



BACHELOR OF EDUCATION (AFTER DEGREE) PROGRAM

EDUCATION 532

Field Experience in Elementary School III and

EDUCATION 542

Reflections on Field Experience III

HANDBOOK

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INTRODUCTION

The Bachelor of Education program at Concordia University of Edmonton is a two-year after degree program in Elementary Education that qualifies graduates to teach in Alberta.

Concordia's Faculty of Education is committed to providing exceptional pre-service education to its Bachelor of Education (After Degree) students. The program provides a strong focus in:

- program planning and design;
- specific methodology courses in Language Arts, Mathematics, Science, and Social Studies;
- studies in the implementation of current technologies in the classroom; and
- practical field experiences.

Field experiences are essential and key components of the program, providing student teachers with opportunities to successfully experience the day-to-day realities of teaching.

Thank you for welcoming a student teacher into your school and your classroom. We value your contributions to the professional development of a prospective teacher. In particular, thank you for the guidance, encouragement, and supervision of teaching/learning experiences that you will share with your student teacher. We look forward to working with you.

FIELD EXPERIENCES DIRECTORY

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- EDUC 532 Handbook (Year Two, Nine-Week Evaluated Field Experience)
- Interim Evaluation and Final Evaluation Forms
- Interim Self-Reflection and Final Self-Reflection Forms
- Lesson Plan Template
- Lesson Observation Format
- Early Alert and Notification of Concern
- The Alberta Teachers' Association Code of Professional Conduct

RECORD CHECKS STATEMENT

Prior to being considered for a Field Experience placement, students are required to obtain one or more types of Record Checks. A **Criminal Record Check** is the most common type of background check required by school districts in Alberta. It is obtained through the Edmonton Police Service (EPS) for residents of Edmonton or through the Royal Canadian Mounted Police (RCMP) for those residing outside of Edmonton. Several districts require a **Vulnerable Sector Check**, which is a part of the EPS or RCMP Information Check. Additionally, a few districts still require an **Alberta Intervention Record Check** that is completed through Children's Services. General information about record checks will be addressed in a fall semester Field Experience seminar.

The record check is to be kept by the student and presented to school jurisdictions upon request. Each case is reviewed on an individual basis to determine if the record check brings into question the suitability of the person to enter a field experience placement in that district. A decision to accept or not accept a student for placement is made based on the results of the record check and each school district's threshold.

Students should be aware that a current Criminal Record Check is one of the required support documents in the application for an Alberta Interim Professional Certificate to teach in Alberta.

It is the student's sole responsibility to ensure that she/he can satisfy the requirements for a record check. The requirements for a record check are not in Concordia's control, but rather depend on the requirements of school districts, the teaching profession, as well as other factors. If a student cannot satisfy the requirements, it may affect the ability to participate in a field placement, to complete the degree, or to obtain employment.

Students with concerns about their ability to clear the records check, should contact the Field Experiences Coordinator.

As of March 28, 2014

PURPOSES OF YEAR TWO FIELD EXPERIENCE

The Year Two field experience is intended to:

- provide a direct and extended classroom experience;
- provide opportunities to apply and refine newly acquired skills and knowledge in a supportive setting;
- develop an understanding of teaching as a problem-solving process;
- develop a practical understanding of curriculum and pedagogy;
- provide an orientation to school culture;
- develop habits of inquiry and reflective practice; and
- provide ongoing professional development for all participants.

We believe that practicing teachers are essential partners in teacher education and work with Concordia's Faculty of Education toward achieving these purposes. In particular, cooperating teachers play an important role as they:

- focus on learning and growth;
- model collaborative and inclusive learning environments;
- create a positive and supportive climate conducive to risk-taking;
- demonstrate a commitment to equity and social justice;
- integrate teacher education with the daily life of the school;
- extend their knowledge base through shared inquiry and research; and
- contribute to the continued development of the teacher education program through participation in advisory groups.

Domains

Six domains of teaching will be evaluated during EDUC 532 and EDUC 542:

- preparation, planning, and organization,
- instructional skills and strategies,
- classroom management,
- communication,
- professionalism, and
- assessment.

Progression

This program is designed to enable the student teacher to take on increasing responsibilities.

During the nine-week evaluated field experience, the student teacher is expected to take on greater responsibilities. The cooperating teacher will need to be sensitive to the readiness of the student teacher to initiate and learn new activities. Some student teachers may feel comfortable with greater responsibilities early in the field experience, while others may require more time to adjust to the responsibilities of a teacher. The chart on page 6 suggests a progression of the nine-week field experience for each student teacher. The cooperating teacher has flexibility in determining the nature and sequence of experiences for the student teacher. The student teacher should be able to:

- design plans that reflect the objectives of the Alberta Education *Program of Studies*;
- demonstrate the ability to design, prepare, and present effective lessons;
- respond positively to the cooperating teacher's supervision and direction;
- manage the classroom learning environment under the guidance of the cooperating teacher;
- evaluate and communicate student performance and growth; and
- act professionally in the classroom and school context.

Reflection

Opportunities to pause and reflect on teaching experiences in the six domains are important to the professional development of every student teacher. In order to develop the habit of reflective practice, each student teacher should be encouraged to:

- maintain a journal – recording and considering actions taken or not taken, possible alternative courses of action, questions, and ideas for future improvement;
- through conversations, debriefs, and conferences regularly review and critique lesson plans with notes recorded for future reference;
- link understanding of child development to children in various situations;
- attempt various teaching strategies; and
- recognize individual strengths as well as areas requiring attention and growth.

In addition, student teachers are required to complete, concurrently, EDUC 542 Reflections on Field Experience III, culminating in the creation of a personal professional growth plan. On campus classes are delivered pre- and post-field experience, along with two face-to-face conference days during the field experience. The remainder of the content is delivered online with weekly modules of assigned work, which includes required viewing of videos and readings, and participation in discussion forums. The weekly modules are delivered in an asynchronous format.

YEAR TWO
PROGRESSION of EDUC 532
NINE WEEK EVALUATED FIELD EXPERIENCE

| Phase 1 Introduction (September) | Phase 2 Development (October) | Phase 3 Consolidation (November – December) |
|---|--|--|
| <p>Expectations: Student teachers become familiar with routines, school culture, instructional and classroom management practices. <i>*Minimal teaching</i></p> | <p>Expectations: Student teachers plan lessons, gather resources, develop familiarity with curriculum, and consider issues of management and evaluation. <i>*Up to 50% teaching</i></p> | <p>Expectations: Student teachers become immersed in the school culture and consider a variety of teaching and learning strategies that take into account individual differences. <i>*80-100% teaching</i></p> |
| <p>Student teachers will: -Observe students and teacher(s) -Work with individuals and small groups -Participate in / lead classroom routines</p> | <p>Student teachers will: -Plan and teach lessons in more than one subject area -Take on increased responsibilities in the classroom -Assume responsibility for unit and lesson design and implementation -Complete the Interim Self-Reflection</p> | <p>Student teachers will: -Demonstrate the ability to manage the classroom autonomously -Design and implement assessment -Assume responsibilities for full days -Complete the Final Self-Reflection</p> |
| <p>Cooperating teachers will: -Discuss roles and expectations -Observe the student teacher -Demonstrate / model teaching and management strategies -Talk about future teaching assignments</p> | <p>Cooperating teachers will: -Observe the student teacher -Review unit builds and daily lesson plans -Identify strengths and areas for growth -Complete the Interim Evaluation</p> | <p>Cooperating teachers will: -Observe the student teacher -Review unit builds and daily lesson plans -Identify strengths and areas for growth -Encourage observation and participation in other classrooms -Complete the Final Evaluation</p> |
| <p>Rationale: A student teacher will have a clear understanding of the expectations of the cooperating teacher.</p> | <p>Rationale: A student teacher will work collaboratively with the cooperating teacher in designing lessons in several subject areas. A student teacher will take on increasing responsibilities in the classroom.</p> | <p>Rationale: A student teacher will demonstrate the ability to assume responsibility for the daily operation of a classroom, with continuing guidance and support from the cooperating teacher.</p> |

EDUCATION 542

| Online Module | Topics | Face-to-Face |
|---------------|--|--------------------|
| One | Creating a positive classroom environment Submit schedule of 6 half-day study times | Conference Day One |
| Two | Assessment and evaluation | |
| Three | Long-, medium-, and short-term planning | |
| Four | Application of technology in the classroom | Conference Day Two |
| Five | Strategies to teach to individual needs | |
| Six | Career-long learning | |

STUDENT TEACHER'S ROLES and RESPONSIBILITIES

Initial Orientation

The student teacher works under the direction and supervision of a cooperating teacher. The student teacher is expected to:

- become familiar with the physical setting of the school, school rules and policies, and the cooperating teacher's classroom and timetable;
- learn children's names, obtain seating plans, and gather information about routines;
- become familiar with the cooperating teacher's philosophy of teaching;
- obtain resource materials appropriate to assigned tasks;
- identify proactive and reactive management techniques; and
- assist the cooperating teacher in performing tasks.

Preparation

The student teacher is expected to come well-prepared for lessons and other teaching responsibilities. The standards for such preparation should be discussed with the cooperating teacher.

The student teacher is expected to provide the cooperating teacher and the university facilitator with a written lesson plan in advance of observing the student teacher's lesson.

With the assistance of the cooperating teacher, the student teacher will identify six half-day times for the purpose of meeting EDUC 542 course requirements.

Arrival

During the field experience, the student teacher is expected to maintain the normal working hours of the teachers in the school. The student is expected to arrive at the school with sufficient time to meet with the cooperating teacher, discuss the daily schedule of observations and/or teaching experiences, prepare classroom resources, and any other mutually arranged responsibilities. Before leaving the school, the student teacher should consult with the cooperating teacher regarding the next day's plans and be available for other discussions related to the day's work.

Participation

The student teacher is expected and encouraged to engage in all of the activities that constitute the normal working day of their cooperating teacher (e.g., meetings, in-service sessions, hallway or playground supervision, field trips, school projects, and events).

Dress

The student teacher is expected to adhere to the school's standards with respect to dress, grooming, and general deportment. These standards may be best understood from personal observation and/or consultation with the principal and the cooperating teacher.

Attendance

The student teacher is expected to be in attendance each day of the field experience. If the student teacher is unable to be at the school on any given day, it is imperative that the student teacher email, text, or telephone the school, the cooperating teacher, and the university facilitator prior to the beginning of classes for the day.

If the student teacher is absent, student lesson plans intended for that day should be forwarded to the cooperating teacher. Any absence of more than two days must be reported to the Field Experiences Coordinator at Concordia University of Edmonton.

The student teacher may be required to make up all days missed at a later date. This will be determined by the cooperating teacher in consultation with Concordia's Field Experiences Coordinator.

Teaching Binder

The student teacher is expected to keep a teaching binder that should include the following items:

- contact information for the school, cooperating teacher(s), and university facilitator;
- timetables and schedules;
- class lists;
- school handbook;
- lesson plans (working and finished products); and
- professional reflections on experiences that may be shared with the cooperating teacher.

The binder will be used as a starting point for discussions between the cooperating teacher and the student teacher, and between the university facilitator and the student teacher.

Formal Teaching Experiences

Formal teaching refers to the student teacher's responsibility for preparing and conducting the learning activities for individuals, small groups, or an entire class as assigned by the cooperating teacher. It provides opportunities for the student teacher to play the role of director and facilitator of learning. The student teacher must be relatively free in this setting to perform as a teacher and must be assisted in every possible way to understand the responses that reflect educational objectives. In this dynamic environment the student teacher's resources (including academic knowledge, understanding of learning, ability to communicate, level of literacy, cultural background, maturity, commitment, and grasp of the complexity of the learning process) are put to the test.

As a director and facilitator of learning, the student teacher, under expert guidance, begins to relate theory and practice. This becomes evident as the student teacher:

- adapts psychological principles of learning to individuals and groups;
- adapts principles of child growth and development in the planning of learning activities;
- maintains a balance between freedom and security in the classroom;
- demonstrates instructional procedures;
- plans learning experiences;
- manages the classroom;
- demonstrates the use of available human and material resources; and
- develops a personal teaching style.

COOPERATING TEACHER'S ROLE

The cooperating teacher performs an essential role in the professional development of each student teacher. In addition to assigning and supervising the student teacher's work in the classroom, the cooperating teacher helps the student teacher to:

- adjust to the school and the classroom setting;
- understand various aspects of teaching practice; and
- undertake increasingly more complex teaching responsibilities.

Some specific roles and responsibilities of the cooperating teacher:

1. Demonstrate various teaching techniques.
2. Suggest a variety of teaching procedures or strategies and encourage their use.
3. Serve as a sounding board for the student teacher's ideas.
4. Collect data on the performance of the student teacher. Encourage continued growth of the student teacher.
5. Conduct daily brief formal or informal discussions with the student teacher in order to evaluate the student teacher's strengths and areas for growth, and to encourage self-reflection.

6. Discuss the student teacher's progress with the university facilitator on a weekly basis.
7. Make lesson assignments on a weekly basis, well in advance, in order to facilitate the work of the student teacher and university facilitator.
8. Assist the student teacher in planning individual lessons or units. The extent of this help should diminish as the student teacher gains more experience.
9. Assist the student teacher by identifying six half-day times for the purpose of meeting EDUC 542 course requirements.
10. Prepare the interim evaluation during the fifth week and discuss it with the student teacher.
11. Prepare the final evaluation of the student teacher and discuss it with the student teacher **by the middle of the final week** of the field experience.
12. **If there is evidence that the student teacher is experiencing considerable difficulty, the university facilitator should be notified early in the field experience so that special supervision and consultation can be provided. With the university facilitator, the cooperating teacher may initiate an Early Alert and/or Notification of Concern.**

Some suggestions for the cooperating teacher:

To help ensure a successful field experience for each student teacher, please consider the following:

1. **Introduce the student teacher to the school staff, both professional and non-professional.** Attempt to make the student teacher feel as welcome and comfortable as possible. Orientation to the facilities and rooms the student teacher may use, discussions of the expectations of the cooperating teacher and the administration, and invitations to meetings will give the student teacher a sense of belonging to the staff group.
2. **Provide an atmosphere of acceptance for the student teacher as a co-worker on the teaching staff.** It is important for each cooperating teacher to ensure the elementary students understand that the student teacher is a colleague of considerable competence, not a subordinate whose directions may be ignored. It is necessary that the elementary students accept the student teacher as a legitimate authority in the classroom. Cooperating teachers should resist offering suggestions or corrections in the presence of the children.
3. **Assign some activities to the student teacher as soon as possible.** The student teacher should become involved in the routine of the class so that the student teacher does not sit idly. A warm, genuine appreciation of the student teacher's initial apprehension and a series of frequent conferences will assist the student teacher in becoming less self-conscious.

Cooperative planning will help the student teacher feel more a part of the class and will give the student teacher a preview of his/her increasing participation in the near future.

4. **Develop a trust relationship with the student teacher.** Regular observation of the student teacher's work is expected, including time set aside for discussion of the student teacher's performance. **Observe - Discuss - Encourage.**
5. **Become familiar with the student teacher's personal and educational background.** Encourage the student teacher to use special skills and abilities when appropriate.
6. **Supply the student teacher with essential data concerning the students.** When possible, include the student teacher as an observer in parent conferences.
7. **Encourage the student teacher to develop his/her own abilities and teaching style.** It is a vital part of the supervisory function to encourage the student teacher's independence and resourcefulness. The student teacher should be free to experiment and even to make mistakes, provided such mistakes do not impair the children's progress.
8. **Help the student teacher to evaluate his/her own progress.** The cooperating teacher should provide frequent feedback about the student teacher's performance. The student teacher is expected to act upon the comments provided by the cooperating teacher so as to show continued progress in the field experience. The student teacher is encouraged to actively invite constructive criticism by probing specific areas and asking how the lesson might have been approached differently. This type of feedback session may encourage both the cooperating teacher and the student teacher to offer suggestions and alternatives on instructional methods, planning, management, and assessment of student learning.

UNIVERSITY FACILITATOR'S ROLE

Along with the cooperating teacher, the university facilitator's key role is to help the student teacher integrate theoretical understanding with the practical experience of teaching.

The university facilitator, therefore, has a continuing interest in the student teacher's work and seeks to help him/her achieve the greatest possible success.

During the field experience the university facilitator will:

1. Visit and observe each student teacher once per week to discuss progress and address concerns. Each visit should include observation of the student teacher teaching and/or working with students in the classroom. The cooperating teacher and the student teacher may request more observations by the university facilitator.
2. The university facilitator is required to provide weekly written reports to the Field Experiences Coordinator that summarizes the challenges and growth of each student teacher.
3. When difficulties arise, the university facilitator will assist the cooperating teacher to determine the next steps. The university facilitator will notify the Field Experiences Coordinator.

FIELD EXPERIENCES COORDINATOR'S ROLE

Concordia's Field Experiences Coordinator is responsible for the overall implementation of the field experience. In addition to liaising with school personnel, the Coordinator will:

- identify partner schools and cooperating teachers where student teachers will be placed for their field experience;
- arrange for appropriate orientation for participants in the field experience;
- monitor the progress of student teachers through weekly discussions with facilitators;
- respond to queries from student teachers, cooperating teachers, and school contacts;
- maintain awareness of areas of concern and assist student teachers and cooperating teachers in resolving concerns as required; and
- ensure appropriate administration of the field experience including payment of claims.

EVALUATION OF THE STUDENT TEACHER – OVERVIEW

Effective evaluation is a collaborative process. It is best achieved in the context of open, supportive, and candid communication. It emphasizes the importance of growth over time through the identification of areas of strength and areas for growth.

The cooperating teacher is primarily responsible for the evaluation of the student teacher's work. The cooperating teacher will discuss evaluations with the student teacher and is encouraged to share these with the university facilitator.

Cooperating teachers are involved in three aspects of evaluation as they work with a student teacher:

- **Formative evaluations** – Through daily and weekly conferences, the cooperating teacher provides feedback, offers suggestions for improvement, and sets goals for the upcoming week.
- **Interim evaluation** – Midway through the field experience, the cooperating teacher completes an interim evaluation in consultation with the student teacher. The evaluation should emphasize the progress made by the student teacher and outline strengths and successes along with suggestions for improvement.
- **Final evaluation** – During the final week, the cooperating teacher completes the final evaluation and discusses the evaluation with the student teacher. This is the official evaluation that becomes part of the student teacher's record and is eventually used for employment purposes.

The student teacher should be involved in the evaluation process in the following ways:

- Frequent discussions with the cooperating teacher and university facilitator regarding personal performance in the classroom. Strengths of the student teacher should be noted along with suggestions for continued improvement.
- Submission of self-reflections to the cooperating teacher. Self-reflections are to be included with the interim and final evaluations.

The content of the final evaluation should be discussed with the student teacher. The student teacher should be given an opportunity to comment on a draft of the evaluation report before it is completed and submitted to Concordia University of Edmonton.

COMPLETING THE EVALUATION FORMS

In General:

- Evaluation of the student teacher's performance in the field experience includes three parts: 1) daily conversations with the student teacher to direct, correct, and encourage; 2) the written interim evaluation; and 3) the written final evaluation.
- Interim and final evaluation forms are available on the website.
- Both interim and final evaluations focus on the growth demonstrated by the student teacher and the potential for continued growth.
- The six domains on the evaluation form are intended to be the focus of evaluation. Performance indicators associated with each domain are given as examples of performance in the particular domain. The Comments section is intended to elaborate on, and to provide evidence of the student teacher's progress and development.

Interim Evaluation Guidelines

- The student teacher will prepare a brief (one page) interim self-reflection for the interim period.
- The student teacher will keep a copy of this self-reflection to use as a guide to planning for continued professional growth.
- An interim evaluation should be completed by the cooperating teacher and discussed with the student teacher by the end of the fifth week. It is intended to be used by the cooperating teacher as a communication tool in providing a progress report for the student teacher. It is not to be submitted to Concordia.
- Please use the Interim Evaluation form available on the website.

Final Evaluation Guidelines

- The student teacher must provide a final self-reflection of the field experience (approximately two pages based on the six domains) to the cooperating teacher(s) prior to the signing of the final evaluation form. Two copies should be signed and dated by the student teacher and cooperating teacher.
- The final evaluation is to be prepared by the cooperating teacher(s). It may be discussed with the university facilitator at the discretion of the cooperating teacher.
- The final evaluation form may be downloaded in Microsoft Word format from the Concordia Faculty of Education website. The final evaluation must be completed during the final week.

- **Two sets of the completed evaluation must be printed out. Each page of both sets must be signed/initialed.** The student teacher will keep one signed copy for his/her portfolio and will submit the other to Concordia. (If a cooperating teacher wishes to keep a copy, this should be discussed with the student teacher.)

SUMMARY OF DOMAINS AND PERFORMANCE INDICATORS

Domain 1: PREPARATION, PLANNING, ORGANIZING

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| TQS a) | <i>Teachers know how to analyse many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning.</i> |
| TQS b) | <i>Teachers know the structure of the Alberta education system.</i> |
| TQS c) | <i>Teachers know how to use the Guide to Education and programs of study to inform and direct their planning, instruction and assessment of student progress.</i> |
| TQS f) | <i>Teachers know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students.</i> |
| TQS m) | <i>Teachers know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning.</i> |

1. Uses the Alberta Education *Program of Studies* to inform and direct planning, instruction, and assessment of student progress.
2. Demonstrates appropriate knowledge of the subject disciplines.
3. Prepares appropriate written **lesson** plans that demonstrate reasoned, meaningful, and incrementally progressive learning opportunities for students.
4. Prepares appropriate **unit** plans that demonstrate reasoned, meaningful, and incrementally progressive learning opportunities for students.
5. Understands the purposes of short, medium, and long range planning.
6. Sets appropriate learning goals and objectives that are consistent with the needs and characteristics of the students.
7. Organizes concepts and activities in a logical and progressive sequence.
8. Selects a variety of appropriate materials and resources suitable to the classroom and school context.
9. Demonstrates awareness of contextual variables and the ability to respond to these variables with reasoned decisions about their teaching practices and students' learning
10. Develops plans that are appropriate in scope and brings the plans through to closure.

Domain 2: INSTRUCTIONAL SKILLS AND STRATEGIES

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| TQS e) | <i>Teachers know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs.</i> |
| TQS i) | <i>Teachers know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes.</i> |

1. Demonstrates knowledge of a range of instructional strategies that are varied, appropriate, and engaging.
2. Makes provisions and adjustments for differences in individual learning styles and abilities.
3. Is able to analyze results of classroom assessment instruments and uses results to guide and modify instruction.
4. Uses instructional time effectively.
5. Paces lessons appropriately.
6. Incorporates appropriate transitions in learning experiences.
7. Uses effective questioning techniques and responds appropriately to learner responses.
8. Structures content to ensure that learning is related from lesson to lesson.
9. Uses instructional resources appropriately.
10. Incorporates teaching/learning resources such as texts, computers and other auditory, print and visual media, and maintain an awareness of emerging technological resources.
11. Builds on student interests and experiences.
12. Seeks out and incorporates community resources into their instruction.

Domain 3: CLASSROOM MANAGEMENT

TQS g) Teachers know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning.

TQS h) Teachers know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony.

1. Creates and maintains a positive learning environment.
2. Uses effective classroom routines for distribution of materials, assembling, dismissal, and transitions.
3. Establishes positive rapport with students.
4. Employs a variety of appropriate management strategies that are in keeping with the situation.
5. Provides for minimal disruption to student learning, and maintains respect for the individual.
6. Demonstrates appropriate self-control while managing student behaviour.
7. Is pro-active in anticipating problems and preventing disruptions.
8. Uses a variety of techniques to ensure that students maintain on-task behaviour.
9. Sets and maintains acceptable standards of student behaviour.
10. Maintains a physical environment that is conducive to learning.

Domain 4: COMMUNICATION

TQS j) Teachers know how to use and how to engage students in using traditional and electronic teaching/learning technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records

TQS p) Teachers are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience.

1. Models correct and appropriate oral and written language.
2. Speaks clearly, correctly, and projects voice appropriately.
3. Presents self as confident and articulate.
4. Gives clear directions and checks for comprehension.
5. Uses educational tools effectively (e.g., SmartBoard, chalk/white board, document reader, overhead, and charts).
6. Presents information clearly using appropriate illustrations, examples and demonstrations.
7. Uses “wait time” effectively and responds appropriately to the efforts of the learner.
8. Addresses language and cultural diversity in the classroom and organizes instruction effectively to reveal and value different cultural perspectives.
9. Respects confidentiality of information regarding students, colleagues and educational matters pertaining to school and district operations.

Domain 5: PROFESSIONALISM

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| TQS d) | <i>Teachers have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines.</i> |
| TQS l) | Teachers know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students. |
| TQS n) | <i>Teachers know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues.</i> |
| TQS q) | <i>Teachers are expected to achieve the Teaching Quality Standard.</i> |

1. Acts “in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.” *Source: Alberta Teachers’ Association Code of Professional Conduct – Item 1*
2. Models professional behaviour in relationships and interactions with students, faculty and staff, as well as school staffs, pupils, and parents.
3. Demonstrates honesty and integrity.
4. Exercises sound judgment based on a rational consideration and interpretation of facts.
5. Works productively with others as part of a team
6. Demonstrates strong leadership and voluntarily accepts responsibility for projects and activities
7. Demonstrates characteristics of a self-directed learner through initiating inquiries and applications beyond what has been prescribed.
8. Communicates respectfully with others verbally, non-verbally, and in writing.
9. Seeks to resolve problems directly with the person(s) involved in a timely manner, and attempts to solve problems before asking others for assistance.
10. Views results of critiques and assessments as opportunities for growth and improvement.
11. Notifies cooperating teacher and university facilitator prior to an absence when possible.
12. Completes assignments and projects on time.
13. Supports a focus on health and wellness.

*Reference: Concordia University of Edmonton
Academic Calendar 2015-2016
11.1.1 Bachelor of Education (After Degree)
A.8 General Academic Requirements, pg. 67*

Domain 6: ASSESSMENT

TQS k) Teachers know how to assess and analyze the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments, and use the results for the ultimate benefit of students.

TQS O) Teachers know the importance of career-long learning, how to assess their own teaching, how to work with others responsible for supervising and evaluating teachers; and, to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities.

1. Incorporates appropriate assessment strategies, formally and informally, into learning experience.
2. Makes assessment integral to the teaching / learning process.
3. Incorporates appropriate assessment strategies when using teaching aids and technology.
4. Selects and develops a variety of classroom and large scale assessment techniques and instruments.
5. Demonstrates ability to analyze the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the benefit of students.
6. Keeps track of assignments and ensures that students complete assignments that are given by the student teacher.
7. Maintains appropriate records of student assessment.
8. Assists students, parents and other educators in interpreting and understanding the results of diagnoses and assessments, and the implications for students.
9. Strives to establish candid, open and ongoing lines of communication with students, parents, colleagues and other professionals, and incorporate information gained into their planning.