

EDUC 251 PRACTICUM MANUAL

2007 - 2008



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Forms

Self-Assessment Checklist (2 copies for the student)

Self-Evaluation (2 copies for the student)

Mentor Teacher Attestation Form (2 copies for mentor teachers)

Honorarium Claim Form

ACKNOWLEDGMENTS

The King's University College has offered EDUCATION 251 in various forms since 1981. This was before King's was accredited to offer its own degrees and when many of its Education students transferred to the University of Alberta to complete their B.Ed. requirements. At that time, it was important for King's courses to be as congruent with courses at the U of A as possible. Since that time, King's has become a degree granting institution in its own right, and was accredited by the Alberta government in 1994 to offer its own free-standing B.Ed. degree.

Up until the 2002 – 2003 academic year, TKUC and the U of A worked cooperatively in arranging the in-school (practicum) component of EDUC 251. The U of A has since decided to discontinue the in-school component, largely for logistical reasons. TKUC continues to offer the practicum component in the belief that it is useful for students exploring teaching as a career option to have early exposure to actual school classrooms. We are grateful to the schools and teachers who are making classrooms available to our students for this formative experience.

Parts of this manual have been adapted (with permission) from various editions of the U of A's Faculty of Education *Field Experiences Handbook-Introduction to Teaching*. Thanks are hereby extended to the Faculty of Education, U of A, for extending permission for this borrowing.

Mr. Stuart Williams served as the instructor for EDUC 251 for a number of years and has made many valuable suggestions for revisions to this manual.

Robert W. Bruinsma
Professor of Education

MISSION STATEMENT

The Mission of The King's University College is to provide students with a university education in the arts, sciences, and selected professional areas from a Biblical perspective, as summarized in the College's Statement of Faith. The College strives to be an academic community, which integrates the Christian faith with teaching, learning, research, and college life, in an environment characterized by academic excellence and a personal approach to students.

The following goals are central to this mission:

- Students will gain a deeper understanding of God's creation, equipping them for lives of service.
- Students will mature and grow as Christians in all aspects of their lives.
- The College will contribute to the advancement of knowledge through a commitment to excellence in teaching and scholarly research.
- The College will be of service to the community.

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 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

THE PRACTICUM COMPONENTS OF THE KING'S UNIVERSITY COLLEGE TEACHER EDUCATION PROGRAM

There are three courses in the TKUC Teacher Education program that are designed to provide students with extensive opportunity for guided teaching practice. Two of these courses (EDUC 351 and EDUC 451) are open only to students who are enrolled in the TKUC Bachelor of Education (After Degree) program. EDUCATION 251: *Introduction to the Study of Teaching* is a course with a practicum component and is normally taken by students during their first degree program and serves as a general introduction to the teaching profession. EDUC 251 is a one semester course which has a 3-hour per week campus-based component as well as a school-based component consisting of 10 half days spent in classrooms. This manual is a guide to that latter component of the course. For information about the campus-based portion of the course, students should consult the 2007 - 2008 EDUCATION 251 Course Outline, which is available separately.

GENERAL PURPOSE OF EDUCATION 251

EDUCATION 251 is designed to introduce beginning university students to the professional life of the teacher by examining the school as a social institution especially as it relates to the multiple roles that a teacher is required to fulfill in the school. The most visible roles of the teacher are those that involve interactions with students, and it is these roles that will receive the greatest emphasis in the course; however, the roles and responsibilities associated with teaching extend beyond matters which involve instruction *per se*. Since the school is a many-sided, complex institution, and teaching is likewise a complex occupation, **consideration will therefore be given to the multiple roles of teaching within the context of the school and the expectations of society.** In particular, the course stresses the need for prospective teachers to become reflective about their task and to realize that schooling is fundamentally a **normative enterprise**. Schooling is always normative in nature because schools explicitly and implicitly seek to lead students to adopt particular views, habits, and understandings that are inherently value-laden. At King's, the implications of the Christian faith for teaching serve as a backdrop to this normative reflection.

EDUCATION 251 entails two different but complementary sorts of experiences. In the on-campus component, classes will be used to examine issues related to teaching and schooling. The in-school portion (the practicum), to which this *Manual* is a guide, is designed to allow students to observe and analyze instances of the phenomena discussed in on-campus classes, to participate in the life of classrooms, and to work in a limited way with students at different levels.

The general aim of EDUC 251 is to provide students with a good understanding of the *scope* of teaching and the *expectations* that have to be met. It is *not* to provide students with the skills of teaching *per se*.

EDUCATION 251 SCHOOL-BASED COMPONENT: ADMINISTRATION

EDUCATION 251 Staff

Telephone & E-mail

Dr. Glenn Rideout	Instructor	465-3500 ext.8066	glenn.rideout@kingsu.ca
Dr. John Hull	Chair, Education Dept.	465-3500 ext.8019	john.hull@kingsu.ca
Ms. Sheryl Plantinga	Admin. Assistant	465-3500 ext.8059	sheryl.plantinga@kingsu.ca

Please note that all inquiries or concerns related to school placements should be directed first to Ms. Plantinga.

Dates of School Visits (Fall 2007)

PRACTICUM 1: September 17 to October 19*

PRACTICUM 2: October 29 to November 30

**September 19 & 20 are the dates for King's Fall Interdisciplinary Studies Conference (attendance is required for all EDUC 251 students), October 8 is Thanksgiving Day and November 12 is Remembrance Day. If practicum visits fall on any of these dates, the student will NOT be expected to make up the missed practicum visit. In all other cases, students are expected to complete five visits for each practicum. It is the responsibility of the student to immediately notify the school and mentor teacher when she/he becomes aware that a practicum visit will be missed (ex: stormy weather, illness, IS conference).*

Normally, students will spend five half days in an elementary setting, and five half days in a junior or senior secondary setting. Placements are made in Public/Separate schools or accredited Independent schools. Please note that all inquiries regarding school placements should be directed to Ms. Sheryl Plantinga, Administrative Assistant for Education.

Remuneration of \$20.00/student/practicum will be made to each participating school at the conclusion of the Fall 2007/08 semester.

POLICY WITH RESPECT TO SUCCESSFUL/UNSUCCESSFUL COMPLETION OF EDUCATION 251

EDUCATION 251 is a course that has both an "on-campus" and a "school-based" component consisting of ten half days of experience in two different school settings. In order to receive credit for EDUC 251, a student must pass both components of the course. Passing the campus-based component requires an average of 50% on all assignments. Passing the school-based portion requires the submission by the mentor teachers of an **Attestation Form** of the student's completion of the practicum visits to the TKUC Education Department (see sample in this Manual) and a mark of 50% or better on each of the two practicum portfolios. In the event that a student fails either the campus or school-based component, the student must repeat both components and receive passing marks to receive credit for EDUC 251. In such cases the student must re-register in EDUC 251 and pay full tuition for the course.

Appeals regarding any aspect of the evaluation process involved in practica should be directed, in writing, to the Academic Dean. 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. **In no case can the appeal directly challenge the professional judgment of the mentor teacher.**

THE ROLE OF THE STUDENT IN THE EDUC 251 PRACTICUM

EDUC 251 students as Substitute Teachers

Students must remember that they are **guests** in the school/classroom to which they have been assigned. The classroom teacher has both professional and legal responsibility for the students in her/his classroom at all times. Students in EDUC 251 do not yet have the expertise to take on the role and responsibilities of the teacher. It is required that the mentor teacher is always available for the EDUC 251 student's support should the EDUC 251 student require it, and **at no time during the practicum can the student be used in the capacity of a substitute teacher.**

Preparation for the Practicum in the School

1. Review this Manual carefully
2. Become familiar with the ATA Code of Professional Conduct (See Appendix 2)
3. Prepare a **letter of introduction** to be given to the school practicum coordinator and/or mentor teacher. (See pages 10 and 13 for help in writing this letter.)
4. After placement postings are available, contact the school by phone, briefly introduce yourself, and request information about where you are to meet for your first session. If you are driving, ask about parking.

During the Practicum

1. Provide your practicum coordinator/mentor teacher with your personal letter of introduction. (See page 10)
2. Observe the teaching/learning situation under the direction of your mentor teachers. You are to observe in a thorough, non-judgmental manner. Participate in activities that have been prepared by school personnel. Participate in classroom management activities and assist with the preparation of resource materials. Present yourself to the school as a prospective teacher. **For all visits, plan to arrive at school well before classes begin (ideally about 30 minutes before). Be prepared to remain at school after classes for discussions, consultations, conferences, etc.** If your university timetable does not permit you to stay after class, schedule other time with your mentor teacher(s), if possible, to allow for discussion.

3. Plan an introduction of yourself to the class so that students know who you are and why you will be visiting the school and their classroom.
4. Take notes and make observations as required to allow you to complete your assigned Practicum Activities found in this manual.
5. At the end of each visit have the mentor teacher or school's practicum coordinator sign and date the Mentor Teacher Attestation Form.
6. **Reflect upon and evaluate what it is to teach and to learn.** Explore the qualities of classroom life that should be considered in the evaluation of teachers and teaching.
7. Become involved in extra-curricular and supervisory duties in any way that is possible and manageable. It is to the EDUC 251 student's advantage to become involved in school activities that extend beyond the regular classroom setting to gain a more complete understanding of other aspects of teaching and learning in the school community. (See page 9 for a listing of possible **Participation Activities**.)

It is important that you attend **all** scheduled school visits. If you are unable to attend one of the scheduled visits for any reason, **you must contact the school as early as possible**. Provide your mentor teacher with as much advance notice as possible. Any missed visits (including those due to holidays or professional development days) **must** be made up by the end of the practicum in order for you to receive credit for that practicum. **Make the necessary rescheduling for a time that is convenient for your mentor teacher or school practicum coordinator.**

ROLE OF THE SCHOOL COORDINATOR AND/OR MENTOR TEACHER

In most circumstances an attempt is made to place EDUC 251 students as a cluster/group. If possible, the cluster of students should be welcomed to the school as a group by a school administrator or designate and given an orientation that includes a tour of the school and an overview of the school philosophy, pertinent policies, current school initiatives, etc. Discuss acceptable dress standards and school policies (e.g., parking, smoking, coffee, etc.)

The school practicum coordinator is responsible for assigning the student(s) to a classroom. The student may work with the same classroom teacher for the entire five visits, or have exposure to more than one classroom or instructional setting. **It is important that the students are able to spend time with their assigned teacher(s) after class hours, to ask questions as well as discuss their observations and investigative assignments. At the conclusion of each visit a mentor teacher or the school practicum coordinator is required to sign the Mentor Teacher Attestation Form that the student will present.**

Preparation for the Practicum in the School

1. Identify the specific teachers who will be working with the EDUC 251 students during their five week practicum. Receive a **Letter of Introduction** from the EDUC 251 student. Plan a general program of observation and interactive activities with each EDUC 251 student. Acquaint yourself with the activities EDUC 251 students are required to complete.

2. Introduce the EDUC 251 students to the school administration, support staff and teaching staff. Acquaint EDUC 251 students with school policies, and support services (i.e., library, audio-visual centre, resource centre, photocopiers).
3. Assist EDUC 251 students with observations and inquiries contained in this handbook.
4. Arrange for the EDUC 251 student to observe in instructional settings (other classrooms, grade levels, and activities) that may be available and of interest and benefit to the EDUC 251 students.
5. Provide EDUC 251 students with seating charts or class lists and daily schedules.

During the Practicum

1. Introduce EDUC 251 students to their classes, or enable the EDUC 251 students to make this introduction. Indicate to EDUC 251 students how they may interact with students in the class. Provide opportunities for the EDUC 251 students to engage in teaching-related activities in the context of your school/classroom.
2. Plan for time to meet with EDUC 251 students before or after class time to discuss specific issues and assignments from the University College. The EDUC 251 students will be attempting to understand the school context and expectations, observing and collecting data for their assignments. They will need you to help them to make sense of their observations and to put them in a meaningful context.
3. Supervise EDUC 251 students when they are engaged in activities with students.
4. Encourage EDUC 251 students to attend professional meetings such as staff meetings.
5. Provide feedback to the EDUC 251 student regarding their visits, with special reference to enthusiasm and initiative. Respond to and sign EDUC 251 students' self-assessments upon their completion of five visits (see sample in this handbook).

EVALUATION RESOURCES

1. **Self-Assessment Checklist [Sample]**

(2 copies for actual use are included at end of this manual)

Use one checklist like this after each of your two practica in EDUC 251, to assess your development of teaching attributes. (5=excellent, 1=poor) **Your comments are a critical component in this self-assessment.**

Date: _____ School: _____ Week #: _____

CATEGORY	COMMENTS	5	4	3	2	1
ATTITUDE						
I am beginning to view myself as a teacher rather than as a student.						
I believe hard work and dedication are essential qualities of a successful teacher.						
I have a positive attitude toward young people.						
I feel comfortable in a school setting as a teacher.						
I have confidence in my ability to teach successfully.						
The work I do in the classroom is very rewarding.						
I view teachers as professionals deserving respect and prestige.						
PERSONAL QUALITIES						
I am aware of students' individual needs.						
My approach to teaching is enthusiastic.						
I am friendly and courteous with students.						
My sense of humor contributes to a comfortable classroom atmosphere.						
I express myself well and feel I communicate successfully with students.						
I am able to cope with the everyday demands of teaching.						
I am flexible and able to adapt to unexpected situations.						
My personal appearance provides a good example for students.						
My lifestyle is such that I have the energy and vitality necessary to teach.						
I am able to relate to staff members in a friendly and professional manner.						

2. **Self-Evaluation Form [Sample]**
(2 copies for actual use are included at end of this manual)

THE KING'S UNIVERSITY COLLEGE

EDUC 251 - PRACTICUM

SELF-EVALUATION

Student's Name: _____ Practicum: _____

I.D.#: _____ School: _____

Dates of Practicum: _____ Teacher/Coordinator: _____

What I have learned

Questions to pursue further

Assumptions I have challenged

EDUC 251 student's Signature

Teacher's comments (Optional but desirable)

Mentor Teacher's Signature

3. **Mentor Teacher(s) Attestation Form** [Sample]
(2 copies for actual use are included at end of this Manual)

THE KING'S UNIVERSITY COLLEGE

EDUC 251 - PRACTICUM

MENTOR TEACHER ATTESTATION FORM

STUDENT'S NAME: _____

NAME OF SCHOOL: _____

NAME OF MENTOR TEACHER or

OTHER SCHOOL OFFICIAL: _____

The student named above completed a minimum of five (5) half days of observation and other classroom related activities in a satisfactory manner. **Please date and sign/initial each visit below.**

Date: _____ Signature: _____
Visit #1: _____

Visit #2: _____

Visit #3: _____

Visit #4: _____

Visit #5: _____

COMMENTS (Optional):

SIGNATURE: _____ DATE: _____

(A teacher's signature here indicates a satisfactory performance by the student)

ACTIVITIES

GENERAL PARTICIPATION ACTIVITIES

EDUC 251 students are expected to be involved in teaching-related activities as part of their field experience. The purpose is to increase the EDUC 251 student's awareness and understanding of the various roles associated with teaching and to provide opportunities for the EDUC 251 student to interact with students. Below is a list of **suggested** activities. Mentor teachers may wish to add other appropriate activities. *It is not intended that students participate in all activities listed.*

If an EDUC 251 student expresses an interest and the mentor teacher feels the student is capable, the student may teach a lesson or part of a lesson that has been jointly prepared by the mentor teacher and the EDUC 251 student.

Suggested Activities:

- Instructing and guiding a group through instructional games (e.g., math games, phys. ed.)
- Team teaching with the mentor teacher
- Charting students' profiles
- Checking homework
- Assisting with development of skills or concepts with special groups
- Tutoring individual pupils
- Helping individuals with work missed because of absence
- Reviewing content, skills or previous lessons with individuals or small groups
- Assisting with revision and editing requests from students
- Listening to pupils read orally
- Instructing pupils in proper and safe use of tools and equipment
- Assisting in the preparation of instructional materials
- Assisting in the development of displays and demonstrations
- Providing musical accompaniment
- Reading or telling stories to groups or the class
- Assisting in group discussions
- Providing assistance to groups or individuals in laboratory work
- Marking student work in conjunction with the mentor teacher
- Leading opening, closing exercises with the whole class
- Accompanying the mentor teacher in supervision
- Assisting in extracurricular activities
- Guiding students in library-related activities (i.e., selecting books, using reference material, etc.)
- Assisting on field trips
- Operating audiovisual equipment (i.e., VCR, filmstrip/film projector, recording students on tape, etc.)
- Assisting mentor teacher in preview of films, filmstrips, etc.
- Assisting in computer-related activities
- Taking attendance

LETTER OF INTRODUCTION SUGGESTIONS (See Introductory Activity A, p. 13)

In order to introduce yourself to your mentor teachers, college facilitator, and seminar leader, you are to write a letter introducing yourself. The following questions are prompts, which you could use as a starting point. The letter should be personal and reflect your personality. It should be about two typewritten pages long.

1. What teaching/coaching/leadership/work experience(s) have you had? What have you learned through these activities that will help students or help you as a teacher?
2. What special qualities and skills do you have that will enable you to work with students? (e.g., Patience is a quality; Red Cross Instructor's and Grade 9 Toronto Conservatory qualification indicate skills.)
3. Who influenced you to become a teacher? What influences encouraged your decision to become a teacher?
4. What do you expect to learn from being in a school with students?
5. What is your perception of:
 - teaching?
 - a teacher's responsibilities?
 - a teacher's workload?
6. What do you feel:
 - are your strengths as a EDUC 251 student?
 - are areas where you would like some coaching and mentoring?
7. How are you feeling going into this field experience? What are your concerns?

SPECIFIC PRACTICUM ASSIGNMENTS

I. Introduction to Investigation/Inquiry

EDUC 251 is designed to provide you with the opportunity early in your program to begin learning about teaching in actual school and classroom settings. The school environment is hardly unfamiliar to you, given that you have spent thousands of hours immersed in it as a student. So you already know much about what occurs in schools and what the teacher's job entails. However, because the knowledge and understandings that you developed were derived from the perspective of a student, you have only a partial view of what really goes on and why teachers do what they do. For example, although many students freely comment on the way their teachers conduct themselves in the classroom, few are likely to analyze their behavior systematically from the standpoint of pedagogically oriented action. Nor are many students apt to give much conscious thought either to the multitude of challenges and dilemmas that confront teachers daily or how they manage to cope with them.

As an initial field experience, EDUC 251 will begin the process of broadening and deepening your understanding of life in schools and classrooms, and it will sharpen especially your awareness of what teachers do on a daily basis as they attempt to meet the wide-ranging expectations associated with their job.

In addition to exploring the world of teaching from the perspective of an objective observer, you will also be encouraged to view teaching through the eyes of a teacher. You will be given the opportunity to get a “behind-the-scenes” view of teaching. Thus, if you harbor doubts about whether you really want to be a teacher, the time you spend in schools will assist you in coming to a decision. As well, it will help you develop a greater sense of certainty about the type of students with whom you would like to work and your preferred grade level. Your school placements will also expose you to a variety of teaching styles that you can begin to think about in terms of their apparent effectiveness and their compatibility with your personal philosophy of teaching.

To accomplish these goals, during much of your time spent in the schools you will be engaged in **systematic inquiry** into the world of teaching and in thoughtful reflection about what you encounter during this ongoing exploration. But without a clear focus and purpose each time you conduct such inquiry, the myriad events, interactions, and occurrences that typify life in schools and classrooms will be overwhelming. Hence the “theoretical” component of the course is intended to introduce you to concepts that can guide your field-based inquiry and give direction to your subsequent reflection and analysis. A cluster of concepts will not only enable you to better understand the complexities of schools and the teacher’s job in them, but it also will help you to appreciate how practice is intimately connected to educational theory.

This field-based inquiry will be carried out in a systematic and purposeful manner. You will:

1. **Focus** your investigations on specific behaviours, events, and activities that occur in the school and classroom, using the **10 Activities** provided in this handbook;
2. **Record** the information that you derive from focused observation, interviews, and conversation; and
3. **Reflect on** and **analyze** the findings/results of your observations.

II. Reflection

The development of a reflective approach to teaching is a lengthy process that will span your entire pre-service preparation program and, indeed, probably continue well into your teaching career. Although the opportunity to reflect on your own teaching practices must await a subsequent field experience, EDUC 251 is designed to at least initiate this reflective process. Combined with the readings and discussions associated with your on-campus component, the investigations that you undertake in the schools will serve as valuable reference points for reflection on a variety of matters pertinent to your preparation as a teacher.

Accordingly, you will be prodded to question, interpret, and analyze not only the ideas and issue that are raised in the campus component, but also the behavior, events, and episodes that become the focal points of your school-based investigations. You will reflect on your school-based investigations with a view to describing **what** happened and what you were able to observe, and also interpreting **why** it happened and **how** it has significance to you as well as to others.

Rather than merely accepting the everyday reality of the school, you will be encouraged to question current educational priorities and teaching practices, prevailing assumptions and beliefs about learning and instruction, and conventional ways of defining and dealing with educational problems. In similar fashion, you will subject your own personal beliefs and assumptions about teaching to critical appraisal, confirming some while reconsidering or discarding others in light of what you experience in the schools. This self-appraisal is necessary if you are to gradually construct a personal view of teaching and thus more sharply define your professional identity. **Your personal view of teaching should, of course, be a reflection of your over-all value system. Especially important are your beliefs regarding the nature of the learner and the nature of knowledge (what philosophers call your *anthropology and epistemology*). If, for example, you are a Christian, you ought to reflect on how your fundamental Christian beliefs shape your views on teaching and learning.**

In all cases, be professional in your analysis and refrain from making hasty or sweeping judgments.

III. Systematic Observation

There are many ways of observing classroom situations and discovering information. Some observation methods will give you quantitative, measurable information, while others will give qualitative, descriptive information. It is important to collect information that enables you to describe your environment in a variety of ways in order to avoid making uninformed judgments about schools, classrooms, and the teaching profession.

You will also find many differences between elementary and secondary schools. Your experiences may be very different in each of the settings but can be equally informative. It is important that you are able to see the entire spectrum of schools in order to understand it better. You may find that you are more able to interact with students in your elementary placement and will be in a more observational role in your secondary placement - both practices will provide you with valuable information.

Systematic observation involves three sequential steps:

1. Careful planning in advance of the focus of your observation session
 - during the on-campus session
 - in consultation with your mentor/facilitating teacher
 - with consideration of the observation activities provided in this handbook
2. Detailed recording of events over the course of your observation session
 - preparing thorough and detailed field notes
3. Analysis and reflection (using these field notes) following your observation.

PRACTICUM ACTIVITIES

Introductory Note:

The **Activities** that follow are designed to help you **observe** and **analyze** significant aspects of the teaching/learning situation in schools. Your EDUC 251 instructor will inform you about which activities to complete. Please note that some of the activities include record forms for your observations while others do not. Where forms are provided you are advised to photocopy them for use. At the end of each activity, there is a **REFLECTION** assignment. **These reflections are to be typed on separate paper: the space available for response in this manual is inadequate.** Refer to pp. 11 & 12 of this manual for guidance about what constitutes reflection.

The following two activities are to be done for each of the two practica. You need to write only one Letter of Introduction(Activity A) (make two copies), but you will need to complete two different reports for The School Context (Activity B).

Introductory Activity A: Letter of Introduction (See p. 10 for ideas on writing this letter.)

Write a letter of introduction to your mentor teacher. The contents of the two letters can be substantially the same, but your letter for Practicum 2 should make reference to your Practicum 1 experience and what you have learned from it. This letter will give your mentor teacher some information about your background, your particular interests both professionally and personally, and indicate your future goals and directions as you know them now. Make two (2) copies of each of your letters. One copy of each letter will be for your mentor teachers, the others will be part of your portfolio assignments. Be sure that the letters are carefully formatted, proof read and typed. See page 10 for suggestions about the contents of this letter.

Introductory Activity B: The School Context

Introduction to your Practicum School: The School Context (to be completed for each practicum)

During your first few visits to your assigned school, you will gain a variety of impressions and understandings about the school and about teaching in general. The following investigation will help direct your observations about the **school site**. One of the first things you will be able to do is to give **a detailed description of the school's physical environment**. You should also include a map of the school (perhaps one is available or you could create your own). Also give **a description of the school's social environment and try to determine the philosophy of the administration and staff**. Most schools will have a published statement of mission and goals that summarizes its philosophy of education. Consider how this philosophy becomes evident through the policies and practices you observe during your remaining visits.

Explore and research as many of the following features of the school as possible:

- physical characteristics of the school building and school grounds
- neighborhood setting: geographic area within the city; distinctive aspects of the local neighborhood or community; kinds of facilities and public/private buildings located in the surrounding community

- size of school: number and composition of professional staff (teachers, administrators, counselors, etc.); number and kinds of support staff (secretaries, custodial staff, teacher aides); size of student population
- grade levels; number of classrooms; kinds of facilities (library, learning resource centre, gymnasium, swimming pool, auditorium, laboratories, teacher/student lounges, etc.)
- student characteristics: nature and extent of their diversity; their socioeconomic and cultural make-up; the communities (local neighborhood and/or beyond) from which they come; their academic orientation, interest, and general performance; youth subcultures they belong to both within and beyond the school
- the particular needs and challenges this student body and subgroups within it present to the school and its staff
- the school's philosophy, priorities, objectives, code of student discipline and behavior; how the school defines itself; the public image it seeks to project; what it is especially known for (e.g., a "community school", a "academic school", a "magnet school", etc.)
- ways that the school is working to maintain/further its philosophy, goals, and district priorities
- types and range of programs provided to meet student needs or attract various kinds of students (e.g., second language, academic challenge, etc.)
- extracurricular and social activities provided to the students by the school.

Write a brief report that captures the essence of the school's context using the specifics of the observations you have gathered. This will likely be a short paper of 2.5 - 3.5 pages.

Activity #1: Physical Environment of the Classroom

1. On a separate blank page, draw a diagram of the classroom. (Attempt to view more than one classroom arrangement.)
2. How are the students' desks or tables arranged? Are they moveable? How might this affect classroom interaction?
3. Where is the teacher's desk located? What advantages or disadvantages do you see in this location?
4. What arrangements did you see for group activities? Where in the room might a group work together?
5. List the teaching aids located in the classroom (e.g., screen, computer, TV, etc.).
6. How much decoration is there in the room? Does it relate to the subject? Is it student made?

Reflection – (1) How does the physical arrangement seem to affect the learning/teaching? (2) How might the environment reflect the teacher's beliefs and values about teaching, the child(ren) and learning? (3) How do you see yourself in this setting; would you alter it, copy it, replace it? (4) Do not hesitate to discuss these questions with the teacher.

Activity #2: Visiting the School's Library/Resource Centre

Visit the school library/resource centre. Through observation and discussion with the teachers and library resource personnel, respond to the following and to the Reflection.

1. Does the resource centre have a substantial or minimal collection of print materials for student use? Describe the materials available. Describe any particular focus of the collection: grade level, subjects, division, etc.
2. To what degree does the centre have non-print materials available for student use? Who chooses the materials? How and when are they revised and/or updated?
3. In what ways does the classroom teacher find the library/resource centre a welcoming and conducive place to study? What are its positive aspects? What are its drawbacks? How might the former be enhanced, or the latter be changed?
4. How is the purchase of library resources financed? How are purchasing decisions made?
5. How is the importance of the library/resource centre encouraged and promoted or neglected/undervalued, by teachers, school administration and parents?

Reflection - How does the library reflect the school's mission statement, goals and current instructional focus of the school?

Activity #3: Teachers' Work

Through discussion with your mentor teacher and through observation of your teacher working, identify the following:

1. Number and type of subjects taught
2. Amount of weekly scheduled instructional time and length of class periods
3. Amount of scheduled daily and weekly preparation time, free periods, lunchtime, recess, etc.
4. Number and diversity of students that the teacher is assigned to instruct daily/weekly
5. Scheduling of the teacher's various instructional activities and the setting in which they take place (e.g., classroom, gymnasium, lab, etc.)
6. Average daily amount of time (during, as well as before and after, school hours) devoted to lesson preparation, assignment/test construction, marking, evaluation)
7. Nature and extent of regular student supervision duties
8. Non-instructional tasks (e.g., record-keeping, duplicating, talking to students, etc.)
9. Types and amounts of extracurricular activities in which the teacher is involved, the time required for these, and how a teacher's obligations are determined.

10. Staff, grade, division meetings; committees; local or regional professional involvements, etc.
11. Contact with parents and other community members
12. Other duties that are carried out on a regular basis

Reflection: (1) What comments and questions do you have about the work and the workload of a teacher? (2) Which of your findings are most significant to you; in what ways are they significant? (3) In what ways is the general public's perception of what is involved in a teacher's work accurate, distorted, fair? (4) What affect does the public's perception have on teachers?

Activity #4: Teacher Responses to Student Misbehavior

Observe one class period. Whenever you observe an instance of student misbehavior, quickly describe the incident, then use the codes given below to record the type of misbehavior and the teacher's response.

Codes

- | | |
|---------------------|---|
| Student Behavior - | <ol style="list-style-type: none"> A. Minor Inappropriate Behavior (MIB) B. Serious Inappropriate Behavior (SIB) |
| Teacher Responses - | <ol style="list-style-type: none"> A. Withitness - spotting inappropriate behavior early and accurately (W) B. Overlapping: <ul style="list-style-type: none"> - moved closer to problem student (MC) - eye contact with student is made and held (EC) - integrated off-task remark into teaching (I) C. Used a desist (told student to stop misbehavior) <ul style="list-style-type: none"> - clear (CD) - firm (FD) - rough (RD) D. Restated the rule or procedure for the student (RR) E. Had student identify the rule or procedure (SIR) F. Imposed a consequence (IC) G. Changed activity (CA) |

INCIDENTS	STUDENT INAPPROPRIATE BEHAVIOR	TEACHER RESPONSE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Reflection - What responses do you have to this classroom observation? Consider the individual students, classroom peers, the teacher, the class's or student's or teacher's past, present and future together as a learning community.

Activity #5: Establishing Routines

Routines may contribute significantly to the smooth operation of any classroom and unless you pay particular attention to their particulars you may not even be aware of them. What is routine about how the following situations are handled? Add two other routine procedures not listed here but that you see in evidence.

1. Distribution and collection of materials _____

2. Bathroom privileges _____

3. Dismissal _____

4. Settling in after a break, or at the beginning of class _____

5. Classroom housekeeping duties (beginning, noon, close of day) _____

Example:

F QQQ T+T+ Kathy	M QQ T- Sean	Teacher QSQQQQS
M Q T+ Mark	F Sophie	

Reflection - What general yet concrete observations and questions do you have about the verbal flow that took place during this time?

Activity #8: Teacher Roles

Using the following chart, identify the different roles the teacher is engaged in during the course of a class. You may see more than one example of a teacher acting in a particular role during your observations. Note the lesson foci and dates of your note taking.

Role	Situation
1. Disciplinarian/supervisor	
2. Moral Role model	
3. Parent figure/substitute	
4. Friend/confidant	
5. Judge/evaluator	
6. Counselor/advisor	

7. Instructor/tutor	
8. Nurse	
9. Social critic	
10. School representative	

Reflection - Given all of these diverse roles and activities performed by the teacher, what would you say is the heart of teaching? Which of these seems to be most important to that heart? In what way(s)?

Activity #9: Teacher Behaviours

Observe the teacher for a class period. Describe the types of behaviours that the teacher engages in at different times of the class. **It is essential you share, and solicit the teacher's possible responses to this Activity's descriptors (A,B & C) before you pursue the Activity.**

A. Lesson Introduction

- How does the teacher gain the students' attention before beginning the lesson? (For e.g. review of past lessons, initiating/motivating activity, continuing where s/he left off, etc.)
- How does the teacher identify the purpose of the lesson for the students?
- What does the teacher want the students to learn, and how does he/she let the students know?
- Are the learning outcomes explicit and direct (e.g., basic knowledge and skills) or implicit, open-ended, indirect (e.g., higher-level thinking skills, inquiry, critical thinking, creativity)?

B. Instructional Techniques

- How does the teacher relate the content of this lesson to previous lessons or place it in the context of an overall unit?
- What techniques does the teacher use to communicate effectively (e.g., in terms of audibility, transition, use of appropriate language)?
- What curricular materials, instructional material/aids are used (e.g., audio/visual tactile-kinesthetic aids, texts, workbooks, handouts, exercise sheets)?
- In what ways does the teacher attempt to respond to the differing needs of learners (e.g., in terms of differentiated instruction, groups, and task time allocation)?
- How is student involvement and maximum participation maintained?

- How does the teacher attempt to initiate and sustain meaningful discussion?
- How does the teacher check for comprehension and skill attainment?
- How does the teacher encourage student cooperation? Competition? Individual seat work?
- How does the teacher deal with Group Work including the sharing of work and student presentations?
- How is lesson closure achieved?

C. Management Techniques

- Describe the relationship established between the teacher and the students.
- How does the teacher distribute materials, arrange seating, orchestrate group activities, give directions for tasks and activities, and manage the flow of oral interaction during a group discussion?
- How does the teacher pace the lesson and bring about smooth transitions?
- How does the teacher attempt to keep interruptions to a minimum? Handle disruptions and misbehavior? Deal with inattentiveness?
- To what extent does the teacher move around the room/stay seated? When does the teacher use proximity?
- What kind of positive reinforcers and encouragement does the teacher use?
- What are the rules and procedures in place in this classroom? How do you know?
- Describe the routines that are in evidence in this classroom.

Reflection - As observed by you, what does this analysis of a teacher's behaviours tell or suggest to you about the nature of teaching itself?

Activity #10: Conversation with a teacher

Establish a 10 -15 minute interview time slot with your mentor teacher or another teacher in a school and ask him/her to respond to the following questions:

1. How long have you been teaching?
2. Why did you choose to become a teacher? Were you encouraged by anyone to become a teacher? How did their encouragement complement or contrast your own motives?
3. What is the greatest satisfaction you receive from teaching? What personal needs are met by teaching?
4. What is the major negative aspect of teaching from your perspective? Why?
5. What is the most important characteristic that an aspiring teacher like me should possess in order to become a successful teacher?
6. Knowing what you know now about teaching, would you choose it again as a career? Why or why not? Would you pursue it differently than you have, thus far?

Reflection: What is your personal response to what the teacher has shared with you? Did you expect the responses you received? How do the responses contribute to your weighing or re-evaluating teaching as a career choice?

APPENDICES

APPENDIX 1

KNOWLEDGE, SKILLS, AND ATTRIBUTES REQUIRED FOR INTERIM CERTIFICATION

The Minister of Education requires that teachers who hold interim certification have the knowledge, skills, and attributes (KSAs) needed to achieve the Quality Teaching Standard early in their careers. The Minister expects that holders of interim certification will focus their professional development on honing and enhancing the KSAs acquired in their teacher preparation programs. These KSAs, which are addressed continuously throughout the teacher preparation program, are listed below.

Holders of interim certification understand:

1. contextual variables affect teaching and learning;
2. the structure of the Alberta education system;
3. the purposes of the Guides to Education and Programs of Study germane to their areas of specialization;
4. that students can learn, albeit at different rates and in different ways;
5. the purposes of short-, medium-, and long-range planning;
6. students' needs for physical, social, cultural, and psychological security;
7. the importance of respecting students' human dignity;
8. there are many approaches to teaching and learning;
9. the functions of traditional and electronic teaching/learning technologies;
10. the purposes of student assessment;
11. the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning;
12. that student learning is enhanced through the use of home and community resources;
13. the importance of contributing, independently and in a collegial manner, to the quality of their school;
14. the importance of career-long learning;
15. the importance of guiding their actions with a personal, overall vision of the purpose of teaching;
16. that they are expected to achieve the *Quality Teaching Standard* - that is to provide students the best possible opportunity to learn.

APPENDIX 2

THE ALBERTA TEACHERS' ASSOCIATION CODE OF PROFESSIONAL CONDUCT

1. Legally, EDUC 251 students are considered “employees” of the school board while student teaching and, as such, are covered by the insurance coverage of the board in the event of an accident.
2. EDUC 251 students may be left alone with a class of students, but EDUC 251 students are not substitute teachers and do not have legal responsibility for independent conduct of a class.
3. As is the case with all teachers in Alberta, EDUC 251 students are bound by the Alberta Teachers' Association Code of Professional Conduct.

The Alberta Teachers' Association Code of Professional Conduct in Relation to Pupils

1. The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, color, sex, physical characteristics, age, ancestry, and place of origin.
2. The teacher is responsible for diagnosing educational needs, prescribing and implementing instructional programs, and evaluating progress of pupils. The teacher may not delegate these responsibilities to any person who is not a teacher.
3. The teacher may delegate specific and limited aspects of instructional activity to non-certificated personnel, provided that the teacher supervises and directs such activity.
4. The teacher treats pupils with dignity and respect and is considerate of their circumstances.
5. The teacher may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgment of the teacher, to do so is in the best interest of the pupil.
6. The teacher does not accept pay for tutoring his/her own pupil in the subjects in which the teacher is responsible for giving classroom instruction to that pupil.
7. The teacher may not take advantage of a professional position to profit from the sale of goods or services to or for pupils in the teacher's charge.

In Relation to School Authorities

8. The teacher protests the assignments of duties for which the teacher is not qualified or conditions, which make it difficult to render professional service.

9. The teacher fulfills contractual obligations to the employer until released by mutual consent or according to law.
10. The teacher provides as much notice as possible of a decision to terminate employment.
11. The teacher adheres to agreements negotiated on the teacher's behalf by the Association.

In Relation to Colleagues

12. The teacher does not undermine the confidence of pupils in other teachers.
13. The teacher criticizes the professional competence or professional reputation of another teacher only in confidence to proper officials after the other teacher has been informed of the criticism.
14. The teacher, when making a report on the professional performance of another teacher, does so in good faith and, prior to submitting the report, provides the teacher with a copy of the report.
15. The teacher does not take, because of animosity or for personal advantage, any steps to secure the dismissal of another teacher.
16. The teacher recognizes the duty to protest through proper channels administrative policies and practices, which the teacher cannot in conscience, accept; and further recognizes that if administration by consent fails, the administrator must adopt a position of authority.
17. The teacher as an administrator provides opportunities for staff members to express their opinions and to bring forth suggestions regarding the administration of the school.

In Relation to the Profession

18. The teacher acts in a manner, which maintains the honor and dignity of the profession.
19. The teacher does not engage in activities, which adversely affect the quality of the teacher's professional service.
20. The teacher submits to the Association disputes arising from professional relationships with other teachers which cannot be resolved by personal discussion.
21. The teacher makes representation on behalf of the Association or members thereof only when authorized to do so.
22. The teacher accepts that service to the Association is a professional responsibility.

APPENDIX 3

EQUALITY AND RESPECT GUIDELINES

Teaching is an ethical/moral act that should promote responsible citizenship. As such, EDUC 251 students should be sensitive to issues involving gender bias, sexism, minority rights, and aboriginal rights. The growth of Canadian society as an increasingly multicultural community should be recognized. EDUC 251 students should develop tolerance and understanding of different student cultures within schools. In addition, the integration of special needs students into mainstream settings must involve thoughtful educational approaches.

To conduct themselves in a manner consistent with these guidelines, EDUC 251 students can:

1. avoid creating stereotypical images of disadvantaged groups;
2. use language that is non-racist and non-gender biased;
3. avoid the use of jokes or anecdotes that ridicule minorities;
4. try to teach and model principles of cultural relativity that enhance multiculturalism in schools;
5. confront ideas about discrimination that students have in their minds;
6. take positive action for inappropriate behavior by students that involves prejudice and discrimination;
7. actively promote racial and minority rights;
8. review textbooks, videos, and other forms of course material for bias, ethnocentrism, and cultural dominance;
9. be open to different religious beliefs and values in the classroom and appreciate that various holy days and religious festivals affect student behavior and attendance in schools;
10. accommodate for individual religious differences in the teaching of themes pertinent to holidays and religious festivals such as Halloween, Christmas, etc.;
11. be careful about using signs, notices, symbols, or emblems that have overt or covert discriminatory intent;
12. review the Alberta Learning Policy pertaining to Controversial Issues in the Classroom.

APPENDIX 4

SEXUAL HARASSMENT/DISCRIMINATION GUIDELINES

Sexual Harassment Policy & Procedures

Preamble

Since its inception, The King's University College has been committed to the Christian principle of community (Koinonia) and to mutual concern and loving care for others' welfare. All of the College's practices, institutional and individual, are expected to be out-workings of this commitment. College students, staff, and faculty members are expected to relate with each other in such a way as to show proper Christian concern and love and to put the welfare of others on a par with one's own, as those obedient to Christ's law of love should live.

Consequently, the College repudiates all forms of sexism - discriminatory statements or acts aimed at one gender - because they are inconsistent with attitudes of mutual respect and concern. In keeping with our Christian commitment to redemption and forgiveness through Christ, our hope is to restore trust and selfless, mutual concern when these norms are violated. The College is committed to facilitating that healing process.

The following sexual harassment policy, therefore, is intended to deal with the most extreme of offenses against the College's Christian principle of community. It is our hope and expectation that the early stages of procedure - consultation and mediation with a Sexual Harassment Advisor - will be enough for all cases and that the outcome of the Advisor's involvement will be cleansing and healing.

What is Sexual Harassment?

Sexual Harassment, being discrimination on the grounds of gender, is a violation of the Individual's Rights Protection Act.

Sexual harassment is unwanted attention of a sexual nature, often with an underlying threat or coercion.

Sexual Harassment may occur between employer-employee, between professor-student, between student-student, between employee-employee. It is usually men who sexually harass women, but women have harassed men and sometimes same-sex harassment occurs.

It is **NOT** a relationship of mutual consent.

It is **NOT** a hug between friends.

It is **NOT** mutual flirtation.

Sexual Harassment occurs when:

- submission to or rejection of sexual advances is a condition of your education or employment;
- acceptance or rejection of sexual advances affects your grades, your performance evaluation, or any academic or personnel decision that concerns you;
- unwelcome sexual advances and/or unwanted sexual remarks interfere with your work or create an intimidating, hostile or offensive environment.

Examples of Sexual Harassment

A student, an instructor, supervisor or co-worker hugs, pats, pinches or otherwise touches you in a sexual way that upsets you or interferes with your work or study.

A supervisor offers you a promotion in return for your sexual attention, even threatening reprisal if you refuse.

An instructor promises you a better grade or academic opportunity in return for your sexual attention or implies your academic record will suffer if you refuse.

A student offers sexual attention in exchange for a high grade.

A colleague makes repeated sexual comments or asks you unwarranted questions of a sexual nature which interferes with your work or concentration.

Another student or employee persistently asks you out (despite your answer of "no"), follows you, corners you in a classroom or in an office, and won't leave you alone.

Your supervisor or colleague persistently uses crude, sexually oriented language, which you find offensive, demeaning and inappropriate in a job or study-related context.

Sexual harassment can take many other forms:

- verbal abuse or threats;
- unwelcome remarks, jokes, innuendoes or taunting about a person's body attire, age, or marital status;
- displaying of pornographic, sexually offensive or derogatory pictures.

What Can You Do About Sexual Harassment?

If you are not sure whether or not your behavior is offensive to a colleague, employee, or peer, ask the person, or contact a Sexual Harassment Advisor for confidential advice.

Options if You Feel You are Being Harassed

Say no or ask that the offensive remarks, behaviours or actions **cease**. Tell the harasser that the remark or behavior is unwanted. Some people do not know that their actions are unwanted and are taken as harassment. Describe the behavior clearly, and state firmly that it is offensive and unacceptable. Frequently, this assertive stance curtails further incidence.

If the above action does not work, or if you feel it is inappropriate or too uncomfortable - seek the confidential assistance of a Sexual Harassment Advisor and discuss your situation. There are a number of informal ways that can be explored which might help solve the problem. Complaints do not have to enter the formal disciplinary system. The complainant may seek informal mediation by the Sexual Harassment Advisor.

If the behavior persists, keep a record of dates, places, times and witnesses. Write a letter to the offender identifying the unwanted behavior and requesting that it stop. Keep a copy of the letter.

Consider lodging a formal written complaint with a Sexual Harassment Advisor giving details of the alleged sexual harassment including dates, times, places, names of individuals involved in the incident(s), names of any witnesses, and any other relevant information.

What the College Does With a Complaint

The College shall appoint three Sexual Harassment Advisors, one male and two female:

- to serve as the first official College contact in allegations of sexual harassment, and to provide a confidential advisory/information service to the parties involved;
- to make appropriate recommendations to the President;
- to provide the College community with information on the issue of sexual harassment and the procedures for handling complaints; and
- to review from time to time, the effectiveness of the sexual harassment policy and procedures.

Dealing With a Complaint

An employee or a student who believes that s/he has a complaint of sexual harassment is encouraged to make a direct request of the harasser that the offensive behavior or actions cease.

If the request is unsuccessful, or if the complainant is not able to approach the harasser, the complainant may wish to consult with a Sexual Harassment Advisor who will assist all parties involved in allegations of sexual harassment, in determining the basis, if any, for the complaint; in formulating the complaint and/or response; and by explaining the options available through College policy.

Following consultation with the Sexual Harassment Advisor, the complainant has the following options:

- i. to proceed to informal mediation via the Sexual Harassment Advisor;
- ii. to proceed to formal administrative action;
- iii. not to take further actions

If the complainant decides to take no further action, the Advisor will not proceed and the matter will be closed.

If the matter becomes the subject of any other problem resolution procedure, including the subject of a charge laid pursuant to the Criminal Code of Canada, the Advisor shall not take any further action until the law enforcement process has been concluded and further action is requested by the complainant.

Informal Mediation Procedure

If the complainant wishes to proceed to informal mediation, the following shall occur:

- i. The complainant must provide Advisor with a written complaint giving details of the alleged sexual harassment including dates, times, places, names of individuals involved in the incident(s) names of any witnesses and any other relevant information.
- ii. Within 5 days of receipt of written complaint, the Advisor shall inform the respondent of the allegation(s) and provide him/her with a copy of the written complaint giving details of the alleged sexual harassment including dates, times, places, names of individuals involved in the incident(s) names of any witnesses and any other relevant information.
- iii. Within 20 days of the action in (ii) above, the Advisor shall select a mediator from a list of potential impartial mediators from the College community with the agreement of both respondent and the complainant. The mediator shall initiate a mediation process.
- iv. Within a period of 30 working days from the date of appointment of the mediator, the mediation process shall be concluded. The options for resolution shall be of a voluntary or informal nature. If resolution is achieved as a result of mediation, a written copy of the resolution shall be signed by both the complainant and the respondent. A copy of the written complaint, the mediator's report, and the resolution shall be maintained by the President in a confidential file for a period of three years from the date of mediation and shall be destroyed thereafter.

Formal Administrative Action

The complainant or the respondent may proceed to formal administrative action in the following circumstances, and within the time limits indicated by notifying the Advisor in writing:

- i. in lieu of informal mediation, within fifteen working days of the date of the alleged sexual harassment;
- ii. if the respondent or the complainant does not agree to participate in informal mediation, within ten working days of the rejection of mediation;
- iii. if informal mediation does not resolve the dispute, within ten days of completion of the mediation process.

If formal administrative action is invoked, the following shall occur:

- i. The complainant must provide Advisor with a written complaint giving details of the alleged sexual harassment including dates, times, places, names of individuals involved in the incident(s) names of any witnesses and any other relevant information.
- ii. The Advisor shall forward a copy of the written complaint to the appropriate Vice-President.

- iii. Within five working days of this action, the Vice-President shall inform both parties in writing, of the receipt of the written complaint; shall invite a written response from the respondent within ten working days. The complainant shall have the opportunity to deliver a written reply to the response with five working days after receiving a copy of the response.
- iv. Within ten working days of receipt of documents named in (ii), above, the Vice-President shall review the complaint and arrange for a fact-finding investigation which involves interviews with both parties (and witnesses, if any). The investigator(s) shall report and make recommendations to the Vice-President concerned.
- v. The complainant and the respondent may each be accompanied by a person of their choice when interviewed by a fact-finder.
- vi. Within ten working days of the conclusion of the review mentioned in (iv) above, the Vice-President shall submit a written recommendation to the President with copies to the complainant and the respondent. The recommendation may range from complete exoneration of the respondent to formal disciplinary action (including suspension or dismissal) in accordance with established policies and procedures. The recommendation may include proposals for remedial or preventative action.
- vii. After receipt of the Vice-President's recommendation, the President shall advise the parties in writing with copies to the Sexual Harassment Advisor and the Vice-President.

Confidentiality and Amendments

The sexual harassment Advisors, Vice-President and President, shall maintain their records in strictest confidence.

No changes will be made to this Sexual Harassment Policy and Procedures without consultation with faculty, staff, and student organization.

FORMS

**These forms may be carefully torn from the Manual for use by the student or teacher
or may be photocopied for use.**

THE KING'S UNIVERSITY COLLEGE

EDUC 251 - PRACTICUM

SELF-ASSESSMENT CHECKLIST

Use this checklist near the end of each of your two practica in EDUC 251, to assess your development of teaching attributes. (5=excellent, 1=poor)

Date: _____ School: _____ Week #: _____

CATEGORY	COMMENTS	5	4	3	2	1
ATTITUDE						
I am beginning to view myself as a teacher rather than as a student.						
I believe hard work and dedication are essential qualities of a successful teacher.						
I have a positive attitude toward young people.						
I feel comfortable in a school setting as a teacher.						
I have confidence in my ability to teach successfully.						
The work I do in the classroom is very rewarding.						
I view teachers as professionals deserving respect and prestige.						
PERSONAL QUALITIES						
I am aware of students' individual needs.						
My approach to teaching is enthusiastic.						
I am friendly and courteous with students.						
My sense of humor contributes to a comfortable classroom atmosphere.						
I express myself well and feel I communicate successfully with students.						
I am able to cope with the everyday demands of teaching.						
I am flexible and able to adapt to unexpected situations.						
My personal appearance provides a good example for students.						
My lifestyle is such that I have the energy and vitality necessary to teach.						
I am able to relate to staff members in a friendly and professional manner.						

THE KING'S UNIVERSITY COLLEGE

EDUC 251 - PRACTICUM

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I feel comfortable in a school setting as a teacher.						
I have confidence in my ability to teach successfully.						
The work I do in the classroom is very rewarding.						
I view teachers as professionals deserving respect and prestige.						
PERSONAL QUALITIES						
I am aware of students' individual needs.						
My approach to teaching is enthusiastic.						
I am friendly and courteous with students.						
My sense of humor contributes to a comfortable classroom atmosphere.						
I express myself well and feel I communicate successfully with students.						
I am able to cope with the everyday demands of teaching.						
I am flexible and able to adapt to unexpected situations.						
My personal appearance provides a good example for students.						
My lifestyle is such that I have the energy and vitality necessary to teach.						
I am able to relate to staff members in a friendly and professional manner.						

THE KING'S UNIVERSITY COLLEGE

EDUC 251 - PRACTICUM

SELF-EVALUATION

[Complete this form at the end of each practicum]

Student's Name: _____ Practicum: _____

I.D.#: _____ School: _____

Dates of Practicum: _____ Teacher/Coordinator: _____

What I have learned

Questions to pursue further

Assumptions I have challenged

EDUC 251 student's Signature

Date

Teacher's comments (optional)

Mentor Teacher's Signature

Date

THE KING'S UNIVERSITY COLLEGE

EDUC 251 - PRACTICUM

SELF-EVALUATION

[Complete this form at the end of each practicum]

Student's Name: _____ Practicum: _____

I.D.#: _____ School: _____

Dates of Practicum: _____ Teacher/Coordinator: _____

What I have learned

Questions to pursue further

Assumptions I have challenged

EDUC 251 student's Signature

Date

Teacher's comments (optional)

Mentor Teacher's Signature

Date

THE KING'S UNIVERSITY COLLEGE

EDUC 251 - PRACTICUM

MENTOR TEACHER ATTESTATION FORM

STUDENT'S NAME: _____

NAME OF SCHOOL: _____

NAME OF MENTOR TEACHER or

OTHER SCHOOL OFFICIAL: _____

The student named above completed a minimum of five (5) half days of observation and other classroom related activities in a satisfactory manner. **Please date and sign/initial each visit below.**

Date:

Signature:

Visit #1: _____

Visit #2: _____

Visit #3: _____

Visit #4: _____

Visit #5: _____

COMMENTS (Optional):

SIGNATURE: _____ DATE: _____

(A teacher's signature here indicates a satisfactory performance by the student)

THE KING'S UNIVERSITY COLLEGE

EDUC 251 - PRACTICUM

MENTOR TEACHER ATTESTATION FORM

STUDENT'S NAME: _____

NAME OF SCHOOL: _____

NAME OF MENTOR TEACHER or

OTHER SCHOOL OFFICIAL: _____

The student named above completed a minimum of five (5) half days of observation and other classroom related activities in a satisfactory manner. **Please date and sign/initial each visit below.**

Date:

Signature:

Visit #1: _____

Visit #2: _____

Visit #3: _____

Visit #4: _____

Visit #5: _____

COMMENTS (Optional):

SIGNATURE: _____ DATE: _____

(A teacher's signature here indicates a satisfactory performance by the student)

THE KINGS UNIVERSITY COLLEGE

EDUCATION PRACTICUM 251

HONORARIUM CLAIM FORM

Please complete the following after all students have completed their practicum(s).

EDUC 251 (please check one or both)
 Practicum I (5 half-days) # of students: _____ X \$20 = _____
(Sept 17 – Oct 19, 2007)
 Practicum II (5 half-days) # of students: _____ X \$20 = _____
(Oct 29 – Nov 30, 2007)

total _____

Honorarium rates: \$20.00 per student per 5 half days

SCHOOL: _____

ADDRESS: _____

_____ **POSTAL CODE:** _____

SCHOOL PHONE: _____

NAME OF PRINCIPAL: _____

Principal's Signature: _____

Date: _____

Honorarium will be made payable to the school.

Please send this form to:

**Ms. Sheryl Plantinga
The King's University College
9125 - 50 Street
Edmonton, AB T6B 2H3
Phone: (780) 465-3500, ext. 8059 FAX: (780) 465-3534**

Our school would be interested in participating next year:

___ **EDUC 251 (10 half days)** ___ **EDUC 251 (5 half days)**