

Dear Colleague;

On behalf of the faculty in the Department of Education at Mount Saint Vincent University we would like to thank you for your willingness to accept this professional opportunity to work with one of our Bachelor of Education Student Teachers. The practicum course, located in the schools and alternative teaching sites, is a fundamental component of the professional preparation of beginning teachers. We look forward to this collaboration and hope that you find this professional experience rewarding.

Mount Saint Vincent University offers comprehensive Bachelor of Education programs at the elementary and secondary levels. These programs emphasize reflective practice, critical pedagogy and diverse teaching methods, and preparing teachers who recognize and value all individuals. A depth and breadth of curriculum courses, a focus on understanding the diversity of Student Teacher needs and a variety of field experiences are central to our programs. Student Teachers work closely with their peers as they consider teaching practices and issues in education.

Working in the schools with younger learners and experienced teachers provides Student Teachers with the opportunity to learn about educational processes and about themselves as beginning teachers - a process that is complemented by their on-campus studies. The Bachelor of Education program emphasizes the essential connection between research, theory, and practice in education and promotes the understanding of teaching as a reflective practice.

This Practicum Guidebook and all assessment forms are available on line at:
<http://www.msvu.ca/en/home/programsdepartments/education/documentdepot/default.aspx>
under the “Document Depot” section.

If you have any questions or concerns regarding your role in this joint venture please call the Practicum Coordinator.

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General Practicum Guidelines

Successfully Completed On Campus Course Work A Prerequisite to Practicum

The Bachelor of Education program is a 60 credit hour integrated program consisting of professional studies and school-based practicum components supported by studies in pedagogy, curriculum, and educational foundations. Therefore, good standing in all course work is a prerequisite to any practicum experience over the two year B.Ed. program.

If performance in any on-campus course is incomplete or deemed unsatisfactory, a Student Teacher could, depending upon the circumstances:

- a) Experience a delay in starting a practicum placement
- b) Fail to advance to a subsequent placement
or
- c) Be denied a practicum placement, necessitating that she or he be counseled to withdraw, or be dismissed from the program.

Course instructors will make recommendations, as applicable, to the appropriate Program Coordinator with regard to a Student Teacher's readiness to enter a placement, e.g. lack of demonstrated proficiency in skills and concepts undertaken in a course.

The action taken and/or the precise period of the delay in a Student Teacher's entering an initial or subsequent placement will be determined on a case-by-case basis, with consultation among the course instructor(s), the Director of Teacher Education, the Program Coordinator, and the Practicum Coordinator. Similarly, the conditions that must be met for a Student Teacher to re-enter the standard practicum stream will be determined after all relevant factors have been taken into account.

The Practicum Coordinator will inform the School Board or the school as soon as possible if there are changes to be made to any pre-arranged practicum placements as a result of a this prerequisite not being met.

Professional Conduct and Competencies:

- Attend all days of the practicum course at the assigned location. With honest accountability for any absence.
- Undertake thorough and effective planning and preparation for all classroom assignments; maintain appropriate documentation relating to lesson/unit plans, reflection papers, and evaluations.
- Ensure Cooperating Teacher has copies of all required evaluation documents; communicate promptly, as necessary, to obtain extra copies of same from the Practicum Coordinator.
- Employ lesson planning techniques and methodologies encountered in your methods courses, or in formats preferred by your teacher. Teachers expect to see respectable knowledge and skills in this area.
- Employ appropriate classroom management and discipline techniques.

- Utilize appropriate teaching and presentation skills and demonstrate an ability to establish a positive learning environment.
- Maintain written observations and reflections and make use of these to improve upon teaching practices.
- Meet teaching and other expectations as outlined later in this guidebook.
- Establish and maintain professional collegial working relationships with teachers, school administrators, university faculty and University Supervisors, and other educational/school personnel.
- Demonstrate and model adaptability in dealing with diverse Student Teacher needs and abilities, class and cultural backgrounds, and sexual orientation.
- Adhere to established professional procedures while consulting with others about difficulties or matters of contention.
- Show evidence of self-reflection, self-monitoring, growth and learning from program and practicum experiences.
- Strict adherence to the professional code of ethics of the Nova Scotia Teachers Union (included).

The following are **considered to be unacceptable**:

- Any incident relating to alcohol or other substance use leading to the Student Teacher's discredit while in a host school.
- Acts of physical, verbal or sexual harassment directed to any person.
- Any sexual relationship with a student in a host school.
- Any inappropriate public behaviour bringing disrepute to the Student Teacher or to members of the host school, Mount Saint Vincent University or any other cooperating institution.

Nova Scotia Teachers Union Code of Ethics

This Code of Ethics is a guide to teachers in maintaining, at all times, the high traditions of their profession.

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 parents or home, obtained through the course of the teacher's 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 the teacher's pupils, especially under conditions of emergency.
- d) The teacher should avoid giving offence to the religious and political beliefs and moral scruples of the teacher's pupils and/or their parents.
- e) The teacher should be as objective as possible in dealing with the controversial matters arising out of 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 teachers shall not accept a position of another teacher who has been dismissed unjustly, nor accept a position arising out of the unsettled dispute between a teacher or teachers and local authorities.
- d) The teacher shall not sexually harass another teacher. Sexual harassment shall mean any unsolicited and unwanted sexual comments, suggestions, 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 shall 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 her/his own initiative, make any detrimental report, oral or written, on a teacher's efficiency without first discussing the matter with the teacher.

Student Teacher Responsibilities

- Respect and follow the Professional Conduct and Competencies outlined in this document.
- Year 1 develop a “Letter of Introduction” and Year 2 develop a “Professional Growth Plan”.
- Contact the Cooperating Teacher/school administration in advance of the practicum start date.
- Monitor the Mount email account very closely; responding immediately to phone and email communications from the Cooperating Teacher and University Supervisor and Mount personnel.
- Demonstrate a willingness to take on tasks beyond those that are required.
- Participate in and assist with Cooperating Teacher duties, including yard duty, hall monitoring and staff meetings, and to assist with lunch and when possible, after-school clubs, sporting and social events.
- Seek counsel with Cooperating Teacher, University Supervisor and or Practicum/Program Coordinator should any difficulty arise.
- Ensure full attendance at the host school and offer accountability for all absences. If Student Teachers must be absent from school for any reason, they are expected to inform (in advance) the Cooperating Teacher, University Supervisor and (if more than 3 days) the Mount Practicum Coordinator.
- If a Student Teacher is deemed to have unsatisfactory attendance she/he may receive a failure for the Practicum course and therefore will be suspended as per Section 2, Academic Regulations and Information, in the Mount Saint Vincent University Undergraduate Programs Academic Calendar.
- Respect the guidelines for being at the school prior to the start and end of the school day for planning and supporting the Cooperating Teacher.
- Adhere to the school/and board rules and protocols. These include policies related to dress code, school discipline code, confidentiality and policies regarding allergies and the use of scented products.
- Attend, with the Cooperating Teacher, all in-service sessions scheduled during the practicum period except where admission is not open to Student Teachers. If attendance is not possible remain at the school with substitute teacher. Consult with school administration if support is needed in other areas of the school.
- Adhere to the Race Relations, Cross-Cultural Understanding and Human Rights Policy of the school board in which the Student Teacher is working.
- Plan and schedule consultation times with the University Supervisor. Whenever possible, Year 1 visits will be scheduled however; in Year 2 not all visits need to be scheduled unless requested by the school administration or Cooperating Teacher.
- Respond to constructive feedback from all educators in a reflective and positive manner.

- Ensure that Cooperating Teachers' Formative and Summative Assessment reports are submitted to the Practicum Coordinator by stated deadlines to avoid having incomplete practicum files and incomplete grades. Grades will normally not be submitted until all summative assessments have been received.
- When possible, sign, collect and maintain personal copies of all Formative and Summative Evaluation reports (from both Cooperating Teacher and University Supervisor) for future use in scholarship or teaching applications.

Other

Transportation

All Student Teachers **are responsible for transportation to and from the schools** where they are assigned, and for **making any personal and family arrangements** to permit the fulfillment of all practicum expectations, including those related to morning arrivals at school and leaving times in the afternoon.

Substitute teaching while a Student Teacher

In Nova Scotia and in many other provinces, all substitute teachers in the public school system must have a valid teacher's license. Mount Student Teachers cannot act as a substitute teacher in any classroom (including their own) within their practicum schools. They will have full Mount support in declining such offers. Substitute teaching implies that the Cooperating Teacher is away from the school.

Confidentiality

Student Teachers become privy to personal information about their students in the classroom, for example their learning abilities, behaviours, and home life. Often this confidential information is shared by the school so that the Student Teacher can understand the child's context and plan/act/respond accordingly. It is extremely important to observe confidentiality rules at all times (see the Code of Ethics). Similarly, personal aspects of Student Teacher/Cooperating Teacher relationships must be kept strictly confidential.

Calling parents

It is the Mount's position that the calling of parents by Student Teachers should not occur until at least the last block of Year 2, and even then, is advised only for more minor issues and where, preferably, the following conditions prevail:

- The call is made with full approval/advice by the Cooperating Teacher.
- The Cooperating Teacher is present (and if at all possible listening to the conversation on another handset or speaker phone).
- If a parent calls and the call reaches only the Student Teacher, we support her/his asking the parent to allow time for seeking the support and accompaniment of the Cooperating Teacher, or that of other school personnel.
- Detailed records are made on the content of the conversation and this is shared with the co-operating teacher.
- School administration should, in principle, be fully cognizant of and in support of the practice. In brief, while we acknowledge that sound judgment can guide a particular situation, the Mount advocates the use of extreme caution when it comes to Student Teachers managing phone calls with parents.

Suspension from the Practicum and/or Program

Behavior: If, at any time throughout the practicum/program, the Student Teacher's behavior is deemed to be unprofessional, inappropriate, potentially harmful or offensive to individuals within the setting, or disruptive to the functioning of the setting, the Student Teacher could be suspended. Decisions on permitting re-entry would be made on a case-by-case basis and would follow consultations between the Program Coordinator, Director of Teacher Education and, where concerning the practicum, the Practicum Coordinator, Cooperating Teacher, school administrator and University Supervisor.

Unsatisfactory performance: If, at any time throughout the practicum/program, the Student Teacher's level of performance is deemed unacceptable to the point where little growth is evident, the Program Coordinator, together with the Practicum Coordinator, where applicable, shall make recommendations to the Director of Teacher Education who will determine if the Student Teacher should be counseled to withdraw or should be dismissed from the program.

Grading of the Practicum Experience

In Year 1 of the program Student Teachers are assigned a Pass (P), Pass with Reservation (P) or Fail (F) grade for the course EDUC 5490 or EDUC 5390. The Cooperating Teacher's and University Supervisor's assessments, together with evaluations from the Professional Seminar courses form the basis for the awarding of a grade.

Full attendance at all seminar classes and all practicum dates in schools is required. If time is lost, suitable make-up arrangements must be made with seminar professors, the Elementary or Secondary Program Coordinator, and/or the Practicum Coordinator.

In Year 2 of the program, Student Teachers are assigned a Pass (P), or Fail (F) grade for the course EDUC 5492 or EDUC 5393. The Cooperating Teacher's and University Supervisor's assessments form the basis for the awarding of a grade.

The final Capstone Seminar week is connected to the final practicum courses EDUC 5492 & 5393, therefore attendance for the final seminar week after the practicum is required.

A Pass grade is assigned where:

- seminar requirements have been met, AND
- the Student Teacher has, in the school settings, shown an acceptable level of competence as an entry-level teaching professional. The assessment instruments cover a wide range of competencies, including those related to Professionalism, Preparation and Planning, Teaching Practice, and the Learning Environment.

Extensions of Practice are always subject to availability, and continuance within the same practicum setting cannot be guaranteed. Where a new placement becomes necessary, the extension period would naturally be longer to permit time for the Student Teacher to acclimatize to the new setting and establish relationships within the school before progression toward goal completion could be expected. The Student Teacher must be open to the extended practicum experience and may be asked to complete particular requirements or to demonstrate specific competencies before another placement is arranged.

Sample Lesson Plan Format

Date: _____

Grade: _____

Subject: _____

Topic/Theme: _____

Time: _____

Period: _____

Day of Cycle: _____

Absentees today: _____

Lesson Purpose/Objectives: Discuss the connection to Unit plan and reason for the lesson, what knowledge, skills and attitudes do you want the students to develop? What previous experiences have the students had with the topic/theme?

GCO's: General Curriculum Outcomes as indicated in Provincial Curriculum Guides

SCO's: Specific Curriculum Outcomes as indicated in Provincial Curriculum Guides

Lesson: includes an introduction, strategies you will use to address the Principles of Learning, lesson framework (whole group, small group, partner, and independent work), questions to ask, ways to involve students in the process, adaptations you may need to make to accommodate all learners. What assessment strategies will you use? You may want to break down the lesson into timed sections (for example, introduction, class outline, homework check, assignments handed in, introduce new work, activity, conclusion).

Materials: Consider what you will use to support the lesson and what pre-preparation is necessary (handouts, photocopies, AV equipment, etc.). In what way are the materials selected reflective and supportive of the community of learners you are working with?

Closure: What will you do to bring the lesson to a close? How will the learners demonstrate their new learning? Will you assign homework? If so, tell them, write it out, and ask if it is clear.

Learner Assessment: *Student* - How will you know the students met your outcomes?
Teacher – What additions/deletions/learning will you need to consider in further developing **your** teaching practice?

A response to the learning:

Consider:

- What really happened?
- What were the challenges, successes?
- What will be another focus to develop?
- How will I realize this focus? (Ideas/actions)
- Who can I call on for further guidance/support?
- How would I change this lesson plan for another time?

Cooperating Teacher Responsibilities

For the initial observation days in September encourage the Student Teacher to observe your teaching and organizational practice. Provide the Student Teacher with the direction needed in order to prepare and plan for the beginning of the school year.

- Assist the Student Teacher in understanding and becoming a secure and comfortable participant in the school and teaching community; providing a suitable work/storage area within the classroom for the Student Teacher.
- Provide opportunities for the Student Teacher to observe your teaching practice.
- Invite the Student Teacher to assist in teacher duties outside the classroom. This may include yard duty, hall monitoring and staff meetings, and to assist with lunch and when possible, after-school clubs, sporting and social events.
- Plan with the Student Teacher and offer them guidance and direction for growth in their practice.
- Confer with the Student Teacher about preferred/appropriate lesson plan format; review and discuss lesson plans with the Student Teacher before delivery of the lessons.
- Encourage the Student Teacher to discuss and explore ideas and strategies learned in the on-campus courses.
- Contact the University Supervisor for support, advice, or early intervention should any Student Teacher give cause for concern.
- If the Cooperating Teacher must be absent from the building, the principal or a designee shall be the person directly responsible for the classroom for these periods of limited duration. Teacher discretion shall be used to determine the timing and periods for her/him to be absent from the classroom, leaving the Student Teacher to conduct the lesson independently. During the practice teaching block Student Teachers are not permitted to be substitute teachers.
- If a Cooperating Teacher is absent from the school for more than 3 days when a Student Teacher is in the practicum please inform the University Supervisor and/or the Practicum Coordinator as soon as possible.
- Provide oral and written feedback to Student Teachers using Assessments provided.
 - Year 1 submit one Formative and one Summative assessment
 - Year 2 submit one Formative and one Summative assessment
- In Year 2 of the practicum, if the Cooperating Teacher and University Supervisor decide that having the Student Teacher observe and work with other experienced professionals at the school will enhance the Student Teacher's professional growth we would support the recommendation.
- Contact the Mount Practicum Coordinator [(902) 457-6477; Jeanette.Schlatman@msvu.ca] with any feedback or questions about the practicum.

NOTE: Grades for the practicum course will not be submitted until reports from the Cooperating Teacher and University Supervisor have been received. Please save a copy of your original report should there be a request to re fax the document.

University Supervisor Responsibilities

- Represent Mount Saint Vincent University's B.Ed. program, act as a liaison, providing support for the Student Teacher, through observing and assessing student teaching practice.
- Contact the Cooperating Teacher and the principal early in the practicum placement to facilitate the introduction of the Student Teacher into the school environment. Consult with school administration as to appropriate school protocol in relation to time in schools and meetings with Cooperating Teachers and Student Teachers.
- Provide contact information to the Cooperating Teacher and Student Teacher.
- Perform liaison duties with the school administration as necessary, for example, inform the Practicum Coordinator of medium to long-term Cooperating Teacher absences, or changes to Cooperating Teacher assignments.
- Make a minimum of five (5) visits for each Year 1 and Year 2 Student Teacher over the course of the first and second term; accepting that in some cases more than this minimum number will be required, dependent upon the Student Teacher.
- Ensure the Student Teacher is getting appropriate practice teaching experience for the placement block and advocate for such when necessary.
- Assist and support the Student Teacher and the Cooperating Teacher should any perceived impediments to a successful practicum be identified, such as professional, interpersonal or practical matters that are relevant to the classroom and to the mentoring relationship.
- Schedule visits with Year 1 Student Teachers and Cooperating Teachers at mutually agreeable times when the best opportunities for observation, advising and consultation can reasonably be expected to prevail. For Year 2 Student Teachers, not all visits require prior notification unless Cooperating Teacher or administration requests this.
- Discuss with the Student Teacher all expectations of the practicum process (e.g., reflections, lesson plans).
- Provide guidance to the Cooperating Teacher regarding the timelines for submitting the formative report and summative assessment.
- Provide written feedback to the Student Teacher immediately following each visit.
- Submit University Supervisor Assessments to the Faculty of Education and to the Student Teacher at the required dates listed.
- Contact the Practicum Coordinator if there are changes to the placement or if difficulties arise that cannot be fully handled within the Cooperating Teacher, Student Teacher and University Supervisor triad.

NOTE: Grades for the practicum course will not be submitted until reports from the Cooperating Teacher and University Supervisor have been received. Please save a copy of your original report should there be a request to refax the document.

Practicum Dates

Dates for the Year 1 (EDUC 5490 & 5390) and Year 2 (EDUC 5492 & 5393) Practicum Course for the 2011-2012 academic year:

Year 1 (EDUC 5490 & EDUC 5390)

The Year 1 practicum accounts for 1 full unit EDUC 5490 (Elementary) 5390 (Secondary) and includes a full year seminar course on campus.

Term 1 - 2011

One day in schools November 17 and 24 (Elementary)

One day in schools November 16 and 23 (Secondary)

2 week block November 28-December 9 (1/2 day) Student Teachers return to the Mount for an afternoon seminar session

Term 2 - 2012

One day in schools March 29 and April 5 (Elementary)

One day in schools March 28 and April 4 (Secondary)

5 week block April 10-May 11

Year 2 (EDUC 5492 & EDUC 5393)

The Year 2 practicum accounts for 1.5 units EDUC 5492 (Elementary) EDUC 5393 (Secondary). This course is connected to the final **compulsory Capstone Seminar Week** which takes place after the Term 2 practicum course is completed.

Term 1 - 2011

September 1, 2 and 6-9 (for observation and professional inquiry)
and

2 week block December 5-16 (to re-orient and prepare for upcoming long block)

Term 2 - 2012

14 week block January 3-April 13

Final Seminar Week (on-campus) April 16-April 19

Deadlines for submission of assessments to Mount Saint Vincent University

Formative Report

Year 1 - December 9/11

Year 2 - February 8/12

Summative Assessment **Year 1 - May 18/12**

Year 2 - April 19/12

By Post:

Jeanette Schlatman

Faculty of Education, Mount Saint Vincent University

166 Bedford Highway

Halifax, Nova Scotia, B3M 2J6

By Fax: (902) 457-4911

By email attachment: education@msvu.ca

FORMS

Cooperating Teacher Assessments

Year I Formative Report

Year 1 Summative Assessment

Year 2 Formative Report

Year 2 Summative Assessment

University Supervisor Assessment

Year 1 and Year 2

Notification Of Concern Process/Form

Considerations for the Assessment Scale

Please take into account the Student Teacher's place within the B Ed Program, as, naturally, achievement within most of the competency areas can be expected to differ as a function of the Student Teacher's status as a Year 1 or Year 2 Student Teacher.

Overall, the **benchmark** employed is an entry-level teacher who models professionalism and a reflective and inquiring orientation, possessing knowledge and competencies as befitting the role.

S – Satisfactory, P – Progressing well, N – Needs improvement, U – Unsatisfactory

Satisfactory: The Student Teacher's progress toward the goal is consistently of an acceptable quality; openness and attention to ongoing growth and improvement are always evident.

Progressing: The Student Teacher's performance has not yet reached a consistently acceptable level, however, the amount and type of effort made, as well as a commitment and ability to show ongoing growth and improvement can reasonably be expected to result in steady progress.

Needs improvement: Consistent progress is not evident; insufficient effort has been made, and/or abilities/aptitude have not been demonstrated that would lead to successful performance of critical teaching competencies.

Unsatisfactory: Performance is below what may be considered acceptable; Student Teacher cannot or has not demonstrated the effort expected, and/or the demonstrated abilities or aptitude do not suggest that the Student Teacher will be able to perform at a minimally satisfactory level.



Mount Saint Vincent University
COOPERATING TEACHER
YEAR 1 FORMATIVE REPORT
EDUC 5490 & EDUC 5390



Please return to: Mount Saint Vincent University, Faculty of Education, 166 Bedford Highway, Halifax, NS, B3M 2J6 or email education@msvu.ca or fax (902) 457-4911

Student Teacher: _____

Cooperating Teacher: _____

University Supervisor: _____

School: _____

Grade/Subject: _____ **Date of report:** _____ **Days Absent:** _____

S= Satisfactory P= Progressing N= Needs Improvement U= Unsatisfactory
 (see page 13 for assessment considerations)

<u>Professionalism</u>	S	P	N	U
Is punctual, dependable, and respectful				
Models enthusiasm for learning and inquiry				
Displays sincere interest in the pupils, their individuality and their progress				
Has a strong sense of professionalism, including attention to appropriate dress, attitude and conduct; respects confidentiality				
Forms appropriate relationships with students, teachers/staff				
<hr/>				
<u>Preparation and Planning</u>	S	P	N	U
Beginning to demonstrate knowledge of provincial outcomes and learning targets/lesson focus				
Contributes to the planning with classroom teacher and beginning to demonstrate some independence in developing lesson plans				
Organized and prepared for the teaching day				
Clear flow to the lesson				
Beginning to develop good questioning skills				
<hr/>				
<u>Teaching Practice</u>	S	P	N	U
Written work is clear; grammar & spelling accurate				
Communicates clearly and accurately				
Learning to manage behavior, is open to feedback/advice from experienced professionals				
Demonstrates knowledge of the subject area(s)				
Facilitates whole and small group discussions				
Developing confidence				
Seeks/Acts on constructive criticism				

The Learning Environment	S	P	N	U
Actively listens to pupils, colleagues, responds appropriately with respect for gender, cultural, social factors and individual differences				
Creates a respectful learning environment				
Encourages cooperation among students				
Clarifies classroom procedures, sets fair and clear limits; monitors classroom environment				

General Comments:

Assessment to Date

Satisfactory

With Reservation

Unsatisfactory

Submitted by Cooperating Teacher: _____

Student Teacher signature: _____

This is to confirm that I have read and discussed this report.



Mount Saint Vincent University
COOPERATING TEACHER
YEAR 1 SUMMATIVE ASSESSMENT
EDUC 5490 & EDUC 5390



Please return to: Mount Saint Vincent University, Faculty of Education, 166 Bedford Highway, Halifax, NS, B3M 2J6 or email education@msvu.ca or fax (902) 457-4911

Student Teacher: _____
Cooperating Teacher: _____
University Supervisor: _____
School: _____
Grade/Subject: _____ **Date of report:** _____ **Days Absent:** _____

Teaching Context: Setting information particularly relevant to a Student Teacher’s experience.

S= Satisfactory P= Progressing N= Needs Improvement U= Unsatisfactory
 (see page 13 for assessment considerations)

<u>Professionalism</u>	S	P	N	U
Is punctual, dependable, and respectful				
Shows strong, work ethic and initiative				
Displays sincere interest in the students, their individuality and their progress				
Has a strong sense of professionalism, including attention to appropriate dress, attitude and conduct				
Demonstrates respect for confidentiality				
Develops a professional relationship with Cooperating Teacher, University Supervisor and other professional colleagues				
Develops appropriate relationships with students, as the teacher, leader and role model				
Shares in the professional responsibilities as a team member in the school; attends staff meetings and professional development days; assists with activities & routines				
Performs the teacher’s administrative functions competently				

Comments:

<u>Planning & Preparation</u>	S	P	N	U
Demonstrates knowledge of provincial outcomes				
Materials/equipment/resources are well prepared in advance of the lesson(s)				
Creates detailed, sequential lesson plans which identify learning targets/focus and include assessment strategies				
Lesson plans are original and capture student interest with effective opening/beginning, middle and end/closure				
Uses methods and materials that are pedagogically appropriate for the particular subjects(s), concept(s) and context(s)				
Beginning to demonstrates the ability to adapt lesson plans to address individual abilities and learning styles				
Responds well to last minute changes				
Watches/Monitors the class to check for understanding, anticipates problems and questions and is beginning to develop strategies to address them				
Developing effective questioning skills that promotes higher-order thought; strives to include and involve all students				
Is developing an understanding for the connections between assessment methods, the teaching/planning process and the curriculum				
Developing a means of recording student assessment outcomes; learning to keep accurate records				
<u>Comments:</u>				
<u>Teaching Practice</u>	S	P	N	U
Communicates clearly and accurately				
Written work is clear; grammar & spelling accurate				
Demonstrates a good command of the subject matter being taught				
Demonstrates organization and flow to the lesson(s)				
Uses equipment/technological supports and/or manipulative materials to enhance the lesson(s)				
Uses voice as an effective teaching tool				
Aware of pacing and timing				
Utilizes a variety of instructional strategies to motivate students				
Demonstrates flexibility and resourcefulness				
Demonstrates an interest in the subject area and lesson				
Provides timely and useful feedback to students				
Models reflective practice				
Developing confidence and teaching “presence”				
<u>Comments:</u>				

<u>The Learning Environment</u>	S	P	N	U
Explains classroom procedures, sets fair, appropriate and clear limits				
Monitors the classroom environment, student engagement, and is learning to intervene appropriately				
Actively listens to pupils, colleagues and parents; responds appropriately and with respect for gender, cultural, social factors and individual differences				
Creates a respectful environment conducive to independent learning and inquiry				
Beginning to manage behavioral issues with interest and confidence				
Open to management advice from experienced professionals and actively expands repertoire of classroom/behavior management techniques/strategies				
Copes well with the unexpected				
Offers a welcoming environment and promotes cooperation				
Displays a sense of humour and the relations with students are respectful, kind and fair				
<u>Comments:</u>				

Overall Final Assessment

Satisfactory

With Reservation

Unsatisfactory

Submitted by Cooperating Teacher: _____

Student Teacher signature: _____

This is to confirm that I have read and discussed this report.

Please return to: Mount Saint Vincent University, Faculty of Education, 166 Bedford Highway, Halifax, NS, B3M 2J6 or email education@msvu.ca or fax (902) 457-4911

Student Teacher: _____

Cooperating Teacher: _____

University Supervisor: _____

School: _____

Grade/Subject: _____ **Date of report:** _____ **Days Absent:** _____

S= Satisfactory P= Progressing N= Needs Improvement U= Unsatisfactory
(see page 13 for assessment considerations)

<u>Professionalism</u>	S	P	N	U
Is punctual, dependable, and respectful				
Models enthusiasm for learning and inquiry				
Displays sincere interest in the pupils, their individuality and their progress				
Has a strong sense of professionalism including attention to appropriate dress, attitude and conduct; respects confidentiality				
Forms appropriate relationships with students teachers/staff				
<u>Preparation and Planning</u>	S	P	N	U
Demonstrates knowledge of provincial outcomes; identifies learning targets/focus for lessons				
Contributes to the planning with classroom teacher and demonstrates independence with planning				
Materials are well prepared in advance of the lesson(s)				
Shows interest/ creativity in lesson design				
Demonstrates organization and flow of the lesson with effective beginning/opening, middle, and end/closure				
Adapts for ability and styles of learning				
Aware of the use of assessment in planning and includes assessment strategies in lesson plans				
Developing effective questioning skills				
<u>Teaching Practice</u>	S	P	N	U
Written work is clear, grammar & spelling accurate				
Communicates clearly and accurately				
Learning to manage behavior, is open to feedback/advice from experienced professionals				
Monitors the class to check for understanding, anticipates problems and questions and has strategies to address them				
Demonstrates knowledge of subject area				
Supports and effectively facilitates whole and small group discussions				
Developing confidence and teaching "presence"				
Seeks and acts on constructive criticism				

<u>The Learning Environment</u>	S	P	N	U
Actively listens to students, colleagues; responds with respect for gender, cultural, and social factors and individual differences				
Creates a respectful environment conducive to independent learning and inquiry				
Encourages cooperation among students				
Presents as approachable and non-threatening				
Explains classroom rules, procedures and sets fair, appropriate and clear limits				
Learning to monitor the class/student engagement and to intervene appropriately				

Comments:

Assessment to Date

Satisfactory

With Reservation

Unsatisfactory

Submitted by Cooperating Teacher: _____

Student Teacher signature: _____

This is to confirm that I have read and discussed this report.

Mount Saint Vincent University
COOPERATING TEACHER
YEAR 2 SUMMATIVE ASSESSMENT
EDUC 5492 & EDUC 5393

Please return to: Mount Saint Vincent University, Faculty of Education, 166 Bedford Highway, Halifax, NS, B3M 2J6 or email education@msvu.ca or fax (902) 457-4911

Student Teacher: _____

Cooperating Teacher: _____

University Supervisor: _____

School: _____

Grade/Subject: _____ **Date of report:** _____ **Days Absent:** _____

Teaching Context: Setting information particularly relevant to a Student Teacher's experience.

S= Satisfactory P= Progressing N= Needs Improvement U= Unsatisfactory
(see page 13 for assessment considerations)

<u>Professionalism</u>	S	P	N	U
Is punctual, dependable, and respectful				
Shows good work ethic and initiative				
Displays sincere interest in the students, their individuality and their progress				
Demonstrates a strong sense of professionalism, including attention to appropriate dress, attitude, and conduct				
Demonstrates respect for confidentiality				
Develops and maintains productive, professional relationships with Cooperating Teacher, University Supervisor and other professional colleagues; is open to, respectful of, and responsive to their advice				
Forms appropriate relationships with students, maintaining suitable professional distance as the teacher, leader and role model				
Shares in the professional responsibilities as a team member in the school; attends staff meetings and professional development days; assists with activities & routines				
Recognizes and articulates teaching strengths and weaknesses, orally and in written* form (*as required by teacher)				
Performs the teacher's administrative functions efficiently and accurately				

Comments:

<u>Planning & Preparation</u>	S	P	N	U
Demonstrates knowledge of provincial outcomes				
Creates detailed, sequential lesson/unit plans				
Uses effective introduction, pacing, sequencing, transition and closing techniques				
Creates plans that are innovative and capture student interest; accurately identifies learning targets/focus in lesson plans				
Uses methods and materials that are pedagogically appropriate for the particular subjects(s), concept(s) and context(s)				
Materials are well prepared in advance of the lesson(s)				
Adapts lesson plans to address individual abilities and learning styles				
Responds well to last minute changes				
Checks for understanding, anticipates problems and questions and uses strategies to address them				
Continues to develop effective questioning skills that promotes higher-order thought; strives to include and involve all students				
Develops a means of recording pupil assessment outcomes; keeps accurate records				
Employs a variety of appropriate assessment tools				
Uses assessment results to inform teaching instruction				
<u>Comments:</u>				
<u>Teaching Practice</u>	S	P	N	U
Communicates clearly and accurately				
Written work is clear, grammar & spelling is accurate				
Demonstrates knowledge of subject and curriculum content				
Demonstrates an interest in the subject area and lesson				
Shows organization and flow to the lesson(s); effective beginning, middle, end				
Uses manipulative materials/equipment/technological supports with ease to enhance teaching				
Uses effective questioning				
Employs a variety of instructional strategies to motivate students				
Demonstrates flexibility and resourcefulness				
Provides timely and useful feedback to students				
Models reflective practice				
Uses voice as an effective teaching tool				
Demonstrates confidence and teaching “presence”				
<u>Comments:</u>				

<u>The Learning Environment</u>	S	P	N	U
Clarifies classroom rules, procedures and routines; sets fair, appropriate and clear limits				
Monitors classroom environment, student/class engagement and intervenes appropriately				
Gives clear, accurate, complete instructions to students				
Actively listens to pupils, colleagues and parents; responds appropriately and with respect for gender, cultural, social and individual differences				
Creates a respectful environment conducive to independent learning and inquiry				
Effectively manages behavior with interest, confidence and conviction				
Open to management advice from experienced professionals and actively expands repertoire of classroom/behavior management techniques				
Copes well with the unexpected				
Builds and promotes cooperation				
Displays a sense of humour and the relations with students are respectful, kind and fair				
<u>Comments:</u>				

Final Assessment

Satisfactory

Unsatisfactory

Submitted by Cooperating Teacher: _____

Student Teacher signature: _____

This is to confirm that I have read and discussed this report.



Mount Saint Vincent University
UNIVERSITY SUPERVISOR ASSESSMENT



Please return to: Mount Saint Vincent University, Faculty of Education, 166 Bedford Highway, Halifax, NS, B3M 2J6 or email education@msvu.ca or fax (902) 457-4911

Student Teacher: _____ Year 1 _____ Year 2 _____

Program: Elementary _____ Secondary _____

University Supervisor: _____

Cooperating Teacher: _____

School: _____

Observation Dates: _____

Grade/Subject: _____ **Date of report:** _____

This assessment is to include conversation and consultation with the Student Teacher and whenever possible with the Cooperating Teacher. Please use the Cooperating Teacher report and or Descriptors For Formative and Summative Assessment found in this document to provide guidance to complete the formative and summative assessment of the Student Teacher's practice.

Please provide a brief context for the student teaching setting:

Professional Behaviour
Summary Comments:

Planning and Preparation
Summary Comments:

Teaching Practice

Summary Comments:

The Learning Environment

Summary Comments:

Additional Comments:

Assessment to Date

Satisfactory

With Reservation

Unsatisfactory

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

(For both Year 1 reports and Year 2 formative only)

Submitted by University Supervisor: _____

Student Teacher signature: _____

This is to confirm that I have read and discussed this report.

Descriptors For Formative and Summative Assessment

Professionalism

1. Displays punctuality, cooperativeness and responsibility
2. Seeks the advice and direction from other professionals
3. Demonstrates initiative
4. Shows a mature work ethic
5. Presents a strong sense of professionalism including attention to appropriate dress, attitude and conduct
6. Demonstrates the utmost respect for confidentiality
7. Provides lesson plans for feedback and direction
8. Communicates clearly and respectfully
9. Employs self reflection on the learning of teaching
10. Demonstrates a pleasant and cheerful manner

Planning and Preparation

1. Demonstrates an interest for the subject area
2. Demonstrates knowledge of provincial outcomes and identifies “learning targets” or focus for each lesson
3. Connects lesson(s)/unit(s) to prior learning
4. Utilizes assessment strategies in the planning stages
5. Utilizes assessment strategies for teaching feedback
6. Prepares a flow to the lesson with an introduction, body and closing techniques
7. Adapts lesson content, style and rate to the abilities of the learners
8. Develops a time for student feedback
9. Demonstrates organization and preparation

Teaching Practice

1. Provides clear directions
2. Uses effective introduction, pacing, sequencing transition and closing techniques
3. Developing questioning skills
4. Employs clear and accurate grammar in oral and written expression
5. Models reflective practice
6. Utilizes a variety of resources for instruction
7. Ensures students have the opportunity to learn by doing
8. Developing a teacher presence
9. Provides an opportunity for student input and response to the lesson
10. Developing an understanding of assessment of and for learning
11. Developing an understanding of Differentiated Instruction

The Learning Environment

1. Displays a sense of humour and the relations with students are respectful, kind and empathetic
2. Engages students in the learning process
3. Actively listen to students, colleagues and parents and responds with respect for gender, cultural, and social factors and individual difference
4. Demonstrates flexibility and understanding with the unexpected
5. Demonstrates awareness of all that is happening in the class (monitoring effectively) and manages behavior with confidence and ease
6. Creates a respectful environment that supports learning and inquiry
7. Models and promotes respect for individuality

Notification of Concern Process

The purpose of the Notification of Concern (NOC) is to document concerns that have previously been brought to the Student Teacher's attention through the Formative Evaluation (or other) process. It is intended to register the concerns with the university and to facilitate and document the development and satisfactory completion of an improvement plan. As this could potentially impede the Student Teacher's progression into the next practicum block, or the Student Teacher's completion of graduation requirements, it is imperative that the process be initiated on a time frame that will allow the Student Teacher to address the challenges in her or his teaching practice.

By the time the Notification of Concern process has been initiated and communicated to the university, the following will have occurred:

- The University Supervisor and/or the Cooperating Teacher will have identified challenges in preparedness and/or performance that merit notifying the university Practicum Coordinator.
- One or both of University Supervisor and the Cooperating Teacher will have earlier [through one or more Formative Evaluations, or other materials] documented the challenges and advised the Student Teacher of the need for improvement(s).
- The Student Teacher's recent work will have demonstrated that challenges have not been adequately addressed.

The steps in the Notification of Concern process are as follows:

- The University Supervisor and/or the Cooperating Teacher (ideally - jointly) complete the NOC form and meet and discuss it with the Student Teacher. The original copy, dated and signed by all three parties is forwarded to the Practicum Coordinator (include copies of applicable Formative Evaluation(s) where concerns have previously been documented). A plan for improvement, with specific goals and observable outcomes is developed and a date is identified by which improvements must be evident. The Student Teacher is made aware that the concerns could prevent a passing grade in the practicum block under consideration.
- The Practicum Coordinator ensures that all parties, including the Program Coordinators, obtain a copy of the NOC report.
- Once the deadline set for attending to the issue(s) has been reached, the Cooperating Teacher and the University Supervisor conduct a second review with the Student Teacher. If it is agreed that satisfactory improvement has been seen, the practicum proceeds and the NOC does not become part of the Student Teacher's final evaluation.
- If the Student Teacher has been unable to meet the goals for improvement, further review is done and the NOC becomes part of the Student Teacher's final evaluation.
- The Student Teacher meets with the Practicum Coordinator, the appropriate Program Coordinator (and the University Supervisor, where necessary) to discuss the enduring concern(s). A recommendation on next steps will be made to the Director of Teacher Education and a decision will be subsequently communicated to the Student Teacher, the Cooperating Teacher and the University Supervisor.



Mount Saint Vincent University
NOTIFICATION OF CONCERN FORM



Student Teacher: _____ Year 1 _____ Year 2 _____

Program: Elementary _____ Secondary _____

Cooperating Teacher: _____

University Supervisor: _____

School: _____

Observation Dates: _____

Grade/Subject: _____ **Date of NOC Conference:** _____

Concern(s) raised, Date(s) on which concern(s) was raised through Formative Report(s) or Summative Assessment (Year 1) and description of the Student Teacher's effort to date in addressing these concern(s) [please attach copies of applicable Report/Assessment(s)]**

** The nature and/or number of the concerns listed above DO ___ /DO NOT ___ put the Student Teacher at risk of failing and/or having to extend the practicum component in this Year 1 _Year 2 _____ of the B.Ed. program.

PLAN FOR IMPROVEMENT and DATE _____ by which there must be evidence of improvement.

Date of NOC conference to review progress: _____

- Student Teacher has shown satisfactory improvement within the time allotted, NOC will not form part of the Student Teacher's final evaluation.
- Student Teacher has not shown satisfactory improvement within the time allotted, NOC does form part of the Student Teacher's final evaluation.

FURTHER RECOMMENDATIONS

Cooperating Teacher Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

STUDENT TEACHER: This is to confirm that I have read and discussed this report.

Student Teacher Signature: _____ Date: _____

Practicum Coordinator Signature: _____ Date: _____

Program Coordinator Signature: _____ Date: _____

Feedback

We appreciate the support and feedback you offer our B.Ed. Student Teachers. If you have concerns or questions about the program please tell us. This information adds to the development of the program. You can contact anyone of the following with your comments and or suggestions:

Jeanette Schlatman - Practicum Coordinator: Jeanette.Schlatman@msvu.ca

Bev Williams - Elementary Program Coordinator: Bev.Williams@msvu.ca

Max Moulton - Secondary Program Coordinator: Max.Moulton@msvu.ca

B.Ed. Scholarship Nominations and Convocation Awards

At the end of Year 1 of the program Student Teachers have the opportunity to apply and be nominated for scholarships in the Mount B.Ed. program and in Year 2 of the program some Student Teachers receive Convocation Awards. Some of the Scholarships and Convocation Awards are based on recommendations from faculty and often include practice teaching assessment. These awards or scholarships are based on various criteria. If you would like to nominate your Student Teacher for a Scholarship or Convocation Award we would be happy to receive your recommendation. Please write your commendation based on one or more of the following criteria: leadership and excellence to teaching, commitment to the advancement of women, dedication, professional promise and cooperation.

All recommendations can be sent to: Lynne Foley
Faculty of Education
Mount Saint Vincent University
166 Bedford Highway
Halifax, NS, B3M 2J6

Email: lynne.foley@msvu.ca

Fax: (902) 457-4911

University Supervisor Contact Information

Name: _____

Email: _____

Telephone: _____

