

# INTRODUCTORY PROFESSIONAL TERM

GUIDED OBSERVATION DAYS

PRE-SERVICE TEACHER

GUIDE BOOK



FACULTY OF EDUCATION

UNIVERSITY OF ALBERTA



**Assigned School Name** \_\_\_\_\_

**School Address** \_\_\_\_\_

**Contact Information**

**School Co-ordinator:**

Name \_\_\_\_\_

E-mail \_\_\_\_\_

Phone Number \_\_\_\_\_

**Field Experience Associate:**

Name \_\_\_\_\_

E-mail \_\_\_\_\_

Phone Number \_\_\_\_\_

**PLEASE NOTE**, you are expected to demonstrate professional behaviour by engaging fully in each observation day, including attending each of the three Friday observation days and arriving on time, based on the start time provided by the school co-ordinator. If you are going to be late or are too ill to attend, you are responsible to contact your University Facilitator (UF) before the assigned start time for the day.

**UF Contact Information:** \_\_\_\_\_

**In this booklet you will find the following important information about the three observation days...**

<b>Page</b>	<b>Information</b>
4	Message to the Pre-service Teacher (includes goals for and a general description of the three observations days, and <b><i>information you will be expected to know prior to each observation day</i></b> ).
5-6	<i>ATA Code of Professional Conduct</i>
7	Observation Information and Suggestions

## ***Message to the Pre-service Teacher***

The three guided observation days are an opportunity for you to understand the connection between your IPT course content and the field experience more fully and to be better prepared for all aspects of your five-week field experience. In this handbook you will find a page of guiding questions and activities for each of the three guided observation days. **Please become familiar with expectations, questions, and activities prior to each guided observation day.**

When you arrive at your assigned school, your activities for the day will be facilitated by the school co-ordinator. He or she is familiar with your guided observation activities and questions and will organize opportunities for you to engage in activities that will allow you to fully explore them in the particular context of the school. The school co-ordinator is a busy professional so will expect you to exercise professional judgment and engage in the day's activities independently, based on the information provided to you. In most schools, you will have an opportunity at the end of the day to debrief your findings based on your observations with other pre-service teachers at your assigned school. This time of sharing will be an opportunity for you to gather more information and reflect further on your findings.

### **Information Gathering**

Please ensure that you keep all information and notes that you have gathered throughout the day and during the debrief at the end of the day. **Please do not use names or other identifying information in your notes.** You will bring the information that you gather to the class in which there will be further discussion about your guided observation experience each week.

You may want to use a binder or folder to keep all of the information together that you gather over the observation days. You will find this helpful for in-class discussions as well as for your IPT field experience. You will also find all of the information that you gather helpful in considering the reflection question that is included at the end of this folder.

### **Professional Interactions**

As a pre-service teacher, you are **expected** to interact with students, teachers, community members and school administrators at your assigned school within the requirements of the **ATA Code of Professional Conduct**. Please review the *Code* thoroughly (included in the following pages) and be prepared to adhere to these professional requirements as they apply to your interactions at the school in which you are observing:

## **ATA Code of Professional Conduct**

The Code of Professional Conduct stipulates minimum standards of professional conduct of teachers but is not an exhaustive list of such standards. Unless exempted by legislation, any member of The Alberta Teachers' Association who is alleged to have violated the standards of the profession, including the provisions of the code, may be subject to a charge of unprofessional conduct under the bylaws of the Association.

### **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, 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.
- 2 (1) The teacher is responsible for diagnosing educational needs, prescribing and implementing instructional programs and evaluating progress of pupils  
(2) 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 noncertificated 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 may not accept pay for tutoring a pupil in any 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 assignment 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 and after the other teacher

- has been informed of the criticism, subject only to section 24 of the Teaching Profession Act.
- 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, subject only to section 24 of the Teaching Profession Act.
- 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 honour 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 representations 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.

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Approved by the 2004 Annual Representative Assembly pursuant to the Teaching Profession Act. Please note:

- Items 13 and 14 of the Code of Professional Conduct do not pertain to reporting to the Association on the possible unprofessional conduct of another member.
  - The Teaching Profession Act, section 24(3), requires members to report forthwith to the executive secretary on the unprofessional conduct of another member.
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## **Observation Days Information and Suggestions for Pre-service Teachers**

**During your first observation days you will be focusing on the general context of the school environment. Here are some guiding questions to think about during your school visit. They are meant to act as *starting points* for your observations and reflections and will depend on the activities organized for you by the school coordinator. Jot down notes during the day and gather any relevant material that will help you think more deeply about the questions in preparation for discussion about the observation day in your on campus classes next week.**

**In addition to the following questions, IPT instructors will ask you to make observations related to courses**

### **BEFORE YOU VISIT THE SCHOOL...**

- Gather information about the school by visiting the school website and the school district website

### **DURING YOUR VISIT TO THE SCHOOL...**

1. What do you observe on a walkabout of the school grounds and community?

For example:

- What do you observe about the school population?
- What kinds of activities are available on school grounds?
- What kinds of activities are available near the school?

2. How is the school organized?

For example:

- What are the grade/course groupings?
- What is the physical layout of the school? Who is allowed where?

3. What are the structures and routines of the whole school?

For example:

- How do students arrive at and leave the school?
- What extra duties do you see teachers engaged in during the day?
- How do students know when to move from class to class?
- How are activities organized during recess? After school? At lunch?

4. How are the interests and needs of the whole school population met?

For example:

- Are school entrances accessible for all students and community members?
- What types of displays do you see around the school? Provide examples.

5. What else do you notice?

6. How do I see myself as a teacher in this school?

**AT THE END OF THE DAY, TAKE SOME TIME TO SHARE YOUR RESPONSES WITH OTHER PRE-SERVICE TEACHERS AT YOUR SCHOOL.**

***Personal Reflection Question***

From your perspective as a future teacher, what impact have your observation days had on you? Consider, for example, your understanding of the different roles of the teacher, your views of yourself as a future teacher, your understanding of student learning and development in subject area(s), and aspects of teaching in subject area(s) that you are looking forward to engaging with more fully during your field experience.

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**NOTES FOR REFLECTIVE JOURNAL ENTRY**