

*aissksinima'tstoh'kiksi*

**Bachelor of Education - Elementary**

**EDUC 4030 Practicum II Handbook**



## Acknowledgement of the Land

Mount Royal University is situated on an ancient and storied land steeped in ceremony and history that, until recently, was occupied exclusively by people indigenous to this place. With gratitude and reciprocity, Mount Royal acknowledges the relationships to the land and all beings, and the songs, stories and teachings of the **Siksika** Nation, the **Piikani** Nation, the **Kainai** Nation, the **Îethka Stoney Nakoda** Nation (consisting of the **Chiniki**, **Bearspaw** and **Goodstoney** Nations), the people of the **Tsuut'ina** Nation, and the **Métis**.

At the verbal negotiations held to discuss Treaty 7 between the nations and the Crown and Canadian government, Indigenous peoples assumed hereditary lands would be shared and a cooperative future would be built together that was to last as long as the grass grows, the sun shines and the rivers flow. However, many of the verbal promises made to these nations were not reflected in the written version of Treaty 7, created by the Crown and Canadian government. Even then, many promises that were included in the written version have been broken.

What followed were policies of cultural genocide and assimilation that caused profound harm. The original people of these lands were confined to reserves, prohibited from pursuing traditional practices and forced to send their children to residential schools. Rather than building meaningful and mutually beneficial relationships, there was dispossession and exploitation in systems of economic and social marginalization.

As such, Mount Royal University is committed to advancing the success of Indigenous learners and respectfully supporting Indigenous cultural identities and integrity, leading to a *good life* in all its aspects. Mount Royal will challenge settler colonialism and systemic racism and discrimination by addressing the legacy of broken promises and rebuilding the relationships between Indigenous and non-Indigenous peoples. This includes those who now live at the confluence of the Elbow and Bow rivers, a place referred to by the Siksika Nation, the Piikani Nation and the Kainai Nation as *Moh'kinstis*, by the Îethka Stoney Nakoda Nations as *Wicîspa*, and by the Tsuut'ina Nation as *Guts'ists'i*. Mount Royal will meet these goals by committing to the Truth and Reconciliation Commission's Calls to Action and adopting and applying the principles of the United Nations Declaration on the Rights of Indigenous Peoples.

## Message From the Chair

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### **Welcome to Indigenous Partners**

The Department of Education and Mount Royal University would like to extend a sincere welcome to Indigenous teacher candidates, mentor teachers, schools, and communities. We are committed to building respectful relationships with local Indigenous communities to support our responsibilities to action on Truth and Reconciliation, the United Nations Declaration on the Rights of Indigenous Peoples, and to foster the ethical growth of the education profession in reciprocity.

### **To All Teacher Candidates and Mentor Teachers:**

We are excited to welcome you! We have developed this handbook to provide teacher candidates and mentor teachers with information to assist with your Practicum II experience.

### **Goals for Practicum II**

Our goal is for our teacher candidates to become teacher leaders – those who:

- plan rich learning tasks with in-depth curricular knowledge;
- challenge learners to think deeply;
- use assessment to inform instruction and promote student self-monitoring;
- establish respectful learning communities, and
- contribute to the profession in meaningful ways.

With your support and partnership, we are confident that our program is equipping teacher candidates to achieve these goals and we will do all we can to support this growth. This handbook provides mentor teachers and teacher candidates with important information to ensure a successful practicum.

To our mentor teachers, we wish to express our appreciation for welcoming a Mount Royal University B.Ed. teacher candidate into your classroom. We value your role as educational partners as we work together to guide these aspiring professionals.

Wishing all of you all a rewarding final practicum!

Kevin O'Connor, PhD  
*Chair, Department of Education*

## Table of Contents

Faculty and Staff Contact Information	4
Mount Royal University's Bachelor of Education Program	5
Mount Royal University's Practicum Team	5
<b>Description of EDUC 4030 Practicum II</b>	<b>6</b>
Practicum II Schedule	7
Program Requirements	8
Health & Safety Protocols	11
Accommodations	11
<b>Vulnerable Sector Police Checks (VSPPCs)</b>	<b>12</b>
Other Agreements	12
<b>Roles and Responsibilities</b>	<b>12</b>
Practicum Expectations	14
Placement Challenges	15
Department of Education Standards of Professional Conduct	16
TQS Competencies	17
Resources and Document Links	18



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## Mount Royal University's Bachelor of Education Program

**Mission:** Inspiring educational leaders through reflective engagement

**Values:** **Ethical and Reflective Dialogue**

We value reflective practice for developing ethical responsibility. We foster the development of personal integrity and professional responsiveness to learners, colleagues and the broader community. We respect diversity and work to expose issues of power and injustice so that teacher candidates can cultivate social consciousness in themselves and in their learners, contributing to a more ethical society.

### **Innovation and Engagement**

Recognizing that lifelong learning emerges from genuine student engagement, we value the creation of dynamic learning environments. We value the cultivation of dispositions that encourage inquiry and integration to address deep questions that have relevance within and beyond the classroom. We value teaching strategies and ways of representing understanding that vary according to the needs of learners. We value innovative teaching practices that push beyond the ordinary, including digital, arts-based, and experiential learning.

### **Community and Relationships**

Our professional network extends beyond the campus. We recognize that place and space are integral to building strong community relationships. Mentoring relationships provide our teacher candidates with the capacity to develop competencies related to planning for learning, facilitating learning, assessing learning, creating appropriate classroom environments, and undertaking professional responsibilities. Active partnerships support teacher candidates as they integrate theory and practice. We value connections with the community that foster leadership opportunities for our teacher candidates.

## MRU's Practicum Team

### **Integrated Curriculum Director (ICD)**

The ICD is responsible for developing and strengthening community and school partnerships and collaborative teaching opportunities. This ensures programmatic theory-and-practice integration through a high degree of congruence between the content and pedagogies of courses embedded in field experiences and practicum.

### **Practicum Director (PD)**

The PD is responsible to develop and enact a strategic plan for practicum placements. The PD networks with school principals, boards and other organizations and is the central position that oversees and liaises with the other coordinators.

### **EDUC 4030 Faculty Coordinator (FC 4030)**

The FC 4030 is responsible for working with the FEPC to ensure thoughtful practicum placements are arranged and for coordinating the EDUC 4030 course and its faculty supervisors. The FC 4030 promotes strong supervision of teacher candidates in practicum and manages the multiple challenges that emerge for students at risk.

### **Field Experience and Practicum Coordinator (FEPC)**

The FEPC is responsible to liaise with program stakeholders in order to secure placements for field experience and practicum in all years of the program, as well as create, maintain, and communicate administrative information relevant to field experience and practicum.

## Description of EDUC 4030 Practicum II

Practicum II focuses on professional responsibilities, planning for learning, facilitating learning, assessment, and inclusive environment. Students are expected to be directly involved in all aspects of teaching, progressing from 50% and achieving 100% for at least five weeks of the practicum.

Practicum II is sequenced in the fourth year of the program as part of an integrated semester that includes two in-school courses:

- **EDUC 4201 - Integrating Ideas, Values and Praxis (Capstone course)**
- **EDUC 4361 - Teaching and Learning in Inclusive Classroom**

These courses, designed to integrate theory and practice, explore knowledge and skills required to implement programs of studies in elementary schools. They address a range of approaches to develop instruction, plan units of study, integrate curriculum, develop resources and assessment strategies to meet students' needs.

In addition, there are weekly **in-school seminars** where teacher candidates make theory-to-practice connections. This seminar process involves; a weekly pre-seminar reading with prompts and online discussion, in-school seminar (rotating between partner schools), and a follow up reflective journaling activity. School leaders and available mentor teachers are invited to facilitate or partake in the seminars as a form of professional learning to share their valuable perspectives.

## Practicum II Schedule

- Virtual and in-person orientations for all stakeholders: Mentor Teachers, Faculty Supervisors, and Teacher Candidates (dates to be announced)
- Teacher candidates attend meetings and co-requisite courses on MRU campus January 2 & 3, 2025.
- Full semester practicum dates: January 6 - April 11, 2025
- Additional in-school course instruction integrated with school partners periodically throughout the semester
- Inclusive Education Symposium on Friday, February 14, 2025
- Full day of Inclusive Education coursework on campus on Tuesday April 15, 2025
- Full day of Capstone coursework and Capstone Showcase on campus on Thursday, April 17, 2025

## Overview

As part of the extended 15-week practicum, during the first week, mentor teachers and teacher candidates are expected to co-plan and teach lessons collaboratively. Mentor teachers are expected to provide feedback on lessons taught by the teacher candidate and engage in conversations about the contexts of teaching and learning. Teacher candidates are expected to develop strong teaching competencies in response to feedback provided by the mentor teachers. Throughout the EDUC 4030 Practicum II, teacher candidates are expected to collect evidence of professional growth and share reflections on their learning with mentor teachers. An overview of Practicum II in the context of the program is provided in the [EDUC 4030 Practicum II Course Outline](#).

## Orientation Days

On the first day of practicum, January 6, 2025, teacher candidates will orient themselves to the school culture, note class routines, introduce themselves to the students, and observe and assist mentor teachers. Class lists, schedules, and potential teaching assignments will be provided by mentor teachers to assist teacher candidates in planning for the practicum. A list of practicum orientation tasks can be found here: [EDUC 4030 Practicum II Orientation Task List](#).

## Typical Teaching Schedule

<b>Teaching weeks 1 - 4</b> Jan. 6 to Jan. 31, 2025	First week teaching 25% (co-planning/teaching) Second to fourth week teaching 50% (co-planning/teaching)
<b>Teaching weeks 5 - 9</b> Feb. 3 to March 7, 2025	Teaching 100%
<b>Teaching weeks 10 - 14</b> March 10 to April 11, 2025	Transition to 50-75%
<i>This chart indicates teaching weeks only. The number of teaching days will vary depending on school and district calendars.</i>	

*There is some flexibility built into the Practicum II teaching schedule. Teacher candidates are required to teach 100% for at least **five weeks** and at least 50-75% in the remaining weeks.*

## Program Requirements

Teacher candidates must register as full-time students in Practicum II. The Inclusive Education and Capstone courses are co-requisites and are scheduled by the MRU Department of Education. These in-school courses are taken as a block and **teacher candidates must be available during the entire block of 15 weeks and 5 days within each week.** This will extend the teacher candidate's responsibilities into days that do not follow the MRU calendar schedule of classes. **Teacher candidates are required to start and end the day on the same schedule as their mentor teachers** and to follow the school schedule for vacation and professional development days. Teacher candidates are responsible for managing their part-time job commitments during practicum while fulfilling the practicum requirements.

### **EDUC 4201 Integrating Ideas, Values and Praxis (Capstone course)**

In this semester-long, capstone course, participants will critically reflect upon significant issues and experiences gleaned from their education, general education, schooling and elective courses, field experiences and practica. The major focus will be upon the development of a professional teaching e-portfolio and an action research project.

### **EDUC 4361 Teaching and Learning in Inclusive Classrooms**

This semester-long course focuses on the application of instructional design processes to create classroom communities that best support all learners. Practical application of universal and targeted strategies and supports to address students' strengths, learning challenges, and areas of growth will be explored and applied to practicum placement experiences. An overview of specific exceptionalities including initial identification and classroom strategies will be covered. The goal is to provide teacher candidates with the knowledge, skills, and attitudes to effectively plan for and promote inclusive learning environments in their future classrooms.

In prior semesters, teacher candidates will have completed the core education courses outlined below and have engaged in weekly half day/full-day and block week field experiences, as well as the five-week EDUC 3010 Practicum I in the fall of year 3:

### **EDUC 1231 Professional Dimensions I**

This course examines the teaching-learning process with reference to psychological, sociological, and philosophical influences in contemporary society, addressing the concept of personal worldview and its impact on classroom environments. The course introduces students to professional responsibilities and prompts students to develop ethical and professional attitudes, behavior, language and conduct. The field experiences will have an individual learner focus.

### **EDUC 1233 Professional Dimensions II**

This course provides a foundation for curriculum and pedagogy in the areas of planning, facilitating and assessing learning. Further, it examines issues of power and justice and the ways that the economy, matters of race, culture, class, and gender ideologies, political discourses and



other social institutions interact to construct the social systems that make up education institutions. The field experience will focus on small groups and teacher candidates are expected to teach a lesson.

### **EDUC 2321 Education and Individual Development**

This course examines human behavior, focusing on physical, emotional, cognitive, moral and social development. Emphasis is placed on understanding classroom implications of motivation, memory, learning styles, student diversity, principles of reinforcement, and aspects of learning.

### **EDUC 2371 Language Development & Literacy**

This course focuses upon language development and the importance of literacy. Students will examine certain principles of learning in order to gain understanding as to how language development occurs as well as to determine best practice in teaching language and literacy. Students are required to participate in relevant field experience. The field experience will be literacy focused, including small group instruction and assessment.

### **EDUC 2375 Effective Assessment**

This course is designed to assist students in developing an understanding of concepts and issues related to the differentiated assessment of learning. Participants will be required to develop competence in the construction of various instruments and processes used to measure and evaluate individual learner performance. The field experience will include teaching and assessing learning experiences.

### **EDUC 3010 Practicum I (5 weeks)**

This practicum focuses on professional responsibilities, planning for learning, facilitating learning, assessment, and the classroom environment. Students will be directly involved in all aspects of teaching, inquiry, reflective planning, and teaching and assessment practices. Teacher candidates are expected to be directly involved in all aspects of teaching for a minimum of 50% of the time during their last three weeks of the practicum.

### **EDUC 2103 Program of Studies and Curriculum Instruction in Teaching English Language Arts**

This course explores the knowledge and skills required to implement programs of studies in teaching English Language Arts in Elementary Schools. The course will address relevant instructional methodologies, unit planning, curriculum integration and resource development. Students will investigate a range of assessment strategies.

### **EDUC 3104 Arts Integration in Elementary Education**

This course is designed to support the integration of the fine and performing arts into the elementary classroom. The course will examine current theories and practices in arts education and

will develop creative skills associated with each of the fine and performing arts. Drawing upon this knowledge, and within the context of the STEAM semester, students will design and apply integrated learning experiences that enrich student learning.

### **EDUC 3106 Program of Studies and Curriculum Instruction in Teaching Science**

This course provides an introduction to the teaching and learning of Science in elementary schools. The courses will focus on instruction, planning and facilitating learning experiences, integrating curriculum, creating and utilizing resources and developing assessment strategies to meet students' needs.

### **EDUC 3108 Program of Studies and Curriculum Instruction in Teaching Mathematics**

This course explores knowledge and skills required to implement programs of studies in teaching Mathematics in Elementary schools. The course will address a range of approaches to develop instruction, plan units of study, integrate curriculum, develop resources, and assessment strategies to meet students' needs.

### **EDUC 3326 Understanding Current & Emerging Pedagogical Technologies**

This course provides an overview of technological influences in education. It is designed to assist prospective teachers in critically examining current and evolving applications of technology relevant to the teaching and learning process.

### **EDUC 3105 Program of Studies and Curriculum Instruction in Teaching Physical Education**

This course examines the fundamental knowledge, understanding, values, attitudes, skills and processes required to implement an effective program of studies for teaching Physical Education in Elementary School Education in Alberta schools. The course will address relevant instructional methodologies, unit planning, curriculum integration, and resource development. Students will investigate a range of assessment strategies.

### **EDUC 4107 Program of Studies and Curriculum Instruction in Teaching Social Studies**

This course explores the knowledge and skills required to implement programs of studies in teaching Social Studies in Elementary (K-6) Education. The course will address a range of approaches to develop instruction, plan units of study, integrate curriculum, develop resources and assessment strategies to meet students' needs.

### **EDUC 4351 Indigenous Perspectives in Education**

This course is designed to prepare and sensitize prospective teachers to Indigenous perspectives, values, and methods as they relate to the learning context. The course will include an in-depth examination of decolonization, traditional Indigenous education and associated values.

These courses and field experiences are designed to prepare teacher candidates for immersion in a classroom where they will plan and teach lessons and sequences of lessons, and evaluate student learning.

### Health & Safety Protocols

It is important to monitor your health during your practicum and to follow the guidelines of your specific school/division if you become sick.

### Accommodations

TCs experiencing a disability-related barrier are encouraged to make appointments with both Access & Inclusion Services and the Department of Education’s Field Experience Practicum Coordinator prior to beginning field experience or practicum. Identification and organization of reasonable accommodations is the responsibility of the TCs and requires sufficient lead time and communication. Making connections for support may occur as much as one full semester in advance of a field experience or practicum placement. If approved accommodations are required in their field placement, it is the TC’s responsibility to inform their course instructors and mentor teachers.

### School Placements

All school placements are made by the Field Experience and Practicum Coordinator (FEPC) and the EDUC 4030 Faculty Coordinator (FC 4030) in the Department of Education. *Under no circumstances should teacher candidates contact school personnel directly or make their own arrangements*, nor should they change mentor teachers independently once they are placed. Students must not request placements in schools where they have personal relations including but not exclusive to parents, children, siblings, cousins, or personal friends. If such a placement accidentally occurs, the teacher candidate must notify the FEPC and FC 4030 immediately.



Teacher candidates are responsible for securing their own transportation (own vehicle, carpooling with other TCs or transit, etc.) and related costs during practicum.

Due to the large number of teacher candidates in the program and the complexity of developing school cohorts, once placements have been finalized, revisions are not possible without major implications. Only in extreme circumstances will a change be considered (e.g., legal, religious or personal safety concerns).

If a mentor teacher goes on leave for *more than one week* and a substitute is present, the teacher candidate must inform the FC 4030 and FEPC immediately, as arrangements have to be made with the school principal regarding the placement and the evaluation.

### Vulnerable Sector Police Checks (VSPCs)

Teacher candidates must show an updated vulnerable sector police check (VSPC) prior to the start of Year 4 Practicum II. VSPCs **must be dated no earlier than three months**, and TCs must clear their checks with the FEPC and school staff specific to their practicum placements.

Please be advised, **teacher candidates who do not have a clear Vulnerable Sector Police Check or the proper documentation as indicated by school districts may not be eligible to complete their practicum.** If there are any changes to a TC's VSPC status after the document has been verified, the TC must immediately notify the FEPC.

A new clearance may also be requested by the MRU Department of Education, a school district, or a practicum placement school at any time. Schools may also require an additional police check designated specifically for volunteers if TCs wish to volunteer beyond the practicum timeline.

### Other Agreements

All MRU Department of Education teacher candidates will complete confidentiality agreements that are specific to MRU and school district partners.

Teacher candidates are required to complete these forms prior to the start of the Winter semester. Pending forms will result in delays in starting practicum.

### Roles and Responsibilities

**Teacher Candidates are expected to:**

- Participate in the orientation days by becoming familiar with the school and classroom context (physical setting, schedules, rules and policies), the students (class lists, seating plans), and the possible teaching assignment
- Discuss with the mentor teacher start and end times that will best meet the needs of the MT, and that allow the TC to be engaged fully in the life of the teacher
- Conference with mentor teacher to discuss teaching and assessment strategies
- Write lesson plans for all lessons taught using the [MRU Year 4 Lesson Plan Template](#). The teacher candidate may teach from plans prepared by/with the mentor teacher for the first week of the practicum. Lesson plans must be reviewed by the mentor teacher at least 24 hours prior to teaching. Exceptions to this timeline may be negotiated by the faculty supervisor and the mentor teacher.
- **Participate in any or all of the activities that constitute the working day of the MT.** TCs should not act as substitute teachers at any time during the practicum
- Participate in weekly in-school seminars with the faculty supervisor
- Adhere to all school policies and dress codes
- Contact the MT, the school, and the FS if the TC is to be absent. In this event, the TC is responsible for providing lesson plans to the MT for lessons the TC was scheduled to teach.
- Complete course requirements indicated in the [EDUC 4030 Practicum II Course Outline](#). This includes daily lesson reflections, maintaining a weekly seminar posts and reflections, and contributions to their professional learning plan (PLP) to provide evidence of achievement in program outcomes
- Maintain an up-to-date digital dossier with general information (school documents, class lists, timetables, seating plans), lessons (lesson plans for each lesson taught, reflections on these lessons, feedback from the MT, feedback from the FS, artifacts of student learning), evaluations (copies of mid-term and final evaluations), and other items (collections of useful ideas, professional goals, teacher resources)
- Collaborate with MT and FS to complete mid-term and final evaluation forms, providing evidence of reflective growth through journal entries and professional learning plans.

#### **Mentor Teachers are kindly requested to:**

- Facilitate a transition for students so that they accept the teacher candidate as a legitimate authority in the classroom
- Provide a welcoming environment by orienting the teacher candidate to school staff, facilities, and school activities
- Develop a trusting relationship with the teacher candidate
- Work closely with the teacher candidate to determine appropriate learning experiences to ensure professional growth
- Engage the teacher candidate in discussions about professional learning goals

- Provide the teacher candidate with student information that will inform planning and interaction within the classroom
- Encourage the teacher candidate to develop their own teaching presence
- Support the teacher candidate in their professional growth by providing opportunities for the TC to evaluate their own progress
- Assist and support the teacher candidate by co-planning lessons in the first week and then providing suggestions for individual lessons to support the gradual transition towards independence
- Observe most lessons taught, supervise, and provide written feedback on at least one lesson daily
- Provide ongoing assessment, feedback, and coaching
- If available, participate in in-school seminars where appropriate
- Notify the faculty supervisor if concerns arise or if there is evidence that the teacher candidate is experiencing considerable difficulty
- Collaborate with the teacher candidate and faculty supervisor to complete mid-term and final evaluation forms, reviewing documented evidence of reflective growth in the digital dossier, journal entries, and Professional Learning Plan (PLP)

**Faculty Supervisors are expected to:**

- Contact the MTs and TCs weekly via the digital dossier, email, meetings, in-school seminars, and school visits, as required
- Provide feedback on weekly reflections and seminar posts connected to the in-school seminar topics
- Facilitate in-school seminars, rotating between designated partner school sites
- Observe two lessons during the practicum, one before the mid-term evaluation and one before the final evaluation, with additional observations as necessary. A lesson observation is defined as a pre-conference (in-person), a lesson observation (in-person), and a post-conference (in-person). [Sample Lesson Observation Form](#)
- Monitor teaching assignments and weekly teaching schedule
- Work closely with the MTs to determine appropriate experiences for the TCs to ensure professional growth
- Collaborate with teacher candidates and mentor teachers to complete mid-term forms, reviewing documented evidence of reflective growth in digital dossier, journal entries and Professional Learning Plan content

**Practicum Expectations**

Teacher candidates are expected to maintain an accurate weekly teaching schedule for all fifteen weeks of practicum and to submit this schedule to the faculty supervisor via the digital



dossier prior to the start of each week. Teacher candidates will also review and edit Fridays to reflect what was actually taught. This will be used by the faculty supervisor to evaluate teaching time.

Teacher candidates are expected to prepare a digital dossier that includes written lesson plans for each lesson taught and reflections on each of these lessons using the Department of Education MRU [Year 4 Lesson Plan Template](#). The digital dossier also includes feedback from the mentor teacher (*at least one written lesson feedback from the MT each day*) and artifacts of student learning. It must be updated and available to the faculty supervisor at all times. In addition to the digital dossier, teacher candidates are required to complete an electronic reflective journal entry for each of the weekly in-school seminar topics. Please see the [EDUC 4030 Practicum II Course Outline](#)

Teacher candidates are expected to provide evidence of their competency in each of the domains listed as learning goals through the use of an electronic **Professional Learning Plan (PLP)**. The PLP should build on work completed in previous courses in the program and should showcase the teacher candidate's professional growth. The PLP is assessed by the faculty supervisor and the Capstone course instructor using these [PLP Guidelines](#).

At mid-term, the mentor teacher, in collaboration with the teacher candidate and the faculty supervisor, will complete the [EDUC 4030 Practicum II Evaluation 2025](#) of the practicum learning goals reflecting the Teaching Quality Standard for interim certification. At the end of practicum, the mentor teacher, in collaboration with the teacher candidate and/or the faculty supervisor will again complete an evaluation of the practicum learning goals that reflects the Teaching Quality Standard for interim certification. These evaluations may be conducted virtually and will be completed electronically using the IPT system. [MRU IPT Instructions](#)

#### **Where to find IPT?**

The database is found online at [www.runiptca.com](http://www.runiptca.com).

### **Placement Challenges**

#### **Placement difficulties with respect to communication and professional relationships**

Teacher candidates and mentor teachers will review their roles and responsibilities as outlined in the EDUC 4030 Practicum II handbook. A positive working and learning relationship requires the maintenance of open lines of communication. If the situation cannot be resolved at this level, the faculty supervisor will meet with the FC EDUC 4030 to determine an appropriate course of action. The implementation of a Dept of Education Identification of Support may serve to support professional communication.

In cases of professional misconduct, the issue may be reported to the MRU Office of Student Community Standards.

### **Failure to complete**

Full attendance is mandatory. Where absences are deemed unavoidable, the teacher candidate may be permitted to make up the time at the end of the practicum period. Where absences are deemed unjustified, the TC will receive a failing grade. Justified absences must be supported by documentation and include, but are not restricted to: personal illness, bereavement, personal injury, unavoidable and unanticipated demands in caring for dependents. The final decision for awarding an incomplete grade is that of the faculty supervisor.

### **Failure to meet expectations**

Failure to meet expectations or failure to show sufficient growth in one or more areas identified on the [EDUC 4030 Practicum II Evaluation 2025](#) form will result in a failing grade. In exceptional situations, the mentor teachers and faculty supervisor may agree that a teacher candidate will meet expectations if provided an extended period of practicum. In this case, an incomplete grade may be given.

### **Termination of Placement**

The following indicate circumstances in which a practicum placement may be terminated:

1. “At the professor's discretion, a student in an experiential learning course (e.g., practicum, fieldwork, work experience, Co-op, or clinical placement) may be removed from the course at any point in the semester and assigned an “EF” grade, if the student's academic performance directly or indirectly threatens the safety of others” [MRU Academic Calendar 2024-2025](#)
2. Any breaches to professional codes of conduct specific to school district policies. This includes compromising the safety, confidentiality, and wellbeing of students and school personnel. Teacher candidates are strongly advised to review policies regularly, as any behaviour deemed to be offensive, hurtful, socially inappropriate, violent, unsafe, disruptive or discriminatory by school personnel will result in immediate termination.
3. Non-compliance with the Code of Professional Conduct for Teachers and Teacher Leaders: If a mentor teacher or principal requests that the teacher candidate be removed from the placement, the teacher candidate will be removed and the situation will be addressed immediately. The faculty supervisor will contact the FC 4030 to initiate next steps.

*In the event a teacher candidate is removed from practicum, the TC will meet with the faculty supervisor, faculty coordinator, and the field experience and practicum coordinator as needed. A follow up meeting with the Academic Advisor and teacher candidate may be arranged to determine next steps.*

### Department of Education Standards of Professional Conduct

Students enrolled in the Bachelor of Education – Elementary program are bound by, and shall comply with the [Code of Professional Conduct for Teachers and Teacher Leaders](#) and the [MRU Code of Student Community Standards](#).

- Apprise appropriate faculty and/or staff in advance of unavoidable absences, including arriving late or leaving early. **Attendance is mandatory.** Two or more unexcused absences/lates will be reported to the Academic Advisor and will result in a Dept of Education Identification of Support
- Be prepared for all practicum related responsibilities.
- Show enthusiasm and initiative by being actively involved as a participant while encouraging the involvement and participation of others.
- Refrain from all forms of academic dishonesty.
- Refrain from making malicious or slanderous comments about teacher candidates, mentor teachers, faculty supervisors or any other school or university colleagues.
- Abide by the department confidentiality agreement and school board/district policies. Maintain strict confidentiality of any student or partner information or data, both written and unwritten.
- Use professional language, actions and demeanor in all manner of communication (verbal, written, electronic).
- Abide by the professional dress clause of the board/district in each placement.

### **Attendance**

Professional learning communities are a critical component of teachers' learning in schools. Likewise, the learning communities in education courses become powerful sources for the learning of teacher candidates. The program endeavours to initiate teacher candidates to professional expectations regarding preparedness and communication; just as teachers must prepare lessons and notify their schools when they must be absent, so must teacher candidates notify their mentor teacher and faculty supervisor when they must be absent. Faculty supervisors document absences/lates and teacher candidates may be required to complete compensatory assignments or additional time in practicum. Concerns regarding excessive absences or lates will be communicated to the faculty supervisor and will result in a Dept of Education Identification of Support.

## Alberta Education TQS Competencies

### **Competency 1: Fostering Effective Relationships**

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

### **Competency 2: Engaging in Career-long Learning**

A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning, and completes professional learning on the code of professional conduct for teachers and teacher leaders.

### **Competency 3: Demonstrating a Professional Body of Knowledge**

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

### **Competency 4: Establishing Inclusive Learning Environments**

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

### **Competency 5: Applying Foundational Knowledge about First Nations, Métis & Inuit**

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

### **Competency 6: Adhering to Legal Frameworks and Policies**

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

Source: [Alberta Education Teaching Quality Standard](#)  
Alberta Education Government of Alberta, 2023

## Resources and Document Links

Please familiarize yourself with the following relevant documents that outline and support academic and professional responsibilities of teacher candidates and teachers in schools.

### **Mount Royal University**

- [MRU Academic Calendar 2024-2025](#)
- [MRU Code of Student Community Standards](#)
- [MRU Code of Student Academic Integrity](#)
- [IPT User Manual](#)
- [MRU Year 4 Lesson Plan Template](#)
- [EDUC 4030 Creating a Digital Dossier](#)
- [EDUC 4030 Practicum II Course Outline](#)
- [EDUC 4030 Practicum II Evaluation 2023](#)
- [Sample Lesson Observation Form](#)
- [EDUC 4030 Practicum II Orientation Task List](#)
- [Professional Learning Plan Guidelines](#)
- [MRU Reflective Journal Guidelines](#)
- [Iniskim Centre](#)
- [Access and Inclusion Services](#)
- [Wellness Services](#)
- [Students' Association of Mount Royal University](#)
- [The Office of Safe Disclosure](#)

### **Alberta Education**

- [Code of Professional Conduct for Teachers and Teacher Leaders](#)

### **Legal Frameworks & Policies**

- [Alberta Human Rights Act](#)
- [Province of Alberta Education Act](#)

### **Alberta Teachers' Association**

- [Taking Flight: Navigating Field Experience](#)

- [Alberta Teaching Quality Standard](#)
- [Canadian Charter of Rights & Freedoms](#)