

<p style="text-align: center;">Pre-Service Teacher Responsibilities (Please review the responsibilities of the University Advisor and Associate Teacher)</p>

1. Respect and adhere to the “Guidelines for Professional Behaviour” contained in this document.
2. Keep copies of all lesson plans, unit plans, evaluations, electronic resources and reflections. Have a hard copy of lesson plans available for the associate teacher and or university advisor for viewing and response.

For Practicums #1, #2, and #3:

Wherever possible, during the practicum pre-service teachers are to have lesson plans prepared three days in advance, i.e. have lessons prepared for the day on which you are teaching, as well as lessons prepared for the two days which follow. This requirement is necessary for two reasons. First, it often happens that a pre-service teacher over-estimates the time it will take to deliver a lesson. With the following day’s lesson prepared and available, the pre-service teacher simply continues teaching. Second, should the pre-service teacher be absent on the following day the student’s associate teacher has the third day’s lesson plan(s) available to her/him.

3. Respond to constructive criticism in a reflective and positive manner.
4. Keep in contact with the university advisor.
5. Develop the skills for a career as a professional educator. This will include planning, reviewing and reflecting on the day’s/week’s events. Prepare a letter of introduction for Practicum #1 to give to the associate teacher. For Practicum #2, #3, and #4, prepare a professional growth plan for the practicum experiences (see below).
6. 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.
7. If there is a professional development day scheduled during the practicum time, the pre-service teacher should consult with the associate teacher and/or principal as to the nature of her/his involvement. When possible, the pre-service teacher should attend the in-service.
8. Pre-service teachers are expected to be available for a reasonable length of time at the beginning and the end of the school day to plan and to support the associate teacher.
9. Pre-service teachers are expected to participate in the full life of the school including attending staff meetings, hall/yard duty, committee meetings, parent/teacher meetings, etc.
10. Attend all days of the practicum placement unless there are extenuating circumstances that require an absence. Unless it is an emergency the associate teacher(s) and university advisor must be informed in a timely manner of any absences. In the case of an emergency,

the associate teacher and university advisor must be informed as soon as possible. Keep contact information for school, associate teacher and university advisor updated.

- 1. Pre-service teachers must be cognizant of the fact that they are the guests of associate teachers who are allowing them to work with the students for whom they are responsible.**
- 2. If pre-service teachers are given the opportunity to evaluate students, then they must ensure that evaluations are understandable, in keeping with the associate teacher's expectations, and returned to the associate teacher in a timely manner.**

Letter of Introduction (Practicum #1) and Professional Growth Plan (Practicum #2, #3, and #4)

The Principles of Learning outlined by the Nova Scotia Department of Education recognize that reflection is an integral part of learning. As part of the practicum process, it is important that pre-service teachers begin to articulate strengths and challenges in their teaching practice and to see the links between practicums. A letter of introduction accompanied by a one-page resume and professional growth plan will support this initiative. It also provides an agenda for discussion between the pre-service teacher, associate teacher, and university advisor.

Students taking Practicum #1 (**EDUC 4003**) will prepare a letter of introduction for associate teachers and university advisors. This letter may include topics such as:

- why you chose teaching,
- your professional background,
- what you are looking forward to during your practicum,
- ways in which you might contribute to the life of the school.

Students taking Practicums #2, #3, and #4 (**EDUC 40A3**, **EDUC 4923** and **EDUC 4933**) will prepare a professional growth plan for associate teachers and university advisors identifying areas of strength and goals for improvement.

The professional growth plan should include the following headings:

1. I have shown strength in the following areas during the practicum:
2. I would like to improve my skills in the following areas:
3. Strategies for growth: