



Year 1

Bachelor of Education

2021-2022

Practicum Protocols

Elementary Professional Seminar and Practicum – EDUC 5490

Secondary Professional Seminar and Practicum – EDUC 5390

Mount Saint Vincent University

Faculty of Education

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Welcome

On behalf of the Faculty 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 preservice Bachelor of Education students. The practicum component of the course conducted in the schools is fundamental to the preparation of preservice teachers beginning in the education profession. We look forward to this collaboration and hope that you find this professional experience rewarding.

Mount Saint Vincent University offers comprehensive Bachelor of Education (B.Ed.) programs at the elementary and secondary levels. These programs emphasize reflective practice, critical pedagogy, and diverse teaching methods as well as preparing preservice teachers to recognize and value all individuals. Central to our programs are a range of curriculum courses, a focus on understanding the diversity of learner needs, and a variety of field experiences. Preservice teachers work closely with their peers as they consider current teaching practices and issues in education.

Working in the schools complements the preservice teachers' on-campus studies by providing the opportunity to learn about educational processes and about themselves as beginning education professionals. The B.Ed. program underscores the essential connection between research, theory, and practice in education, and promotes the understanding of teaching and education as a reflective practice.

These Practicum Protocols and all assessment forms are available online under the Bachelor of Education Documents section:

<https://www.msvu.ca/academics/faculty-of-education/bachelor-of-education-elementary-secondary/practicum/practicum-documents/>

If you have any questions or concerns regarding your role in this joint venture, please contact the B.Ed. practicum coordinator.

Contacts

Practicum Coordinator, BEdPracticum@msvu.ca

Education Front Desk, Education@msvu.ca

Phone: 902-457-6178

Fax: 902-457-4911

Program and Practicum Overview

The B.Ed. program is a 60-credit hour integrated program consisting of professional studies and school-based practicum components supported by studies in the diverse and current areas of educational theory and practice. Satisfactory completion of course work is a prerequisite to practicum experiences throughout the two-year program.

Year 1 preservice teachers participate in 4 days of observation and 6 weeks of teaching practice which is comprised of a 1-week November block in Term 1 and a 5-week April/May block in Term 2. Expectations related to classroom teaching responsibilities should be gradual and made in consultation with the preservice teacher and the university advisor. During the observation days, the preservice teacher is with the associate teacher to observe and to assist in the classroom.

The Nova Scotia Excellence in Teaching and Learning Discussion Document (2016) available on our website provides indicators for Attributes, Knowledge, and Skills that aim to support excellence in teaching. This discussion document describes indicators for reviewing and guiding teachers' professional growth during their careers. The Mount's B.Ed. practicum expectations and assessments are designed to align with the Standard indicators in so far as they support the beginning professional. In particular, the assessments focus on many of the knowledge and skills indicators to prepare preservice teachers to be competent, capable beginning educators.

If course work is incomplete or deemed unsatisfactory, the preservice teacher could, depending upon the circumstances, experience a delay in starting or continuing a practicum placement or fail to advance to a subsequent placement. A preservice teacher who receives a final grade of "F" in any practicum course will not be permitted to continue in the program. The B.Ed. Practicum Coordinator will inform the educational partners as soon as possible when there is a change to be made to a pre-arranged practicum placement as a result of a prerequisite not being met.

Required Courses in Year 1

Elementary Program EDUC Courses	Secondary Program EDUC Courses
5002 Visual Arts in the Classroom 5201 Inclusive Practices in Elementary Classrooms Part I 5205 Interdisciplinary Foundations of Education 5327 Social/Cultural Contexts of Teaching and Learning 5450 Introduction to Elementary Education Assessment 5441 Curriculum and Instruction: Language Arts I 5461 Curriculum and Instruction: Mathematics I 5471 Curriculum and Instruction: Science I 5481 Curriculum and Instruction: Social Studies 5490 Professional Seminar and Practicum	5205 Interdisciplinary Foundations of Education 5208 Inclusive Practises in Secondary Classrooms Part I 5327 Social and Cultural Contexts in Teaching and Learning 5209 Inclusive Practices in Secondary Classrooms Part II 5218 Introduction to Secondary Assessment 5390 Professional Seminar and Practicum Curriculum and Instruction courses in 1 st and 2 nd teachables

Preservice Teacher Expectations

Professional Conduct and Competencies:

1. Ensure the associate teacher and the university advisor have copies of all required practicum documents; communicate promptly, as necessary, to obtain additional copies from the B.Ed. Practicum Coordinator.
2. Attend all days of the practicum at the assigned location, with accountability for any absence.
3. Undertake thorough and effective planning and preparation for all practicum and classroom assignments; maintain appropriate documentation relating to lesson/unit plans, reflections, and evaluations.
4. Use lesson planning techniques and methodologies learned in courses or the lesson plan format proposed by the associate teacher/university advisor. Associate teachers and university advisors expect to see appropriate knowledge and skills in this area (see appendix for examples).
5. Employ appropriate classroom and behaviour management techniques.
6. Utilize appropriate teaching approaches, educational technologies, and presentation skills and demonstrate the ability to establish a positive learning environment.
7. Maintain written observations and reflections and make use of these to improve upon teaching practices.
8. Meet teaching and other expectations as outlined in these protocols. It is recognized that each practice teaching context is unique. It is recommended that the amount of whole class teaching undertaken by the preservice teacher should be mutually agreed upon by the associate teacher, the university advisor, and the preservice teacher.
9. Establish and maintain professional, collegial working relationships with all teachers, school administrators, university faculty, university advisor, and other educational/school personnel.
10. Demonstrate and model adaptability in dealing with the diverse social and learning needs of each student.
11. Adhere to the established regional centre, conseil scolaire, or school procedures while consulting with school staff/administration about difficulties or matters of contention.
12. Show evidence of self-reflection, self-monitoring, growth, and learning from program and practicum experiences by responding to constructive feedback from all educators in a respectful and positive manner.
13. Abide by the Professional Code of Ethics of the Nova Scotia teachers Union.
14. Abide by the Professional Code of Conduct from the Nova Scotia Department of Education and Early Childhood Development.

The following are considered unacceptable and may lead to course withdrawal or dismissal from the program:

1. Failure to develop a positive working/learning relationship with the associate teacher.
2. Any incident relating to alcohol, cannabis, or illegal substance use leading to the preservice teacher's discredit while in a host school.
3. Acts of physical, verbal, or sexual harassment directed to any person.
4. Any sexual relationship with a student in a host school.
5. Any inappropriate communications or public behaviour bringing disrepute to the preservice teacher, members of the host school, Mount Saint Vincent University, or any other affiliated institution.
6. Failure to adhere to the Nova Scotia Teachers Union Code of Ethics.

Preservice Teacher Responsibilities

1. The Year 1 preservice teacher must write a “Letter of Introduction” in consultation with the course instructor.
2. The preservice teacher must complete the Year 1 Practicum Readiness form.
3. Monitor the individually assigned Mount email account daily; respond promptly to any electronic and telephone communications from the associate teacher, university advisor, and/or Mount personnel.
4. Participate and support the associate teacher in their duties, including yard duty, hall monitoring, and staff meetings. Assist with lunch duty, and when possible, after-school clubs, sporting, and social events.
5. Seek counsel first with the associate teacher and the university advisor if any difficulties arise. If further direction is required, please contact the B.Ed. practicum coordinator.
6. Review and discuss Year 1 Initial, Mid Self-Assessment, and Final assessments with the associate teacher/university advisor.
7. Ensure full attendance at the host school and account for any absence. If absent from school for any reason, it is an expectation that the preservice teacher informs in advance the associate teacher and the university advisor. If the preservice teacher must be absent for more than 3 days, she or he must, in addition, contact the B.Ed. practicum coordinator.
8. Respect the guidelines for being at the school prior to the start and end of the school day for planning and assisting the associate teacher.
9. Adhere to the Nova Scotia Department of Education, school, and regional centre/conseil scolaire rules and protocols. These include policies related to school discipline, confidentiality, social media, dress code, and other policies regarding safety, storm days, and allergies, including the use of scented products.
10. In consultation with the associate teacher, attend all in-service sessions scheduled during the practicum period except when admission is not open to preservice teachers. If attendance is not possible, remain at the school with the substitute teacher. Consult with the associate teacher and school administration as to whether support is needed in other areas of the school.
11. Plan and schedule consultation times with the university advisor.
12. Respond to constructive feedback from all educators in a reflective and positive manner.
13. Ensure that assessments are submitted to the B.Ed. Practicum Coordinator or the Mount’s Faculty of Education Office by the deadlines indicated later in this document. Adherence to this schedule ensures practicum files and grades are complete. In most cases, grades will not be submitted until all assessments have been received.
14. Collect and maintain personal copies of all evaluation reports (from both associate teacher and university advisor) for future use in scholarship or teaching applications.

Important Information

1. **Transportation:** preservice teachers are responsible for transportation to and from their assigned school 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.
2. **Confidentiality:** preservice teachers will have access to personal information about the students in the classroom, for example their learning abilities, behaviours, and home life. Often this confidential information is shared by the school to understand the child’s context and to plan/act/respond accordingly. It is extremely important to observe confidentiality rules at all times (Consult the NSTU Code of Ethics). Similarly, aspects of preservice teacher and associate teacher relationships must be kept strictly confidential.

Important Information Continued

3. ***Substitute Teaching while a Preservice Teacher:*** substitute teaching implies that the associate teacher is away from the school. In Nova Scotia and in many other Canadian teaching jurisdictions, all substitute teachers in the public school system must have a valid teacher's license. Preservice teachers may not act as substitute teachers in any classroom (including their own placement) within their practicum schools. They will have full Mount support in declining such offers.
4. ***Unsatisfactory Performance/Progress:*** if, at any time throughout the practicum, performance/progress as a preservice teacher is not meeting expectations, the Additional Support process must be followed.
5. ***Behaviour:*** if, at any time throughout the practicum, a preservice teacher's behaviour is unprofessional, inappropriate, potentially harmful or offensive to individuals within the setting, or disruptive to the functioning of the setting, the preservice teacher may be suspended. Consultation with the university advisor, associate teacher, and school administration must be sought. Final decisions on permitting re-entry are made on a case-by-case basis and follow consultations between the assigned course instructor, the Director of Teacher Education, and the appropriate educational partner personnel.
6. ***Extensions of Practice:*** if required, extensions are offered when students are unable to complete the practicum as a result of illness or for other exceptional reasons. Extensions and continuance within the same practicum setting are always subject to availability and cannot be guaranteed. When a new placement becomes necessary, the extension period will necessitate additional time for the preservice teacher to adjust to the new setting and establish relationships within the school before progressing toward achieving practicum expectations. The preservice teacher must be open to the extended practicum experience when it can be arranged and may be asked to complete particular requirements or to demonstrate specific competencies before another placement is finalized.
7. ***Assessment of the Practicum Experience:*** preservice teachers are assessed using the following rating scale: Satisfactory (Performance consistently meets expectations), Developing (Performance is progressing toward meeting expectations), and Unsatisfactory (Performance does not meet expectations). The associate teacher's and the university advisor's B.Ed. final evaluations form the basis for the awarding of the final grade.

A Satisfactory score is awarded when the preservice teacher is meeting an expected and appropriate level of competency.

A Developing score is awarded when the preservice teacher is working toward gaining proficiency. With continued effort and commitment, the ability for ongoing growth and improvement is anticipated.

An Unsatisfactory score is awarded when the quality of the performance of the preservice teacher is inadequate and shows little or no improvement.

8. ***Communication with associate teachers:*** reflection is essential to learning. As part of the practicum experience, it is important for preservice teachers to articulate their professional growth plan, addressing their understanding of the subject area content, assessing their strengths and challenges in their teaching practice, and making connections between theory and practice. Offering the associate teacher a Letter of Introduction provides the first opportunity to engage in a professional discussion among the preservice teacher, the associate teacher, and the university advisor. For the practicum component of the course EDUC 5490 or EDUC 5390, the preservice teacher prepares a Letter of introduction for the associate teacher and the university advisor. This letter follows the format described in the EDUC 5490/5390 in-class seminar component of this course.

School Administrator Responsibilities

As the school administrator, you are asked to:

1. Select appropriate model teachers to act as associate teachers.
2. Encourage all selected associate teachers to become familiar with the MSVU “Practicum Protocols” book.
3. Act as a liaison between your school and the MSVU university advisor and/or B.Ed. Practicum Coordinator.
4. Welcome all pre-service teachers as part of staff, introducing them to the school community, and including them in all staff meetings, PD and school/community events.
5. Facilitate opportunities for all pre-service teachers to observe other staff/areas in the school.
6. Facilitate opportunities for all pre-service teachers to become part of extracurricular activities.
7. Support pre-service teachers in locating required resources for preparing lessons/units (photocopier, educational technology, hard copy resources etc.).
8. Help to accommodate individual needs that a pre-service teacher may share, as outlined by the policy on “Academic Accommodations for Students with Disabilities” at <https://www.msvu.ca/site/media/msvu/Academic%20Accommodations%20for%20Students%20with%20Disabilities%202017.pdf>.
9. Mediate any difficult situations that may arise and communicate with the university advisor and B.Ed. Practicum Coordinator when necessary.
10. Act as liaison to both the regional centre and parents for information regarding the MSVU B.Ed. Program.

Associate Teacher Responsibilities

Collaborating with associate teachers is essential to the professional development of the preservice teachers. The academic studies at the university are designed to prepare and support preservice teachers in their beginning practice. The in-school practicum component for the Year 1 preservice teachers forms part of the on-campus year-long professional seminar course. This course provides an opportunity for the students to examine teaching practices, professional expectations, and educational theories to support their practicum experience.

As the associate teacher, you are asked to:

1. Assist the preservice 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 preservice teacher.
2. Provide opportunities for the preservice teacher to observe your teaching practice throughout the practicum.
3. Expect the preservice teacher to assist in teacher duties outside the classroom. This may include yard duty, hall monitoring, staff meetings, lunch duty, and when possible, after-school clubs, sporting, and social events.
4. Plan with the preservice teacher and offer guidance and direction for professional growth in their practice. Outline the long-range goals and organization of courses; review with the preservice teacher the curriculum outcomes, guides, and resources.
5. Confer with the preservice teacher about preferred/appropriate lesson plan format; review and discuss lesson plans with the preservice teacher before delivery of the lessons.
6. Encourage the preservice teacher to discuss and explore ideas and strategies learned in her or his courses at the university.
7. Provide opportunities for the preservice teacher to team teach with you throughout the practicum.
8. Provide opportunities for the preservice teacher to use educational technologies.
9. Provide opportunities for the preservice teacher to be involved in the student program planning process when and where possible.
10. Contact the university advisor for support, advice, or early intervention should any concern be raised regarding the preservice teacher.
11. Discuss all assessments with the preservice teacher and provide oral and written feedback to the preservice teacher.

University Advisor Responsibilities

As part of the program's support in the field experiences, university advisors are assigned to individual preservice teachers. The opportunity for preservice teachers to be able to discuss, explore, prepare, and reflect on their teaching practice with the university advisor adds significantly to their professional growth. As the university advisor, you are asked to:

1. Be familiar with the contents of these Protocols.
2. Contact the associate teacher and the principal within the first few days of the practicum to learn of the school rules for scheduling meetings with the associate teacher and for visiting the preservice teacher. Provide your contact information to the associate teacher and the preservice teacher.
3. Represent Mount Saint Vincent University's B.Ed. program, act as a liaison, and provide support for the preservice teacher through observing and assessing student teaching practice.
4. Perform liaison duties with the school administration as necessary; for example, inform the B.Ed. practicum coordinator about medium to long-term associate teacher absences or changes to associate teacher assignments.
5. Consult with the associate teacher **often** for updates regarding the preservice teacher's teaching practices.
6. Discuss your expectations with the preservice teacher (e.g., reflections, lesson plans, and scheduled meetings).
7. For the **Year 1** preservice teacher, this is the first practice teaching experience. Therefore, expectations regarding teaching responsibilities should be **gradual** and made in consultation with the preservice teacher and the associate teacher.
8. Visit the preservice teacher a minimum of four (4) times over the course of the first and second term, accepting that in some circumstances, more than 4 visits may be required.
9. After each visit, provide the preservice teacher with written feedback and expectations.
10. Submit B.Ed. Assessment Forms (Initial and Final) to the university for each student.
11. Submit the Year 1 Preservice Self-Assessment to the university for each student
12. Ensure the preservice teacher is getting appropriate practice teaching experience and advocate for such when necessary.
13. Review the meaning of the assessment/evaluation processes and forms with the preservice teacher and the associate Teacher.
14. Notify the B.Ed. practicum coordinator of any concerns to ensure adequate supports are implemented.
15. If any perceived or actual impediments to a successful practicum are identified, such as professional, interpersonal, or practical matters that are relevant to the classroom and to the mentoring relationship, assist and support the preservice teacher and the associate teacher.
16. Follow and complete the Additional Support process (when necessary) with the associate teacher.
17. Confirm with the associate teacher the procedures and timelines for submitting the assessments to the University.

IMPORTANT NOTE: *Grades for the Seminar and Practicum course are not submitted until all assessments have been received. Please save a copy of your original report should there be a request to re-fax the document.*

Organization of the practicum experience

The Fall Term in-school practicum allows for the introduction to many relevant teaching concepts and processes in the classroom. The observation days and the 4-day block in November serve as an initiation to the teaching profession. To ensure that preservice teachers are adequately supported in this early stage of the program, an Initial Assessment is completed by the associate teacher and the university advisor.

The Winter Term in-school practicum experience offers an extended opportunity for the preservice teacher to plan, develop, and teach lessons to students in the classroom. The 5-week block in April/May allows the preservice teachers to develop their own professional identity as they practice teaching under the direction and support from their associate teacher and university advisor. Understanding that every student develops at a different pace, we ask you to consider the following general guidelines for the 5-week block in Term 2 when agreeing to a teaching schedule in consultation with the preservice teacher and the university advisor:

Week 1 – Observation /Initial Practice

While some preservice teachers may begin teaching lessons or team teach early on, the initial return days are generally an opportunity for the preservice teacher to continue observing and assisting the associate teacher and to practice classroom routines, help individual students, and work with small groups. **(Initial Assessments due April 15th)**

Week 2 – Early practice

By the second week, the preservice teacher should know the routines and be familiar with how the class is organized, cared for, and managed. The preservice teacher should be planning, developing, and teaching for part of the day. It is reasonable for the preservice teacher to teach a few whole class lessons on Monday and progress to teaching a whole morning or afternoon by Friday.

Week 3 – Continued Practice

By week three, the preservice teacher should be planning, developing, and teaching whole class lessons over a few half days. It is at this point we ask preservice teachers to discuss the mid self-assessment with the associate teacher and the university advisor. The university advisor will sign and submit to the practicum coordinator. **(Mid Self-Assessment due April 29th)**

Week 4 – Continued Practice

By the end of this week, the preservice teacher should be engaged in all teaching and administrative tasks at least for a full day.

Week 5 – Continued Practice

As much as possible, this should be a week of planning, developing, and teaching lessons for several full days. The associate teacher and the university advisor submit the final assessment. **(Final Assessments due May 13th)**

IMPORTANT NOTE: Grades for the Seminar and Practicum courses are not submitted until all assessments have been received. Please save a copy of your original assessment should there be a request to resubmit the document.

Practicum and Assessment Timelines

The Year 1 practicum is part of the full year Professional Seminar courses EDUC 5490 (Elementary) and EDUC 5390 (Secondary).

Term 1 – 2021

- 2 observation days, November 5th & December 3rd
- 4-day block, November 8th-12th

Term 2 – 2022

- 2 observation days, February 11th & March 25th
- 5-week block, April 11th-May 13th
- Practicum Debrief: May 16th (MSVU)

Deadlines for submission of assessments

Assessment forms are also available online on our website under the Bachelor of Education Practicum Documents section:

<https://www.msvu.ca/academics/faculty-of-education/bachelor-of-education-elementary-secondary/practicum/practicum-documents>

Preservice Teacher

- Preservice Teacher Practicum Readiness (completed as part of Seminar course, prior to Nov 5th)
- Year 1 Preservice Teacher Mid Self-Assessment: April 29th 2022 (reviewed and submitted by UA)

Associate Teacher

- Year 1 Initial Assessment: April 15th 2022
- Year 1 Final Assessment: May 13th 2022

University Advisor

- Year 1 Initial Assessment: April 15th 2022
- Year 1 Final Assessment: May 13th 2022

By email attachment: BEdPracticum@msvu.ca

By Fax: 902-457-4911

By Post: B.Ed. Practicum Coordinator
Faculty of Education
Mount Saint Vincent University
Halifax, NS, B3M 2J6

Additional Support Process

The *Additional Support Process (ASP)* formally addresses concerns **that have previously been brought to the preservice teacher's attention through early conversation, written exchanges, or any other documented method**. It is intended to identify concerns regarding practicum performance and progress and to facilitate as well as to document the development and satisfactory completion of agreed upon goals for improvement. It is imperative that the process be initiated in a time frame that will allow the preservice teacher to address the challenges as soon as possible in her or his teaching practice.

By the time the ASP has been initiated and communicated to the university, the following will have occurred:

- The university advisor and/or the associate teacher will have identified important concerns in preparedness, progress and/or performance of the preservice teacher that merit notifying the B.Ed. practicum coordinator.
- The university advisor and/or the associate teacher will have had one or more written documents (electronic exchanges and/or ASP form) detailing the challenges and will have previously advised the preservice teacher of the need for improvement(s).
- The preservice teacher's recent work demonstrate that challenges have not been adequately addressed.

The steps in the Additional Support Process are:

1. The university advisor and the associate teacher complete the ASP form and meet to discuss with the preservice teacher. A copy of the ASP form, dated and signed by all three parties, is forwarded to the B.Ed. practicum coordinator. Include copies of previous reports (if applicable) identifying any documented concerns.
2. A plan for improvement with specific goals is developed and a date is identified by which improvements must be evident. The preservice teacher is made aware that the concerns could prevent a passing grade in the course under consideration.
3. The associate teacher, university advisor, and the preservice teacher will have a second review of the goals for improvement on the date established in the ASP. If the preservice teacher has satisfactorily met the conditions outlined on the ASP form, the practicum proceeds and the ASP does not become part of the preservice teacher's final evaluation.
4. If the preservice teacher does not meet the goals for improvement, or if other concerns arise, the university advisor contacts the B.Ed. practicum coordinator for further action. A recommendation on next steps is made and communicated to the preservice teacher, the associate teacher, and the university advisor.

Feedback

We appreciate the support and feedback you offer our preservice teachers. If you have concerns or questions about the program or about these Practicum Protocols, please tell us. This information adds to the development of the program and our supporting materials.

You may contact us with your comments and/or suggestions:

B.Ed. Practicum Coordinator: BEdPracticum@msvu.ca

Resources

Nova Scotia Teaching Standards “Excellence in Teaching and Learning” Discussion Document 2016 @ Crown copyright, Province of Nova Scotia, 2016. (Available on our website, see Welcome section of this document)

Nova Scotia Provincial School Code of Conduct <https://www.ednet.ns.ca/provincial-school-code-conduct-policy>

Nova Scotia Teachers Union Code of Ethics <http://www.nstu.ca/the-nstu/about-us/about-nstu/code-of-ethics/>

APPENDIX A – ASSESSMENT FORMS

All Forms are found on our website

<https://www.msvu.ca/en/home/programsdepartments/education/bachelorofeducationprograms/bedpracticum/documents.aspx>



Preservice Teacher Practicum Readiness Form Year 1

Preservice Teacher Name:	
Practicum School:	
University Advisor Name:	
Associate Teacher Name:	
Grade Level/Courses:	

Checklist of Pre-Practicum Tasks	
a. I contacted my university advisor and my associate teacher	<input type="checkbox"/>
b. I reviewed my practicum school's Code of Conduct and Student Success Plan goals	<input type="checkbox"/>
c. I am aware of the cultural and socio-economic make-up of my practicum school	<input type="checkbox"/>
d. I reviewed the relevant provincial curriculum documents	<input type="checkbox"/>
e. I understand the subject-area contents being addressed during my practicum	<input type="checkbox"/>
f. I recognize the responsibilities and duties of the classroom teacher	<input type="checkbox"/>
g. I am aware of my responsibilities and conduct as per the Practicum Protocols	<input type="checkbox"/>
h. I am familiar with the year 1 Initial Assessment Form	<input type="checkbox"/>
i. I demonstrate a sufficient level of oral and written language of instruction	<input type="checkbox"/>
j. I have a strategy for self-reflection and for responding to feedback	<input type="checkbox"/>
I need to focus on the following to support my professional growth:	

Reviewed with EDUC 5390 or EDUC 5490 Instructor

Date Submitted by the Preservice Teacher: _____ Signature: _____

Please complete and review with the instructor *prior* to **November 5th**. Bring the form to your first meeting with the university advisor for review and keep a copy for your records.



Preservice Teacher Evaluation Form
Year 1
Initial Assessment

Preservice Teacher Name:	
Practicum School:	
University Advisor Name:	
Associate Teacher Name:	
Grade Level/Courses:	

Rating Scale

U	Unsatisfactory (Performance does not meet expectations)
D	Developing (Performance is progressing toward meeting expectations)
S	Satisfactory (Performance consistently meets expectations)
N/O	Not Observed (Not enough evidence to provide feedback)

Assess the following learning indicators	U	D	S	N/O
a. Demonstrates initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Maintains a positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Displays professional confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Is organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is resourceful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Is reliable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Responds to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Responds to situations with maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments	

Assess the following skills and knowledge indicators		U	D	S	N/O
a.	Is aware of the curriculum documents necessary for upcoming lessons/units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Has knowledge of the content area they will be covering in upcoming lessons/units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Develops positive, supportive, and respectful relationships with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Assists in managing classroom routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Models collegiality, integrity, fairness, and accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Models professionalism through appropriate dress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Models professionalism through punctuality, conduct, and communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					

Overall Recommendation

Unsatisfactory (Performance does not meet expectations)	<input type="checkbox"/>
Developing (Performance is progressing toward meeting expectations)	<input type="checkbox"/>
Satisfactory (Performance consistently meets expectations)	<input type="checkbox"/>

I have reviewed this assessment with the preservice teacher

Submitted by: University Advisor Associate Teacher

Date Submitted: _____ Signature: _____

Please return **no later than April 15th** to Mount Saint Vincent University, Faculty of Education, SAC 449, 166 Bedford Highway, Halifax, NS, B3M 2J6 or email BEdPracticum@msvu.ca.

Reports sent electronically, via email attachment, are standardly considered, for our purposes, to be an acceptable alternate to one with a handwritten signature.

Preservice Teacher Mid Self-Assessment Year 1

Preservice Teacher Name:	
Practicum School:	
University Advisor Name:	
Associate Teacher Name:	
Grade Level/Courses:	

Rating Scale

1	I disagree
2	I somewhat agree
3	I agree

Knowledge indicators	1	2	3
Standard 1: Preservice teachers, know, respond to, and engage all students.			
a. Is aware and responds appropriately to the diverse learning needs of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Preservice teachers know the subject they teach and how to teach them.			
a. Has knowledge of the Nova Scotia curriculum with all related documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Has knowledge of the content area they teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Knows how to use educational technologies as an integral part of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Demonstrates a sufficient level of mastery of the oral and written language of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Preservice teachers use “Assessment for and of Learning” to guide teaching and learning.			
a. Inquires how to evaluate and utilize assessment data from multiple sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Distinguishes when and how to use assessment of and for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Preservice teachers create safe and positive learning environments.			
a. Is familiar with effective classroom management techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Preservice teachers model and promote professionalism in teaching.			
a. Is aware of teachers’ ethical, legal, and professional responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Understands the importance of professional conduct in the personal use of social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Skills Indicators	1	2	3
Standard 1: Preservice teachers know, respond to, and engage all students.			
a. Creates learning experiences that engage all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Creates attainable learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Preservice teachers know the subject they teach and how to teach them.			
a. Uses a range of strategies, learning experiences, and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teaches higher-order skills, critical thinking, innovation, problem-solving, and creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Ensures that learning experiences reflect accurate and current content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Encourages students to reflect on their prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Encourages students to pose questions and analyze ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Evaluates, adapts, and modifies instructional materials to support all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Preservice teachers use “Assessment for and of Learning” to guide teaching and learning.			
a. Communicates to students the learning outcomes and criteria for success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provides feedback to students that is prompt and specific	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Preservice teachers create safe and positive learning environments.			
a. Develops positive, supportive, and respectful relationships with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teaches students how to engage in respectful interactions with one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Manages classroom routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Uses behaviour management strategies that are equitable, fair, and progressive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Preservice teachers model and promote professionalism in teaching.			
a. Models collegiality, honesty, integrity, fairness, and accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Models professionalism through appropriate dress and punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Models professionalism through conduct, communication, and social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Complies with confidentiality requirements associated with their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments			

I have reviewed this self-assessment with my university advisor and my associate teacher.

Date: _____ Signature: _____

Submitted by the university advisor:

Date: _____ Signature: _____

Please return no later than **April 29th** to Mount Saint Vincent University, Faculty of Education, SAC 449, 166 Bedford Highway, Halifax, NS, B3M 2J6 or email BEdPracticum@msvu.ca.

Reports sent electronically, via email attachment, are standardly considered, for our purposes, to be an acceptable alternate to one with a handwritten signature.

Preservice Teacher Evaluation Form

Year 1

Final Assessment

Preservice Teacher Name:	
Practicum School:	
University Advisor Name:	
Associate Teacher Name:	
Grade Level/Courses:	

Rating Scale

U	Unsatisfactory (Performance does not meet expectations)
D	Developing (Performance is progressing toward meeting expectations)
S	Satisfactory (Performance consistently meets expectations)
N/O	Not Observed (Not enough evidence to provide feedback)

Knowledge Indicators	U	D	S	N/O
Standard 1: Preservice teachers, know, respond to, and engage all students.				
a. Is familiar with their students' developmental characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Appreciates the role of diversity, equity, and inclusion in student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Is aware of the diverse learning needs of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Preservice teachers know the subject they teach and how to teach them.				
a. Is familiar with the Nova Scotia curriculum and all related documents and policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Has knowledge of the content area they teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Is familiar with the program planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Knows how to use educational technologies as an integral part of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Demonstrates a sufficient level of the oral and written language of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Preservice teachers use 'Assessment for and of Learning' to guide teaching and learning.				
a. Understands the need to utilize assessment data from multiple sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Understands when to use assessment of and for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Preservice teachers create safe and positive learning environments.				
a. Is familiar with the varied factors that impact student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Is aware of effective classroom organisation techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Understands progressive behaviour management strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Knows when and where to access the provincial School Code of Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Preservice teachers model and promote professionalism in teaching.				
a. Is knowledgeable about teachers' ethical, legal, and professional responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Understands the importance of professional conduct in the personal use of social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Skills Indicators	U	D	S	N/O
Standard 1: Preservice teachers know, respond to, and engage all students.				
a. Creates learning experiences that engage all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Creates attainable learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Seeks and responds to information about student diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Seeks and responds to information about individual student learning strengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Seeks and responds to information about individual student learning challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Preservice teachers know the subject they teach and how to teach them.				
a. Uses a range of strategies, learning experiences, and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Uses a range of technologies and representations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teaches problem-solving and encourages creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Ensures that learning experiences reflect accurate and current content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Encourages students to reflect on their prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Encourages students to pose questions and analyze ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Adjusts instruction to meet students' changing learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Preservice teachers use "Assessment for and of Learning" to guide teaching and learning.				
a. Aligns student assessments with learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Uses a combination of formative and summative assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provides feedback to students that is prompt and specific	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Assists in maintaining records that document progress in student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Preservice teachers create safe and positive learning environments.				
a. Creates and maintains a safe and secure learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Responds to and promotes pride in student diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Develops positive, supportive, and respectful relationships with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teaches students how to engage in respectful interactions with one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teaches students how to behave in specific school settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Teaches students how to use communication and information technology responsibly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Assists in managing classroom routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Uses behaviour management strategies that are equitable, fair, and progressive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Implements appropriate behavioural consequences consistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Preservice teachers model and promote professionalism in teaching.				
a. Models collegiality, honesty, integrity, fairness, and accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Attends to and advocates for the welfare and dignity of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Engages in collaborative and respectful professional relationships with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Engages in collaborative and respectful professional relationships with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Models professionalism through appropriate dress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Models professionalism through punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Models professionalism through conduct, communication, and social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Participates in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Complies with confidentiality requirements associated with their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Demonstrates an ongoing professional commitment to education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Overall Recommendation

Unsatisfactory (Performance does not meet expectations)	<input type="checkbox"/>
Developing (Performance is progressing toward meeting expectations)	<input type="checkbox"/>
Satisfactory (Performance consistently meets expectations)	<input type="checkbox"/>

I have reviewed this assessment with the Preservice Teacher

Submitted by: University Advisor Associate Teacher

Date Submitted: _____ Signature: _____

Please return no later than **May 13th** to Mount Saint Vincent University, Faculty of Education, SAC 449, 166 Bedford Highway, Halifax, NS, B3M 2J6 or email BEdPracticum@msvu.ca.

Reports sent electronically, via email attachment, are standardly considered, for our purposes, to be an acceptable alternate to one with a handwritten signature.



Additional Support Process Form

Preservice Teacher Name:	
Practicum School:	
University Advisor Name:	
Associate Teacher Name:	
Grade Level/Courses:	
Observation Dates:	

Part 1 - Outline of Additional Supports

Specific concerns: Please list concerns using language that allows for resolution to be measured

Description of the evidence needed for successfully resolving concerns

Date the Additional Support Process Form will be reviewed:

Part 2 - Review of Additional Supports

Description of specific concerns the preservice teacher successfully resolved

Description of specific concerns the preservice teacher failed to resolve

Part 3 - Results of the Additional Support Process

Preservice teacher has shown satisfactory improvement within the allotted time. Additional Support **will not inform** the preservice teacher's final evaluation.

Preservice teacher has not shown satisfactory improvement within the allotted time. Additional Support Form **will inform** the preservice teacher's final evaluation.

Please forward a copy of this document to the B.Ed. practicum coordinator, BEdPracticum@msvu.ca

Associate Teacher Signature: _____

Date: _____

University Advisor Signature: _____

Date: _____

Preservice Teacher Signature: _____

Date: _____

Reports sent electronically, via email attachment, are standardly considered, for our purposes, to be an acceptable alternate to one with a handwritten signature.

APPENDIX B – SAMPLE LESSON PLANS

Lesson Plans below are found on our website

<https://www.msvu.ca/en/home/programsdepartments/education/bachelorofeducationprograms/bedpracticum/documents.aspx>

General Lesson Plan Sample

Your Name:	Course:
Lesson Goals:	Why are you teaching this? Besides the I can statement what is the connection you are hoping students will make? This is where you demonstrate that you understand the outcomes you are targeting.
Outcomes Targeted:	List the outcomes the lesson targets.
I Can Statement:	At the end of this lesson, each student should be able to say, I can:
Key Vocabulary and Skills:	Think of your learners. Are there any works or skills that not everyone knows?
Material Needed:	List what you need. It's too late once the bell rings.
Your Learners:	Identify and students who may require special attention

Lesson:

I. Introduction (Teacher organized) Remember, start on time!

This is your opening presentation to your class. Your presentation should be saved in your Google Drive and a link placed here. This space is designed for a general overview of your lesson. Connect to prior knowledge. Use phrases like...yesterday we talked about or what do you know about?

TEACHER OWNS THE LEARNING HERE!

Time Allotted: Try to keep this between 10% and 20% of an average class.

II. Guided Learning (Teacher/student collaboration)

This is where the teacher guides the student through the activity. This is where you could have an Instructional Media that explains something. Students may be doing something individually or in small groups. The teaching verbs should be find, communicate, analyze.

Time Allotted: Try to keep this and the next section between 70% and 80% of the average class.

III. Collaborative Learning (Student focused activity) Remember, a teacher on their feet is worth 2 in the seat!

What activities are the students doing in collaboration with their peers. What instructions will they be given? If you are using a handout, create a link here. This may be an extension of the activity started in the earlier section. Make sure students know what is expected of them during this time. Move around the room and make sure all students are engaged.

Procedure: What will engagement look like. What will tell you groups are on task?

Time Allotted: Try to keep this and the previous section between 60 and 80% of the average class.

IV. Grand Finale – End of class sharing: Remember, end the class as close to the bell as you can.

Describe how you will bring the lesson to a close...summary, student presentation, exit card etc.
Even if you will be continuing the same activity tomorrow, you will need to bring the lesson to a close.

Time Allotted: Try to keep this section between 10 and 20% of the average class.

Differentiation

Describe how you have accommodated the different learners in the room? All students will benefit from a presentation and activity that is visual and tactile. Clear instructions are essential.

Assessment and Evaluation:

Describe how you will measure whether students have met the outcome.

Adaptations and IPPs:

How have you programmed for students on IPPs and Adaptations? Is your classroom a model of inclusion?

Self-assessment:

What went well in this lesson? Why?

What challenges did I face? Why?

Was could I have done differently?

What did I learn from this experience

that will help me in the future?

Sample Elementary Lesson Plan

Grade:

Subject:

Lesson Focus (Driving Question):

"I CAN" statements (Indicators):
Outcomes Targeted:
School Improvement Connection <i>Literacy:</i> <i>Math:</i> <i>Other:</i>

Part 1: 10 - 15 minutes' maximum* (Mini- Lesson)	
<i>Overview:</i>	
Connection to Prior Knowledge <i>Yesterday we talked about...</i> <i>What do you know about...</i>	
Explicit Teaching (I do) Teacher models/demonstrates. Uses explicit language. Prompts: <i>Watch as I...</i> <i>I want you to notice how ...</i> <i>This is how we use this strategy to help us...</i>	
Guided Practice (We do) How will students participate and practice what they have just learned? Prompts: <i>Turn and talk to your partner about...</i> <i>Go into your notebook and...</i> <i>Work with a partner and...</i>	

<p>Independent (You do) OR Independent Work in groups (We do)</p> <p>Practice/Conference focus:</p> <p><i>Name the skill/strategy from the explicit teaching. Students try it independently and/or in a group</i></p> <p>Prompts</p> <p><i>When working today, use this strategy when... When working today, remember...</i></p>	
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<p>Time to Share (We share)</p> <p>-a mini-lesson reinforcement? -a problem solving opportunity -an opportunity for descriptive feedback -an opportunity for assessment</p> <p>What will it look like?</p> <ul style="list-style-type: none"> • Whole class • Partner • Small group <p>Prompts:</p> <p><i>Something I noticed today... Today we learned... Student name will share his/her learning.... Student name will share a connection to his/her learning... One thing I'd like you to talk with your partner about while you share... While you are sharing, I will be looking for...</i></p>	
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<p>Self-assessment:</p> <p><i>What went well in this lesson? Why? What challenges did I face? Why? Was could I have done differently? What did I learn from this experience that will help me in the future?</i></p>	
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