, to the Vice P. 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, an error in marking or computing a mark, bias or discrimination, etc.

Resolving Conflict

In situations where a conflict arises between a Mentor Teacher and a Pre-service teacher that could make it impossible for the Pre-service teacher to successfully complete the practicum, the Faculty Supervisor will mediate face-to-face meetings to address the emerging problem. Normally, the Faculty Supervisor may only terminate a practicum placement due to unresolvable differences between the Mentor Teacher and the Pre-service teacher if i) more than one conflict management session was conducted, ii) the school principal was involved in the conflict management process, iii) there was consultation with the Faculty of Education Dean, and iv) the issues could not be resolved sufficiently well to guarantee the Pre-service teacher's successful completion of the practicum.

When a practicum placement is terminated due to unresolvable differences between the Pre-service teacher and the Mentor Teacher, the decision to place the Pre-service teacher in a different classroom and the decision about the length of a second placement both rest with the Education Dean. In cases where the Dean is the Faculty Supervisor, the Vice-President Academic will make these decisions. Normally, only half of the time spend at the first placement will count toward fulfilling the twelve week requirement for student teaching in EDUC 451.

A second placement may only be arranged if the Pre-service teacher has meaningfully participated in the conflict management process chaired by the Faculty Supervisor. Furthermore, this second placement may not be arranged with a Mentor Teacher who is familiar with the first Mentor Teacher.

If a second placement cannot be arranged at this point in the term, the Pre-service teacher will have to complete the practicum in the next academic term. In this scenario, the student would receive a temporary incomplete for EDUC 451. The student would not have to re-register for the next term, or pay any tuition. Upon the successful completion of the practicum, the student would submit a portfolio to the Faculty Supervisor and present it to a select group of current students in the B.Ed. program. After all of these requirements have been met, a course grade for the student would be calculated. If the minimum grade of "B-" is achieved, the Faculty of Education Dean will send the student's name to the Department of Teacher Development and Certification in order for the student to receive an Interim Alberta Teaching Certificate.

F. The Mentor Teacher

The Mentor Teacher plays a pivotal role in the initiation of the 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 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 university student and a Pre-service teacher. The guidance of the Mentor Teacher is most critical in supporting and challenging the Pre-service teacher as he or she strives to put into practice theory learned in the university setting. Having a Pre-service teacher necessitates added responsibilities for the Mentor Teacher. Some of these are specified as follows:

- 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.
- familiarize the student with the routines, policies and philosophy of the school.
- understand the requirements the Pre-service teacher must fulfill for The King's University College and provide time for the student to carry out these assignments.
- orient the Pre-service teacher to the class and communicate to the class that the Pre-service teacher is to be viewed as a co-worker rather than as a student.
- provide frequent and regular opportunity to dialogue with the Pre-service teacher both informally and as part of formative and summative evaluation.
- assist the Pre-service teacher with planning lessons for instruction in both small group and whole class settings with the understanding that the student will take on more and more responsibility.
- evaluate the Pre-service teacher's teaching using the formative Mid Term and summative Final evaluation forms. (Samples in Section Three. Original forms available on Moodle).
- remain responsible for the teaching that occurs in the class and ensure that the Pre-service teacher is under the direct supervision of a certificated teacher at all times.
- serve as a role model and mentor for the Pre-service teacher.
- contact the Faculty Supervisor in the event of any major problem with the Pre-service teacher's performance of her/his role.
- facilitate at least 4 visits by a Faculty Supervisor in which the supervisor can observe the student teaching.
- guide the Pre-service teacher in developing skills especially in relation to classroom management, evaluation of student progress and teaching strategies.

G. Faculty Supervisor

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 student's Faculty Supervisor.

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 Pre-service teacher in his/her placement.
- observe the Pre-service teacher at least 4 times while teaching.
- write at least one evaluation report based on the observation of the student's teaching. (See Section Four for samples of the report forms.)
- in conjunction with the Mentor Teacher, determine the grade for the EDUC 451 course. (See Section Four for samples of the appropriate forms.)

H. Pre-service Teacher

EDUC 451 provides you with the opportunity to continue your observations of life in the classroom and to experience the responsibility of carrying out all the teaching responsibilities for a class over an extended period of time. You are advised to view yourself as a teacher rather than as a university student during your twelve week placement. Your teaching load will begin at 0% and gradually increase to 100% with an overall average of 55%.

H-1 Recommended Model of Teaching/Observing ratios for the Pre-service teacher

INITIATION			TRANSITION			IMMERSION				REFLECTION		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
10/90	20/80	30/70	40/60	60/40	75/25	80/20	100/0	100/0	100/0	100/0	25/75	Campus Seminar

When not actively teaching you will have opportunities to observe your Mentor Teacher and to work on the concurrent assignments outlined in Section Two. It is important that you complete as many of these assignments as possible before your full time teaching begins. You will be evaluated by both the Mentor Teacher and a King's Faculty Supervisor. Your performance in EDUC 451 will be crucial in determining what kind of recommendations will appear in your portfolio.

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.

H-2 Responsibility List

- Act like a teacher--maintain the poise and dignity appropriate to the profession.
- Follow the guidelines outlined in the Code of Conduct for Pre-service teachers. (See Pre-service teacher Resources.)
- Learn the names of your students as quickly as possible.
- Immediately establish rapport with the Mentor Teacher.
- Become informed on matters of school policy and rules.
- Take initiative and find things to do. Contribute and volunteer for whatever and wherever you can.
- Attempt a variety of teaching methods.
- Exchange phone numbers with the school and the Mentor Teacher.
- Keep your log up to date and finish assignments on time.

SECTION TWO:

Pre-service Teacher Resources

PRE-SERVICE TEACHER RESOURCES

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B. COMMON QUESTIONS THAT PRE-SERVICE TEACHERS ASK ABOUT THE PRACTICUM²

1. Where is my school and how do I get there?

Check the address of your school on the wall map posted on the main education bulletin board adjacent to the Faculty of Education offices. You are responsible for arranging your own transportation. Students practicing teaching in the same school are encouraged to car pool.

2. How much work is expected of me?

The demands of this practicum are high! You can expect to work several hours after each school day to prepare for the next. Holding down a part-time job on the side will not be possible without seriously affecting your performance.

3. What do I do during Reading Week?

Your breaks are dictated by your practicum, not the King's Calendar. Therefore, you will have your Spring Break when it occurs at your school. You will teach during King's Reading Week if your school is in session at that time.

4. What is a logbook/reflective journal? Do I have to keep one?

A logbook or reflective journal is typically a loose-leaf binder that contains your schedule, timetable, seating plans and your daily observations and reflections about your teaching experience. The full details of this and the other assignments connected with this practicum can be found on page 15.

5. How much teaching am I expected to do?

Overall the minimum ratio of teaching/observing should be 55% teaching to 45% observing. Initially, Pre-service teachers should mostly observe and gradually move to full time teaching. See the chart on page 8.

² Adaptation from *Elementary Term Practicum Handbook*, University of Alberta, p. 31-32.

B. Cont...

6. What should I expect to do outside of my classroom responsibilities?

What Pre-service teachers do outside of immediate classroom work will vary from school to school, but the expectation is the same for all. You are to participate in the full life of the school as much as possible. Such duties include attending staff meetings, supervision, staff room clean up, committee work etc.

7. If I experience conflict with my Mentor Teacher what do I do?

The first step in any conflict is to deal with the person directly. If that fails bring the matter to your Faculty Supervisor. Willingly participate in conflict resolution sessions. (Read the policy covering conflicts on page 6, for full details.)

8. What happens if I do not complete the practicum requirements by the end of the term?

If the incomplete work is of the kind that can be made up (e.g., the Concurrent Assignments), and if you have made prior arrangements, then you have four weeks from the last day of the practicum to complete the work. If, due to sickness or bereavement, you missed more than a week of work that cannot be made up, then you will be given an opportunity to extend the practicum. The school's policies defining 'next of kin' will apply. In the case where unexcused absences were the cause of a significant number of missed days, you will fail the practicum. The Faculty Supervisor, in consultation with the Mentor Teacher, will determine what a "significant number" means.

9. What if I decide to withdraw from this practicum or fail it, can I reregister at another time?

You may take the practicum only twice to pass it. However, those students who fail a practicum course tend to re-evaluate their career choice and elect to withdraw. The Education Faculty will confer with students who plan to take a previously failed practicum.

10. What does my signature on the final Practicum Evaluation Report mean?

Signing indicates that you have discussed the form with Education Faculty members. It does not necessarily mean that you agree with all of the comments. The form is valid even if you do not sign it.

C. ABSENCE FORMS

**THE KING'S UNIVERSITY COLLEGE
EDUCATION 451**

**PRE-SERVICE TEACHER
REQUEST FOR PERSONAL
ABSENCE**

Name _____ **Date** _____

School _____

City _____ **Phone** _____

Mentor Teacher _____

Date of Planned Absence _____

Reason for the Absence _____

Submit this form to your Faculty Supervisor as far in advance as possible.

-----Office use only-----

Faculty Supervisor Response: After consultation with the other Education faculty members your request for personal absence is:

_____ **granted** _____ **denied**

Comments: _____

Faculty Supervisor _____ **Date** _____

C. CONTINUED...

**THE KINGS UNIVERSITY COLLEGE
EDUCATION 451**

**PRE-SERVICE TEACHER
REPORT OF ABSENCE**

Use this form for an absence not approved in advance by your Faculty Supervisor.

Name _____ **Date** _____

School _____

City _____ **Phone** _____

Mentor Teacher _____

Reason for Absence _____

Date and times of Absence _____

Notification of Mentor Teacher: **Date** _____ **Time** _____

Notification of Faculty Supervisor: **Date** _____ **Time** _____

Submit this form to your Faculty Supervisor as soon as possible after the absence.

-----*Office Use Only*-----

Faculty Supervisor comments: _____

Faculty Supervisor' signature

Date

D. Tuesday Seminar

EDUC 451 Pre-service teachers will meet for a seminar at King's on scheduled Tuesday afternoons from 2:00 p.m. to 4:00 p.m. This seminar offers a face-to-face community of support for pre-service teachers through group sharing of teaching experiences. Seminars also provide information pertinent to educational issues, job applications, resume writing and job interviews.

E. Marking Scheme

The mark breakdown for EDUC 451 is split between the Teaching component 70% and the Portfolio 30%.

- **Pre-service teachers whose teaching mark is below 70% will not be recommended for certification regardless of the combined mark. (This means a portfolio mark cannot salvage a poor teaching performance.)**
- **Pre-service teachers whose combined mark falls below 70% will not be recommended for certification regardless of the teaching mark. (This means a portfolio mark can jeopardize a pre-service teacher's recommendation for certification.)**

Criteria for assessing the quality of the teaching component is set forth in the final assessment form for Faculty Supervisors (See Section Four).

The relative weights for the Portfolio contents are provided in Section Four, F.

OBSERVATION ASSIGNMENTS 1-4

The four observation assignments are not printed in the manual, but will be handed out to Faculty Supervisors at an orientation meeting. Pre-service teachers will receive their copies prior to starting their practicum. The assignments cover key observation areas which the pre-service teacher should reflect on as they prepare to teach their respective classes.

The first assignment requires pre-service teachers to draw a map of the classroom and reflect on the contents and physical boundaries of the room and their implications for teaching and learning.

Assignment two draws the pre-service students' attention to the manner in which their mentor teachers uses questions in their teaching. This assignment elevates the important aspect of directing teaching and learning to various levels of thinking/understanding.

The third assignment leads pre-service teachers to observe and reflect on the lesson plan as delivered by their mentor teachers. The correlation between lesson plan and lesson experienced is a significant one for teachers at all stages of their careers.

The last of the observation assignments directs pre-service teachers to take into account the social environment of the classroom. The carefully constructed items of this assignment challenge pre-service teachers to carefully analyze and reflect on key environmental factors that shape the teaching and learning experience.

Note: Most assignments require more than one observation period in order to complete satisfactorily. Faculty Supervisor and Mentor Teacher input prior to and during the observation period is recommended.

MOODLE POSTINGS

Moodle is a web-based program that enhances communication between EDUC 451 Pre-service Teachers and Faculty Supervisors. Pre-service teachers are required to use Moodle on two different levels. **In all cases described below, a post should consist of 100 words minimum.**

All Participant Reflections

Under the general topic *All Participants* Faculty Supervisors will initiate one or more Forums each week for reflection purposes. These forums are open to all Pre-Service Teachers and Faculty Supervisors. Pre-service Teachers are required to submit a minimum of two posts:

- 1) a reflective response to a forum, couched within the context of their teaching experience for that week. **Due: Thursday midnight of each week.**
- 2) a reply to a colleague's reflection. **Due: Saturday midnight.**

Faculty Supervisors will also post replies to these weekly reflections.

Journal Entries

In this category, Faculty Supervisors will set up a Small Group Forum for each week of the practicum. A small group consists of a Faculty Supervisor and all of the Pre-service teachers that s/he is assigned to supervise. EDUC 451 Pre-service Teachers are required to post **2 journal entries per week** in each weekly Forum. The entries must conform to the following format:

1. Heading: The date of the entry (day and hour)

A log entry covers one day and should be written on that same day

2. Elaboration of a Significant Event

Out of all the events that occurred that day, **a)** select one episode that stands out; **b)** briefly describe what happened; **c)** explain why you chose this episode; **d)** interpret the meaning of what happened and what you learned from this experience! This reflection should take approximately 20 – 30 minutes to compose and should be written on the day the event occurred.

*It is expected that members of a Small Group Forum respond to each other's journal entries. Typically, these responses will range in scope from a few words to several sentences. **These responses are not subject to the 100 word minimum requirement.**

Personal Contact with Faculty Supervisor

Pre-service Teachers should use the Moodle message function to "email" their Faculty Supervisors.

UNIT PLANS / LESSON PLANS

Some Important Advice

Long range unit planning is essential to successful teaching. Use the format provided to record any units that you teach. These plans should be included in your portfolio after you teach the unit. Even in situations where you have borrowed from a unit produced by someone else, you need to develop a plan using this model; this will help you make the unit your own.

Lesson planning encompasses a myriad of questions, many of which teachers answer without being conscious of the process. Seasoned teachers have internalized many of their answers which means their actual lesson plans tend to be cryptic notes. Your lesson plans should follow the format provided on the following pages. After you have demonstrated an ability to develop plans that address the different kinds of questions raised in this model, you can then arrange with your Faculty Supervisor a method of simplifying the lesson plan model.

Try to keep your plans as neat and organized as possible for inclusion in the portfolio. However, since your plans are works in progress, do not worry about cross outs and notes in the margins, etc. In other words, do not take the time to rewrite or type over plans just for the sake of neatness in the portfolio.

UNIT PLAN MODEL

Unit Title:

Subject Area:

Grade:

Teacher:

Duration:

1. Conceptual Statement of the Unit

- **Content Web including Essential Questions (What)**
- **Description of Worldview Framework (Why)**
- **Organizational Focus (How)**

2. Evaluation Plan for the Unit

- **Overview of assessment including marking scheme**
- **Assessment models for learning tasks (included in lesson plans)**
- **Assessment tools used**

3. Structure of Learning

- **Lesson list with references to the Program of Studies**
- **Detailed Lesson Plans / Activity Centres**
- **Displays**
- **Resources**

STEP THREE: THE LESSON WARM UP

STEP FOUR: THE LEARNING EVENTS

What Students Write, Say, Do

What Teachers Write, Say, Do

STEP FIVE: LESSON CLOSURE

STEP SIX: TEACHER & LESSON SELF-ASSESSMENT

**What part of this lesson and
My teaching worked well?**

**How can this lesson plan and my teaching
be improved?**

--	--

SIX - PART LESSON PLAN MODEL⁴

THE QUESTIONS THAT GUIDE THE 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?

⁴ Adapted from Joanne Heckbert and Francoise Ruban.

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?

SAMPLE LESSON PLAN⁵

Lesson Title: Concrete Poetry and Easter Symbols Grade: _____ Teacher _____

Unit Title: _____ Date: _____

STEP ONE: PREPARATIONS

Content Reminders:

- ◆ This unit integrates language arts and social studies curriculum: the symbols of the Easter season serve as a context for writing concrete poems.
- ◆ Essential questions include: What is a symbol? Why are their secular symbols for Easter? What does Easter mean? What makes concrete poems effective?
- ◆ This lesson on Easter draws together the themes developed in the lessons on the “The Singer,” good vs evil; sacrifice; love vs hate; commitment.
- ◆ At the end of this lesson students will have:
 - Recalled the symbols people associate with the Easter season
 - Differentiated between Christian and secular symbols for Easter
 - Examined samples of concrete poems
 - Written their own concrete poems
 - Generated an appropriate symbol for a significant calendar event
 - Assessed the value of an earlier lesson on “The Singer” for understanding symbols.

Materials:

- overhead projector
- scrap paper and pencil
- transparency of sample poem
- good paper for final draft
- flip chart & marker
- sticky notes

Procedural Reminders:

- have markers & sticky notes distributed before class begins
- write an Easter concrete poem of my own to share as a sample
- lesson must follow on the heels of the study of “The Singer.”
- have students who finish early look through poetry books to see if they convert any to concrete form

Contingency Plans:

- have extra samples of concrete poems available in case students struggle to catch on.

⁵ Adapted from a lesson written by Clint Schenk

STEP TWO: ASSESSMENT OF STUDENT WORK

What knowledge or learning Task is to be assessed?	What criteria or evidence is required?	What assessment tool will be used?
Knowledge of Easter symbols	Can meaningfully talk about the origins & use of these symbols.	Observation
Skill at constructing concrete Poems	Can compose a poem that follows the rules.	Rubric
Appreciation of symbols in language and religion	Can articulate the advantages of using symbols as well as the disadvantages of not using them.	Writing assignment

STEP THREE: THE LESSON WARM UP

Activity:

- Ask: What comes to mind when you hear the word Easter? Students write answers on a sticky and place the sticky on the flip chart.
- Differentiate: separate the sticky notes into Christian and nonChristian categories.
- Hypothesize: Why do we associate Christian and nonChristian symbols with Easter?
- Draw a connection: With the songs of ‘the Singer’ and ‘the World Hater’ in the book *The Singer* recently studied. (Students clarify this difference for anyone who missed that day.)
- Compile a list: of Christian symbols for Easter
- Key Concept: the significance of Easter for Christians is diminished by secular themes & symbols
- Share and Celebrate: the list of symbols

STEP FOUR: THE LEARNING EVENTS

What Students Write, Say or Do	What Teachers Write, Say or Do
--listen and look	--explains the need of symbols for concrete poetry & provides definition of concrete poem on flip chart: “free verse poems in which the formation of the words creates the shape of the symbol.”
--analyse examples of concrete poems	--show concrete poems of the cross and easter bunny on overhead
--student volunteer reads text box information, students underline key concepts & share ideas with a partner	--provides a handout briefly outlining the history of the easter bunny tradition and the church’s celebration of Easter.
--brainstorm ideas for a concrete Easter poem	--models writing a concrete poem on the board

What Students Write, Say or Do	What Teachers Write, Say or Do
<p>--Compose concrete poems using Easter symbols --peer assessment of poems</p> <p>--construct final draft of best concrete poem & hand in.</p>	<p>--Formative assessment of student work --“ “ “</p> <p>--summative assessment of student work</p>
STEP FIVE: LESSON CLOSURE	
What Students Write, Say or Do	What Teachers Write, Say or Do
<p>--Discuss in pairs: the power and use of concrete poetry. --Small group responses to essential questions!</p> <p>Homework Assignment: compose a concrete poem that uses a symbol from another area of your life.</p>	<p>--Web responses on flip chart around the central idea of Concrete Poetry. --Present class with the lesson’s essential questions.</p>
STEP SIX: TEACHER AND LESSON SELF-ASSESSMENT	
What part of this lesson and My teaching worked well?	How can this lesson plan and my teaching be improved?

PORTFOLIO CONTENTS

Following the 451 Practicum, all participating Pre-service Teachers meet with Education Faculty members on campus to share their experiences via a portfolio presentation. The following format is offered to demonstrate what should be included in this portfolio and a way to organize the material.

I. Introduction:

- Explain how you organized the portfolio

II. Table of Contents

III. Observation Assignments

- Classroom Map
- Examining Questions
- Structured Observations of a Lesson
- Classroom Social Environment

IV. MOODLE Postings

(need not be physically included, but will constitute 25% of the portfolio mark)

V. Lesson/Unit Plans--dated and sequenced

VI. Evaluations

- Mentor Teacher's midterm and final evaluations
- Faculty Supervisor's final evaluation

VII. Concluding personal summation of the 451 Practicum experience—1 to 3 pages

- What did you learn about yourself as a pre-service/future teacher?
- How is your philosophy of teaching and learning reflected in your portfolio?
- What goals did you set for yourself in this practicum?
- Did you make changes to your goals during the practicum?
- How well do you think you achieved your goals?
- Describe your relationship with the Mentor Teacher!
- What assistance did you receive from your Faculty Supervisor and peers?
- What did you learn from interactions with the school principal and/or other staff members?
- How effective were you in relating your experience to the KSAs (appendix B)?

VIII. Other materials you wish to include

- What have you selected to include and your reasons why.
- How do these materials relate to the KSAs (appendix B)?

PORTFOLIO EVALUATION SUMMARY*

The Faculty Supervisor will evaluate your portfolio using the following breakdown of marks:

Organization (accessibility, aesthetic quality, completeness)	/5
Assignments 1 – 4 (completeness, quality of insight & reflections)	/15
MOODLE Postings (completeness, clarity of writing, quality of reflections)	/25
All Unit/Lesson Plans (applies to everything taught) no need to be pretty, but should show proof of your teaching and reflections.	/40
Concluding Summation (reflections on the practicum experience, including interactions with the Mentor Teacher)	/5
Presentation at Concluding Seminar	/10
<hr/>	
Total	/100

*IMPORTANT REMINDERS ABOUT EDUC 451 GRADE CALCULATIONS

- The combined scores of the portfolio (30%) and the teaching (70%) make up the course grade.
- Pre-service teachers whose teaching mark is below a 'B-' (70%) will not be recommended for certification regardless of the total combined mark with the portfolio. **(This means your portfolio mark cannot salvage a below passing teaching performance and the recommendation for certification.)**
- Pre-service teachers whose combined mark falls below a 'B-' (70%) will not be recommended for certification regardless of the teaching mark. **(This means your portfolio mark can jeopardize your recommendation for certification.)**