

Bachelor of Education

practicum handbook
2017



Make it Happen.

Change Your World

5 Reasons to Choose the BEd at CBU

REASON 1 An accelerated entry into the job market

The sixteen-month delivery and the May start of the CBU BEd program provides students with the ability to enter the job market sooner. Students who begin the program in May 2015 will be eligible to apply for his or her teaching license by September 2016. This means our students have the advantage of securing a position a full year earlier than students in a two-year BEd program.

REASON 2 Student Experiences

CBU BEd students have the benefit of positive and personal student and faculty/staff relationships. These relationships are facilitated by a collegial atmosphere and small class sizes taught by dedicated faculty instructors. Many CBU BEd grads have also been provided with experiences of working one-on-one with faculty on a variety of research projects. It is experiences such as these which give our grads a competitive edge in competing for positions.

REASON 3 Employability

Grads of the CBU program have access to lots of job opportunities. Each year our students and grads participate in the National/International BEd Recruitment Fair which attracts recruiters across Canada and around the world. This year's job fair hosted more than 40 recruiters!

Our grads are employed locally, nationally and internationally. Recruiters have commented that our students and grads have demonstrated competitive advantages over other applicants. Our grads are also hired outside the school system in a variety of fields related to business and adult education for the skills they possess.

REASON 4 Sustainability for Education

The CBU BEd also has the distinction of being the only program in this province which offers an Education for Sustainability focus. This focus is woven within each of the courses within our BEd program. The program also features a core course, EDUC 4114 Teaching and Learning for a Sustainable Future and an elective course, EDUC 4104 Sustainable Happiness.

REASON 5 Aboriginal/Indigenous Concentration

Sustainability is also the focus of our Aboriginal/Indigenous Concentration option. The CBU BEd program is the ONLY program in Nova Scotia which offers students an Aboriginal/Indigenous Concentration option. This concentration provides BEd students with four courses and a speciality in Aboriginal/Indigenous Education, Language and Culture. The Aboriginal/Indigenous Concentration welcomes both Aboriginal and non-Aboriginal students. In a field with growing employment demand, the Aboriginal/Indigenous Concentration provides CBU grads with another competitive advantage.



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Bachelor of Education

Cape Breton University offers a Bachelor of Education (Elementary and Intermediate/Secondary Education). Upon successful completion of this degree, students will be eligible to apply for Teaching Certification in Nova Scotia. This 60-credit degree is 16 months in duration (including the teaching internship). Classes commence each Spring.

Admission Requirements

INTERMEDIATE/SECONDARY EDUCATION PREREQUISITES

- A concentration of at least 30 credit hours of university coursework in a discipline, taught in Nova Scotia secondary schools as outlined in the Public School Program; a maximum of 6 credit hours of cognate university coursework may be included in fulfilment of this requirement;
- A concentration of at least 18 credit hours of university coursework in a second discipline, taught in Nova Scotia secondary schools as outlined in the Public School Program; a maximum of 6 credit hours of cognate university coursework may be included in fulfilment of this requirement.

INTERMEDIATE/SECONDARY TEACHABLES

English, Math, French, Fine Arts, Technology, Science (Biology, Chemistry, Physics, Geology/Earth Sciences, Oceanography or Environmental Studies) and Social Studies (History, Geography, Political Science, Anthropology*, Sociology, Economics, African Canadian Studies, Mi'kmaq Studies, Law, and Classics).

* Second teachable only.

ELEMENTARY EDUCATION PREREQUISITES

Candidates for the Bachelor of Education (Elementary) must have successfully completed the following:

Applicants to the Elementary specialization will require:

- 6 credits in social studies (from among History, Geography, Political Science, Anthropology, Sociology, Economics, African Canadian Studies, Mi'kmaq Studies and/or Philosophy)
- 6 credits in science (from among Biology, Chemistry, Physics, Geology/Earth Sciences, Oceanography, Environmental Studies or MSST)
- 6 credits in Mathematics course work
- 6 credits in English course work
- 6 credits in Developmental Psychology course work

All students are required to have an undergraduate degree from a recognized university, with a minimum of 90 credit hours completed.

Students in good academic standing, who have achieved an average of at least 65% throughout their undergraduate degree, and an average of at least 70% in the last 60 credits attempted, are eligible for admission to the program.

Program Requirements

BED CORE COURSES (REQUIRED FOR BOTH ELEMENTARY AND INTERMEDIATE/SECONDARY)

- EDUC 4103 Inclusive Education (3 credits)
- EDUC 4107 Assessment Of and For Learning (3 credits)
- EDUC 4109 Perspectives on Schooling (3 credits)
- EDUC 4114 Teaching and Learning for a Sustainable Future (3 credits)

BED – ELEMENTARY ADDITIONAL CORE

- EDUC 4111 Facilitating a Comprehensive Literacy Program at the Elementary Level (3 credits)
- EDUC 4113 Teaching an Integrated Science Curriculum (3 credits)
- EDUC 4115 Teaching an Integrated Social Studies Curriculum (3 credits)
- EDUC 4116 Mathematics at the Elementary Level (3 credits)
- EDUC 4117 Assessment and Curriculum Instruction in Elementary Education (3 credits)
- EDUC 4118 Principles and Practice of Elementary Education (3 credits)
- EDUC 4989 Internship in the Elementary School (15 credits)
- Education Electives (15 credits)

BED – INTERMEDIATE/SECONDARY ADDITIONAL CORE

- EDUC 4128 Principles and Practice of Secondary Education (3 credits)
- EDUC 4121 Literacy in the Content Areas (3 credits)
- EDUC 4217 The Adolescent Learner (3 credits)

Twelve credits of methodology coursework chosen from:

- EDUC 4151 English Language Arts at the Secondary Level I (3 credits)
- EDUC 4153 English Language Arts at the Secondary Level II (3 credits)
- EDUC 4154 Mathematics at the Secondary Level I (3 credits)
- EDUC 4155 Mathematics at the Secondary Level II (3 credits)
- EDUC 4141 Science at the Secondary Level I (3 credits)
- EDUC 4143 Science at the Secondary Level II (3 credits)
- EDUC 4144 Social Studies at the Secondary Level I (3 credits)
- EDUC 4145 Social Studies at the Secondary Level II (3 credits)
- EDUC 4146 French Second Language at the Secondary Level I (3 credits)
- EDUC 4147 French Second Language at the Secondary Level II (3 credits)
- EDUC 4148 Fine Arts at the Secondary Level I (3 credits)
- EDUC 4149 Fine Arts at the Secondary Level II (3 credits)
- EDUC 4138 Technology Education I (3 credits)
- EDUC 4139 Technology Education II (3 credits)
- EDUC 4999 Internship in the Secondary School (15 credits)
- Education Electives (12 credits)

ABORIGINAL EDUCATION CONCENTRATION (IN DEVELOPMENT)

- Students completing the BEd with the Aboriginal Education Concentration will complete all requirements as outlined above for the common core and secondary/elementary core. Additionally, students will complete 12 of their 15 credits of elective courses within the 'Mi'kmaq Focus Electives'. See CBU Calendar for course descriptions.

Cape Breton University BEd Practicum Important Dates

November 27	Practicum (Session 1) begins
January 19	Cooperating Teacher Evaluation due
January 26	Session 1 concludes
January 29	Session 2 begins
March 2	Cooperating Teacher Evaluation due
March 9	Session 2 concludes
March 12 - 16	March Break
March 19	Session 3 begins
April 27	Cooperating Teacher Evaluation due
May 4	Practicum (Session 3) concludes

- Please submit all practicum materials on the listed submission dates to Ms. Susan Basso, BEd Manager and Practicum Coordinator.

Bachelor of Education Overview

The practicum experience of Cape Breton University's Bachelor of Education program provides student teachers with the opportunity to put theory into practice. In addition to the 20 week school placement, the experience includes school and classroom observation days, on-campus reflection days and participation in the online community of professional learners. The purpose of this handbook is to guide student teachers, cooperating teachers, school administrators and placement supervisors through the practicum experience to convey expectations, policies and practices as they pertain to each participant.

Objectives

By the completion of the practicum, student teachers should possess the ability to:

- apply current theory and research to classroom practice
- use provincial curriculum outcomes to guide decisions concerning the learning and teaching process
- utilize a variety of teaching strategies for developmentally appropriate practice
- understand the differentiated needs of students and adapt teaching strategies and resources to meet these needs in an inclusive learning environment
- develop effective planning and teaching techniques to facilitate active and well-managed classrooms

- develop effective professional relationships with students, parents and guardians, mentors, teachers, administrators and school staff
- understand the value and need for continuing professional development and pedagogical content knowledge growth
- maintain a high level of professionalism and accountability

CRIMINAL RECORD AND CHILD ABUSE REGISTRY CHECKS

All student teachers must submit to the Practicum Coordinator a completed, recently obtained Criminal Record Check and Child Abuse Registry Check prior to participating in the Bachelor of Education practicum. A Criminal Record Check can be obtained through local RCMP or regional police offices. **It is the student teacher's responsibility to inform the Practicum Coordinator if any changes in status occur to the Criminal Record and Child Abuse Registry checks after they have been submitted.**

ARRANGING THE PRACTICUM

All practicum placements are coordinated by the Practicum Coordinator in consultation with the participating school boards. Applications for the school and classroom observation days and the placement are available from the Practicum Coordinator.

The School Placement

The school placement component of the practicum is an extended placement, during which student teachers apply theory and knowledge of teaching and learning in an elementary, intermediate or secondary classroom setting. During this placement, student teachers develop and apply effective teaching practices to become reflective practitioners. Facilitation of the student's professional development and the evaluation of the student teacher's progress are conducted by the classroom teacher and a placement supervisor.

PLACEMENT DESIGN

Elementary education student teachers complete a placement which can be designed so that half of this placement is spent in a P-3 grade classroom and half is spent in a 4-6 grade classroom or a placement in a single grade level.

Elementary education student teachers (Dual Endorsation route) complete a placement which typically is comprised of an elementary and junior placement.

Secondary education student teachers complete a placement which can be comprised of a 6-week junior placement (grades 7-9) followed by a senior high placement (grades 10-12) or a placement which takes place at either the junior or senior high levels.

PROFESSIONALISM

Student teachers are expected to conduct his or herself in a manner consistent with the NSTU Code of Ethics and NS Department of Education Code of Conduct. They are further expected to develop personal goals for his or her professional growth. They are further required to read, become acquainted with, and observe the following:

- the practicum handbook
- the NS Department of Education Code of Conduct
- the NSTU Code of Ethics
- the policies and procedures of the hosting school board
- the policies and procedures of the hosting school(s)
- the arrival and departure expectations of the hosting school(s)

Student teachers are expected to contact, and if possible meet with, his or her cooperating teacher prior to the Christmas break. During this meeting, the prospective teacher should become advised of the following:

- school and classroom arrival and departure expectations
- course schedules for January – April term
- upcoming unit, lesson plans and instructional activities for the January – April term
- textbooks, novels and other instructional resources

During the placement, the student teacher is expected to:

- with the exception of sickness, bereavement, required medical appointments, attend each day of the teaching placement
- notify the school and cooperating teacher of sickness or planned absences for medical appointments which prevent attendance at the school as early as is reasonably possible
- notify the placement supervisor of any extended absences as a result of sickness or bereavement
- be prompt, punctual and reliable during each day of the school and classroom observation and the placement
- show initiative within the classroom and the hosting school(s)
- integrate the principles of social justice and equity into the classroom community
- exhibit tolerance and respect for others
- effectively communicate with parents
- work effectively and cooperatively with the cooperating teacher(s) and other school personnel
- participate in professional development and extra-curricular school activities
- dress in an appropriate manner

Responsibilities of the Student Teacher

- maintain confidentiality
- conduct his or herself in a collegial, courteous and professional manner
- provide a safe and positive learning environment for students
- participate to the level of expectation in the online community of professional learners

RESPONSIBILITIES OF THE STUDENT TEACHER

The student teacher must make every effort to ensure that his or her placement is successful. He or she must also remain cognizant that they are a guest of the hosting school(s) and of the cooperating teacher ('s) classroom. Further to this, the student teacher is required to:

- follow the Nova Scotia Provincial School Code of Conduct and Code of Conduct Guidelines (2008) and the NSTU Code of Ethics (see below for the web link for the NSTU Beginning Teacher Handbook)
- become familiar with students, teachers, staff and administration of the school
- understand and follow school policies, school culture and procedures
- develop the necessary skills for effective planning, teaching and assessment
- develop lesson plans, unit plans and instructional activities
- demonstrate effective teaching and classroom management
- maintain a professional attitude regarding the students, school, parents, fellow teachers and the profession
- demonstrate ability to teach independently
- develop a personal teaching style
- maintain a safe environment for students
- where necessary, maintain effective communication with parents
- provide continuous formative assessment of students and including students in the assessment for learning process
- report fair and accurate evaluations of students' progress
- maintain effective communication with cooperating teacher and placement supervisor regarding expectations and progress
- communicate concerns and issues to the cooperating teacher and placement supervisor
- accept teaching responsibility gradually and willingly in consultation with the cooperating teacher(s) and placement supervisor
- read, sign and maintain copies of all placement reports
- respond professionally to all constructive criticism and advice
- accept responsibility for personal and professional growth
- participate in school activities
- engage in critical thought and reflectivity
- attend all professional development sessions
- engage with collaborative planning, teaching and assessment with cooperating teacher(s) and other teachers in the school

Responsibilities of the Cooperating Teacher

- participate in the online community of professional learners
- maintain, at all times, confidentiality with respect to students, teachers and the hosting school
- report missing days to the placement supervisor (if student teacher misses more than three consecutive days for sickness a doctor's note must be provided)
- implement a variety of teaching and learning strategies and assessment practices
- obtain letters of reference from cooperating teacher (s), placement supervisor and school administration (if appropriate)
- create a teaching portfolio.

PORTFOLIO

Student teachers will have the opportunity to monitor his or her professional growth through the creation and development of a Teaching Portfolio. This portfolio will be developed during the practicum and will be submitted to the Practicum Coordinator. The portfolio can be created in a binder or e-portfolio format. Additional instructions for the creation of the portfolio will be provided during the practicum.

ONLINE COMMUNITY OF PROFESSIONAL LEARNERS

As part of the teaching practicum, all student teachers are required to participate in an online community of professional learners. This online community of professional learners will consist of weekly discussions on a variety of topics relevant and significant for promoting student teachers' professional development. Further, the online community of professional learners also provides opportunities for prospective teachers to share ongoing placement experiences.

The online community of learners follows the same schedule as the practicum in respect to holidays and March Break. Student teachers are not expected to participate during those days. Student teachers are expected to participate in the online community of learners during CBU's Reading Week.

TRANSPORTATION

Student teachers are responsible for transportation to and from the hosting school.

RESPONSIBILITIES OF COOPERATING TEACHER

The role of the cooperating teacher is to guide student teachers through the placement. As such, it is important that the cooperating teacher(s) maintains the role of mentor throughout the placement by:

- preparing students for recognition of the student teacher as a fellow teaching professional
- introducing the student teacher to the teachers, staff and administration of the school

- acquainting the student teacher to school policies and procedures
- guiding the student teacher in effective planning, teaching and assessment
- mentoring the student teacher in the development of lesson plans, unit plans and instructional activities
- demonstrating effective teaching and classroom management
- modelling a professional attitude regarding the students, school, parents, fellow teachers and the profession
- promoting independence
- empowering the student teacher to develop a personal teaching style
- maintaining a safe environment for students and the student teacher
- introducing the student teacher to parents
- providing continuous formative assessment of the student teacher's progress
- reporting a fair and accurate evaluation of the student teacher progress
- maintaining effective communication with student teacher regarding expectations and progress
- communicating concerns and issues to the student teacher and, if necessary, to the placement supervisor and maintaining written records of these concerns
- transferring teaching responsibility gradually
- providing the student teacher with a final placement evaluation (pass or fail)
- notifying the Coordinator, by way of a Practicum Intervention Memo, of any significant concerns relating to the student teacher's performance or progress which may preclude the successful completion of the placement

WORKLOAD

The student teacher will have the opportunity to observe for the first one to two weeks of the placement. During this period, the student teacher is expected to become familiarized with:

- school policies and expectations
- school times for commencement and dismissal
- classroom rules and procedures
- student differentiation regarding learning styles, individual differences, performance and participation
- patterns pertaining to the learning environment of the classroom with respect to teaching styles, learning activities and group work

By the end of the school placement, student teachers will be expected to assume at least 80 percent of the cooperating teachers teaching load. Although individual differences may occur, student teachers are encouraged to adopt the following progression of work load:

Recommended Transition Dates

Recommended transition dates for Elementary Education Placements and Secondary Education Placements (Single School)

- Week 1 – observation
- Week 2 – transition to teaching
- Week 4 – assume 30 percent of teaching responsibility
- Week 6 – assume 50 percent of teaching responsibility
- Week 9 – assume 80 percent of cooperating teachers teaching responsibility

Recommended transition dates for Secondary Education Dual Placements – Junior High and Senior High

Junior High Placement (month of January):

- Week 1 – observation
- Week 2 – transition to teaching
- Week 4 – assume 30-50 percent of teaching responsibility

Senior High Placement:

- Week 1 – observation
- Week 2 – transition to teaching
- Week 4 – assume 30 percent of teaching responsibility
- Weeks 4-6 – assume 50 percent of teaching responsibility
- Week 9 – assume two-thirds to 80 percent of cooperating teachers teaching responsibility

SUBSTITUTE TEACHING

During the placement, student teachers are not permitted to act as substitute teachers or teach without the supervision of a cooperating teacher during the placement. In such cases where it is deemed appropriate and previously discussed with the student teacher, the cooperating teacher may leave the classroom for short periods of absence.

CONTACTING OF PARENTS

Student teachers should contact parents by telephone only when:

- the decision to place the call is made in consultation with the cooperating teacher and the school principal
- the cooperating teacher is present when the call is placed
- the student teacher documents in writing the discussion which took place

COOPERATING TEACHER REPORT SUBMISSION DATES

Please follow the guidelines below for Evaluation Report Submissions. All reports are to be sent by the cooperating teacher by fax to Susan Basso, Practicum Coordinator.

Responsibilities of the School Principal

Please refer to the **IMPORTANT DATES** page.

Elementary student teachers will receive one evaluation during the P-3-grade placement and two evaluations during the 4-6-grade placement.

Elementary/Dual Endorsation student teachers will receive one evaluation during the P-3 placement and two evaluations during the junior high placement.

Secondary students in a single school, 4-month placement will receive three evaluations.

Secondary student teachers in a junior high/high school placement will receive one evaluation during the junior high portion of the placement and two evaluations during the high school portion of the placement.

RESPONSIBILITIES OF SCHOOL PRINCIPAL

The hosting school principal is responsible for overseeing the placement by providing leadership to cooperating teacher(s) and the student teacher. During the school placement, the principal is asked to do the following:

- welcome the student teacher to the school and introduce him or her to the cooperating teacher, administrators and staff
- provide guidance regarding school policies, school culture and procedures
- encourage participation in professional development and school activities
- maintain communication with cooperating teacher(s) regarding progress of the student teacher
- provide, if necessary, guidance and mediation with respect to the assessment and evaluation of a student teacher
- promote partnership between the school and the placement supervisor
- ensure that student teachers are supervised at all times by the cooperating teacher or a substitute teacher (if the cooperating teacher is unavailable for more than five consecutive teaching days or is unable to be present for the remainder of the school placement the Coordinator should be notified)

RESPONSIBILITIES OF THE PLACEMENT SUPERVISOR

The placement supervisor is required to make a minimum of three visits to the hosting school, during which the supervisor will observe the student teacher and discuss the performance and progress of the student teacher with them and the cooperating teacher. The placement supervisor is further responsible for:

- becoming knowledgeable of the student teacher's background
- assessing and evaluating the student teacher

- providing support to cooperating teachers
- guiding the student teacher in effective planning, teaching and assessment
- mentoring the student teacher in the development of lesson plans, unit plans and instructional activities
- providing copies of all assessment and evaluation documentation for reading and signature to the student teacher
- monitoring the placement of the student teacher to ensure that it promotes the development of his or her teachable disciplines
- monitoring the workload of the student teacher
- providing constructive criticism and advice
- maintaining communication with student teacher and cooperating teacher(s)
- encouraging the student teacher to try new approaches, strategies and to explore innovative and creative teaching
- modelling a professional attitude regarding the students, school, parents, fellow teachers and the profession
- notifying the Coordinator, by way of a Practicum Intervention Memo, of any significant concerns relating to the student teacher's performance or progress which may preclude the successful completion of the placement

SUPERVISED VISITS

Student teachers will each be assigned to a placement supervisor. The supervisor will visit and observe the student teacher for three prearranged sessions. Student teachers must provide the supervisor and the cooperating teacher with a copy of the lesson plan and relevant handouts pertaining to the lesson.

ARRANGING SUPERVISION

Student teachers are required to coordinate these visits with the supervisor and his or her cooperating teacher(s) for a time that is convenient for all parties.

ASSESSMENT, EVALUATION AND GRADING

Student teachers will be evaluated for both the classroom placement and participation in the online community of professional learners.

Student teachers will be assessed by the cooperating teacher(s) and the placement supervisor. The student teacher will be provided with a final evaluation for the classroom placement for these evaluations. Student teachers will be assessed for his or her ability to demonstrate:

- professionalism
- understanding of the curriculum
- connections between theory, research and practice
- effective use of constructivist, student-centered teaching strategies including individual and cooperative learning theory

- knowledge of teaching diverse learners
- competence in planning instruction, assessment and organizing and structuring the classroom
- understanding of student equity and safety
- ability to teach independently

Assessment and evaluation of the student teacher's performance and development will be performed by the cooperating teacher(s) and the placement supervisor. The cooperating teacher(s) and placement supervisor will each provide three progress reports, as well as a final evaluation for the student teacher. In the case of student teachers who have been placed with more than one cooperating teacher, these reports and evaluations can be submitted singularly or collaboratively.

Forms are located on the CBU website. It is the responsibility of the cooperating teacher(s) and the placement supervisor to provide the student teacher with a copy of each report and evaluation form for reading and signing prior to submission of the document and to maintain copies of each report and evaluation form.

Students are assigned a grade of pass, fail or incomplete for the final grade report. A passing grade would be assigned for student teachers who have met the expectations of the cooperating teacher and the placement supervisor. An incomplete grade would be assigned in situations where the student teacher requires more time to complete the placement for reasons such as an extended absence for illness or personal issues.

STEPS FOR STUDENT TEACHERS REQUIRING AN INTERVENTION

In the event that a student teacher receives an unfavourable evaluation, the status of the student teacher will be reviewed collaboratively by the cooperating teacher(s), the placement supervisor, the Practicum Coordinator and the Chair of CBU's Education Department. Therefore, it is necessary to adhere to the following placement guidelines:

- It is imperative that cooperating teachers and placement supervisors maintain appropriate documentation regarding student teachers' performances.
- Cooperating teachers must provide the student teacher with the status of his or her progress by way of the placement reports.
- Cooperating teachers should discuss with the placement supervisor significant concerns regarding the progress of the student teacher that have been indicated in a placement report and discussed with the student teacher.
- If, at any time during the placement, either the cooperating teacher or the placement supervisor believes that the performance or progress of the student teacher is below expectation to such a level that a successful completion of the placement is unlikely, a Practicum Intervention Memo must be completed and sent to the Coordinator

indicating the concern(s) and recommendations for progress. The Memo should also be submitted in circumstances in which concern is warranted as a result of a student teacher missing an inordinate amount of days from the practicum. The Practicum Intervention Memo can be found in the Appendix of this document.

APPEALS

Please refer to Cape Breton University's Academic Calendar for information regarding academic appeal procedures.

Appendix

NSTU Code of Ethics

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

I. MEMBER AND PUPIL

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

II. MEMBER AND MEMBER

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

III. MEMBER AND INTERNAL ADMINISTRATION

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

IV. MEMBER AND EXTERNAL ADMINISTRATION

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

V. MEMBER AND PROFESSIONAL ORGANIZATION

- (a) The member should be a member of, and participate in, the Nova Scotia Teachers Union.
- (b) The member who in his/her professional capacity is a member of a committee, board or authority dealing with matters affecting the educational program of Nova Scotia as a whole should be elected, appointed or approved by the Nova Scotia Teachers Union.
- (c) The member, or group of members, should not take any individual action in matters which should be dealt with by his/her Local or by the NSTU.
- (d) 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.

VI. MEMBER AND PROFESSION

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

VII. MEMBER AND COMMUNITY

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

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