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

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

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

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			<b>July 31, 2009</b>

### III. INTRODUCTION

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

While in-service and university teachers work most closely with pre-service teachers, other educators such as school and school board administrators provide essential support. Without the assistance of these people, individually and collectively, initial teacher preparation would not be possible.

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

#### A. *Definition of Terms*

The following terms are used in this Handbook:

Pre-service teacher:

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

In-service teacher:

a person who is in professional practice as a teacher

University teacher:

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

Cooperating teacher:

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

Faculty advisor:

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

Field experience:

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

### IV. PROGRAM OVERVIEW

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

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

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

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

Technology: Our program encourages all pre-service teachers to be critical consumers and users of educational technology. We believe that the purpose of technology in professional practice is to assist and improve opportunities for students to maximize learning.

Experience: Learning to teach is a developmental and life long process that requires teachers to continually reflect upon moral, pedagogical, and societal dimensions of practice. Through continuous interaction in a variety of learning experiences in schools, social events, and university classrooms, teachers come to know more about their profession and themselves as professionals. We

believe that much about the teaching-learning process can best be achieved through actual hands on work. Discussion, group work, projects, micro-teaching and cases are an ongoing part of the program. A variation on the old proverb, "I hear and I forget I see and I remember. I do and I understand. I reflect and I am renewed." is considered to be central in much of what students do as they learn to teach.

**B. Purpose of Field Experience**

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

**C. Overview of Professional Program Sequence**

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

**D. Bachelor of Education Program Structure**

**Year 1 – Term 1**

- Core Course for All Students
  - Sociology
- Elementary:
  - Principles and Practices
  - Language Arts
  - Science
- Secondary:
  - Principles and Practices
  - Curriculum & Instruction 1<sup>st</sup> Subject Field
  - Elective
- Field Experience:
  - Initiation – 5 weeks (November/December)
- French Students:
  - During Year 1, elementary students must also enrol in Education 459 and Education 460. Secondary students must enrol in Education 459, Education 460, and their second subject field.
- Physical Education Students:
  - Elementary students must enrol in Education 425A and Education 457. Secondary students

must enrol in Education 425A, Education 457 and their second subject field.

**Year 1 – Term 2**

- Core Course for All Students
  - Inclusive Practices I
- Elementary
  - Principles and Practices
  - Mathematics
  - Social Studies
- Secondary
  - Principles and Practices
  - Curriculum & Instruction 1<sup>st</sup> Subject Field
  - Elective
- Field Experience
  - Development – 6 weeks (March/April)

**Year 2 – Term 1**

- Core Course for All Students
  - Inclusive Practices II
- Elementary:
  - Integrated Arts Based Teaching
  - Teaching Middle School Mathematics
  - Language Arts II
- Secondary:
  - Curriculum & Instruction 2<sup>nd</sup> Subject Field
  - Assessment
  - Elective
- Field Experience:
  - Expansion – 5 weeks (November/December)

**Year 2 – Term 2**

- Core Course for All Students
  - Contemporary Issues
- Elementary:
  - Diverse Cultures
  - Elective
  - Elective
- Secondary:
  - Curriculum & Instruction 2<sup>nd</sup> Subject Field
  - Content Literacy
  - Elective
- Field Experience:
  - Consolidation – 6 weeks (March/April)
- French Students:
  - During Year 2, elementary students must enrol in Education 428 and Education 414. Secondary students must enrol in Education 428. They do not enrol in Education 440 and may choose two electives.
- Physical Education Students:
  - During Year 2, elementary students must take Education 444 and Education 425B. Secondary students must take Education 444 and Education 425B.

## E.

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

The pre-conditions for field placement are:

a) **Satisfactory course attendance** -as per Class Attendance and Withdrawal Policy University Calendar 2009-10

B) **completed coursework** - all course work must be satisfactorily completed before a student will be assigned to a Field Placement

c) **professional and pedagogical readiness**-professional readiness as described in the Nova Scotia Teachers' Union Code of Ethics (Appendix C); and pedagogical readiness as indicated by successful completion of all course work and full participation in and punctuality for all B.Ed. classes.

Concerns regarding pre-placement or Field issues will be directed to the Field Coordinator who in consultation with B.Ed. Discipline Committee comprised of the B.Ed. Chair, the B.Ed. Field Coordinator, and two elected Faculty members will rule on Field readiness or Field conduct. The B.Ed. Discipline Committee is a standing committee, which may invite the Faculty Advisor to assist in decisions regarding Field conduct. This ruling may delay or postpone Field placement or may result in removal from and failure in the Field. Failure in Field Experience will result in suspension as per Faculty of Education Regulations (Section 6.4) in the St. F.X. University Calendar 2009-10. A suspension or ruling of the Field Committee may be appealed to the Dean of Education and will be heard by the Committee on Studies for Professional Faculties. Decisions regarding professional conduct are based professional standards as outlined in this handbook, the St FX Community Code, and the NSTU Code of Ethics as per Professional Conduct (Section 6.5) the St. F.X University Calendar.

### ***F. Field Placement Principles***

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

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

### ***G. Placement Priorities***

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

1. Students with children (in day care or school) for whom the student is the sole/primary caregiver and who show reason that their placement outside of the town would jeopardize their ability to fulfill their role as a parent.
2. Year II students who have done their first year placement in a situation in which they were asked to commute outside of Antigonish.
3. Year II students who were placed in a location outside of Antigonish but who have good reason to be placed locally in their second year.
4. Students who are playing a varsity sport that requires practices and or games at times that make it impossible to attend if they were to commute to placements.

### ***H. Field Transportation Policy***

Field transportation is a shared responsibility between the University and Bachelor of Education Students. All pre-service teachers may be responsible for transportation to field experience placements. We endeavour to ensure that all students through field placement fees share costs associated with transportation equitably.

Students who will be living in Antigonish and teaching in the Antigonish/Port Hawkesbury/Pictou county areas, primarily in Monastery, St. Andrews, Maryvale, Sherbrooke, Guysborough, Port Hawkesbury and Pictou County, including Trenton, New Glasgow, Stellarton, have two options:

- For students using their own vehicle, the University will pay 21 cents per kilometre and pay the insurance differential between the student's liability coverage and 2 million dollars coverage. For this option you are required to take 1-4 other students. Student cars must be reliable for safe transportation. Travel claims must be made on the student travel claim form that is available from the office of the Field Coordinator
- The University will pay for a rental car, the insurance and HST. Students traveling in each car equally share gas expenses.

For all other students the University will pay 10 cents per kilometre for distances over 50 kilometres return, if alone, and 21 cents per kilometre if one or more passengers, when the student is driving his/her own vehicle. (November 03, 2004)

### I. Car Rentals Guidelines

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

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

**personal use. Insurance coverage is for Field Experience hours only.**

### J. Professional Growth Sequence through Field Experience

Year One
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#### Term 1: Initiation to Teaching November 16 – December 18, 2009

##### Placement:

Elementary pre-service teachers are encouraged to take an early elementary placement in their first year and an upper elementary placement in their second year. Secondary pre-service teachers are placed in their first subject field in either grade 5-8 or 9-12.

##### Purpose:

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

##### Intended Professional Growth:

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

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

##### Professional Growth Assessment:

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

- the pre-service teacher, cooperating teacher, and faculty advisor will meet together to discuss the progress of the pre-service teacher

**Term 2: Development  
March 22 – April 30, 2010**

Placement:

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

Purpose:

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

Intended Professional Growth:

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

Professional Growth Assessment:

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

<b>Year Two</b>
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**Term 1: Expansion of Teaching Responsibilities  
November 16 – December 18, 2009**

Placement:

Elementary pre-service teachers are placed in their alternative grade range of either grade P-4 or 5-8. Secondary pre-service teachers are placed in their second subject field (in either grade 5-8 or 9-12) with some work in first subject field.

Purpose:

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

Intended Professional Growth:

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

Professional Growth Assessment:

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

**Term 2: Consolidation  
March 22 – April 30, 2010**

Placement:

Pre-service teachers will normally return to their fall placement

Purpose:

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

Intended Professional Growth:

- continue to develop classroom management strategies which are appropriate for the intended learning outcomes and be able to choose strategies which meet whole group, small group, and individual needs
- become more familiar with how to assess and meet the learning needs of a particular group of students and the individual needs of particular learners through a variety of instructional strategies
  - prepare and teach at least two daily detailed lessons plan of which at least one is part of a longer unit, increasing the classroom engagement until 100% teaching responsibility is assumed
- have the opportunity to design and teach a unit



- assume 100% teaching responsibility and maintain this for at least a two week continuous period
- carry out other professional duties
- continue to learn through observation of and discussion with others
- be able to identify personal professional learning needs

#### Professional Growth Assessment:

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

#### Individualized Placement

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

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

Pre-service teachers **normally** stay in the same placement for fall and spring each year. Second year pre-service teachers; however, *with the approval of their faculty advisor*, may apply to have an individualized placement which would be in a different educational setting. Applications for alternative placements should be focused on promoting personal professional growth targets: rationales such as being closer to home, or being in or near a location where a job opportunity may emerge are discouraged. Please refer to Appendix E for a sample of the application form.

1. Interested second year pre-service teachers must discuss their intention with their faculty advisor during the fall field experience.
2. If tentative approval is given by the faculty advisor, the pre-service teacher must inform his/her cooperating teacher and principal that they are requesting an individualized placement and may not be returning.

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

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

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

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

A target (goal/focus) is any aspect of teaching identified for improvement through practice. A target may be very specific (e.g., using proximity effectively to monitor student learning) or more global (e.g., strategies for learning more about students' individual needs). One way for pre-service teachers to identify professional growth targets is to reflect upon previous teaching performance and to assess pupil learning. After reflecting and analyzing, pre-service teachers (sometimes with the help of their cooperating teacher or faculty advisor) identify an area for improvement. Pre-service teachers will set their

own professional growth targets for each lesson. A list of professional characteristics that effective teachers continually strive to achieve is included in Appendix B. These provide a basis for selecting professional growth targets and the basis of professional growth assessment.

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

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

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

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

Pre-service teachers are expected to keep an account of their ongoing professional development in the Plan Book provided. This Plan Book will be started in the Principles and Practices course and will be used throughout the program. This Plan Book provides a place for the collection of artefacts from, and reflection on, field experiences and professional development. The Plan book also provides a visible presentation of a pre-service

teacher's professional development. **Please share your handbook with your cooperating teacher.** A suggested format follows:

#### Contents:

1. Personal & Professional Information
  - a. academic information
  - b. record of student teaching experiences during field placements
  - c. copies of evaluations from field placement, plus any additional information, letters, etc. from cooperating teachers
  - d. philosophy statements and handbooks from your field placement school
  - e. rules, policies and procedures from field placement school
  - f. information about specific students and their needs
  - g. information about special classes or services available
2. Planning
  - a. your teaching timetables
  - b. lesson plans and critical analysis on them
  - c. unit plans and critical analysis on them
  - d. new ideas, techniques, strategies and resources to assist in planning
  - e. a section for the collection of interesting and relevant articles and anecdotes about classrooms, children, and teaching
  - f. a collection of teaching ideas and resources
3. Reflection
  - a. a section for critical analysis on your own teaching
  - b. space for reflection of experiences related to teaching

Your Plan Book is not only a learning aid and a support for your growth as a teacher both for your courses and field placements, but also will be a valuable tool in the future as you apply for teaching positions and as you then begin your teaching career. You are encouraged to organize this Plan Book in a thoughtful way that will assist you in the collection of the material needed to make it useful to you.

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

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

#### **1. LESSON PLAN FORMAT**

- 1) **Date:**
- 2) **Name:**
- 3) **Grade:**
- 4) **Topic/Theme:**
- 5) **Lesson Purpose:** What is the overall purpose of the lesson?

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

#### ***E. Assessment of Professional Growth***

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

Faculty advisors, in consultation with cooperating teachers, will carry out formative and summative

assessments. Cooperating Teachers are encouraged to provide frequent written feedback.

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

#### ***F. Assessment Procedures***

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

## VI. PROFESSIONAL CONDUCT OF PRE-SERVICE TEACHERS

As a Bachelor of Education student, you are now an aspiring professional. Your role is one of a professional teacher as well as university student during your two academic years in this program. St. F. X. University seeks to create for the members of its community an atmosphere in which freedom of inquiry and expression and individual responsibility are fostered and encouraged. In order to ensure that such conditions can exist, the Faculty of Education has established guidelines for the conduct of the members of its community. These basic statements are founded on the assumption that each member of the University community contributes actively to an atmosphere conducive to learning and is responsible for his/her own actions.

In addition to being members of the academic community, we belong to the local community and society as a whole and, as such, are subject to all local, provincial, and federal laws as well as to University regulations. All members of our educational community are expected to comply with the laws established by society and must assume responsibility for their actions.

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

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

- i) three of the four academic courses, and
- ii) the field experience.

A student who fails to meet either of these requirements will be suspended. The procedure to appeal an academic penalty is given in the Academic Calendar, section 3.12. A student who is suspended from the Bachelor of Education program may reapply to the registrar after a period of one term. Other regulations in Section 3.11 of the Academic Calendar may apply.” (St FX University Calendar 2009-10, Section 6.4)

Bachelor of Education students are expected to abide by expectations outlined in the Class Attendance and Withdrawal Policy as per University Calendar 2009-10 (Section 3.7); and further B.Ed. students are expected to comply with the Academic Integrity Policy as outlined in the University Calendar 2009-10 (Section 3.8). Issues may be referred to the B.Ed. Discipline Committee. (p.6)

In addition to credit courses, the Bachelor of Education schedule includes workshops that are organized by a joint faculty-student committee. Just as educators must attend

all professional development and professional experiences in their school system, so too must pre-service teachers.

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

### B. *Professional Interpersonal Relationships*

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

1. Individuals involved will make every attempt to resolve interpersonal conflicts on their own.
2. If the conflict is with the Faculty Advisor and remains unresolved, an individual experiencing conflict may approach the Field Experience Coordinator and then the Chair of the Bachelor of Education Program to assist in conflict resolution.
3. If the conflict is with the cooperating teacher or school based personnel and remains unresolved, an individual experiencing conflict may approach the Faculty Advisor, the Field Experience Coordinator and then the Chair of the Bachelor of Education Program to assist in conflict resolution.
4. In the case of still unresolved conflict the Chair may reassign the pre-service teacher to a new advisor, cooperating teacher and/or school.

### C. *In the Field*

Pre-service teachers have entered a professional program and are expected to exhibit, in all ways, behaviour becoming to the profession. This responsibility goes beyond what may be considered to be your legal rights as defined by the Canadian legal system, or the academic regulations of the university. Your behaviour, for example, whether it is class attendance, personal department, or non-academic activities, must be exemplary. You are reminded that standards of conduct acceptable in one community may not be acceptable in another. When you are in the schools, you must comply with all the rules and procedures that apply to full-time teachers. These include principles found in the Nova Scotia Teachers' Union Code of Ethics (Appendix C) as well as those expected in particular schools. Professional conduct as defined in the NSTU Code of Ethics is a central standard for the assessment of professional competence.

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

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

1. Each pre-service teacher is to be on time and keep the same hours required of school personnel. A good practice is to arrive early and to be prepared to stay late.
2. Each pre-service teacher is to conform to the regulations specified for the staff of the school.
3. Each pre-service teacher's appearance and dress are to be appropriate for the teaching profession. The dress code may differ from school to school so always be "dressed up" until the principal informs you what the dress standard is.
4. Each pre-service teacher is to assist the cooperating teacher with routine advisory and administrative tasks.
5. Each pre-service teacher is to be well prepared to teach all classes assigned and to analyze critically each lesson taught.
6. Each pre-service teacher is to show initiative, responsibility, and increasing competency in the performance of duties. He/she is to respond positively to feedback from cooperating teachers, from principals, and from faculty advisors.
7. Each pre-service teacher is to refrain from forming social relationships of a non-professional nature with the pupils in the school.
8. Because students also learn through the example of their teachers, out of school behaviour of pre-service teachers should meet the norms of the school community.
9. It is the responsibility of the student to inform the Chair of the Department of Teacher Education of any changes to the Child Abuse Registry Form and/or Criminal Record Check Form which were submitted as part of the admissions requirements.

(Note: Failure to comply with/or show evidence of competency in professional conduct may be grounds for professional probation and/or dismissal from the program.)

#### **E. Attendance**

During the field experience period, pre-service teachers are expected to be present each day that school is in session, including days in which students are not present (e.g. professional development days). Normally, absences of more than 3 days must be made up and the only acceptable reasons for absences are illness and those recognized as "Days Claimed" in the Nova Scotia Governor in Council Education Act Regulations (2003), Section 11. (Immediate family of a teacher for purposes of this regulation shall include spouse, parent, child, sibling, grandparent, and son-in-law, daughter-in-law, brother-in-law or sister-in-law.) **If pre-service teachers must be absent from school for the any reasons, they are expected to inform (in advance) the school administration, cooperating teacher, Faculty Advisor and Field Coordinator. If a pre-service teacher is deemed to have unsatisfactory attendance he/she may receive a failure for Field Experience and therefore will be suspended as per Faculty of Education Regulations (Section 6.4) in the St. F.X. University Calendar 2009-10. Attendance issues will be forwarded to the B.Ed. Discipline Committee. (p.6)**

#### **F. Professional Conduct**

Students are expected to practice behaviour in accordance with the legal, ethical, moral and professional standards of teachers. Failure to do so may result in dismissal from the program. Guidelines of appropriate behaviour are described in the St FX University Field Experience Handbook, St FX University Community Code, and the Nova Scotia Teachers Union Code of Ethics. Penalties are described in this handbook and in more detail in Section 3.11 and 3.12 of the St FX University Academic Calendar 2009-10. In general, the following guidelines apply:

1. Gross misconduct manifested by unwillingness or failure on the part of the pre-service teacher to perform duties deemed appropriate for the teaching profession and for those prescribed by the faculty advisor may lead to the imposition of immediate probation. When such serious incidents occur, the faculty advisor is required to bring them to the immediate attention of the Bachelor of Education Chair. The Bachelor of Education Chair will then inform the pre-service teacher orally and in writing that he or she has been placed on probation. If immediate improvement is not apparent or if the misconduct is of a sufficiently severe nature, the Bachelor of Education Chair may recommend dismissal of this student to the Committee on Studies. The Bachelor of Education Chair will report this decision to the student verbally and in writing.

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

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

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

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

A student, who receives two unsatisfactory Faculty Advisor/Cooperating Teacher Field Experience Reports, may request, before the final grade is recorded, in consultation with the Faculty Advisor and the Chair of the Bachelor of Education program, that there be a review of their field experience performance.

This review, at the discretion of the Chair, may entail additional Field Experience classroom visitations by other Faculty of Education faculty members.

Should the student record a failure for Field Experience the Faculty of Education Regulations in the St FX University Academic Calendar 2009-10, Section 6.4 will apply and the student will be suspended.

The procedure for appealing an academic penalty is outlined in Section 3.12 of the St FX University Academic Calendar 2009-10.

**VII. WORKING TOGETHER IN THE FIELD**

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

Because teaching is a **professional practice**, it is also a life-long process of learning from and with others in the educational community, including our students. Therefore, we are all simultaneously teachers and learners.

In this section, we set out some ways in which the roles and responsibilities of those involved in pre-service teacher education might be linked under the headings Communication, Professional Development Process, and Assessment. We encourage feedback on how this can become a more collaborative process while at the same time remembering that each role has different responsibilities. Open communication among participants is essential for meaningful learning to occur.

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

Communication

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

Professional Development Process

- To assist the cooperating teacher and school administration in carrying out all the normal teaching functions including student supervision outside of classrooms
- To take the same professional approach to school responsibilities required of teachers, including the adherence to the NSTU Code of Ethics (Appendix C)
- To teach diligently the assigned lessons
- To prepare detailed lesson plans

- To incorporate strategies learned in method courses (If these strategies deviate greatly from normal practice, pre-service teachers should consult in advance with their cooperating teachers and faculty advisors.)
- To set professional growth targets which emerge from daily reflections and to assess the degree to which these targets are achieved
- To determine the customs of the school, e.g. dress code, general department, use of staff room, lunch area, roles and activities assumed by individuals and groups
- To engage actively in or to observe as many facets of school life as possible, including extra curricular activities
- To observe all aspects of school operations, e.g. observe different grade or subject classes, observe specialist teachers, visit the guidance department, visit the library, talk to the principal or vice-principal about administration and visit the central office
- To assume, to a progressively greater extent, all duties of the classroom teacher including hallway and playground supervision
- To participate in professional development activities at the school, district, or provincial level

#### Assessment

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

### C. Role of Cooperating Teachers

#### Mentorship

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

and co-operatively solve concerns recognized through reflective practice. In sharing these challenges in relation to these PGT's and other observations the cooperating teacher effectively demonstrates an aura of openness to all colleagues.

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

#### Communication

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

#### Professional Development Process

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

- Make the pre-service teacher comfortable and encourage him or her to implement ideas and strategies learned in on-campus courses
- Review and discuss the pre-service teacher's lesson plan in advance of implementation
- Provide formative feedback to the student on a regular basis and to help them set appropriate growth targets as part of the Professional Development Process (PDP)

#### Assessment

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

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

##### Communication

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

##### Professional Development Process

- Undertake a formative role in the Professional Development Process (PDP) assessments of pre-service teachers
- Supervise pre-service teachers and conduct seminars as needed
- Meet pre-service teachers to provide feedback on their performance and to establish specific targets for improvement
- Ensure that the student is critically assessing his/her own teaching practices and to help the student set appropriate professional targets

- Read students' plan books and respond to questions raised and reflections made
- Make at least two visits to each pre-service teacher during each field experience placement and complete the Faculty Advisor/Cooperating Teacher Field Experience Report for each visit. (Appendix D)

##### Assessment

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

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

##### Communication

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

##### Professional Development Process

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

##### Assessment

- Where appropriate, communicate information that may assist in the overall assessment of pre-service teachers



- Make suggestions about improving the field experience to the Coordinator of Field Experiences or the Dean of the Faculty of Education

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

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

### **VIII. CERTIFICATION**

#### **A. Nova Scotia Department of Education**

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

1. Proof of age – a photocopy of birth certificate, baptismal certificate or passport
2. Permanent mailing address\*
3. Official transcripts of all college and university training completed to date, as well as, a copy of your request that a final transcript of marks be sent to the Registrar of Teacher Certification once the final grades are available. (The Faculty of Education will forward B.Ed. transcripts.)
4. A completed Certificate of Character\*
5. Personal data\*
6. A completed Nova Scotia University Teacher Certification Evaluation Sheet - Elementary or Secondary. The Chair of the BEd program will sign this after the student submits the form.
7. A fee in the form of a certified cheque for \$95.50 payable to the Nova Scotia Minister of Finance

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

A meeting will be scheduled in the fall by the Chair of the Bachelor of Education program with all second year students to review the certification process. Any questions regarding certification can be addressed to the Faculty of Education office.

The cost of transcripts from St. Francis Xavier University is included in the student fee collected in September by the Faculty of Education. Transcripts from other universities and colleges must be requested using the normal procedures for those institutions.

**ALL documentation should be sent to Ms. Johanna-Duggan, Administrative Assistant for the Bachelor of Education Program before October 30.** This means that your requests for transcripts from other universities should be made early in the fall term. Ms. Duggan will get

transcripts from St. Francis Xavier University for you.

#### **B. Certification**

Candidates for a teacher's certificate may be asked to disclose disciplinary action at an educational institution or violations of the law that resulted in penalty. (St FX University Calendar 2009-10, Section 6.6)

Upon completion of the Bachelor of Education program, students are eligible for the Initial Teacher's Certificate (ITC) awarded by the Nova Scotia Department of Education.

#### **C. Certification from Other Provinces**

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

### **IX. CURRICULUM RESOURCE CENTRE**

The purpose of the Curriculum Resource Centre, located in Xavier Hall 319B (867-2272), is to support the Bachelor and Master of Education students as well as local in-service teachers, through accessibility to current resources. The Curriculum Resource Centre supports the common threads of the Faculty of Education: equity and social justice, professionalism, technology, and experience. The Curriculum Resource Centre provides and develops resources relevant to the goals and objectives of the Nova Scotia Department of Education Public School Program, the Nova Scotia Teachers' Union, and the schools operated under the jurisdiction of Mi'kmaw Kina'matnewey.

The Curriculum Resource Centre houses elementary, middle, and secondary curriculum resources such as books, curriculum guides, videos, transcription sets, digital voice tracers, DVD's, CD's, CD ROM's, thematic units, Nova Scotia museum kits, and science kits. Most items in the Centre can be borrowed for a period of 14 days. The Centre has the following audio visual equipment which can be booked in advance: overhead projectors, TV's, VCR's, tape recorders, DVD players, a digital camera and a camcorder. A binding machine, a laminator, a photocopier, and several computers are also available for use.

*The Curriculum Resource Center Coordinator and several student assistants are available to assist pre-service teachers with preparation of materials for program assignments and field experiences.*

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

### **Foundational Understandings**

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

### **Content knowledge:**

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

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

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

### **Curriculum Issues:**

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

### **Classroom Environment:**

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

### **Teaching Approaches:**

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

## **XI. APPENDIX B - PROFESSIONAL CHARACTERISTICS FOR EFFECTIVE TEACHING**

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

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

### **2. Plan Book**

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

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

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

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

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

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

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

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

## **XII. APPENDIX C - NOVA SCOTIA TEACHERS UNION CODE OF ETHICS**

### **Teacher and Pupil**

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

### **Teacher and Teacher**

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

### **Teacher and Internal Administration**

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

efficiency without first discussing the matter with the teacher.

### **Teacher and External Administration**

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

### **Teacher and Professional Organization**

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

### **Teacher and Profession**

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

### **Teacher and Community**

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



XIV. APPENDIX E - INDIVIDUALIZED PLACEMENT APPLICATION



**St. Francis Xavier University  
Faculty of Education  
Individualized Placement Request Form**

Office Use Only	
Request Date	_____
Review Date	_____
Application Fee	yes/no
Approval	yes/no
Placement Confirmed	_____
Date:	_____
Notification	
School	_____
Cooperating Teacher	_____

Name of Pre-service Teacher: \_\_\_\_\_

Program and Subject Specialty: \_\_\_\_\_

November/December School Placement: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

Subject(s)/Grade(s) Taught \_\_\_\_\_

**Applicant Fee: \$50.00** (which will be refunded if your application is denied)

Individualized placements are subject to the approval of the Field Experience Committee. The application fee will be used to defray the cost of the Individualized placements. **If placement costs exceed the application fee, individual students will be responsible for any additional costs incurred due to the placement.** Students will be informed of any additional costs before the placement is confirmed.

**Brief Description of Placement Requested:**

**Rationale: (How does this fit with your professional growth targets?)**

**Specific Experiences You Hope to Gain From This Placement:**

**Contact Information:**

Name of Institution: \_\_\_\_\_ Phone: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Title: \_\_\_\_\_

Address and Postal Code: \_\_\_\_\_

**Other Relevant Information:**

\_\_\_\_\_  
Faculty Advisor Recommendation (Signature)

\_\_\_\_\_  
Pre-service Teacher Request (Signature)

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

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

**XV. APPENDIX F – B. ED. CALENDAR OF EVENTS 2009-10**

**Fall 2009**

Tuesday September 8	Year 1 Registration @ 8:30 @ Xavier Hall Orientation @ 11:00 A.M @ TBA Year 2 Registration @ 1:00 P.M. @ XH Orientation @ 3:00 P.M. @ TBA Year 1 & 2 BBQ 4:00 P.M. @ TBA
Wednesday September 9	Classes Begin @ 8:10 A.M.
Friday September 11	Year 1 <b>Professional Development</b> Crystal Cliffs Orientation
Friday September 18	Last Day for course changes
Friday October 2	Field Trip Day for Students requiring Field Trip
Wednesday October 7	Certification Meeting Year 2 Students
Monday October 12	Thanksgiving Day -No Classes
Friday October 16	Year 1 and 2 Students <b>Professional Development Day</b>
Friday October 23	Year 1 and 2 Students <b>Provincial Conference Day</b>
Friday October 30	Deadline to submit all Teacher Certification Documents Year 2 Students
Monday November 9	Last Day of Classes
Tuesday November 10	Building Bridges Field Transition Day Attendance Mandatory
Wednesday November 11	Remembrance Day Public School Holiday No Classes
Thursday November 12	Mentorship In-services
Friday November 13	Mentorship In-services
Monday November 16	Field Experience Begins
Thursday December 3	X-Ring Day
Saturday December 5	Fall Convocation
Friday December 18	Last day of Student Teaching before Holiday Break

**Winter 2010**

Monday January 11	First Day of Classes following Holiday Break
Monday January 18	Last Day for Course Changes
Thursday & Friday Jan 21, 22	NS Dept. of Education Early Hire Job Fair @ STFX
Saturday & Sunday Jan 30,31	NS Education Job Fair & MSVU
Friday February 5	File Review Day
February 5,6,7,8,	Mid Term Pause No Classes Friday or Monday
Friday February 12	Year 1 & 2 <b>Professional Development Day</b>
Wednesday February 17	Year One Elementary Program Evaluation 12-1:00 P.M.
Wednesday February 24	Year One Secondary Program Evaluation 12- 1:00 P.M.
Wednesday March 10	Last Day of Classes
Thursday March 11	Building Bridges Student Conference (Attendance Mandatory)
Friday March 12	Building Bridges (if needed)
March 15-19	March Break
Monday March 22	Practicum Begins
Friday April 2	Good Friday
Monday April 5	Easter Monday (University resumes normal hours of operation)
Wednesday, April 28	Practicum Ends for Year Two Students
Friday April 30	Practicum Ends for Year One Students
Friday April 30	Call Back Day (1:00- 4:00 P.M.)
Sunday May2	Spring Convocation Day
Wednesday May 5	Grades Available for Graduating Students
Monday May 24	Grades Available for Returning Students
	May 8, 2009

## XVI. APPENDIX G – FALL SCHEDULE OF CLASSES

FALL 2009	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:10 – 10:00	SEC P&P 432.11 X228B (Curry) SEC P&P 432.12 X328B (Foran) SEC P&P 432.13 X124 (Graham) ELEM P&P 439.00 X228A (Munroe)	SEC Cont. Lit. 440.11 X228B (Graham) SEC Cont. Lit. 440.12 X328 (Ronayne)	SEC P&P 432.11 X228B SEC P&P 432.12 X328B SEC P&P 432.13 X124 ELEM P&P 439.00 X228A	SEC Cont. Lit. 440.11 X228B SEC Cont. Lit. 440.12 X328	<b>Friday BEd Courses</b> 1. <b>Outdoor Ed. 444.10</b> X228B (Foran) 8:30-3:30 Sept 18, 25 & Oct 2, 9  2. <b>Environmental Ed. 464.10</b> X124 (MacDonald) 8:30-3:30 Sept 18, 25 Oct 2, 9 & one clear evening in the period (Oct 20 - 28)
10:10- 12:00	ELEM Mid Sch. Math 468.10 X328(MacDougall) (Yr II ELEM only) SEC Science 427A.10 X124 (MacLeod) SEC Math 423A.10 X228B (Lunney Borden)	FRENCH 428A.10 X228A (Bernard) PHYS. ED. 425A.10 Gilmora Gym (Robinson) SEC Soc. St. 422A.12 X228B (Grant)	ELEM Mid. Sch. Math 468.10 X328 SEC Science 427A.10 X124 SEC Math 423A.10 X228B	FRENCH 428A.10 X228A PHYS. ED. 425A.10 Gilmora Gym SEC Soc. St. 422A.12 X228B	
12:00- 12:30	<b>LUNCH BREAK</b>	<b>LUNCH BREAK</b>	<b>LUNCH BREAK</b>	<b>LUNCH BREAK</b>	
12:30- 2:20	ELEM Lang and Lit. I 411.10 X328 (Ronayne) ELECT. Envir. Ed. 464.10 plus three Fridays & evening after dark (Oct. 20-28) X124 L. MacDonald ELECT ESL453.10 X228A (De Villiers)	ELEM Science 413.10 X124 (L.MacDonald) SEC Eng. 421A.10 X228A (Kearns) SEC Soc. St. 422A.11 X228B (Grant)	ELEM Lang. & Lit. 411.10 X328 ELECT Envir. Ed. 464.10 X124 ELECT ESL 453.10 X228A <b>Faculty Works In Progress X123</b>	Elem. Sci. 413.10 X124 SEC Eng. 421A.10 X228A SEC-Soc. St. 422A.11 X228B	<b>PD Days</b> 1. Sept 11(Yr1) 2. Oct 16 (Yr 1 & 2) 3. Oct 23 Prov Conf 4. Nov 10 (Building Bridges) 5. Nov 12, 13 Mentorship In- services  Biweekly Student Executive Meetings
2:30- 4:20	SOC 433.11 X228B (Mwebi) SOC 433.12 X328 (Tompkins) SOC 433.13 X228A (Kearns) SOC 433.14 X124 (Munroe) ELECT French Grammar 491.20 (TBA)	INCL II 436.11 X228B (Young) INCL II 436.12 X228A (Chareka) INCL II 436.13 X124 (Graham) FRENCH 459.10 X228A (Curry)	SOC 433.11 X228B SOC 433.12 X328 SOC 433.13 X228A SOC 433.14 X124 ELECT French Grammar 491.20 (TBA)	INCL II 436.11 X228B INCL II 436.12 X228A INCL II 436.13 X124 FRENCH 459.10 X228A	
4:30- 6:20	ELECT Computers 467.10 X126 (B.MacDonald)	<b>Outdoor Ed. 444.10</b> X228B (plus four Fridays) (Foran)  <b>Faculty Meeting Time</b>	ELECT Computers 467.10 X126		
6:30- 8:20	ELECT Guidance 437.10 X228B (Ryan)  ELECT Visual Arts 458.10 X124 (Puskas)	ELECT Music 456.10/426A.10 (Wolf) 328 ELECT Teaching in Catholic Schools 462.20 228A (TBA)	ELECT Guidance 437.10 X228B  ELECT Visual Arts 458.10 X124	ELECT Music 456.10/426A.10 328  ELECT Teaching in Catholic Schools 462.20 228A (TBA)	July, 2009

(Green = Year 1) (Blue = Year 2) (Red = Year 1 & 2 C&I) (Black = Elective)



**XVIII. APPENDIX H – WINTER SCHEDULE OF CLASSES**

WINTER 2009	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:10 – 10:00	SEC P&P 432.11 X228A (Curry) SEC P&P 432.12 X228B (Foran) SEC P&P 432.13 X124 (Graham) ELEM P&P 439.00 X328 (Munroe)	CIPE 434.21 X228B (Patterson) CIPE 434.22 X328 (Kraglund-Gauthier) CIPE 434.23 X228A (Young) ELEM Math 412.20 X228B (Lunney Borden)	SEC P&P 432.11 X228A SEC P&P 432.12 X228B SEC P&P 432.13 X124 ELEM P&P 439.00 X328	CIPE 434.21 X228B CIPE 434.22 X328 CIPE 434.23 X228A ELEM Math 412.20	<b>PD Days</b> 1. Feb 12 2. Mar 11&12 3. Building Bridges  <b>Job Fairs</b> 1. Jan 22&23 (StFX) 2. Jan30-31 (MSVU)  Biweekly Student Executive Meetings
10:10-12:00	INCL I 435.21 X228B (Mwebi) INCL I 435.22 X328 (Tompkins) INCL I 435.23 X228A (Kearns) INCL I 435.24 X124 (Munroe) French 428B.20 (TBA) Curry	SEC Assess 438.21 X228B (L.MacDonald) SEC Assess 438.22 X328 (MacLeod) SEC Soc. St. 422B.22 X228A (Grant) FRENCH 460.20 X228B (Bernard)	INCL I 435.21 X228B INCL I 435.22 X328 INCL I 435.23 X228A INCL I 435.24 X124 French 428B.20 (TBA) Curry	SEC Assess 438.21 X228B SEC Assess 438.22 X328 SEC Soc. St. 422B.12 X228A FRENCH 460.20 X228B	
12:00-12:30	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	
12:30-2:20	LEM Lang & Lit II 414.20 X328 (Ronayne) ELECT (Secondary ONLY) Mid Sch Math 468.20 X228B (MacDougall)	Lunch Extension for Meetings (Classes delayed 20 minutes on selected dates) SEC Science 427B.20 X124 (MacLeod) SEC Eng. 421B.20 X228A (Kearns) SEC Soc. St. 422B.21 X328 (Grant) SEC Math 423B.20 X228B (Lunney Borden) ELEM Soc Stud 416.20 TBA(Ronayne)	ELEM Lang & Lit II 414.20 X328 ELECT Mid Sch Math 468.20 X228B  Faculty Works in Progress X123	SEC Science 427B.20 X124 SEC Eng. 421B.20 X228A SEC Soc. St. 422.21 X328 SEC Math 423B.20 X228B ELEM Soc Stud 416.20 TBA	
2:30-4:20	SEC-Phys Ed 425B.20 X328 (Robinson)	ELEM Div Cultr 417.20 X124 (Chareka) Elem. Phys.Ed 457.20 Gilmora Gym (Robinson)	SEC-Phys Ed 425B.20 X328	ELEM Div Cultr 417.20 X124 Elem. Phys. Ed 457.20 Gilmora Gym	
4:30-6:20	ELECT Mid. School Science 419.20 X124 (Hinchey)	ELECT Drama 442.20 X328 (Wolf)	ELECT Mid. School Science 419.20 X124	ELECT Drama 442.20 X328	
6:30-8:20	ELECT Guidance 437.20 X228B (Ryan) ELECT Health Ed 469C.20 X228A (Mwebi)		ELECT Guidance 437.20 X228B ELECT Health Ed 469C.20 X228A	July, 2009	

(Green = Year 1) (Blue = Year 2) (Red = Year 1 & 2 C&I) (Black = Elective)

## ST. FRANCIS XAVIER UNIVERSITY TEACHER EDUCATION PROGRAM YEARS I & II FIELD EXPERIENCE

YEAR	PLACEMENT	PURPOSE	INTENDED PROFESSIONAL GROWTH	PROFESSIONAL GROWTH ASSESSMENT
<b>Year I</b> <b>Term I</b> 5 weeks November - December	<b>ELEMENTARY</b> preservice teacher's preferred grade range P-4 or 5-8  <b>SECONDARY</b> first teachable subject in 5-8 or 9-12 grade range	<b>INITIATION &amp; ORIENTATION</b> Through orientation, observation, and practice in a classroom(s) preservice teachers will be introduced to school and classroom policies, structures, and procedures, provincial curriculum guides, teaching materials, strategies and techniques, extra curricular activities, and actual teaching.	<b>TEACHING RESPONSIBILITIES</b> <ul style="list-style-type: none"> <li>prepare and teach at least 1 detailed lesson plan daily</li> </ul> <b>OTHER PROFESSIONAL RESPONSIBILITIES</b> <ul style="list-style-type: none"> <li>become familiar with and try out a variety of classroom management strategies</li> <li>become familiar with the learning needs of a particular group of students</li> <li>continue to learn through observation of and discussion with others</li> <li>participate in school routines such as attendance taking, staff meeting, recess/noon hour supervision, etc.</li> </ul>	<ul style="list-style-type: none"> <li>preservice teachers will be expected to set professional growth targets, to keep a log book, and to write daily reflections that lead to continued professional development</li> <li>faculty advisors will make at least 2 classroom visits and will provide written feedback</li> <li>cooperating teachers are encouraged to give frequent oral and written feedback</li> <li>the preservice teacher, cooperating teacher, and faculty advisor will meet together at least once to discuss the progress of the preservice teacher.</li> </ul>
<b>Year I</b> <b>Term II</b> 6 weeks March - April	Preservice teachers will return to the first term placement	<b>DEVELOPMENT</b> Preservice teachers will continue the development begun in the fall.	<b>TEACHING RESPONSIBILITIES</b> <ul style="list-style-type: none"> <li>prepare and teach at least 2 detailed lessons plan daily, of which at least one is part of a longer unit</li> </ul> <b>OTHER RESPONSIBILITIES</b> <ul style="list-style-type: none"> <li>continue to develop and to use a variety of classroom management strategies which are appropriate for the intended learning outcomes</li> <li>become more familiar with how to meet the learning needs of a particular group of students and the individual needs of particular learners</li> <li>have the opportunity to design and teach a unit of study</li> <li>continue to learn through observation of and discussion with others</li> </ul>	<ul style="list-style-type: none"> <li>preservice teachers will be expected to set professional growth targets, to keep a log book and to write daily reflections that lead to continued professional development</li> <li>faculty advisors will make at least 2 classroom visits and will provide written feedback</li> <li>cooperating teachers are encouraged to give frequent oral and written feedback</li> <li>the preservice teacher, cooperating teacher, and faculty advisor will meet together at least once to discuss the progress of the preservice teacher.</li> </ul>
<b>Year II</b> <b>Term I</b> 5 weeks November - December	<b>ELEMENTARY</b> alternate level from first year (P-4 or 5-8)  <b>SECONDARY</b> second teachable in grade 5-8 or 9-12, with some work in first teachable	<b>EXPANSION OF TEACHING RESPONSIBILITIES</b> Preservice teachers widen their abilities and experience in a different setting from Year I	<b>TEACHING RESPONSIBILITIES</b> <ul style="list-style-type: none"> <li>teach 50% - 75% of the time</li> </ul> <b>OTHER RESPONSIBILITIES</b> <ul style="list-style-type: none"> <li>continue to develop and use a variety of classroom management strategies which are appropriate for the intended learning outcomes and be able to choose strategies which meet whole group, small group, and individual needs</li> <li>become more familiar with how to assess and meet the learning needs of a particular group of students and the individual needs of particular learners through a variety of instructional strategies</li> <li>continue to learn through observation of and discussion with others</li> <li>prepare and teach at least two detailed lessons daily of which at least one is part of a longer unit</li> <li>have the opportunity to design and to teach a unit of study (Reflection on this unit is expected.)</li> <li>carry out other professional duties</li> </ul>	<ul style="list-style-type: none"> <li>preservice teachers will be expected to set professional growth targets, to keep a log book and to write daily reflections that lead to continued professional development</li> <li>faculty advisors will make at least 2 classroom visits and will provide written feedback</li> <li>cooperating teachers will be encouraged to give frequent oral and written feedback</li> <li>the preservice teacher, cooperating teacher, and faculty advisor will meet together at least once to discuss the progress of the preservice teacher.</li> </ul>
<b>Year II</b> <b>Term II</b> 6 weeks March - April	Normally preservice teachers will return to the placement they had in the fall	<b>CONSOLIDATION</b> Preservice teachers returning to their fall placement are expected to further develop their expertise and professional knowledge.	<b>TEACHING RESPONSIBILITIES</b> <ul style="list-style-type: none"> <li>teach up to 100% of the time</li> </ul> <b>OTHER RESPONSIBILITIES</b> <ul style="list-style-type: none"> <li>continue to develop and use a variety of classroom management strategies which are appropriate for the intended learning outcomes and be able to choose strategies which meet whole group, small group, and individual needs</li> <li>become more familiar with how to assess and meet the learning needs of a particular group of students and the individual needs of particular learners through a variety of instructional strategies</li> <li>prepare and teach at least two detailed lessons plan daily of which at least one is part of a longer unit</li> <li>have the opportunity to design and teach a unit</li> <li>carry out other professional duties</li> <li>continue to learn through observation of and discussion with others</li> <li>be able to identify their own professional learning needs</li> </ul>	<ul style="list-style-type: none"> <li>preservice teachers will be expected to set professional growth targets, to keep a log book and to write daily reflections that lead to continued professional development</li> <li>faculty advisors will make at least 2 classroom visits and will provide written feedback</li> <li>cooperating teachers are encouraged to give frequent oral and written feedback</li> <li>the preservice teacher, cooperating teacher, and faculty advisor will meet together at least once to discuss the progress of the preservice teacher</li> </ul>
<b>Individualized Placement</b>	Depending on the professional development needs identified by preservice teachers, in consultation with their faculty advisor, preservice teachers may request an individualized placement during Yr. II, Term II. Individualized placements provide opportunities for development of a specific area related to the preservice teacher's professional development goals. Examples include museums, Early Intervention, overseas, LWK Hospital, alternate schools etc. (See section on Placement Procedure in the Handbook).			

**XIX. APPENDIX J – PLANNING FOR LEARNING EXPERIENCES**

LESSON PLAN FORMAT

**DATE:**

**NAME:**

**GRADE:**

**TOPIC/THEME:**

- A. LESSON PURPOSE:** What is the overall purpose of the lesson?
- B. STUDENT OUTCOMES:** What knowledge, skills and attitudes do you want students to develop? What curricular outcomes will be met by this lesson? How will you relate these to students' interests and understanding?
- C. PRIOR KNOWLEDGE:** What do the students already know about the topic? What skills and attitudes are relevant to the students' topic?
- D. LESSON:** How will you introduce the lesson to create interest and to link prior knowledge? What instructional strategies will you use in order to address the Principles of Learning? How will you and your students become more actively involved? How will your plan include all learners and contain adaptations and modifications where required?
- E. MATERIALS:** What materials do you need to do the lesson? Why are these particular materials important in developing the students' understanding? Do your materials reflect cultural diversity?
- F. CLOSURE:** What will you and/or the students do to finish up or link to new learning?
- F. AUTHENTIC STUDENT ASSESSMENT:** What will help show you that the students have met the outcomes you have set? Have you provided adaptations and/or modification?
- G. PROFESSIONAL GROWTH TARGET:** How will you determine how your lessons went? What can you change for the next time?

**REFLECTION ON LESSON AND FOLLOW UP:**

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

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

XX. APPENDIX K - SUMMARY OF FIELD EXPERIENCE EVALUATION FORM



St. Francis Xavier University  
 Faculty of Education  
 Department of Teacher Education

SUMMARY OF FIELD EXPERIENCE EVALUATION FORM – 2009-10

PRE-SERVICE TEACHER
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YEAR 1 <input type="checkbox"/>	<b>ACADEMIC</b> 2009-10	Term 1 - 5 Weeks	ELEMENTARY <input type="checkbox"/>	FACULTY ADVISOR
YEAR 2 <input type="checkbox"/>		Term 2 - 6 Weeks	SECONDARY <input type="checkbox"/>	

COOPERATING TEACHER	GRADE (S)	SUBJECT(S)
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SCHOOL	OTHER INFORMATION
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**A) Planning and Preparation**

- a. **Daily planning** – Consistently prepares at levels that are appropriate for the Student’s stage in the program; reflects provincial outcomes and pupil needs; and has appropriate reference to specific/general curricular outcomes and sequence.
- b. **Long term planning** – Creates units which incorporate provincial outcomes, learning needs and styles of pupils; uses a variety of instructional and assessment strategies, and materials; and has appropriate reference to specific and general curricular outcomes and sequencing.
- c. **Assessment** – Uses assessment that supports instruction and provides a comprehensive understanding of pupils’ strengths and needs; and utilizes varied approaches.
- d. **Evaluating and Reporting** – Keeps well organized and thorough records of attendance, assignments, grades, and academic and personal characteristics of students; accurately evaluates student progress in relation to outcomes; and prepares appropriate progress reports.
- e. **Accommodations and modifications** - Plans for specific needs of pupils for accommodations; and is aware of and plans for appropriate program modifications for students with specific disabilities.
- f. **Preparation** – Shows evidence of prior engagement with materials and equipment and thinking about how they will be used.
- g. **Professional growth awareness** - Sets appropriate professional targets for lessons based on previous experiences; and actively reflects upon lessons and plans follow-up.

OE*	SE*	RE*	N/A*

Comments:
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**B) Learning Environment**

- a. **Commitment to teaching** - Demonstrates enthusiasm for teaching by seeking to improve personal teaching practice.
- b. **Equity and respect for pupils** - Demonstrates care for and interest in all pupils; sets learning goals for equity; understands cross-cultural principles, learning styles and multiple intelligences; and incorporates them in the classroom work.
- c. **Relationships** – Is empathetic; creates an environment which values all participants; and helps students understand one another and develop relationships.
- d. **Classroom environment** – Constructs a physical and social milieu which seeks to provide an appropriate degree of autonomy and allows individual and collective creativity in the generation of products.
- e. **Language** – Makes appropriate choices in the use of language, vocabulary, spelling and grammar.
- f. **Motivation and creativity** - Maintains an atmosphere that accommodates student interest and enthusiasm; demonstrates flexibility and variety in methods; and makes the connection between sound pedagogy and student behaviour.
- g. **Community** - Creates maximum on-task engagement in learning through on-going community building; establishes appropriate routines; and appropriately deals with disruptions.
- h. **Discipline** – Is fair and consistent; handles challenges with tact and respect; and uses a pro-active approach.

OE*	SE*	RE*	N/A*

Comments:







D) **Professional Responsibilities**

- a. **Professionalism** - Is aware of and follows school policies; and demonstrates a high commitment to professional ethics.
- b. **Collegiality** - Displays interpersonal skill in building positive relationships with colleagues, administrators and parents.
- c. **Extracurricular** – Is involved in experiences beyond the classroom; and shows initiative in supporting the advancement of total school environment.
- d. **Work ethic** - Takes initiative in school related matters within and beyond the classroom; spends appropriate time at school before and after the school day; and is available to students to support their learning.
- e. **Reflection** – Demonstrates awareness of professional role; strives to improve practice through the use of Professional Growth Targets and other strategies to enhance professional learning; and shows consistent evidence of oral, visual and written reflection.

OE*	SE*	RE*	N/A*

Comments:



This form incorporates input from the cooperating teacher(s).

Students who do not demonstrate competence and frequency in the desirable practices outlined in this form will not be successful in Field Experience. A serious deficiency in any one category will mean a lack of success in Field Experience. Based on the record of achievement demonstrated by the student in the professional practicum, it is recommended that:

- the student receive full credit for Education 471/472 or 481/482
- the student does not receive full credit for Education 471/472 or 481/482
- the student receive full credit for Education 471/472 or 481-482 on the condition that:

\_\_\_\_\_

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

Date \_\_\_\_\_

XX1 APPENDIX K

**Student Course Evaluation Questionnaire for B.Ed. Field Experience**

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

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

Date \_\_\_\_\_

5	4	3	2	1
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

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

**Comments:**



