



# Acadia University School of Education

Acadia pre-service teachers work with experienced and skilled associate teachers during practicum to build skills and knowledge to become the successful teachers of tomorrow.



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## Overview of Practicum Placements 2022-23

	Year 1	Year 2	16-month
Sept. 1, 2, 6 Wednesdays, Sept. 14 – Nov. 2	Practicum #1 - EDUC 4003	Practicum #3 - EDUC 4923	Practicum #1 - EDUC 4003
Nov. 21 – Dec. 16			Practicum #2 - EDUC 40A3
March 23 – April 21	Practicum #2 - EDUC 40A3	Practicum #4 - EDUC 4933	
March 23 – May 5			Practicum #3 - EDUC 4923
May 8 – June 9			Practicum #4 - EDUC 4933

## Principles of Learning: Public Schools Program

- 1) Learning is a process of actively constructing knowledge.
- 2) Students meaningfully construct knowledge from previous learning and experiences.
- 3) Learning is enhanced when it takes place in a social and collaborative environment.
- 4) Students need to continue to view learning as an integrated whole.
- 5) Learners must see themselves as capable and successful.
- 6) Learners have different ways of knowing and representing knowledge.
- 7) Reflection is an integral part of learning.

**Practicum is a unique experience for each pre-service teacher depending on which practicum course and her/his stage of development!**

## Roles and Responsibilities:

### Pre-Service Teacher

- ✓ Respect and adhere to the “Teachers’ Code of Ethics”.
- ✓ Respond to constructive criticism in a reflective and positive manner.
- ✓ Keep in contact with the university advisor and follow the practicum expectations.
- ✓ Develop the skills for a career as a professional educator. This will include planning, reviewing and reflecting on the day’s/week’s events.
- ✓ Abide by all the rules, protocols and traditions of the associate school. This includes: dress code, school discipline code, and confidentiality, no scents or allergy policies.
- ✓ Participate in the full life of the school including attending staff meetings, hall/yard duty, committee meetings, parent/teacher meetings, etc.

### Associate Teacher

- ✓ Explain the existing classroom procedures and carefully outline the expectations for the pre-service teacher.
- ✓ Involve pre-service teachers in the life of the school to the greatest possible degree.
- ✓ If possible, provide opportunities for the pre-service teacher to observe and/or work with other school personnel.
- ✓ Monitor and support the students by modeling and engaging in professional dialogue about teaching and learning.
- ✓ Share expectations for the practicum and monitor the student’s progress.
- ✓ When the pre-service teacher is ready/capable, provide opportunities for the pre-service teacher to independently plan, and deliver lesson(s) with the whole class.
- ✓ Provide the pre-service teacher with regular verbal and written feedback.

### Principal/Vice-Principal

- ✓ Act as a liaison between the school and the university advisor.
- ✓ Selects appropriate exemplary teachers to act as associate teachers
- ✓ Actively welcome pre-service teachers as part of staff inviting them to staff meetings, PD, and school events etc.
- ✓ Encourage the pre-service teachers to gain an understanding of the whole school program.
- ✓ Provide opportunities for pre-service teachers to observe other staff.
- ✓ Assist pre-service teachers in securing the necessary resources to prepare lessons, such as access to photocopying, etc.
- ✓ Monitor/mediate any challenging situations that arise and communicate with the University Advisor/Practicum Coordinator when necessary.

### University Advisor

- ✓ Act as a “first contact” with the Practicum Coordinator, School Administration, and Associate teachers.
- ✓ Check with administration regarding school protocol in relation to visits.
- ✓ Facilitate a collaborative teaching partnership between the pre-service teacher and the associate teacher.
- ✓ Provide direction and assistance to associate teachers regarding completion of appropriate evaluation forms and expectations of pre-service teachers.
- ✓ Conduct a minimum of two university advisory visits during the practicum. Discuss progress, problems, reports, and other matters that may be helpful to the pre-service teacher.
- ✓ Provide written feedback to the pre-service teacher immediately following each visit.
- ✓ Submit a summative report to the Practicum Coordinator and to the pre-service teacher at the completion of each practicum.
- ✓ Report any difficulties with the practicum to the Practicum Coordinator.

**Early fall Practicum days:**

All students will be in schools for 11 days throughout the fall. The purpose of early school experience is to enable students to experience start-up of school year. They can support teachers with early planning, preparing, and organizing. They can observe the start-up of the school year. They can do some one-on-one support, small group teaching, or potentially full class teaching when deemed ready by the Associate teacher during Wednesdays throughout the fall.

Pre-service teachers are at different levels of development and confidence. Through the guidance, support, and expertise, we strive to prepare pre-service teachers to be successful teachers by the end of their practicum and program experience.

**The aims of Practicum 1 (EDUC 4003) & Practicum 2 (EDUC 40A3)** are to provide opportunities for pre-service teachers to:

1. Observe, learn from, and support an experienced teacher. Do some 1-on-1, small group, and full class teaching.
2. Develop sound classroom management practices and maintain positive teacher/student relationships. Develop effective planning and preparation habits.
3. Become familiar with the roles of school personnel and practice professional conduct.

**Pract. #1 (EDUC 4003) – arrive at 25% teaching during practicum.**

Week 1: Two or three days of initial observation; assist teacher and observe teachers in other areas.  
 Week 2: Team teach; assist teacher, experience other areas of the school.  
 Weeks 3-4: Team teach, plan, and implement small and whole group activities; assist teacher. Begin to experience full classroom teaching up to 25%.

**Pract. #2 (EDUC 40A3) - arrive at 50% teaching during practicum.**

Week 1: A day or two of observation to get reacclimated to the school and classroom. Assist; team teach; small and whole group activities  
 Week 2-4: Begin to teach on a more regular basis, gradually reaching 50% of teaching. Continue to assist the teacher in all aspects of the work.

**The aims of Practicum #3 (EDUC 4923) & Practicum #4 (EDUC 4933)** are to provide opportunities for student teachers to:

1. Work with an experienced teacher; continue to develop professional insights and understandings.
2. Continue to develop and refine teaching practices and classroom management techniques.
3. Foster and maintain positive teacher/student relationships.
4. Work in a wide variety of educational settings within their host schools.
5. Demonstrate a continuous and evident sense of responsibility to the associate teacher, students, and members of the school community.

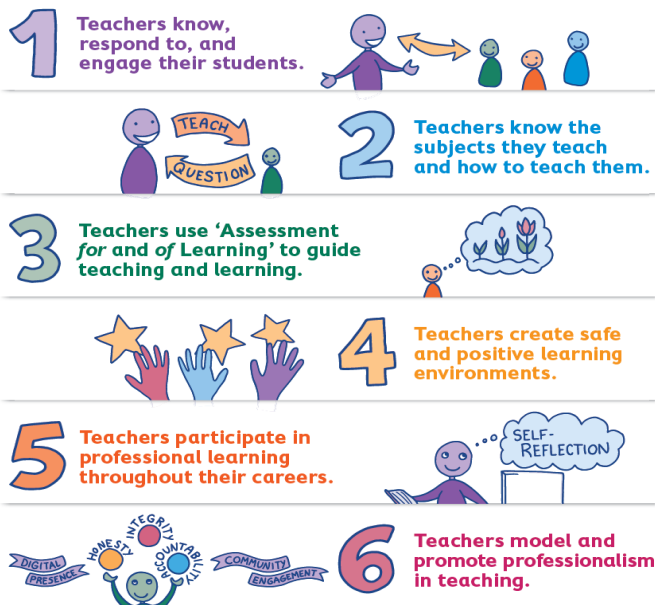
**Pract. #3 (EDUC 4923) – arrive at 75% teaching during practicum.**

Week 1: Learn about school, expectations of associate teacher. Assist teacher, co-teach, begin planning and teaching.  
 Week 2-4: Take part of associate teacher’s workload. Plan and teach up to 75%.

**Pract. #4 (EDUC 4933) – arrive at 100% teaching during practicum.**

Weeks 1-4: Take on the full teaching responsibilities for a 3-4-week period. This includes planning and teaching. Responsible for planning units.

# TEACHING STANDARDS



For more information about practica, refer to **Field Guide** and to obtain the **Associate Teacher evaluation form**, please visit:

<https://education.acadiau.ca/forms-resources/articles/associate-teachers-b-ed-practicum.html>

## The Nova Scotia Teaching Standards

Standards are for teachers P-12 in all subject areas.  
Standards are common across the province.  
Standards will form the basis of Professional Growth Plans and Teacher Appraisal (2020-21).

Standards help formulate and guide pre-service teaching experiences.

All practicum assessments are based on the NS Teaching Standards.

## Attendance Policy

- When schools are open, pre-service teachers are expected to be in school. Pre-service teachers may be **required** to make up any missed time.
- **Partial storm day closures** - It is important for pre-service teachers to understand the importance of getting to work when schools are open. Be aware of which schools are open. It can differ by Centre and County.
  - Be aware of weather forecasts and have plans in place.
  - Get up early to shovel yourself out.
  - Leave plenty of time to get to school.
  - Create an “emergency back- up” on the first day of practicum:
- If, after reasonable attempts, it is not possible to get to school, pre-service teachers will notify the Program Coordinator, their University Practicum Advisor and Associate Teacher and will plan to make up the missed time.

## Incomplete or Unsatisfactory Practicum

**Incomplete Practicum** - If a pre-service teacher is unable to complete a practicum because of illness or other circumstances requiring compassionate consideration, a make-up schedule will be developed as soon as convenient for all involved (school, co-operating teacher, student). The pre-service teacher must first satisfy the Director of the School of Education and the Practicum Coordinator that he/she is able to enter a new practicum experience. Depending on the circumstance this may require medical or other documentation.

**Failing the Practicum:** A practicum may be judged unsatisfactory for a number of reasons: unprofessional actions or behavior, poor work ethic, unprofessional attitude, lack of preparation, lack of progress in skill development (inability or unwillingness to respond to constructive advice/guidance), lack of rapport with students or others in the school, unsatisfactory attendance. A pre-service teacher who fails a practicum will meet with the Director of the School of Education and the Practicum Coordinator. The pre-service teacher’s status becomes conditional upon satisfactory progress in the program and successful completion of a make-up practicum. A second unsatisfactory practicum will result in failure of the B.Ed. program.

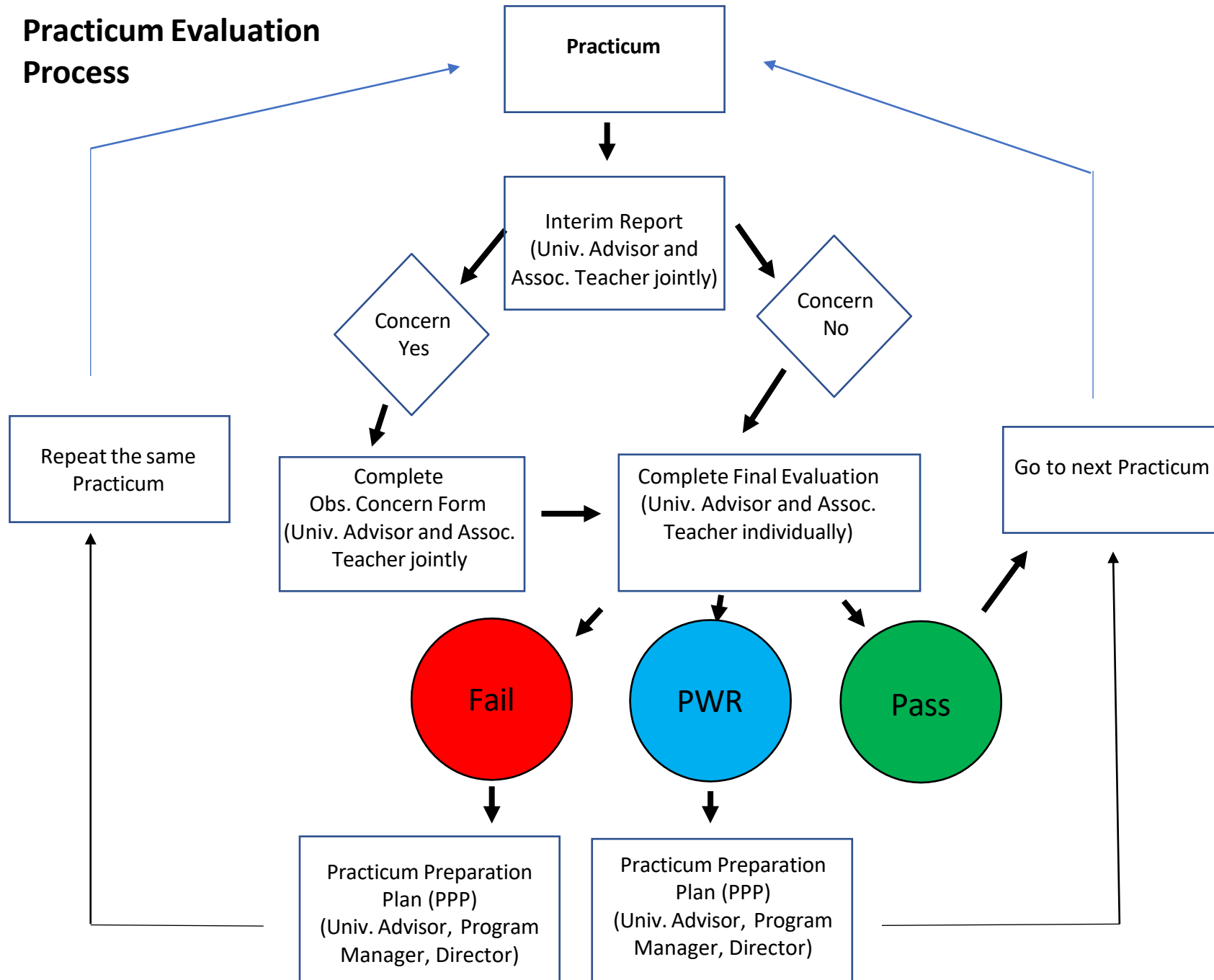
**Pass with Reservation:** In certain cases, an associate teacher and the university advisor may decide that while the pre-service teacher meets a number of evaluation criteria, others are not yet satisfactory. Specific goals addressing those areas are developed and carry forward into the subsequent practicum experiences. If a student receives a “Pass with Reservation” in a practicum, it is required that they receive a clear “Pass” or “Fail” in all subsequent practicum. A “Pass with Reservation” is not applicable for EDUC 4933 (final practicum).

**Practicum Extension** - A pre-service teacher is deemed to be making steady progress towards specific goals and it is felt, by the associate teacher and university advisor, that more time (but not an additional full practicum) would help the student achieve a successful outcome.

**Who makes the decision?** Decisions concerning either a “Pass with Reservation” or a “Failure” are made jointly by the associate teacher and the university advisor. No associate teacher should have to make this decision on their own. The School of Education will support the recommendation and it is best that the process leading to the decision is accompanied by frequent and on-going **documented** conversations with the pre-service teacher, discussion with the university advisor and an Observational Concerns process.

**A pre-service teacher who has failed a practicum is permitted another chance; this is University policy. After two practicum failures a pre-service teacher will be withdrawn from the program.**

# Practicum Evaluation Process



- Failing a second Practicum will result in discontinuation from the Program.
- All pre-service teachers must complete Practicum #4 with a straight pass.