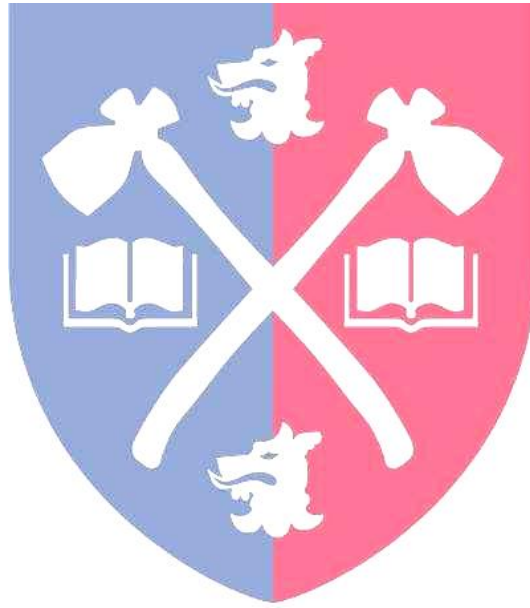


**ACADIA UNIVERSITY
SCHOOL OF EDUCATION**



**B.Ed. Program Information
and
Guidebook for**

EDUC 4003, 40A3, 4923, 4933

2018-2019

2-Year Program

Dear Colleague:

On behalf of the faculty in the School of Education at Acadia University we would like to thank you for your willingness to accept this professional opportunity to work with one of our Bachelor of Education pre-service teachers. The practical practicum course, located in the schools, is an integral component of the professional preparation of beginning teachers. This booklet offers important program information along with the procedures and policies that guide the pre-service teacher's practicum. Your contributions in sharing your understandings of the teaching process along with your written review of the beginner's progress are invaluable to the professional growth of those new to teaching. We believe that Acadia pre-service teachers bring an enthusiastic energy to teaching and a desire to learn of the rewards and challenges that this profession offers. As the pre-service teacher engages with the practicum process, their teaching practice and introduction to schools will be enhanced and complemented by their studies at the University. Learning in both sites offers the beginning professional the opportunity to connect theory and practice.

All evaluation forms are available at: <http://education.acadiau.ca/> under "Forms/Resources".

If you have any questions or concerns regarding your role in this joint venture, please contact Professor Barbara Rushton, Practicum Coordinator
Barbara.rushton@acadiau.ca or 902-585-1711

Thank you again for your time, energy and commitment to this practicum process. We look forward to this collaboration and hope that you find this professional experience rewarding.

Dr. John Guiney Yallop
Director: Acadia School of Education

Prof. Barbara Rushton
Practicum Coordinator

Acadia University

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School of Education – Faculty and Staff 2018-19

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Prof. Linda Wheeldon

The School of Education promotes a Scent-Free environment. We ask that students do not use scented products while in class or during practicum.

School of Education: Guidelines for Professional Conduct

Guidelines for the Practicum Courses

Successful completion of all prior coursework is a prerequisite to any practicum. If, for any reason, a pre-service teacher fails to complete a practicum successfully, the pre-service teacher may be required to wait for a period of one calendar year before being reassigned to an associate school.

The practicum, in which pre-service teachers work closely with associate teachers, university representatives, and other professionals, presents a particular set of professional and ethical challenges. The experience involves a complex set of relationships between the public schools, the university, teachers, parents/guardians, and children, which requires sensitive professional judgments and behaviours appropriate to a public context. For these reasons, the protocols for the practicum are divided into two sections.

First, there is a set of expectations about pre-service teachers' professional conduct during the practicum. These behaviours identify elements of conduct that are essential to the pursuit of a career in professional teaching. They represent types of conduct that might naturally lead to severe reprimand or dismissal within the teaching profession. Second, there is a set of expectations regarding professional competency which, if not met, could result in negative evaluations of a student's performance or, in extreme cases, to a pre-service teacher's dismissal from the program. This second set of expectations recognizes the status as a student of teaching rather than as a fully qualified professional. These criteria are designed to optimize the learning experience rather than to establish absolute rules for conduct.

Set 1: (Expectations Regarding Professional Conduct)

Our Provincial Professional Code of Ethics requires that teachers be **punctual** and **dependable in attendance**. You will be expected to demonstrate this professional behaviour at all times in the Education Program at Acadia University.

Pre-service teachers are expected to fulfill the following requirements throughout the entire period of their practicums:

1. Full attendance at the associate school.
2. Honest accountability for absence, or for any other aspect of the pre-service teacher's responsibilities.
3. In the event of unavoidable absence, immediate notification of the absence, together with its reasons, to the associate teacher, the pre-service teacher's university advisor and, if relevant, the Practicum Coordinator.
4. Just as you would inform a principal of your absence from teaching responsibilities in a school, you are expected to inform your professors in advance if you are unable to attend any course meetings associated with your practicum.

5. Strict adherence to the professional code of ethics of the Nova Scotia Teachers Union (page 3).
6. Disclosure of all relevant background information in application, pre-placement or placement documents and interviews.
7. Demonstration of a sustained level of effort, together with a responsive attitude to constructive criticism and advice.
8. Exhibition of a continuing positive and collegial attitude.

In addition, the following are considered to be unacceptable:

9. Any incident leading to the pre-service teacher's discredit while in an associate school.
10. Acts of physical or sexual harassment directed to any person.
11. Any sexual relationship with a student in an associate school.
12. Any non-consensual touching of a student in an associate school.
13. Any inappropriate public behavior bringing disrepute to the pre-service teacher, or to members of the associate school or to the Acadia University's School of Education.

Set 2. (Professional Competencies)

1. Thorough and effective planning and preparation for all classroom teaching assignments; maintenance of appropriate documentation relating to lesson plans, unit plans, reflection papers, and teaching evaluations.
2. Employment of appropriate classroom management and discipline techniques.
3. Appropriate teaching and presentation skills, together with an ability to establish a positive learning environment.
4. Ability to establish professional, collegial working relationships with associate teachers, faculty, and other educational personnel.
5. Involvement in the life of the school, including meetings, extra-curricular and professional development activities.
6. Adaptability in dealing with diverse student needs, abilities, cultural backgrounds, and sexual orientations.
7. Adherence to professional procedures, including consultation with others, in dealing with difficulties or matters of contention.
8. Developmentally appropriate self-reflection, self-monitoring, growth and learning from the practicum.

(See pages 21-23 for Professional Conduct/Competencies Checklist/Descriptors)

Nova Scotia Teachers Union Code of Ethics

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

Teacher and Pupil

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

Teacher and Teacher

- a. The teacher should not make defamatory, disparaging, condescending, embarrassing, or offensive comments concerning another teacher.
- b. The teacher shall not make derogatory remarks about the professional competence of another teacher.
- c. The teacher shall not accept a position of another teacher who has been dismissed unjustly, nor accept a position arising out of the unsettled dispute between a teacher or teachers and local authorities.
- d. The teacher shall not sexually harass another teacher. Sexual harassment shall mean any unsolicited and unwanted sexual comments, suggestions, physical contact directed to a specific teacher which that teacher finds objectionable or offensive and which causes the teacher discomfort on the job. The accused teacher must be made aware of the nature of the objection prior to action being taken.

Teacher and Internal Administration

- a. The teacher shall observe a reasonable and proper loyalty to internal administration of the school.
- b. The teacher responsible for internal administration should be loyal, fair, and just to the members of the staff.
- c. The teacher responsible for internal administration should not of her/his own initiative, make any detrimental report, oral or written, on a teacher's efficiency without first discussing the matter with the teacher.

Overview and Dates for the Four Practicum Courses

The aims of EDUC 4003 (first) & EDUC 40A3 (second) practica are to provide opportunities for pre-service teachers to:

1. Observe, learn from and support an experienced teacher.
2. Develop sound classroom management practices.
3. Develop ways to foster and maintain positive teacher/student relationships.
4. Develop effective planning and preparation habits.
5. Become familiar with the various roles of school personnel.
6. Learn and practice the elements of professional conduct.
7. Gradually assume increasing levels of responsibility for teaching classes.
8. Demonstrate a continuous and evident sense of responsibility to the associate teacher, students, and members of the school community.

The aims of EDUC 4923 (third) & EDUC 4933 (final) field practica are to provide opportunities for student teachers to:

1. Work with an experienced teacher.
2. Work in a wide variety of educational settings within their host schools.
3. Foster and maintain positive teacher/student relationships.
4. Continue to develop and refine teaching practices and classroom management techniques.
5. Become self-reliant, autonomous educators within the limits directed by schools, regional centres for education and Department of Education regulations.
6. Continue to develop professional insights and understandings.
7. Demonstrate a continuous and evident sense of responsibility to the associate teacher, students, and members of the school community.

Dates of the Four Practica (2-year program)

Term I *EDUC 4003 (Year 1) & EDUC 4923 (Year 2)*

November 20 - December 21, 2018

December 21: Associate teachers and university advisors submit summative evaluation forms.

January 9: Mandatory practicum debrief for 16-month and first year students

Term II *EDUC 40A3 (Year 1) & EDUC 4933 (Year 2)*

March 25 – April 26, 2019

April 26 - Mentor teachers and university advisors submit summative evaluation forms.

EDUC 4003 (First Practicum)

An Introduction to Teaching and Learning

During this first practicum course it is important for the pre-service teacher to gain a broad understanding of what takes place in schools. Additionally, introducing the pre-service teacher, in a gradual manner, to the art of teaching is preferred. The following are some suggestions regarding how this introduction *might* be structured. Each school has individual characteristics that determine what is possible.

- Week 1:
 - 1. Two or three days of initial classroom observation.
 - 2. Work within the classroom assisting the teacher.
 - 3. Possibly observe teachers in other subject areas/grade levels.

- Week 2:
 - 1. Team teach with the classroom teacher.
 - 2. Continue to work assisting the teacher.
 - 3. Accompany the associate teacher when they are doing their assigned school duties.
 - 4. Provide opportunities for the student teacher to experience the various elements which comprise the school. This might include spending some time working in the library or main office. However, most of the time is spent with the associate teacher.

- Weeks 3-5:
 - 1. Team teach with the classroom teacher. Plan and implement small and whole group lessons.
 - 2. Help out in other areas of the school if requested to do so.

EDUC 40A3 (Second Practicum)

Developing the Teaching Experience

If possible, it would be helpful for the pre-service teacher to observe and/or assist a specialist teacher. This will add to their teaching experiences and understandings. The time required might be an allocated block of days, possibly as much as a week, or it might occur on an intermittent schedule that takes place over the four or five-week timeframe. When, in the opinion of the associate teacher, the pre-service teacher is ready/capable, provide opportunities for the pre-service teacher to independently plan, and deliver lesson(s) with the whole class.

- Week 1:
 - 1. One or two days of observation to reacclimatize to the school.
 - 2. Team teach with the classroom teacher.
 - 3. Observe and/or assist a learning resource teacher (See above).

- Weeks 2/5:
 - 1. Teach on a regular basis, gradually increasing to 2-3 lessons per day within specific subject areas.
 - 2. Continue to work within the classroom assisting the teacher.
 - 3. Help out in other areas of the school if requested to do so.

EDUC 4923 (Third Practicum) & EDUC 4933 (Final Practicum)

Exploring and Extending Learning to Teach

Some of our students at this stage of their practice have already been exposed to many of the elements that comprise the life of a school, but others may not have had such experiences. For the latter group, it would be helpful if these pre-service teachers had opportunities to work in the library, help out in the main office, observe and talk with specialist teachers within the school, and so forth.

It is particularly important for the pre-service teachers to have time to talk to and learn from the learning resource/support teachers within their school. We encourage schools to offer some time for the student teachers to experience the varied ways learning support is approached in their particular school.

It is also important to allow students to have some preparation time for lesson/unit planning within the school day.

Pre-service teachers in EDUC 4933 (the *final* practicum) are expected to demonstrate their ability and competence as professional educators by taking on the full teaching responsibilities for at least a three-week period within the five-week block of practicum.

Possible practice teaching experiences for EDUC 4923 & EDUC 4933:

1. *Regular classroom teaching:* Throughout EDUC 4923 and EDUC 4933, pre-service teachers might take part of the associate teacher's regular load for a period of time, or for certain parts of the day for the entire practicum.
2. *Learning support teaching:* Pre-service teachers might work closely with a resource/learning support teacher. Alternatives might be to work as a tutor with a few individuals or to serve as a support person within a regular classroom.

<p>For all practicum placements, we encourage the pre-service teacher to continue to have the opportunity to observe the associate teacher as she/he articulates and demonstrates the understandings of their teaching practice.</p>

<p style="text-align: center;">Pre-Service Teacher Responsibilities (Please review the responsibilities of the University Advisor and Associate Teacher)</p>
--

1. Respect and adhere to the “Guidelines for Professional Behaviour” contained in this document.
2. Keep copies of all lesson plans, unit plans, evaluations, electronic resources and reflections. Have a hard copy of lesson plans available for the associate teacher and or university advisor for viewing and response.

For EDUC 40A3, 4923 and 4933

Wherever possible, during the practicum pre-service teachers are to have lesson plans prepared three days in advance, i.e. have lessons prepared for the day on which you are teaching, as well as lessons prepared for the two days which follow. This requirement is necessary for two reasons. First, it often happens that a pre-service teacher over-estimates the time it will take to deliver a lesson. With the following day’s lesson prepared and available, the pre-service teacher simply continues teaching. Second, should the pre-service teacher be absent on the following day the student’s associate teacher has the third day’s lesson plan(s) available to her/him.

3. Respond to constructive criticism in a reflective and positive manner.
4. Keep in contact with the university advisor and negotiate the practicum expectations (i.e. reflections) and any changes in schedules.
5. Develop the skills for a career as a professional educator. This will include planning, reviewing and reflecting on the day’s/week’s events. Prepare a letter of introduction for EDUC 4003 to give to the associate teacher. For EDUC 40A3, 4923 and/or 4933, prepare a professional growth plan for the practicum experiences (Pg.14).
6. Abide by all the rules, protocols and traditions of the associate school. This includes: dress code, school discipline code, and confidentiality, no scents or allergy policies.
7. If there is a professional development day scheduled during the practicum time, the pre-service teacher should consult with the associate teacher and/or principal as to the nature of her/his involvement. When possible, the pre-service teacher should attend the in-service.
8. Pre-service teachers are expected to be available for a reasonable length of time at the beginning and the end of the school day to plan and to support the associate teacher.
9. Pre-service teachers are expected to participate in the full life of the school including attending staff meetings, hall/yard duty, committee meetings, parent/teacher meetings, etc.
10. Attend all days of the practicum placement unless there are extenuating circumstances that require an absence. Unless it is an emergency the associate teacher(s) and university

advisor must be informed in a timely manner of any absences. In the case of an emergency, the associate teacher and university advisor must be informed as soon as possible. Keep contact information for school, associate teacher and university advisor updated.

- 1. Pre-service teachers must be cognizant of the fact that they are the guests of associate teachers who are allowing them to work with the students for whom they are responsible.**
- 2. If pre-service teachers are given the opportunity to evaluate students, then they must ensure that evaluations are understandable, in keeping with the associate teacher's expectations, and returned to the associate teacher in a timely manner.**

Letter of Introduction (4003) and Professional Growth Plan (EDUC 4923 and 4933)

The Principles of Learning outlined by the Nova Scotia Department of Education recognize that reflection is an integral part of learning. As part of the practicum process, it is important that pre-service teachers begin to articulate strengths and challenges in their teaching practice and to see the links between practica. A letter of introduction accompanied by a one-page resume and professional growth plan will support this initiative. It also provides an agenda for discussion between the pre-service teacher, associate teacher, and university advisor.

Students taking **EDUC 4003** will prepare a letter of introduction for associate teachers and university advisors. This letter may include topics such as:

- why you chose teaching,
- your professional background,
- what you are looking forward to during your practicum,
- ways in which you might contribute to the life of the school.

Students taking **EDUC 40A3**, **EDUC 4923** and **EDUC 4933** will prepare a professional growth plan for associate teachers and university advisors identifying areas of strength and goals for improvement.

The professional growth plan should include the following headings:

1. I have shown strength in the following areas during the practicum:
2. I would like to improve my skills in the following areas:
3. Strategies for growth:

Principal/Vice Principal Responsibilities

(Please review the responsibilities of the Associate Teacher, the Pre-Service Teacher, and the University Advisor)

1. Acts as a liaison between the school and the university advisor and/or Practicum Coordinator.
2. **Selects appropriate exemplary teachers to act as Associate Teachers (Please review “Associate Teacher Responsibilities”).**
3. Encourages Associate Teachers to become familiar with the goals and objectives of the “B.Ed. Practicum Guidebook”.
4. Actively welcomes pre-service teachers as part of staff, introducing them in school newsletters and over the PA, inviting them to staff meetings, PD, and school events etc.
5. Gets to know the pre-service teachers by communicating informally, observing them teach, sharing school/board information, etc.
6. Encourages the pre-service teachers to gain an understanding of the whole school program as it serves the community.
7. Provides opportunities for pre-service teachers to observe other staff in the school.
8. Helps pre-service teachers become involved in extra-curricular activities where possible.
9. Assists pre-service teachers in securing the necessary resources to prepare lessons, such as access to photocopying, textbooks, library resources etc.
10. Helps to accommodate individual needs that a pre-service teacher may share and/or as outlined by “Policy and Principles Regarding Support and Accommodation for Students with Disabilities” at <http://accessiblelearning.acadiau.ca/Senate.html>.
11. Monitors/mediates any challenging situations that arise and communicates with the University Advisor/Practicum Coordinator when necessary.
12. Acts as the liaison to parents and the regional centre for education regarding the B.Ed. program.

Associate Teacher Responsibilities
(Please review the responsibilities of the Pre-Service Teacher and University Advisor)

1. Explain the existing classroom procedures and carefully outline the expectations they have of the pre-service teacher.
2. Ensure that the pre-service teacher becomes familiar with general school procedures.
3. Involve pre-service teachers in the life of the school to the greatest possible degree.
4. In consultation with the school administrator, during EDUC 4003 and EDUC 40A3, if possible, provide opportunities for the pre-service teacher to observe and/or work with other school personnel.

EDUC 4003 – 16 Month Program

Teaching and Learning: Associate teachers will monitor and support the students by modeling and engaging in professional dialogue about teaching and learning.

Resources: Associate teachers are expected to share any resources that are required for the student's practicum binder.

EDUC 4003 Associate Teacher Evaluation Form – 16 Month Program: Associate teachers will share their expectations for the practicum and monitor the student's progress using the indicators on the EDUC 4003 Associate Teacher Evaluation form (Pg. 40-42).

EDUC 40A3, 4923, 4933

- When, in the opinion of the Associate teacher, the pre-service teacher is ready/capable, provide opportunities for the pre-service teacher to independently plan, and deliver lesson(s) with the whole class.
- Provide the pre-service teacher with regular verbal and written feedback.
- Contact the university advisor for support, advice, or early intervention should any pre-service teacher give cause for concern.
- If an associate teacher is absent from the school for more than 3 days when a pre-service teacher is in the practicum, please inform the university university advisor and/or the Practicum Coordinator as soon as possible.
- If the associate teacher and university advisor decide that having the pre-service teacher observe and work with other experienced professionals at the school will enhance the pre-service teacher's professional growth, we would support the recommendation.
- Send evaluation reports used for each practicum by email to bedpract@acadiau.ca or by fax to 585-1071 at Acadia University. All evaluation forms are located in this Guidebook and are available online at <http://education.acadiau.ca/> under the heading 'Forms/Resources'.

- Provide a copy of the report to the pre-service teacher. (Please retain a copy of your original report should there be a need to re-send it.)

****Please note:*** Pre-service teachers will not receive a final grade in their practicum course until all reports have been received.

Additional experiences for all pre-service teachers can include:

1. **Extra-curricular activities:** Whenever possible, we would like pre-service teachers to become involved in the life of the school. We regard their participation in such activities as exceptionally helpful to their professional development.
2. **Teacher-Parent/Guardian Conferences:** We encourage you to have pre-service teachers act as observers and/or participants during teacher-parent/guardian conferences.
3. **Professional Development:** If you are attending a professional development session, it would be helpful, when possible, for the pre-service teacher to join you.
4. **Staff Meetings and Other School-Based Meetings:** Attendance at school-based meetings will help the pre-service teacher discover the complexity of today's schools. However, as with teacher-parent/guardian conferences, the decision regarding attendance at such meetings is determined by the school.
5. **Duty Rosters:** We encourage pre-service teachers to accompany the associate teacher as they fulfill the required duties in their school setting.

Throughout the in-class experience for all practicum placements, we encourage the pre-service teacher to continue to have the opportunity to observe the associate teacher as she/he articulates and demonstrates the understandings of their teaching practice.

<p style="text-align: center;">University Advisor Responsibilities (Please review the responsibilities of the Pre-Service Teacher and Associate Teacher)</p>
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1. Act as a “first contact” in conjunction with the Coordinator of Practicums and the in-school coordinators and associate teachers.
2. Check with administration regarding school protocol in relation to time in schools and meetings with associate teachers and pre-service teachers.
3. Facilitate a collaborative teaching partnership between the pre-service teacher and the associate teacher. This would include a pre-observation meeting with the student and associate teacher.
4. Provide the associate teacher and pre-service teacher with your contact information.
5. Provide direction and assistance to associate teachers regarding completion of appropriate evaluation forms and expectations of pre-service teachers.
6. Conduct a minimum of two university advisory visits during the practica. Discuss progress, problems, reports, and other matters that may be helpful to the pre-service teacher. If there are difficulties in the practicum, additional visits will be necessary. University advisors may negotiate one visit for students in EDUC 4923 (third) & EDUC 4933 (final) but prior notification is **not** necessary for all visits.
7. Discuss with pre-service teachers all expectations of the practicum process (i.e. reflections, lesson plans).
8. Provide written feedback to the pre-service teacher immediately following each visit.
9. Meet with the associate teacher and pre-service teacher for a post-observation discussion.
10. Submit a summative report to the Practicum Coordinator at Acadia University and to the pre-service teacher at the completion of each practicum.
11. Report any difficulties with the practicum to the Practicum Coordinator. Follow the observational concern process when a pre-service teacher is having difficulty with the practicum. Document any concerns related to performance or professionalism (see observational concern process and form, pp. 15-16).

Incomplete or Unsatisfactory Practicum

Incomplete Practicum:

If a pre-service teacher is unable to complete a practicum because of illness or other circumstances requiring compassionate consideration, a make-up schedule will be developed as soon as convenient for all involved (school, co-operating teacher, student). The pre-service teacher must first satisfy the Director of the School of Education and the Practicum Coordinator that he/she is able to enter a new practicum experience. Depending on the circumstance this may require medical or other documentation.

Failing the Practicum: A practicum may be judged unsatisfactory for a number of reasons.

Unprofessional actions or behaviour

Poor work ethic

Unprofessional attitude

Lack of preparation

Lack of progress in skill development (inability or unwillingness to respond to constructive advice/guidance)

Lack of rapport with students or others in the school

Unsatisfactory attendance

A practicum teacher who fails a practicum will meet with the Director of the School of Education and the Practicum Coordinator. The pre-service teacher's status becomes conditional upon satisfactory progress in the program and successful completion of a make-up practicum. A second unsatisfactory practicum will result in failure of the B.Ed. program.

Pass with Reservation: In certain cases, an associate teacher and the university advisor may decide that while the pre-service teacher meets a number of evaluation criteria, others are not yet satisfactory. Specific goals addressing those areas are developed and carry forward into the subsequent practicum experiences.

If a student receives a "Pass with Reservation" in a practicum, it is required that they receive a clear "Pass" or "Fail" in all subsequent practicum.

A "Pass with Reservation" is not applicable for EDUC 4933 (final practicum).

Practicum Extension-A pre-service teacher is deemed to be making steady progress towards specific goals and it is felt, by the associate teacher and university advisor, that more time (but not an additional full practicum) would help the student achieve a successful outcome.

Who makes the decision?

Decisions concerning either a "Pass with Reservation" or a "Failure" are made jointly by the associate teacher and the university advisor, representing the School of Education. No associate teacher should have to make this decision on their own. The School of Education will support an associate teacher's recommendation and it is best that the process leading to the decision is

accompanied by frequent and on-going **documented** conversations with the pre-service teacher, discussion with the university advisor and an Observational Concerns process. (Pg. 20-21)

A pre-service teacher who has failed a practicum is permitted another chance; this is University policy. After two practicum failures a pre-service teacher will be withdrawn from the program.

Observational Concern Process

It is crucial that the pre-service teacher be informed as early as possible of serious problems in any practicum course. If these difficulties are significant and the associate teacher or university advisor considers the pre-service teacher is at risk of failing the practicum course, then an “**Observational Concern**” form must be completed as soon as possible.

The purpose of this process is to: a) inform the pre-service teacher about the concerns, b) to offer clear suggestions for improvement, and c) to determine a suitable process for implementing the recommendations. Clear goals must be provided to the pre-service teacher indicating specific recommendations and a reasonable timeline to achieve the recommendations. The pre-service teacher, associate teacher and university advisor need to be clear about the formal consequences of not meeting the recommendations.

The process is as follows:

- The university advisor and/or associate teacher indicates to the pre-service teacher that her/his concerns have become serious and that this may lead to an unsuccessful practicum.
- The process includes the completion of an “Observational Concern” form (Pg. 23).
- A copy of the form is submitted to the Practicum Coordinator for review.
- The university advisor and associate teacher retain copies in the event that it is needed to support the unsuccessful grade in the final evaluation. Copies are provided to the student.
- The Practicum Coordinator informs the Director of the School of Education of the concern(s).
- Another university advisor may be assigned to observe the pre-service teacher’s practice and provide additional support with the process.
- On the arranged date the pre-service teacher, university advisor and associate teacher will meet to discuss the outcomes of the concern. If the recommendations have been met the concern form will not remain in the student’s file.
- If the pre-service teacher is unable to meet the recommendations, the concern form will be submitted to the Director of the School of Education with the university advisor’s and associate teacher’s final evaluation. The student will then meet with the Director and the Practicum Coordinator to discuss the unsuccessful grade and the possible option of registering for the course again.
- The results of the discussion with the Professional Concerns committee are then provided to the university advisor, associate teacher, and the Practicum Coordinator.

Observational Concern Form

Pre-Service Teacher:

School:

Associate Teacher:

Grade/Subject:

University Advisor :

Date:

Nature of Concern(s) (Please be Specific):

Recommendations for Improvement (may include extended practice):

Dates for Implementation of Recommendations:

Results:

☐ Pre-service teacher has met recommendations

☐ Pre-service teacher did not meet recommendations

Associate Teacher

Pre-Service Teacher

University Advisor

Feedback to the School of Education

Principals and associate teachers working with us in the B.Ed. program are appreciated for the support and feedback they provide our pre-service teachers. Your concerns and questions are important to the ongoing development of the program.

If you have particular comments concerning the B.Ed. program, please send them to:

Dr. John Guiney Yallop (Director) johnj.guineyyallop@acadiau.ca

Prof. Barbara Rushton (Practicum Coordinator) barbara.rushton@acadiau.ca

B.Ed. Scholarship nomination *(for students who have completed EDUC 4003, 40A3)*

Pre-service teachers have the opportunity to apply for and or be nominated for scholarships in the B.Ed. program at Acadia University. The awarding of a scholarship is based on various criteria. Some of the scholarships are awarded based on recommendations from faculty and may include student practice teaching assessment. If you would like to nominate your pre-service teacher for a scholarship, we would be happy to receive your recommendation. Please write your recommendation based on one or more of the following criteria: leadership and excellence to teaching, dedication, perseverance, compassion and professional promise.

Recommendations can be sent to Shauna Coldwell-Sweeney, Administrative Assistant at:

shauna.coldwell-sweeney@acadiau.ca

By post:
School of Education, Acadia University
Box 57, Wolfville, N.S.
B4P 2R6

University Advisor Contact Information

Name: _____

Email: _____

Telephone: _____

PRACTICUM EVALUATION FORMS:

*Forms are also available online at
<http://education.acadiau.ca> under ‘Forms/ Resources’.*

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Overview of Practicum Placements

School of Education – Acadia University

	Year 1	Year 2	16 Month
Sept. 4-5 Wednesdays Sept. 12 to Nov. 7			Practicum #1 4003
Nov. 20 to Dec. 21	Practicum #1 4003	Practicum #3 4923	Practicum #2 40A3
March 25 to April 26	Practicum #2 40A3	Practicum #4 4933	Practicum #3 4923
April 29 to June 7			Practicum #4 4933

Practicum Evaluation Continuum

Continuum Criteria Overview

1.A Professional Conduct (Checklist)

- 1.A.1 Attention to Duties
- 1.A.2 Collegiality
- 1.A.3 Communication
- 1.A.4 Confidentiality
- 1.A.5 NSTU Code of Ethics

1.B Professional Competencies

- 1.B.1 Reflection
- 1.B.2 Professional Inquiry
- 1.B.3 Documentation
- 1.B.4 Presence and Professional Demeanour
- 1.B.5 Response to Difficult Situations
- 1.B.6 Appreciation of Diversity

2. Preparation and Planning

- 2.1 Extent of Planning
- 2.2 Planning for Diverse Learners
- 2.3 Assessment for Instruction and Reporting
- 2.4 Knowledge of Outcomes
- 2.5 Clarity and Organization

3. Teaching and Learning Environment

- 3.1 Community Atmosphere
- 3.2 Learning Focused
- 3.3 Diversity, Equity and Inclusion
- 3.4 Multi-modal Literacies
- 3.5 Routines and Flexibility

4. Classroom Instruction and Assessment

- 4.1 Lesson Format
- 4.2 Critical Thinking and Effective Questioning
- 4.3 Student Engagement
- 4.4 Variety of Instructional Strategies and Range of Materials
- 4.5 Flexibility and Lesson Adjustments

1. Professionalism – Professional Conduct and Professional Competencies

1.A Professional Conduct (Checklist)

1.A.1 Attention to Duties

The teacher is in full attendance during the practicum or makes appropriate notifications and arrangements when circumstances warrant an absence from teaching. The teacher is punctual and exhibits a willingness to work beyond the normal school day to complete her/his duties. The teacher shares the responsibilities of being a staff member of the school.

Meets Expectations ☐
Unsatisfactory ☐

1.A.2 Collegiality

The teacher engages with colleagues in a positive manner, seeking opportunities for growth as a professional.

Meets Expectations ☐
Unsatisfactory ☐

1.A.3 Communication

The teacher communicates clearly, respectfully and in a timely manner with students, parents/guardians, school colleagues and administration. The teacher listens carefully and attentively to students and colleagues and demonstrates an understanding of what was heard.

Meets Expectations ☐
Unsatisfactory ☐

1.A.4 Confidentiality

The teacher maintains appropriate confidentiality in all matters obtained through the performance of her/his professional duties.

Meets Expectations ☐
Unsatisfactory ☐

1.A.5 NSTU Code of Ethics

The teacher is in compliance with the Nova Scotia Teachers Union Code of Ethics. (See Practicum Evaluation Guide.)

Meets Expectations ☐
Unsatisfactory ☐

1.B Professional Competencies

	Practicum 1 (4003) Descriptors	Practicum 2 (40A3) Descriptors	Practicum 3 (4923) Descriptors	Practicum 4 (4933) Descriptors
1.B.1 Reflection The teacher demonstrates the ability to reflect to determine the appropriateness, effectiveness and success of teaching practice. The teacher recognizes and articulates strengths to build on and areas to address.	The teacher observes and articulates different aspects of a lesson.	The teacher has established a system for reflection, can articulate what has been successful and is demonstrating through planning how to adjust lessons and instruction.	The teacher maintains a system for reflection on practice, makes accurate assessments of a lesson's effectiveness and can articulate specific aspects of a lesson to support the conclusions.	The teacher demonstrates the ability to reflect on instruction, to determine the appropriateness, effectiveness and success of instruction and to make adjustments. The teacher recognizes and articulates strengths to build on and areas to address.
1.B.2 Professional Inquiry The teacher engages in conversations, readings, activities and situations which enhance professional growth. The teacher responds positively to the feedback and support of colleagues, particularly the associate teacher and university advisor.	The teacher demonstrates an understanding of some elements of professional growth. The teacher welcomes feedback and responds positively.	The teacher has a professional growth plan which includes multiple inputs. The teacher demonstrates adjustments in practice based on feedback from the associate teacher and university advisor.	The teacher engages in conversations, readings, activities and situations which enhance professional growth. The teacher responds positively to the feedback and support of colleagues, particularly the associate teacher and university advisor.	The teacher articulates her/his professional growth over the practicum experience and can identify ways in which feedback from colleagues has been incorporated. The teacher has a professional growth plan that addresses future growth.
1.B.3 Documentation The teacher exhibits the ability to document planning for instruction, evaluation and follow-up. The teacher's documentation includes appropriate lesson and unit planning, necessary resources, evaluation, assessment, reflective notes and feedback from the associate teacher and university advisor. The teacher provides feedback to students on a timely basis.	The teacher is developing a system of record keeping which includes lesson plans and preparation as well as documentation of student progress over time.	The teacher has a documentation system which shows specific lessons, attention to resources and the beginnings of reflections on teaching practice. In addition, the teacher can identify and use specific methods for student assessment and provides timely feedback.	The teacher's documentation includes appropriate lesson and unit planning, necessary resources, evaluation, assessment, reflective notes and feedback from the associate teacher and university advisor. The teacher provides feedback to students on a timely basis.	The teacher has an effective working documentation system that demonstrates preparation for instruction, delivery, evaluation and follow-up. The teacher provides constructive feedback to students on a timely basis.

	Practicum 1 (4003) Descriptors	Practicum 2 (40A3) Descriptors	Practicum 3 (4923) Descriptors	Practicum 4 (4933) Descriptors
1.B.4 Presence and professional demeanour The teacher demonstrates a strong classroom presence through actions, voice, classroom organization and classroom management. Students demonstrate respect for the teacher's role and leadership in the classroom. The teacher is professional in both appearance and conduct in words, actions, tone, attitude and relationships with students and school personnel. The teacher demonstrates enthusiasm for teaching.	The teacher is professional in both appearance and conduct in words, actions, tone, attitude and relationships with students and school personnel. The teacher may be apprehensive but is enthusiastic about teaching.	The teacher demonstrates a strong classroom presence through actions, voice, classroom organization and classroom management. Students demonstrate respect for the teacher and the teacher is clearly enthusiastic about being a teacher.	The teacher demonstrates a strong classroom presence through actions, voice, classroom organization and classroom management. Students demonstrate respect for the teacher's role and leadership in the classroom. The teacher is professional in both appearance and conduct in words, actions, tone, attitude and relationships with students and school personnel. The teacher demonstrates enthusiasm for teaching.	The teacher is seen by students and colleagues as a competent professional teacher. The teacher acts professionally in all aspects of the teaching role and clearly demonstrates enthusiasm for the profession.
1.B.5 Response to difficult situations The teacher interacts with students respectfully and with understanding. The teacher responds to difficult situations in an appropriate fashion. The teacher seeks appropriate and timely support from colleagues and school administration.	The teacher recognizes situations that are causing discomfort for students and seeks appropriate support from the associate teacher.	The teacher interacts with students respectfully and with understanding. The teacher responds to difficult situations in an appropriate fashion utilizing support from colleagues and school administration.	The teacher interacts with students respectfully and with understanding. The teacher responds to difficult situations in an appropriate fashion her/himself. The teacher seeks appropriate and timely support from colleagues and school administration as needed.	The teacher interacts with students respectfully and with understanding. The teacher responds to difficult situations in an appropriate fashion her/himself. The teacher seeks appropriate and timely support from colleagues and school administration as needed.
1.B.6 Appreciation of diversity The teacher responds positively and appropriately to students with diverse needs, abilities and backgrounds.	The teacher recognizes students who have diverse needs, abilities and backgrounds.	With support from the associate teacher, the teacher responds positively and appropriately to students with diverse needs, abilities and backgrounds.	The teacher responds positively and appropriately to students with diverse needs, abilities and backgrounds. The teacher can articulate adjustments made to address the needs of specific students.	The teacher responds positively and appropriately to students with diverse needs, abilities and backgrounds. The teacher appreciates diversity in the classroom.

2. Preparation and Planning

2.1 Extent of Planning

The teacher plans a number of lessons across subject areas, eventually taking responsibility for planning units. Plans incorporate small-group and whole-class lessons as appropriate.

2.2 Planning for Diverse Learners

Plans reflect an awareness of, and attention to, the diverse learning needs of students in the classroom, conveying high expectations for all learners. Plans demonstrate knowledge of how students learn. Lessons are creative and designed to engage all students in learning. Student choice and interests are reflected in the lesson planning where possible.

2.3 Assessment for Instruction and Reporting

Assessment is aligned with curriculum outcomes in both content and process. Assessment is viewed as an ongoing process that informs instruction. A variety of formative and summative assessment methods are incorporated and feedback is provided to students. Forms of assessment are adapted to meet students' diverse learning challenges.

Practicum 1 (4003) Descriptors

The teacher co-plans with the associate teacher, plans activities for small groups or plans occasional whole class lessons.

The teacher is aware of the diverse learning needs in the classroom and how the associate teacher considers the range of learners in planning; lesson plans demonstrate a beginning understanding of how students learn.

The teacher is aware of different forms of assessment used in the classroom; the teacher is able to discuss observations of student performance.

Practicum 2 (40A3) Descriptors

The teacher plans 2-3 lessons a day within specific subject areas and may continue to co-plan some lessons with the associate teacher.

Lessons reflect some understanding of how students learn and a moderate level of expectations for most students; the teacher demonstrates growing awareness of, and lessons sometimes address, the diverse learning needs in the classroom; students are actively engaged in learning; lessons are beginning to include student choice and interest where possible.

Assessment reflects some curriculum outcomes; the teacher uses more than one form of assessment and is beginning to include formative assessment; the teacher is beginning to use assessment to plan instruction; some feedback is given to students.

Practicum 3 (4923) Descriptors

The teacher plans 3-4 lessons a day across subject areas and begins unit planning.

Lessons convey high expectations for all students; the teacher applies accurate and current knowledge of how students learn to the class as a whole and groups of students; diverse learning needs in the classroom are sometimes addressed; students are actively engaged in learning; lessons sometimes include student choice and interest.

Assessment clearly connects to curriculum outcomes; both summative and formative assessments are used; assessment is used to plan instruction and provide feedback to students; some variety in assessment is used to address diversity in student learning.

Practicum 4 (4933) Descriptors

The teacher plans most of each day's lessons and takes responsibility for planning units.

Lessons consistently convey high expectations for all students, appropriately addressing the diverse learning needs in the classroom; the teacher displays extensive and subtle knowledge of how students learn and applies this knowledge to planning for individual students; all students are actively engaged in learning; creative lessons include student choice and interest.

Assessment clearly reflects curriculum outcomes in both content and process; a variety of formative and summative assessment methods are incorporated to assess outcomes and address diversity in student learning; appropriate and regular feedback is provided to students; assessment is clearly used to plan instruction.

	Practicum 1 (4003) Descriptors	Practicum 2 (40A3) Descriptors	Practicum 3 (4923) Descriptors	Practicum 4 (4933) Descriptors
2.4 Knowledge of Outcomes Lesson and unit plans reflect an appropriate understanding and application of curriculum outcomes. The teacher designs learning experiences that focus on important learning. Curriculum alignment is evident in terms of outcomes, assessment, learning experiences and the effective use of resources.	The teacher shows a beginning understanding of curriculum outcomes and how to use resources effectively in co-planning lessons; instructional outcomes are suitable for students in small groups	Lesson plans reflect moderate understanding of the curriculum outcomes and available resources; some outcomes represent important learning for the students as a group.	Lesson plans reflect solid understanding of the curriculum outcomes and resources are used effectively to engage students in learning; plans represent important learning suitable for most students.	Lesson plans, based on extensive knowledge of curriculum outcomes, are designed to engage students in significant learning; all aspects of the teacher's plans – outcomes, assessment, learning experiences and resources – are in alignment.
2.5 Clarity and Organization Outcomes are clearly written in the form of student learning. Lesson plans connect to previous learning. Organization is evident within individual lessons as well as across lessons in a unit.	The teacher is able to identify how lessons are structured and how lessons connect to previous learning in co-planned lessons; small group lessons show some evidence of appropriate organization.	Most outcomes are clearly written in student language; lessons sometimes connect to previous learning; lessons have an appropriate structure although progression of lessons is sometimes uneven; most time allocations are appropriate.	All outcomes are clearly written in student language; lessons connect to previous learning and represent an appropriate structure and progression; time allocations are generally appropriate; unit plans have a clearly defined structure around which lessons are organized.	All outcomes are clearly written in student language; lesson plans are well organized, clearly connect to previous learning and assessment information; organization is evident within individual lessons as well as across lessons in a unit; progression of lessons is highly coherent.

3. Teaching and Learning Environment

	Practicum 1 (4003) Descriptors	Practicum 2 (40A3) Descriptors	Practicum 3 (4923) Descriptors	Practicum 4 (4933) Descriptors
3.1 Community Atmosphere The teacher, with the students, has created a sense of community in the classroom. Such an environment can be demonstrated by shared roles and democratic practices in decision making and conflict resolution. An example of this type of community would be the Aboriginal Circle or Classroom Council.	The teacher is able to identify components of a community atmosphere in the classroom.	The teacher has begun to engage students in creating a community atmosphere in the classroom. Some group problem-solving strategies are used.	The teacher engages students in creating a community atmosphere in the classroom. A range of group problem-solving strategies are used.	The teacher uses a range of group problem-solving strategies to consistently engage students in creating a community atmosphere in the classroom.
3.2 Learning Focussed The focus in the classroom is on both student and teacher learning. Students are able to direct their own learning with guidance from the teacher. Students take ownership of their learning and the teacher is seen as a leader and mentor. The environment facilitates easy transitions between large-group, small-group and one-on-one teaching.	The teacher is able to identify examples of student ownership of their learning and of the teacher's role as leader and mentor. Authentic strategies for easy transitions are identified.	The teacher fosters a focus on student ownership of their learning. The teacher provides leadership and mentorship to the students. Authentic strategies for easy transitions are used.	The teacher fosters a focus on student ownership of their learning, and consistently provides leadership and mentorship to the students. Authentic strategies for easy transitions are used.	The teacher fosters a focus on student ownership of their learning and continues to consistently provide leadership and mentorship to the students. Authentic strategies for easy transitions are consistently used.
3.3 Diversity, Equity and Inclusion Diversity, equity and inclusion can be easily found and demonstrated throughout the classroom both in the materials available and the practices used. All students feel a clear sense of belonging, of welcoming and of reaching out.	The teacher is able to identify materials that represent the diversity of local, national and global communities, and how students could see themselves and their lives reflected in the materials and practices.	The teacher provides and uses materials that represent the diversity of local, national and global communities. Students can see themselves and their lives reflected in the materials and practices.	The teacher provides and uses materials that represent the diversity of local, national and global communities. Students can see themselves and their lives reflected in the materials and practices.	The teacher consistently provides and uses materials that represent the diversity of local, national and global communities. Students can see themselves and their lives reflected in the materials and practices.

	Practicum 1 (4003) Descriptors	Practicum 2 (40A3) Descriptors	Practicum 3 (4923) Descriptors	Practicum 4 (4933) Descriptors
3.4 Multi-modal Literacies There are opportunities to engage in ways of communicating, both expressively and receptively, that are textual, visual and aural. This is evident in classroom materials and displays, learning experiences and assessment.	The teacher is able to identify expressive and receptive ways of communicating that are textual, visual and aural, and how these ways of communicating could be supported through classroom materials and displays, learning experiences and assessment.	The teacher demonstrates some expressive and receptive ways of communicating that are textual, visual and aural. These ways of communicating are sometimes supported through classroom materials and displays, learning experiences and assessment.	The teacher demonstrates expressive and receptive ways of communicating that are textual, visual and aural. These ways of communicating are supported through classroom materials and displays, learning experiences and assessment.	The teacher consistently demonstrates expressive and receptive ways of communicating that are textual, visual and aural. These ways of communicating are consistently supported through classroom materials and displays, learning experiences and assessment.
3.5 Routines and Flexibility Routines, clearly established in collaboration with students, are understood and observed. Everyone knows what is happening and is able to anticipate what comes next. Flexibility is evident when unexpected opportunities for learning arise.	The teacher is able to identify ways in which routines could be collaboratively established with students. The teacher is also able to identify how flexibility might be necessary when faced with unexpected opportunities for learning.	The teacher demonstrates ways in which routines are collaboratively established with students. The teacher and students are aware of expectations. The teacher demonstrates flexibility, particularly with unexpected opportunities for learning.	The teacher demonstrates many ways in which routines are collaboratively established with students. The teacher and students are aware of expectations. The teacher is flexible, particularly with unexpected opportunities for learning.	The teacher consistently demonstrates many ways in which routines are collaboratively established with students. The teacher and students are aware of expectations. The teacher is flexible, particularly with unexpected opportunities for learning.

4. Classroom Instruction and Assessment

	Practicum 1 (4003) Descriptors	Practicum 2 (40A3) Descriptors	Practicum 3 (4923) Descriptors	Practicum 4 (4933) Descriptors
4.1 Lesson Format The purposes of the lessons are made clear to students. Directions and procedures are clearly explained and student misunderstandings are addressed. An appropriate conclusion to the lesson is provided. Transitions within the lesson and between lessons are addressed effectively. Students know how and when they will be assessed.	The teacher is able to reflect on the purposes of lessons observed as well as how directions and procedures are provided to students; in small group lessons, directions are sometimes clear; the teacher is developing knowledge of how lesson transitions can be addressed.	The teacher is able to explain the purpose of the lesson to the students; directions and procedures are sometimes clear; the teacher is often able to provide appropriate clarification; lesson summaries are inconsistent – some are done skilfully while others are difficult to follow; some transitions within and between lessons are effective; the teacher usually informs students about how and when they are being assessed.	The purpose for the lesson is clear, including where it is situated within the progression of student learning; directions and procedures are clear; the teacher is able to provide appropriate clarification when necessary; lesson summary connects with students' prior learning; transitions within and between lessons generally occur smoothly with little loss of instructional time; the teacher consistently informs students about how and when they are being assessed.	The purpose of the lesson is clear, including where it is situated within broader learning, linking the purpose to student interests; directions and procedures are clear; the teacher anticipates possible misunderstandings; lesson summary is imaginative and connects with students' prior knowledge and learning; transitions within and between lessons are managed effectively; students are clear about how and when they are being assessed.
4.2 Critical Thinking and Effective Questioning The teacher utilizes open-ended questioning which invites analytical or thoughtful responses. The teacher incorporates student contributions into the learning experience. Students are given the opportunity to ask and answer each other's questions. Questioning is used to gather information about student learning.	The teacher is able to identify different forms of questioning and when and how open-ended questions are used; the teacher is able to identify how student responses are incorporated into the lesson.	The teacher's questions show a range of quality with some open-ended questions used; students usually have adequate time to respond; students occasionally contribute during the lesson; the teacher is beginning to incorporate student responses into the lesson; students formulate some questions and have some opportunity to share their thinking with peers; the teacher is beginning to use student questions and responses to inform instruction.	Most of the teacher's questions are of high quality with adequate time for student response; students sometimes contribute during the lesson; the teacher usually incorporates student responses into the lesson; students formulate many questions and have some opportunity to share their thinking with peers; the teacher sometimes uses student questions and responses to inform instruction.	The teacher's questions are of high quality with adequate time for student response; students contribute throughout the lesson including discussing their questions and explaining concepts to their peers; the teacher effectively incorporates student responses into the lesson; students formulate many questions; the teacher consistently uses student questions and responses to inform instruction.

	Practicum 1 (4003) Descriptors	Practicum 2 (40A3) Descriptors	Practicum 3 (4923) Descriptors	Practicum 4 (4933) Descriptors
4.3 Student Engagement Lessons reflect effective differentiation in order to engage all learners in important learning. Lessons are appropriate to students' ages and backgrounds. Students are productively engaged in the lesson and assume responsibility for their own learning as appropriate.	The teacher is developing awareness of how small group and whole class lessons are appropriate to students' ages and reflect some understanding of students' backgrounds; in small group lessons the teacher attempts to engage all students in learning with some success.	The teacher attempts to engage all students in learning with some success; learning experiences are appropriate for some students; the teacher is showing some understanding of differentiation; students occasionally take responsibility for their learning.	The teacher cognitively engages most students in learning; differentiation, student choice and interests are used effectively at times; lessons are appropriate to students' ages and backgrounds; students take some responsibility for their learning.	The teacher effectively uses differentiation, student choice and interests to cognitively and productively engage all students in learning that is appropriate to students' ages and backgrounds; students take responsibility for their learning as appropriate.
4.4 Variety of Instructional Strategies and Range of Materials The teacher uses a range of teaching strategies appropriate to the lesson. A variety of materials are used including multi-modal texts, representations, technologies and manipulatives.	The teacher is able to identify different teaching strategies used by the associate teacher; the teacher is able to discuss how resources are used by the associate teacher.	The teacher uses a limited range of teaching strategies, although there is growth in the number of strategies used effectively; resources are generally appropriate to the lesson; there is limited variety in the types of resources used.	The teacher uses a range of teaching strategies appropriate to the lesson; resources used connect effectively to the lesson; there is some variety in the resources used including, as appropriate, multi-modal texts, representations, technologies and manipulatives.	The teacher effectively and creatively uses a range of teaching strategies appropriate to the lesson; a variety of resources are incorporated into the lesson to engage students and promote learning, including, as appropriate, multi-modal texts, representations, technologies and manipulatives.
4.5 Flexibility and Lesson Adjustments The teacher gathers information to assess student learning. The teacher demonstrates flexibility in a lesson in response to student learning. Appropriate lesson adjustments are made within and across lessons.	The teacher is developing awareness of when, how and why a teacher responds flexibly to student learning.	The teacher is beginning to gather assessment information and demonstrates some flexibility in response to student learning; the teacher attempts to adjust a lesson when needed, with some success.	The teacher gathers assessment information and demonstrates flexibility in response to student learning; the teacher is increasingly able to make adjustments to a lesson as needed.	The teacher uses assessment information to respond flexibly to student learning; major and minor lesson adjustments are made as needed to effectively promote student learning.

SCHOOL OF EDUCATION, ACADIA UNIVERSITY

Associate Teacher Evaluation for EDUC 4003 – Practicum 1 **YEAR 1 STUDENTS ONLY**

Please return to Acadia University, School of Education, Box 57, Wolfville, NS, B4P 2R6 or email to bedpract@acadiau.ca or fax to 902-585-1071

Pre-Service Teacher: _____ Practicum Dates: _____
Associate Teacher: _____ Univeristy Advisor: _____
School: _____ Grade/Subject: _____

1. Professionalism – Professional Conduct and Professional Competencies

1.A Professional Conduct (Checklist)

1.A.1 Attention to Duties

The teacher is in full attendance during the practicum or makes appropriate notifications and arrangements when circumstances warrant an absence from teaching. The teacher is punctual and exhibits a willingness to work beyond the normal school day to complete her/his duties. The teacher shares the responsibilities of being a staff member of the school.

Meets Expectations ☐
Unsatisfactory ☐

1.A.2 Collegiality

The teacher engages with colleagues in a positive manner, seeking opportunities for growth as a professional.

Meets Expectations ☐
Unsatisfactory ☐

1.A.3 Communication

The teacher communicates clearly, respectfully and in a timely manner with students, parents/guardians, school colleagues and administration. The teacher listens carefully and attentively to students and colleagues and demonstrates an understanding of what was heard.

Meets Expectations ☐
Unsatisfactory ☐

1.A.4 Confidentiality

The teacher maintains appropriate confidentiality in all matters obtained through the performance of her/his professional duties.

Meets Expectations ☐
Unsatisfactory ☐

1.A.5 NSTU Code of Ethics

The teacher is in compliance with the Nova Scotia Teachers Union Code of Ethics. (See Practicum Evaluation Guide.)

Meets Expectations ☐
Unsatisfactory ☐

Comments/Suggestions regarding Professional Conduct:

1.B Professional Competencies

Practicum 1 (4003) Descriptors

1.B.1 Reflection

The teacher demonstrates the ability to reflect to determine the appropriateness, effectiveness and success of teaching practice. The teacher recognizes and articulates strengths to build on and areas to address.

The teacher observes and articulates different aspects of a lesson.

Expectations Met ☐
More Work Needed ☐

1.B.2 Professional Inquiry

The teacher engages in conversations, readings, activities and situations which enhance professional growth. The teacher responds positively to the feedback and support of colleagues, particularly the associate teacher and university advisor.

The teacher demonstrates an understanding of some elements of professional growth.
The teacher welcomes feedback and responds positively.

Expectations Met ☐
More Work Needed ☐

1.B.3 Documentation

The teacher exhibits the ability to document planning for instruction, evaluation and follow-up. The teacher's documentation includes appropriate lesson and unit planning, necessary resources, evaluation, assessment, reflective notes, and feedback from the associate teacher and advisor. The teacher provides feedback to students on a timely basis.

The teacher is developing a system of record keeping which includes lesson plans and preparation as well as documentation of student progress over time.

Expectations Met ☐
More Work Needed ☐

1.B.4 Presence and Professional Demeanour

The teacher demonstrates a strong classroom presence through actions, voice, classroom organization and classroom management. Students demonstrate respect for the teacher's role and leadership in the classroom. The teacher is professional in both appearance and conduct in words, actions, tone, attitude and relationships with students and school personnel. The teacher demonstrates enthusiasm for teaching.

The teacher is professional in both appearance and conduct in words, actions, tone, attitude and relationships with students and school personnel. The teacher may be apprehensive but is enthusiastic about teaching.

Expectations Met ☐
More Work Needed ☐

1.B.5 Response to Difficult Situations

The teacher interacts with students respectfully and with understanding. The teacher responds to difficult situations in an appropriate fashion. The teacher seeks appropriate and timely support from colleagues and school administration.

The teacher recognizes situations that are causing discomfort for students and seeks appropriate support from the Mentor teacher.

Expectations Met ☐
More Work Needed ☐

1.B.6 Appreciation of Diversity

The teacher responds positively and appropriately to students with diverse needs, abilities and backgrounds.

The teacher recognizes students who have diverse needs, abilities and backgrounds.

Expectations Met ☐
More Work Needed ☐

Comments/Suggestions regarding Professional Competencies:

2. Preparation and Planning

Practicum 1 (4003) Descriptors

2.1 Extent of Planning

The teacher plans a number of lessons across subject areas, eventually taking responsibility for planning units. Plans incorporate small-group and whole-class lessons as appropriate.

The teacher co-plans with the associate teacher, plans activities with small groups or plans occasional whole class lessons.

Expectations Met ☐
More Work Needed ☐

2.2 Planning for Diverse Learners

Plans reflect an awareness of, and attention to, the diverse learning needs of students in the classroom, conveying high expectations for all learners. Plans demonstrate knowledge of how students learn. Lessons are creative and designed to engage all students in learning. Student choice and interests are reflected in the lesson planning where possible.

The teacher is aware of the diverse learning needs in the classroom and how the Mentor teacher considers the range of learners in planning; lesson plans demonstrate a beginning understanding of how students learn.

Expectations Met ☐
More Work Needed ☐

2.3 Assessment for Instruction and Reporting

Assessment is aligned with curriculum outcomes in both content and process. Assessment is viewed as an ongoing process that informs instruction. A variety of formative and summative assessment methods are incorporated and feedback is provided to students. Forms of assessment are adapted to meet students' diverse learning challenges.

The teacher is aware of different forms of assessment used in the classroom; the teacher is able to discuss observations of student performance.

Expectations Met ☐
More Work Needed ☐

2.4 Knowledge of Outcomes

Lesson and unit plans reflect an appropriate understanding and application of curriculum outcomes. The teacher designs learning experiences that focus on important learning. Curriculum alignment is evident in terms of outcomes, assessment, learning experiences and the effective use of resources.

The teacher shows a beginning understanding of curriculum outcomes and how to use resources effectively in co-planning lessons; instructional outcomes are suitable to students in small groups.

Expectations Met ☐
More Work Needed ☐

2.5 Clarity and Organization

Outcomes are clearly written in the form of student learning. Lesson plans connect to previous learning. Organization is evident within individual lessons as well as across lessons in a unit.

The teacher is able to identify how lessons are structured and how lessons connect to previous learning in co-planned lessons; small group lessons show some evidence of appropriate organization.

Expectations Met ☐
More Work Needed ☐

Comments/Suggestions regarding Preparation and Planning:

3. Teaching and Learning Environment

Practicum 1 (4003) Descriptors

3.1 Community Atmosphere

The teacher, with the students, has created a sense of community in the classroom. Such an environment can be demonstrated by shared roles and democratic practices in decision making and conflict resolution. An example of this type of community would be the Aboriginal Circle or Classroom Council.

The teacher is able to identify components of a community atmosphere in the classroom.

Expectations Met ☐
More Work Needed ☐

3.2 Learning Focussed

The focus in the classroom is on both student and teacher learning. Students are able to direct their own learning with guidance from the teacher. Students take ownership of their learning and the teacher is seen as a leader and mentor. The environment facilitates easy transitions between large-group, small-group and one-on-one teaching.

The teacher is able to identify examples of student ownership of their learning and of the teacher's role as leader and mentor. Authentic strategies for easy transitions are identified.

Expectations Met ☐
More Work Needed ☐

3.3 Diversity, Equity and Inclusion

Diversity, equity and inclusion can be easily found and demonstrated throughout the classroom both in the materials available and the practices used. All students feel a clear sense of belonging, of welcoming and of reaching out.

The teacher is able to identify materials that represent the diversity of local, national and global communities, and how students could see themselves and their lives reflected in the materials and practices.

Expectations Met ☐
More Work Needed ☐

3.4 Multi-modal Literacies

There are opportunities to engage in ways of communicating, both expressively and receptively, that are textual, visual and aural. This is evident in classroom materials and displays.

The teacher is able to identify expressive and receptive ways of communicating that are textual, visual and aural, and how these ways of communicating could be supported through classroom materials and displays, learning experiences and assessment.

Expectations Met ☐
More Work Needed ☐

3.5 Routines and Flexibility

Routines, clearly established in collaboration with students, are understood and observed. Everyone knows what is happening and is able to anticipate what comes next. Flexibility is evident when unexpected opportunities for learning arise.

The teacher is able to identify ways in which routines could be collaboratively established with students. The teacher is also able to identify how flexibility might be necessary when faced with unexpected opportunities for learning.

Expectations Met ☐
More Work Needed ☐

Comments/Suggestions regarding Teaching and Learning Environment:

4. Classroom Instruction and Assessment

Practicum 1 (4003) Descriptors

4.1 Lesson Format

The purposes of the lessons are made clear to students. Directions and procedures are clearly explained and student misunderstandings are addressed. An appropriate conclusion to the lesson is provided. Transitions within the lesson and between lessons are addressed effectively. Students know how and when they will be assessed.

The teacher is able to reflect on the purposes of lessons observed as well as how directions and procedures are provided to students; in small group lessons, directions are sometimes clear; the teacher is developing knowledge of how lesson transitions can be addressed.

Expectations Met ☐
More Work Needed ☐

4.2 Critical Thinking and Effective Questioning

The teacher utilizes open-ended questioning which invites analytical or thoughtful responses. The teacher incorporates student contributions into the learning experience. Students are given the opportunity to ask and answer each other's questions. Questioning is used to gather information about student learning.

The teacher is able to identify different forms of questioning and when and how open-ended questions are used; the teacher is able to identify how student responses are incorporated into the lesson.

Expectations Met ☐
More Work Needed ☐

4.3 Student Engagement

Lessons reflect effective differentiation in order to engage all learners in important learning. Student choice and interests are reflected in the learning experiences where possible. Lessons are appropriate to students' ages and backgrounds. Students are productively engaged in the lesson and assume responsibility for their own learning as appropriate.

The teacher is developing awareness of how small group and whole class lessons are appropriate to students' ages and reflect some understanding of students' backgrounds; in small group lessons the teacher attempts to engage all students in learning with some success.

Expectations Met ☐
More Work Needed ☐

4.4 Variety of Instructional Strategies and Range of Materials

The teacher uses a range of teaching strategies appropriate to the lesson. A variety of materials are used including multimodal texts, representations, technologies and manipulatives.

The teacher is able to identify different teaching strategies used by the associate teacher; the teacher is able to discuss how resources are used by the associate teacher.

Expectations Met ☐
More Work Needed ☐

4.5 Flexibility and Lesson Adjustments

The teacher gathers information to assess student learning. The teacher demonstrates flexibility in a lesson in response to student learning. Appropriate lesson adjustments are made within and across lessons.

The teacher is developing awareness of when, how and why a teacher responds flexibly to student learning.

Expectations Met ☐
More Work Needed ☐

Comments/Suggestions regarding Classroom Instruction and Assessment:

Additional Comments:

.....

Overall Evaluation

The pre-service teacher has met or exceeded the expectations for Practicum 1 (EDUC 4003)

☐ **Pass**

The pre-service teacher has met some of the expectations for Practicum 1 (EDUC 4003)
but significant improvement is required

☐ **Pass with reservation**

The pre-service teacher has not met the expectations for Practicum 1 (EDUC 4003)

☐ **Fail**

Number of days' pre-service teacher was absent (____)

Associate Teacher Signature: _____

Date: _____

Pre-Service Teacher Signature: _____

Date: _____

(indicating that this evaluation has been read)

SCHOOL OF EDUCATION, ACADIA UNIVERSITY

Associate Teacher Evaluation for EDUC 40A3 – Practicum 2

Please return to Acadia University, School of Education, Box 57, Wolfville, NS, B4P 2R6 or email to bedpract@acadiau.ca or fax to 902-585-1071

Pre-Service Teacher: _____ Practicum Dates: _____
Associate Teacher: _____ University: _____
School: _____ Grade/Subject: _____

1. Professionalism – Professional Conduct and Professional Competencies

1.A Professional Conduct (Checklist)

1.A.1 Attention to Duties

The teacher is in full attendance during the practicum or makes appropriate notifications and arrangements when circumstances warrant an absence from teaching. The teacher is punctual and exhibits a willingness to work beyond the normal school day to complete her/his duties. The teacher shares the responsibilities of being a staff member of the school.

Meets Expectations ☐
Unsatisfactory ☐

1.A.2 Collegiality

The teacher engages with colleagues in a positive manner, seeking opportunities for growth as a professional.

Meets Expectations ☐
Unsatisfactory ☐

1.A.3 Communication

The teacher communicates clearly, respectfully and in a timely manner with students, parents/guardians, school colleagues and administration. The teacher listens carefully and attentively to students and colleagues and demonstrates an understanding of what was heard.

Meets Expectations ☐
Unsatisfactory ☐

1.A.4 Confidentiality

The teacher maintains appropriate confidentiality in all matters obtained through the performance of her/his professional duties.

Meets Expectations ☐
Unsatisfactory ☐

1.A.5 NSTU Code of Ethics

The teacher is in compliance with the Nova Scotia Teachers Union Code of Ethics. (See Practicum Evaluation Guide.)

Meets Expectations ☐
Unsatisfactory ☐

Comments/Suggestions regarding Professional Conduct:

1.B Professional Competencies

Practicum 2 (40A3) Descriptors

1.B.1 Reflection

The teacher demonstrates the ability to reflect to determine the appropriateness, effectiveness and success of teaching practice. The teacher recognizes and articulates strengths to build on and areas to address.

The teacher has established a system for reflection, can articulate what has been successful and is demonstrating through planning how to adjust lessons and instruction.

Expectations Met ☐
More Work Needed ☐

1.B.2 Professional Inquiry

The teacher engages in conversations, readings, activities and situations which enhance professional growth. The teacher responds positively to the feedback and support of colleagues, particularly the associate teacher and university advisor.

The teacher has a professional growth plan which includes multiple inputs. The teacher demonstrates adjustments in practice based on feedback from the associate teacher and university advisor.

Expectations Met ☐
More Work Needed ☐

1.B.3 Documentation

The teacher exhibits the ability to document planning for instruction, evaluation and follow-up. The teacher's documentation includes appropriate lesson and unit planning, necessary resources, evaluation, assessment, reflective notes, and feedback from the associate teacher and university advisor. The teacher provides feedback to students on a timely basis.

The teacher has a documentation system which shows specific lessons, attention to resources and the beginnings of reflections on teaching practice. In addition, the teacher can identify and use specific methods for student assessment and provides timely feedback.

Expectations Met ☐
More Work Needed ☐

1.B.4 Presence and Professional Demeanour

The teacher demonstrates a strong classroom presence through actions, voice, classroom organization and classroom management. Students demonstrate respect for the teacher's role and leadership in the classroom. The teacher is professional in both appearance and conduct in words, actions, tone, attitude and relationships with students and school personnel. The teacher demonstrates enthusiasm for teaching.

The teacher demonstrates a strong classroom presence through actions, voice, classroom organization and classroom management. Students demonstrate respect for the teacher and the teacher is clearly enthusiastic about being a teacher.

Expectations Met ☐
More Work Needed ☐

1.B.5 Response to Difficult Situations

The teacher interacts with students respectfully and with understanding. The teacher responds to difficult situations in an appropriate fashion. The teacher seeks appropriate and timely support from colleagues and school administration.

The teacher interacts with students respectfully and with understanding. The teacher responds to difficult situations in an appropriate fashion utilizing support from colleagues and school administration.

Expectations Met ☐
More Work Needed ☐

1.B.6 Appreciation of Diversity

The teacher responds positively and appropriately to students with diverse needs, abilities and backgrounds.

With support from the associate teacher, the teacher responds positively and appropriately to students with diverse needs, abilities and backgrounds.

Expectations Met ☐
More Work Needed ☐

Comments/Suggestions regarding Professional Competencies:

2. Preparation and Planning

Practicum 2 (40A3) Descriptors

2.1 Extent of Planning

The teacher plans a number of lessons across subject areas, eventually taking responsibility for planning units. Plans incorporate small-group and whole-class lessons as appropriate.

The teacher plans 2-3 lessons a day within specific subject areas and may continue to co-plan some lessons with the associate teacher.

Expectations Met ☐
More Work Needed ☐

2.2 Planning for Diverse Learners

Plans reflect an awareness of, and attention to, the diverse learning needs of students in the classroom, conveying high expectations for all learners. Plans demonstrate knowledge of how students learn. Lessons are creative and designed to engage all students in learning. Student choice and interests are reflected in the lesson planning where possible.

Lessons reflect some understanding of how students learn and a moderate level of expectations for most students; the teacher demonstrates growing awareness of, and lessons sometimes address, the diverse learning needs in the classroom; students are actively engaged in learning; lessons are beginning to include student choice and interest where possible.

Expectations Met ☐
More Work Needed ☐

2.3 Assessment for Instruction and Reporting

Assessment is aligned with curriculum outcomes in both content and process. Assessment is viewed as an ongoing process that informs instruction. A variety of formative and summative assessment methods are incorporated and feedback is provided to students. Forms of assessment are adapted to meet students' diverse learning challenges.

Assessment reflects some curriculum outcomes; the teacher uses more than one form of assessment and is beginning to include formative assessment; the teacher is beginning to use assessment to plan instruction; some feedback is given to students.

Expectations Met ☐
More Work Needed ☐

2.4 Knowledge of Outcomes

Lesson and unit plans reflect an appropriate understanding and application of curriculum outcomes. The teacher designs learning experiences that focus on important learning. Curriculum alignment is evident in terms of outcomes, assessment, learning experiences and the effective use of resources.

Lesson plans reflect moderate understanding of the curriculum outcomes and available resources; some outcomes represent important learning for the students as a group.

Expectations Met ☐
More Work Needed ☐

2.5 Clarity and Organization

Outcomes are clearly written in the form of student learning. Lesson plans connect to previous learning. Organization is evident within individual lessons as well as across lessons in a unit.

Most outcomes are clearly written in student language; lessons sometimes connect to previous learning; lessons have an appropriate structure although progression of lessons is sometimes uneven; most time allocations are appropriate.

Expectations Met ☐
More Work Needed ☐

Comments/Suggestions regarding Preparation and Planning:

3. Teaching and Learning Environment

Practicum 2 (40A3) Descriptors

3.1 Community Atmosphere

The teacher, with the students, has created a sense of community in the classroom. Such an environment can be demonstrated by shared roles and democratic practices in decision making and conflict resolution. An example of this type of community would be the Aboriginal Circle or Classroom Council.

The teacher has begun to engage students in creating a community atmosphere in the classroom. Some group problem-solving strategies are used.

Expectations Met ☐
More Work Needed ☐

3.2 Learning Focussed

The focus in the classroom is on both student and teacher learning. Students are able to direct their own learning with guidance from the teacher. Students take ownership of their learning and the teacher is seen as a leader and mentor. The environment facilitates easy transitions between large-group, small-group and one-on-one teaching.

The teacher fosters a focus on student ownership of their learning. The teacher provides leadership and mentorship to the students. Authentic strategies for easy transitions are used.

Expectations Met ☐
More Work Needed ☐

3.3 Diversity, Equity and Inclusion

Diversity, equity and inclusion can be easily found and demonstrated throughout the classroom both in the materials available and the practices used. All students feel a clear sense of belonging, of welcoming and of reaching out.

The teacher provides and uses materials that represent the diversity of local, national and global communities. Students can see themselves and their lives reflected in the materials and practices.

Expectations Met ☐
More Work Needed ☐

3.4 Multi-modal Literacies

There are opportunities to engage in ways of communicating, both expressively and receptively, that are textual, visual and aural. This is evident in classroom materials and displays.

The teacher demonstrates some expressive and receptive ways of communicating that are textual, visual and aural. These ways of communicating are sometimes supported through classroom materials and displays, learning experiences and assessment.

Expectations Met ☐
More Work Needed ☐

3.5 Routines and Flexibility

Routines, clearly established in collaboration with students, are understood and observed. Everyone knows what is happening and is able to anticipate what comes next. Flexibility is evident when unexpected opportunities for learning arise.

The teacher demonstrates ways in which routines are collaboratively established with students. The teacher and students are aware of expectations. The teacher demonstrates flexibility, particularly with unexpected opportunities for learning.

Expectations Met ☐
More Work Needed ☐

Comments/Suggestions regarding Teaching and Learning Environment:

4. Classroom Instruction and Assessment

4.1 Lesson Format

The purposes of the lessons are made clear to students. Directions and procedures are clearly explained and student misunderstandings are addressed. An appropriate conclusion to the lesson is provided. Transitions within the lesson and between lessons are addressed effectively. Students know how and when they will be assessed.

Practicum 2 (40A3) Descriptors

The teacher is able to explain the purpose of the lesson to the students; directions and procedures are sometimes clear; the teacher is often able to provide appropriate clarification; lesson summaries are inconsistent – some are done skilfully while others are difficult to follow; some transitions within and between lessons are effective; the teacher usually informs students about how and when they are being assessed.

Expectations Met ☐
More Work Needed ☐

4.2 Critical Thinking and Effective Questioning

The teacher utilizes open-ended questioning which invites analytical or thoughtful responses. The teacher incorporates student contributions into the learning experience. Students are given the opportunity to ask and answer each other's questions. Questioning is used to gather information about student learning.

The teacher's questions show a range of quality with some open-ended questions used; students usually have adequate time to respond; students occasionally contribute during the lesson; the teacher is beginning to incorporate student responses into the lesson; students formulate some questions and have some opportunity to share their thinking with peers; the teacher is beginning to use student questions and responses to inform instruction.

Expectations Met ☐
More Work Needed ☐

4.3 Student Engagement

Lessons reflect effective differentiation in order to engage all learners in important learning. Student choice and interests are reflected in the learning experiences where possible. Lessons are appropriate to students' ages and backgrounds. Students are productively engaged in the lesson and assume responsibility for their own learning as appropriate.

The teacher attempts to engage all students in learning with some success; learning experiences are appropriate for some students; the teacher is showing some understanding of differentiation; students occasionally take responsibility for their learning.

Expectations Met ☐
More Work Needed ☐

4.4 Variety of Instructional Strategies and Range of Materials

The teacher uses a range of teaching strategies appropriate to the lesson. A variety of materials are used including multimodal texts, representations, technologies and manipulatives.

The teacher uses a limited range of teaching strategies, although there is growth in the number of strategies used effectively; resources are generally appropriate to the lesson; there is limited variety in the types of resources used.

Expectations Met ☐
More Work Needed ☐

4.5 Flexibility and Lesson Adjustments

The teacher gathers information to assess student learning. The teacher demonstrates flexibility in a lesson in response to student learning. Appropriate lesson adjustments are made within and across lessons.

The teacher is beginning to gather assessment information and demonstrates some flexibility in response to student learning; the teacher attempts to adjust a lesson when needed, with some success.

Expectations Met ☐
More Work Needed ☐

Comments/Suggestions regarding Classroom Instruction and Assessment:

Additional Comments:

.....

Overall Evaluation

The pre-service teacher has met or exceeded the expectations for practicum 2 (EDUC 40A3)

☐ **Pass**

The pre-service teacher has met some of the expectations for practicum 2 (EDUC 40A3) but significant improvement is required

☐ **Pass with reservation**

The pre-service teacher has not met the expectations for practicum 2 (EDUC 40A3)

☐ **Fail**

Number of days' pre-service teacher was absent (____)

Associate Teacher Signature: _____

Date: _____

Pre-Service Teacher Signature: _____
(indicating that this evaluation has been read)

Date: _____

SCHOOL OF EDUCATION, ACADIA UNIVERSITY

Associate Teacher Evaluation for EDUC 4923 – Practicum 3

Please return to Acadia University, School of Education, Box 57, Wolfville, NS, B4P 2R6 or email to bedpract@acadiau.ca or fax to 902-585-1071

Pre-Service Teacher: _____ Practicum Dates: _____
Associate Teacher: _____ University Advisor: _____
School: _____ Grade/Subject: _____

1. Professionalism – Professional Conduct and Professional Competencies

1.A Professional Conduct (Checklist)

1.A.1 Attention to Duties

The teacher is in full attendance during the practicum or makes appropriate notifications and arrangements when circumstances warrant an absence from teaching. The teacher is punctual and exhibits a willingness to work beyond the normal school day to complete her/his duties. The teacher shares the responsibilities of being a staff member of the school.

Meets Expectations ☐
Unsatisfactory ☐

1.A.2 Collegiality

The teacher engages with colleagues in a positive manner, seeking opportunities for growth as a professional.

Meets Expectations ☐
Unsatisfactory ☐

1.A.3 Communication

The teacher communicates clearly, respectfully and in a timely manner with students, parents/guardians, school colleagues and administration. The teacher listens carefully and attentively to students and colleagues and demonstrates an understanding of what was heard.

Meets Expectations ☐
Unsatisfactory ☐

1.A.4 Confidentiality

The teacher maintains appropriate confidentiality in all matters obtained through the performance of her/his professional duties.

Meets Expectations ☐
Unsatisfactory ☐

1.A.5 NSTU Code of Ethics

The teacher is in compliance with the Nova Scotia Teachers Union Code of Ethics. (See Practicum Evaluation Guide.)

Meets Expectations ☐
Unsatisfactory ☐

Comments/Suggestions regarding Professional Conduct:

1.B Professional Competencies

Practicum 3 (4923) Descriptors

1.B.1 Reflection

The teacher demonstrates the ability to reflect to determine the appropriateness, effectiveness and success of teaching practice. The teacher recognizes and articulates strengths to build on and areas to address.

The teacher maintains a system for reflection on practice, makes accurate assessments of a lesson's effectiveness and can articulate specific aspects of a lesson to support the conclusions.

Expectations Met ☐
More Work Needed ☐

1.B.2 Professional Inquiry

The teacher engages in conversations, readings, activities and situations which enhance professional growth. The teacher responds positively to the feedback and support of colleagues, particularly the associate teacher and university advisor.

The teacher engages in conversations, readings, activities and situations which enhance professional growth. The teacher responds positively to the feedback and support of colleagues, particularly the associate teacher and university advisor.

Expectations Met ☐
More Work Needed ☐

1.B.3 Documentation

The teacher exhibits the ability to document planning for instruction, evaluation and follow-up. The teacher's documentation includes appropriate lesson and unit planning, necessary resources, evaluation, assessment, reflective notes, and feedback from the associate teacher and university advisor. The teacher provides feedback to students on a timely basis.

The teacher's documentation includes appropriate lesson and unit planning, necessary resources, evaluation, assessment, reflective notes and feedback from the associate teacher and practicum advisor. The teacher provides feedback to students on a timely basis.

Expectations Met ☐
More Work Needed ☐

1.B.4 Presence and Professional Demeanour

The teacher demonstrates a strong classroom presence through actions, voice, classroom organization and classroom management. Students demonstrate respect for the teacher's role and leadership in the classroom. The teacher is professional in both appearance and conduct in words, actions, tone, attitude and relationships with students and school personnel. The teacher demonstrates enthusiasm for teaching.

The teacher demonstrates a strong classroom presence through actions, voice, classroom organization and classroom management. Students demonstrate respect for the teacher's role and leadership in the classroom. The teacher is professional in both appearance and conduct in words, actions, tone, attitude and relationships with students and school personnel. The teacher demonstrates enthusiasm for teaching.

Expectations Met ☐
More Work Needed ☐

1.B.5 Response to Difficult Situations

The teacher interacts with students respectfully and with understanding. The teacher responds to difficult situations in an appropriate fashion. The teacher seeks appropriate and timely support from colleagues and school administration.

The teacher interacts with students respectfully and with understanding. The teacher responds to difficult situations in an appropriate fashion her/himself. The teacher seeks appropriate and timely support from colleagues and school administration as needed.

Expectations Met ☐
More Work Needed ☐

1.B.6 Appreciation of Diversity

The teacher responds positively and appropriately to students with diverse needs, abilities and backgrounds.

The teacher responds positively and appropriately to students with diverse needs, abilities and backgrounds. The teacher can articulate adjustments made to address the needs of specific students.

Expectations Met ☐
More Work Needed ☐

Comments/Suggestions regarding Professional Competencies:

2. Preparation and Planning

Practicum 3 (4923) Descriptors

2.1 Extent of Planning

The teacher plans a number of lessons across subject areas, eventually taking responsibility for planning units. Plans incorporate small-group and whole-class lessons as appropriate.

The teacher plans 3-4 lessons a day across subject areas and begins unit planning.

Expectations Met ☐

More Work Needed ☐

2.2 Planning for Diverse Learners

Plans reflect an awareness of, and attention to, the diverse learning needs of students in the classroom, conveying high expectations for all learners. Plans demonstrate knowledge of how students learn. Lessons are creative and designed to engage all students in learning. Student choice and interests are reflected in the lesson planning where possible.

Lessons convey high expectations for all students; the teacher applies accurate and current knowledge of how students learn to the class as a whole and groups of students; diverse learning needs in the classroom are sometimes addressed; students are actively engaged in learning; lessons sometimes include student choice and interest.

Expectations Met ☐

More Work Needed ☐

2.3 Assessment for Instruction and Reporting

Assessment is aligned with curriculum outcomes in both content and process. Assessment is viewed as an ongoing process that informs instruction. A variety of formative and summative assessment methods are incorporated and feedback is provided to students. Forms of assessment are adapted to meet students' diverse learning challenges.

Assessment clearly connects to curriculum outcomes; both summative and formative assessments are used; assessment is used to plan instruction and provide feedback to students; some variety in assessment is used to address diversity in student learning.

Expectations Met ☐

More Work Needed ☐

2.4 Knowledge of Outcomes

Lesson and unit plans reflect an appropriate understanding and application of curriculum outcomes. The teacher designs learning experiences that focus on important learning. Curriculum alignment is evident in terms of outcomes, assessment, learning experiences and the effective use of resources.

Lesson plans reflect solid understanding of the curriculum outcomes and resources are used effectively to engage students in learning; plans represent important learning suitable for most students.

Expectations Met ☐

More Work Needed ☐

2.5 Clarity and Organization

Outcomes are clearly written in the form of student learning. Lesson plans connect to previous learning. Organization is evident within individual lessons as well as across lessons in a unit.

All outcomes are clearly written in student language; lessons connect to previous learning and represent an appropriate structure and progression; time allocations are generally appropriate; unit plans have a clearly defined structure around which lessons are organized.

Expectations Met ☐

More Work Needed ☐

Comments/Suggestions regarding Preparation and Planning:

3. Teaching and Learning Environment

Practicum 3 (4923) Descriptors

3.1 Community Atmosphere

The teacher, with the students, has created a sense of community in the classroom. Such an environment can be demonstrated by shared roles and democratic practices in decision making and conflict resolution. An example of this type of community would be the Aboriginal Circle or Classroom Council.

The teacher engages students in creating a community atmosphere in the classroom. A range of group problem-solving strategies are used.

Expectations Met ☐
More Work Needed ☐

3.2 Learning Focussed

The focus in the classroom is on both student and teacher learning. Students are able to direct their own learning with guidance from the teacher. Students take ownership of their learning and the teacher is seen as a leader and mentor. The environment facilitates easy transitions between large-group, small-group and one-on-one teaching.

The teacher fosters a focus on student ownership of their learning, and consistently provides leadership and mentorship to the students. Authentic strategies for easy transitions are used.

Expectations Met ☐
More Work Needed ☐

3.3 Diversity, Equity and Inclusion

Diversity, equity and inclusion can be easily found and demonstrated throughout the classroom both in the materials available and the practices used. All students feel a clear sense of belonging, of welcoming and of reaching out.

The teacher provides and uses materials that represent the diversity of local, national and global communities. Students can see themselves and their lives reflected in the materials and practices.

Expectations Met ☐
More Work Needed ☐

3.4 Multi-modal Literacies

There are opportunities to engage in ways of communicating, both expressively and receptively, that are textual, visual and aural. This is evident in classroom materials and displays.

The teacher demonstrates expressive and receptive ways of communicating that are textual, visual and aural. These ways of communicating are supported through classroom materials and displays, learning experiences and assessment.

Expectations Met ☐
More Work Needed ☐

3.5 Routines and Flexibility

Routines, clearly established in collaboration with students, are understood and observed. Everyone knows what is happening and is able to anticipate what comes next. Flexibility is evident when unexpected opportunities for learning arise.

The teacher demonstrates many ways in which routines are collaboratively established with students. The teacher and students are aware of expectations. The teacher is flexible, particularly with unexpected opportunities for learning.

Expectations Met ☐
More Work Needed ☐

Comments/Suggestions regarding Teaching and Learning Environment:

4. Classroom Instruction and Assessment

4.1 Lesson Format

The purposes of the lessons are made clear to students. Directions and procedures are clearly explained and student misunderstandings are addressed. An appropriate conclusion to the lesson is provided. Transitions within the lesson and between lessons are addressed effectively. Students know how and when they will be assessed.

Practicum 3 (4923) Descriptors

The purpose for the lesson is clear, including where it is situated within the progression of student learning; directions and procedures are clear; the teacher is able to provide appropriate clarification when necessary; lesson summary connects with students' prior learning; transitions within and between lessons generally occur smoothly with little loss of instructional time; the teacher consistently informs students about how and when they are being assessed.

Expectations Met ☐
More Work Needed ☐

4.2 Critical Thinking and Effective Questioning

The teacher utilizes open-ended questioning which invites analytical or thoughtful responses. The teacher incorporates student contributions into the learning experience. Students are given the opportunity to ask and answer each other's questions. Questioning is used to gather information about student learning.

Most of the teacher's questions are of high quality with adequate time for student response; students sometimes contribute during the lesson; the teacher usually incorporates student responses into the lesson; students formulate many questions and have some opportunity to share their thinking with peers; the teacher sometimes uses student questions and responses to inform instruction.

Expectations Met ☐
More Work Needed ☐

4.3 Student Engagement

Lessons reflect effective differentiation in order to engage all learners in important learning. Student choice and interests are reflected in the learning experiences where possible. Lessons are appropriate to students' ages and backgrounds. Students are productively engaged in the lesson and assume responsibility for their own learning as appropriate.

The teacher cognitively engages most students in learning; differentiation, student choice and interests are used effectively at times; lessons are appropriate to students' ages and backgrounds; students take some responsibility for their learning.

Expectations Met ☐
More Work Needed ☐

4.4 Variety of Instructional Strategies and Range of Materials

The teacher uses a range of teaching strategies appropriate to the lesson. A variety of materials are used including multimodal texts, representations, technologies and manipulatives.

The teacher uses a range of teaching strategies appropriate to the lesson; resources used connect effectively to the lesson; there is some variety in the resources used including, as appropriate, multi-modal texts, representations, technologies and manipulatives.

Expectations Met ☐
More Work Needed ☐

4.5 Flexibility and Lesson Adjustments

The teacher gathers information to assess student learning. The teacher demonstrates flexibility in a lesson in response to student learning. Appropriate lesson adjustments are made within and across lessons.

The teacher gathers assessment information and demonstrates flexibility in response to student learning; the teacher is increasingly able to make adjustments to a lesson as needed.

Expectations Met ☐
More Work Needed ☐

Comments/Suggestions regarding Classroom Instruction and Assessment:

Additional Comments:

.....

Overall Evaluation

The pre-service teacher has met or exceeded the expectations for Practicum 3 (EDUC 4923)

☐ **Pass**

The pre-service teacher has met some of the expectations for Practicum 3 (EDUC 4923) but significant improvement is required

☐ **Pass with reservation**

The Pre-Service teacher has not met the expectations for Practicum 3 (EDUC 4923)

☐ **Fail**

Number of days' pre-service teacher was absent (____)

Associate Teacher Signature: _____

Date: _____

Pre-Service Teacher Signature: _____
(indicating that this evaluation has been read)

Date: _____

SCHOOL OF EDUCATION, ACADIA UNIVERSITY

Associate Teacher Evaluation for EDUC 4933 – Practicum 4

*Please return to Acadia University, School of Education, Box 57, Wolfville, NS, B4P 2R6 or
email to bedpract@acadiau.ca or fax to 902-585-1071*

Pre-Service Teacher: _____ Practicum Dates: _____
Associate Teacher: _____ University Advisor: _____
School: _____ Grade/Subject: _____

1. Professionalism – Professional Conduct and Professional Competencies

1.A Professional Conduct (Checklist)

1.A.1 Attention to Duties

The teacher is in full attendance during the practicum or makes appropriate notifications and arrangements when circumstances warrant an absence from teaching. The teacher is punctual and exhibits a willingness to work beyond the normal school day to complete her/his duties. The teacher shares the responsibilities of being a staff member of the school.

Meets Expectations ☐
Unsatisfactory ☐

1.A.2 Collegiality

The teacher engages with colleagues in a positive manner, seeking opportunities for growth as a professional.

Meets Expectations ☐
Unsatisfactory ☐

1.A.3 Communication

The teacher communicates clearly, respectfully and in a timely manner with students, parents/guardians, school colleagues and administration. The teacher listens carefully and attentively to students and colleagues and demonstrates an understanding of what was heard.

Meets Expectations ☐
Unsatisfactory ☐

1.A.4 Confidentiality

The teacher maintains appropriate confidentiality in all matters obtained through the performance of her/his professional duties.

Meets Expectations ☐
Unsatisfactory ☐

1.A.5 NSTU Code of Ethics

The teacher is in compliance with the Nova Scotia Teachers Union Code of Ethics. (See Practicum Evaluation Guide.)

Meets Expectations ☐
Unsatisfactory ☐

Comments/Suggestions regarding Professional Conduct:

1.B Professional Competencies

Practicum 4 (4933) Descriptors

1.B.1 Reflection

The teacher demonstrates the ability to reflect to determine the appropriateness, effectiveness and success of teaching practice. The teacher recognizes and articulates strengths to build on and areas to address.

The teacher demonstrates the ability to reflect on instruction, to determine the appropriateness, effectiveness and success of instruction and to make adjustments. The teacher recognizes and articulates strengths to build on and areas to address.

Expectations Met ☐
More Work Needed ☐

1.B.2 Professional Inquiry

The teacher engages in conversations, readings, activities and situations which enhance professional growth. The teacher responds positively to the feedback and support of colleagues, particularly the associate teacher and university advisor.

The teacher articulates her/his professional growth over the practicum experience and can identify ways in which feedback from colleagues has been incorporated. The teacher has a professional growth plan that addresses future growth.

Expectations Met ☐
More Work Needed ☐

1.B.3 Documentation

The teacher exhibits the ability to document planning for instruction, evaluation and follow-up. The teacher's documentation includes appropriate lesson and unit planning, necessary resources, evaluation, assessment, reflective notes, and feedback from the associate teacher and university advisor. The teacher provides feedback to students on a timely basis.

The teacher has an effective working documentation system that demonstrates preparation for instruction, delivery, evaluation and follow-up. The teacher provides constructive feedback to students on a timely basis.

Expectations Met ☐
More Work Needed ☐

1.B.4 Presence and Professional Demeanour

The teacher demonstrates a strong classroom presence through actions, voice, classroom organization and classroom management. Students demonstrate respect for the teacher's role and leadership in the classroom. The teacher is professional in both appearance and conduct in words, actions, tone, attitude and relationships with students and school personnel. The teacher demonstrates enthusiasm for teaching.

The teacher is seen by students and colleagues as a competent professional teacher. The teacher acts professionally in all aspects of the teaching role and clearly demonstrates enthusiasm for the profession.

Expectations Met ☐
More Work Needed ☐

1.B.5 Response to Difficult Situations

The teacher interacts with students respectfully and with understanding. The teacher responds to difficult situations in an appropriate fashion. The teacher seeks appropriate and timely support from colleagues and school administration.

The teacher interacts with students respectfully and with understanding. The teacher responds to difficult situations in an appropriate fashion her/himself. The teacher seeks appropriate and timely support from colleagues and school administration as needed.

Expectations Met ☐
More Work Needed ☐

1.B.6 Appreciation of Diversity

The teacher responds positively and appropriately to students with diverse needs, abilities and backgrounds.

The teacher responds positively and appropriately to students with diverse needs, abilities and backgrounds. The teacher appreciates diversity in the classroom.

Expectations Met ☐
More Work Needed ☐

Comments/Suggestions regarding Professional Competencies:

2. Preparation and Planning

Practicum 4 (4933) Descriptors

2.1 Extent of Planning

The teacher plans a number of lessons across subject areas, eventually taking responsibility for planning units. Plans incorporate small-group and whole-class lessons as appropriate.

The teacher plans most of each day's lessons and takes responsibility for planning units.

Expectations Met ☐
More Work Needed ☐

2.2 Planning for Diverse Learners

Plans reflect an awareness of, and attention to, the diverse learning needs of students in the classroom, conveying high expectations for all learners. Plans demonstrate knowledge of how students learn. Lessons are creative and designed to engage all students in learning. Student choice and interests are reflected in the lesson planning where possible.

Lessons consistently convey high expectations for all students, appropriately addressing the diverse learning needs in the classroom; the teacher displays extensive and subtle knowledge of how students learn and applies this knowledge to planning for individual students; all students are actively engaged in learning; creative lessons include student choice and interest.

Expectations Met ☐
More Work Needed ☐

2.3 Assessment for Instruction and Reporting

Assessment is aligned with curriculum outcomes in both content and process. Assessment is viewed as an ongoing process that informs instruction. A variety of formative and summative assessment methods are incorporated and feedback is provided to students. Forms of assessment are adapted to meet students' diverse learning challenges.

Assessment clearly reflects curriculum outcomes in both content and process; a variety of formative and summative assessment methods are incorporated to assess outcomes and address diversity in student learning; appropriate and regular feedback is provided to students; assessment is clearly used to plan instruction.

Expectations Met ☐
More Work Needed ☐

2.4 Knowledge of Outcomes

Lesson and unit plans reflect an appropriate understanding and application of curriculum outcomes. The teacher designs learning experiences that focus on important learning. Curriculum alignment is evident in terms of outcomes, assessment, learning experiences and the effective use of resources.

Lesson plans, based on extensive knowledge of curriculum outcomes, are designed to engage students in significant learning; all aspects of the teacher's plans – outcomes, assessment, learning experiences and resources – are in alignment.

Expectations Met ☐
More Work Needed ☐

2.5 Clarity and Organization

Outcomes are clearly written in the form of student learning. Lesson plans connect to previous learning. Organization is evident within individual lessons as well as across lessons in a unit.

All outcomes are clearly written in student language; lesson plans are well organized, clearly connect to previous learning and assessment information; organization is evident within individual lessons as well as across lessons in a unit; progression of lessons is highly coherent.

Expectations Met ☐
More Work Needed ☐

Comments/Suggestions regarding Preparation and Planning:

3. Teaching and Learning Environment

Practicum 4 (4933) Descriptors

3.1 Community Atmosphere

The teacher, with the students, has created a sense of community in the classroom. Such an environment can be demonstrated by shared roles and democratic practices in decision making and conflict resolution. An example of this type of community would be the Aboriginal Circle or Classroom Council.

The teacher uses a range of group problem-solving strategies to consistently engage students in creating a community atmosphere in the classroom.

Expectations Met ☐
More Work Needed ☐

3.2 Learning Focussed

The focus in the classroom is on both student and teacher learning. Students are able to direct their own learning with guidance from the teacher. Students take ownership of their learning and the teacher is seen as a leader and mentor. The environment facilitates easy transitions between large-group, small-group and one-on-one teaching.

The teacher fosters a focus on student ownership of their learning and continues to consistently provide leadership and mentorship to the students. Authentic strategies for easy transitions are consistently used.

Expectations Met ☐
More Work Needed ☐

3.3 Diversity, Equity and Inclusion

Diversity, equity and inclusion can be easily found and demonstrated throughout the classroom both in the materials available and the practices used. All students feel a clear sense of belonging, of welcoming and of reaching out.

The teacher consistently provides and uses materials that represent the diversity of local, national and global communities. Students can see themselves and their lives reflected in the materials and practices.

Expectations Met ☐
More Work Needed ☐

3.4 Multi-modal Literacies

There are opportunities to engage in ways of communicating, both expressively and receptively, that are textual, visual and aural. This is evident in classroom materials and displays.

The teacher consistently demonstrates expressive and receptive ways of communicating that are textual, visual and aural. These ways of communicating are consistently supported through classroom materials and displays, learning experiences and assessment.

Expectations Met ☐
More Work Needed ☐

3.5 Routines and Flexibility

Routines, clearly established in collaboration with students, are understood and observed. Everyone knows what is happening and is able to anticipate what comes next. Flexibility is evident when unexpected opportunities for learning arise.

The teacher consistently demonstrates many ways in which routines are collaboratively established with students. The teacher and students are aware of expectations. The teacher is flexible, particularly with unexpected opportunities for learning.

Expectations Met ☐
More Work Needed ☐

Comments/Suggestions regarding Teaching and Learning Environment:

4. Classroom Instruction and Assessment

4.1 Lesson Format

The purposes of the lessons are made clear to students. Directions and procedures are clearly explained and student misunderstandings are addressed. An appropriate conclusion to the lesson is provided. Transitions within the lesson and between lessons are addressed effectively. Students know how and when they will be assessed.

Practicum 4 (4933) Descriptors

The purpose of the lesson is clear, including where it is situated within broader learning, linking the purpose to student interests; directions and procedures are clear; the teacher anticipates possible misunderstandings; lesson summary is imaginative and connects with students' prior knowledge and learning; transitions within and between lessons are managed effectively; students are clear about how and when they are being assessed.

Expectations Met ☐
More Work Needed ☐

4.2 Critical Thinking and Effective Questioning

The teacher utilizes open-ended questioning which invites analytical or thoughtful responses. The teacher incorporates student contributions into the learning experience. Students are given the opportunity to ask and answer each other's questions. Questioning is used to gather information about student learning.

The teacher's questions are of high quality with adequate time for student response; students contribute throughout the lesson including discussing their questions and explaining concepts to their peers; the teacher effectively incorporates student responses into the lesson; students formulate many questions; the teacher consistently uses student questions and responses to inform instruction.

Expectations Met ☐
More Work Needed ☐

4.3 Student Engagement

Lessons reflect effective differentiation in order to engage all learners in important learning. Student choice and interests are reflected in the learning experiences where possible. Lessons are appropriate to students' ages and backgrounds. Students are productively engaged in the lesson and assume responsibility for their own learning as appropriate.

The teacher effectively uses differentiation, student choice and interests to cognitively and productively engage all students in learning that is appropriate to students' ages and backgrounds; students take responsibility for their learning as appropriate.

Expectations Met ☐
More Work Needed ☐

4.4 Variety of Instructional Strategies and Range of Materials

The teacher uses a range of teaching strategies appropriate to the lesson. A variety of materials are used including multimodal texts, representations, technologies and manipulatives.

The teacher effectively and creatively uses a range of teaching strategies appropriate to the lesson; a variety of resources are incorporated into the lesson to engage students and promote learning, including, as appropriate, multi-modal texts, representations, technologies and manipulatives.

Expectations Met ☐
More Work Needed ☐

4.5 Flexibility and Lesson Adjustments

The teacher gathers information to assess student learning. The teacher demonstrates flexibility in a lesson in response to student learning. Appropriate lesson adjustments are made within and across lessons.

The teacher uses assessment information to respond flexibly to student learning; major and minor lesson adjustments are made as needed to effectively promote student learning.

Expectations Met ☐
More Work Needed ☐

Comments/Suggestions regarding Classroom Instruction and Assessment:

Additional Comments:

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Overall Evaluation

The pre-service teacher has met or exceeded the expectations for Practicum 4
(EDUC 4933)

☐ **Pass**

The pre-service teacher has not met the expectations for Practicum 4
(EDUC 4933)

☐ **Fail**

Number of days' pre-service teacher was absent (____)

Associate Teacher Signature: _____

Date: _____

Pre-Service Teacher Signature: _____
(indicating that this evaluation has been read)

Date: _____

SCHOOL OF EDUCATION, ACADIA UNIVERSITY

University Advisor Evaluation

Please return to Acadia University, School of Education, Box 57, Wolfville, NS, B4P 2R6 or email to bedpract@acadiau.ca or fax to 902-585-1071

Course: EDUC # _____ **Term** _____
Pre-Service Teacher _____ **Observation Dates** _____
Associate Teacher _____ **University Advisor** _____
School _____ **Grade/ Subject(s)** _____

This summative report is to be completed after the post-conference of the university advisor's last visit with the associate teacher and pre-service teacher. This report is based on a minimum of two observations and is to include conversation and consultation with the pre-service teacher and whenever possible, with the associate teacher.

1. Professional Conduct/ Competencies
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Summary Comments:

2. Preparation and Planning

Summary Comments:

3. Teaching and Learning Environment

Summary Comments:

4. Classroom Instruction and Assessment
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Summary Comments:

Additional Comments:

Overall growth and performance in this practicum:

☐ Pass ☐ Pass with Reservation (N/A for EDUC 4933) ☐ Fail

SIGNATURE: _____
(University Advisor)

DATE: _____

Qualité de langue d'enseignement
Stage en FLS ou FLM

Habiletés à l'oral	Commentaires
Le stagiaire s'exprime oralement dans un français correct.	
Le stagiaire s'exprime dans un français approprié pour le niveau de français des apprenants.	
Le stagiaire prononce bien les mots en français.	
Le stagiaire parle toujours en français en classe.	
Habiletés à l'écrit	
Le stagiaire rédige tous ses écrits dans un français correct (l'orthographe, la grammaire, le vocabulaire, la syntaxe, la ponctuation).	
Communication avec les élèves	
Le stagiaire exige un effort constant de la part des élèves quand à la qualité de leur langue orale et écrite.	

Information for Pre-Service Teachers

Principles of Learning: Public Schools Programs
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- 1) Learning is a process of actively constructing knowledge.
- 2) Students meaningfully construct knowledge from previous learning and experiences.
- 3) Learning is enhanced when it takes place in a social and collaborative environment.
- 4) Students need to continue to view learning as an integrated whole.
- 5) Learners must see themselves as capable and successful.
- 6) Learners have different ways of knowing and representing knowledge.
- 7) Reflection is an integral part of learning.

Notes for Observations

To learn and grow as a beginning professional it is useful to maintain ongoing notes for each educational setting observed. These observations could include information on instructional strategies, classroom and behaviour management plans, curriculum, resources available, evaluation, teacher responsibilities and provisions for exceptional learners.

The following guidelines could be used to organize your observation notes.

1. Instructional Strategies

- learning centers, discussion, lecturing, games, research, programmed learning

2. Student Organization

- class list, seating chart
- grouping procedures: whole class, small groups, independent study, peer learning, etc.

3. Provisions for Exceptional Learners (Inclusive Practice)

- accommodation of students with learning exceptions
- other learners who need attention within the regular classroom

4. Instructional Materials

- use of chalkboard/whiteboard, bulletin boards, audio visual equipment, computers, books, kits, concrete materials, manipulatives
- location of and access to supplies and resources

5. Methods of Evaluation

- tracking, anecdotal records, student work folders, assignments, tests, etc.

6. Program Organization

- school schedules and classroom daily timetable, program routines, subject integration, timetabling
- team teaching, co-teaching, role of teacher assistants and classroom volunteers

7. Management Strategies

- establishment and maintenance of a positive classroom climate
- routines – particularly transitions
- procedures for attendance, opening exercises, washroom, dismissal
- methods for dealing with unacceptable behaviour
- quiet signal and other signals
- expectations for student behaviour in the classroom, halls, lunchroom, on school property

8. Responsibilities of the Teacher Outside the Classroom

- duty (yard, lunch, bus, etc.)
- extra-curricular activities
- curriculum and staff meetings
- communication with parents/guardians
- health and safety issues (e.g. students with allergies, policies regarding administration of medication, procedures during inclement weather, threats, etc.)

Questions to Consider When Planning Lessons

1. Who are my students?
 - What are their backgrounds? range of abilities? range of ages? diversity and varying cultures? prior knowledge and experiences?
2. Why am I teaching this lesson?
 - required curriculum? student interest in topic? personal interest?
3. What do I hope to accomplish?
 - outcomes? skill development? deeper understanding of an issue or concept? creation of a product?
4. What is the time frame for teaching this lesson?
 - part of a larger unit? one period or small block of time? an isolated lesson?
5. How will I begin the lesson to capture the student's attention?
 - story, anecdote? relevance to their lives? props or visual displays?
 - connection to previous lesson(s)?
6. What resources or materials do I need?
 - audiovisual equipment? computer use? handouts? manipulatives?
7. How will students spend their time during the lesson?
 - small group discussion? individual? large group? hands-on, minds-on activity? observing?
8. How will I assess student learning?
 - informal? observation? open-ended questions? written? verbal? formal(quiz)?
9. How will I close the lesson?
 - review and summary? giving next assignment? reflective writing? journal? sharing thoughts?
10. Will there be homework or enrichment activities?
 - Is it required or extra? How will I collect later? How will it count? How will I respond to it or grade it?
 - How does it connect to or extend the lesson?
11. How will I know if I succeeded in teaching the lesson?
 - self-assessment? response of students?
12. How will the next lesson relate or build on this one?
13. What do I still need to know about lesson planning?

Adapted from:
Strategies for Successful Student Teaching
Carol Marra Pelletier, Pearson Education, 2004

Sample Lesson Plan Format

Date: _____ **Grade:** _____
Subject: _____ **Topic/Theme:** _____
Time: _____ **Period:** _____
Day of Cycle: _____
Absentees today: _____

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

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

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

Lesson: includes an introduction, strategies you will use to address the Principles of Learning, lesson framework (whole group, small group, partner, and independent work), questions to ask, ways to involve students in the process, adaptations you may need to make to accommodate all learners. What assessment strategies will you use? You may want to break down the lesson into timed sections (for example, introduction, class outline, homework check, assignments handed in, introduce new work, activity, conclusion). *What things will you include/do to heighten student interest in the material you are presenting? (Student boredom can hinder your lesson's effectiveness.)*

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

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

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

A response to the learning:

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

Nova Scotia Department of Education Teacher Certification

Applying for NS Teacher Certification is the student's responsibility. The School of Education at Acadia will assist with this process for all full-time students in the program.

Students ready to apply for teacher certification will be given the opportunity to attend a **one-time** certification information meeting held in January. At this time NS Teacher Certification application forms will be distributed and a review of the entire process for application will be provided.

Mid-year, the School of Education will send to the Nova Scotia Department of Education (Teacher Certification Branch), on your behalf, all completed applications. Upon successful completion of all course work, final transcripts will be submitted to the Nova Scotia Department of Education by the Acadia Registrar. When all documentation has been reviewed and processed by the Nova Scotia Department of Education (Teacher Certification Branch) your teacher certification number will be mailed to you at the address you provide on the application form.

Certification from Other Provinces

Each province has its own requirements for Teacher Certification. To apply for Teacher Certification in another province you will be required to request from the Nova Scotia Department of Education a “**Statement of Professional Standing**” form. Please note that the NS Department of Education requires a processing fee to complete the request. Statements of Professional Standing can only be sent directly to the certification authority to which the Statement is intended. Students will not be issued Statements directly. Each application for this Statement requires its own fee. Therefore, if you are applying for certification in two provinces you will have to complete two applications and pay two fees or one combined fee.

Substitute Teaching / Long Term Substitute upon completion of EDUC 4933

The Nova Scotia Department of Education does not provide advance teacher certification numbers for daily or short term substitute teaching.

When offered a long-term substitute teaching position, the process is as follows:

- a) The principal contacts the school board with the request for your services.
- b) The school board contacts the Nova Scotia Department of Education with the request for advance processing of your certification number.
- c) The School Board may contact us to request submission of all final course grades to the Acadia Registrar.
- d) The Acadia Registrar submits a letter to the Department of Education indicating successful completion of the B.Ed. program.