

Course Evaluation in a Pass/Fail Environment

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PASS/FAIL

The four term Teacher Education program at Western requires a full-time commitment. Teacher candidates are expected to actively participate in learning experiences throughout the program.

All courses for Teacher Candidates entering the program in September 2020 and beyond will be graded as Pass/Fail.

WHAT CONSTITUTES A PASS?

Teacher candidates will be expected to produce high quality work that meets criteria established broadly in the syllabus, with possible refinement in the first two weeks in a process co-designed by Teacher Candidates and their Instructors. In numerical terms, a 'pass' must ensure that candidates have achieved the equivalent of 76%. Instructors will make Success Strategies visible in the description of the various assignments and activities.

Teacher Candidates will receive timely feedback from their peers and their instructors and will be advised if any aspect of course work (including assignments, attendance, and participation) does not meet expectations. Teacher candidates may be expected to revise and re-submit an assignment or do a supplemental assignment to demonstrate that they have met expected standards.

If a Teacher Candidate is failing to make progress in a course, failing to attend, or failing to participate, Instructors will notify the Teacher Education office immediately, and we will assess the lack of progress to determine whether your status in the program needs to be move to 'Conditional' upon successful completion of the course requirements in an approved time period. Failure to meet the conditions will result in delay going on practicum, and possibly removal from the program.

If you are struggling in a course, for whatever reason, please speak to your instructors as early as possible. Timelines and/or alternative assignments may be negotiated where the integrity of the program is not compromised.

COURSE EVALUATION STATEMENTS:

All courses and assignments in the Faculty of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear in the syllabus, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or on-site) on time, and prepared;
- This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and an openness to learn,
- Monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

INCOMPLETE STANDING

A student who for medical or compassionate reasons is unable to complete term work prior to the last day of classes should submit a written request to the instructor, who will consult with the Associate Dean, Teacher Education, for an extension in which to complete the work. The request should include the following information:

- (a) the type and extent of the work to be completed;
- (b) the date on which it is due;
- (c) the name of the faculty member who will receive and grade it (if other than the instructor).

If the Associate Dean, Teacher Education grants Incomplete Standing, he/she will inform the student and instructor of the date by which the final grade must be forwarded to the Registrar's Office.

A student who fails to meet the extended assignment deadline will receive a failing grade on the assignment unless the Associate Dean authorizes a further extension for medical or compassionate reasons.