

ST. FRANCIS XAVIER
UNIVERSITY

Bachelor of Education Handbook
Off-Campus
2023-2024

Faculty and Staff Welcome

Welcome to the Bachelor of Education (BEd) program within the Faculty of Education at St. Francis Xavier University (StFX) in Antigonish, Nova Scotia—situated on the ancestral and unceded territory of the Mi'kmaw people. This handbook serves as both a guide, and reference, for those within the BEd program and, more particularly, for those involved in its field experience. Our program is anchored by the belief that teaching is a learner-centred professional practice, that teachers at all levels continue to learn professionally throughout their careers, and that teachers are part of a variety of learning communities which focus upon improving learning opportunities for all pupils and teachers.

This handbook shares the purposes, practices, policies, and procedures of our teacher education program. Pre-service Teachers are expected to be familiar with all the information in this handbook and to diligently abide by the BEd program's professionalism expectations and the Nova Scotia Teachers Union (NSTU) Code of Ethics included herein.

On behalf of all our colleagues in the Department of Teacher Education, we wish you all the success in the world as you pursue a most noble profession.

Dr. Lacey Marie Brogden
Dean of Education

Dr. Lisa Lunney Borden
Chair of Teacher Education



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Program Support

Off-Campus BEd Program Office

The Off-Campus BEd email address serves as a central point of contact for various questions, concerns, and general inquiries related to the program.

General Inquiries: If you have questions or concerns related to policies, resources, services, or any other general matters, you can contact OffCampusBEd@stfx.ca and we will assist in connecting you with the StFX department associated to your inquiry.

Please note: course-specific information, including questions about assignments, deadlines, or course material, should be directed to the respective course instructors. They are best equipped to provide accurate and timely information related to your courses.

OffCampusBEd@stfx.ca | Centre for Online Learning & Professional Studies

IT Services Help Desk

itservices@stfx.ca | 902-867-2356 | Angus L. MacDonald Library

Bachelor of Education Office

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Introduction

This handbook focuses on the educational and professional development of Pre-service Teachers, both in P-12 schools and university classrooms. Its focal point is the field experience component of the program where Pre-service Teachers, Associate Teachers, and Faculty Advisors work together to bridge the theoretical and practical components of teaching. Field experiences enable Pre-service Teachers to develop professional knowledge through pedagogical experiences interwoven with coursework in an incremental and developmental way.

While In-service Teachers and University Instructors work most closely with Pre-service Teachers, other educators, such as school and school system administrators, provide essential support. Without the assistance of these people, individually and collectively, initial teacher preparation would not be possible. Pre-service Teachers are carefully and expertly mentored in schools and other educational settings as part of a shared stakeholder responsibility within job-embedded professional communities of practice. Developing and accessing resources, field experience planning, preparation of Associate Teachers, and Pre-service Teacher and program assessment are shared responsibilities delivered within a stakeholder partnership that includes the Nova Scotia Department of Education and Early Childhood Development (NSDEECD), the NSTU, Mi'kmaw Kina'matnewey (MK), Regional Centres of Education and Conseil scolaire acadien provincial (CSAP), and universities.

Definition of Terms

- Pre-service Teacher: a person who is enrolled in the BEd program in order to become certified as a practicing teacher in elementary/secondary schools
- In-service Teacher: a person who is in professional practice as a teacher
- Associate Teacher: an In-service Teacher who works with a Pre-service Teacher who is developing professional knowledge through practical experience
- University Instructor: a person who teaches Pre-service Teachers in the university setting
- Faculty Advisor: a teacher/mentor from the University who visits and advises Pre-service Teachers in their field experience
- Field Experience: a time when Pre-service Teachers develop professional knowledge of teaching/learning in a school setting and under the supervision of an Associate Teacher (synonymous with practicum/internship)

Common Threads of the BEd Program

There are four common threads to StFX's BEd program. These threads are foundational to all that is done in the BEd program; they are modeled and taught in all the BEd courses:

- **Equity, Social Justice, and Anti-racism:** Our faculty subscribe to the fundamental belief that all pupils should be treated equitably. We have prioritized common core courses which focus upon sociology of education, inclusive practices, and contemporary issues in P-12 education; we believe these courses will assist Pre-service Teachers in becoming more capable of meeting the needs of all pupils.
- **Professionalism in Practice:** As professionals, Pre-service Teachers are expected to contribute all that they can to their chosen profession. Pre-service Teachers must act always in ways that are consistent with the NSTU Code of Ethics. This will require a focus on commitment to pupils, other teachers, employers, and the wider community. This code is a guide for all Pre-service Teachers as they progress through the program.
- **Technology and Ingenuity:** Our program encourages all Pre-service Teachers to be critical consumers and users of educational technology. We believe that the purpose of technology in professional practice is to assist and improve opportunities for pupils to maximize learning.
- **Experiential Learning:** Learning to teach is a developmental lifelong process that requires teachers to continually reflect upon moral, pedagogical, and societal dimensions of practice. Through continuous interactions in a variety of learning experiences in schools, social events, and university classrooms, teachers come to know more about their profession and themselves as professionals. We believe that much about the teaching-learning process can best be achieved through direct experiences. Discussion, group work, projects, micro-teaching, and case studies are ongoing and normal parts of the program. A variation on the old proverb, "I hear and I forget, I see and I remember, I do and I understand, I reflect and I am renewed" is considered to be central in much of what Pre-service Teachers do as they learn to teach.

BEd Program Structure

The program is delivered as 20 3-credit courses, 16 regular courses interwoven with 4 additional practicum courses over three academic years. Regular courses are typically offered in a blended format involving three intensive in-person weekends (9 hours per weekend) and two online evenings (3 hours per evening).

Below is an overview of a typical program structure for cohorts commencing in the fall term. Courses can be offered in various sequences for each cohort, with each academic year containing core courses and a variety of special topics. Practicum sessions are spread throughout the program, with an increase in teaching responsibilities during each session.

The specific course sequence and schedule for each cohort will be communicated at the beginning of the academic year.

YEAR	FALL: SEP-DEC	WINTER: JAN-APR	SPRING: MAY-JUN
YEAR 1	COURSE 1	COURSE 4	PRACTICUM 1
	COURSE 2	COURSE 5	
	COURSE 3	COURSE 6	
YEAR 2	COURSE 7	COURSE 10	PRACTICUM 2
	COURSE 8	COURSE 11	
	COURSE 9	COURSE 12	
YEAR 3	COURSE 12	COURSE 15	
	COURSE 14	COURSE 16	
	PRACTICUM 3	PRACTICUM 4	

Field Experience Professional Growth Sequence by Practicum

YEAR	PLACEMENT	PURPOSE	INTENDED PROFESSIONAL GROWTH	PROFESSIONAL EXPECTATIONS
Practicum 1 5-6 weeks	<p>ELEMENTARY in P-3 or 4-6 grade range</p> <p>SECONDARY in 7-9 or 10-12 grade range</p>	<p>INITIATION TO TEACHING -through orientation, observation, and practice, Pre-service Teachers will be introduced to school and classroom policies, structures, and procedures, provincial curriculum guides, teaching materials, strategies and techniques, extra-curricular activities, and teaching</p>	<p>TEACHING RESPONSIBILITIES -normally prepare and teach at least one detailed lesson plan daily (by the middle/end of the first week), about 25% of a full-time teacher's teaching load</p> <p>OTHER RESPONSIBILITIES -become familiar with and try a number of classroom management strategies -become familiar with the learning needs of a particular group of pupils -continue to learn through observation and discussion with others -participate in school routines, such as attendance taking, meetings, lunch time supervision, etc.</p>	<p>EXPECTATIONS -the Pre-service Teacher will be expected to set Professional Growth Targets (PGTs), keep a Plan Book, and write daily reflections that lead to continued professional development -the Faculty Advisor will make at least two classroom visits and provide written feedback -the Associate Teacher is encouraged to provide frequent oral and written feedback; the Associate Teacher should provide two written reports per term for the Faculty Advisor and Pre-service Teacher -the Pre-service Teacher, Associate Teacher, and Faculty Advisor will meet together at least once to discuss the progress of the Pre-service Teacher</p>
Practicum 2 5-6 weeks	<p>ELEMENTARY in P-3 or 4-6 grade range</p> <p>SECONDARY in 7-9 or 10-12 grade range</p>	<p>DEVELOPMENT -Pre-service Teachers will continue the development begun in EDUC 471</p>	<p>TEACHING RESPONSIBILITIES -normally prepare and teach at least two detailed lesson plans daily (by the middle/end of the first week), of which at least one is part of a longer unit, about 50% of a full-time teacher's teaching load</p> <p>OTHER RESPONSIBILITIES -continue to develop and use a variety of classroom management strategies which are age appropriate and appropriate for the intended learning outcomes -become more familiar with how to meet the learning needs of a particular group of pupils and the individual needs of particular learners -have the opportunity to design and teach a full unit of study -continue to learn through observation and discussion with others</p>	<p>EXPECTATIONS -the Pre-service Teacher will be expected to set PGTs, keep a Plan Book, and write daily reflections that lead to continued professional development -the Faculty Advisor will make at least two classroom visits and provide written feedback -the Associate Teacher is encouraged to provide frequent oral and written feedback; the Associate Teacher should provide two written reports per term for the Faculty Advisor and Pre-service Teacher -the Pre-service Teacher, Associate Teacher, and Faculty Advisor will meet together at least once to discuss the progress of the Pre-service Teacher</p>

Field Experience Professional Growth Sequence

YEAR	PLACEMENT	PURPOSE	INTENDED PROFESSIONAL GROWTH	PROFESSIONAL EXPECTATIONS
Practicum 3 5-6 weeks	<p>ELEMENTARY usually in a range that varies from previous placements</p> <p>SECONDARY usually includes teaching subjects in subjects not yet taught</p>	<p>EXPANSION OF TEACHING RESPONSIBILITIES -Pre-service Teachers widen their experience and abilities in a different setting from Year 1</p>	<p>TEACHING RESPONSIBILITIES -teach about 75% of a full-time teacher's teaching load (by the middle/end of the first week)</p> <p>OTHER RESPONSIBILITIES -continue to develop and use a variety of classroom management strategies which are age appropriate and appropriate for the intended learning outcomes -become more familiar with how to meet the learning needs of a particular group of pupils and the individual needs of particular learners through a variety of instructional strategies -have the opportunity to design, teach, and assess a full unit of study -use formative and summative assessment strategies to support and assess progress -continue to learn through observation and discussion with others and carry out professional duties</p>	<p>EXPECTATIONS -the Pre-service Teacher will be expected to set PGTs, keep a Plan Book, and write daily reflections that lead to continued professional development -the Faculty Advisor will make at least two classroom visits and provide written feedback -the Associate teacher is encouraged to provide frequent oral and written feedback; the Associate Teacher should provide two written reports per term for the Faculty Advisor and Pre-service Teacher -the Pre-service Teacher, Associate Teacher, and Faculty Advisor will meet together at least once to discuss the progress of the Pre-service Teacher</p>
Practicum 4 5-6 weeks	<p>normally Pre-service Teachers will return to their practicum 3 placement if it is in the same academic year; Alternative Individualized Placements and International Field Experience opportunities are also available for Pre-service Teachers</p>	<p>CONSOLIDATION -Pre-service Teachers normally returning to a previous placement are expected to further develop their expertise and professional knowledge</p>	<p>TEACHING RESPONSIBILITIES -teach about 100% of a full-time teacher's teaching load (by the middle/end of the first week)</p> <p>OTHER RESPONSIBILITIES -continue to develop and use a variety of classroom management strategies which are age appropriate and suitable for the intended learning outcomes, and be able to choose strategies that meet whole group, small group, and individual needs --become more familiar with how to assess and meet the learning needs of a group of pupils and the individual needs of particular learners through a variety of instructional strategies -have the opportunity to design, teach, and assess a full unit of study -use formative and summative assessment strategies to support and assess progress -continue to learn through observation and discussion with others and carry out professional duties</p>	<p>EXPECTATIONS -the Pre-service Teacher will be expected to set PGTs, keep a Plan Book, and write daily reflections that lead to continued professional development -the Faculty Advisor will make at least two classroom visits and provide written feedback -the Associate Teacher is encouraged to provide frequent oral and written feedback; the Associate Teacher should provide two written reports per term for the Faculty Advisor and Pre-service Teacher -the Pre-service Teacher, Associate Teacher, and Faculty Advisor will meet together at least once to discuss the progress of the Pre-service Teacher</p>
Alternate Placement/ International Field Experience	<p>Depending on their professional development needs, in consultation with their Faculty Advisor, Pre-service Teachers may request an alternate individualized placement during their final practicum. Alternate placements provide opportunities for development of a specific area related to the Pre-service Teacher's professional development goals. Examples of past alternate placement locations include museums, early intervention programs, adult learning centres, IWK Hospital, private schools, etc.</p> <p>Pre-service Teachers may also apply for an International Field Experience opportunity during their final practicum when available.</p>			

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

Planning

- This should begin as a collaborative effort of the Pre-service Teacher and the Associate Teacher or Faculty Advisor and move to independent planning by the Pre-service Teacher. Targets for the improvement of teaching are chosen collaboratively, and as Pre-service Teachers become more aware of their own professional needs, they begin to choose targets themselves.

Pre-conference

- All lessons in which observations and feedback are sought should begin with a pre-conference to identify intended pupil learning, PGTs, and a written synopsis of the expected activity/strategy.

Observation

- Associate Teachers and/or Faculty Advisors observe the lesson and collect information based on pupil learning, selected PGTs, and general impressions.

Post-conference

- After the observation, the Associate Teacher/Faculty Advisor and Pre-service Teacher actively engage in examining their observations and determining the degree to which pupil learning, PGTs, and general lesson goals were met. This cycle leads into planning for future lessons.

Plan Books

Pre-service Teachers are expected to keep an account of their ongoing professional development in a Plan Book. This Plan Book will be started in the 'Principles and Practices' course and will be used throughout the BEd program. This Plan Book provides a place for the collection of artifacts from, and reflection on, field experiences and professional development. The Plan Book also provides a visible presentation of a Pre-service Teacher's professional development. Plan Books should be shared with Associate Teachers and Faculty Advisors. Suggested content follows:

Personal and Professional Information

- academic information (e.g., undergraduate degree, teachable areas)
- record of student teaching experiences during field experience placements
- copies of evaluations from field placement, plus any additional information, letters, etc. from Associate Teachers
- philosophy statements and handbooks from field placement school
- rules, policies, and procedures from field placement school
- information about specific pupils and their needs
- information about special classes or services available

Planning

- teaching timetables
- lesson plans and critical analyses/reflections of them
- unit plans and critical analyses/reflections of them
- new ideas, techniques, strategies, and resources to assist in planning
- a section for the collection of interesting and relevant articles and anecdotes about classrooms, pupils, and teaching
- a collection of teaching ideas and resources

Reflection

- a section for critical analysis/reflection of one's own teaching
- space for reflection of experiences related to teaching
- space for setting new PGTs

The Plan Book is not only a learning aid and a support for growth as a teacher; it will also be a valuable tool in the future when applying for future teaching positions. Pre-service Teachers are encouraged to organize this Plan Book in a thoughtful way that will assist them in the collection of the material needed to make it personally useful.

Lesson Plans

Pre-service Teachers are expected to prepare detailed plans for all lessons. While the structure of these lesson plans do not need to be uniform, they should contain all essential lesson plan elements, including the following:

- Date:
- Name:
- Grade:
- Topic/Theme:
- Lesson Purpose: What is the overall purpose of the lesson?
- Learning Outcomes: What knowledge, skills, and attitudes do you want students to develop? What curricular outcomes are being met by this lesson? How will you relate these to pupils' interests and understanding?
- Prior Knowledge: What do the pupils already know about the topic? What skills and attitudes are relevant to the pupils' topic?
- Lesson: How will you introduce the lesson to create interest and to link prior knowledge? What instructional strategies will you use in order to address the Principles of Learning? How will you and your pupils become more actively involved? How will your plan include all learners and contain adaptations and modifications where required? Your lesson needs to provide a series of steps to demonstrate an appropriate learning sequence.
- Materials: What materials do you need to do the lesson? Why are these particular materials important in developing the pupils' understanding? Do your materials reflect cultural diversity?
- Closure: What will you and/or the pupils do to finish up or link to new learning?
- Authentic Assessment: What will help show you that the students have met the outcomes you have set? Have you provided adaptations and/or modifications?
- PGT: How will you determine how your lessons went? What can you change for the next time?
- Reflection on Lesson and Follow-up:
 - Describe the learning event.
 - Did the pupils meet the learning outcomes? Why? Why not?
 - What are the implications for future lessons?
 - What are my new outcomes for the next lesson?
 - Have I met my own PGT for this lesson? Why? Why not?
 - What am I going to do about it?
 - What is my new PGT and how will I reach it?

The Professional Portfolio

All StFX Bachelor Education students will, over the course of three years, create a portfolio which: 1) includes a number of artifacts, taken most often from Umbrella Curriculum-aligned BEd coursework and assignments (Artifacts may also come from other sources, including, for example, the field experience); 2) increases in quantity and quality over the four terms, and 3) is a ‘normal’ part of the BEd program.

	Placement 1 INITIATION	Placement 2 DEVELOPMENT	Placement 3 EXPANSION	Placement 4 CONSOLIDATION
Portfolio Stage	Introducing Program Outcomes	Drafting the Portfolio	Advancing the Portfolio	Transitioning to Professional Practice
Required Elements	-Title Page -Table of Contents -Minimum four of eight GCO Sections -8-10 Artifacts with Captions	-Title Page -Revised Table of Contents -Professional Resume -Statement of Beliefs -Minimum six of eight GCO Sections -Additional 8-10 Artifacts with Captions -Summary of Term 2 Additions/Revisions	-Title Page -Revised Table of Contents -Revised Professional Resume -Revised Statement of Beliefs -Eight GCO sections -Additional 8-10 Artifacts with Captions -Summary of Term 3 Additions/Revisions	-Title Page -Revised Table of Contents -Professional Resume -Statement of Beliefs -Teaching Philosophy -Eight GCO sections -Additional 8-10 Artifacts with Captions -Summary of Term 4 Additions/Revisions
Required Artifacts	-Evidence of Classroom Management Knowledge and/or Skills -Evidence of Equity-mindset -Lesson Plan (Subject A) -Lesson Reflection -Positive Space I Certificate -Professional Development Evidence 1	TERM 1 Artifacts PLUS: -Adaptation Sample -Differentiation Sample (e.g., differentiated task) -Educational Research Analysis/Reflection -Positive Space II Certificate -Field Experience Evaluations with Reflection(s) 1 -Professional Development Evidence 2 -Pupil Work Sample with Reflection 1 -Unit Plan (Subject A)	TERM 2 Artifacts PLUS: -Evidence of Knowledge and/or Skills for Including Students on Individual Program Plans -Formative Assessment Task -Individual Program Plan -Lesson Plan (Subject B) -Mental Health in Schools Certificate -Professional Development Evidence 3 -School-site (Field Experience or Service Learning) Artifact 1 -Summative Assessment Task -Technology Integration Sample	TERM 3 Artifacts PLUS: -Elective Course-related Artifact -Evidence of Knowledge and/or Skills for Teaching Literacy in the Content Areas -Spring Council Resolution -Field Experience Evaluations with Reflection(s) 2 -Professional Development Evidence 4 -School-site (Field Experience or Service Learning) Artifact 2 -Pupil Work Sample with Reflection 2 -Unit Plan (Subject B; integrated unit for ELEM)
Assignment Value *Values may vary based on course instructor	CREDIT/NO CREDIT (formative feedback only by EDUC 432/439A instructor and Faculty Mentor; assignment/assessment includes a focus upon checklist of tasks)	30% of course grade (assignment/assessment focuses upon checklist of tasks, 4-8 Artifacts with captions, Statement of Beliefs, Section Analyses; failing portfolios require bridging work)	CREDIT/NO CREDIT (formative feedback only by EDUC 436 instructor and Student Support Advisor; assignment/assessment includes a focus upon checklist of tasks)	30% of course grade (assignment/assessment focuses upon checklist of tasks, 4-8 Artifacts with captions, Teaching Philosophy)

Program Expectations

Teaching is a job that extends far beyond the classroom. Strong teachers are individuals who, among other things, are willing to—and enjoy—going the extra mile for their pupils and colleagues. Over the years, we have developed a number of program expectations that help foster and promote a sense of professionalism, community, and life-long learning. These include:

- **Professional Conduct:** Because the BEd program leads to teacher certification, all Pre-service Teachers are expected to adhere to the the StFX University Community Code of Conduct, as well as the NSTU Code of Ethics.
- **Confidentiality:** A Pre-service Teacher in a school must regard as confidential and not divulge other than through professional channels any information of a personal or domestic nature, concerning either pupils or home obtained through the course of their professional duties.
- **Attendance:** Full attendance is expected for all courses. Full attendance during field experience is also essential (other than for serious illness and family emergencies, permission will not normally be granted for absences during the field experience). **Any absence from practicum must be reported to the Associate Teacher, School Administration, Faculty Advisor, and Field Coordinator prior to the start of the school day. Lesson plans must be provided to the school for any portion of the day that the Pre-service Teacher would normally be expected to instruct.**



Professionalism

The Department of Teacher Education expects BEd students to adhere to the Nova Scotia Teachers Union Code of Ethics, as well as the professionalism guidelines as outlined in the Nova Scotia Teaching Standards (see Standard Six: Teachers model and promote professionalism in teaching; 2018). Accordingly, BEd students are expected to demonstrate professional conduct in a variety of settings, including schools, communities, digital sites, and social media. Professionalism is related to the following seven areas:

- models high standards of teaching characterized by collegiality, honesty, integrity, fairness, and accountability;
- attends to and advocates for the welfare and dignity of students;
- engages in collaborative and respectful professional relationships with students, parents, colleagues, and other partners in education;
- models professionalism, through appropriate dress, punctuality, communication, and conduct in school, community, and on-line environments;
- complies with school, RCE/board, and provincial regulations and adhere to directions given by those in authority;
- complies with confidentiality requirements associated with their work, including the recording, storing, access, release, and handling of confidential information; and
- fulfils all legal, ethical, contractual, and professional duties associated with their assignments.



Professionalism

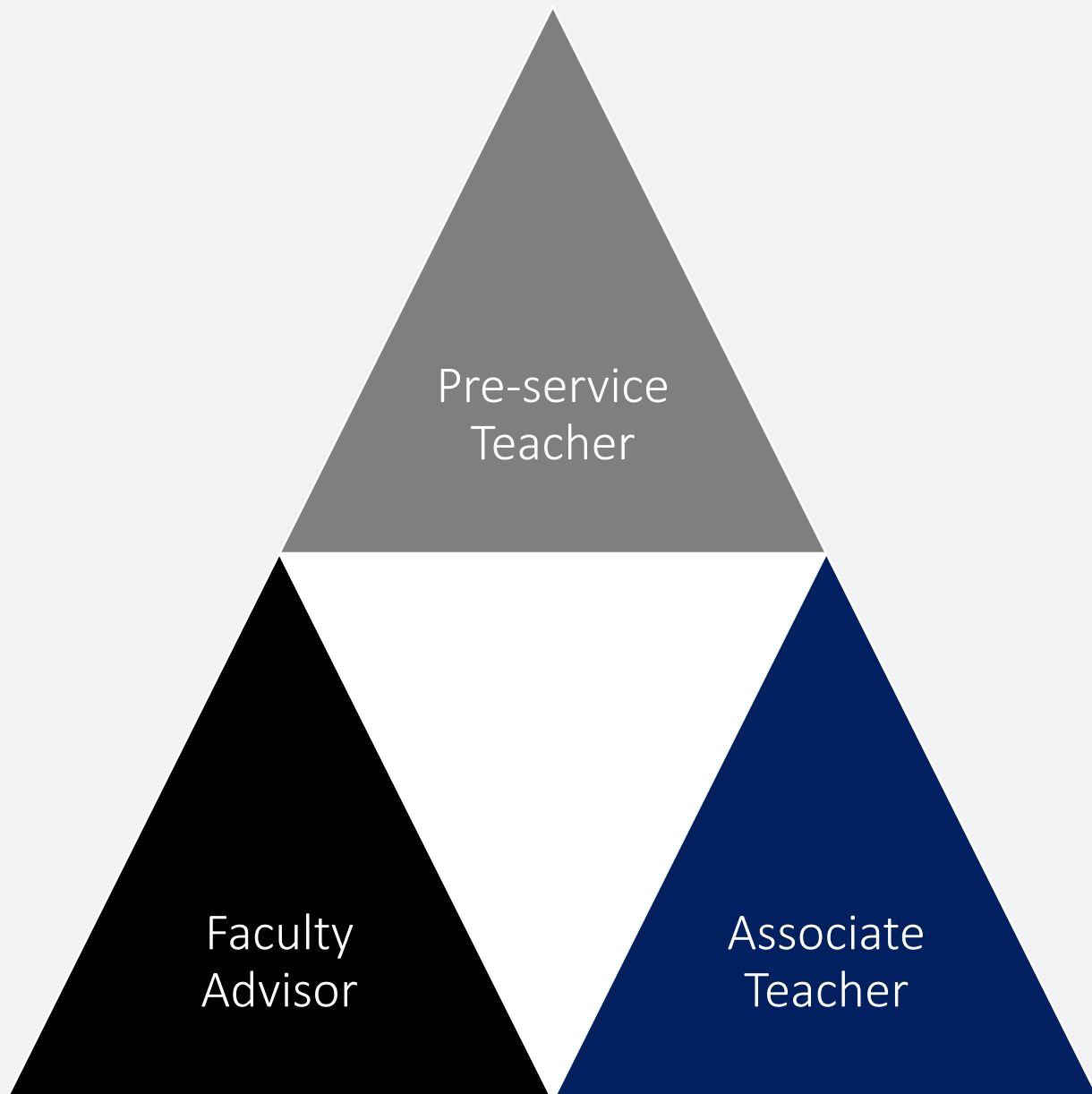
In the event of unprofessional conduct of a BEd student, a faculty advisor or faculty member is required to bring it to the immediate attention of the Chair of Teacher Education. The Chair of Teacher Education shall call a meeting of the BEd Professional Committee, which will examine the circumstances of the reported incident(s). In some cases, such as when the professional conduct of a BEd student falls outside of the expertise of the committee, and/or occurs in a time and/or location outside of the field experience, the Chair and the BEd Professional Committee may request investigative assistance from other university officers (e.g., Human Rights and Equity Advisor). In instances where conduct is related to alleged violations of the StFX Community Code or the StFX Sexual Violence Policy, these cases would be referred to those relevant bodies (i.e., Discipline Committee, Responsible Authority for Sexual Violence). Findings and/or penalties imposed from these bodies will also inform the decisions made by the BEd Professional Committee.

This committee may recommend to the Dean of Education the imposition of penalties, which may include delay or failure of the field experience, or suspension or dismissal from the BEd program. Students may appeal the penalty to the Committee on Studies - Professional Programs within seven days of receiving the BEd Professional Committee's decision.



Learning from Each Other: A Shared Responsibility

Because teaching is a professional and collegial practice, it is also a life-long process of learning from and with others in the educational community. Therefore, as a triad, Pre-service Teachers, Associate Teachers, and Faculty Advisors are always simultaneously teachers and learners. In this section are overviews of the roles and responsibilities of these three individuals—in the three areas of Communication, PPDP, and Assessment. Open communication among participants is essential for meaningful learning to occur.



Learning from Each Other: A Shared Responsibility

Role of Pre-service Teachers

Communication

- present themselves to the principal upon arrival at the school
- provide, in advance, a weekly schedule of teaching times to their Faculty Advisor
- notify the Associate Teacher, the Faculty Advisor, the Field and Admissions Coordinator, and the school principal in the event of illness or an anticipated absence
- be a good role model for pupils concerning communication (verbal and non-verbal messages)
- respect other people (pupils, teachers, and members of the broader community) and their property
- demonstrate a willingness to take on tasks beyond those that are required
- show enthusiasm for teaching and learning
- adhere to a professional and personal code of conduct
- seek counsel if having difficulty or discovering that they do not enjoy teaching
- keep their StFX email account open and active as it is the primary form of communication between the Pre-service Teacher and the University

Professional Development Process

- assist their Associate Teacher and school administration in carrying out all the normal teaching functions including supervision outside of classrooms
- take the same professional approach to school responsibilities required of teachers, including the adherence to the NSTU Code of Ethics
- teach diligently their assigned lessons
- prepare detailed lesson plans
- incorporate strategies learned in method courses (if these strategies deviate greatly from normal practice, the Pre-service Teacher should consult in advance with their Associate Teacher and Faculty Advisor)
- set PGTs which emerge from daily reflections and assess the degree to which these targets are achieved
- determine the customs of the school (e.g., dress code, general department, use of staff room, etc.)
- engage actively in or to observe as many facets of school life as possible, including extra-curricular activities
- observe all aspects of school operations (e.g., observe different grade or subject classes, observe specialist teachers, visit the guidance department, visit the library, talk to the principal or vice-principal about administration and visit the central office)
- assume, to a progressively greater extent, all duties of the classroom teacher including hallway and playground supervision
- participate in professional development activities at the school, district, or provincial level

Assessment

- keep Plan Books which include lesson plans, critical reflections about lessons taught, comments about classes and individual students, and records of daily activities
- be open-minded and seek and welcome suggestions for the improvement of teaching and professional growth
- use Plan Book reflections to assess personal professional growth and develop PGTs

Learning from Each Other: A Shared Responsibility

Role of Associate Teachers

Communication	<ul style="list-style-type: none">-foster communication, which is a key element of the helping relationship provided by the Associate Teacher; the relationship between the Associate Teacher and their Pre-service Teacher will be a collegial one typified by trust, empathy, genuineness, and equality-adopt the role of key mentor for their Pre-service Teacher-serve as the main point of communication between the school and the StFX Department of Teacher Education-consistently and genuinely affirm the value and the potential of their Pre-service Teacher as they face the complexities of classroom teaching and guide them to deepen their use of and comfort with the principles of the PPDP-feedback on their Pre-service Teacher's performance should be given in a supportive environment that promotes personal and professional growth
Professional Development Process	<ul style="list-style-type: none">-enable their Pre-service Teacher to find their unique productive teaching/learning style-be a positive role model-help integrate their Pre-service Teacher into the life of the school-help their Pre-service Teacher feel at ease and secure in new situations-ensure that their Pre-service Teacher becomes familiar with the many non-teaching duties of the classroom teacher-provide observation of, and teaching opportunities for, their Pre-service Teacher-increase teaching opportunities gradually but steadily-inform their Pre-service Teacher well ahead of time what they will be teaching-confer with their Pre-service Teacher about appropriate lesson plans-help their Pre-service Teacher develop appropriate lesson plans
Assessment	<ul style="list-style-type: none">-provide frequent oral and written feedback to their Pre-service Teacher, as well as two written reports (per term) using the Faculty Advisor/Associate Teacher Field Experience Report Form (and share the written reports with the Faculty Advisor and Pre-service Teacher)-discuss their Pre-service Teacher's professional growth with their Faculty Advisor-keep school administration informed about their Pre-service Teacher's progress and performance-notify the Admissions and Field Coordinator or the Chair of the Teacher Education program regarding program concerns-complete a Notice of Concern (NOC), if appropriate-the Faculty Advisor will consult with the Associate Teacher about the assessment of the Pre-service Teacher in each placement

Learning from Each Other: A Shared Responsibility

Role of Faculty Advisors

Communication	<ul style="list-style-type: none">-serve a liaison role among schools, Associate Teachers, and the StFX Department of Teacher Education-pass on concerns of school personnel to appropriate persons in the StFX Department of Teacher Education-inform the Associate Teachers and Pre-service Teachers when they plan to visit classrooms-serve as an advisor to their Pre-service Teachers-discuss Pre-service Teachers' progress with Associate Teachers and use the information for the establishment of PGTs-provide Associate Teachers and Pre-service Teachers with a copy of each supervision report
Professional Development Process	<ul style="list-style-type: none">-undertake a formative role in the PPDP assessments of Pre-service Teachers-supervise Pre-service Teachers and conduct seminars as needed-meet Pre-service Teachers to provide feedback on their performance and to establish specific targets for improvement-ensure that Pre-service Teachers are critically assessing their own teaching practices and help them as they set appropriate PGTs-read Pre-service Teachers' reflections and Plan Books, and respond to questions raised and reflections made-make at least two visits to each Pre-service Teacher during each field experience placement and complete the Faculty Advisor/Associate Teacher Field Experience Report Form
Assessment	<ul style="list-style-type: none">-notify the Admissions and Field Coordinator if a Pre-service Teacher is not performing at a satisfactory level and/or is not showing an acceptable level of professional growth-consult with Associate Teachers about formative and summative professional growth assessments of Pre-service Teachers-provide a written formative assessment to Pre-service Teachers and Associate Teachers for each visit and provide summative assessment at the end of each year-encourage Associate Teachers to complete two copies of the Faculty Advisor/Associate Teacher Field Experience Report Form for each student each term-complete a NOC, if appropriate

Vulnerable Sector Check and Child Abuse Registry Check

Students must submit Criminal Records Vulnerable Sector Check and Child Abuse Registry Check to the StFX BEd Admissions and Field Experience Coordinator and the participating Regional Centre of Education/CSAP for EDUC 471/472/481/482 (field experience). While enrolled in the BEd program, students are responsible to inform the Chair of the Department of Teacher Education of any changes that occur to the Criminal Records Vulnerable Sector and/or Child Abuse Registry Checks submitted as part of the admissions requirements; changes in this status could result in denial of field experience and/or denial of teaching license.

Field Experience Placement Priorities

Please understand that our number one priority is the placement of student teachers in a valuable learning experience in the field(s) that they have chosen. Geography may be considered, but it is not our number one priority. Students may be required to travel during all years of the program for their placements.

Students who wish to request priority in being assigned a local placement may apply to the BEd Chair and the Admissions and Field Experience Coordinator at the earliest opportunity (i.e., prior to or at the beginning of the academic year) for a local placement. Normally students with the following needs will receive priority for local placements when available:

- Students with children (in day care or school) for whom the student is the sole/primary caregiver and who show reason that their placement outside of the town would jeopardize their ability to fulfill their role as a parent.
- Students with accessibility issues or medical reasons to be placed locally.

Field Experience Transportation Policy

If students travelling for field experience deem travel conditions too dangerous or unfit for travel, they may delay departure/arrival time. In extreme cases, they may cancel their day at the school (in which case they must submit all lesson plans to their Associate Teacher). In such instances, they are to inform the Admissions and Field Coordinator, Faculty Advisor, school administration, and the Associate Teacher; if the entire day is cancelled, they will arrange a make-up day.

Alternate Individualized Placements

Depending on the professional development needs identified by Pre-service Teachers, in consultation with their Faculty Advisors, they may request an alternate individualized placement during their final field experience period. The intent of this placement is to provide an opportunity for Pre-service Teachers to gain experience which is not available through the usual placements and to expand upon their professional preparation. These are exceptional placements and require the approval of the BEd Field Experience Committee.

- Pre-service Teachers **normally** stay in the same placement for fall and winter each year. Pre-service Teachers in their final year, with the approval of their Faculty Advisor, may apply to have an alternate placement which would be in a different educational setting. Applications for specialized placements should be focused on promoting personal PGTs.
- Interested second year Pre-service Teachers must discuss their intention with their Faculty Advisor during the fall field experience.
- If tentative approval is given by the Faculty Advisor, the Pre-service Teacher must inform their Associate Teacher and principal that they are requesting an alternate placement and may not be returning.
- A formal application (see Appendices) and proposal must be developed, signed by the Faculty Advisor, and submitted to the Field Experience Coordinator, with the admission fee, by **January 12th**. This proposal shall include the name of the contact person, the rationale and objectives of the proposed experience, and any other pertinent information that can assist the BEd Field Experience Committee in assessing the request. Decisions will be based on availability of Faculty Advisors, the degree to which the proposed plan is consistent with the Pre-service Teacher's professional growth plans and cost. **Applicants are expected to teach at 100% during their third field experience.**
- Pre-service Teachers will be responsible to pay for any additional costs incurred due to the alternate placement. The Admissions and Field Coordinator will calculate the expected additional costs in advance of the start of the alternate field experience. The Pre-service Teacher must pay this cost before the alternate field experience placement begins.
- The Admissions and Field Coordinator will review the proposal with the BEd Field Experience Committee and, if deemed feasible, will make an official request to the administration of the proposed institution.
- The Field Experience Coordinator will inform the Pre-service Teacher, Faculty Advisor, Associate Teacher, and site administrators if an alternate placement has been confirmed.
- It is understood that Pre-service Teachers will continue in their original placements if the alternate placement requested is not approved.

Field Experience Readiness

Satisfactory course attendance: Any course absence must be reported to the course instructor as outlined in the syllabus. The course instructor will report any unexcused absences to the Chair of Education.

Completed coursework: All coursework must be satisfactorily completed before a student will be permitted to begin practicum. Any missed practicum days for this reason will be made up before a pass mark can be assigned to EDUC 471, 472, 481, or 482.

Professional and pedagogical readiness: Professional readiness (as described in the NSTU Code of Ethics and the professionalism guidelines in the Nova Scotia Teaching Standards) and pedagogical readiness as indicated by successful completion of all coursework and full participation in and punctuality for all BEd classes, are both necessary for admittance to the field experience.

Field readiness protocol: Faculty concerns regarding potential field issues will be directed to the Chair, who in consultation with the BEd Professional Committee (comprised of the BEd Chair, the BEd Field and Admissions Coordinator, and two elected Faculty members) will rule on field readiness. The BEd Professional Committee is a standing committee, which may invite the Faculty Advisor to assist in decisions regarding field conduct. This ruling may delay the field placement or may result in removal from and failure in the field.

Failure in the field experience will normally result in suspension as per Faculty of Education Regulations (Section 6.4) in the StFX University Calendar. A suspension or ruling of the BEd Professional Committee may be appealed to the Dean of Education and will be heard by the Committee on Studies - Professional Programs. Decisions regarding professional conduct are based on professional standards as outlined in this handbook, the StFX Community Code, the NSTU Code of Ethics, and the professionalism guidelines as outlined in the Nova Scotia Teaching Standards—as per Professional Conduct (Section 6.5) the StFX University Calendar. See appendix for section 6: Faculty of Education Regulations.

Request for leave: A student may request a leave of absence from the BEd program for personal or medical reasons. This request for a leave of absence from the program must be made in writing to the Chair of the BEd program and must specify the reason for the request and the duration of the requested leave. A return to the program does not guarantee course sequence or requested field placement.

Certification in Nova Scotia

In order for all graduating BEd students to apply for their Nova Scotia teacher license, the following steps and documents must be completed:

Online

- Application form (Please include a permanent email and mailing address.)
- Proof of ID
- Paid fee

Hard-copy documents to be sent to the Office of Teacher Certification

- Official transcripts from all universities and colleges. Some universities only distribute electronic transcripts. If this is the case for any of your transcripts, they must be sent directly to certification@novascotia.ca
- A new official Vulnerable Sector Check or Criminal Record Check
- A completed Nova Scotia University Teacher Certification Evaluation Sheet
 - The BEd Chair will sign this after you submit this completed sheet.

A meeting will be scheduled in the fall by the BEd Program Manager with all graduating students to review the certification process. Any questions regarding certification can be addressed to the Bachelor of Education office. Students who are identified with discrepancies will be notified in writing. Failure to resolve these discrepancies within the negotiated time frame may result in suspension from the program. Transcripts from other universities and colleges must be requested using the normal procedures for those institutions. All documentation should be sent to the Department of Teacher Education Administrative Assistant for the Bachelor of Education Program before October 31st. This means that requests for transcripts from other universities should be made early in the fall term. The Administrative Assistant will get transcripts from StFX for students.

Candidates for a teacher's certificate may be asked to disclose disciplinary action at an educational institution or violations of the law that resulted in penalty (see StFX University Calendar).

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

Certification in Other Provinces

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

Your Space in Xavier Hall

The Curriculum Resource Centre (CRC) is located on the third floor of Xavier Hall, room 319B but we have created the Virtual Curriculum Resource Centre (VCRC) to better support the off-campus community and students studying from a distance. The VCRC allows you to search for resources in our library as well many other educational libraries in the province through the Novanet inter-library loan system. Resources can be requested and delivered at no cost to a library near you for easy pick up and return, without having to come to the STFX campus.

The CRC supports BEd and MEd students, as well as local in-service teachers, through accessibility to current resources and with support in curriculum planning. The CRC supports the common threads of the BEd program: equity and social justice, professionalism in practice, technology and ingenuity, and experiential learning by providing a variety of helpful resources that are culturally relevant and connect to the goals and objectives of the NSDEECD Public School Program, the NSTU, and the schools operated under the jurisdiction of Mi'kmaw Kina'matnewey.

The CRC houses over 10,000 resources ranging from a variety of books and teacher guides in all subject areas, Chromebooks, makerspace materials, math manipulatives, musical instruments, novel sets, STEM educational kits, puppets, and so much more. Be sure to check out the Virtual CRC (VCRC) below to search our library system and for links to educational RCE's and educational websites. Please don't hesitate to reach out to the Curriculum Support Advisor, abeaton@stfx.ca, for guidance in coursework, field experience, and in locating resources.

Hours:

Monday- Wednesday 815am-7pm

Thursday & Friday 815-4pm

Ms. Allana Beaton, Curriculum Support Advisor

abeaton@stfx.ca | 902-867-2272 | Office: XH 319B



stfx.libguides.com/vcrc

Fall 2023

Fri Sept 8	Course 1 Begins @ 6:00 pm (Everyone)
Thurs Sept 21	Alternative Placement Virtual Information Session @ 7:30pm (Optional)
Wed Sept 27	Teacher Certification Online Meeting (Graduating Students, Attendance Mandatory)
Fri Sept 29	Truth & Reconciliation Day observed by St. FX – No Classes
Sat Sept 30	Truth & Reconciliation Day – No Classes
Fri Oct 13	Course 2 Begins @ 6:00 pm (Everyone)
Fri Oct 20	Practicum Placements Announced (Graduating Students)
Fri Oct 27	NSTU Conference Day
Mon Oct 30	DEADLINE to submit teacher certification documents (Graduating students)
Tues Nov 7	Building Bridges Transition to Field Experience Online Meeting @ 7:30pm (Graduating Students, Attendance Mandatory)
Fri Nov 10	Remembrance Day observed StFX – No Classes
Sat Nov 11	Remembrance Day – No Classes
Tues Nov 14	Field Experience Begins (Graduating Students)
Fri Nov 17	Course 3 Begins @ 6:00 pm (Chester Basin Cohort)
Sat Dec 2	Fall Convocation
Sun Dec 3	X Ring Day
Wed Dec 20	Last Day of Student Teaching before the holiday break (Graduating Students) Professors to submit term grades by 9:00 am

Winter 2024

Fri Jan 5	First Day of classes following holiday break. Winter Semester Course 1 Begins @ 6:00 pm (Everyone)
Fri Feb 9	Course 2 Begins @ 6:00 pm (Everyone)
Sat Jan 27	National and International Job Fair (MSVU campus)
Mar 11-15	March Break – no classes
Mon Mar 18	First day of Field Experience (Graduating Students)
Fri Mar 22	Course 3 Begins @ 6:00 pm (Chester Basin Cohort)
Thur Mar 28	Practicum Placements Announced (Chester Basin Cohort)
Fri Mar 29	Good Friday Holiday -No Classes Field Placements Announced (Chester Basin Cohort)
Tues Apr 23	Building Bridges Transition to Field Experience Online Meeting @ 7:30pm (Chester Basin Cohort, Attendance Mandatory)
Wed Apr 24	Last day of Field Experience (Graduating Students)
Mon Apr 29	First day of Field Experience (Chester Basin Cohort)
Sat May 4	Encaenia Ceremony 10am (Graduating Students)
Sun May 5	Spring Convocation
Wed Jun 5	Last day of Field Experience (Chester Basin Cohort)

All Pre-service Teachers are expected to abide by the NSTU Code of Ethics. This Code of Ethics is a guide to members in maintaining at all times the high integrity of their profession including professional conduct in relation to all communication whether verbal, written or via social media.

Teacher and Pupil

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

Teacher and Teacher

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

Teacher and Administration

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

Teacher and External Administration

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

Teacher and Professional Organization

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

Teacher and Profession

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

Teacher and Community

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

The faculty, staff, and students in the Department of Teacher Education are dedicated to embracing equitable educational principles—listed herein—and to adhering to the Canadian Human Rights Commission Statement on Anti-Black Racism in Canada.

- “The roots of anti-Black racism and systemic discrimination in Canada run deep. They are historically embedded in our society, in our culture, in our laws and in our attitudes. They are built into our institutions and perpetuate the social and economic disparities that exist in everything from education, to healthcare, to housing and employment.”
- “Racist comments and racist acts, no matter how subtle, must no longer be ignored or tolerated in Canada. Even the most subtle forms of racism contribute to the conditions that permit overt racism and violence to occur. When we are complacent, we are complicit. When we are silent, we are complicit.”
- “It is not enough to say that we embrace diversity and human rights as the foundation of our democracy. Racism violates human rights. Whether conscious or unconscious, subtle or overt, it diminishes human dignity and it erodes democracy.”

[From the Canadian Human Rights Commission](#)

<http://chrc-ccdp.gc.ca/en/resources/anti-black-racism-canada-time-face-the-truth>



Canadian
human rights
commission

Commission
canadienne des
droits de la personne

Foundational Understandings

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

Content Knowledge

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

Classroom Environment

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

Curriculum Issues

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

Teaching Approaches

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

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

1. Academic Calendar Section 6: Faculty of Education Regulations
2. Alternative Placement Application
3. Plan Book Checklist
4. StFX Pre-Service Teacher Professional Growth Target Examples



St. Francis Xavier University

Academic Calendar

2023-2024



5.1.3 Electives

- a) Arts and Science Electives
 - i) BBA students must earn 36 credits of arts/science electives (with the exception of students in the finance stream who need to earn 30 credits). Normally these credits are completed prior to the fourth year of study. The arts/science electives must include a pair (12 credits) in each of two different subjects offered by the Faculty of Arts or the Faculty of Science with exceptions noted below. The remaining credits of arts/science electives may be additional courses in paired subjects or courses in other subjects.
 - ii) Economics, mathematics and statistics courses required to earn the BBA may not count as arts/science electives.
 - iii) At least one of the two pairs must be in an arts subject. For maximum flexibility, students are advised to complete one arts/science pair by the end of their second year.
 - iv) The following professional and applied subjects are not permitted as arts/science electives: Adult education, aquatic resources, education, engineering, human kinetics, human nutrition and nursing.
 - v) Economics courses beyond ECON 101 and 102 may count as an arts pair except for BBA students enrolled in the joint honours in business administration and economics program.
- b) Earning a Minor in an Arts or Science Subject (BBA programs)

Any BBA student earning 24 credits in one arts or science subject may qualify for a minor in that subject. Any specific departmental requirements for the minor must be met. Students must also complete a pair (12 credits) in another subject. To have a minor officially recognized, a student must advise the Dean's office of the desire to have the minor noted on the academic record.

 - i) Students wishing to complete a minor in economics must complete 24 credits in addition to ECON 101 and 102.
 - ii) Students wishing to complete a minor in mathematics/statistics/computer science must complete 24 credits in addition to MATH 105 and STAT 101.
- c) Open Electives

Most BBA programs include nine credits of open electives. Students may satisfy this requirement by completing BSAD courses, arts/science courses (as above) or, with permission of the appropriate chair, courses in selected subjects not normally permitted as arts/science electives including engineering, human kinetics, human nutrition and nursing.

5.1.4 Application for Advanced Major or Honours

In the second year of study, students apply for admission to an advanced major or honours program when they complete the appropriate application form and submit the form to the Dean's office by March 31. Students are advised of their acceptance to the program in the summer following submission of the form. Students in the advanced major or honours programs must be registered full-time in their final year of study. The forms are available at http://sites.stfx.ca/dean_of_business/

5.1.5 Advancement and Graduation Requirements by Degree (see chart)

All students must fulfill the pattern and credit requirements as specified for the major, advanced major or honours programs. For BBA joint honours degrees, students submit only one honours thesis to the business administration or economics department.

Candidates who fail to meet the requirements for the degree for which they have applied may be eligible for another degree, provided those requirements are met.

Exceptions to these requirements need the approval of the Dean of Business.

5.1.6 Co-operative Education Programs in the Schwartz School of Business Administration

A form of work-integrated learning, Co-op Education is a model of education that integrates academic study with related and supervised co-op work experience with an employer partner in industry, government and not-for-profit across Canada. Students enrolled in an undergraduate program complete 12-16 months of work experience and the Post-Baccalaureate Diploma students complete 4 months of co-op work experience. The BBA undergrad Co-op Program is accredited by the Co-operative Education & Work-Integrated Learning Canada (CEWIL Canada). COOP 405 (3 credits) can be used as BBA elective or as an open elective. See section 9.13 for further information.

6. FACULTY OF EDUCATION REGULATIONS

- 6.1 B.Ed. Admission Requirements
- 6.2 B.Ed. Physical Education Specialization
- 6.3 B.Ed. Mi'kmaq Focus
- 6.4 B.Ed. Progression Requirements and Academic Penalties
- 6.5 B.Ed. Professional Conduct
- 6.6 B.Ed. Certification
- 6.7 Diploma in Adult Education
- 6.8 Certificate in Elementary Mathematics Education
- 6.9 Certificate in Outdoor Education

6.1 ADMISSION REQUIREMENTS

The Bachelor of Education (B.Ed.) is a two-year program following a first degree. Applicants must have completed a first degree in arts, science, human kinetics, kinesiology, physical education or equivalent. The B.Ed. program has both elementary and secondary streams. Specialist programs in teaching physical education and French as a second language are available in both streams.

6.1.1 Admission Process

At the present time, admission to the B.Ed. program is limited to approximately 115 students. The admissions process consists of the three steps described below.

- a) File Review

During the file review process, applicants are initially evaluated on four equally weighted criteria.

 - i) Academic record: Normally applicants must have a senior-year average of at least 70 or a GPA of 2.5. Consideration is also given to the applicant's performance throughout the entire undergraduate program.
 - ii) Life experiences and community involvement: Both breadth and depth of involvement are evaluated, as is the applicant's experience with diversity and with inclusive practices.
 - iii) Letters of reference: Evaluation of the applicant's personal and professional qualities as presented by three referees who know the individual well as a student, worker and community member-leader.
 - iv) Essay on why the applicant wants to teach: Evaluation of the essay is based on the applicant's articulation of his/her view of students, subject area, and vision for schooling.
- b) Interview

Based on the above criteria, applicants will be short-listed for the next stage of the process in which interviews are normally required. Interviews are about 30-40 minutes in length and include core questions asked of all applicants applying to the B.Ed. program as well as specific questions relating to the elementary or secondary stream, as applicable. Secondary stream applicants are asked about the major and minor subject fields for which they are applying. Interview questions focus on a general understanding of teaching, teaching content and processes, personal and professional qualities, an understanding of diversity and inclusive practices, and communication skills.
- c) Decision

The applicant's file review and interview are equally weighted. Composite scores from the two parts of the application process form the basis for offers in each stream of the program, and within subject fields in the secondary stream.
- d) Vulnerable Sector/Criminal Record Check and Child Abuse Registry Letter, and Updates

Applicants for the B.Ed. program must submit a Vulnerable Sector/Criminal Record Check and a Child Abuse Registry Letter to the StFX B.Ed. Field and Admissions Coordinator following confirmation of enrollment into the program; these will be shared with the participating Regional Centres/Boards for EDUC 471; EDUC 472; EDUC 481; EDUC 482 (Field Practicum). While enrolled in the B.Ed. program, students are responsible to inform the Field and Admissions Coordinator and Chair of the Department of Teacher Education of any changes that occur to the Vulnerable Sector/Criminal Record Check and Child Abuse Registry Letter that are submitted as part of the admissions requirements; changes in this status could result in denial of practicum and/or denial of teaching license. Adverse information located on police records management systems will need to be discussed with the Field and Admissions Coordinator and the Chair of Teacher Education.

6.1.2 Admission Timeline

Jan 24	Completed applications are submitted for the year in which admission is sought.
Feb 1-10	Applications are reviewed by Faculty of Education.
Feb 10-Mar 15	Selected applicants are invited for interviews by stream and by subject field throughout this period.
Feb 25-Mar 30	Letters are mailed to applicants either making an offer, placing individuals on a wait list, or expressing regret.

6.1.3 Elementary Education (P-6) Requirements

There are five requirements for entrance into the B.Ed. elementary stream.

Social Studies: Nine credits are required in social studies from any one or combination of the following disciplines: history (with a preference for local and Canadian history), geography, economics, political science, anthropology, sociology, law, classics, Acadian studies, African-Canadian studies, Mi'kmaq studies, and/or philosophy.

Mathematics: Six credits are required in the subject field of mathematics. Three of the six credits must include the investigation of fundamental concepts and ideas.

English or French: Six credits are required in the subject field of English, if the undergraduate degree was delivered in English. Six credits are required in the subject field of French, if the undergraduate degree was delivered in French. Applicants for the specialist program for teaching French are encouraged to have courses in oral and written communication; communication strategies (speaking, listening, reading, writing strategies); Acadian, Quebec and francophone culture courses; an introduction to French literature, which could include literature throughout the francophone world. In addition to this, elementary applicants are encouraged to have a course in children's French literature taught in French.

Science: Six credits are required in science from any one or combination of: biology, chemistry, physics, Earth and environmental sciences, oceanography and environmental studies. Please note that a full laboratory component is recommended and is required for teacher certification in some Canadian provinces outside of Nova Scotia.

Developmental Psychology: Three or six credits are required.

A maximum of six credits of cognate courses may be recognized in fulfillment of the individual subject field requirements identified above.

Cognate coursework refers to coursework in which the content is consistent with the content in the discipline for which credit is being allocated, for example, classics as history, communications as English. Final decisions on cognates are determined by the Faculty of Education in consultation with the NS Department of Teacher Certification.

6.1.4 Secondary Education (7-12) Requirements

There are two requirements for entrance into the B.Ed. secondary stream.

a) Major Subject Field

A minimum of at least 30 credit hours of university coursework in one discipline of a subject field taught in Nova Scotia secondary schools. A maximum of 6 credit hours of cognate university coursework may be included in fulfillment of this requirement.

b) Minor Subject Field

A minimum of at least 18 credit hours of university coursework in one discipline of a second subject field taught in Nova Scotia secondary schools. A maximum of 6 credit hours of cognate university coursework may be included in fulfillment of this requirement.

Cognate coursework refers to coursework in which the content is consistent with the content in the discipline for which credit is being allocated, for example, classics as history, communications as English. Final decisions on cognates are determined by the Faculty of Education in consultation with the NS Department of Teacher Certification.

Note: A number of positions in the secondary stream have been set aside for applicants who have at least 18 credit hours in a second minor subject field. This may give potential teachers an advantage in applying for middle school or junior high school positions. With appropriate methods courses, endorsement could be achieved in three subject areas rather than the customary two.

Secondary education students must prepare to teach two subject fields normally taught in the public secondary schools of Nova Scotia (English, French, social studies, mathematics, science, physical education/health education, fine arts, Gaelic, family studies, Spanish, business). Information on subject fields and related disciplines:

English: Applicants are encouraged to have courses in Canadian, American, British (including Shakespeare), and post-colonial literature.

French: Applicants are encouraged to have courses in oral and written communication; communication strategies (speaking, listening, reading, writing strategies); Acadian, Québécois, and francophone culture courses; and an introduction to French literature which could include literature throughout the francophone world.

Social Studies: Applicants must have a concentration in one of the following related disciplines: African-Canadian studies, classics, Acadian studies, economics, geography, history, law, Mi'kmaq studies, political science, or sociology. Anthropology may be used for a minor subject field and as a major subject field only if the courses are cross-listed with sociology.

Mathematics: Applicants are encouraged to take courses in calculus, algebra, geometry, and statistics.

Science: Applicants must have a concentration in one of the following related disciplines: biology, chemistry, Earth sciences, environmental studies, oceanography, or physics.

Physical Education/Health Education: See section 6.2.

Gaelic: Applicants must have a concentration in one of the following related disciplines: Celtic studies, Scottish Gaelic, or Irish Gaelic.

Fine Arts: Applicants must have a concentration in one of the following related disciplines; art, drama, music or theatre studies.

Family Studies: Applicants must have a dual concentration which covers two of the three threads of the family studies program: food and nutrition; textile arts and family dynamics. Applicants' transcripts will be assessed individually for suitability for the family studies field, but generally, a concentration in human nutrition, family studies, sociology, psychology, and consumer education is recommended.

Spanish: Applicants must have a concentration in Spanish with an emphasis on oral and written communication.

Business: Applicants must have a background in one of the related disciplines of business administration or commerce.

6.2 PHYSICAL EDUCATION SPECIALIZATION

As a specialist discipline, physical education requires that prospective students normally meet recognized CCUPEKA standards. In addition to the general requirements for either the elementary or secondary stream, applicants must have a minimum of 30 credits in the major subject for their first degree in the related disciplines of physical education, human kinetics, or kinesiology, with at least half consisting of courses beyond the introductory level. In addition, students should present among their required courses the following:

- Courses illustrating knowledge of disciplinary content, including but not limited to, human anatomy/physiology, motor learning and control, biomechanics, and psychology of physical activity.
- Courses related to the curriculum of the provincial school system including basic movement, gymnastics, dance, and team/individual sports, recreation and leisure pursuits, outdoor pursuits, and exercise and health-related fitness.
- Courses in health education and growth and development.
- A course in special populations in physical education.

Consideration may be given to applicants with unique skill sets or experiences.

6.3 MI'KMAQ FOCUS

Applicants pursuing a Mi'kmaq focus in their B.Ed. may develop a concentration in language and/or culture. The language focus requires oral fluency in Mi'kmaq, and at least 18 credits in Mi'kmaq language-related courses in the first degree.

6.4 PROGRESSION REQUIREMENTS AND ACADEMIC PENALTIES

To qualify for the B.Ed. degree an average of at least 65 is required in all courses taken in the program. The pass mark in each course is 60.

Given the compressed time frame of the B.Ed. program, students will be reviewed at the end of each term. Students are expected to pass all of their academic courses and practicum each term.

- Students who fail one academic course in one term will normally be placed on academic probation and may be withheld from practicum.
- Students who fail more than one academic course in a term will normally be

suspended from the B.Ed. program.

- c) Students who fail practicum (i.e. a student who receives two unsatisfactory reports in any single practicum term) will normally be suspended from the B.Ed. program.
- d) If a student is re-admitted to the program after the suspension period and fails one or more courses or receives two more unsatisfactory practicum reports in a single practicum term, the student will normally be dismissed from the program.

The procedure for appealing two unsatisfactory practicum reports is given in Section VI (G) of the Faculty of Education Field Experience Handbook.

The procedure for appealing an academic penalty is given in section 3.12. Students who successfully appeal will be permitted return to the B.Ed. program as soon as course availability permits. Consideration for alternative arrangements to complete coursework will be made at the discretion of the department chair. A student who is suspended from the B.Ed. program may re-apply after a period of one year. Other regulations in 3.11 may apply.

6.5 PROFESSIONAL CONDUCT

In the event of unprofessional conduct of a BEd student, a faculty advisor or faculty member is required to bring it to the immediate attention of the Chair of Teacher Education. The Chair of Teacher Education shall call a meeting of the BEd Professional Committee, which will examine the circumstances of the reported incident(s). In some cases, such as when the professional conduct of a BEd student falls outside of the expertise of the committee, and/or occurs in a time and/or location outside of the field experience, the Chair and the BEd Professional Committee may request investigative assistance from other university officers (e.g., Human Rights and Equity Advisor). In instances where conduct is related to alleged violations of the StFX Community Code or the StFX Sexual Violence Policy, these cases would be referred to those relevant bodies (i.e., Discipline Committee, Responsible Authority for Sexual Violence). Findings and/or penalties imposed from these bodies will also inform the decisions made by the BEd Professional Committee.

This committee may recommend to the Dean of Education the imposition of penalties, which may include delay or failure of the field experience, or suspension or dismissal from the BEd program. Students may appeal the penalty to the Committee on Studies - Professional Programs within seven days of receiving the BEd Professional Committee's decision.

6.6 BACHELOR OF EDUCATION CERTIFICATION

Candidates for a teacher's certificate may be asked to disclose disciplinary action at an educational institution or violations of the law which resulted in penalty.

Upon completion of the B.Ed. program, students are eligible to apply for the Teacher's Certificate, ITC, awarded by the Nova Scotia Department of Education.

6.7 DIPLOMA IN ADULT EDUCATION

This program is offered in major centres across Canada throughout the year. The Diploma in Adult Education is a professional designation. The modules are arranged as a series, yet each is a complete unit of learning which may be taken independently of the others at the discretion of the program director. The modules cover knowledge and skills in the following areas and carry credit value as indicated:

	Credits
ADED 311 Module 1 - Assessing Training Needs	1
ADED 312 Module 2 - Setting Learning Objectives	1
ADED 321 Module 3 - Evaluation Strategies	1
ADED 322 Module 4 - Designing Learning Activities	2
ADED 331 Module 5 - Facilitating Learning	1
ADED 332 Module 6 - Practicum	6

Upon completion of the first five modules, the Certificate in Adult Education is awarded. The Diploma in Adult Education is awarded upon completion of the six modules. Students may count, in multiples of three, up to 12 credits as electives in BA programs.

6.8 CERTIFICATE IN ELEMENTARY MATHEMATICS EDUCATION

This program has been developed in response to a need identified by the Nova Scotia Department of Education and school board partners. The Certificate in Elementary Mathematics Education is recognized for a licensing upgrade in Nova Scotia. The certificate consists of a sequence of ten courses focusing on content and pedagogy suitable for the elementary and middle years and is offered to cohorts of in-service teachers on a part-time basis.

6.9 CERTIFICATE IN OUTDOOR EDUCATION

This certificate program is designed to fulfill a need identified by teachers across Nova Scotia in response to Physical Education curriculum changes. The Certificate in Outdoor Education is recognized for a licensing upgrade in Nova Scotia. The certificate consists of a sequence of eleven courses which focus on the skills and pedagogy required to offer outdoor pursuits to students Primary to grade 12. This certificate is offered to cohorts of in-service teachers on a part-time basis.

7. FACULTY OF SCIENCE REGULATIONS

7.1 General Regulations

- 7.1.1 Degrees and Diploma Offered
- 7.1.2 Subjects Available
- 7.1.3 Degree Patterns
- 7.1.4 Declaration of Major, Advanced Major, or Honours
- 7.1.5 Advancement and Graduation Requirements by Degree
- 7.1.6 Bachelor of Science with Joint Advanced Major
- 7.1.7 Bachelor of Science with Joint Honours
- 7.1.8 Co-operative Education Program in Science

7.2 Engineering

- 7.2.1 Bachelor of Science with a Diploma in Engineering

7.3 Bachelor of Arts and Science

- 7.3.1 Climate and Environment
- 7.3.2 Health

7.4 Possible Pathways in the Sciences

- 7.4.1 Architectural Studies
- 7.4.2 Pre-Medical Studies
- 7.4.3 Pre-Dental Studies
- 7.4.4 Pre-Veterinary Studies
- 7.4.5 Graduate Studies
- 7.4.6 Education and Teaching

7.1 GENERAL REGULATIONS

The Faculty of Science offers a Bachelor of Science, a Bachelor of Science in Nursing, a Bachelor of Science in Human Kinetics, a Bachelor of Science in Human Nutrition, a Bachelor of Science in Human Nutrition with Integrated Dietetic Internship, a Diploma in Engineering, and a Post-Baccalaureate Diploma. The Bachelor of Science, Bachelor of Science in Human Kinetics, and Bachelor of Science in Human Nutrition each require 120 credits. The Bachelor of Science in Nursing is offered in 4 formats: a 4-year BScN, which requires 120 credits; an accelerated option for students with some university credits, which requires 90 credits and an accelerated option for LPNs, which required 69 credits. The B.Sc. Human Nutrition with IDI degrees require 138 credits. The Faculty of Science also offers, jointly with the Faculty of Arts, a Bachelor of Arts and Science, which also requires 120 credits. The Diploma in Engineering requires 69 credits. The Post-baccalaureate Diploma in Artificial Intelligence requires 48 credits. Courses for each degree option and diploma must follow the credit pattern required by the program chosen.

Re-entry to degree programs in the Faculty of Science will not be granted automatically to students who have been absent from the university for more than 10 years. In each science discipline, an entrance examination may be required to determine the extent to which credit will be awarded for courses completed previously.

7.1.1 Degrees and Diploma Offered

The Faculty of Science offers undergraduate degrees in the natural and applied sciences (aquatic resources, biology, chemistry, computer science, Earth and environmental sciences, economics, applied forensic psychology, mathematics, physics, psychology) and in the health sciences (human kinetics, human nutrition, nursing) and the diploma in engineering.

Within the Bachelor of Science, there are several degree options:

Bachelor of Science with Major: in one of eight majors listed below in chart 7.1.2. An optional minor is available in an arts or science subject. A major in aquatic resources combined with a major in biology, Earth and environmental sciences, or mathematics is available.

Bachelor of Science with Advanced Major: in one of seven majors listed below in chart 7.1.2; requires high academic achievement. An optional minor is available in an arts or science subject. An option with business administration courses is also available.

Bachelor of Science with Joint Advanced Major: combines the study of two science subjects; see chart 7.1.6 for combinations.



Bachelor of Education Alternative Placement Application

Please submit completed Alternative Placement Applications, including fee, to the BEd Main Office by **January 12th** or to Becky Powers (bpowers@stfx.ca), Field and Admissions Coordinator & Denise Morrow, (dmorrow@stfx.ca), Administrative Assistant.

Part A: Applicant Information

Applicant	StFX ID	Program & Subject Specialty
Current Practicum School & Associate Teacher	Subject(s)/Grade(s) Taught	Faculty Advisor

Please note the following information related to requests for Alternative Placements:

- The application fee is \$50. This fee will be refunded if the application is not accepted. Payment can be made by credit card or cash to Denise Morrow in the Main Office (or by phone at 867-2247) and is required in order for the Field Experience Committee to review the application. Alternate placements are subject to the approval of the committee who will recommend the application for final approval to the BEd Chair. The application fee will be used to defray costs of alternate placements. **If placement costs exceed the application fee, individuals will be responsible for any additional costs (e.g., associated with supervision) incurred due to the placement.** Students will be informed of any additional costs at the earliest opportunity, ideally prior to the commencement of the alternative placement.
- Though alternative placements may be made for unique educational contexts, alternate placements with teaching as the primary responsibility will be given priority.
- Applications are to be made on an individual basis. Therefore, applications will not be accepted from pairs or groups of students.
- Applicants must be in good standing in the program and demonstrate sustained capacity to teach at a 100% load during EDUC 481 to qualify for an alternative placement.
- Appeals of the Field Experience Committee's decision may be made, in writing, to the Dean of Education and the Chair of Teacher Education within seven days of receipt of a decision from the committee.
- Normally, applicants will be notified of the committee's decision by the end of January.

Part B: Contact Information

Name of Institution	Institution Contact Person & Title	Associate Teacher/Equivalent
Full Address	Phone	Email addresses for both contacts

Part C: Placement Information

Please complete the following in as much detail as possible.

1	Describe the institution. For example, describe the population that uses this institution and for what purpose, the age range of the individuals you would potentially work with, etc...
2	What would be the nature of your daily routine. For example, what are the roles and responsibilities that you would be assuming?
3	Would your hours be outside of a regular school day schedule? If so, please describe.
4	What is your rationale for requesting this placement and what do you hope to gain professionally from this experience? For example, how does this fit with your professional growth targets?
5	Are there staff at this placement who are certified teachers?
6	Do you have any family connections at this placement (staff or otherwise) or have you worked at this location/for this employer in another capacity?
7	Who will support you in the capacity that your Associate Teachers have: observing, evaluating, and advising? Consider: What is that person's role? How long has this person been involved with the organization?
8	Are there any additional training sessions/equipment/resources/materials required for this placement?
9	Is there any additional information you would like the committee to consider in reviewing your application?

Please verify the following by initialling beside each statement in the space provided:

- I taught 100% for a sustained portion of my EDUC 481 practicum. _____
- My Associate Teacher and principal are aware of this application and understand that it may mean that I will not return to for EDUC 482 if approved. _____
- I understand that I am responsible for all transportation arrangements and expenses to my alternative placement as well as any additional expenses that may be incurred. _____
- I have communicated with the contact people listed in Part B and they support my application. _____
- I have inquired about the need to have a Vulnerable Sector Check and Child Abuse Registry letter with my contacts and will make arrangements to get updated ones if necessary. _____
- If my application is not approved or if I am required to return to my EDUC 481 practicum, I understand that I will still be required to teach 100% during my EDUC 482 practicum. _____

Part D: Faculty Advisor Recommendation

Faculty Advisor's name: _____

The applicant has demonstrated sustained capacity to teach a 100% teaching load during EDUC 481.	Yes	No
I support the applicant's request for the above alternative placement.	Yes	No
I can continue to supervise the applicant in this proposed alternative placement.	Yes	No
I would rate the applicant's first term teaching as (please circle one): Fair / Good / Very Good / Excellent		

***Faculty Advisors** – Please contact Becky Powers, Field and Admissions Coordinator, if you would like to discuss this application further.

Part E: Signatures

Faculty Advisor's Signature

Applicant's Signature

Date: _____

Date: _____



Plan Book Checklist

StFX BEd students should keep this Plan Book Checklist as the first page within their plan books. This checklist is meant to include important information for pre-service teachers and their faculty advisors.

School Name: _____
Principal's Name: _____
Vice-Principal's Name: _____
Office Administrators' Names: _____
Teacher's Email: _____
Faculty Advisor's Email: _____

Am I permitted to access my students' IPPs? Yes/No
Am I permitted to attend any school PD events/sessions? Yes/No
Will I have a key to my classroom/office/lab/gymnasium? Yes/No
Will I have access to any aspects of PowerSchool? Yes/No
Will I have welcome access to the staffroom? Yes/No
Am I welcome at staff out-of-school social events? Yes/No
Will I be able to access the photocopier? Yes/No
Will I be receive login information for the school network and GNSPES? Yes/No
At what time am I expected to be at school? _____
Until what time am I expected to stay at school? _____
When will I take part in supervision/duty with my cooperating teacher? _____
If I must be absent from school, who must I inform (in addition to Becky Powers, FA, and AT)?

What opportunities exist for me to become involved in extracurricular activities?

What site-specific COVID-19 protocols should I be observing during practicum?

St. F.X.U. Pre-service Teacher Professional Growth Target Examples

1. I will make the transition times from one activity to another easier for the class. I want to make sure that I give the students an appropriate amount of time for transitions.
2. I will give tasks that are more student driven to allow for differentiation in the classroom.
3. Using the reaction of the students, I should be able to determine how successful the lesson went. After the lesson, I will find out what needs to be changed or worked on for my new professional growth target.
4. I will make sure I encourage creativity and risk taking as part of learning.
5. I will use appropriate resources to accommodate the diverse learning styles in the classroom.
6. I will make a smooth transition through parts of the lesson.
7. I will use appropriate voice control in the classroom.
8. How well did I manage my time in the different stages of the lesson?
9. I will check if my explanations clear and concise.
10. I will control or keep the noise level at an appropriate level during the lesson.
11. I will use a proactive classroom management while doing an activity so students can stay on track.
12. I will give enough time for the whole lesson.
13. I want to circulate around to each center and question students on their understanding and to push their thinking further.
14. I want to reduce my prompting of answers so that students will be better able to engage with their own thinking rather than try to find the answer I am searching.
15. I want to keep each student engaged in the lesson so that the entire class is able to complete the lesson with little to no difficulty.
16. Allow wait time for the class to think about their answers to questions.
17. My PGT for this lesson will be to try and call on a variety of students so that I'm selecting the same people.
18. I would like to try and make all students feel comfortable and confident when volunteering answers as a means to encourage more participation.
19. I will use a 'soft start' three times per week to help build a classroom community.
20. I will try to return graded work within 7 days so that it remains relevant.
21. Utilise les stratégies de motivations. Avoir de la patience, être la plus intéressante que possible.
22. Pour cette classe je veux essayer d'utiliser l'espace autour de moi pour les cartes et les objets.
23. Je veux toujours être certaine d'essayer de modeler clairement aux élèves ce que je veux qu'ils font pour mieux comprendre.
24. Je veux choisir une variété d'élèves.
25. Je veux essayer d'inclure la participation de toute la classe.
26. Je veux attirer l'attention de tous les élèves avant que je continue à la prochaine activité.