



Bachelor of Education – Kindergarten

Practicum Manual

2011-2012

Available at: <http://education.upei.ca/handbooks>

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Dean's Message

You are a member of a very special group of educators. Teaching is a profession that requires the dedication of caring and committed individuals. Through your participation on our innovative B.Ed. (Kindergarten) program you are showing that you “have what it takes” to influence and change education on Prince Edward Island.

The practicum is a cornerstone of all our B.Ed. programs at UPEI. The Faculty of Education values highly its close relationship with schools and school boards across the Island. We believe that successful practicum experiences require close collaboration among all those involved. This handbook is designed to support the key partners in that relationship – you, your practicum advisor, and the relevant school or early childhood centre personnel.

J. Tim Goddard, PhD.
Dean, Faculty of Education

UPEI Faculty of Education

Mission Statement

The Faculty of Education is committed to life-long learning in undergraduate, graduate and post-graduate studies to develop critical reflection, compassion, and innovation for educational leaders, including teachers, community-based educators, and researchers in a variety of local and global contexts.

Principles

The University of Prince Edward Island, Faculty of Education strives in all its actions to:

- build caring, equitable, and just relationships and practices
- develop communities of creative and critical thinkers who value diversity
- promote environmental responsibility and sustainability
- practice and foster cooperation and collaboration
- enhance self-knowledge, aesthetic appreciation, and personal expression
- model creative and effective teaching and learning practices
- demonstrate commitment to life-long learning and world mindedness

The Faculty of Education realizes that these goals can best be achieved through collaboration with the greater education community.

Code of Professional Conduct for Bachelor of Education Students

The UPEI Faculty of Education, through its Bachelor of Education – Kindergarten program, is committed to assisting these teachers in their growth toward becoming professional educators. To develop the highest level of professionalism, the Faculty abides by professional practices that guide and enhance our interactions with colleagues, students and parents. At the same time, the Faculty recognizes and respects a student's right to express in a professional manner his or her thoughts, beliefs, and opinions. Whether on campus or in a practicum placement, the B.Ed.- K teacher exemplifies the professional practices of the Faculty Code of Conduct. These practices will be assessed by faculty and practicum advisors, thus contributing to the overall evaluation of B.Ed.- K teacher performance.

1. The B.Ed. - K teacher acts in a manner that respects the dignity and rights of all persons without prejudice. This includes, but is not limited to, race, religious beliefs, sexual orientation, gender, ability, social status, and age.
2. The B.Ed. - K teacher is considerate of the circumstances of students, peers, school personnel, and faculty members, treating all with dignity and respect.

3. The B.Ed. - K teacher acts in a responsible manner which includes being punctual, reliable, consistent and trustworthy.
4. As attendance is a professional responsibility, B.Ed. - K teachers adhere to attendance and reporting expectations as outlined by the Faculty and the hosting school while on practicum.
5. The B.Ed. - K teacher responds to feedback in an appropriate manner by listening, assessing, and responding respectfully to suggestions.
6. The B.Ed. - K teacher maintains positive interpersonal relationships with cooperating teachers as applicable, school staff, faculty, peers and students. This is achieved by contributing, participating and working cooperatively with others and by being flexible and adaptable.
7. The B.Ed. - K teacher shows initiative and enthusiasm by participating actively and encouraging the active participation of others.
8. The B.Ed. - K teacher demonstrates maturity and good judgment.
9. The B.Ed. - K teacher demonstrates a commitment to learning about teaching by questioning, reflecting on and integrating that learning into teaching practice.
10. The B.Ed. - K teacher may find occasion to criticize the professional behaviour or competence of another. Only after the B.Ed. - K teacher has expressed the concern to the individual involved should this concern be discussed in confidence with the proper officials.
11. The B.Ed. - K teacher always respects the confidentiality of any personal information received during the course of studies or practicum regarding students, peers, school or faculty.
12. The B.Ed. - K teacher acts in a way that maintains the honour of the teaching profession and the University of Prince Edward Island.
13. While on campus and on practicum, the B.Ed. - K teacher continuously respects the academic regulations of the University of Prince Edward Island.
14. While on practicum, the B.Ed. - K teacher also must adhere to expectations set out by the Teachers' Federation/Union, the School Act and School Board for the local area in which the practicum takes place.

Practicum Format 2011-2012

For all B.Ed.-K students both English and French Cohorts

The first two of the four required practice-based courses will focus on the four domains of teaching as outlined by Charlotte Danielson (2007) in *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, Alexandria, VA: ASCD.

The domains to be addressed are Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. In place of the text, the French cohort will be given selected readings on the topics.

Fall 2011- Kindergarten Practicum I

Seminars: Four hours each on Saturdays
Sept 10, and Sept 17
Oct 1, Oct 15 and Oct 22
Seminars will be a combination of whole group sessions and small advisor groups, face-to face or through distance learning using Illuminate.

On- site practicum: 2 - 2-week blocks of observations
Sept 19-30
Oct 3-14

This practicum will focus on two areas: Planning and Preparation and Classroom Environment

Students will be assigned to a UPEI Faculty Advisor in the ratio of a maximum of 10 students to each advisor. Your key contact school/workplace contact is your school principal or supervisor and your primary UPEI contact is your Faculty Advisor.

Seminar 1 - Saturday, Sept. 10 - 9:30- 1:30

Students will be expected to have the course textbook and read pages 1-42 or selected readings (French cohort) before the first class.

This session will address the following topics:

- Overview of ED496 – Goals, Procedures/Class Schedules, Tasks & Assessments, Placement Procedures, and Course Assessment
- Whole group presentation on the Framework for Teaching by Danielson (pages 1-42 in text)
- Advisor groups discussion - Key Questions from the Presentation, Expectations for the 2-week Observation Block, Expectations for the Portfolio, Questions
- Assigned Reading for Seminar 2 - Danielson book pages 43-63 or selected readings

Seminar 2 - Saturday, Sept. 17 - 9:30- 1:30

Domain 1: Planning and Preparation

- Hour 1: Presentation - Planning principles followed by advisor group discussion and subsequent sharing of key ideas with whole group
- Hour 2: Presentation - How to do Reflective Observations followed by advisor groups discussion of the presentation and subsequent sharing of key ideas with whole group
- Hours 3 & 4: Work in advisor groups on Procedures for the 2-week Block and review of expectations for portfolios, rubrics used, documentation procedures.....

Classroom Experiences: Focusing on the Planning and Preparation Domain - Sept 19-30

All students will be involved in a classroom or children's centre for this two week experience focusing on the Planning and Preparation Domain.

During the first week, your Faculty Advisor will visit your practicum location and meet the principal or supervisor and pay you a short drop-in visit. In both the first and second week, the advisor will arrange a formal meeting/observation/discussion with you during your work day.

Debriefing: Saturday, October 1 - 9:30- 1:30

Domain 2: Classroom Environment

- Hour 1: Advisor groups meet to review issues and ideas from two weeks of observations.
- Hour 2: Presentation - Principles of Effective Learning Environments Observations followed by advisor groups discussion of the presentation and subsequent sharing of key ideas with whole group
- Hours 3 & 4: Set-up for classroom experience focusing on the Classroom Environment

Classroom Experiences: Focusing on the Classroom Environment Domain- October 3-14

All students will be involved in a classroom or children's centre for this two week experience focusing on the Classroom Environment Domain.

Your advisor will arrange at least one formal meeting/observation/discussion with you during your work day for this practicum and will meet with your on-site supervisor to discuss your progress and review the required report form.

Debriefing: Saturday, October 15: 9:30- 1:30

- Hour 1: Advisor groups meet to review issues and ideas from two weeks of observations.
- Hours 2-4: Review expectations for portfolios and work on portfolios

Portfolio Submission and Sharing: Saturday, Oct 22, 9:30 – 1:30

Portfolios will be shared and submitted. Advisors will share Assessment Report individually with students and the course will be wrapped-up!

Winter 2012 – Kindergarten Practicum II

Seminars: Dates to be determined but similar structure as the fall practicum

On-site practicum: 6 weeks of focused work in specific areas

This practicum will focus on the two domains of Instruction and Professional Responsibilities.

Further details for this practicum will be provided at a later date.

Fall 2012 and Winter 2013 – Kindergarten Practicum III and IV

The final two practicum courses will be formatted on a research-based/inquiry model which is in the development process but will consist of seminars and two classroom experiences similar to the first two courses.

Roles and Responsibilities of Partners

The B.Ed. – K teacher, the practicum academic lead, the faculty practicum advisor, the principal/supervisor and the practicum coordinator work collaboratively to ensure a productive and successful practicum. The major responsibilities of these partners are outlined below.

Faculty Practicum Advisor

Practicum advisors have four major responsibilities:

- to provide assistance, guidance, and support to their assigned B.Ed. - K teachers throughout the practicum course
- to evaluate assigned B.Ed. - K teachers during and at the end of each observed lesson
- to serve as liaison between the Faculty of Education and the schools/workplaces to which B.Ed. - K teachers have been assigned/are working
- to provide feedback and document any concerns related to performance or professionalism

Specifically, practicum advisors will:

- meet with their B.Ed. - K teachers prior to each practicum to review roles and expectations
- serve as advisors to the students assigned to them, making time available for consultation
- discuss progress, challenges, reports, and other matters as may benefit B.Ed. - K teachers
- periodically review the portfolio as it progresses
- file with the practicum coordinator the appropriate evaluation form for each B.Ed. - K teacher after each practicum
- maintain written notes for each observation and provide a copy to the B.Ed. - K teacher
- inform the academic lead for the practicum courses and the practicum coordinator immediately of any significant concerns so timely intervention may take place

Principal/supervisor

While the school principal/supervisor has no assigned daily role with the B.Ed. - K teacher directly related to the practicum, she/he will assist in the experience for the B.Ed. - K teacher by:

- maintaining contact with the practicum advisor and practicum coordinator to ensure the success of the practicum in the school/workplace setting
- monitoring the progress of the B.Ed. - K teacher for the duration of the practicum
- encouraging B.Ed. - K teachers to participate fully in the culture and life of the school/workplace
- filing with the practicum coordinator the appropriate evaluation form for each B.Ed. - K teacher after each practicum

Academic Lead for Practicum (Dr. Ray Doiron – raydoiron@upei.ca)

The academic lead for the practicum is the individual who oversees the development and implementation of the practicum course content and delivery by

- developing the content and format of the practicum courses in collaboration with the faculty advisors and the practicum coordinator
- overseeing the logistics related to the delivery of the seminar sessions
- ensuring that there is consistency in delivery of the course content by all advisors
- developing the assessment documents and procedures for the assessment of the B.Ed. – K teacher's performance

Practicum Coordinator (Carolyn Francis – crfrancis@upei.ca)

Phone 894-2813 Fax 566-0416

The practicum coordinator, working in collaboration with the practicum academic lead, has overall responsibility for:

- arranging placements as required
- assigning students to advisor groups
- responding to issues or concerns
- maintaining contact with the applicable staff at placement locations
- providing required information to faculty advisors
- ensuring that all required documentation is obtained.

Department of Education Calendar 2011-2012

Pursuant to section 8 and clause 7(1)(g) of the School Act R.S.P.E.I. 1988, Cap. S-2-1, I hereby issue the following Minister's Directive concerning the School Calendar for the 2011-2012 school year:

September (21 School Days) (19 Instructional Days)

- 1 Orientation Day for teachers
- 2 Professional Development Day
- 5 Labour Day
- 6 First Instructional Day

October (20 School Days) (18 Instructional Days)

- 10 Thanksgiving
- 20-21 PEITF Annual Convention/CUPE Annual Convention

November (21 School Days) (20 Instructional Days)

- 10 Professional Development Day
- 11 Remembrance day

December (14 School Days) (14 Instructional Days)

- 20 Last Day of Classes, 2011

January (21 School Days) (21 Instructional Days)

- 3 First School Day of 2012

February (20 School Days) (19 Instructional Days)

- 1 End of Semester Administration/Professional Development Day
- 20 Islander Day

March (17 School Days) (17 Instructional Days)

- 19-23 March Break

April (19 School Days) (19 Instructional Days)

- 6 Good Friday
- 9 Easter Monday

May (22 School Days) (21 Instructional Days)

- 4 Area Association Professional Development Day/CUPE 3260 Annual Convention
- 21 Victoria Day

June (21 School Days) (18 Instructional Days)

- 26 Last Instructional day. Report cards for grades 1-11
- 29 Last day for teachers

UPEI Faculty of Education Pass / Fail Assessment

Since July 1, 2002, all Faculty of Education courses at the B. Ed., Diploma and M. Ed. levels have been assessed as either Pass or Fail. There are several reasons for using this method of assessment:

1. Pass / Fail assessment is appropriate for the character and style of our professional programs. Our programs are designed to enhance personal and professional development through self-reflection, dialogue, and critical appraisal. Profound learning is intrinsically motivated – it comes from a deepening understanding of ourselves, our capabilities, and the areas in which we need to improve; it often involves taking risks in our learning. Assessment by grades provides more extrinsic motivation, often at the expense of profound personal learning; we are less inclined to take risks, to be self-critical, or to appraise others realistically if we will lose marks.
2. Many of our course assignments are inadequately or only partially assessed by marks. Giving a mark for micro-teaching, collaborative presentations, peer-assessment, or a reflective paper is not always helpful in that the learner's attention can be focused more on the mark than on the written or verbal feedback, from which greater learning can develop. Marks are also rather crude tools with which to assess the complex skills and understanding involved in many such assignments.
3. Individuals entering Faculty of Education programs have proven academic success; most have graduated in the past with above average grades. The Faculty's desire is not to rank pre-service and practicing teachers by academic ability, but to assist them in becoming the best educators they possibly can.
4. Many post-degree, professional programs in education and other disciplines are moving to a pass / fail model of assessment. Past B.Ed. - K teacher feedback is generally positive with many acknowledging that the greater emphasis on intrinsic motivation has enhanced their learning.

While the feedback from our own participant exit surveys and focus groups indicates wide support for pass / fail assessment, we recognize that this method may cause some concern for new program participants. Some of these concerns are addressed below.

Will I be disadvantaged in seeking employment?

No. Success in getting a job as a teacher depends upon a wide range of interconnected factors, of which the most significant are your previous experience in a teaching situation (including practicum), your references, your level of competency displayed in the interview, and your suitability for the post in question. Course grades from a professional program are of little importance to a hiring committee.

Will I be disadvantaged in seeking entry to a Master's program?

No. Admission to Master's courses is based on assessment of your professional experience, your references, and your research interests, as well as on your academic record. With regard to the latter, your undergraduate grades may be taken into account; many admissions committees regard these as a more appropriate indication of your potential for graduate work than grades from a professional program. A 'pass' at the B.Ed. level is regarded by our Faculty as the equivalent a grade of 80%.

How will excellence be acknowledged?

The pursuit of excellence is of the utmost importance in our programs. Course grades represent only one way of promoting and assessing excellence. Excellence in the completion of assignments will be encouraged through the setting of high standards and expectations. Self-motivation has a role to play, too: satisfaction comes through knowing that you have done the best possible job and through the feedback you get from others.

How will I know if I'm passing?

You will be alerted by faculty if any of your work fails to meet the course standards they set. You may be asked to re-submit an assignment or make up for the deficiency in some other way. Examples of the standard required for a Pass can be found on the attached sheet. Remember: our programs are not designed to fail you, but to assist you in achieving the best possible outcomes.

Finally, we believe that this method of assessment is in the best interests of all our programs' participants and, in the long term, in the best interests of the people whom you, as educators, will teach. If you have further questions or concerns, don't hesitate to discuss these with your course instructors.

J. Tim Goddard, PhD.
Dean, Faculty of Education
July, 2009

Operational Definition of Pass / Fail

Faculty of Education, University of Prince Edward Island

Grade	Sample Description
PASS	<p>Outstanding work. Consistently high levels of skill and creative application of course content. The assignment demonstrates the use of innovative ideas for teaching and learning with a high degree of personal commitment and involvement with the work. Assignments with this level of achievement could be used as models of exemplary work for future course participants.</p> <p>Quality work with no major weaknesses. This is the expected performance level. The assignment demonstrates a clear understanding of the subject and the skills needed to perform the assigned task. Shows personal involvement in the subject and success at using meaningful teaching and learning strategies. Assignments with this level of achievement are examples of what all effective educators need to do to implement successful and meaningful programs.</p> <p>Note: Assignment due dates will be strictly enforced.</p>
INCOMPLETE	<p>Re-submit the assignment. The work demonstrates a fair demonstration of the expected level of performance for the assignment. There are parts missing, insufficient detail or lack of personal involvement in the work. Assignments in this category need one or more aspects re-submitted in order to reach the Pass level of expected performance.</p> <p>Re-do the assignment. The original performance was unacceptable. There are serious deficits or flaws resulting in a level of performance that would not be accepted by any educator. Assignments in this category must be started from scratch and re-submitted.</p> <p>Note: Students who receive an "Incomplete" on an assignment must meet with the course instructor to establish a time line for re-submission and to set a detailed list of expectations for completing the assignment. Re-submissions are normally due one week after meeting with the course instructor.</p>
FAIL	<p>Failure to demonstrate adequate performance in a course assignment including the failure to submit an assignment, submitting an incomplete assignment without revision, or the failure to revise and improve returned inadequate assignments for reassessment.</p>

Note: All assignments must be completed to the Pass level of performance in order to receive an overall mark of P for the course. Failure in even one assignment will automatically result in an overall mark of F for the course.

Absence from Practicum

Each B.Ed. - K teacher is expected to attend the school to which she/he has been assigned on each day of the scheduled practicum.

The four week placement in Fall 2011 is 19 days in length and our policy allows for absence of two days for legitimate reasons without having to extend past the end date.

However, severe illness or family emergencies may occur. Your employer has guidelines in place which are reflected below.

Illness: When the B.Ed. - K teacher is ill she/he will be expected to telephone the faculty practicum advisor and forward the daily lesson plans for the lessons/activities scheduled to be carried out.

The B.Ed. - K teacher is required to telephone the faculty practicum advisor no later than 7:30 AM.

Bereavement: The requirements for the B.Ed. - K teacher, modeled on the PEITF memorandum, are as follows:

a) A B.Ed. - K teacher shall be granted five (5) regularly scheduled consecutive school days without loss of credit in the case of the death of the following members if her/his immediate family:

- parent or step-parent
- spouse or child

b) A B.Ed. - K teacher shall be granted three (3) regularly scheduled consecutive school days without loss of credit in the case of the death of the following members of her/his immediate family:

- brother, sister, step-brother, step-sister, grandchild, grandparent, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, or any relative permanently residing with the B.Ed. - K teacher

c) A B.Ed. - K teacher shall be granted bereavement leave without loss of credit for one (1) day to attend the funeral of an aunt, uncle, niece or nephew.

Other: For other emergencies that do not fall under the above categories, the B.Ed. - K teacher should immediately contact her/his practicum advisor to discuss possible leave requirements.

For all absences, the B.Ed. - K teacher must contact the practicum advisor as soon as possible.

Academic Appeals

Guidelines and Procedures for the Faculty of Education April 2010 Revised

Overview

The University of Prince Edward Island in Regulation #12, has established an appeals policy and general procedure for students desiring to appeal grades. The appeal process is intended to apply to grades given for individual assignments or for summative course grades. While the former can only be appealed to the appointed Faculty Appeals Committee, the latter can be further appealed to the University Senate. The policy permits adaptation or modification of the regulation by “professional program” faculties to ensure coherency with these programs’ objectives and structures. For the Faculty of Education’s Bachelor of Education program, only minor modifications have been made in an attempt to ensure the rights of program participants.

Terms: “Students” in this regulation and procedure refers to the program participants engaged in studies in any Faculty of Education, Bachelor of Education program.

Regulation (UPEI Calendar 2010, p. 80 adapted to reflect the Faculty of Education’s organization)

Areas in italic indicate the Faculty adaptation of the regulation as authorized by the regulation.

*It is recommended that all written communications occur in a paper format, and when possible, hand/ personally delivered. If email is used, it is encouraged that sent emails incorporate the use of a response receipt.

UPEI Regulation	Faculty of Education Adaptation
In the application of all academic regulations, students shall have access to a fair and just hearing subject to appeal. In every case, it is the student appellant’s responsibility to ascertain the time allowed for filing a notice of appeal (see below).	In the application of all academic regulations, students shall have access to a fair and just hearing subject to appeal. In every case, it is the student appellant’s responsibility to ascertain the time allowed for filing a notice of appeal (see below).
<p>Appeals on Grades An informal appeal must first be made to the instructor within four weeks of receipt of the grade.</p> <p>For Professional Programs, see internal policy/procedures which may be more specific than these general regulations and may include different information/requirements. Professional program regulations override this academic regulation in these cases.</p>	<p>Appeal on Grades An informal appeal must first be made by <i>the student</i> to the instructor within four weeks of receipt of the grade.</p>

<p>A formal appeal must be made in writing within 1 week of the instructor's decision.</p> <p>This appeal must be submitted to the Chair, who will consult within the department before arriving at a decision.</p> <p>The department will provide the student with a copy of the internal policy/procedure on appeals on receipt of the written submission.</p>	<p>A formal appeal must be made <i>by the student</i> in writing* within 1 week of the instructor's decision as <i>declared at the time of the informal appeal</i>.</p> <p>The formal appeal must be submitted to the <i>Undergraduate Program Coordinator</i>.</p> <p>The Coordinator will provide a copy of the written appeal to the instructor.</p> <p><i>The Coordinator will consult individually with the instructor and the student regarding the grade decision. Recognizing that no resolution is forth coming, the Coordinator will, within seven days, convene a meeting of two members of the Undergraduate Committee and two members of the student executive for review and consultation on the case.</i></p> <p><i>The Coordinator will convey his/her decision to the student and instructor, in writing, within 24 hours.</i></p>
<p>The Department Chair's decision may be further appealed, in writing, within two weeks of the decision being rendered to the Dean of the Faculty, who shall name a committee to hear the appeal.</p> <p>The Dean will provide the student with a copy of the Faculty's internal policy/procedure on appeals on receipt of the written submission.</p>	<p>The Coordinator's decision may be further appealed, in writing to the Dean of the Faculty, within two weeks of the decision being rendered.</p> <p><i>The Dean of the Faculty shall name a committee to hear the appeal within seven days of receipt of the written appeal. The committee shall be composed of the Dean, acting as chair voting in an instance of breaking a tie, two faculty members and two students, none of whom have had any involvement in the case to this point. At their discretion, the committee may conduct individual interviews of both parties involved to ensure their understanding of the case. In camera, the committee will vote by ballot to determine their decision. The Chair will vote and reserve disclosing her/his ballot. If once the committee votes have been tallied and a tie exists, the Chair will reveal the reserved ballot in an attempt to break the tie. The decision of the committee will be conveyed in writing by the Chair to the student within 24 hours.</i></p>
<p>Decisions on final course grades may be further appealed, in writing, within one month of being rendered, through the Registrar to the Senate Committee on Student Academic Appeals.</p>	<p>Decisions on final course grades may be further appealed, in writing, within one month of being rendered, through the Registrar to the Senate Committee on Student Academic Appeals.</p>
<p>Appeals of decisions on academic matters <u>other than grades</u> are to be directed to the Senate Committee on Student Academic Appeals through the Registrar. All decisions of this Committee shall be final unless appeal is made to the Board of Governors in keeping with the terms of the University Act.</p>	

Probation and Suspension

In all cases a B.Ed. - K teacher will be advised orally of any concerns about performance or professionalism by the practicum advisor and appropriate support will be provided. Improvements in performance or professionalism will be discussed and documented in writing and no further action may be required. In the event that improvement is not considered satisfactory a B.Ed. - K teacher may be placed on probation. Probation may take place at any time during the program.

Concerns and issues leading to probation may be related to a variety of factors including classroom management, ability to communicate positively with pupils or staff, program planning, teaching effectiveness, organizational skills, professional judgment, punctuality and attendance, or attitude, behaviour, and demeanor. The ability to receive constructive feedback positively and make the changes that are suggested by cooperating teachers and practicum advisors is critical in addressing concerns. Probationary status indicates a serious concern that will require a B.Ed. - K teacher to make specific changes in teaching or behaviour.

If a practicum advisor believes that progress to address concerns and issues has not been satisfactory and that the B.Ed. - K teacher should be placed on probation, notification must be given to the Practicum Coordinator, the B.Ed. Coordinator and the Dean as soon as possible. If additional observation and assessment is required, in consultation with the B.Ed. - K teacher, the B.Ed. Coordinator, the Practicum Academic Lead, the Practicum Coordinator, or another Faculty member will observe and provide additional professional opinion on the validity of the concerns. Following consideration of all written documentation by the Practicum Advisor, Practicum Academic Lead, Practicum Coordinator, and the B. Ed. Coordinator, the Dean may place the B.Ed. - K teacher on probation.

B.Ed. - K teachers placed on probation will receive a written letter or report, signed by the Practicum Coordinator, B.Ed. Coordinator, and the Dean, specifying the areas requiring improvement and advising that failure to improve will result in failure of the practicum placement. When a B.Ed. - K teacher is placed on probation, close additional supervision of practice teaching will take place and weekly written reports from the practicum advisor may be required. These reports must document progress towards addressing specific concerns. Probationary status will be lifted once satisfactory written reports are received from the practicum advisor and the concerns have been addressed. B.Ed. - K teachers will be informed in writing that their performance or professionalism is now satisfactory and that probationary status has been lifted.

In exceptional cases, a B.Ed. - K teacher may fail to improve during probation, or a situation may warrant the immediate suspension from a practicum placement or practicum in general. A B.Ed. - K teacher may be suspended by the Dean following verbal consultation with the B.Ed. - K teacher, Practicum Advisor, Practicum Academic Lead, Practicum Coordinator and B.Ed. Coordinator if concerns about performance or professionalism are of a very serious nature. In these cases, written reports to substantiate the concerns and issues must be provided to the Practicum Coordinator, the B.Ed. Coordinator and the Dean

within one week of the suspension. Only the Dean of Education, following consultation with the individuals involved in the B.Ed. - K teacher's professional program, may suspend a B.Ed. - K teacher.

Failing one practicum placement does not necessarily mean that a B.Ed. - K teacher will fail the whole program; however, the B.Ed. - K teacher will be required to successfully complete an additional practicum placement and pay fees associated with repeating the course. No Bachelor of Education (Kindergarten) degree will be granted without successful completion of all practica and course work.

Following consultation with the B.Ed. - K teacher, personal or career counselling may be recommended at any time in order to provide guidance in making decisions related to practicum placements and a future in the profession.

Appeal of Evaluation, Probation, or Suspension

B.Ed. - K teachers may appeal evaluations, probation, or suspension. An appeal should be made in writing to the Dean of Education within ten days of receiving the evaluation, probation, or suspension. The Dean and the B.Ed. - K teacher making the appeal will meet to establish a mutually acceptable Appeal Committee made up of a B.Ed. - K teacher, a member of the Faculty of Education not directly involved in the evaluation of the B.Ed. - K teacher, and a member from another Faculty on campus. The members of the Appeal Committee will review the case and provide the Dean with their written recommendations.

Advisors for 2011-2012

ED 469 – Kindergarten	P1	P2	
Ray Doiron – Academic Lead	✓	✓	raydoiron@upei.ca
Judy Davies	✓	✓	jdavies@upei.ca
Cathy Parsons	✓	✓	caparsons@upei.ca
Judy Hughes	✓		jahughes@eastlink.ca
Carol MacMillan	✓		
Brenda Goodine	✓		goodineb@islandtelecom.com
Gabriella Sanchez	✓		gsanchez@upei.ca
Jennifer Rozell - French	✓	✓	jrozell@edu.pe.ca or jrozell@upei.ca
Julie Gagnon - French		✓	jgagnon@upei.ca

Prince Edward Island Teachers' Federation Code of Ethics

The impact which the teaching profession has on our society is immeasurable and the quality and character of the individual members of the profession are prominent factors in the economic and moral levels of that society. Therefore, the profession must establish rules of conduct for all who are engaged therein to ensure the highest possible performance standards.

To that end, it is agreed that the following Code be carried out, in both letter and spirit, as a basis of conduct in the teaching profession.

General Duties of Members

A teacher shall strive at all times to achieve and maintain the highest degree of professional competence and to uphold the honour, dignity, and ethical standards of the teaching profession.

Duties of a Member to His/Her Pupils

- A. A member shall:
1. regard as his/her first duty the effective education of his/her pupils and the maintenance of a high degree of professional competence in his/her teaching;
 2. endeavour to develop in his/her pupils an appreciation of standards of excellence;
 3. endeavour to inculcate in his/her pupils an appreciation of the principles of democracy;
 4. show consistent justice and consideration in all his/her relations with pupils;
 5. refuse to divulge beyond his/her proper duty confidential information about a pupil;
and
 6. concern himself/herself with the welfare of his/her pupils while they are under his/her care.
- B. A member should regard the dignity, liberty and integrity of each student under his/her supervision and endeavour to convey to a student some understanding of his/her own worth.
- C. A member should not accept remuneration for tutoring his/her own pupils except under unusual circumstances and with the approval of his/her supervisor or principal.

Duties of a Member to His/her Profession

- A. A member should:
1. promote and advance the cause of education;
 2. raise the image of the teaching profession;

3. promote and advance the interests of members and to secure conditions that will make possible the best professional service;
 4. arouse and increase public interest in educational affairs; and
 5. cooperate with other teachers' organizations throughout the world.
- B. A member should not engage in any outside employment which will impair the effectiveness of his/her professional service.
- C. A member should not criticize the professional competence or professional reputation of a colleague except to proper officials and then only in confidence and after the colleague has been informed of the criticism.
- D. Every member should strive to be supportive of other members as well as positive in his/her criticism of fellow members.
- E. All members should cooperate in the interest of students.
- F. The member does not undermine the confidence of pupils in other members.
- G. The member observes a reasonable respect for the authority of school administrators and recognizes the duty to protest through proper channels, administrative policies and practices which he/she cannot in conscience accept; and further recognizes that if administration by consent fails, the administrator must adopt a position of authority.
- H. The member, as an administrator, respects staff members as individuals and provides continuous opportunities for staff members to express their opinions and bring forth suggestions regarding the administration of the school.

Duties of a Member to Educational Authorities

- A. A member shall:
1. comply with the Acts and Regulations administered by the Minister;
 2. cooperate with his/her educational authorities to improve public education;
 3. respect the legal authority of the board of trustees in the management of the school and in the employment of members;
 4. make, in the proper manner, such reports concerning members under his/her authority as may be required by the board of trustees; and
 5. present in the proper manner to the proper authorities the consequences to be expected from policies or practices which in his/her professional opinion are seriously detrimental to the interest of pupils.
- B. A member shall not:

1. break a contract of employment with a board of trustees; or
 2. violate a written or oral agreement to enter into a contract of employment with a board of trustees; or
 3. while holding a contract of employment with a board of trustees make application for another position, the acceptance of which would necessitate his/her seeking the termination of his/her contract by mutual consent of the member and the board, unless and until he/she has arranged with his/her board for such termination of contract if he/she obtains the other position.
- C. A principal, vice-principal, department head or subject coordinator shall not subscribe to the dismissal of a member for reason of unsatisfactory service without first attempting to help and counsel that member by means of continuous evaluation.
- D. A member shall report through proper channels all matters harmful to the welfare of the school. He/she does not by-pass immediate authority to reach higher authority without first exhausting the proper channels of communication.

Duties of a Member to the Public

- A. A member should show respect for law, authority and codes of conduct acceptable both within the profession and within society as a whole.
- B. A member should recognize a responsibility to promote a respect for human rights.

Duties of a Member to the Teachers' Federation

- A. A member should participate in the Prince Edward Island Teacher's Federation.
- B. A member shall cooperate with the Federation to promote the welfare of the profession.
- C. The member, or group of members, should not take any individual action in matters which should be dealt with by the P.E.I. Teachers' Federation.
- D. The member should adhere to Federation policy and seek to change such policy only through the proper channels of the Federation.

Any charge of breach of this Code of Ethics shall be considered in accordance with "Procedure or Considering Charges of Unethical Conduct" contained in the By-Laws of the Prince Edward Island Teachers' Federation.

Assessment of Professional Practice: Principal/Supervisor's Report

Student's name: _____

Location of student's practicum: _____

Name of Principal/supervisor: _____

UPEI Faculty Advisor: _____

Ratings: Unsatisfactory (U) Basic (B) Proficient (P) Distinguished (D)

Comments: Domain 1 - Planning and Preparation

Comments: Domain 2 - Classroom Environment

Principal/supervisor: _____ Signature _____ Date _____

Signature of student indicating that this report has been discussed with the student in question:

Signature _____ Date _____

Domain 1: Planning and Preparation

Level of Performance

Name: _____

Element	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
1a: Demonstrates knowledge of prescribed curriculum	Teacher demonstrates little knowledge and understanding of aspects and practices of the prescribed curriculum.	Teacher demonstrates some awareness of the concepts and practices of the prescribed curriculum.	Teacher displays solid knowledge of the content, content and practices of the prescribed curriculum.	Teacher displays extensive knowledge of the content of the prescribed curriculum. Teacher actively builds on knowledge of prerequisites when describing instruction.
1b: Demonstrates knowledge of students	Teacher demonstrates little or no knowledge of students and does not seek such understanding.	Teacher displays the importance of understanding students and attains this knowledge for the whole class.	Teacher's knowledge of students is accurate and current, and attains this knowledge for groups of students.	Teacher's knowledge of students is extensive and from a variety of sources. This knowledge is attained for individual students.
1c: Demonstrates knowledge of resources	Teacher is unaware of resources available for classroom use through the school, board, or department.	Teacher displays awareness and familiarity of resources available for classroom use through the school, board, or department but uses them on a limited basis.	Teacher displays awareness of resources available for classroom use through the school, board, or department and some familiarity with resources external to the school.	Teacher's knowledge of resources is extensive, including those available for classroom use through school, board, department, the community, professional organizations, and on the Internet.
1d: Designs lessons and unit plans, and sets instructional outcomes	The learning activities and materials are not suitable to the students and are poorly aligned with the instructional outcomes. They do not permit viable methods of assessment.	Only some of the learning activities and materials are suitable to the students and are partially aligned with instructional outcomes. They reflect more than one type of learning, but there is no attempt at integration.	The learning activities and materials are suitable to the students and are aligned to instructional outcomes. They represent different types of learning and can be assessed.	The learning activities and materials are highly suitable to the students and are designed to engage students in meaningful, differentiated activities. Instructional outcomes represent different types of content and integrate the needs of every student. The lesson or unit structure is clear.
1e: Designs student assessments	Assessment criteria and standards are vague and poorly aligned with instructional outcomes. A limited variety of assessments are used, and these have minimal impact on future instruction.	Assessment criteria and standards are developed and partially aligned with instructional outcomes, but are not clearly stated. Teacher intends to use results for future instruction for the whole class.	Assessment criteria and standards are clear and are aligned with instructional outcomes. A variety of techniques are used and teacher intends to plan for future instruction for student groups.	Assessment criteria and standards are very clean and fully align with instructional outcomes. Formative and summative assessments are designed and teacher intends to plan for future instruction for individual students.

Domain 2: The Classroom Environment

Level of Performance

Name: _____

Element	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
2a: Creates an environment of respect and rapport	Standards of conduct are vague. Classroom interactions are negative, sarcastic, insensitive or inappropriate to the age or culture of the students.	Standards of conduct appear to have been established and most students understand them. Teacher student interactions are generally appropriate but insensitivity or inconsistencies may exist.	Standards of conduct are clear to all students. Teacher student interactions demonstrate caring and respect and are appropriate to the cultural differences among students.	Standards of conduct are clear to all students and appear to have been developed with student participation. Teacher interactions with students demonstrate genuine caring and respect.
2a: Establishes a culture for learning	Teacher conveys a negative attitude toward the content/classroom and interactions convey low expectations for student achievement. There is also little or no student pride in work.	Teacher communicates the importance of the work, but with little commitment, modest expectations for student achievement, and little student pride in work.	Teacher conveys genuine enthusiasm for the content/classroom and conveys high expectations for all students, including pride in students' work.	Teacher conveys genuine enthusiasm for the content/classroom and conveys high expectations for all students. Students hold themselves to high standards and contribute to a positive learning climate.
2c: Manages classroom procedures	Much instructional time is lost. Transitions are chaotic and many students are not working or are not productively engaged in learning as a result.	Some instructional time is lost due to transitions that are partially effective. Some students are not working or are not productively engaged in learning.	Little instructional time is lost because of classroom routines and procedures for transitions, which occur smoothly. Students are productively engaged.	Well-established routines and procedures are in place to that students are productively engaged, with students assuming responsibility for productivity. Transitions occur seamlessly.
2d: Manages student behaviour	Behaviour expectations are vaguely communicated and there is little or no teacher monitoring of student behavior. Response to misbehavior is inconsistent or may not respect the student's dignity.	Behaviour expectations are somewhat established. Teacher attempts to monitor and respond to student misbehavior, but with inconsistent results.	Behaviour expectations are clear to students and the teacher monitors and responds to misbehavior appropriately. Teacher respects student's dignity and demonstrates flexibility with special circumstances.	Behaviour expectations are clear, with student participation in setting them. Monitoring by teacher is subtle and preventative, and sensitive to students' individual needs.
2e: Organizes physical space	The classroom is unsafe or the furniture arrangement hinders the learning activities or the teacher makes poor use of the physical resources.	The classroom is safe and the teacher uses physical resources, including computer technology, adequately. The teacher may modify these with partial success.	The classroom is safe and physical resources are arranged to support learning activities. The teacher makes use of resources, including computer technology.	The classroom is safe and physical resources are suitable for a variety of activities throughout the year. Technology is used skillfully, as appropriate to the lesson.

Assessment of Professional Practice: Faculty Advisor

Student's name: _____

Location of student's practicum: _____

Name of Principal/supervisor: _____

UPEI Faculty Advisor: _____

Overall Rating: PASS FAIL

Summary comments and overall performance:

Faculty advisor: _____ Signature _____ Date _____

Signature of student indicating that this report has been discussed with the student in question:

Signature _____ Date _____

Domain 1: Planning and Preparation

Name of Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____

Name of Evaluator _____ School Year ____-____

Rating: **Unsatisfactory (U)** **Basic (B)** **Proficient (P)** **Distinguished (D)**

Component	Evidence	Comments	Rating
1a: Demonstrates knowledge of prescribed curriculum.			
1b: Demonstrates knowledge of students.			
1c: Demonstrates knowledge of resources.			
1d: Designs lessons and unit plans and sets instructional outcomes.			
1e: Designs student assessments.			

Domain 1: Planning and Preparation

Level of Performance

Name: _____

Element	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
1a: Demonstrates knowledge of prescribed curriculum	Teacher demonstrates little knowledge and understanding of aspects and practices of the prescribed curriculum.	Teacher demonstrates some awareness of the concepts and practices of the prescribed curriculum.	Teacher displays solid knowledge of the content, and practices of the prescribed curriculum.	Teacher displays extensive knowledge of the content of the prescribed curriculum. Teacher actively builds on knowledge of prerequisites when describing instruction.
1b: Demonstrates knowledge of students	Teacher demonstrates little or no knowledge of students and does not seek such understanding.	Teacher displays the importance of understanding students and attains this knowledge for the whole class.	Teacher's knowledge of students is accurate and current, and attains this knowledge for groups of students.	Teacher's knowledge of students is extensive and from a variety of sources. This knowledge is attained for individual students.
1c: Demonstrates knowledge of resources	Teacher is unaware of resources available for classroom use through the school, board, or department.	Teacher displays awareness and familiarity of resources available for classroom use through the school, board, or department but uses them on a limited basis.	Teacher displays awareness of resources available for classroom use through the school, board, or department and some familiarity with resources external to the school.	Teacher's knowledge of resources is extensive, including those available for classroom use through school, board, department, the community, professional organizations, and on the Internet.
1d: Designs lessons and unit plans, and sets instructional outcomes	The learning activities and materials are not suitable to the students and are poorly aligned with the instructional outcomes. They do not permit viable methods of assessment.	Only some of the learning activities and materials are suitable to the students and are partially aligned with instructional outcomes. They reflect more than one type of learning, but there is no attempt at integration.	The learning activities and materials are suitable to the students and are aligned to instructional outcomes. They represent different types of learning and can be assessed.	The learning activities and materials are highly suitable to the students and are designed to engage students in meaningful, differentiated activities. Instructional outcomes represent different types of content and integrate the needs of every student. The lesson or unit structure is clear.
1e: Designs student assessments	Assessment criteria and standards are vague and poorly aligned with instructional outcomes. A limited variety of assessments are used, and these have minimal impact on future instruction.	Assessment criteria and standards are developed and partially aligned with instructional outcomes, but are not clearly stated. Teacher intends to use results for future instruction for the whole class.	Assessment criteria and standards are clear and are aligned with instructional outcomes. A variety of techniques are used and teacher intends to plan for future instruction for student groups.	Assessment criteria and standards are very clear and fully align with instructional outcomes. Formative and summative assessments are designed and teacher intends to plan for future instruction for individual students.

Domain 2: The Classroom Environment

Name of Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____

Name of Evaluator _____ School Year ____--____

Rating: **Unsatisfactory (U)** **Basic (B)** **Proficient (P)** **Distinguished (D)**

Component	Evidence	Comments	Rating
2a: Creates an environment of respect and rapport.			
2b: Establishes a culture for learning.			
2c: Manages classroom procedures.			
2d: Manages student behaviour.			
2e: Organizes physical space.			

Domain 2: The Classroom Environment

		Level of Performance			
		Name:			
Element	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)	
2a: Creates an environment of respect and rapport	Standards of conduct are vague. Classroom interactions are negative, sarcastic, insensitive or inappropriate to the age or culture of the students.	Standards of conduct appear to have been established and most students understand them. Teacher student interactions are generally appropriate but insensitivity or inconsistencies may exist.	Standards of conduct are clear to all students. Teacher student interactions demonstrate caring and respect and are appropriate to the cultural differences among students.	Standards of conduct are clear to all students and appear to have been developed with student participation. Teacher interactions with students demonstrate genuine caring and respect.	
2a: Establishes a culture for learning	Teacher conveys a negative attitude toward the content/classroom and interactions convey low expectations for student achievement. There is also little or no student pride in work.	Teacher communicates the importance of the work, but with little commitment, modest expectations for student achievement, and little student pride in work.	Teacher conveys genuine enthusiasm for the content/classroom and conveys high expectations for all students, including pride in students' work.	Teacher conveys genuine enthusiasm for the content/classroom and conveys high expectations for all students. Students hold themselves to high standards and contribute to a positive learning climate.	
2c: Manages classroom procedures	Much instructional time is lost. Transitions are chaotic and many students are not working or are not productively engaged in learning as a result.	Some instructional time is lost due to transitions that are partially effective. Some students are not working or are not productively engaged in learning.	Little instructional time is lost because of classroom routines and procedures for transitions, which occur smoothly. Students are productively engaged.	Well-established routines and procedures are in place so that students are productively engaged, with students assuming responsibility for productivity. Transitions occur seamlessly.	
2d: Manages student behaviour	Behaviour expectations are vaguely communicated and there is little or no teacher monitoring of student behavior. Response to misbehavior is inconsistent or may not respect the student's dignity.	Behaviour expectations are somewhat established. Teacher attempts to monitor and respond to student misbehavior, but with inconsistent results.	Behaviour expectations are clear to students and the teacher monitors and responds to misbehavior appropriately. Teacher respects student's dignity and demonstrates flexibility with special circumstances.	Behaviour expectations are clear, with student participation in setting them. Monitoring by teacher is subtle and preventative, and sensitive to students' individual needs.	
2e: Organizes physical space	The classroom is unsafe or the furniture arrangement hinders the learning activities or the teacher makes poor use of the physical resources.	The classroom is safe and the teacher uses physical resources, including computer technology, adequately. The teacher may modify these with partial success.	The classroom is safe and physical resources are arranged to support learning activities. The teacher makes use of resources, including computer technology.	The classroom is safe and physical resources are suitable for a variety of activities throughout the year. Technology is used skillfully, as appropriate to the lesson.	

Assessment of Professional Practice: Principal/Supervisor's Report

Student's name: _____

Location of student's practicum: _____

Name of Principal/supervisor: _____

UPEI Faculty Advisor: _____

Ratings: Unsatisfactory (U) Basic (B) Proficient (P) Distinguished (D)

Comments: Domain 3 - Instruction

Comments: Domain 4 - Professional Responsibilities

Principal/supervisor: _____ Signature _____ Date _____

Signature of student indicating that this report has been discussed with the student in question:

Signature _____ Date _____

Domain 3: Instruction

Level of Performance

Name: _____

Element	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
3a Communicates with students	Teacher's purpose of lesson is unclear and confusing to students. Teacher's language is inappropriate or contains errors.	Teacher explains the instructional purpose for the lesson with limited success. Teacher's use of language is correct but might not be completely appropriate.	Teacher's purpose for the lesson, directions, and procedures are clear and appropriate for students' levels of development.	Teacher makes the purpose of the lesson clear, including where it is situated within a broader learning, linking it to student interests. Oral and written communication is clear and expressive.
3b Uses questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion. Teacher mediates all questions and answers.	Teacher's questions are a combination of low and high quality, but most are low level. Student engagement in discussion happens some of the time.	Teacher's questions elicit a thoughtful response and are of high quality and adequate time is provided for response. Genuine discussions among students occur.	Teacher's questions are high quality with adequate time for response. Students formulate many of the high-level questions, initiating topics and making contributions.
3c Engages students in learning	Activities and assignments, instructional materials, and student groupings are inappropriate for students' age or background. Students are not engaged.	Activities and assignments, instructional materials and student groupings are appropriate to some students but all students are not fully engaged.	Activities and assignments, instructional materials and student groupings are appropriate and students are cognitively engaged in exploring content. A variety of instructional models are used with coherent lesson structure.	All students are engaged in the activities and assignments. Students adapt or initiate activities to enhance their understanding. Instructional models and materials are suitable and are paced well, allowing for student reflection and closure.
3d Uses assessments in instruction	Students are unaware of assessment criteria and standards used to evaluate their work. Teacher's feedback is of poor quality or not provided in a timely manner. Students do not engage in self-assessment or monitoring.	Students know some of the criteria and standards by which their work will be evaluated. Teacher's feedback is uneven and timeline is inconsistent. Students occasionally assess their own work.	Students are aware of the criteria and standards used to evaluate their work. Teacher's feedback is timely and consistently high quality. Students have opportunity for meaningful self-assessment.	Students are fully aware of the criteria and have contributed to the development of that criteria. Teacher's feedback is timely, of consistently high quality. Students are frequently involved in meaningful self assessment.
3e Demonstrates flexibility and responsiveness	Teacher adheres to an instructional plan, even when change is needed. Teacher ignores or brushes aside students' questions; when a student has difficulty learning the teacher may give up or blame the student.	Teacher attempts to adjust a lesson when needed and answer student questions with some success. Teacher accepts responsibility for student success but has a limited repertoire of strategies to draw upon.	Teacher adjusts lessons when necessary, is responsive to students' questions, and promotes success for all students. Teacher uses a broad range of strategies for students who have difficulty learning.	Teacher successfully makes a major adjustment to lesson when needed, building on student interests. Teacher ensures success of all students, by using an extensive repertoire of strategies

Domain 4: Professional Responsibilities

Level of Performance

Name: _____

Element	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
4a Reflects on teaching	Teacher is often unsure whether a lesson was effective or achieved its instructional outcomes.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which outcomes were met.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its outcomes.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, complete with probable success of different courses of action.
4b Maintains accurate records	Teacher's system for maintaining instructional and non-instructional records is non-existent or ineffective, resulting in errors or confusion.	Teacher's system for maintaining instructional and non-instructional records are only partially effective.	Teacher's system for maintaining instructional and non-instructional records are accurate, efficient, and effective.	Teacher's system of maintaining instructional and non-instructional records are accurate, efficient, and effective and students contribute to its maintenance.
4c Communicates with families	Teacher provides little information to families about students, or the communication is inappropriate. Teacher does not respond to family concerns.	Teacher adheres to school procedures for communicating with families. Responses to concerns are not always appropriate to the cultures of those families.	Teacher communicates with families about students' progress regularly, respecting cultural norms, and is available as needed to respond to concerns.	Teacher communicates with families about students' progress regularly, respecting cultural norms, and is available as needed to respond to concerns. Teacher's efforts to engage families is frequent and successful.
4d Establishes collaborative interactions with colleagues	Teacher's interactions with colleagues are negative or self-serving. Teacher avoids participation in professional learning with other educators.	Teacher maintains cordial interactions with colleagues to fulfill duties that the school and board require.	Interactions with colleagues are characterized by mutual support and cooperation. Teacher contributes to a culture of learning and actively assists other educators.	Interactions with colleagues are characterized by mutual support and cooperation. Teacher makes a substantial contribution to professional community and assumes a leadership role in the school.
4e Grows and develops professionally	Teacher avoids or neglects professional development activities. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional activities to a limited extent. Teacher accepts, with some reluctance, feedback from supervisors or colleagues.	Teacher engages in opportunities for professional development to enhance content knowledge and skillful performance. Teacher welcomes feedback from supervisors or colleagues.	Teacher seeks out and engages in opportunities for professional development to enhance content knowledge and skillful performance. Teacher seeks feedback from supervisors or colleagues.
4f Shows professionalism	Teacher has little or no sense of ethics and professionalism. Teacher makes decisions based on self-serving interests. Teacher does not comply with school/board regulations.	Teacher's attempts to serve students are inconsistent. Teacher's decisions and recommendations are based on genuine, but limited professional considerations. Teacher complies minimally with school/board regulations.	Teacher displays a high level of ethics and professionalism in dealings with students and colleagues. Teacher maintains an open mind and participates in school-based decisions and complies fully with school/board regulations.	Teacher is proactive and assumes a leadership role in making sure school practices are based on the highest professional standards. Teacher complies fully with school/board regulations and displays the highest standards of ethical conduct.

Assessment of Professional Practice: Faculty Advisor

Student's name: _____

Location of student's practicum: _____

Name of Principal/supervisor: _____

UPEI Faculty Advisor: _____

Overall Rating: PASS FAIL

Summary comments and overall performance:

Faculty advisor: _____ Signature _____ Date _____

Signature of student indicating that this report has been discussed with the student in question: _____
Signature _____ Date _____

Domain 3: Instruction

Name of Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____

Name of Evaluator _____ School Year _____

Rating: **Unsatisfactory (U)** **Basic (B)** **Proficient (P)** **Distinguished (D)**

Component	Evidence	Comments	Rating
3a: Communicates with students			
3b: Uses questioning and discussion techniques			
3c: Engages students in learning			
3d: Uses assessments in instruction			
3e: Demonstrates flexibility and responsiveness			

Domain 3: Instruction

Level of Performance

Name: _____

Element	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
3a Communicates with students	Teacher's purpose of lesson is unclear and confusing to students. Teacher's language is inappropriate or contains errors.	Teacher explains the instructional purpose for the lesson with limited success. Teacher's use of language is correct but might not be completely appropriate.	Teacher's purpose for the lesson, directions, and procedures are clear and appropriate for students' levels of development.	Teacher makes the purpose of the lesson clear, including where it is situated within a broader learning, linking it to student interests. Oral and written communication is clear and expressive.
3b Uses questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion. Teacher mediates all questions and answers.	Teacher's questions are a combination of low and high quality, but most are low level. Student engagement in discussion happens some of the time.	Teacher's questions elicit a thoughtful response and are of high quality and adequate time is provided for response. Genuine discussions among students occur.	Teacher's questions are high quality with adequate time for response. Students formulate many of the high-level questions, initiating topics and making contributions.
3c Engages students in learning	Activities and assignments, instructional materials, and student groupings are inappropriate for students' age or background. Students are not engaged.	Activities and assignments, instructional materials and student groupings are appropriate to some students but all students are not fully engaged.	Activities and assignments, instructional materials and student groupings are appropriate and students are cognitively engaged in exploring content. A variety of instructional models are used with coherent lesson structure.	All students are engaged in the activities and assignments. Students adapt or initiate activities to enhance their understanding. Instructional models and materials are suitable and are paced well, allowing for student reflection and closure.
3d Uses assessments in instruction	Students are unaware of assessment criteria and standards used to evaluate their work. Teacher's feedback is of poor quality or not provided in a timely manner. Students do not engage in self-assessment or monitoring.	Students know some of the criteria and standards by which their work will be evaluated. Teacher's feedback is uneven and timeline is inconsistent. Students occasionally assess their own work.	Students are aware of the criteria and standards used to evaluate their work. Teacher's feedback is timely and consistently high quality. Students have opportunity for meaningful self-assessment.	Students are fully aware of the criteria and have contributed to the development of that criteria. Teacher's feedback is timely, of consistently high quality. Students are frequently involved in meaningful self assessment.
3e Demonstrates flexibility and responsiveness	Teacher adheres to an instructional plan, even when change is needed. Teacher ignores or brushes aside students' questions; when a student has difficulty learning the teacher may give up or blame the student.	Teacher attempts to adjust a lesson when needed and answer student questions with some success. Teacher accepts responsibility for student success but has a limited repertoire of strategies to draw upon.	Teacher adjusts lessons when necessary, is responsive to students' questions, and promotes success for all students. Teacher uses a broad range of strategies for students who have difficulty learning.	Teacher successfully makes a major adjustment to lesson when needed, building on student interests. Teacher ensures success of all students, by using an extensive repertoire of strategies

Domain 4: Professional Responsibilities

Name of Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____

Name of Evaluator _____ School Year ____-____

Rating: **Unsatisfactory (U)** **Basic (B)** **Proficient (P)** **Distinguished (D)**

Component	Evidence	Comments	Rating
4a: Reflects on teaching			
4b: Maintains accurate records			
4c: Communicates with families			
4d: Establishes collaborative interactions with colleagues			
4e: Grows and develops professionally			
4f: Shows professionalism			

Domain 4: Professional Responsibilities

Level of Performance

Name: _____

Element	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
4a Reflects on teaching	Teacher is often unsure whether a lesson was effective or achieved its instructional outcomes.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which outcomes were met.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its outcomes.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, complete with probable success of different courses of action.
4b Maintains accurate records	Teacher's system for maintaining instructional and non-instructional records is non-existent or ineffective, resulting in errors or confusion.	Teacher's system for maintaining instructional and non-instructional records are only partially effective.	Teacher's system for maintaining instructional and non-instructional records are accurate, efficient, and effective.	Teacher's system of maintaining instructional and non-instructional records are accurate, efficient, and effective and students contribute to its maintenance.
4c Communicates with families	Teacher provides little information to families about students, or the communication is inappropriate. Teacher does not respond to family concerns.	Teacher adheres to school procedures for communicating with families. Responses to concerns are not always appropriate to the cultures of those families.	Teacher communicates with families about students' progress regularly, respecting cultural norms, and is available as needed to respond to concerns.	Teacher communicates with families about students' progress regularly, respecting cultural norms, and is available as needed to respond to concerns. Teacher's efforts to engage families is frequent and successful.
4d Establishes collaborative interactions with colleagues	Teacher's interactions with colleagues are negative or self-serving. Teacher avoids participation in professional learning with other educators.	Teacher maintains cordial interactions with colleagues to fulfill duties that the school and board require.	Interactions with colleagues are characterized by mutual support and cooperation. Teacher contributes to a culture of learning and actively assists other educators.	Interactions with colleagues are characterized by mutual support and cooperation. Teacher makes a substantial contribution to professional community and assumes a leadership role in the school.
4e Grows and develops professionally	Teacher avoids or neglects professional development activities. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional activities to a limited extent. Teacher accepts, with some reluctance, feedback from supervisors or colleagues.	Teacher engages in opportunities for professional development to enhance content knowledge and skillful performance. Teacher welcomes feedback from supervisors or colleagues.	Teacher seeks out and engages in opportunities for professional development to enhance content knowledge and skillful performance. Teacher seeks feedback from supervisors or colleagues.
4f Shows professionalism	Teacher has little or no sense of ethics and professionalism. Teacher makes decisions based on self-serving interests. Teacher does not comply with school/board regulations.	Teacher's attempts to serve students are inconsistent. Teacher's decisions and recommendations are based on genuine, but limited professional considerations. Teacher complies minimally with school/board regulations.	Teacher displays a high level of ethics and professionalism in dealings with students and colleagues. Teacher maintains an open mind and participates in school-based decisions and complies fully with school/board regulations.	Teacher is proactive and assumes a leadership role in making sure school practices are based on the highest professional standards. Teacher complies fully with school/board regulations and displays the highest standards of ethical conduct.

Portfolio Assessment Form