

## **Duties and Responsibilities for Preservice Teachers**

Preservice teaching provides the opportunity to develop teaching competence. Preservice teachers will meet challenges in the classroom that will require them to use all of the knowledge, techniques, and procedures that they learned in the college classroom and during early field experiences.

Preservice teachers will learn to be flexible, curious, and open-minded. Most importantly, they will learn from mistakes, recognize their limitations, and adapt to the realities of the classroom.

Placement as a preservice teacher prescribes a variety of demands: be sensitive to the plans and the responsibilities of the cooperating teachers and administrators in the schools; demonstrate the same qualities that a full time teacher demonstrates including dependability, good judgment, creativity, flexibility, and the professional treatment of confidential information; have high expectations for the students while developing a sympathetic understanding of their needs; and develop a personal teaching style and classroom management plan within the guidelines set by the cooperating teacher.

A successful preservice teacher will

- be punctual and will stay as long as necessary to complete the assigned tasks; will follow the school division's calendar including teacher workdays; and will observe the school division's schedules for inclement weather. Social and familial obligations cannot take precedence over professional commitments.
- report to school daily. Should illness occur, notify the cooperating teacher and the college supervisor immediately. It is the responsibility of the preservice teacher to get the lesson plans to the cooperating teacher in time for the lessons to be taught. The preservice teacher may be removed from the placement or have the time in the placement extended if absences are extensive.
- dress professionally. Jeans, t-shirts, and athletic wear are not appropriate school attire. Clothes should be professional in style, clean, pressed, and of modest length and design.
- act like a professional. The events of the school day, the antics of the students, and the conversations among teachers are confidential. All pupil records, papers, and grades are confidential and should not be discussed away from school.
- set aside time to confer with the cooperating teacher and the college supervisor on a regular basis. Review the instruction to date, participate in a critical look at your developing teaching competency, and plan lessons for the future.
- teach the content and curriculum that is required by the school division and the school in a manner that is appropriate for the students and their grade.
- plan for effective instruction. Write comprehensive lesson plans that delineate objectives, anticipatory set, instructional goals and material to be covered, closure, independent practice, evaluation, and leave room to critique the lesson at the end of the day.
- plan lessons that include flexible grouping, cooperative learning, and/or differentiated instruction and use technology to enhance instruction.
- review the curriculum to be covered during the preservice teaching experience. Check out textbooks, teacher's editions, and other materials that will provide additional background material for the topics to be taught.
- participate fully in the school's activities. Attend parent teacher conferences, if appropriate, PTA meetings, and faculty meetings. Participate in school sponsored workshops and other in-service activities.
- observe other teachers in their classrooms. At the end of the placement, if possible, ask to observe other master teachers at work. These arrangements should be made with the cooperating teacher and the building administrator.

- maintain a close relationship with the college supervisor and share concerns about the placement. Notify the Director of Field Experiences before the problems grow to insurmountable proportions.
- not serve as a substitute teacher when the cooperating teacher is absent.