

# StFX Bachelor of Education Handbook

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# StFX Bachelor of Education Handbook

## I. WELCOME TO THE ST. FRANCIS XAVIER UNIVERSITY BACHELOR OF EDUCATION PROGRAM

Welcome to the Bachelor of Education Program situated within the Faculty of Education at St. Francis Xavier University. We want to share a few aspects of our program with you to help you prepare for your journey to become a teacher.

This handbook is designed to serve as a guide to the B. Ed. Program. It is intended to be a reference for all those involved in the Bachelor of Education program at St. Francis Xavier University, and particularly for those involved in field experience. It is based on the belief that teaching is a learner-centered professional practice; that teachers at all levels continue to learn professionally throughout their careers; and that teachers are part of a variety of learning communities which focus on improving learning opportunities for all students and teachers.

This handbook has been prepared to inform each participant of the purposes, practices, policies, and procedures designed to make this a successful experience. **Pre-service teachers are expected to be familiar with the information in this handbook and abide by the professional code of conduct set out in Part VI.**

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## III. INTRODUCTION

The term Field Experience used in this Handbook is equivalent to the term Practicum used in reference to the B.Ed. program in the StFX University Academic Calendar. This handbook focuses on the teacher education of pre-service teachers which takes place in school and university classrooms. Its focal point is the field experience component of the program where pre-service, in-service, and university teachers work together. Field experiences enable pre-service teachers to develop their increasing professional knowledge through practical experience interwoven with coursework in an incremental, and developmental way.

While in-service and university teachers work most closely with pre-service teachers, other educators such as school and school board administrators provide essential support. Without the assistance of these people, individually and collectively, initial teacher preparation would not be possible. Pre-service teachers are carefully and expertly mentored in schools and other educational settings as part of a shared stakeholder responsibility within job-embedded professional communities of inquiry. Resources, planning, preparation of mentor teachers, and assessment is a shared responsibility delivered within a stakeholder partnership that includes the Nova Scotia Department of Education, the NSTU, Mi'kmaw Kina'matnewey, school boards, and universities. Pre-service teachers will be assessed by a performance appraisal process in a developmentally appropriate manner.

This part of the handbook is divided into five major sections. **Part IV** provides an overview of the developmental nature of the field experience over the two-year program. **Part V** discusses the professional development process, which is at the heart of our teacher education program, as well as assessment criteria and procedures for pre-service teachers. **Part VI** sets out expectations for professional conduct. **Part VII** outlines the roles and responsibilities of various teacher education partners. **Part VIII** describes the procedure for pre-service teachers to receive certification that enables them to practice as professional in-service teachers. Information included in the Appendices is referred to in appropriate places throughout the Handbook.

### A. *Definition of Terms*

The following terms are used in this Handbook:

**Pre-service teacher:**

a person who is enrolled in the Bachelor of Education program in order to become certified as a practicing teacher in public schools

**In-service teacher:**

a person who is in professional practice as a teacher

**University teacher:**

a person who teaches pre-service teachers in the university setting

**Associate teacher: (formerly cooperating teacher)**

an in-service teacher who works with a pre-service teacher who is developing professional knowledge through practical experience

**Faculty advisor:**

a university teacher/mentor who visits and advises pre-service teachers in their field placement classroom(s)

**Field experience:**

a time when pre-service teachers develop professional knowledge of teaching/learning through practical experience in field placements

## IV. PROGRAM OVERVIEW

The emphasis of the Bachelor of Education program is on teacher education. While there are effective and less effective teaching methods, there is no one best method of teaching for all situations. The appropriate method, technique, or strategy to employ is dependent on informed professional judgement. This judgement is developed from an understanding of and commitment to students as learners, a knowledge of educational research, practice in decision making, and the willingness to critically assess and improve one's own teaching.

### A. *Common Threads of the Bachelor of Education Program*

**Equity and social justice:** Our faculty subscribe to the fundamental belief that all students should be treated equitably. We, therefore, have developed courses such as sociology of education, diverse cultures and inclusive practices to assist pre-service teachers to become more capable of meeting the needs of all students. (See Appendix A-Cross Cultural Principles)

**Professionalism:** Over the two-year program, and throughout the rest of your career, you will be confronted with decisions about what is best for students. As professionals, pre-service teachers are expected to contribute all that they can, and to bring honour to their chosen career. Professionalism means Bachelor of Education pre-service teachers must act always in ways that are consistent with the Nova Scotia Teachers' Union Code of Ethics (Appendix D). This will require a focus on commitment to pupils, other teachers, employers, and the wider community. This code is your guide as you go through the program.

**Technology:** Our program encourages all pre-service teachers to be critical consumers and users of educational technology. We believe that the purpose of technology in

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professional practice is to assist and improve opportunities for students to maximize learning.

**Experience:** Learning to teach is a developmental and life long process that requires teachers to continually reflect upon moral, pedagogical, and societal dimensions of practice. Through continuous interaction in a variety of learning experiences in schools, social events, and university classrooms, teachers come to know more about their profession and themselves as professionals. We believe that much about the teaching-learning process can best be achieved through actual direct experiences. Discussion, group work, projects, micro-teaching and case studies are an ongoing part of the program. A variation on the old proverb, "I hear and I forget I see and I remember. I do and I understand. I reflect and I am renewed." is considered to be central in much of what students do as they learn to teach.

### **B. Purpose of Field Experience**

We believe in the importance of the relationship between Field Experience and university course work in enabling pre-service teachers to make connections between thinking about and engaging in the practice of teaching. Therefore, we subscribe to an interactive field experience approach in which pre-service teachers spend twenty-two weeks in schools where they further develop their understanding of, and abilities in, all aspects of a teacher's professional responsibilities. Throughout the four semesters, pre-service teachers gradually take more responsibility and ownership for their own professional development.

### **C. Overview of Professional Program Sequence**

This section provides an overview of the developmental professional program sequence which ties university coursework and field experience together. The section below provides a brief description of the required courses in the Bachelor of Education Program. For more details please consult the [St. F. X. University Calendar](#).

### **C. Bachelor of Education Program Structure**

#### **Year 1 – Term 1**

Core Course for All Students

- Sociology

Elementary:

- Principles and Practices
- Language Arts I
- Mathematics I

Secondary:

- Principles and Practices
- Curriculum & Instruction 1<sup>st</sup> Subject Field
- Elective

Field Experience:

- Initiation – 5 weeks (November/December)

French Students:

- During Year 1, elementary students must also enrol in Education 459 and Education 460.
- Secondary students must enrol in Education 459, Education 460, and their second subject field.

Physical Education Students:

- Elementary students must enrol in Education 425A and Education 425B. Secondary students must enrol in Education 425A and Education 425B and their second subject field.

#### **Year 1 – Term 2**

Core Course for All Students

- Inclusive Practices I

Elementary

- Principles and Practices
- Language Arts II
- Mathematics II

Secondary

- Principles and Practices
- Curriculum & Instruction 1<sup>st</sup> Subject Field
- Elective

Field Experience

- Development – 6 weeks (March/April)

#### **Year 2 – Term 1**

Core Course for All Students

- Inclusive Practices II

Elementary:

- Science
- Assessment
- Social Studies

Secondary:

- Curriculum & Instruction 2<sup>nd</sup> Subject Field
- Assessment
- Elective

Field Experience:

- Expansion – 5 weeks (November/December)

#### **Year 2 – Term 2**

Core Course for All Students

- Contemporary Issues

Elementary:

- Elective
- Integrated Curriculum
- Elective

Secondary:

- Curriculum & Instruction 2<sup>nd</sup> Subject Field
- Content Literacy
- Elective

Field Experience:

- Consolidation – 6 weeks (March/April)

French Students:

- During Year 2, students must enrol in Education 428 A & B.

Physical Education Students:

- During Year 2, students must take Education 444 and Education 457.

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### *E. Understanding Our Program*

**Our program has a Small Teacher/Student Ratio** – We believe in building strong interpersonal professional relationships with our students. In addition, we spend a lot of time on campus meeting with students individually, as teaching takes place both within and outside of the classroom.

**We have a High Percentage of Tenure-Track Faculty** – The School of Education consists of dedicated individuals who consider teacher education their full-time job. All have had strong teaching experiences in the K-12 and university settings. We keep current in educational theory and research.

**We believe in maintaining Positive Relationships with schools** – The School of Education participates in many partnerships within and outside of the province, which is one way in which we keep informed with the school system. We strive to maintain and build positive working relationships with teachers through workshops, research and field experience supervision. We also employ part-time instructors and pre-service teacher supervisors who are well-respected teachers in the schools.

**Faculty Involvement in the Field Experience** – Faculty members enjoy visiting pre-service teachers in the school settings. We pride ourselves in our strong tradition of working with pre-service teachers in schools. We see the field experience as a mutual learning experience which helps keep faculty members connected with the particulars of schools and enables us to keep strong relationships with teachers and administrators.

**A Strong Sense of Program** – The School of Education believes that a strong teacher education program is more than a collection of courses. We meet regularly to discuss how our courses and field experience can best provide a strong and integrated learning experience. Our program is rooted in a philosophy that aims to blend pedagogical content knowledge with the concepts of social justice, reflective practice and constructivist theory. We spend much time developing Professional Development days to supplement the in-class experiences and arrange trips and speakers to enhance your learning and employment possibilities.

### *F. Understanding Program Expectations*

The School of Education believes that teaching is much more than a nine-to-five job and that learning the professional responsibilities of a teacher should begin on campus. Strong teachers are individuals who, among other things, are willing to and enjoy going the extra mile for their students and colleagues. Over the years the School of Education has developed a number of expectations and

procedures that help foster a sense of program, professional development, community, and life-long learning. The following outlines a few of these:

#### **Professional Conduct**

Since the Bachelor of Education program leads to Teacher Certification, all students are expected to adhere to the School of Education's policies on professional conduct as outlined in the Bachelor of Education Field Experience Handbook, The StFX Community Code of Ethics, and the Nova Scotia Teachers Union Code of Ethics.

#### **Student Confidentiality**

“A pre-service teacher in a school must regard as confidential and does not divulge other than through professional channels any information of a personal or domestic nature, concerning either pupils or home obtained through the course of his/her professional duties.”

#### **Communication**

It is essential that students keep the StFX email account open and active as it is the primary form of communication between the student and the university.

#### **Attendance**

We consider our program to be five days in duration with four being devoted to scheduled classes and the fifth (Friday) for professional development. While not all Fridays will have scheduled events, it is our expectation that these days be spent on program related activities. Students can meet to work on group projects or work individually on additional readings, working in schools or other activities that enhance their own growth as teachers. Student attendance is mandatory at all scheduled professional development days. The School of Education is not alone in having professional development expectations as these do exist in the teaching profession in general. Full attendance in practicum is essential; except for serious illness and family emergencies permission will not be granted for absence during practicum.

During the second semester (January to March), a Friday or two may be rescheduled to make up for days cancelled due to bad weather/driving conditions. We suggest that students do not book anything on Fridays. The School of Education does recognize that certain events should be worked around. Consequently, we will not hold a professional development day, the Friday before Thanksgiving, so that those wanting to take an opportunity to travel home may do so. Please note that the registration day prior to the start of each year is considered a required Professional Development day/class.

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### G. *Field Experience.*

Please understand that our number one priority is the placement of student teachers in a valuable learning experience in the field(s) that they have chosen. Geography may be considered, but it is not our number one priority. In an attempt to obtain some semblance of financial equity, St. Francis Xavier levies a \$280 field transportation fee to each student to support students who have to travel for student teaching. This stipend does not include students who go back home to teach in their own communities but those who must travel considerable distance from Antigonish to their field placements. For students who carpool with their own vehicles, we provide a mileage stipend. For those who need to travel but don't have transportation, we may provide a rental vehicle but students must provide the gas. Most students should expect to incur transportation costs in addition to the \$280.00 transportation fee. Please note that from our understanding, we are one of two universities across Canada that employs such a practice for our students' conveniences. Most institutions expect all costs and arrangements to and from the field experience to be the responsibility of the students. This year St. Francis Xavier expects to receive approximately \$50,000.00 for student field experience transportation costs and expend in the excess of this amount.

#### **Additional Expenses**

Rather than spend a lot of time collecting small fees for transcripts (sent twice) for the teacher certification application, job fair field trip, socials, and professional development days, each student contributes \$150.00 at the start of each year to cover these costs. In addition, part of this fund pays for part-time staff so that the resource centre can stay open for extended hours for your convenience. Photocopying costs are escalating, not only with the cost of materials and equipment rental, but also with the cost of obtaining a copyright. Many instructors believe that a range of materials is a better approach than a single textbook and others distribute additional material based upon class discussions and student needs and interests. Students are expected to obtain these materials as part of their course requirement and pay for them through a course photocopying fee as determined by the instructor. Some materials are made available on Moodle.

#### **Criminal Record Vulnerable Sector Check and Child Abuse Registry Check & Updates**

Students must submit Criminal Records Checks and Child Abuse Registry Checks to the StFX B.Ed. Coordinator and the participating School Board for EDUC 471;472;481;482 (Field Practicum). While enrolled in the B.Ed. program students are responsible to inform the Chair of the Department of Teacher Education of any changes that occur to the Criminal Records Check or the Child Abuse Registry Changes in Checks submitted as part of the Admissions requirements; changes in this status could result in denial of practicum and/or denial of teaching license.

### **Field Readiness and Field Issues**

The pre-conditions for field placement are:

- a) **Satisfactory course attendance** – as per class attendance and Withdrawal Policy in the University Calendar. Any course absence must be reported to the instructor as outlined in the syllabus. The instructor will report any unexcused absences to the Dean of Education.
- b) **Completed coursework** – all course work must be satisfactorily completed before a student will be permitted to enter Field Placement
- c) **Professional and pedagogical readiness** – professional readiness as described in the Nova Scotia Teachers' Union Code of Ethics (Appendix D); and pedagogical readiness as indicated by successful completion of all course work and full participation in and punctuality for all B.Ed. classes, and scheduled PD opportunities.
- d) **Field Readiness Protocol** – Concerns regarding pre-placement or Field issues will be directed to the Field Coordinator who in consultation with B.Ed. Discipline Committee comprised of the B.Ed. Chair, the B.Ed. Field Coordinator, and two elected Faculty members will rule on Field readiness or Field conduct. The B.Ed. Discipline Committee is a standing committee, which may invite the Faculty Advisor to assist in decisions regarding Field conduct. This ruling may delay or postpone Field placement or may result in removal from and failure in the Field. Failure in Field Experience will result in suspension as per Faculty of Education Regulations (Section 6.4) in the StFX University Calendar . A suspension or ruling of the Field Committee may be appealed to the Dean of Education and will be heard by the Committee on Studies for Professional Faculties. Decisions regarding professional conduct are based professional standards as outlined in this handbook, the StFX Community Code, and the NSTU Code of Ethics as per Professional Conduct (Section 6.5) the St. F.X University Calendar.
- e) **Request for Leave** – A student may request a leave of absence from the B.Ed. program for personal or medical reasons. This request for a leave of absence from the program must be made in writing to the Chair of the B.Ed. program and must specify the reason for the request and the duration of the requested leave. A return to the program does not guarantee course sequence or requested field placement.

### **H. *Field Placement Principles***

1. During field experience placements, pre-service teachers will gain professional knowledge that prepares them to become beginning teachers.
2. Pre-service teachers will become aware of and develop professional knowledge, skills and attitudes that will enable them to be part of learning communities in classrooms, in schools with other teachers and administrators and in the wider professional community.
3. Pre-service teachers are expected to develop knowledge, skills, and attitudes that enable them to assess their own

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teaching, to identify professional growth targets, and to identify ways in which they can continue to develop their professional knowledge and skills.

4. Pre-service teachers gradually increase their teaching responsibilities and pedagogical expertise over time based on the belief that learning to teach is a developmental process.
5. Extended blocks of field experience allow opportunities for developing sophisticated units of work and meaningful relationships with students.
6. Pre-service teachers need opportunities to learn to teach in at least two different school contexts, and in at least two different grade level divisions within their particular program route.
7. Pre-service will teachers gradually take more responsibility for their own professional development.
8. In order to facilitate comprehensive professional development opportunities pre-service teachers will be placed in small groups in schools whenever possible.

### I. Placement Priorities

Normally students with the following needs will receive priority for local placements when available:

1. Students with children (in day care or school) for whom the student is the sole/primary caregiver and who show reason that their placement outside of the town would jeopardize their ability to fulfill their role as a parent.
2. Year II students who were placed in a location outside of Antigonish but who have good reason to be placed locally in their second year.
3. Students who are playing a varsity sport that requires practices and or games at times that make it impossible to attend if they were to commute to placements.
4. Students required to travel two consecutive years for practicum may apply for financial compensation to help defer travel costs. Application is to be directed to the Field Coordinator.

### J. Field Transportation Policy

Field transportation is a shared responsibility between the University and Bachelor of Education Students. All pre-service teachers may be responsible for transportation to field experience placements. We endeavour to ensure that all students through field placement fees share costs associated with transportation equitably. Students who will be living in Antigonish and teaching in the Antigonish/Port Hawkesbury/Pictou county areas, primarily in Monastery, St. Andrews, Maryvale, Sherbrooke, Guysborough, Port Hawkesbury and Pictou County, including Trenton, New Glasgow, Stellarton, have two options: **For students transporting other students using their own vehicle, the University will pay 21 cents per kilometre and pay the insurance**

**differential between the student's liability coverage and 2 million dollars coverage. For this option you are expected to transport 1-4 other students. Student cars must be reliable for safe transportation. Travel claims must be made on the student travel claim form that is available from the office of the Field Coordinator.**

The University will pay for a rental car, the insurance and HST. Students traveling in each car equally share gas expenses. For all other students the University will pay 10 cents per kilometre for distances over 50 kilometres return, if alone, and 21 cents per kilometre if one or more passengers, when the student is driving his/her own vehicle. Students must receive pre-approval if they are transporting other students. If students travelling for practicum deem travel conditions dangerous or unfit for travel, they may delay arrival time or cancel the entire day. In such instances they are to inform the Field Coordinator, Faculty Advisor, school administration, and the associate teacher; if the entire day is cancelled they will arrange a make up day.

### K. Car Rentals Guidelines

Designated drivers are to be selected by each student group. Drivers must be 21 years of age, have a valid driver's license and be comfortable driving a full-size car. (*Designated drivers from each group must give photocopy of driver's license to rental agency before they can drive the vehicle.*)

- Designated drivers will pick up the vehicles at Enterprise Car Rental, 125 B Main Street, Antigonish B2G 2B6. You will need your driver's license for this. *Please allow for at least 15 minutes the first day for the processing of forms.*
- Ensure the gas tank is full when you pick up the vehicle. It is the rental agency's responsibility. Also ensure you do a visual check of the vehicle with the rental agent and note any scratches or other damage. Arrange meeting time and place with your group.
- If there is a problem due to weather, notify your associate teacher, faculty advisor and principal (as per Section VI-E) If there are car problems notify Enterprise Car Rental 867-1013.
- You need to return the car by 5:30 P.M. on the designated drop-off day. If for unforeseen reasons you will be returning the car later than 6 pm notify the Rental Agent 867-1013 before 6 P.M. (you will then need to return the car and leave the key in the night drop off box. *Fill car with gas before returning it to the rental agency.*)
- The rental agreement covers insurance for the use of the vehicle for Field Experience purposes only. The vehicle is to be used for traveling to and from the Field Experience site. **Pre-service teachers are not to use the car for personal use. Insurance coverage is for Field Experience responsibilities.**



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## Pre-Service Teacher Outcomes

The StFX Bachelor of Education Program will enable Pre-Service Teachers to acquire:

- A repertoire of practices, teaching strategies, and methods (that include technology integration both as assistive and exploratory), and assessment strategies to include all students
- The ability to plan learning units and modify them to take all students' needs and abilities into account in order to create safe and equitable learning environments
- the ability to use research and theory to address issues/problems during practice
- the ability to collaborate with associate teacher(s) and other school and/or universities advisors and administrator(s)
- A reflective approach about the practicum, to improve competencies as beginning teachers, identify themselves as lifelong learners with a growth mindset, and manage their own well-being
- The ability to consider, adapt, and respond to unexpected situations
- The ability to include and support students with special needs and to participate fully in the program planning and implementation process

## M. Field Professional Growth Sequence

<b>Year One</b>
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### Term 1: Initiation to Teaching November – December

#### Placement:

Elementary pre-service teachers normally complete an early elementary placement in one year and an upper elementary placement in the other year. Secondary pre-service teachers are placed in their first subject field in either grade 7-9 or 9-12.

#### Purpose:

The first field experience is to assist pre-service teachers to become familiar with classrooms and the professional roles of teachers. It is also designed to create the opportunity for developing teachers to get to know the lives and educational needs of students.

#### Intended Professional Growth:

Through orientation, observation, and practice in classrooms pre-service teachers will continue their study of school and classroom policies, structures, and procedures, provincial curriculum guides, teaching materials, strategies and techniques, extra-curricular activities, and actual teaching. It is also a time where 1<sup>st</sup> year Bachelor of Education students should:

- become familiar with how classroom, schools and communities are organized and managed

- become familiar with the learning needs of a particular group of students
- after the first week of orientation to the field experience, plan and deliver one detailed learning experience for students on each day of the field experience
- explore the needs of under-achieving students
- participate in duties of attendance taking, staff meetings, recess/noon hour supervision, communication with parents and extracurricular activities under the supervision of associate teachers

#### Professional Growth Assessment:

- pre-service teachers will be expected to set professional growth targets, to keep a plan book, and to engage in daily reflections that lead to continued professional development
- faculty advisors will make at least two classroom visits and will provide written feedback
- associate teachers are encouraged to give regular feedback to pre-service teachers
- the pre-service teacher, associate teacher, and faculty advisor will meet to discuss the progress of the pre-service teacher

## Term 2: Development March/April

#### Placement:

Continuation of the fall placement in the same school and with the same associate teacher

#### Purpose:

Pre-service teachers will further develop their understanding based on the fall placement by deepening their familiarity with inclusive practices and subject area expertise.

#### Intended Professional Growth:

- further develop their role in classroom organization and management
- deepen their relationship with students to meet their individual and social needs
- plan and teach at least two learning experiences daily
- design and teach a unit of study over the course of the field experience
- gradually assume 50% of the teaching assignment
- develop and maintain professional responsibility for an increasing number of the associate teacher's varied administrative, supervisory and extra-curricular duties

#### Professional Growth Assessment:

- pre-service teachers will be expected to set professional growth targets, to keep a plan book, and to engage in daily reflections that lead to continued professional development

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- faculty advisors will make at least two classroom visits and will provide written feedback
- associate teachers are encouraged to give regular feedback to pre-service teachers
- the pre-service teacher, associate teacher, and faculty advisor will meet together to discuss the progress of the pre-service teacher.

## Year Two

### Term 1: Expansion of Teaching Responsibilities November – December

#### Placement:

Elementary pre-service teachers are placed in their alternative grade range of either grade P-3 or 4-6. Secondary pre-service teachers are placed in their second subject field (in either grade 7-9 or 9-12) with some work in first subject field.

#### Purpose:

Pre-service teachers will become familiar with another school context and expand their teaching knowledge to include another grade level and new subject responsibility.

#### Intended Professional Growth:

- expand understanding of classroom management to another grade level and subject area
- expand teaching to meet whole-group, small-group, and individual needs
- develop an understanding the individual needs of particular learners through a variety of instructional and assessment strategies
- work towards 75% teaching time while carrying out other professional responsibilities
- prepare and teach at least two learning experiences daily
- design and teach a unit of study over the course of the field experience.

#### Professional Growth Assessment:

- pre-service teachers will be expected to set professional growth targets, to keep a plan book, and to engage in daily reflections that lead to continued professional development
- faculty advisors will make at least two classroom visits and will provide written feedback
- associate teachers are encouraged to give regular feedback to pre-service teachers
- the pre-service teacher, associate teacher, and faculty advisor will meet together to discuss the progress of the pre-service teacher

### Term 2: Consolidation March – April

#### Placement:

Pre-service teachers will normally return to their fall placement

#### Purpose:

Pre-service teachers returning to their fall placement are expected to further develop and consolidate their expertise and professional knowledge.

#### Intended Professional Growth:

- continue to develop classroom management strategies which are appropriate for the intended learning outcomes and be able to choose strategies which meet whole group, small group, and individual needs
- become more familiar with how to assess and meet the learning needs of a particular group of students and the individual needs of particular learners through a variety of instructional strategies
- prepare and teach at least two daily detailed lessons plan of which at least one is part of a longer unit, increasing the classroom engagement until 100% teaching responsibility is assumed
- have the opportunity to design and teach a unit
- assume 100% teaching responsibility and maintain this for at least a two-week continuous period
- carry out other professional duties
- continue to learn through observation of and discussion with others be able to identify personal professional learning needs

#### Professional Growth Assessment:

- pre-service teachers will be expected to set professional growth targets, to keep a plan book, and to engage in daily reflections that lead to continued professional development
- faculty advisors will make at least two classroom visits and will provide written feedback
- associate teachers are encouraged to give regular feedback to pre-service teachers
- the pre-service teacher, associate teacher, and faculty advisor will meet together to discuss the progress of the pre-service teacher

***Pre-service teachers are expected to transfer program learnings into practice at each stage of practicum.***

#### Individualized Placement

Depending on the professional development needs identified by pre-service teachers, in consultation with their faculty advisor, pre-service teachers may request an individualized placement during this final field experience period. The intent of this placement is to provide an opportunity for pre-service teachers to gain experience which is not available through the usual placements and which will round out their professional preparation. These are exceptional placements and require the approval of the Field Experience Committee. (See Section IV-J and Appendix F in this handbook.)

#### ***N. Year II Individualized Placement Option***

Pre-service teachers **normally** stay in the same placement for fall and spring each year. Second year pre-service teachers, *with the approval of their faculty advisor*, may apply to have an individualized placement which would

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be in a different educational setting. Applications for specialized placements should be focused on promoting personal professional growth targets. Please refer to Appendix F for a sample of the application form.

1. Interested second year pre-service teachers must discuss their intention with their faculty advisor during the fall field experience.
2. If tentative approval is given by the faculty advisor, the pre-service teacher must inform his/her associate teacher and principal that they are requesting an individualized placement and may not be returning.
3. A formal proposal must be developed, signed by the faculty advisor, and submitted to the Coordinator of Field Experience, with the admission fee, by **December 15**. This proposal shall include the name of the contact person, the rationale and objectives of the proposed experience and any other pertinent information that can assist the Field Experience Committee in assessing the request. Decisions will be based on availability of faculty advisors, the degree to which the proposed plan is consistent with the pre-service teacher's professional growth plans and cost.
4. Students will be responsible to pay for any additional costs incurred due to the alternative placement. The Field Experience Coordinator will calculate the expected additional costs in advance of the start of the alternative field experience. The student must pay this cost before the alternate field experience placement begins.
5. The Coordinator of Field Experience will review the proposal with the Field Experience Standing Committee and, if deemed feasible, will make an official request to the administration of the proposed institution.
6. The Coordinator of Field Experience will inform the pre-service teacher, faculty advisor, associate administrator and associate teacher if an individualized placement has been confirmed.
7. It is understood that pre-service teachers will continue in their original placements if the individualized placement requested is not confirmed.

### ***O. Year II International Placement Option***

Year Two pre-service teachers may apply for an international placement for the final practicum. These international practicum opportunities are pre-arranged; the procedure followed is similar to the procedure for the individualized placements. Pre-service teachers will be notified of host country near the end of the first academic year and applications will be received at that time.

## **V. THE PROFESSIONAL DEVELOPMENT PROCESS**

This section suggests ways for pre-service and in-service teachers to work together on continuing professional development.

### ***A. Selecting Professional Growth Targets***

A target (goal/focus) is any aspect of teaching identified for improvement through practice. A target may be very specific (e.g., using proximity effectively to monitor student learning) or more global (e.g., strategies for learning more about students' individual needs). One way for pre-service teachers to identify professional growth targets is to reflect upon previous teaching performance and to assess pupil learning. After reflecting and analyzing, pre-service teachers (sometimes with the help of their associate teacher or faculty advisor) identify an area for improvement. Pre-service teachers will set their own professional growth targets for each lesson. A list of professional characteristics that effective teachers continually strive to achieve is included in Appendix B. These provide a basis for selecting professional growth targets and the basis of professional growth assessment.

### ***B. The Professional Development Process***

The Professional Development Process (PDP) encourages pre-service teachers to be actively engaged in developing their professional knowledge. Therefore, responsibility and ownership for the PDP gradually and continually will shift to the pre-service teacher. The phases of the PDP are planning, pre-conferencing, observation, and post-conferencing.

1. Planning- This should begin as a collaborative effort of the pre-service teacher and the associate teacher/or faculty advisor and move to independent planning by the pre-service teacher. Targets for the improvement of teaching are chosen collaboratively, and as pre-service teachers become more aware of their own professional needs, they begin to choose targets themselves.
2. Pre-Conferencing- All lessons in which observations and feedback are sought should begin with a pre-conference to identify intended pupil-learning, professional growth targets, and a written synopsis of the expected activity/strategy.
3. Observation- Associate teachers and/or faculty advisors observe the lesson and collect information based on pupil learning, selected professional growth targets, and general impressions.
4. Post-Conferencing- After the observation, the associate teacher/ faculty advisor and pre-service teacher actively engage in examining their

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observations and determining the degree to which pupil learning, professional growth targets, and general lesson goals were met. This cycle leads into planning for future lessons.

### ***C. Keeping an Account of Professional Development: Plan Books***

Pre-service teachers are expected to keep an account of their ongoing professional development a Plan Book. This Plan Book will be started in the Principles and Practices course and will be used throughout the program. This Plan Book provides a place for the collection of artefacts from, and reflection on, field experiences and professional development. The Plan book also provides a visible presentation of a pre-service teacher's professional development. Please share your handbook with your associate teacher. A suggested format follows:

#### **Contents:**

##### **1. Personal & Professional Information**

- a. academic information
- b. record of student teaching experiences during field placements
- c. copies of evaluations from field placement, plus any additional information, letters, etc. from associate teachers
- d. philosophy statements and handbooks from your field placement school
- e. rules, policies and procedures from field placement school
- f. information about specific students and their needs
- g. information about special classes or services available

##### **2. Planning**

- a. your teaching timetables
- b. lesson plans and critical analysis on them
- c. unit plans and critical analysis on them
- d. new ideas, techniques, strategies and resources to assist in planning
- e. a section for the collection of interesting and relevant articles and anecdotes about classrooms, children, and teaching
- f. a collection of teaching ideas and resources

##### **3. Reflection**

- a. a section for critical analysis on your own teaching
- b. space for reflection of experiences related to teaching

Your Plan Book is not only a learning aid and a support for your growth as a teacher both for your courses and field placements, but also will be a valuable tool in the future as you apply for teaching positions and as you then begin your teaching career.

You are encouraged to organize this Plan Book in a thoughtful way that will assist you in the collection of the material needed to make it useful to you.

### ***D. Planning for Learning Experiences***

(Please refer to Appendix K for a sample lesson plan)

#### **LESSON PLAN FORMAT**

- 1) **Date:**
- 2) **Name:**
- 3) **Grade:**
- 4) **Topic/Theme:**
- 5) **Lesson Purpose:** What is the overall purpose of the lesson?
- 6) **Student Outcomes:** What knowledge, skills and attitudes do you want students to develop? What curricular outcomes are being met by this lesson? How will you relate these to students' interests and understanding?
- 7) **Prior Knowledge:** What do the students already know about the topic? What skills and attitudes are relevant to the students' topic?
- 8) **Lesson:** How will you introduce the lesson to create interest and to link prior knowledge? What instructional strategies will you use in order to address the Principles of Learning? How will you and your students become more actively involved? How will your plan include all learners and contain adaptations and modifications where required? Your lesson needs to provide a series of steps to demonstrate an appropriate learning sequence.
- 9) **Materials:** What materials do you need to do the lesson? Why are these particular materials important in developing the students' understanding? Do your materials reflect cultural diversity?
- 10) **Closure:** What will you and/or the students do to finish up or link to new learning?
- 11) **Authentic Student Assessment:** What will help show you that the students have met the outcomes you have set? Have you provided adaptations and/or modification?
- 12) **Professional Growth Target:** How will you determine how your lessons went? What can you change for the next time?
- 13) **Reflection on Lesson and Follow Up:**
  - a) Describe the learning event
  - b) Did the students meet the learning outcomes? Why? Why not?
  - c) What are the implications for future lessons?
  - d) What are my new outcomes for the next lesson?
  - e) Have I met my own growth target for this lesson? Why? Why not?
  - f) What am I going to do about it?
  - g) What is my new target and how will I reach it?

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### *E. Assessment of Professional Growth*

Teachers continue to grow professionally throughout their careers. Therefore, we expect pre-service teachers to develop abilities to assess their own professional growth needs during the program through a professional development process of systematic reflection recorded in their Plan Book and in the setting of professional growth targets.

Faculty advisors, in consultation with associate teachers, will carry out formative and summative assessments. Associate Teachers are encouraged to provide frequent written feedback.

The basis of these assessments, which lead to professional certification, will include: 1) Professional Characteristics of Effective Teaching (Appendix B), 2) reflections and professional growth targets, and 3) individual and contextual considerations.

### *F. Assessment Procedures*

1. Each pre-service teacher is assigned a faculty advisor who will also act as a mentor.
2. Normally, each pre-service teacher is to be supervised a minimum of four times per year. More visits may occur. A pre-service teacher in need of special assistance will receive prescriptive feedback from the faculty advisor.
3. Following each advisory session, the faculty advisor is to meet promptly with the pre-service teacher in order to discuss progress and to provide needed assistance using the Faculty Advisor/Associate Teacher Field Experience Report. (See Appendix E)
4. The faculty advisor will consult with the associate teacher to ascertain the pre-service teacher's performance of duties not assessed through formal supervision. The faculty advisor will also determine the associate teacher's assessment of the pre-service teacher's progress, strengths, and weaknesses based on the characteristics listed in Appendix B. The associate teacher will complete the Faculty Advisor/Associate Teacher Field Experience Report found in Appendix E each term.
5. Pre-service teachers and their associate teachers will receive a completed copy of Faculty Advisor/Associate Teacher Field Experience Report from their faculty advisor after each visit. A Summary of Field Placement Evaluation Form (Appendix L) must be completed each year, at the end of April, by the faculty advisor. Copies will be on file in the pre-service teacher's official record at the School of Education.
6. Faculty advisors will inform the Coordinator of Field Experience and the Department Chair, as soon as possible, of the names of students who are having unusual difficulties and the nature of these difficulties. A procedure, for students who are experiencing difficulties, is described in Section VII-G below.

## **VI. PROFESSIONAL CONDUCT OF PRE-SERVICE TEACHERS**

StFX University seeks to create for the members of its community an atmosphere in which freedom of inquiry and expression and individual responsibility are fostered and encouraged. In order to ensure that such conditions exist, the School of Education has adopted guidelines for the members of its community. These basic statements are founded on the assumption that each member of the University community contributes actively to an atmosphere conducive to learning and is responsible for his/her own actions. As a Bachelor of Education student and aspiring teacher each person is expected to adhere to the School of Education guidelines as outlined in the Bachelor of Education Handbook, the University Community Code of Conduct, and the NSTU Code of Ethics. The expectations stated above apply to behaviour within and outside the program.

In addition to being members of the academic community, each student belongs to the local community and society as a whole and, as such, are subject to all local, provincial, and federal laws inclusive of University regulations. All members of this educational community are expected to comply with the laws established by society and must assume responsibility for their actions. In the event of unprofessional conduct by a Bachelor of Education student, a faculty advisor or faculty member is required to notify the B.Ed. Chair. The Chair may convene a meeting of the Administrative Steering Committee, which will act in an advisory role in examining the circumstances of the reported incidents(s). The Chair may impose penalties including probation and/or a letter of warning or suspension from the B.Ed. program. In cases of extreme violation of professional conduct (unprofessional or immoral conduct), the Chair will recommend to the Committee on Studies dismissal of the pre-service teacher.

### *A. Procedures for Participation in the Bachelor of Education Program*

"To qualify for the Bachelor of Education degree an average of at least 65 is required in all courses taken in the program. The pass mark in each course is 60. Given the compressed period of the Bachelor of Education program, student performance will be reviewed at the end of each term. In order to progress to the next term, a student is required each term to pass:

- i) three of the four academic courses, and
- ii) the Field Experience (two satisfactory reports) .

A student who fails to meet either of these requirements will be suspended. The procedure to appeal an academic penalty is given in the Academic Calendar, section 3.12.

A student who is suspended from the Bachelor of Education program may reapply to the registrar after a period of one term. Other regulations in Section 3.11 of the Academic Calendar may apply. (StFX University Calendar 2019-20, Section 6.4)

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If a student is unable to complete practicum requirements in the first year then access to B. Ed. classes in the second year may be withheld. Course work must be completed for first term in order for a student to progress to second term. Bachelor of Education students are expected to abide by expectations outlined in the Class Attendance and Withdrawal Policy as per University Calendar 2019-20 (Section 3.7); and further B.Ed. students are expected to comply with the Academic Integrity Policy as outlined in the University Calendar 2019-20 (Section 3.8). Due to the compressed nature of the B. Ed. Program students missing more than two classes in a course places in question their readiness for Field and therefore may be referred to the B.Ed. Discipline Committee. (p.6)

In addition to credit courses, the Bachelor of Education schedule includes workshops that are organized by a joint faculty-student committee. Just as educators must attend all professional development and professional experiences in their school system, so too must pre-service teachers. All scheduled PD sessions are mandatory.

Bachelor of Education students are also expected to abide by the St. F. X. Community Code. Pre-service teachers new to St. F. X. will receive a copy of the Community Code with their Bachelor of Education Handbook. St. F. X. graduates can obtain a copy of the Community Code through the Dean of Students.

A student may request a leave of absence from the B.Ed. program for personal or medical reasons. This leave of absence from the program must be made in writing to the Chair of the B.Ed. program and specify the reasons for the request and the duration of the requested leave. The Chair will determine if a leave of absence is warranted. A return to the program does not guarantee course sequence or requested field placement.

### ***B. Professional Interpersonal Relationships***

The School of Education follows the NSTU Code of Ethics (Appendix D) as the framework for governing professional interpersonal relationships, both at St. F. X. and in the field. Therefore, we expect everyone to follow the procedure outlined in the NSTU Code for dealing with professional conflict. Normally the procedure for dealing with any issue will be as follows:

1. Individuals involved will make every attempt to resolve interpersonal conflicts on their own.
2. If the conflict is with the Faculty Advisor and remains unresolved, an individual experiencing conflict may approach the Field Experience Coordinator and then the Chair of the Bachelor of Education Program to assist in conflict resolution.
3. If the conflict is with the associate teacher or school based personnel and remains unresolved, an individual experiencing conflict may approach the Faculty Advisor, the Field Experience Coordinator

and then the Chair of the Bachelor of Education Program to assist in conflict resolution.

4. In the case of still unresolved conflict the Chair may reassign the pre-service teacher to a new advisor, associate teacher and/or school.

### ***C. In the Field***

Pre-service teachers have entered a professional program and are expected to exhibit, in all ways, behaviour becoming to the profession. This responsibility goes beyond what may be considered to be your legal rights as defined by the Canadian legal system, or the academic regulations of the university. Your behaviour, for example, whether it is class attendance, personal department, or non-academic activities, must be exemplary. You are reminded that standards of conduct acceptable in one community may not be acceptable in another. When you are in the schools, you must comply with all the rules and procedures that apply to full-time teachers.

These include principles found in the Nova Scotia Teachers' Union Code of Ethics (Appendix D) as well as those expected in particular schools. Professional conduct as defined in the NSTU Code of Ethics is a central standard for the assessment of professional competence.

Pre-service teachers should model positive personal, professional, and academic values in the co-operating school. They should observe the same standards of responsibility, rules, and regulations as in-service teachers. The Department of Education expects that pre-service teachers in the Bachelor of Education program at St. Francis Xavier University will contribute to the maintenance of a close working relationship between the University and co-operating schools. The legal responsibility for any class of students lies with the regular or substitute teacher; he/she has the ultimate decision-making power. Pre-service teachers' conduct in the schools directly affects the future co-operation of practising teachers and school administrators.

### ***D. Professional Expectations***

1. Each pre-service teacher is to be on time and keep the same hours required of school personnel. Pre-service teachers are expected to inform themselves of school start and dismissal times. A good practice is to arrive early and to be prepared to stay late. One half hour on each end of the day is a standard minimum.
2. Each pre-service teacher is to conform to the regulations specified for the staff of the school.
3. A pre-service teacher's appearance and dress must be appropriate for the teaching profession. The dress code may vary in schools so always be dressed appropriately for the profession.

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4. Each pre-service teacher is to assist the associate teacher with routine advisory and administrative tasks.
5. Each pre-service teacher is to be well prepared to teach all classes assigned and to critically analyse each lesson taught.
6. Each pre-service teacher is to show initiative, responsibility, and increasing competency in the performance of duties. He/she is to respond positively to feedback from associate teachers, from principals, and from faculty advisors.
7. Each pre-service teacher is to refrain from forming social relationships of a non-professional nature with the pupils in the school.
8. Because students also learn through the example of their teachers, out of school behaviour of pre-service teachers should meet the norms of the school community
9. It is the responsibility of the student to inform the Chair of the Department of Teacher Education of any changes to the Child Abuse Registry Form and/or Criminal Record Check Form which were submitted as part of the admissions requirements. (Note: Failure to comply with/or show evidence of competency in professional conduct may be grounds for professional probation and/or dismissal from the program.)

### *E. Attendance*

- Field Experience is a compressed program during which pre-service teachers are expected to be present each day that school is in session, including days in which students are not present (e.g. professional development days). Absences interfere with the continuity of the teaching experience.
- Normally, absences must be made up and the only acceptable reasons for absences are illness and those recognized as “Days Claimed” in the Nova Scotia Governor in Council Education Act Regulations (2003), Section 11. (Immediate family of a teacher for purposes of this regulation shall include spouse, parent, child, sibling, grandparent, and son-in-law, daughter-in-law, brother-in-law or sister-in-law.)
- At the beginning of the academic year all varsity athletes must discuss their team schedule with the Chair and the Field Coordinator of the B.Ed. program. Members of varsity sports teams are to notify Associate Teachers, School Administration, Faculty Advisor(s), the Field Coordinator and the Chair of the B.Ed. program of any absences from Field necessitated by team schedules. Athletes who miss more than two days from Field may be required to make up this teaching time.

- Year Two students receiving X-rings are permitted to be absent from Field on December 3<sup>rd</sup> in order to participate in X-ring ceremonies. Year Two students receiving X-rings may request one additional day for travelling from the X-ring ceremony. Such requests must be approved by the B.Ed. Chair. This day must be made up by teaching an additional day at the earliest opportunity following the normal term for Field Experience.

- **If pre-service teachers must be absent from school for the any reasons, they are expected to inform (in advance) the school administration, associate teacher, Faculty Advisor and Field Coordinator; and provide lesson plans for the Associate Teacher.**

- **Except for emergencies all medical and dental appointments are to be scheduled outside of practicum time.**

- **A prolonged illness may jeopardize the completion of a student’s progress; only in rare circumstances is a prolonged absence able to be made up in the eleven consecutive weeks in the same placement. In the case of a prolonged absence due to illness, a student must provide a doctor’s note; and after an absence due to a lengthy illness, a student may be required to provide a doctor’s note, to indicate s/he is medically capable of participating in practicum.**

- **If a pre-service teacher is deemed to have unsatisfactory attendance he/she may receive a failure for Field Experience and therefore will be suspended as per Faculty of Education Regulations (Section 6.4) in the StFX University Calendar 2019-20. Attendance issues will be forwarded to the B.Ed. Discipline Committee. (p.6) Field Experience does not conclude until the completion of the last teaching day of the practicum.**

### *F. Professional Conduct*

Students are expected to practice behaviour in accordance with the legal, ethical, moral and professional standards of teachers. Failure to do so may result in probation, suspension, or dismissal from the program. Guidelines of appropriate behaviour are described in the StFX University Field Experience Handbook, StFX University Community Code, and the Nova Scotia Teachers Union Code of Ethics. Penalties are described in this handbook and in more detail in Section 3.11 and 3.12 of the StFX University Academic Calendar 2019-20. In general, the following guidelines apply:

- Gross misconduct manifested by unwillingness or failure on the part of the pre-service teacher to perform duties deemed appropriate for the teaching profession and for those prescribed by the faculty advisor may lead to the imposition of immediate probation. When such serious incidents occur, the faculty advisor is required to bring them to the immediate attention of the Bachelor of Education Chair. The Bachelor of Education Chair will then inform the pre-service teacher orally and in writing that he or she has been placed on probation. If

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immediate improvement is not apparent or if the misconduct is of a sufficiently severe nature, the Bachelor of Education Chair may recommend dismissal of this student to the Committee on Studies. The Bachelor of Education Chair will report this decision to the student verbally and in writing.

- In keeping with the principles of the NSTU Code of Ethics (Appendix D) and general expectations of moral character as expected by the Nova Scotia Department of Education and Early Childhood Development for teaching certification, personal misconduct outside of the field experience situation (e.g., an infraction of the law, substance abuse, criminal charges) may lead to suspension/probation, or dismissal. In cases of extreme violation of the Code of Professional Conduct (Section VI of this Handbook) for pre-service teachers (unprofessional or immoral conduct), the Bachelor of Education Chair will recommend dismissal of the pre-service teacher to the Committee on Studies.

### ***G. Procedures for Dealing with Unsatisfactory Field Experience Performance***

While the majority of pre-service teachers progress successfully, the following procedures may provide assistance for students having trouble in the Field Experience.

- Students who do not show evidence of sufficient aptitude for, competence in, or willingness to perform their professional obligations in the schools and receive an unsatisfactory Faculty Advisor/Associate Teacher Field Experience Report from the Associate Teacher or Faculty Advisor may be in danger of failing the Field Experience. Two unsatisfactory Field Experience reports will normally result in a failure for Field Experience.

A student, who receives two unsatisfactory Faculty Advisor/Associate Teacher Field Experience Reports, may request, before the final grade is recorded, in consultation with the Faculty Advisor and the Chair of the Bachelor of Education program, that there be a review of their field experience performance. This review, at the discretion of the Chair, may entail additional Field Experience classroom visitations by other School of Education faculty members. Should the student record a failure for Field Experience the Faculty of Education Regulations in the StFX University Academic Calendar 2019-20, Section 6.4 will apply and the student will be suspended. The procedure for appealing an academic penalty is outlined in Section 3.12 of the StFX University Academic Calendar 2019-20.

## **VII. WORKING TOGETHER IN THE FIELD**

### ***A. Learning from Each Other: A Shared Responsibility***

Because teaching is a professional practice, it is also a life-long process of learning from and with others in the

educational community, including our students. Therefore, we are all simultaneously teachers and learners.

In this section, we set out some ways in which the roles and responsibilities of those involved in pre-service teacher education might be linked under the headings

Communication, Professional Development Process, and Assessment. We encourage feedback on how this can become a more collaborative process while at the same time remembering that each role has different responsibilities. Open communication among participants is essential for meaningful learning to occur.

### ***B. Role of Pre-service Teachers***

#### Communication

- To present themselves to the Principal upon arrival at the school
- To provide, in advance, a weekly schedule of teaching times to their faculty advisor
- To notify the associate teacher, the school principal, the St. F. X. School of Education office (and their faculty advisor if a visit was expected) in the event of illness or an anticipated absence
- To be a good role model for students concerning
- communication (verbal and non-verbal messages)
- To respect other people (students, teachers, and members of the broader community) and property
- To demonstrate willingness to take tasks beyond those that are required
- To show enthusiasm for teaching and learning
- To adhere to a professional and personal code of conduct (Pre-service teachers should keep in mind that some of the greatest learning by students occurs from the personality traits of teachers. These learnings can be positive or negative.)
- To seek counsel if having difficulty or discovering that she/he does not like teaching
- To keep the StFX email account open and active as it is the primary form of communication between the student and the university.

#### Professional Development Process

- To assist the associate teacher and school administration in carrying out all the normal teaching functions including student supervision outside of classrooms
- To take the same professional approach to school responsibilities required of teachers, including the adherence to the NSTU Code of Ethics (Appendix D)
  - To teach diligently the assigned lessons
  - To prepare detailed lesson plans
- To incorporate strategies learned in method courses (If these strategies deviate greatly from normal practice, pre-service teachers should consult in advance with their associate teachers and faculty advisors.)



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- To set professional growth targets which emerge from daily reflections and to assess the degree to which these targets are achieved
- To determine the customs of the school, e.g. dress code, general deportment, use of staff room, lunch area, roles and activities assumed by individuals and groups
- To engage actively in or to observe as many facets of school life as possible, including extra-curricular activities
- To observe all aspects of school operations, e.g. observe different grade or subject classes, observe specialist teachers, visit the guidance department, visit the library, talk to the principal or vice-principal about administration and visit the central office
- To assume, to a progressively greater extent, all duties of the classroom teacher including hallway and playground supervision
- To participate in professional development activities at the school, district, or provincial level

### Assessment

- To keep Plan Books which include lesson plans, critical reflections about lessons taught, comments about classes and individual students, and records of daily activities
- To be open-minded and to seek and welcome suggestions for the improvement of their teaching and their professional growth
- To use Plan Book reflections and the characteristics listed in Appendix B to assess personal professional growth and develop professional growth targets

### **C. Role of Associate Teachers**

#### Mentorship

- An associate teacher acknowledges that mentoring requires a significant investment of time and energy. This investment is a worthwhile one because he/she will be capable of having a positive life-long influence on the pre-service teacher who is developing both personally and professionally.
- Good mentors will coach pre-service teachers: the provision of quality instructional support is an essential element of the mentorship model which is at the heart of the STFX Professional Development Process (PDP). Mentorship is not a question of having the right answer or the complete solution to all of the problems, but rather one of having suggested answers and solutions to challenges in the classroom.
- The pre-service teacher should be encouraged to set Professional Growth Targets (PGT's), and also on the basis of feedback from associate teachers, identify and co-operatively solve concerns recognized through reflective practice. In sharing these challenges in relation to these PGT's and other observations the

- associate teacher effectively demonstrates an aura of openness to all colleagues.
- Mentors consistently and genuinely affirm the value and the potential of the pre-service teacher as she/he faces the complexities of classroom teaching and they guide them to deepen their use of and comfort with the principles of the Professional Development Process.
- Feedback on the pre-service teacher's performance given in a supportive environment promotes personal and professional growth.
- Feedback provided by the mentor should be descriptive, not evaluative and focused, so that the pre-service teacher can identify strengths and areas needing improvement. Descriptive feedback, an account of what the pre-service teacher says or does and the pupils' reaction to it is most useful at the earliest opportunity after the lesson. It should be specific rather than general and it should be related to some aspect of professional practice. It is directed toward behaviour which the receiver can improve.
- Descriptive feedback helps the pre-service teacher become self-evaluative and an active participant in planning for his/her own professional growth.

### Communication

- Communication is a key element of the helping relationship provided by the mentor. The relationship between the associate teacher and the pre-service teacher will be a collegial one typified by trust, empathy, genuineness, and equality.
- The associate teacher is the key mentor for pre-service teachers. He/she also serves as the main point of communication between the school and the university.

### Professional Development Process

- Enable students to find their unique, productive teaching/learning style
- Be a positive role model
- Help integrate the pre-service teacher into the life of the school
- Help the pre-service teacher feel at ease and secure in new situations
- Ensure that the pre-service teacher becomes familiar with the many non-teaching duties of the classroom teacher
- Provide observation of, and teaching opportunities for, the pre-service teacher
- Increase teaching opportunities gradually but steadily
- Inform pre-service teachers well ahead of what they will be teaching
- Confer with the pre-service teacher about appropriate lesson plans
- Help the pre-service teacher develop appropriate lesson plans
- Make the pre-service teacher comfortable and encourage him or her to implement ideas and strategies learned in on-campus courses

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- Review and discuss the pre-service teacher's lesson plan in advance of implementation
- Provide formative feedback to the student on a regular basis and to help them set appropriate growth targets as part of the PDP.

### Assessment

- Provide frequent oral and written feedback to pre-service teachers as well as two written reports using the Faculty Advisor/Associate Teacher Field Experience Report
- Discuss the pre-service teacher's professional growth with faculty advisors
- Keep school administration informed about the pre-service teacher's progress and performance.
- Notify the St. F. X. Coordinator of Field Experiences or the Chair of the Bachelor of Education Program regarding program concerns
- Faculty Advisors will consult with associate teachers about the assessment of pre-service teachers in each placement.

### **D. Role of the Faculty Advisor**

#### Communication

- Serve a liaison role among schools, associate teachers, and the St. F. X. Department of Education
- Pass on concerns of school personnel to appropriate persons in the St. F. X. School of Education
- Keep in close contact with school administration and inform the administration, associate teachers and pre-service teachers when they plan to visit classrooms
- Serve as an advisor to pre-service teachers
- Discuss student progress with associate teachers and use the information for the establishment of professional growth targets
- Provide the associate teacher and pre-service teacher with a copy of each supervision report

#### Professional Development Process

- Undertake a formative role in the Professional Development Process (PDP) assessments of pre-service teachers
- Supervise pre-service teachers and conduct seminars as needed
- Meet pre-service teachers to provide feedback on their performance and to establish specific targets for improvement
- Ensure that the student is critically assessing his/her own teaching practices and to help the student set appropriate professional targets
- Read students' plan books and respond to questions raised and reflections made
- Make at least two visits to each pre-service teacher during each field experience placement and complete the Faculty Advisor/Associate Teacher Field Experience Report for each visit. (Appendix E)

### Assessment

- Notify the Coordinator of Field Experiences if a pre-service teacher is not performing at a satisfactory level and/or is not showing an acceptable level of professional growth
- Consult with associate teachers about formative and summative professional growth assessment of pre-service teachers
- Provide written formative assessment (Appendix E) to the pre-service and associate teacher for each visit and provide summative assessment at the end of each year
- Encourage the associate teachers to complete two copies of the Faculty Advisor/Associate Teacher Field Experience Report for each student each term

### **E. Role of the Principal**

#### Communication

- Make arrangements for the orientation and introduction of pre-service teachers to staff, to district, and school structures, operating procedures and policies both written and unwritten, to the physical plant, and to inform pre-service teachers of her/his expectations
- Liaise with pre-service teachers to determine their adjustment to the school and to offer encouragement
- Contact the Coordinator of Field Experiences or the Chair of the Bachelor of Education program about any concerns that school personnel have about a pre-service teacher
- Provide feedback about the overall teacher education program to the School of Education.

#### Professional Development Process

- Assign pre-service teachers to grades or classes, and to associate teachers
- Observe pre-service teachers in teaching situations as time permits
- Invite pre-service teachers to participate in any in-service or other professional development activity when possible

### Assessment

- Where appropriate, communicate information that may assist in the overall assessment of pre-service teachers
- Make suggestions about improving the field experience to the Coordinator of Field Experiences or the Chair of the B.Ed. Program.

### **F. Field Experience Standing Committee**

Within the School of Education, there is a Standing Committee on Field Experience made up of the Chair of the Bachelor of Education Program, the Coordinator of Field Experience and two Bachelor of Education faculty members appointed in the fall of each year. The role of the Standing Committee is to review Field Experience policies, procedures and practices and make recommendations to the Bachelor of Education Faculty.

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### VIII. CERTIFICATION

#### A. Nova Scotia Department of Education and Early Childhood Development

In order to apply for teacher certification the following documentation is required from Year II students:

1. Proof of age – a photocopy of driver’s license, birth certificate, baptismal certificate, or passport
2. Permanent mailing address\*
3. Official transcripts of all college and university training completed to date, as well as, a copy of your request that a final transcript of marks be sent to the Registrar of Teacher Certification once the final grades are available. (The School of Education will forward B.Ed. transcripts.)
5. A completed Vulnerable Sector Criminal Records Check
6. Personal Information Form
7. A completed Nova Scotia University Teacher Certification Evaluation Sheet - Elementary or Secondary. The Chair of the B.Ed. program will sign this after the student submits the form.
8. A fee in the form of a certified cheque for \$106.15 payable to the Nova Scotia Minister of Finance

\*These three items are included in the formal application form available from the Nova Scotia Department of Education and Early Childhood Development.

A meeting will be scheduled in the fall by the B.Ed. Program Manager with all second-year students to review the certification process. Any questions regarding certification can be addressed to the Bachelor of Education office. Students who are identified with discrepancies will be notified in writing. Failure to resolve these discrepancies within the negotiated time frame may result in suspension from the program. The cost of transcripts from St. Francis Xavier University is included in the student fee collected in September by the School of Education. Transcripts from other universities and colleges must be requested using the normal procedures for those institutions. **ALL documentation should be sent to the School of Education Administrative Assistant for the Bachelor of Education Program before October 30.** This means that your requests for transcripts from other universities should be made early in the fall term. The Administrative Assistant will get transcripts from StFX for you.

#### B. Nova Scotia Department of Education

Candidates for a teacher’s certificate may be asked to disclose disciplinary action at an educational institution or violations of the law that resulted in penalty. (StFX University Calendar 2019-20, Section 6.6)

Upon completion of the Bachelor of Education program, students are eligible for the Initial Teacher’s Certificate

(ITC) awarded by the Nova Scotia Department of Education.

#### C. Certification in Other Provinces

Each province has its own requirements for Teacher Certification. There is, however, reciprocity among some provinces, and it is required that you receive your Nova Scotia Teaching Certificate before applying elsewhere for licensing.

### IX. CURRICULUM RESOURCE CENTRE

The Curriculum Resource Centre (CRC) is located on the third floor of Xavier Hall, room 319B. The purpose of the Curriculum Resource Centre is to support the Bachelor and Master of Education students as well as local in-service teachers, through accessibility to current resources. The CRC supports the common threads of the School of Education: equity and social justice, professionalism, technology and experience. The Curriculum Resource Centre provides resources relevant to the goals and objectives of the Nova Scotia Department of Education and Early Childhood Development Public School Program, the Nova Scotia Teachers’ Union, and the schools operated under the jurisdiction of Mi’kmaw Kina’matnewey.

The Curriculum Resource Centre houses elementary, middle, and secondary curriculum guides, books and teaching resources. Most items can be borrowed for a period of 14 days. The CRC also has a variety of technology resources such as digital cameras, digital voice recorders, video cameras, CD and DVD players available for loan. The CRC provides services such as book binding, laminating and photocopying. There are also computers and printers available in the Centre for student use.

Aside from the valuable teaching resources that can be found in the CRC, it’s also a great place to gather with friends to work on projects or have lunch.

The Curriculum Support Advisor and several student assistants are available to assist pre-service teachers with preparation of materials for program assignments and field experiences. To contact the Curriculum Resource Centre call 867-2272.

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## X. APPENDIX A CROSS-CULTURAL PRINCIPLES: SCHOOL OF EDUCATION<sup>1</sup>

### Foundational Understandings

- Pre-service teachers should have experiences in an educational or other capacity that supports awareness of the limitations of stereotypical views of First Nations, African Canadian, and other peoples who are culturally and linguistically diverse.
- Pre-service teachers should have an understanding of the concepts of culture, class, race, gender, ability, and ethnicity.
- Pre-service teachers should know the relationships between contemporary and historical Mi'kmaq and African Nova Scotian situations and the broader social context.
- Pre-service teachers should have an understanding of the effects of societal influences such as institutional racism, classism, ethnocentrism, and gender bias upon racially visible and ethno culturally diverse populations.
- Pre-service teachers should understand ways their biography and identity shape their pedagogical orientation towards students from differing racial, gender, class, and ethno cultural positions.

### Content knowledge:

- Pre-service teachers should have some understanding of the historical events and political issues which have influenced Mi'kmaq people since the time of contact with Europeans, including a basic understanding of the Treaties.
- Pre-service teachers should have some understanding of the historical events and political issues which have influenced African Nova Scotians since their forced and chosen arrival in North America.
- Pre-service teachers should have knowledge of First Nations linguistic groups, as well as an understanding of the importance of recognizing different dialects.
- Pre-service teachers should recognize the importance of affirming the value and legitimacy of different dialects that are spoken by diverse cultural populations.
- Pre-service teachers should be aware of the current educational situation in Nova Scotia with regards to the education of Mi'kmaq, African Nova Scotian and other students who are culturally and linguistically diverse. They should understand the goals and policies which the educational partners, government groups and Mi'kmaq and African Nova Scotian organizations have identified as priorities.
- Pre-service teachers should be aware of the importance of using the appropriate language and terminology when

- addressing cultural groups, and be aware of the need to see cultural terminology as an evolving phenomenon.

### Curriculum Issues:

- Pre-service teachers should be aware of the need to teach about Mi'kmaq, African Nova Scotian and other people who are culturally and linguistically diverse in a contemporary context. They should avoid the sole use of historical examples.
- Pre-service teachers should be aware of the need to present information which shows the diversity within minority populations.
- Pre-service teachers should be aware of the need to show the strengths, influences and contributions of historical and contemporary groups of culturally and linguistically diverse students.
- Pre-service teachers should be aware of the need to make their pupils aware of the historical issues which have served to shape current cultural identity in Nova Scotia.

### Classroom Environment:

- Pre-service teachers should understand the value of a culturally friendly classroom, such as the classroom that includes pupils' work samples, multicultural pictures/posters, and uses materials that reflect culturally diverse perspectives on educational content.
- Pre-service teachers should learn to create a classroom environment that fosters an appreciation and understanding of cultural diversity.
- Pre-service teachers should be aware of the need to address racism in their classrooms and in the staff room and be aware of strategies for handling racist incidents in their classrooms.

### Teaching Approaches:

- Pre-service teachers should be familiar with cross-cultural teaching strategies and the cultural protocol that is appropriate for these strategies, such as the talking circle, the invitation of elders, traditional story telling, modeling, and oral history.
- Pre-service teachers should be aware that high quality child-centered strategies and a democratic, anti-racist classroom environment that aims to meet the needs of all pupils are compatible with high quality cross-cultural/multi-cultural teaching.
- Pre-service teachers should be familiar with the issues related to screening materials for gender and racial bias and stereotyping.
- Pre-service teachers should be familiar with teaching materials and content that reflects diversity and are sensitive to cross-cultural perspectives in health, science, social studies, language arts, art education, mathematics, and physical education.
- Pre-service teachers should be sensitive to, and knowledgeable of issues of cultural bias with regards to testing and assessment of pupils.
- Pre-service teachers should be aware of the special needs issues that are of most significance for racially visible and ethno culturally diverse children and children living in poverty and understand the sociological and psychological reasons for these issues.

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These represent ideal outcomes for all students in the department - Adopted by the Department of Education, January 16, 1996. Sources: Battiste, 1986; BLAC, 1994; Calliste, 1996; Finney & Orr, 1995; hooks, 1993; LaRocque, 1991; Liston & Zeichner, 1991; McIntosh, 1990; Ng, 1993; Nieto, 1992; Orr & Finney, 1995; Sleeter, 1993; Sleeter & Grant, 1988; St. F. X. Education Department, 1995; Tabachnik & Zeichner, 1993; Teacher Certification Review Committee, 1994.

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### **XI APPENDIX B – PROFESSIONAL CHARACTERISTICS FOR EFFECTIVE TEACHING**

#### **1. Planning and Preparation**

- a) Finds out what students already know and can do
- b) Plans experiences that foster investigating, questioning, predicting, exploring, collecting, participating, communicating and reflecting
- c) Recognizes, values, and uses the great diversity of experiences and information students bring to school
- d) Creates learning environments and plans experiences that build on the learner's prior knowledge
- e) Ensures that students work in a variety of patterns conducive to learning
- f) Plans opportunities to help students make connections across the curriculum and with the world outside
- g) Develops meaningful assessment strategies which inform instruction
- h) Structures frequent opportunities for students to use various art forms-music, drama, visual arts, dance, movement, and crafts-as a means of exploring, formulating, and expressing ideas.

#### **2. Plan Book**

- a) Includes the required personal information
- b) Contains school descriptive data
- c) Shows evidence of planning e.g. teaching timetable, daily lesson plans, unit plans when required, together with new ideas, techniques, strategies and resources to assist in planning
- d) Contains critical analysis of teaching experiences

#### **3. Creation of Classroom Environment and Atmosphere Conducive to Learning**

- a) Engages learners in experiences that encourage their personal construction of knowledge, for example hands-on, minds-on science, math and social studies; drama; creative movement; artistic representation; writing and talking to learn
- b) Provides learning opportunities that respect and support students, racial, cultural, and social identities
- c) Invites students to apply strategies from across the curriculum to solve problems in real situations
- d) Communicates high expectations for achievement to all students
- e) Encourages risk taking in learning
- f) Values experimentation and treats approximations as signs of growth
- g) Encourages students to acknowledge and articulate their learnings

#### **4. Engagement of All Students in Learning**

- a) Provides learners with experiences that actively involve them and are personally meaningful
- b) Ensures that learners are able to see themselves reflected in the learning materials used in the school

- c) Ensures that students are invited or challenged to build on prior knowledge, integrating new understandings with existing understandings
- d) Helps students to see themselves as members of the community of learners
- e) Engages learners with activities, resources and challenges that are developmentally appropriate to the learner.
- f) Ensures that all learners experience genuine success on a regular basis
- g) Provides frequent opportunities for students to reflect on and describe what they know and can do.
- h) Provides learning experiences and resources that reflect the diversity of the local and global community
- i) Provides learning opportunities that develop self-esteem
- j) Recognizes each learner's preferred ways of constructing meaning and provides opportunities for exploring alternative ways of knowing
- k) Encourages students to reflect on their learning processes and experiences
- l) Helps students use their reflections to understand themselves as learners, make connections with other learnings, and proceed with learning

#### **5. Acceptance of the Professional Responsibilities of a teacher (e.g. self-reflection, professional growth, contributions to school community)**

- a) Reflects on their own learning processes and experiences
- b) Challenges their own beliefs and their practices based on this reflection
- c) Exercises professional integrity and judgement
- d) Builds trust with students, parents and community

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### XII. APPENDIX C – PRINCIPLES OF LEARNING ESSENTIAL GRADUATION COMPETENCIES AND CURRICULUM OUTCOMES

**The primary mandate of the public school system in Nova Scotia is to provide education programs and services for students to enable them to develop their potential and acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and sustainable economy. A comprehensive education must offer a balanced program of studies that includes opportunities to explore the cultural, aesthetic, social, intellectual, physical, vocational, and moral aspects of society. All partners in education must work together to provide a stimulating and supportive environment to assist individuals in reaching their full potential.**

#### Principles of Learning

Learning is a process of actively constructing knowledge.

Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.

Learning is enhanced when it takes place in a social and collaborative environment.

Students need to continue to view learning as an integrated whole.

Learners must see themselves as capable and successful.

Learners have different ways of knowing and representing knowledge.

Reflection is an integral part of learning.

#### Essential Graduation Learnings

are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school. Essential graduation learnings are cross-curricular, and curriculum in all subject areas is focused to enable students to achieve these learnings.

Graduates from Public Schools in Atlantic Canada will be able to demonstrate knowledge, skills, and attitudes in the following essential graduation learnings:

**Aesthetic Expression-** Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

**Citizenship-** Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.

**Communication-** Graduates will be able to use the listening, viewing, speaking, reading and writing modes of

language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

**Personal Development-** Graduates will be able to continue to learn and pursue an active healthy lifestyle.

**Problem Solving-** Graduates will be able to use strategies and processes needed to solve a wide variety of problems including those requiring language, mathematical and scientific concepts.

**Technological Competence-** Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for problem solving.

#### Curriculum Outcomes

are statements articulating what students are expected to know and be able to do in specific subject areas. These outcomes also describe what knowledge, skills, and attitudes students are expected to demonstrate at the end of certain key stages in their education as a result of cumulative learning experiences at each grade level in the primary-graduation continuum.

Through the achievement of curriculum outcomes, students demonstrate essential graduation learnings.

Teachers and administrators are expected to refer to the outcomes framework to design learning environments and experiences that reflect the principles of learning and the needs and interests of students.

Source - [Public Schools Programs 2003-04 Nova Scotia Department of Education](#)

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### XIII. APPENDIX D - NOVA SCOTIA TEACHERS UNION CODE OF ETHICS

#### Teacher and Pupil

- a. The teacher regards as confidential, and does not divulge other than through professional channels any information of a personal or domestic nature, concerning either pupils or home, obtained through the course of his/her professional duties.
- b. The teacher should be just and impartial in all relationships with pupils.
- c. The teacher should assume responsibility for the safety and welfare of his/her pupils, especially under conditions of emergency.
- d. The teacher should avoid giving offence to the religious and political beliefs and moral scruples of his/her pupils and/or their parents
- e. The teacher should be as objective as possible in dealing with controversial matters arising out of the curriculum subjects, whether scientific or political, religious or racial.

#### Teacher and Teacher

- a. The teacher should not make defamatory, disparaging condescending, embarrassing, or offensive comments concerning another teacher.
- b. The teacher shall not make derogatory remarks about the professional competence of another teacher.
- c. The teacher shall not accept the position of another teacher who had been dismissed unjustly.
- d. The teacher shall not accept a position arising out of the unsettled dispute between a teacher, or teachers, and local authorities.
- e. The teacher shall not sexually harass another teacher. Sexual harassment shall mean any unsolicited and unwanted sexual comments, suggestions or physical contact directed to a specific teacher, which that teacher finds objectionable or offensive and which causes the teacher discomfort on the job. The accused teacher must be made aware of the nature of the objection prior to action being taken.

#### Teacher and Internal Administration

- a) The teacher should observe a reasonable and proper loyalty to internal administration of the school.
- b) The teacher responsible for internal administration should be loyal, fair, and just to the members of the staff.
- c) The teacher responsible for internal administration should not of his/her own initiative, make any detrimental report, oral or written, on a teacher's

efficiency without first discussing the matter with the teacher.

#### Teacher and External Administration

- a. The teacher should adhere to a contract until the contract has been terminated by mutual consent, or the contract has otherwise been legally terminated. A verbal agreement is a contract.
- b. The teacher should not accept a salary below that which he/she would receive according to the scale negotiated between the NSTU and the school board.
- c. The teacher should not accept a salary above that which he/she would receive according to the scale negotiated between the NSTU and the school board, without notifying the Local of the NSTU that is concerned.

#### Teacher and Professional Organization

- a. The teacher should be a member of and participate in the Nova Scotia Teachers Union
- b. The teacher who in his/her professional capacity is a member of a committee, board, or authority dealing with matters affecting the educational program of Nova Scotia as a whole should be elected, appointed, or approved by the Nova Scotia Teachers Union.
- c. The teacher, or group of teachers, should not take any individual action in matters that should be dealt with by his/her Local or by the NSTU.
- d) The Local should not take any individual action in matters where the assistance of the NSTU has been sought, or in matters requiring the authorization of the NSTU.

#### Teacher and Profession

- a) The teacher should maintain his/her efficiency by study, by travel or by other means that will keep him/her abreast of the trends in education and the world in which we live.
- b) The teacher should engage in no gainful employment, outside of his/her contract, where the employment affects adversely his/her professional status, or impairs his/her standing with students, associates, and the community.
- c) The teacher should not accept remuneration for tutoring his/her pupils except under unusual circumstances and with the approval of is/her advisor or principal.

#### Teacher and Community

- a) The teacher should so conduct himself/herself in his/her private life that no dishonour may befall him/her or through him/her, his/her profession.

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### XIV. APPENDIX E - FACULTY ADVISOR/ASSOCIATE TEACHER FIELD EXPERIENCE REPORT

#### ST. FRANCIS XAVIER UNIVERSITY SCHOOL OF EDUCATION FACULTY ADVISOR/ASSOCIATE TEACHER FIELD EXPERIENCE REPORT\*

YEAR 1 <input type="checkbox"/>	TERM 1 <input type="checkbox"/>	DATE	TIME	GRADE	SUBJECT
YEAR 2 <input type="checkbox"/>	TERM 2 <input type="checkbox"/>				
PRE-SERVICE TEACHER		ASSOCIATE TEACHER		FACULTY ADVISOR	
SCHOOL			OTHER INFORMATION		

Comments are invited on these components of professional practice demonstrated by the pre-service teacher: (a) Planning and preparation (b) Creation of classroom atmosphere and environment conducive to learning (c) Engagement of all students in learning (d) Attention to professional responsibilities e.g. self-reflection, setting professional growth target and contribution to school community.



Target(s) for further development:

Teacher/Faculty Advisor overall impression of pre-service teacher's professional performance after this observation.

\_\_\_\_\_ Unsatisfactory\*\*    \_\_\_\_\_ Satisfactory

Teacher/Advisor Signature \_\_\_\_\_ \*\*\*Pre-service Teacher Signature \_\_\_\_\_

<p>* This report is not intended to be used as a reference  ** Students with this level of performance on more than one report will normally not receive credit for this course  *** Indicates only that this report was read</p>
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<p>Distribution of copies:  White - Student  Yellow - Associate Teacher  Pink - Faculty Advisor</p>
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**XV. APPENDIX F – INDIVIDUALIZED PLACEMENT APPLICATION**

**Bachelor of Education Individualized Placement Request Form**

Please submit your Individualized Placement Request, including your resume/CV, to Walter Duggan (Admissions and Field Coordinator; Xavier Hall 226) by December 15.

*Please complete the online form.*

**Applicant Information**

<b>Applicant:</b>	<b>StFX ID:</b>	<b>Program/Subject Specialization:</b>
<b>Associate Teacher:</b>	<b>Faculty Advisor:</b>	<b>Subject(s)/Grade(s) Taught:</b>

Please note the following information related to requests for an individualized placement:

- Though individualized placements may be made for unique educational contexts, *teaching must be the primary responsibility* during the field experience.
- Applications are to made on an individual basis (i.e., applications will not be accepted from pairs or groups of students).
- Normally placements are approved within Nova Scotia (or within 300km of St. Francis Xavier University). For example, locations within New Brunswick and Prince Edward Island that are within 300km may be considered.
- Students must complete a Consolidation (i.e., 100% teaching) Field Experience in their third field experience to qualify for an individualized placement.
- The refundable \$50 application fee is meant to defray the costs associated with the individualized placement. If placement costs exceed \$50, individual students will be responsible for paying them. Students will be informed of any additional costs before the placement is confirmed.
- Appeals of the Field Experience Committee’s decision may be made, in writing, to the Dean of Education and the Chair of Teacher Education within seven days of receipt of rejection of an individualized placement request.

**Placement Information**

Description of Placement:
Rationale: (How does this fit with your professional growth targets?)
Specific Experiences You Hope to Gain from this Placement:

**Contact Information**

Name of Institution:	Contact Person’s Name:	Contact Person’s Title:
Address:	Phone:	Email:

**Faculty Advisor Recommendation**

The student teacher taught 100% of the associate teacher’s load during the first term field experience:	Yes	No		
I would support the student teacher’s application for an individualized placement:	Yes	No		
I can continue to supervise the student teacher in this proposed individualized placement:	Yes	No		
I would rate the student teacher’s first term teaching as:	Fair	Good	Very good	Excellent

Faculty Advisor Signature:	Date:
Student Signature:	Date:

## StFX Bachelor of Education Handbook

### XVI. APPENDIX G StFX Bachelor of Education Calendar of Events 2019-2020

<b>FALL 2019</b>	
<b>Wed Sept 4</b>	School of Education Meeting Student Society Executive Meeting
<b>Thurs Sept 5</b>	Year 1 PROFESSIONAL DEVELOPMENT DAY—Crystal Cliffs (9:00-3:30)
<b>Fri Sept 6</b>	Crystal Cliffs Rain Date
<b>Mon Sept 9</b>	Year I Registration & Orientation begins at 8:30 A.M. Year 2 Registration & Orientation begins at 9:00 A.M.
<b>Tue Sept 10</b>	Classes Begin @ 8:15 A.M.
<b>Fri Sept 13</b>	Last day for course changes
<b>Tue Oct 1</b>	Teacher Certification Meeting Year 2 Students
<b>Thurs Oct 3</b>	Practicum Placements Announced
<b>Mon Oct 14</b>	Thanksgiving Day – no classes
<b>Fri Oct 18</b>	Year 1 & 2 PROFESSIONAL DEVELOPMENT DAY
<b>Thurs Oct 24</b>	Fall Pause
<b>Fri Oct 25</b>	Year 1 & 2 PROFESSIONAL DEVELOPMENT DAY NSTU Conference Day
<b>Thurs Oct 31</b>	DEADLINE to submit teacher certification documents (Year 2 students)
<b>Wed Nov 6</b>	Last day of classes
<b>Thurs Nov 7</b>	Building Bridges Transition to Field Experience (Attendance Mandatory)
<b>Mon Nov 11</b>	Remembrance Day - Public School Holiday
<b>Tue Nov 12</b>	Mentorship In-services
<b>Wed Nov 13</b>	Field Experience Begins
<b>Tue Dec 3</b>	X Ring Day
<b>Fri Dec 20</b>	Last Day of Student Teaching before the holiday break Professors to submit term grades by 9:00 A.M.

<b>WINTER 2020</b>	
<b>Mon Jan 13</b>	First Day of classes following holiday break
<b>Fri Jan 17</b>	Last day for course changes
<b>Mon Jan 20</b>	Year 2 NS School Board Open House Year 2 Contract Session 7:00 P.M.– 9:00 P.M. (Attendance Mandatory)
<b>Sat/Sun Jan 25 &amp; 26</b>	National and International Job Fair at MSVU
<b>Mon Jan 27</b>	Job Fair Follow-Up Pause
<b>Fri Jan 31</b>	Faculty Admissions File Review Day
<b>Wed Feb 12</b>	Year 1 Program Evaluation
<b>Thurs Feb 13</b>	Winter Pause
<b>Mon Feb 17</b>	Heritage Day Holiday
<b>Fri Feb 21</b>	Year 1 & 2 PROFESSIONAL DEVELOPMENT DAY
<b>Wed Mar 11</b>	Last day of classes
<b>Thurs Mar 12</b>	Year I Synthesis Day Student Conference (Attendance mandatory) Year II Annual Mock Council 9:00 A.M. – 12:00 P.M. (Attendance mandatory)
<b>Mar 16-20</b>	March Break
<b>Mon Mar 23</b>	First day of Field Experience Proposed Facilitated Teaching-Team Meetings (9:00-12:00 A.M.)
<b>Fri Apr 10</b>	Good Friday Holiday
<b>Mon Apr 13</b>	Easter Monday Holiday (Public Schools) University resumes normal hours of operation
<b>Tue Apr 28</b>	Year 1 & 2 Students - Last day of Field Experience
<b>Sat May 2</b>	Year 2 Students – Encaenia Ceremony 2:30 P.M.
<b>Sun May 3</b>	Spring Convocation

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### XVII. APPENDIX H – FALL SCHEDULE OF CLASSES

Fall 2019	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15 – 10:10	<b>ELEM Lang &amp; Lit II 414.10</b> (Murray-Orr) XH 126 <b>SEC Soc. St. 422A.10</b> (I Robinson) XH 328 <b>ELEM Math 412A.10</b> (Throop-Robinson) XH 228B	<b>SEC Eng. 421A.10</b> (Mittton-Kukner) XH 123 <b>SEC Science 427A.10</b> (MacLeod) XH 124 <b>ELEM Lang &amp; Lit I 411.10</b> (McKee) XH 126 <b>Outdoor Ed 444A.10</b> (Foran) XH 228 B	<b>ELEM Lang &amp; Lit II 414.10</b> <b>SEC Soc. St. 422A.10</b> <b>ELEM Math 412A.10</b>	<b>SEC Eng. 421A.10</b> <b>SEC Science 427A.10</b> <b>ELEM Lang &amp; Lit I 411.10</b> <b>Outdoor Ed 444A.10</b>	<b>Friday BEd Courses</b> 1. Outdoor Ed  <b>PD Days</b> 1. Sept 5 Crystal Cliffs 2. Oct 18 PD Day 3. Oct 25 Prov Conf 4. Nov 7 Building Bridges  Biweekly Student Executive Meetings
10:20-12:15	<b>INCL II 436.11</b> (Ryan) XH 228B <b>INCL II 436.12</b> (Williams) XH 228A <b>INCL II 436.13</b> (Carter) XH 126 <b>FRENCH 459.10</b> (Thomas) XH 328	<b>SOC 433.11</b> (Tompkins) XH 126 <b>SOC 433.12</b> (Mackey) XH 228B <b>SOC 433.13</b> (Connor) XH 228A <b>FRENCH 428A.10</b> (Thomas) XH 328	<b>INCL II 436.11</b> <b>INCL II 436.12</b> <b>INCL II 436.13</b> <b>FRENCH 459.10</b> ELECT Environmental Education 464.10	<b>SOC 433.11</b> <b>SOC 433.12</b> <b>SOC 433.13</b> <b>FRENCH 428A.10</b>	
12:15-1:05	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	
1:05-3:00	<b>SEC P&amp;P 432A.11</b> (Walters) XH 328 <b>SEC P&amp;P 432A.12</b> (Hadley) XH 228A <b>ELEM P&amp;P 439A.10</b> (Graham) XH 126 <b>ELEM PHYS ED 457.10</b> (D Robinson) XH 124 ELECT Guidance 437.10 (Ryan) XH 228B	<b>SEC Assess 438.11</b> (MacDonald) XH 228A <b>SEC Assess 438.12</b> (Hadley) XH 328 <b>ELEM Assess 463.10</b> (Graham) XH 126 <b>SEC PHYS ED 425A.10</b> (Walters) XH 124	<b>SEC P&amp;P 432A.11</b> <b>SEC P&amp;P 432A.12</b> <b>ELEM P&amp;P 439A.10</b> <b>ELEM PHYS ED 457</b> ELECT Guidance 437.10	<b>SEC Assess 438.11</b> <b>MS Assess 438.12</b> <b>ELEM Assess 463.10</b> <b>SEC PHYS ED 425A.10</b>	
3:30-5:25	<b>SEC Math 423.10</b> (Lunney Borden) XH 228B <b>SEC Gaelic 420B.10</b> ELECT Classroom Management 469 (Sean Barker) XH 228B ELECT Environmental Education 464.10 (MacDonald) XH 124	ELECT Learning Disabilities (Oakes) XH 328 <b>SEC Music 426A.10</b> (Chambers) XH 126 <b>SEC Family Studies I 448A.10</b> (MacGillivray) SAJS <b>Faculty Meeting Time</b>	<b>Outdoor Ed 444A.10</b> <b>SEC Gaelic 420B.10</b> <b>SEC Math 423.10</b> ELECT Classroom Management 469 ELECT Environmental Education 464.10	ELECT Learning Disabilities <b>SEC Music 426A.10</b> <b>SEC Family Studies I 448.10</b>	
6:00-7:50					

# StFX Bachelor of Education Handbook

## XVIII APPENDIX I – WINTER SCHEDULE OF CLASSES

Winter 2020	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15 – 10:10	<p><b>SEC Soc. St. 422B.20</b> (I Robinson) XH 328</p> <p><b>ELEM Lang &amp; Lit II 414.20</b> (Murray-Orr) XH 126</p> <p><b>ELEM Math II 412B:22</b> (Lunney Borden) XH 228B</p>	<p><b>SEC Science 427B.20</b> (MacLeod) XH 124</p> <p><b>SEC Eng. 421B.20</b> (Mitton-Kukner) XH 123</p> <p><b>ELEM Math II 412B:21</b> (Carter) XH 228B</p>	<p><b>SEC Soc. St. 422B.20</b> <b>ELEM Lang &amp; Lit II 414.20</b> <b>ELEM Math II 412B:21</b></p>	<p><b>SEC Science 427B.20</b> <b>SEC Eng. 421B.20</b> <b>ELEM Math II 412B:22</b></p>	<p><b>Friday BEd Courses</b></p> <p><b>PD Days</b></p> <p>1. Feb 21 – PD Day</p> <p>2. Mar 12 – Synthesis Day</p>
10:20-12:15	<p><b>SEC P&amp;P 432B.20</b> (Walters) XH 228B</p> <p><b>SEC P&amp;P 432B.20</b> (Hadley) XH 228A</p> <p><b>ELEM P&amp;P 439B.20</b> (Beaton) XH 126</p> <p><b>FRENCH 428B.20</b> (Thomas) XH 328</p>	<p><b>SEC Cont.Lit 440.21</b> (MacLeod) XH 124</p> <p><b>SEC Cont.Lit 440.22</b> (Ferguson) XH 228B</p> <p><b>ELEM Integ. Curr. 415:20</b> (McKee) XH 126</p> <p><b>FRENCH 460.20</b> (Thomas) XH 328</p>	<p><b>SEC P&amp;P 432B.20</b> <b>SEC P&amp;P 432B.20</b> <b>ELEM P&amp;P 439B.20</b> <b>FRENCH 428B.20</b></p>	<p><b>SEC Cont.Lit 440.21</b> <b>SEC Cont.Lit 440.22</b> <b>ELEM Integr. Curr. 415:20</b> <b>FRENCH 460.20</b></p>	<p><b>Presentations (Yr 2)</b></p> <p>1. Jan 20 (Contracts)</p> <p>Biweekly Student Executive Meetings</p>
12:15-1:05	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	
1:05-3:00	<p><b>CIPE 434.21</b> (Young) XH 228B</p> <p><b>CIPE 434.22</b> (Hadley) XH 228A</p> <p><b>CIPE 434.23</b> (Patterson) XH 328</p> <p><b>SEC Phys Ed 425B.20</b> (Walters) XH 126</p>	<p><b>INCL I 435.21</b> (Tompkins) XH 126</p> <p><b>INCL I 435.22</b> (Mackey) XH 228B</p> <p><b>INCL I 435.23</b> (Connor) XH 328</p> <p><b>ELECT Phys Ed/Health for Elementary 418.20</b> (Walters) XH 124</p>	<p><b>CIPE 434.21</b> <b>CIPE 434.22</b> <b>CIPE 434.23</b> <b>SEC Phys Ed 425B.20</b></p>	<p><b>INCL I 435.21</b> <b>INCL I 435.22</b> <b>INCL I 435.23</b> <b>ELECT Phys Ed/Health for Elementary 418.20</b></p>	
3:30- 5:25	<p><b>ELECT Classroom Management 469</b> (Barker) XH 328</p> <p><b>SEC Math 432B.20</b> (Lunney Borden) XH 228B</p> <p><b>SEC Family Studies II 448B.20</b> (Synishin) DrJHG</p>	<p><b>ELECT Learning Disabilities 469</b> (Oakes) XH 328</p> <p><b>ELECT Visual Arts 458.20</b> (Power) XH 124</p> <p><b>ELECT 21<sup>st</sup> Century Teaching &amp; Learning 467</b> (Lumsden) SAJS</p> <p><b>Faculty Meeting Time</b></p>	<p><b>ELECT Classroom Management 469</b> <b>SEC Math 423B.20</b> <b>SEC Family Studies II 448B.20</b></p>	<p><b>ELECT Learning Disabilities 469</b> <b>ELECT Visual Arts 458.20</b> <b>ELECT 21<sup>st</sup> Century Teaching &amp; Learning 467</b></p>	
6:00-7:50					

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## XIX. APPENDIX J – FIELD EXPERIENCE INFORMATION FOR ASSOCIATE TEACHERS AND PRINCIPALS STFX UNIVERSITY TEACHER EDUCATION PROGRAM YEARS 1 & II FIELD EXPERIENCE

YEAR	PLACEMENT	PURPOSE	INTENDED PROFESSIONAL GROWTH	PROFESSIONAL GROWTH ASSESSMENT
Year I Term I 5-6 weeks November-December	<b>ELEMENTARY</b> pre-service teacher's grade range p-3 or 4-6 <b>SECONDARY</b> first teachable subject in a grade 7-9 or 9-12 range	<b>INITIATION AND ORIENTATION</b> through orientation, observation, and practice in a classroom(s) pre-service teachers will be introduced to school and classroom policies, structures and procedures, provincial curriculum guides, teaching materials, strategies and techniques, extra-curricular activities and actual teaching	<b>TEACHING RESPONSIBILITIES</b> -prepare and teach at least one detailed lesson plan daily, about 25% of a teacher's teaching load <b>OTHER PROFESSIONAL RESPONSIBILITIES</b> -become familiar with and try a number of classroom management strategies -become familiar with the learning needs of a particular group of students -continue to learn through observation and discussion with others -participate in school routines, such as attendance taking, meetings, lunch time supervision, etc.	<b>EXPECTATIONS</b> -pre-service teachers will be expected to set professional growth targets, keep a plan book, and write daily reflections that lead to continued professional development -faculty advisors will make at least two classroom visits and provide written feedback -associate teachers are encouraged to provide frequent oral and written feedback; the associate teacher should provide two written reports per term for the faculty advisor -the pre-service teacher, associate teacher, and faculty advisor will meet together at least once to discuss the progress of the pre-service teacher
Year I Term II 5-6 weeks March-April	pre-service teachers will return to the first term placement	<b>DEVELOPMENT</b> pre-service teachers will continue the development begun in Term I	<b>TEACHING RESPONSIBILITIES</b> -prepare and teach at least two detailed lesson plans daily, of which at least one is part of a longer unit, about 50% of a teacher's daily teaching load <b>OTHER RESPONSIBILITIES</b> -continue to develop and use a variety of classroom management strategies which are appropriate for the intended learning outcomes, and age appropriate --become more familiar with how to meet the learning needs of a particular group of students and the individual needs of particular learners -have the opportunity to design and teach a full unit of study -continue to learn through observation and discussion with others	<b>EXPECTATIONS</b> -pre-service teachers will be expected to set professional growth targets, keep a plan book, and write daily reflections that lead to continued professional development -faculty advisors will make at least two classroom visits and provide written feedback -associate teachers are encouraged to provide frequent oral and written feedback; the associate teacher should provide two written reports per term for the faculty advisor -the pre-service teacher, associate teacher, and faculty advisor will meet together at least once to discuss the progress of the pre-service teacher
Year II Term I 5-6 weeks November-December	<b>ELEMENTARY</b> usually an alternate level from first year placement  <b>SECONDARY</b> usually second teachable subject or combination of first and second teachable subject in a grade 7-9 or 9-12 range	<b>EXPANSION OF TEACHING RESPONSIBILITIES</b> pre-service teachers widen their experience and abilities in a different setting from Year I	<b>TEACHING RESPONSIBILITIES</b> -teach about 50%- 75% of an associate teacher's daily teaching load- at least two lesson plans daily <b>OTHER RESPONSIBILITIES</b> -continue to develop and use a variety of classroom management strategies which are age appropriate and appropriate for the intended learning outcomes --become more familiar with how to meet the learning needs of a particular group of students and the individual needs of particular learners through a variety of instructional strategies -have the opportunity to design, teach, and assess a full unit of study -use formative and summative assessment strategies to support and assess progress -continue to learn through observation and discussion with others and carry out professional duties	<b>EXPECTATIONS</b> -pre-service teachers will be expected to set professional growth targets, keep a plan book, and write daily reflections that lead to continued professional development -faculty advisors will make at least two classroom visits and provide written feedback -associate teachers are encouraged to provide frequent oral and written feedback; the associate teacher should provide two written reports per term for the faculty advisor -the pre-service teacher, associate teacher, and faculty advisor will meet together at least once to discuss the progress of the pre-service teacher
Year II Term II 5-6 weeks March-April	normally pre-service teachers will return to the first term placement Alternative Individualized Placements and International Practicum opportunities are also available for pre-service teachers	<b>CONSOLIDATION</b> pre-service teachers returning to their fall placement are expected to further develop their expertise and professional knowledge	<b>TEACHING RESPONSIBILITIES</b> teach up to 100% of a teacher's daily teaching load <b>OTHER RESPONSIBILITIES</b> -continue to develop and use a variety of classroom management strategies which are age appropriate and suitable for the intended learning outcomes, and be able to choose strategies that meet whole group, small group, and individual needs --become more familiar with how to assess and meet the learning needs of a particular group of students and the individual needs of particular learners through a variety of instructional strategies -have the opportunity to design, teach, and assess a full unit of study -use formative and summative assessment strategies to support and assess progress -continue to learn through observation and discussion with others and carry out professional duties	<b>EXPECTATIONS</b> -pre-service teachers will be expected to set professional growth targets, keep a plan book, and write daily reflections that lead to continued professional development -faculty advisors will make at least two classroom visits and provide written feedback -associate teachers are encouraged to provide frequent oral and written feedback; the associate teacher should provide two written reports per term for the faculty advisor -the pre-service teacher, associate teacher, and faculty advisor will meet together at least once to discuss the progress of the pre-service teacher
Alternate Placement/ International Practicum	Depending on the professional development needs of pre-service teachers, in consultation with faculty advisor, a pre-service teacher may request an alternate individualized placement during Year II Term II. Individualized placements provide opportunities for development of a specific area related to the pre-service teacher's professional development goals. Examples include Museums, Early Intervention, Adult Learning, NSCC, IWK hospital, Private Schools, etc. (See section on Placement Procedure in Handbook) Pre-service teachers may apply for an International Practicum Opportunity for Year II Term II.			

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## XX APPENDIX K- LESSON PLANNING FORMAT

### SAMPLE LESSON PLAN FORMAT

**DATE:**

**NAME:**

**GRADE:**

**TOPIC/THEME:**

**A. LESSON PURPOSE:** What is the overall purpose of the lesson?

**B. STUDENT OUTCOMES:** What knowledge, skills and attitudes do you want students to develop? What curricular outcomes will be met by this lesson? How will you relate these to students' interests and understanding?

**C. AUTHENTIC STUDENT ASSESSMENT:** What will help show you that the students have met the outcomes you have set? Have you provided adaptations and/or modification?

**D. PRIOR KNOWLEDGE:** What do the students already know about the topic? What skills and attitudes are relevant to the students' topic?

**E. LESSON:** How will you introduce the lesson to create interest and to link prior knowledge? What instructional strategies will you use in order to address the Principles of Learning? How will you and your students become more actively involved? How will your plan include all learners and contain adaptations and modifications where required?

**F. MATERIALS:** What materials do you need to do the lesson? Why are these particular materials important in developing the students' understanding? Do your materials reflect cultural diversity?

**G. CLOSURE:** What will you and/or the students do to finish up or link to new learning?

**H. PROFESSIONAL GROWTH TARGET:** What is something you want to improve about your teaching that will be evident in today's lesson? What would you like descriptive feedback about from your CT/Faculty Advisor?

#### **REFLECTION ON LESSON AND FOLLOW UP:**

- Describe the learning event
- Did the students meet the learning outcomes? Why? Why not?
- What are the implications for future lessons?
- What are my new outcomes for the next lesson?
- Have I met my own growth target for this lesson? Why? Why not?
- What am I going to do about it?
- What is my new target and how will I reach it?

**PLEASE INVITE YOUR ASSOCIATE TEACHER TO PROVIDE WRITTEN FEEDBACK**

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**XXI. APPENDIX L - SUMMARY OF FIELD EXPERIENCE EVALUATION FORM**

*Faculty of Education - Department of Teacher Education*

**Field Experience Evaluation Summary**

**(subject to change reflecting teaching standards)**

Pre-service Teacher's Name:		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary
Academic Year:	<input type="checkbox"/> Term 1 (5 weeks) <input type="checkbox"/> Term 2 (6 weeks)	Faculty Advisor's Name:	
Associate Teacher's Name:		Grade(s):	Subject(s):
School:		Other Information:	

This report is an evaluation by the faculty advisor in consultation with the associate teacher, based on the expectations for Year I or Year II.

<b>A. Planning and Preparation</b>	<b>Satisfactory</b> <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/>
<b>Daily Planning</b> – Prepares daily lesson plans that incorporate provincial curricular outcomes and address pupils' needs; and logically and sequentially connects lesson plans with previous and future learning.	
<b>Long-term Planning</b> – Creates units of study that incorporate provincial curricular outcomes and address pupils' needs; includes a variety of instructional and assessment strategies, and materials; and logically and sequentially connects lesson ideas, concepts, and outcomes across a number of discrete lessons.	
<b>Assessment</b> – Uses formative and summative assessments, as appropriate, to support instruction on an ongoing basis; and through a variety of assessment practices, develops a comprehensive understanding of pupils' strengths and needs.	
<b>Evaluating and Reporting</b> – Creates and maintains well organized and thorough records of attendance, assignments, grades, and academic and personal characteristics of students (as appropriate); accurately evaluates pupils' progress in relation to outcomes; and provides evaluation information to the associate teacher.	
<b>Accommodations and Modifications</b> – Plans for differentiated instruction to accommodate pupils' diverse learning needs, as appropriate, in consultation with the associate teacher.	
<b>Preparation</b> – Shows evidence of prior engagement with materials and equipment and how they will be used.	
<b>Professional Growth Awareness</b> – Sets appropriate professional targets for lessons based on previous experiences; and reflects upon lesson plans and follow-up.	
<b>Comments:</b>	

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<b>B. Learning Environment</b>	<b>Satisfactory</b> <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/>
<b>Commitment to Teaching</b> – Demonstrates enthusiasm for teaching; and seeks to improve personal teaching practice.	
<b>Equity and Respect</b> – Demonstrates care for and interest in all pupils; sets learning goals for equity and respect (e.g., establish classroom norms, ground rules, or community code); and values the strengths and diversities of all learners (e.g., diverse cultures, learning styles, and multiple intelligences).	
<b>Relationships</b> – Displays empathy; creates an environment that values all participants; and helps pupils understand one another and develop positive relationships.	
<b>Classroom Environment</b> – Constructs a safe and positive classroom environment that provides an appropriate degree of autonomy; and allows for individual and collective (small and large groups) creativity in the generation of products.	
<b>Language</b> – Makes appropriate choices in the use of written and oral language, vocabulary, spelling, and grammar; and models inclusive and respectful language.	
<b>Motivation and Creativity</b> – Maintains an atmosphere that fosters pupils' interest and enthusiasm; demonstrates flexibility and variety in methods; and makes the connection between sound pedagogy and student behaviour.	
<b>Community</b> – Enables maximum on-task engagement in learning through on-going community building.	
<b>Management</b> – Displays fairness and consistency; handles challenges with tact and respect; uses a pro-active approach to classroom management; and establishes and/or maintains appropriate routines.	
<b>Comments:</b>	
<b>C. Engagement in Learning Through Teaching</b>	<b>Satisfactory</b> <input type="checkbox"/> <b>Unsatisfactory</b> <input type="checkbox"/>
<b>Knowledge of Subject Matter</b> – Demonstrates both breadth and depth; uses accurate content knowledge; addresses misconceptions; and has an enthusiasm that demonstrates the richness of the subject.	
<b>Variety of Appropriate Methods</b> – Uses highly engaging activities that support pupils' needs whereby learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information; and demonstrates teacher and learner-centered approaches as appropriate.	
<b>Variety of Materials</b> – Chooses materials that are pedagogically appropriate, accurate, culturally diverse, and appealing; and appropriately uses technologies that enhance learning.	
<b>Pedagogical Content Knowledge</b> – Uses methods and materials that are pedagogically and theoretically appropriate, and consistent with current educational research, for the particular subject(s), concept(s), and context(s).	
<b>Questioning</b> – Uses and encourages questioning that develops learning and promotes higher order thinking, while also striving to include all pupils.	
<b>High Expectations</b> – Demonstrates high expectations for all pupils; enhances pupils' self-concept and identity; and demonstrates a belief that all pupils can be confident and successful learners.	
<b>Strategic Learning Progression</b> – Implements a strategic process (e.g., learning cycle, scaffolding, gradual release of responsibility) whereby learning tasks are manageable, logical, and sequential, allowing time for processing and assimilating of new knowledge, skills, and attitudes.	
<b>Equity and Diversity</b> – Supports an inclusive learning environment that affirms pupils' inherent right to dignity, security, and self-worth; recognizes and respects the diversity of pupils in schools and society through equitable and inclusive practices; and promotes anti-racist cross-cultural understanding and human rights education within the school system.	



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**Communication** – Models accurate, inclusive, articulate, and professional oral, written, visual, and kinesthetic language that is pedagogically appropriate.

**Comments:**

### D. Professional Responsibilities

Satisfactory  Unsatisfactory

**Professionalism** – Shows awareness of and follows school, board, and university policies; demonstrates a high commitment to professional ethics; communicates with pupils, parents/guardians, and colleagues (e.g., associate teacher, faculty advisor, principal, other pre-service teachers) in a timely and professional manner.

**Collegiality** – Displays interpersonal skillfulness in building positive relationships with parents/guardians and colleagues; and communicates with colleagues about difficult issues in ways that keep conversation open and educative.

**Extracurricular** – Participates in experiences beyond the classroom; and shows initiative in supporting the advancement of the total school environment.

**Work Ethic** – Seeks out opportunities to assist individuals and offers, to the extent possible, to be a part of the team of educators at the school; shows awareness of the needs of the larger community; takes initiative in school-related matters within and beyond the classroom; spends appropriate time at school before and after the school day; and is available to pupils to support their learning.

**Reflective Practice** – Strives to improve practice through the use of Professional Growth Targets and other strategies to enhance professional learning; shows consistent evidence of oral, visual, and written reflection; and exhibits a developing teacher identity.

**Comments:**

### Recommendation

Based on the record of achievement demonstrated by this student in the professional practicum, it is recommended that the **pre-service teacher**:

receive full credit for Education 471/472 or 481/482

(satisfactory in all four categories A.B.C.D.)

not receive credit for Education 471/472 or 481/482

(unsatisfactory in at least one of the four categories A.B.C.D.)

receive full credit for Education 471/472 or 481/482 on the following condition(s):

### Sign-Off

*Please print this form and sign and date it by hand. This form incorporates input from the associate teacher(s). Pre-service teachers who do not **demonstrate competency** in the desirable practices outlined in this form will not be successful in Field Experience. A serious deficiency in any one category will mean a lack of success in Field Experience.*

\_\_\_\_\_  
Faculty Advisor Signature

\_\_\_\_\_  
Date

# StFX Bachelor of Education Handbook

## XXII APPENDIX M

### PRE-SERVICE TEACHER EVALUATION OF FACULTY ADVISOR FOR B. ED. FIELD EXPERIENCE

**Directions:** Please comment on your Faculty Advisor’s role in your Field Placement this year, by placing a ‘√’ in the space provided to the right of each statement.

Name of Faculty Advisor \_\_\_\_\_ Date \_\_\_\_\_

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>

<i>Within the interest of public education, my Advisor:</i>	SA	A	N	D	SD
<b>General</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Overall is supportive, helpful, encouraging, and fair					
Meets with my associate teacher when available					
Discusses my progress with my associate teacher					
Shows interest in my relationship with my associate teacher					
Engages in realistic discussion of my demonstrated abilities					
<b>Pre-Conference</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Conducts a pre-conference for my lesson (this could also include emails and phone calls)					
Spends adequate time in pre-conference					
Discusses observation goals for the lesson					
<b>Observation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Observes a complete lesson during visitation					
Gathers evidence during lesson for post-conference					
<b>Post Conference</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Allows sufficient time for post-conference					
Provides feedback on my lesson “as planned and as lived”					
Engages in conversation regarding my professional growth targets					
Provides helpful feedback on maintaining a positive classroom environment (strategies including but not limited to instruction, questioning, timing, assessment, and differentiation)					
Encourages me to reflect on my performance and to assess my growth & development as a teacher					
Reviews my Plan Book including my lesson plans and reflections					

**Comments:**