



FACULTY OF EDUCATION

Year 2

Bachelor of Education
2024-2025

Practicum Protocols

Elementary Professional Seminar and Practicum – EDUC 5495

Secondary Professional Seminar and Practicum – EDUC 5395

Mount Saint Vincent University

Faculty of Education

166 Bedford Highway

Seton 449

Phone 902-457-6447

E-Mail: BEdPracticum@msvu.ca

Table of Contents

2	Welcome
2	Contacts
3	Program and Practicum Overview
3	Required Courses for Year 2
4	Preservice Teacher Expectations
4/5	Preservice Teacher Professional Conduct and Competencies
6	Preservice Teacher Responsibilities
7	Important Notes for Preservice Teachers
8	School Administrator Responsibilities
9	Associate Teacher Responsibilities
10	University Advisor Responsibilities
11/12	Organization of the Practicum Experience
13	Practicum and Assessment/Review Timelines
13	Deadlines for Submission of Assessments/Review
14	Additional Support Process
14	Steps in the Additional Support Process
15	Feedback
15	Resources

Appendix A – Assessment Forms

Appendix B – Practicum Checklist, Sample Lesson Plans, Substitute Teaching Checklist

Welcome

On behalf of the Faculty of Education at Mount Saint Vincent University, we would like to thank you for your willingness to accept this professional opportunity to work with one of our preservice Bachelor of Education students. The practicum component of the course conducted in the schools is fundamental to the preparation of preservice teachers beginning in the education profession. We look forward to this collaboration and hope that you find this professional experience rewarding.

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

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

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

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

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

Contacts

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

Education Front Desk, Education@msvu.ca

Phone: 902-457-6178

Program and Practicum Overview

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

Year 2 preservice teachers spend 16 weeks of in-school practice which is comprised of an observational first week in November, and a 15-week practicum block from January to April. Expectations related to classroom teaching responsibilities should be gradual and made in consultation with the preservice teacher and the university advisor.

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

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

Required courses in Year 2

Elementary Program EDUC Courses	Secondary Program EDUC Courses
5444 Curriculum and Instruction: Language Arts II 5462 Curriculum and Instruction: Mathematics II 5202 Inclusive Practices in Elementary Classrooms 5207 Curriculum and Technology Integration 5495 Professional Seminar and Practicum Elective Course	5350 Technology in Education 5219 Teaching Literacy in Content Areas 5212 Indigenous Knowledges and the Curriculum 5395 Professional Seminar and Practicum Elective Courses

Preservice Teacher Expectations

Professional Conduct and Competencies:

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

Professional Conduct and Competencies Continued:

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

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

In the event of unprofessional conduct of a pre-service teacher related to any of the six areas outlined above, a university advisor or the B.Ed. practicum coordinator must bring it to the immediate attention of the Director of Teacher Education. The Director of Teacher Education will examine the circumstances of the reported incident, file a notice of concern, and in some circumstances, call a meeting of the B.Ed. Professional Committee (Director of Teacher Education, B.Ed. Practicum Coordinator, two B.Ed. Faculty Members). The pre-service teacher can submit to the committee, in writing, their explanation and interpretation of the incident being reviewed.

The B.Ed. Professional Committee may recommend penalties to the Dean of Education, which may include delay or failure of the practicum and/or dismissal from the B.Ed. program.

Preservice Teacher Responsibilities

1. Respect and follow the Professional Conduct and Competencies specified in this document.
2. Contact the associate teacher in advance of the practicum start date.
3. Monitor the assigned MSVU email account daily; respond promptly to any electronic and telephone communications from the associate teacher, university advisor, and/or MSVU personnel.
4. Participate and assist the associate teacher in their duties, including yard duty, hall monitoring and staff meetings. Assist with lunch duty, and when possible, after-school clubs, sporting and social events.
5. Seek counsel first with the associate teacher and the university advisor if any difficulties arise. If further direction is required, please contact the B.Ed. practicum coordinator.
6. Review and discuss Year 2 Initial assessment, Mid Self-Reflection, and Final assessment with the associate teacher/university advisor.
7. Ensure full attendance at the host school and account for any absence. If absent from school for any reason, the preservice teacher must inform the associate teacher and the university advisor in advance. If the preservice teacher must be absent for more than 3 days, they must, in addition, contact the B.Ed. practicum coordinator.
8. If it is deemed that attendance is unsatisfactory, a failure in the practicum course may be assigned. A preservice teacher who receives a final grade of “F” in the practicum course will be required to meet with the Director of Teacher Education to consider next steps.
9. Respect the requirements for being at the school prior to the start and end of the school day for planning and supporting your associate teacher.
10. Adhere to rules and practices of the regional centre, conseil scolaire, or school where you are completing this practicum. This includes policies related to school discipline, confidentiality, social media, dress code, and other policies regarding safety, storm days, and allergies, including the use of scented products.
11. In consultation with the associate teacher, attend all in-service sessions scheduled during the practicum period except when admission is not open to preservice teachers. If attendance is not possible, remain at the school with the substitute teacher. Consult with the associate teacher and school administration as to whether support is needed in other areas of the school.
12. Adhere to the Race Relations, Cross-Cultural Understanding and Human Rights Policy of the regional centre in which the preservice teacher is conducting the practicum.
13. Plan and schedule consultation times with the university advisor.
14. Respond to constructive feedback from all educators in a reflective and positive manner.
15. Respond to communication from all practicum participants in a respectful and timely manner.
16. Ensure that assessment forms are submitted to the B.Ed. practicum coordinator by the indicated deadlines. Adherence to this schedule ensures practicum files and grades are complete. In most cases, grades will not be submitted until all assessments have been received.
17. Collect and maintain personal copies of all assessment reports (from both associate teacher and university advisor) for future use in scholarship or teaching applications.

Important Information

1. **Transportation:** preservice teachers are responsible for transportation to and from their assigned school and for making any personal and family arrangements to permit the fulfillment of all practicum expectations, including those related to morning arrivals at school and leaving times in the afternoon.
2. **Confidentiality:** preservice teachers will have access to personal information about the students in the classroom, for example their learning abilities, behaviours, and home life. Often this confidential information is shared by the school to understand the children's contexts and to plan/act/respond accordingly. It is extremely important to observe confidentiality rules at all times (Consult the NSTU Code of Ethics). Similarly, aspects of preservice teacher and associate teacher relationships must be kept strictly confidential.
3. **Substitute teaching while a preservice teacher:** substitute teaching implies that the associate teacher is away from the school. In Nova Scotia, and in many other Canadian teaching jurisdictions, all substitute teachers in the public-school system must have a valid teacher's license. Preservice teachers may not act as substitute teachers in any classroom in their practicum schools. They will have full MSVU support in declining such offers. **Please note that if this policy changes at any point throughout the academic year, schools and pre-service teachers will be notified directly.**
4. **Insufficient Progress:** if, during the practicum, the preservice teacher is not showing expected professional growth, the Additional Support process must be followed.
5. **Behaviour:** if, at any time throughout the practicum, the preservice teacher's behaviour is unprofessional, inappropriate, potentially harmful or offensive to individuals within the setting, or disruptive to the functioning of the setting, the preservice teacher may be suspended. Consultation with the university advisor, associate teacher, and school administration must be sought. Final decisions on permitting re-entry are made on a case-by-case basis and follow consultations between the assigned course instructor, the Director of Teacher Education, and the appropriate educational partner personnel.
6. **Extensions of Practice:** if required, extensions are offered when preservice teachers are unable to complete the practicum as a result of illness or for other exceptional reasons. Extensions and continuance within the same practicum setting are always subject to availability and cannot be guaranteed. When a new placement becomes necessary, the extension period will necessitate additional time for the preservice teacher to adjust to the new setting and establish relationships within the school before progressing toward achieving practicum expectations. The preservice teachers must be open to the extended practicum experience when it can be arranged and may be asked to complete particular requirements or to demonstrate specific competencies before another placement is finalized.
7. **Assessment of the Practicum Experience:** preservice teachers are assessed using the following rating scale: Developing as Expected (**DAE**) and Needs Further Development (**NFD**). The associate teacher's and the university advisor's final recommendations inform the awarding of the final grade.

A Developing as Expected score is awarded when the preservice teacher's performance **is meeting** an expected and appropriate level of competency.

A Needs Further Development score is awarded when the preservice teacher's performance **is not meeting** an expected and appropriate level of competency.

School Administrator Responsibilities

As the school administrator, you are asked to:

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

Associate Teacher Responsibilities

Collaborating with associate teachers is essential to the professional development of the preservice teachers. The academic studies at the university are designed to prepare and support preservice teachers in their beginning practice. The in-school practicum component is the final course for the Year 2 preservice teachers in the program. In the extended winter term field experience, preservice teachers are expected to demonstrate their readiness to begin in the profession.

As the associate teacher, you are asked to:

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

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

University Advisor Responsibilities

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

1. Be familiar with the contents of these Protocols.
2. Contact the associate teacher and the principal in November to learn of the school practices for scheduling meetings with the associate teacher and for visiting the preservice teacher. Provide your contact information to the associate teacher and the preservice teacher.
3. Represent Mount Saint Vincent University's B.Ed. program, act as a liaison, and provide support for the preservice teacher through observing and assessing student teaching practice.
4. Perform liaison duties with the school administration as necessary; for example, inform the B.Ed. practicum coordinator about medium to long-term associate teacher absences or changes to associate teacher assignments.
5. Consult with the associate teacher often for updates regarding the preservice teacher's teaching practices.
6. Discuss your interaction expectations with the preservice teacher (e.g., professional growth plan, lesson plans, scheduled meetings, etc.).
7. For the Year 2 preservice teacher, this is her or his final practice teaching experience. Therefore, expectations for teaching responsibilities should be gradual, but include progression to independent whole-class teaching for a reasonable amount of time. This allows the preservice teachers to demonstrate their competencies and capabilities to teach on their own.
8. Visit the preservice teacher a minimum of five (5) times over the course of the second term, accepting that in some circumstances, more than 5 visits may be required.
9. After each visit, provide the preservice teacher with written feedback and expectations.
10. Submit the Initial Assessment Form (in collaboration with AT) and the Final Assessment Form (separate from the AT) to the university for each preservice teacher.
11. Submit the Year 2 Mid Self-Reflection to the university for each preservice teacher.
12. Ensure the preservice teacher is getting appropriate practice teaching experience and advocate for such when necessary.
13. Review the meaning of the assessment/evaluation processes and forms with the preservice teacher and the associate teacher.
14. Notify the B.Ed. practicum coordinator of any concerns to ensure adequate supports are implemented.
15. Should any perceived or actual impediments to a successful practicum be identified, such as professional, interpersonal, or practical matters that are relevant to the classroom and to the mentoring relationship, assist and support the preservice teacher and the associate teacher.
16. When necessary, follow the Additional Support Process with the associate teacher.
17. Confirm with the associate teacher and the preservice teacher procedures and timelines for submitting the assessments to the MSVU.

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

Organization of the practicum experience

The fall term in-school practicum allows for the introduction to many relevant teaching concepts and processes in the classroom. The week in November serve to engage the preservice teacher in observing and supporting your teaching. We want preservice teachers to be available to support the associate teacher and the school in ways that work best for all. There are no expectations for any formal whole class teaching to take place during these days. Preservice teachers are there to observe intently, offer support to the teacher, work with small groups, and perhaps support other areas in the school as needed.

The winter term in-school practicum experience offers an extended opportunity for the preservice teacher to plan, develop, and teach lessons to all students in the classroom. This is the time needed for the preservice teacher to develop their own professional identity as they practice teach under the direction and support from the associate teacher and the university advisor. It is also the time for the preservice teacher to demonstrate their capability to teach independently. Understanding that every preservice teacher develops at a different pace, we ask you to consider the following general guidelines for the 15-week block in Term 2 when agreeing to a teaching schedule in consultation with the preservice teacher and the university advisor:

ELEMENTARY & JUNIOR HIGH ONLY

Week 1 – Observation /Initial Practice (January 2nd-10th)

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

Weeks 2 to 3 – Progressing Toward Independent Practice (January 13th-24th)

Preservice teachers should know the routines and be familiar with how the class is organized, cared for, and managed. Preservice teachers should be planning, developing, and teaching the whole class for a good part of the day and managing the routines when asked. **(Initial Assessment due January 24th)**

Weeks 4 to 11 – Independent Practice (January 27th-March 28th)

Preservice teachers should be planning, developing, and teaching whole class lessons independently and demonstrating their ability to plan, teach, and assess units of curriculum. Preservice teachers should be able to demonstrate their competencies and capabilities to manage a beginning teacher's workload. Ideally, preservice teachers are progressing in collegial collaboration and are involved in team meetings and school activities. **(Mid Self-Reflection due March 7th)**

Weeks 12 to 15 – Continued Practice (March 31st-April 24th)

For these final weeks, preservice teachers begin to work alongside the associate teacher once again. As a team, they plan and teach together. It is helpful for the preservice teachers to return to observing the associate teachers on occasion during this time since they are better able to begin to articulate their observations and understandings of their own practice. **(Final assessments due April 24th)**

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

Organization of the practicum experience

HIGH SCHOOL ONLY

Week 1 – Observation /Initial Practice (January 2nd-10th)

The initial return days in a high school setting are generally an opportunity for the preservice teacher to continue observing and assisting the associate teacher and to practice classroom routines, help individual students, and work with small groups.

Weeks 2 to 4 – Progressing Toward Independent Practice (January 13th-31st)

Preservice teachers should know the routines and be familiar with how the class is organized, cared for, and managed. Preservice teachers should be planning, and developing for the start of the new semester as well as assisting the associate teacher and managing the routines when asked.

Weeks 5 to 11 – Independent Practice (February 3rd- March 28th)

Preservice teachers should be planning, developing, and teaching whole class lessons independently and demonstrating their ability to plan, teach, and assess units of curriculum. Preservice teachers should be able to demonstrate their competencies and capabilities to manage a beginning teacher's workload. Ideally, preservice teachers are progressing in collegial collaboration and are involved in team meetings and school activities. **(Initial Assessment due February 14th) (Mid Self-Reflection due March 7th)**

Weeks 12 to 15 – Continued Practice (March 31st-April 24th)

For these final weeks, preservice teachers begin to work alongside the associate teacher once again. As a team, they plan and teach together. It is helpful for the preservice teachers to return to observing the associate teachers on occasion during this time since they are better able to begin to articulate their observations and understandings of their own practice. **(Final assessments due April 24th)**

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

Practicum and Assessment/Review Timelines

The Year 2 practicum is an independent course, EDUC 5495 (Elementary) or EDUC 5395 (Secondary), that is conducted over two terms.

Term 1 – 2024

- 4-day block: Nov 12th-15th

Term 2 – 2025

- 15-week block: January 2nd-April 24th

On-Campus Seminar Classes (preservice teacher not in school)

Jan 17th

Feb 7th

Feb 21st

Mar 21st

Apr 4th

Apr 25th

Deadlines for submission of assessments/review

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

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

Associate Teacher

- Year 2 Initial Assessment, January 24th (ELEMENTARY & JH), February 14th (HIGH SCHOOL)
 - (in **collaboration** with University Advisor)
- Year 2 Final Assessment, April 24th
 - (**separate** from University Advisor)

University Advisor

- Year 2 Initial Assessment, January 24th (ELEMENTARY & JH), February 14th (HIGH SCHOOL)
 - (in **collaboration** with Associate Teacher)
- Year 2 Mid Self-Reflection, March 7th
 - (completed by Pre-Service Teacher; reviewed and submitted by University Advisor)
- Year 2 Final Assessment, April 24th
 - (**separate** from Associate Teacher)

Submit via Email: BEdPracticum@msvu.ca

Additional Support Process

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

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

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

The steps in the Additional Support Process are:

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

Feedback

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

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

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

Resources

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

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

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

APPENDIX A – ASSESSMENT FORMS

All forms below are found on our website

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



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

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

Rating Scale

NFD	Needs Further Development
DAE	Developing as Expected

Assess the following learning indicators	NFD	DAE
a. Demonstrates initiative and enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>
b. Maintains a friendly and professional manner	<input type="checkbox"/>	<input type="checkbox"/>
c. Demonstrates dependability and punctuality	<input type="checkbox"/>	<input type="checkbox"/>
d. Demonstrates adaptability and a willingness to explore new ideas/strategies	<input type="checkbox"/>	<input type="checkbox"/>
e. Responds to feedback and situations with maturity	<input type="checkbox"/>	<input type="checkbox"/>
f. Responds promptly and respectfully to all communication regarding the practicum	<input type="checkbox"/>	<input type="checkbox"/>

AT Comments

UA Comments**Assess the following skills and knowledge indicators**

	NFD	DAE
a. Is aware of the curriculum documents necessary for upcoming lessons/units	<input type="checkbox"/>	<input type="checkbox"/>
b. Has knowledge of the content area they will be covering in upcoming lessons/units	<input type="checkbox"/>	<input type="checkbox"/>
c. Is able to create engaging lessons that show evidence of some combination of activating prior knowledge, encouraging student voice, and using technology appropriately	<input type="checkbox"/>	<input type="checkbox"/>
d. Develops positive, supportive, and respectful relationships with students	<input type="checkbox"/>	<input type="checkbox"/>
e. Is aware of the role of diversity, equity and inclusion in student learning	<input type="checkbox"/>	<input type="checkbox"/>
f. Assists in managing classroom routines	<input type="checkbox"/>	<input type="checkbox"/>
g. Models collegiality, integrity, fairness, and accountability	<input type="checkbox"/>	<input type="checkbox"/>
h. Models professionalism through punctuality, conduct, and communication	<input type="checkbox"/>	<input type="checkbox"/>

AT Comments**UA Comments**

Overall Recommendation

Performance MEETS Expectations (DAE in 8+ indicators)	<input type="checkbox"/>
*Performance Does NOT Meet Expectations (DAE in 0-7 indicators)	<input type="checkbox"/>

****If the overall recommendation is that the pre-service teacher's performance does NOT meet expectations, the Additional Support Process needs to be implemented immediately.***

We have reviewed this assessment with the preservice teacher

Date Submitted: _____

Associate Teacher Signature: _____

University Advisor Signature: _____

Please return **no later than January 24th (ELE & JH) or February 14th (HS)** Mount Saint Vincent university, Faculty of Education, SAC 449, 166 Bedford Highway, Halifax, NS, B3M 2J6 or email BEdPracticum@msvu.ca.

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



Preservice Teacher Mid Self-Reflection Year 2

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

For each of the four areas, please reflect on two successes, two challenges, and two aspects you would like to engage with before the end of the practicum.

Please use the "Year 2 Final Assessment" as a reference.

Relationships

Classroom Routines and Procedures

Planning, Instruction and Assessment

Professionalism

I have reviewed this self-reflection with my University Advisor and my Associate Teacher.

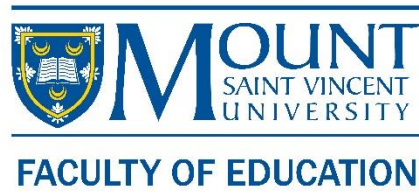
Date: _____ **Signature:** _____

Submitted by the University Advisor:

Date: _____ **Signature:** _____

Please return no later than **March 7th** to Mount Saint Vincent University, Faculty of Education, SAC 449, 166 Bedford Highway, Halifax, NS, B3M 2J6 or email BEdPracticum@msvu.ca.

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



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

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

Rating Scale

NFD	Needs Further Development
DAE	Developing as Expected

Knowledge Indicators	NFD	DAE
Standard 1: Preservice teacher knows, responds to, and engages all students		
a. Is familiar with their students' developmental characteristics	<input type="checkbox"/>	<input type="checkbox"/>
b. Is aware of the roles of culture, language, ethnicity and gender in student learning	<input type="checkbox"/>	<input type="checkbox"/>
c. Is aware of the role of socioeconomic status in student learning	<input type="checkbox"/>	<input type="checkbox"/>
d. Is aware of the role of diversity, equity, and inclusion in student learning	<input type="checkbox"/>	<input type="checkbox"/>
e. Is aware of the diverse learning needs of students	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Preservice teacher knows the subjects they teach and how to teach them.		
a. Has knowledge of the Nova Scotia curriculum and related documents and policies	<input type="checkbox"/>	<input type="checkbox"/>
b. Is aware of a variety of instructional resources, strategies, and assessments practices	<input type="checkbox"/>	<input type="checkbox"/>
c. Has knowledge of the content area they teach	<input type="checkbox"/>	<input type="checkbox"/>
d. Is aware of how to use educational technologies as an integral part of teaching	<input type="checkbox"/>	<input type="checkbox"/>
e. Demonstrates a sufficient level of the oral and written language of instruction	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Preservice teacher implements assessment strategies to guide teaching and learning.		
a. Is aware of multiple approaches to assessing student learning.	<input type="checkbox"/>	<input type="checkbox"/>
b. Is aware of when and how to use assessment to inform their practise.	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4: Preservice teacher creates safe and positive learning environments.		
a. Is aware of establishing relationships with students as related to classroom management.	<input type="checkbox"/>	<input type="checkbox"/>
b. Is aware of classroom routines, procedures, and transitions as related to classroom management.	<input type="checkbox"/>	<input type="checkbox"/>
c. Understands the importance of involving students in classroom expectations as a strategy for classroom management.	<input type="checkbox"/>	<input type="checkbox"/>
d. Understands the importance of using a classroom code of conduct as a strategy for classroom management.	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Preservice teacher models and promotes professionalism in teaching.		
a. Knows when and where to access the NSTU Code of Ethics.	<input type="checkbox"/>	<input type="checkbox"/>
b. Is aware of the importance of professional conduct in the personal use of social media	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Skills Indicators	NFD	DAE
Standard 1: Preservice teacher knows, responds to, and engages all students.		
a. Creates learning experiences that engage all students	<input type="checkbox"/>	<input type="checkbox"/>
b. Creates attainable short and long-term learning goals	<input type="checkbox"/>	<input type="checkbox"/>
c. Seeks and responds to information about student diversity	<input type="checkbox"/>	<input type="checkbox"/>
d. Seeks and responds to information about individual student learning strengths	<input type="checkbox"/>	<input type="checkbox"/>
e. Seeks and responds to information about individual student learning challenges	<input type="checkbox"/>	<input type="checkbox"/>
f. Adapts curriculum, assessment, and learning resources to include all students	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Preservice teacher knows the subjects they teach and how to teach them.		
a. Creates detailed lesson plans, utilizing a comprehensive template provided by MSVU and/or the associate teacher(s)	<input type="checkbox"/>	<input type="checkbox"/>
b. Creates detailed lesson/unit plans, that are clearly connected to curriculum outcomes	<input type="checkbox"/>	<input type="checkbox"/>
c. Uses a range of strategies, learning experiences, and resources	<input type="checkbox"/>	<input type="checkbox"/>
d. Uses a range of technologies and representations	<input type="checkbox"/>	<input type="checkbox"/>
e. Teaches problem-solving and encourages creativity	<input type="checkbox"/>	<input type="checkbox"/>
f. Ensures that learning experiences reflect accurate and current content	<input type="checkbox"/>	<input type="checkbox"/>
g. Encourages students to reflect on their prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>
h. Encourages students to pose questions and analyze ideas	<input type="checkbox"/>	<input type="checkbox"/>
i. Adjusts instruction to meet students' changing learning needs	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Preservice teacher implements assessment strategies to guide teaching and learning.		
a. Begins to embed student assessment and evaluation in all levels of instruction	<input type="checkbox"/>	<input type="checkbox"/>
b. Aligns student assessment with learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>
c. Uses a combination of formative and summative assessment	<input type="checkbox"/>	<input type="checkbox"/>
d. Provides feedback to students that is prompt and specific	<input type="checkbox"/>	<input type="checkbox"/>
e. Assists in maintaining records that document progress in student learning	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Preservice teacher creates safe and positive learning environments.		
a. Responds to and promotes student diversity	<input type="checkbox"/>	<input type="checkbox"/>
b. Develops positive, supportive, and respectful relationships with students	<input type="checkbox"/>	<input type="checkbox"/>
c. Models and promotes positive social behaviour	<input type="checkbox"/>	<input type="checkbox"/>
d. Teaches students how to engage in respectful interactions with one another	<input type="checkbox"/>	<input type="checkbox"/>
e. Teaches students how to behave in specific school settings	<input type="checkbox"/>	<input type="checkbox"/>
f. Manages classroom routines	<input type="checkbox"/>	<input type="checkbox"/>
g. Uses behaviour management strategies that are equitable, fair, and progressive	<input type="checkbox"/>	<input type="checkbox"/>
h. Adheres to school-wide behavioural expectations for students	<input type="checkbox"/>	<input type="checkbox"/>
i. Implements appropriate behavioural consequences consistently	<input type="checkbox"/>	<input type="checkbox"/>
j. Partners with associate teacher and professionals for challenging behaviours	<input type="checkbox"/>	<input type="checkbox"/>
k. Implements all pertinent policies and procedures related to student behaviour	<input type="checkbox"/>	<input type="checkbox"/>

Standard 6: Preservice teacher models and promotes professionalism in teaching.		
a. Models collegiality, honesty, integrity, fairness, and accountability	<input type="checkbox"/>	<input type="checkbox"/>
b. Attends to and advocates for the welfare and dignity of students	<input type="checkbox"/>	<input type="checkbox"/>
c. Engages in collaborative and respectful professional relationships with students	<input type="checkbox"/>	<input type="checkbox"/>
d. Engages in collaborative and respectful professional relationships with colleagues	<input type="checkbox"/>	<input type="checkbox"/>
e. Models professionalism through punctuality	<input type="checkbox"/>	<input type="checkbox"/>
f. Models professionalism through conduct and communication	<input type="checkbox"/>	<input type="checkbox"/>
g. Responds to all communication regarding the practicum in a timely and respectful manner.	<input type="checkbox"/>	<input type="checkbox"/>
h. Complies with school, regional centres, conseil scolaire, and provincial regulations	<input type="checkbox"/>	<input type="checkbox"/>
i. Complies with confidentiality requirements associated with their work	<input type="checkbox"/>	<input type="checkbox"/>
j. Has shown evidence of being a reflective practitioner and life-long learner	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Overall Recommendation

PASS: Receives “Developing as Expected” in 49+ indicators	<input type="checkbox"/>
FAIL: Receives “Developing as Expected” in 0-48 indicators	<input type="checkbox"/>

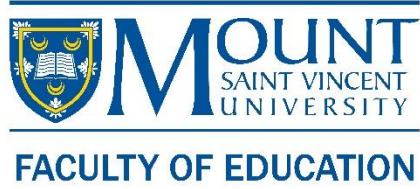
I have reviewed this assessment with the Preservice Teacher

Submitted by: University Advisor Associate Teacher

Date Submitted: _____ Signature: _____

Please return **no later than April 24th** to Mount Saint Vincent university, Faculty of Education, SAC 449, 166 Bedford Highway, Halifax, NS, B3M 2J6 or email BEdPracticum@msvu.ca.

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



Additional Support Process Form

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

Part 1 - Outline of Additional Supports

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

Description of the evidence needed for successfully resolving concerns

Date the Additional Support Process Form will be reviewed:

Part 2 - Review of Additional Supports

Description of specific concerns the preservice teacher successfully resolved

--

Description of specific concerns the preservice teacher failed to resolve

--

Part 3 - Results of the Additional Support Process

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

Associate Teacher Signature: _____

Date: _____

University Advisor Signature: _____

Date: _____

Preservice Teacher Signature: _____

Date: _____

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

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



Notice of Professional Concern

Name of B.Ed. Student	
Program	

Describe the nature of the concern/behaviour/incident:

Signature: _____

Date: _____

APPENDIX B

Practicum Checklist, Sample Lesson Plans, Substitute Teaching Checklist

All forms below are found on our website:

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

Practicum Checklist

The following is a Practical Checklist for Pre-Service Teachers enrolled in the BEd Program at MSVU. There are many skills and attributes a new teacher must possess throughout their time in classes at the university and time spent in practicum. The list is in no particular order but by the END of your second-year teaching placement, you should have acquired/experienced all of the following knowledge, skills, and practices. If you have not, think about how you might develop these missing skills and attributes as they will be critical to your success as a beginning teacher.

Relationships

- Relationship building and your professional responsibility to respond to and communicate with students, school staff, parents, Practicum Coordinator, Instructors, Associate Teacher, University Advisor and anyone else who is supporting you throughout this professional degree.
- Strategies to create a positive learning environment in your classroom
- Social Emotional Learning- Caring Schools Resources or other SEL resources.
- Mental health awareness and support in today's classrooms
- Dealing with parents- Appropriate and professional conduct and communication
- Parent-Teacher meetings- ALWAYS be prepared with proof- (good assessment practices)
- The importance of KNOWING YOUR LEARNERS- they are all very different
- Get involved in events at school
- Sit in the staffroom at lunchtime and mingle. Sometimes these casual discussions will give you great ideas without using your prep time. REMEMBER the NSTU Code of Ethics!

Policies, Procedures & Routines

- CLASSROOM MANAGEMENT: everything from setting up the physical space to actually working with children having difficulties adapting to school. These all really do set the tone and expectations for students. You should be building a repertoire of ideas, activities, tips for transitions. Watch others and learn. Remember: there is no recipe for classroom management. Every class will be different and you must find ways to manage your class that work best for all.
- Importance of policies and where to find them (school, Regional Centre, NS EECD).
- SPT – get involved with the School Planning Team and Teacher Planning Teams and know how and when to refer struggling students and understand YOUR role in Student Success Planning
- Understand the purpose of a Professional Learning Community (PLC). Take part in them with your AT.
- Awareness and knowledge of the NS Inclusion Policy and how it MUST inform your practice.

Planning, Instruction, and Assessment

- Knowledge of curriculum- how to find and use provincial curriculum guides. (BEFORE you enter your first practicum)
- Weekly/ Monthly/ Yearly Plans
- Scheduling and timetables according to the Time to Learn document
- Culturally Relevant/ Responsive teaching
- Universal Design for learning- design lessons for all- not create then adapt
- Differentiate instruction – every lesson!
- Three-part lessons in math- Constructivist Approach
- Workshop model in ELA- your mini lesson comes from students’ work and reading/running records- what these assessments tell you that the students’ still need to know
- Teaching Reading in the older grades focuses more on in depth comprehension compared to decoding, visualization, inferring etc. in the younger grades.
- Understanding the scaffolding in levelled books and how Reading Records inform lessons, activities and individual conferencing time
- See how topics to integrate into language arts and math come from content areas- science/social studies
- Integrating subjects so that you aren’t just doing themes
- LEARNING ZONES – centers/ stations. Should be used to review and strengthen what has been learned not just to introduce new ideas/topics. Many teachers try to introduce new ideas/ topics in them whereas they should be used to review and strengthen what has been learned
- Information and Communication Technology (ICT) block for upper elementary
- Developing documented adaptations and building an Individual Program Plan (IPP)
- How to incorporate adaptations/IPPs into your lessons and assessments
- Spend time in OTHER classrooms/grades/Learning Center etc. Watch and learn!

Professionalism

- Professional dress and conduct in person, as well as online (as required by the NSTU Code of Ethics)

Technology

- TIENET- know your way around the documents
- PowerSchool-attendance, student records, report cards
- GradeBook

- Take care of yourself!

General Lesson Plan Sample

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

Lesson:

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

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

TEACHER OWNS THE LEARNING HERE!

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

II. Guided Learning (teacher/student collaboration)

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

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

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

What activities are the students doing in collaboration with their peers. What instructions will they be given? If you are using a handout, create a link here. This may be an extension of the activity started in the earlier section.

Make sure students know what is expected of them during this time. Move around the room and make sure all students are engaged.

Procedure:

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

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

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

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

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

Differentiation

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

Assessment and Evaluation:

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

Adaptations and IPPs:

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

Self-assessment:

What went well in this lesson? Why?

What challenges did I face? Why?

Was could I have done differently?

What did I learn from this experience that will help me in the future?

Sample Elementary Lesson Plan

Grade:

Subject:

Lesson Focus (Driving Question):

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

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

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

<p>Self-assessment:</p> <p><i>What went well in this lesson? Why? What challenges did I face? Why? Was could I have done differently? What did I learn from this experience? that will help me in the future?</i></p>	
--	--

General Lesson Plan Template

Strand/Topic:	Date:	Grade:		
Curriculum Expectations List overall and specific expectations that you are addressing and assessing.	Is there a Connection for Students? Connections to other Curricular Areas? What do I know about my students' lives and how can I connect their lives to this topic? How does this connect to other curricular areas?			
Equity, Diversity, Inclusion and Accessibility (Teacher Actions) What actions do I take to ensure the lesson is attainable to all students? Identify some disadvantages students may have and suggestions on how to address this in class.				
		Questions to Ask	Accommodations/ Modifications (content/process/ product/ learning environment)	Materials
Part 1: Minds On	<p style="color: #0070C0;">What prior knowledge do my students need in order to relate to and be successful with the content of the lesson? What strategies can I use to activate students' prior knowledge?</p> <p><i>Looks Like...</i></p> <ul style="list-style-type: none"> ▪ brainstorming ▪ mind map ▪ mini-task ▪ discussion ▪ reviewing previous material ▪ Video of experiment 	<p style="color: #0070C0;">What key questions will you ask during the lesson? This may be used as a diagnostic to inform teaching</p>	<p style="color: #0070C0;">How will you alter the content, delivery or product of the lesson to serve the needs of all students?</p>	<p style="color: #0070C0;"><i>Tools</i></p> <ul style="list-style-type: none"> - manipulatives - tech - instructions for students - BLM scaffolding support (minimal, may be used for only a few students)

<p>Part 2: Action</p>	<p>This section of the lesson describes how students will explore and investigate a new concept (constructivist approach). This is a time when students can communicate, discuss, support each other, construct new knowledge, develop concepts, and use higher order thinking skills. This is a time when teachers can interact with students, differentiate instruction to meet all student needs, identify and challenge student misconceptions and assess for learning.</p> <p>Looks Like...</p> <ul style="list-style-type: none"> ▪ an investigation ▪ small groups of students working together ▪ students asked to summarize and generalize ▪ includes appropriate use of manipulatives ▪ includes appropriate use of technology ▪ teacher circulating to keep students moving forward... may include providing hints, asking students to hypothesize (ask 'What If?' questions), generalize, probing where misconceptions are occurring ▪ teacher uses 'thinking routines' to make thinking visible ▪ teacher can identify student work that will be highlighted in the Consolidate part of the lesson 	<p>What key questions will you ask during the lesson? This may be used as 'assessment as learning'.</p>	<p>How will you alter the content, delivery or product of the lesson to serve the needs of all students?</p>	<p><i>Tools</i></p> <ul style="list-style-type: none"> - manipulatives - tech - instructions for students - BLM scaffolding support (minimal, may be used for only a few students)
------------------------------	--	---	--	--

<p>Part 3: Consolidate/ Debrief</p>	<p>This section of the lesson is a time to highlight the big idea(s), identify common errors, assess FOR learning for next steps, assess AS learning, and have the students reflect on learning (meta-cognition).</p> <p>Looks like ...</p> <ul style="list-style-type: none"> ▪ teacher has students summarize and articulate their thinking to the group ▪ teacher identifies students' responses that contain the 'big ideas' ▪ may include completing a Word Wall entry (may use Verbal Visual model) 	<p>What key questions will you ask during the lesson?</p>	<p>How will you ensure all students get the opportunity to showcase their learning?</p>	<p>What tools will you use to consolidate? Kahoot! Or other games may be helpful</p>
--	---	---	---	--

Assessment Tools (diagnostic/formative/summative)
 Based on Assessment FOR Learning and Assessment AS Learning. This could include rubrics, scoring guides, checklists, observation notes etc.

Self-Reflection (This is done after the lesson and helps the teacher to develop)		
What went well?	What didn't go so well?	What do I need to change?



Substitute Teaching Checklist

This resource is intended for use after completion of the B.Ed. program.

- The school secretary should be your best friend!
- Do attendance right away in PowerSchool
- Locate the sub binder for that teacher as soon as you come in –there will be important information in there to make your day easier
- If you have subbed but can't come in the next day, let the VP know asap as subs are hard to find
- If subbing long term, when you leave on Friday, have an idea (or plans) of what next week will look like. The better planned you are the easier your life as a teacher will be.
- Show up at least 20 minutes before the bell, you may be on duty and don't know it. (The NSTU agreement requires you to be there 20 minutes before the first bell AND 20 minutes after the last bell.)
- Leave notes for the returning teacher
- Leave the classroom in the same state you walked in to
- Circulate the class often. Sit and talk with the kids, get to know them. They may not know you and are nervous just like you. Play a fun quick ice breaker to get to know each other.
- Look at the walls, read the classroom guidelines or code of conduct. Try to follow the routines and procedures.
- Know the procedures for a lockdown/fire drill/hold and secure
- Lean on other adults such as EPA's who might be in the room. They are in the room often and can give you advice to help things run smoothly.
- Know your payroll number and record it in the book when you sign in.
- Know the school goals as per the Student Success Plan.
- Collaboration is the key- don't be afraid to ask questions and share ideas