



## **FACULTY OF EDUCATION**

**Year 2**

***Bachelor of Education***  
***2019-2020***

**Practicum Protocols**

**Elementary Field Experience – EDUC 5492**

**Secondary Field Experience – EDUC 5393**

**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/en/home/programsdepartments/education/bachelorofeducationprograms/bedpracticum/documents.aspx>

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

## Contacts

B.Ed. Practicum Coordinator, [BEdPracticum@msvu.ca](mailto:BEdPracticum@msvu.ca)

Education Front Desk, [Education@msvu.ca](mailto:Education@msvu.ca)

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## Program and Practicum Overview

The B.Ed. program is a 60-credit hour 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 2 preservice teachers spend 16 weeks of in-school practice which is comprised of an observational first week of school in September, another week in November, and a 14-week practicum 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 initial observation days in September, the preservice teacher is with the school's associate teacher to experience the opening days of schools.

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, a 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 2***

<b>Elementary Program EDUC Courses</b>	<b>Secondary Program EDUC Courses</b>
5444 Curriculum and Instruction: Language Arts II 5462 Curriculum and Instruction: Mathematics II 5472 Curriculum and Instruction: Science II 5491 Principles and Practices 5492 Field Experience Elective courses	5350 Technology in Education 5392 Principles and Practices Advanced Curriculum Practices in first teachable areas 5393 Field Experience Elective courses

# 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. The preservice teacher is expected to take on a full load of teaching for a reasonable amount of time to determine their readiness as a beginning educator.
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. Respect and follow the Professional Conduct and Competencies specified in this document.
2. Contact the associate teacher in advance of the practicum start date.
3. Monitor the 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 assist 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. As part of the practicum experience, it is important for preservice teachers to develop 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 and the university advisor a Professional Growth Plan provides an agenda for discussion throughout the field experience. See Appendix C for the Professional Growth Plan Form and Appendix A for the Growth Plan Review Form.
7. Review and discuss the preservice teacher Growth Plan Review form with the associate teacher and the university advisor.
8. Ensure full attendance at the host school and account for any absence. If absent from school for any reason, the preservice teacher must inform the associate teacher and the university advisor in advance. If the preservice teacher must be absent for more than 3 days, she or he must, in addition, contact the B.Ed. practicum coordinator.
9. If it is deemed that attendance is unsatisfactory, a failure in the practicum course may be assigned. A preservice teacher who receives a final grade of "F" in the practicum course will be required to meet with the Director of teacher Education to consider next steps.
10. Respect the requirements for being at the school prior to the start and end of the school day for planning and supporting your associate teacher.
11. Adhere to rules and practices of the regional centre, conseil scolaire, or school where you are completing this practicum. This includes 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.
12. 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.
13. Adhere to the Race Relations, Cross-Cultural Understanding and Human Rights Policy of the regional centre in which the preservice teacher is conducting the practicum.
14. Plan and schedule consultation times with the university advisor.
15. Respond to constructive feedback from all educators in a reflective and positive manner.
16. Ensure that assessment forms are submitted to the practicum coordinator by the indicated deadlines. 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.
17. Collect and maintain personal copies of all assessment 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 children's contexts 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.
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 in their practicum schools. They will have full Mount support in declining such offers.
4. ***Insufficient Progress***: if, during the practicum, the preservice teacher is not showing expected professional growth, the Additional Support process must be followed.
5. ***Behaviour***: if, at any time throughout the practicum, the 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 preservice teachers 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 teachers 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 recommendations inform 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 teachers is inadequate and shows little or no improvement.



## 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 is the final course for the Year 2 preservice teachers in the program. In the extended Winter Term field experience, preservice teachers are expected to demonstrate their readiness to begin in the profession.

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 and to ask professional questions for their further development.
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.

**Important:** *Since the preservice teacher's competencies develop over time, teacher discretion shall be used to determine the timing and periods of your absence from the classroom to allow the preservice teacher to conduct whole class lesson(s) independently. It remains an expectation that you continue to offer support and direction throughout the practicum. Independent teaching opportunities should be planned and purposeful. The preservice teacher should also be fully aware of how to contact you if an urgent or emergency situation were to arise. If you must be absent from the building, the principal or a designee shall be the person directly responsible for the preservice teacher for these periods of limited duration. A Mount preservice teacher cannot act as a substitute teacher in any classroom (including their assigned classroom placement) within their practicum school. If you are absent from the school for more than 3 days when your preservice teacher is in the practicum, please inform the university advisor as soon as possible.*

## ***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 1<sup>st</sup> week in September followed by the week in November serve to engage the preservice teacher in observing and supporting your teaching.

The Winter Term in-school practicum experience offers an extended opportunity for the preservice teacher to plan, develop, and teach lessons to all students in the classroom. This is the time needed for the preservice teacher to develop their own professional identity as they practice teach under the direction and support from the associate teacher and the university advisor. It is also the time for the preservice teacher to demonstrate their capability to teach independently. Understanding that every preservice teacher develops at a different pace, we ask you to consider the following general guidelines for the 14 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.

### **Weeks 2 to 4 – Progressing Toward Independent Practice**

Preservice teachers should know the routines and be familiar with how the class is organized, cared for, and managed. Preservice teachers should be planning, developing, and teaching the whole class for a good part of the day and managing the routines when asked.

### **Weeks 5 to 10 – Independent Practice**

Preservice teachers should be planning, developing, and teaching whole class lessons independently and demonstrating their ability to plan, teach, and assess units of curriculum. Preservice teachers should be able to demonstrate their competencies and capabilities to manage a beginning teacher's workload. Ideally, preservice teachers are progressing in collegial collaboration and are involved in team meetings and school activities.

### **Weeks 11 to 14 – Continued Practice**

For these final weeks, preservice teachers begin to work alongside the associate teacher. As a team, they plan and teach together. It is helpful for the preservice teachers to return to observing the associate teachers on occasion during this time since they are better able to begin to articulate their observations and understandings of their own practice.

***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 assessments should there be a request to resubmit the document.*

## 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 in November to learn of the school practices 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 interaction expectations with the preservice teacher (e.g., professional growth plan, lesson plans, scheduled meetings, etc.).
7. For the Year 2 preservice teacher, this is her or his final practice teaching experience. Therefore, expectations for teaching responsibilities should be gradual, but include progression to independent whole-class teaching for a reasonable amount of time. This allows the preservice teachers to demonstrate their competencies and capabilities to teach on their own.
8. Visit the preservice teacher a minimum of five (5) times over the course of the second term, accepting that in some circumstances, more than 5 visits may be required.
9. After each visit, provide the preservice teacher with written feedback and expectations.
10. Submit two B.Ed. Assessment Forms (Initial and Final) to the university for each preservice teacher.
11. Submit the Professional Growth Plan Review to the university for each preservice teacher.
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. Should any perceived or actual 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, assist and support the preservice teacher and the associate teacher.
16. When necessary, follow the Additional Support Process with the associate teacher.
17. Confirm with the associate teacher and the preservice teacher procedures and timelines for submitting the assessments to the Mount.

**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 assessments should there be a request to resubmit the documents.*

## Practicum and Assessment/Review Timelines

The Year 2 practicum is an independent course conducted over two terms under the supervision of a Faculty instructor, EDUC 5492 (Elementary) or EDUC 5393 (Secondary).

### Term 1 – 2019

- 4-day block, September 3<sup>rd</sup>-6<sup>th</sup>
- 4-day block, November 12<sup>th</sup>-15<sup>th</sup>

### Term 2 – 2020

- 14-week block, January 6<sup>th</sup>-April 9<sup>th</sup>
- Practicum Debrief: April 14<sup>th</sup> (MSVU)

### *Deadlines for submission of assessments/review*

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

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

### Associate Teacher

- Year 2 Initial Assessment, January 24 2020
- Year 2 Final Assessment, April 9 2020

### University Advisor

- Year 2 Initial Assessment, January 24 2020
- Year 2 Professional Growth Plan Review, February 28 2020
- Year 2 Final Assessment, April 9 2020

By email attachment: [BEdPracticum@msvu.ca](mailto:BEdPracticum@msvu.ca)

By Fax: 902-457-4911

By Post: 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](mailto: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 – FORMS**

All forms below are found on our website

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







**Preservice Teacher Evaluation Form  
Year 2  
Initial Assessment**

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

**Rating Scale**

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

<b>Knowledge Indicators</b>	<b>U</b>	<b>D</b>	<b>S</b>	<b>N/O</b>
<b>Standard 1: Preservice teachers, know, respond to, and engage all students.</b>				
a. Is familiar with their students' developmental characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Understands the roles of culture, language, ethnicity and gender in student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Understands the role of socioeconomic status in student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Understands the role of diversity, equity, and inclusion in student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is aware of the diverse learning needs of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 2: Preservice teachers know the subject they teach and how to teach them.</b>				
a. Has knowledge of the Nova Scotia curriculum and related documents and policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Is aware of a variety of instructional resources, strategies, and assessments practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Has knowledge of the content area they teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Assists in the program planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Knows how to use educational technologies as an integral part of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Demonstrates a sufficient level of the oral and written language of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 3: Preservice teachers use ‘Assessment for and of Learning’ to guide teaching and learning.</b>				
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"/>
<b>Standard 4: Preservice teachers create safe and positive learning environments.</b>				
a. Is familiar with the varied factors that impact student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Has knowledge of effective classroom management techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Has knowledge of progressive behaviour management strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Knows where and when to access the Provincial School Code of Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 6: Preservice teachers model and promote professionalism in teaching.</b>				
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"/>
<b>Comments:</b>				

Skills Indicators	U	D	S	N/O
<b>Standard 1: Preservice teachers know, respond to, and engage all students.</b>				
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"/>
f. Adapts curriculum, assessment, and learning resources to include all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 2: Preservice teachers know the subject they teach and how to teach them.</b>				
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"/>
<b>Standard 3: Preservice teachers use "Assessment for and of Learning" to guide teaching and learning.</b>				
a. Begins to embed student assessment and evaluation in all levels of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Aligns student assessment with learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Uses a combination of formative and summative assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provides feedback to students that is prompt and specific	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Assists in maintaining records that document progress in student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 4: Preservice teachers create safe and positive learning environments.</b>				
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. Models and promotes positive social behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teaches students how to engage in respectful interactions with one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teaches students how to behave in specific school settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Manages 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. Adheres to school-wide behavioural expectations for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Implements appropriate behavioural consequences consistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Partners with associate teacher and professionals for challenging behaviours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Implements all pertinent policies and procedures related to student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 6: Preservice teachers model and promote professionalism in teaching.</b>				
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 school, regional centres, conseil scolaire, and provincial regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

j. Complies with confidentiality requirements associated with their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Demonstrates an ongoing professional commitment to education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

## 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 January 24<sup>th</sup>** to Mount Saint Vincent university, Faculty of Education, SAC 401A, 166 Bedford Highway, Halifax, NS, B3M 2J6 or email [BEdPracticum@msvu.ca](mailto:BEdPracticum@msvu.ca) or fax 902-457-4911

***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 Professional Growth Plan Review Year 2

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

Preservice teachers review their professional growth plan in light of their practicum experience thus far to inform the associate teacher and the university advisor about the progress they have made and to discuss revisions to the initial goals if needed.

<p><b>Goal 1 (Knowledge of Content):</b> <i>teachers have knowledge of the content area that they teach, including academic vocabulary, major concepts, processes of inquiry, misconceptions, and controversies. Teachers use their knowledge and skill in content and pedagogy to provide high-quality teaching.</i></p> <p><b>Your Goal regarding Knowledge of Content:</b></p>	
How does pursuing this goal support your teaching practice?	How does pursuing this goal support student learning?
Further actions needed to achieve this goal:	Timelines and measure of success:
Reflections on your progress:	
<p><b>Goal 2 (Knowledge of Students):</b> <i>teachers are knowledgeable about the needs of students, their developmental characteristics, and their cultural and socioeconomic contexts.</i></p> <p><b>Your Goal regarding Knowledge of Students:</b></p>	
How does pursuing this goal support your teaching practice?	How does pursuing this goal support student learning?

Further actions needed to achieve this goal:	Timelines and measure of success:
Reflections on your progress	

**Goal 3 (Pedagogy):** *teachers have knowledge of the Nova Scotia Curriculum, including instructional resources, instructional strategies, assessment practices, integration of technology, Essential Graduation Competencies, and the progression of learning outcomes. They also know how to provide culturally-responsive teaching.*

**Your Goal regarding Pedagogy:**

How does pursuing this goal support your teaching practice?	How does pursuing this goal support student learning?
Further actions needed to achieve this goal:	Timelines and measure of success:

Reflections on your progress:

**Goal 4 (Classroom organisation):** *teachers create and maintain positive learning environments that are equitable, inclusive, and safe. Teachers follow the Provincial School Code of Conduct and other policies associated with student behaviour.*

**Your Goal regarding Classroom Organisation:**

How does pursuing this goal support your teaching practice?	How does pursuing this goal support student learning?
Further actions needed to achieve this goal:	Timelines and measure of success:

Reflections on your progress:

**Goal 5 (Professionalism):** *Teachers model professionalism characterized by integrity, honesty, trust, and respect. They demonstrate commitment to the best interest and well-being of students. They demonstrate professional conduct while completing a range of assigned duties in a variety of settings, including schools, communities, digital sites, and social media.*

**Your own professional goal:**

How does pursuing this goal support your teaching practice?	How does pursuing this goal support student learning?
---	---

Further actions needed to achieve this goal:	Timelines and measure of success:
Reflections on your progress:	

I have discussed this review of my professional growth plan with:

Associate teacher

University advisor

Submitted by the university advisor on

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Please return **no later than February 28<sup>th</sup>** to Mount Saint Vincent university, Faculty of Education, SAC 401A, 166 Bedford Highway, Halifax, NS, B3M 2J6 or email [BEdPracticum@msvu.ca](mailto:BEdPracticum@msvu.ca) or fax 902-457-4911

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## Preservice Teacher Evaluation Form Year 2 Final Assessment

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

### Rating Scale

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

Knowledge Indicators	U	D	S	N/O
<b>Standard 1: Preservice teachers, know, respond to, and engage all students.</b>				
a. Is familiar with their students' developmental characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Understands the roles of culture, language, ethnicity, and gender in student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Understands the role of socioeconomic status in student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Understands the role of diversity, equity, and inclusion in student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Is knowledgeable about the diverse learning needs of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 2: Preservice teachers know the subject they teach and how to teach them.</b>				
a. Has knowledge of the Nova Scotia curriculum and related documents/policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Is aware of a variety of instructional resources, strategies, and assessment practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Has knowledge of the content area they teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Knows the program planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Knows how to use educational technologies as an integral part of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Demonstrates a sufficient level of the oral and written language of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 3: Preservice teachers use ‘Assessment for and of Learning’ to guide teaching and learning.</b>				
a. Understands how to evaluate and utilize assessment data from multiple sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Knows when and how to use assessment of and for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 4: Preservice teachers create safe and positive learning environments.</b>				
a. Is familiar with the varied factors that impact student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Has knowledge of effective classroom management techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Has knowledge of 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"/>
<b>Standard 6: Preservice teachers model and promote professionalism in teaching.</b>				
a. Is knowledgeable about a teachers’ ethical, legal, and professional responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Understands the Student Success Planning Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. 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"/>
<b>Comments:</b>				

Skills Indicators	U	D	S	N/O
<b>Standard 1: Preservice teachers know, respond to, and engage all students.</b>				
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"/>
f. Adapts curriculum, assessment, and learning to include all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 2: Preservice teachers know the subject they teach and how to teach them.</b>				
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"/>

Skills Indicators	U	D	S	N/O
<b>Standard 3: Preservice teachers use "Assessment for and of Learning" to guide teaching and learning.</b>				
a. Embeds student assessment and evaluation in all levels of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Aligns student assessments with learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Uses a combination of formative and summative assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provides feedback to students that is prompt and specific	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Maintains records that document progress in student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 4: Preservice teachers create safe and positive learning environments.</b>				
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. Models and promotes positive social behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teaches students how to engage in respectful interactions with one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teaches students how to behave in specific school settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teaches students how to use communication and information technology responsibly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Manages classroom routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Adheres to school-wide behavioural expectations for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Uses behaviour management strategies that are equitable, fair, and progressive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Implements appropriate behavioural consequences consistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Partners with associate teacher and professionals for challenging behaviours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Implements all pertinent policies and behaviours related to student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 6: Preservice teachers model and promote professionalism in teaching.</b>				
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 school, regional centre, conseil scolaire, and provincial regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Complies with confidentiality requirements associated with their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. 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"/>
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 9<sup>th</sup>** to Mount Vincent university, Faculty of Education, SAC 401A, 166 Bedford Highway, Halifax, NS, B3M 2J6 or email [BEdPracticum@msvu.ca](mailto:BEdPracticum@msvu.ca) or fax 902-457-4911

***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

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

### 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.

Associate Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

University Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Preservice Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please forward a copy of this document to the B.Ed. practicum coordinator, [BEdPracticum@msvu.ca](mailto: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.*

## **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>I can</i> 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>I Can</i> Statement:	At the end of this lesson, each student should be able to say, <i>I can</i> :
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 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):

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

<b>Part 1: 10 - 15 minutes’ maximum* (Mini- Lesson)</b> <i>Overview:</i> Click or tap here to enter text.	
<b>Connection to Prior Knowledge</b> <i>Yesterday we talked about...</i> <i>What do you know about...</i>	
<b>Explicit Teaching (I do)</b> teacher models/demonstrates. Uses explicit language. <b>Prompts</b> <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>	
<b>Guided Practice (We do)</b> How will students participate and practice what they have just learned? <b>Prompts</b> <i>Turn and talk to your partner about...</i> <i>Go into your notebook and...</i> <i>Work with a partner and...</i>	

<p><b>Independent (You do)</b> OR <b>Independent Work in groups (We do)</b></p> <p><b>Practice/Conference focus</b></p> <p><i>Name the skill/strategy from the explicit teaching. Students try it independently and/or in a group</i></p> <p><b>Prompts</b></p> <p><i>When working today, use this strategy when... When working today, remember...</i></p>	
<p><b>Time to Share (We share)</b></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"> <li>• Whole class</li> <li>• Partner</li> <li>• Small group</li> </ul> <p><b>Prompts</b></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>	

<p><b>Self-assessment:</b></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>	
---	--

## **APPENDIX C – PROFESSIONAL GROWTH PLAN**

The Professional Growth Plan form can found on our website

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





## Preservice Teacher Professional Growth Plan

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

Prior to completing this Professional Growth Plan, it is expected that preservice teachers will have read the NS Teaching Standards 2016 document and have reviewed the Practicum Protocols along with all of the assessment forms. It is also expected that the preservice teachers will discuss this growth plan with their associate teacher and university advisor early on in the practicum, since they will formally review the plan by the end of February.

<b>Goal 1 (Knowledge of Content):</b> <i>teachers have knowledge of the content area that they teach, including academic vocabulary, major concepts, processes of inquiry, misconceptions, and controversies. Teachers use their knowledge and skill in content and pedagogy to provide high-quality teaching.</i>	
<b>Your Goal regarding Knowledge of Content:</b>	
How will achieving this goal support your teaching practice?	How will achieving this goal support student learning?
Actions needed to achieve this goal:	Timelines and measure of success:
Reflections on your progress:	
<b>Goal 2 (Knowledge of Students):</b> <i>teachers are knowledgeable about the needs of students, their developmental characteristics, and their cultural and socioeconomic contexts.</i>	
<b>Your Goal regarding Knowledge of Students:</b>	
How will achieving this goal support your teaching practice?	How will achieving this goal support student learning?
Actions needed to achieve this goal:	Timelines and measure of success:
Reflections on your progress:	

<p><b>Goal 3 (Pedagogy):</b> <i>teachers have knowledge of the Nova Scotia Curriculum, including instructional resources, instructional strategies, assessment practices, integration of technology, Essential Graduation Competencies, and the progression of learning outcomes. They also know how to provide culturally-responsive teaching.</i></p> <p><b>Your Goal regarding Pedagogy:</b></p>	
How will achieving this goal support your teaching practice?	How will achieving this goal support student learning?
Actions needed to achieve this goal:	Timelines and measure of success:
Reflections on your progress:	
<p><b>Goal 4 (Classroom organisation):</b> <i>teachers create and maintain positive learning environments that are equitable, inclusive, and safe. Teachers follow the Provincial School Code of Conduct and other policies associated with student behaviour.</i></p> <p><b>Your Goal regarding Classroom Organisation:</b></p>	
How will achieving this goal support your teaching practice?	How will achieving this goal support student learning?
Actions needed to achieve this goal:	Timelines and measure of success:
Reflections on your progress:	
<p><b>Goal 5 (Professionalism):</b> <i>Teachers model professionalism characterized by integrity, honesty, trust, and respect. They demonstrate commitment to the best interest and well-being of students. They demonstrate professional conduct while completing a range of assigned duties in a variety of settings, including schools, communities, digital sites, and social media.</i></p> <p><b>Your own professional goal:</b></p>	
How will achieving this goal support your teaching practice?	How will achieving this goal support student learning?
Actions needed to achieve this goal:	Timelines and measure of success:
Reflections on your progress:	