

C. Field Placements

The School of Education follows specific professional standards that govern field placements. These standards are in compliance with the outside governing bodies that accredit the Bachelor of Education degree: *The Education Act* (S.N.B. 1997, c. E-1.12), Department of Education and Early Childhood Development of the Province of New Brunswick; and the New Brunswick Teachers' Association Code of Professional Conduct. The standards are outlined in the St. Thomas University *Bachelor of Education Field Placement Handbook*. The field placement of teacher candidates is under the course title EDUC 5015 Teaching Internship. A failure in this course results in dismissal from the program.

Practices Governing Field Placements

To ensure that the interests of students in the public school are a first priority, and to provide the best teacher education possible, the following practices are in place in the St. Thomas University Bachelor of Education program.

Deferred Placement

The STU School of Education may grant a deferral in the field placement (public school) of up to one academic year if:

- the teacher candidate requests a deferral in writing on the grounds of his or her health.
- there is evidence following the deferral that the prospective teacher candidate is able to deliver the quality of instruction normally expected of teacher candidates at the level and in the subject concerned.

Should the field placement be deferred, the School of Education will arrange a placement at the earliest possible time, consistent with the teacher candidate's academic program and the availability of appropriate settings. Field placements are offered twice a year, in November/December and March/April. The teacher candidate will have to provide a medical note prior to the deferred placement indicating they are ready to take on the rigors of the program.

Denied Placement

The STU School of Education may deny placement in the field (public school) if:

- the prospective teacher candidate has failed to complete one or more courses successfully;
- there is evidence that the prospective teacher candidate is unable to deliver the quality of instruction normally expected of teacher candidates at the level and in the subject concerned;
- there is evidence that the prospective teacher candidate has violated the Professional Code of Conduct of the New Brunswick Teachers' Association and/or the *New Brunswick Education Act*;
- the prospective teacher candidate does not provide a current and appropriate vulnerable sector/criminal record check;
- the prospective teacher candidate has not passed the official test on Policy Statement 701 and Child Victims of Abuse and Neglect Protocol (created by the School of Education and approved by the Department of Education and Early Childhood Development in accordance with the Education Act (S.N.B. 1997, c. E-1.12)).

Withdrawal/Dismissal from the Field Placement and Bachelor of Education Program

The School of Education may recommend to the Vice-President (Academic & Research) the

withdrawal/ dismissal of a teacher candidate from a placement in the field (public school) if:

- there is significant evidence that the teacher candidate is unable to meet the requirements of completing a successful field placement;
- there is evidence that the teacher candidate has not met the requirements of the *NB Standards of Practice for Initial Teacher Education Programs* and the *Bachelor of Education Field Placement Handbook*;
- the teacher candidate fails to adhere to the attendance policy as outlined in the *Bachelor of Education Field Placement Handbook*;
- the teacher candidate violates the New Brunswick Teachers' Association Code of Conduct, and/or the *New Brunswick Education Act* and/or its associated policies;
- the teacher candidate chooses to leave the assigned field placement without approval of the School of Education.

Process for Dismissal from the School of Education

The recommendation for dismissal will be brought to the entire School of Education faculty. After this meeting, a recommendation for dismissal or withdrawal may be made to the Vice-President (Academic & Research) with copies to the Registrar and teacher candidate. At the dismissal or withdrawal meeting with the teacher candidate, a SRC Student Advocate may be present. A dismissal or withdrawal will result in no graduation, no certification, and removal from the Bachelor of Education program.

Teacher candidates who have been dismissed from the Bachelor of Education program may appeal to the Senate Admissions and Academic Standing Committee by contacting the Registrar's Office.

D. Courses

Core Courses

Pedagogical

EDUC-5903. Classroom Management

Research has shown that classroom management strategies have a dramatic impact on the learning environment. Several very different schools of thought regarding classroom management are discussed. Emphasis is placed on course participants developing a personal proactive approach by extracting and merging effective strategies from many sources.

EDUC-5913. Measurement and Evaluation

This course examines the connections between achievement assessment and classroom instruction. Topics will include: major types of assessment methods, validity and reliability in assessment planning, norm and criterion referenced assessment and standardized testing.

EDUC-5923. Differentiated Instruction

The course is planned as a series of professional development workshops. Through reading, discussion, case studies, activities and assignments the course is designed to increase an understanding of student differences, of learning and thinking and to develop strategies related to differentiation. The course process includes developing and applying differentiated approaches intended to facilitate learner success. The purpose of this course is to help the pre service teacher develop other visions of how classrooms operate when the goal is open-minded teaching and learning. Differentiated instruction strategies enable the teacher to plan for academic diversity in order to reach every learner. The topics include learning theories, beliefs about diversity, constructivist research, student choices in activities and