

THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan School of Education

Field Experience Guide

2021/2022



**kʷu ʔə cʉləl'uʔs iʔ | təmxʷulaʔxʷs iʔ syilx tali əc haʔ stim aʔiʔ əc
mistim axaʔ iʔ təmxʷulaʔxʷselx lut pənkiŋ kʹl swit ʔə xʷicʰmselx**

We respectfully acknowledge that the land on which we gather is the
unceded territory of the Syilx (Okanagan) Peoples

Nous tenons à souligner que les terres sur lesquelles nous sommes
rassemblés font partie du territoire non cédé des
Syilx (Okanagan)



This guide outlines key details about the field experience program at the Okanagan School of Education. It is intended to serve as a reference for mentors, administrators, field advisors, and Bachelor of Education students (year one candidates and year two interns).

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Program Overview

INSPIRE is the core theme of UBC Okanagan's Bachelor of Education program and is built on four defining principles:

- **IN-situ:** Experiencing learning opportunities in diverse situations;
- **Scholar-Practitioner:** Exploring theory/practice connections, and cultivating a lifelong learning mindset;
- **Inquiry:** Questioning, adapting, building and making meaning as the heart of all learning;
- **Re-Imagine Education:** Envisioning education that is invested in individual and collective growth and well-being.

16 month, post-degree program for future educators

During the first 10 months of our program, we refer to our BEd students as 'candidates' and, for the final six months, we refer to our BEd students as 'interns'.

A holistic and comprehensive application process

including:

- mandatory volunteer/work experience with children/youth
- references
- a follow-up interview (when necessary)

K-12 generalist focus with two pathways:

Teaching Children (K-6+), Teaching Adolescents, (6-12)

- As 'generalist' educators, OSE candidates/interns' engage professional learning in which students and their learning are the primary focus area and curriculum, teaching strategies etc. are secondary areas of focus. OSE candidates/interns develop a deep care and heightened responsibility for creating learning contexts that are respectful of and responsive to all students.
- There are numerous opportunities to personalize learning to support professional goals and aspirations through electives and field experiences
- Extensive field experiences include place-based learning experiences, three immersive field experiences and a community field experience
- Taught by a team of instructors, each BEd course integrates theory and practice to develop the competencies of creative and critical thinking, communication, and personal and social responsibilities aligning with the BC Kindergarten - Grade 12 curriculum.
- Throughout the program, BEd students explore what it means to become a scholar-practitioner and begin to develop their pedagogical stance.



Overview of Courses

Timeline	Course	Learning Focus
September	EDUC 403	Introduction to what it means to be a scholar-practitioner who is attuned and responsive to the 'real world' complexities of teaching and learning today.
October & November	EDUC 431	Exploring instructional design, pedagogy and assessment in foundational curricular areas of numeracy and literacy. Introduction to creating accessible learning opportunities for diverse learners.
December (2 weeks)	EDUC 440	Introductory field experience in which candidates collaborate with mentors, support ongoing classroom learning and engage in initial lesson teaching (minimum of three lessons).
January	EDUC 436	Collaborating in instructional design, pedagogy and assessment in the humanities: English Language Arts, Social Studies and Language Learning (EAL, FSL).
February & March	EDUC 441	Formative field experience in which candidates continue to collaborate with mentors, support ongoing learning and take on a substantive instructional role by designing, implementing and assessing a minimum of two lesson sequences.
April	EDUC 437	Exploring instructional design, pedagogy and assessment in STEAM: Science, Technology, Engineering, Art, Math.
May	EDUC 442	Community Field Experience: Candidates experience teaching and learning in community contexts to continue developing their educational knowledge and skills, while forging connections with community learning opportunities outside the classroom.
June	EDUC 438	Exploring teaching and learning theory and practice relating to a holistic approach to well-being: Health, Physical Education and smartEducation (Mindfulness).
July & August	Summer Institute in Education	BEd students (now called 'interns') enroll in elective courses that focus on areas of personal/professional interest such as: assessment, literacy, Indigenous ways of knowing/learning, inquiry, outdoor learning, building a classroom culture, and other curricular focus areas.
September to December	EDUC 444	Internship: Interns collaborate with mentor(s) and engage in daily community building, teaching, assessing as a junior member of a school/staff. Interns are responsible for planning, preparing, teaching/co-teaching units, lesson sequences, routines and stand-alone lessons as directed by their mentor(s).

Mentor Tuition Credits: Mentors are eligible for 3.0 Okanagan School of Education Tuition credits if they host a BEd candidate or intern during the immersive field experiences. These tuition credits will be issued in the spring and can be redeemed for any of the Okanagan School of Education's Summer Institute in Education, Post-Baccalaureate or Graduate courses.

Note: These tuition credits are valid for two years and are not transferable.

Timeline for 2021/2022 Candidate Field Experience

Dates	Activity	Expectations of Candidates <i>Teacher candidates will:</i>
<p>November 5, 19, 26</p> <p><i>Note: No school visit on Nov. 12</i></p>	<p>Weekly school visits (Fridays)</p>	<ul style="list-style-type: none"> ▪ assume the role of support teacher in the classroom ▪ interact with students as directed by the mentor teacher ▪ build relationships with students ▪ become familiar with participation structures and management techniques used in the classroom ▪ complete a Teaching Plan outlining teaching responsibilities during the two-week experience in collaboration with the mentor teacher
<p>December 6-17</p> <p><i>Note: No school visit Dec. 3</i></p>	<p>Two-week collaborative field experience</p>	<ul style="list-style-type: none"> ▪ continue in the role of support teacher in the classroom and in the wider school community ▪ continue to interact with students, as directed ▪ continue to build relationships with students and staff at the school ▪ plan, prepare and teach/co-teach a minimum of three lessons (e.g. planning a community building activity, leading a routine or developing a mini-lesson, etc.) as directed by the mentor <p>Note: Candidates are required to prepare lesson plans in advance of teaching and share these plans with their mentors for feedback/guidance.</p>
<p>January 12, 19, 26</p>	<p>Weekly school visits (Wednesdays)</p>	<ul style="list-style-type: none"> ▪ continue working in the role of support teacher in the classroom ▪ continue to interact with students, as directed ▪ continue to build relationships with students and staff at the school ▪ complete a Learner Study, as directed by field advisor and mentor(s) ▪ complete a Teaching Plan outlining teaching responsibilities during the five-week experience completed in collaboration with the mentor(s) <p>Note: Planning and teaching lessons are not expected of candidates during the January school visits. They have demanding schedules and assignment expectations on campus at this time.</p>
<p>February 14 - March 18</p>	<p>Five-week collaborative field experience</p>	<ul style="list-style-type: none"> ▪ plan, prepare and teach/co-teach a minimum of two lesson sequences. Each should be approximately two to four weeks in duration ▪ facilitate various routines and/or stand-alone lessons as directed by the mentor <p>Notes:</p> <ul style="list-style-type: none"> ▪ Teaching responsibilities will be determined by the mentor in collaboration with the candidate and, if needed, in consultation with the field advisor. The expectations will be differentiated based on the readiness of the candidate and the opportunities available in each classroom situation. ▪ Candidates are required to prepare lesson sequence overviews and daily lesson plans and share these plans with their mentors for feedback/guidance prior to the lesson. ▪ Through this experience, candidates will focus on student learning, adaptive professionalism and collaboration through several core anchor experience requirements of the BEd program.

Timeline for 2021 Internship

<p>Dates</p>	<p>Expectations of Interns <i>Details are subject to revision in response to COVID-19 guidelines</i> <i>Field advisors will be referred to as FA</i></p>
<p>Internship Start-up:</p> <p>June to August</p>	<p>June:</p> <ul style="list-style-type: none"> Start up and contact information sent to host schools Interns will send introductory emails to their mentor(s) and administrator(s) Interns are available to meet mentor(s) and administrator(s) <p>July/August: Mentor(s) and intern may be in communication during the summer (optional)</p> <p>August 30 - Sept. 3: Internship Preparation Week (<i>details to be finalized</i>) Interns are available for all scheduled meetings (online or face-to-face) with field advisors as well as any arranged by mentor(s) and/or administrators. Additional Preparation Week tasks might include professional development and/or classroom set-up assistance.</p>
<p>September</p>	<p>September 7: Interns are full time at host schools</p> <p>Phase-in:</p> <ul style="list-style-type: none"> Interns will work as a support teacher in the mentor teacher's class and in other places in the school. The focus will be on getting to know students and helping to develop the class community. Develop a Teaching Plan: Teaching responsibilities and schedule co-constructed by the mentor, field advisor and intern. Interns will begin to document their own learning using an online platform (e.g. Canvas) Initial school visits by field advisors Sept. 7-17 <p>September 17: Intern teaching plan finalized and submitted to FA</p>
<p>Late September, October and November</p>	<p>Teach/Co-teach: Intern will gradually assume greater teaching/co-teaching responsibilities as determined by the mentor teacher.</p> <ul style="list-style-type: none"> Teaching/co-teaching responsibilities include planning, preparing, teaching units, lesson sequences, routines and stand-alone lessons. By mid-October, as directed by the mentor and field advisor, interns normally assume a 70 to 100% teaching load. UBCO FA will conduct formal observations. Observations will take place about every two weeks. FA will support mentor teacher and intern throughout the field experience. <p>October 4-8: Half-day release (optional) for interns to curate mid-point self-assessment October 8: Mid-point self-assessment due - interns to submit document to FA and mentor October 12-29: Mid-point check-in meetings with intern, mentor and FA</p> <p>October 15: Interns to host a candidate (1st year BEd student) for a one-day visit</p> <p>November 8-12: Half-day release (optional) for interns to curate final self-assessment November 12: Final self-assessment due - interns to submit document to FA and mentor November 15 - December 2: Final meetings with intern, mentor and field advisor</p>
<p>December</p>	<p>By December 3</p> <p>Phase-out:</p> <ul style="list-style-type: none"> Intern will complete all assigned teaching and assessment Final report written by FA in consultation with mentor teacher and intern <p>December 6-10: Transitions days (if required)</p>

Ideas for Candidate/Intern Responsibilities Elementary Scenarios

COLLABORATE & SHOW INITIATIVE

Candidate Partnership	Intern Partnership
<i>"Hands-On, Eyes-Open"</i>	<i>"Hands-On, Minds-On"</i>
<p>Two-week Partnership: Teach/co-teach a minimum of three lessons</p> <p>Five-week Partnership: Construct and teach a minimum of two units/lesson sequences; facilitate various routines and/or stand-alone lessons</p>	<p>A teaching load of 70-100% is appropriate for this certifying practicum</p> <p>Plan, prepare, and teach several units and lesson sequences; facilitate various routines and/or stand alone lessons</p>
<p>Learn & Do: <i>With input and support from your mentor(s):</i></p> <ul style="list-style-type: none"> ▪ Morning routine ▪ Calendar ▪ Line leading ▪ PE warm-up ▪ "Snack" and handwashing ▪ Read-alouds ▪ Find and lead brain/movement breaks ▪ Lead a Number Talk 	<p>Learn & Do, PLUS: <i>With input and support from your mentor(s):</i></p> <ul style="list-style-type: none"> ▪ Administer 1-1 assessments/screeners such as PM Benchmarks, monthly check-ins, administer FSAs, MDI ▪ Collect data for SBT ▪ Develop independence ▪ Keep appropriate data based on observations in class and from student work ▪ Construct rubrics and assignment criteria
<p>Participate: <i>With input and support from your mentor(s):</i></p> <ul style="list-style-type: none"> ▪ Work 1:1 with students ▪ Help with lesson prep ▪ Pitch in as an "extra hand" ▪ Playground duty/supervision with mentor(s) ▪ Lead small groups of students ▪ Lead centres, stations etc. ▪ Learn about different forms of assessments from mentor(s) (PM Benchmarks, FSA tests, school protocol for IEPs, etc.) ▪ Attend staff meetings ▪ Attend SBT and parent meetings, if appropriate 	<p>Participate, PLUS: <i>With support from your mentor(s):</i></p> <ul style="list-style-type: none"> ▪ Work with parents/establish positive contact ▪ Help with report card preparation and delivery ▪ Reach out to other colleagues ▪ Actively search out "auxiliary experiences"
<p>Assist: <i>With input and support from your mentor(s):</i></p> <ul style="list-style-type: none"> ▪ Put up/take down bulletin boards ▪ Assist with assessment practices (conferencing, giving formative and summative feedback) ▪ Taking attendance ▪ Checking agendas/planners ▪ Photocopying ▪ iPad setup and Chromebook maintenance ▪ Classroom clean-up ▪ Organization of an area (e.g. classroom library) ▪ Take on a "staff" responsibility (e.g. staffroom clean-up) 	<p>Assist, PLUS: <i>With input and support from your mentor(s):</i></p> <ul style="list-style-type: none"> ▪ Demonstrate continued initiative ▪ Take on a more deliberate role in classroom management ▪ Set up the classroom in August ▪ Help with school events such as winter concerts, student performances, family nights, craft nights, fundraising, Hallowe'en etc.



Ideas for Candidate/Intern Responsibilities Middle/Secondary Scenarios

COLLABORATE & SHOW INITIATIVE

Candidate Partnership	Intern Partnership
<i>"Hands-On, Eyes-Open"</i>	<i>"Hands-On, Minds-On"</i>
<p>Two-week Partnership: Teach/co-teach a minimum of three lessons</p> <p>Five-week Partnership: Construct and teach a minimum of two units/lesson sequences; facilitate various routines and/or stand-alone lessons</p>	<p>A teaching load of 70-100% is appropriate for this certifying practicum</p> <p>Plan, prepare, and teach several units and lesson sequences; facilitate various routines and/or stand alone lessons</p>
<p>Learn & Do: <i>With input and support from your mentor(s):</i></p> <ul style="list-style-type: none"> ▪ Morning Meeting/Home Room ▪ Announcements and attendance ▪ Lesson introductory activity ▪ PE warm-up ▪ Supervise students ▪ Observe a block in Block 1, teach it in Block 2 	<p>Learn & Do, PLUS: <i>With input and support from your mentor(s):</i></p> <ul style="list-style-type: none"> ▪ Administer 1-1 assessments/screeners such as FSAs, MDI, provincial assessments for Literacy and Numeracy ▪ Collect data for SBT ▪ Develop independence ▪ Keep appropriate data based on observations in class and from student work ▪ Construct rubrics and assignment criteria with mentor ▪ Construct lesson sequences for more units
<p>Participate: <i>With input and support from your mentor(s):</i></p> <ul style="list-style-type: none"> ▪ Work 1:1 with students ▪ Help with lesson prep ▪ Pitch in as an "extra hand" ▪ Duty/supervision with mentor(s) ▪ Lead small groups of students ▪ Lead stations etc. ▪ Learn about different forms of assessments from mentor(s): FSA tests, school protocol for IEPs, etc. ▪ Offer to be involved with a team, group, club ▪ Find out how the library works (e.g. resources, AV) ▪ Attend staff meetings 	<p>Participate, PLUS: <i>With support from your mentor(s):</i></p> <ul style="list-style-type: none"> ▪ Work with parents/establish positive contact ▪ Help with report card preparation and delivery ▪ Reach out to other colleagues ▪ Actively search out "auxiliary experiences"
<p>Assist: <i>With input and support from your mentor(s):</i></p> <ul style="list-style-type: none"> ▪ Put up/take down bulletin boards ▪ Assist with assessment practices (conferencing, giving formative and summative feedback) ▪ Classroom clean-up ▪ Organization of an area (eg. classroom library) ▪ Take on a "staff" responsibility (eg. staffroom clean up) ▪ Attend SBT and parent meetings, if appropriate 	<p>Assist, PLUS: <i>With input and support from your mentor(s):</i></p> <ul style="list-style-type: none"> ▪ Demonstrate continued initiative ▪ Take on a more deliberate role in classroom management ▪ Set up the classroom in August ▪ Help with school events such as winter concerts, student performances, family nights, craft nights, fundraising, Hallowe'en etc.

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Suggestions de responsabilités pour les candidats et internes

Scénarios pour les écoles élémentaires

COLLABORER ET MONTRER DE L'INITIATIVE

Partenariat des candidats	Partenariat des internes
<i>«pratique active, yeux ouverts»</i>	<i>«pratique active, cerveau branché»</i>
<p>Partenariat de deux semaines: enseigner/co-enseigner un minimum de trois leçons</p> <p>Partenariat de cinq semaines: concevoir et enseigner un minimum de DEUX unités ou séquences de leçons et faciliter des routines ou des leçons individuelles</p>	<p>Une charge de travail de 70% à 100% est appropriée pour ce stage de certification</p> <p>Planifier, préparer et enseigner plusieurs unités et séquences de leçons ET faciliter des routines et des leçons individuelles</p>
<p>Apprendre et faire: Avec l'avis et le soutien de ton ou tes mentor(s):</p> <ul style="list-style-type: none"> ▪ Routine matinale ▪ Calendrier ▪ Échauffement pour ÉP ▪ Collation et lavage des mains ▪ Lecture à voix haute ▪ Trouver et mener les pauses action ▪ Mener un « parlons maths » 	<p>Apprendre et faire, PLUS: Avec l'avis et le soutien de ton ou tes mentor(s):</p> <ul style="list-style-type: none"> ▪ Administrer des évaluations 1 à 1 comme GB+, PM Benchmark, vérifications mensuelles, et les FSA et MDI ▪ Recueillir des données pour les SBT ▪ Développer de l'indépendance ▪ Garder les données appropriées basées sur des observations en classe et les travaux des élèves ▪ Créer des grilles et critères d'évaluation avec ton mentor
<p>Participer: Avec l'avis et le soutien de ton ou tes mentor(s):</p> <ul style="list-style-type: none"> ▪ Travailler 1 à 1 avec des élèves ▪ Aider avec la préparation ▪ Supervision avec le mentor ▪ Diriger de petits groupes d'élèves ▪ Diriger des centres ou stations ▪ Apprendre au sujet des différentes formes d'évaluation (GB+, PM Benchmarks, FSA, protocoles de l'école pour IEP, etc.) ▪ Assister aux réunions des profs ▪ Assister aux SBT et aux rencontres des parents, si c'est approprié 	<p>Participer, PLUS: Avec l'avis et le soutien de ton ou tes mentor(s):</p> <ul style="list-style-type: none"> ▪ Travailler avec les parents et établir un contact positif ▪ Aider avec la préparation et la distribution des bulletins ▪ Créer des liens et travailler avec d'autres collègues ▪ Chercher activement des «expériences auxiliaires»
<p>Assister: Avec l'avis et le soutien de ton ou tes mentor(s):</p> <ul style="list-style-type: none"> ▪ Entretenir les babillards ▪ Aider avec l'évaluation (conférences, donner de la rétroaction formative et sommative) ▪ Prendre les présences ▪ Vérifier les agendas ▪ Faire des photocopies ▪ Configurer et entretenir les iPads et Chromebooks ▪ Nettoyer la salle de classe ▪ Organiser les espaces (ex: coin de lecture) ▪ Assumer les responsabilités du personnel (ex : nettoyer le salon des profs) 	<p>Assister, PLUS: Avec l'avis et le soutien de ton ou tes mentor(s):</p> <ul style="list-style-type: none"> ▪ Faire preuve d'initiative continue ▪ Adopter un rôle plus actif dans la gestion de la classe ▪ Aider avec l'installation de la classe en août ▪ Aider avec des événements à l'école comme les concerts, les performances, les soirées de famille, ramasser des fonds, soirées des arts, l'Halloween, etc.

CECI

PLUS

CELA

Suggestions de responsabilités pour les candidats et internes

Scénarios pour les écoles intermédiaires et secondaires

COLLABORER ET MONTRER DE L'INITIATIVE

Partenariat des candidats	Partenariat des internes
<i>«pratique active, yeux ouverts»</i>	<i>«pratique active, cerveau branché»</i>
<p>Partenariat de deux semaines: enseigner/co-enseigner un minimum de trois leçons</p> <p>Partenariat de cinq semaines: concevoir et enseigner un minimum de DEUX unités ou séquences de leçons et faciliter des routines ou des leçons individuelles</p>	<p>Une charge de travail de 70% à 100% est appropriée pour ce stage de certification</p> <p>Planifier, préparer et enseigner plusieurs unités et séquences de leçons ET faciliter des routines et des leçons individuelles</p>
<p>Apprendre et faire: Avec l'avis et le soutien de ton ou tes mentor(s):</p> <ul style="list-style-type: none"> ▪ Routine matinale, la classe-foyer ▪ Annonces et présences ▪ Activité d'introduction d'une leçon ▪ Échauffement pour ÉP ▪ Supervision des élèves ▪ Observer un bloc dans le Bloc 1, enseigner le bloc suivant 	<p>Apprendre et faire, PLUS: Avec l'avis et le soutien de ton ou tes mentor(s):</p> <ul style="list-style-type: none"> ▪ Administrer des évaluations comme les FSA, MDI, et les évaluations provinciales de littératie et numératie ▪ Recueillir des données pour les SBT ▪ Développer de l'indépendance ▪ Garder les données appropriées basées sur des observations en classe et les travaux des élèves ▪ Créer des rubriques et des critères d'évaluation avec ton mentor ▪ Construire plus de séquences de leçons pour des unités
<p>Participer: Avec l'avis et le soutien de ton ou tes mentor(s):</p> <ul style="list-style-type: none"> ▪ Travailler 1 à 1 avec des élèves ▪ Aider avec la préparation ▪ Supervision avec le mentor ▪ Diriger des petits groupes d'élèves ▪ Diriger des centres ou stations ▪ Apprendre au sujet des différentes formes d'évaluation (FSA, protocoles pour IEP, etc.) ▪ Assister aux réunions de profs ▪ Offrir son aide avec les clubs ou équipes ▪ Apprendre comment fonctionne la bibliothèque (ressources? technologie?) 	<p>Participer, PLUS: Avec l'avis et le soutien de ton ou tes mentor(s):</p> <ul style="list-style-type: none"> ▪ Travailler avec les parents et établir un contact positif ▪ Aider avec la préparation et la distribution des bulletins ▪ Créer des liens et travailler avec d'autres collègues ▪ Chercher activement des «expériences auxiliaires»
<p>Assister: Avec l'avis et le soutien de ton ou tes mentor(s):</p> <ul style="list-style-type: none"> ▪ Entretenir les babillards ▪ Aider avec l'évaluation (conférences, donner de la rétroaction formative et sommative) ▪ Nettoyer la salle de classe ▪ Organiser des espaces (ex: coin de lecture) ▪ Assumer les responsabilités du personnel (ex : nettoyer le salon des profs) ▪ Assister aux SBT et aux rencontres des parents, si c'est approprié 	<p>Assister, PLUS: Avec l'avis et le soutien de ton ou tes mentor(s):</p> <ul style="list-style-type: none"> ▪ Faire preuve d'initiative continue ▪ Adopter un rôle plus actif dans la gestion de la classe ▪ Aider avec l'installation de la classe en août ▪ Aider avec des événements à l'école comme les concerts, les performances, les soirées de famille, ramasser des fonds, soirées des arts, l'Halloween, etc.

CECI

PLUS

CELA

Ideas for Intern Responsibilities

Online & Remote Experiences

Intern Partnership

"Hands-On, Minds-On"

A teaching load of 70% to 100% is appropriate for this certifying practicum

Plan, prepare, and teach several units and lesson sequences; facilitate various routines and/or stand alone lessons

Learn & Do, PLUS:

With input and support from your mentor(s):

- Administer 1-1 assessments/screeners such as PM Benchmarks, monthly check-ins, administer FSAs, MDI
- Collect data for SBT
- Develop independence
- Keep appropriate data based on observations in class and from student work
- Construct rubrics and assignment criteria
- Create asynchronous content for your specific course/subject area/grade
- Deliver lessons using online formats
- Discover interactive online sources for school "tools" such as manipulatives, maps, texts
- Develop materials that are appropriate for all learners
- Learn about the responsibilities of teachers in regards to privacy, FOIPOP etc.
- Keep abreast of information regarding public health and COVID-19 alerts

Participate, PLUS:

With support from your mentor(s):

- Work with parents/caregivers to establish positive contact; addressing concerns or inquiries and reaching out to provide additional supports
- Help with report card preparation and delivery
- Reach out to other colleagues and build relationships
- Actively search out "auxiliary experiences"
- Continue to build rapport and relationship with mentor(s)
- Collaborate to create content for students
- Search for and find online sources of content to address student needs
- Collaborate to co-create assessment tools
- Attend online staff meetings via "Zoom" or other platform
- Collaborate with Education Assistants to provide support and resources for IEPs
- Create materials to support both students and parents/caregivers

Assist, PLUS:

With input and support from your mentor(s):

- Demonstrate continued initiative
- Take on a more deliberate role in classroom management
- Encourage effective communication between students and teachers
- Find ways to bring students together in a supportive online community
- Record virtual lessons
- Source ways to encourage SEL strategies for virtual classes
- Help families develop routines for online learning (asynchronously and synchronously)
- Keep records and data
- Keep an online learning log or digital portfolio of learning opportunities
- Help students create online portfolios of their learning

Suggestions de responsabilités pour les internes

Expériences en ligne et éloignées

Partenariat des internes

«pratique active, cerveau branché»

Une charge de travail de 70% à 100% est appropriée pour ce stage de certification

Planifier, préparer, et enseigner plusieurs unités et séquences de leçons ET faciliter des routines et des leçons individuelles

Apprendre et Faire, PLUS:

Avec l'avis et le soutien de ton ou tes mentor(s):

- Administrer des évaluations comme les FSA, MDI et les évaluations provinciales de littératie et numératie
- Recueillir des données pour les SBT
- Développer de l'indépendance
- Garder les données appropriées basées sur des observations en classe et les travaux des élèves
- Créer des grilles et critères d'évaluation
- Créer du contenu asynchrone pour ton sujet, cours ou niveau spécifique
- Présenter des leçons en utilisant divers formats en ligne
- Découvrir des sources d'outils scolaires en ligne tels que du matériel de manipulation, des cartes, des textes
- Développer du matériel qui est approprié pour tous les élèves
- Apprendre au sujet des responsabilités des professeurs par rapport à la confidentialité, FOIPOP, etc.
- Rester au courant des informations au sujet de la santé publique et des alertes au sujet de COVID-19

Participer, PLUS:

Avec l'avis et le soutien de ton ou tes mentor(s):

- Travailler avec les parents et établir un contact positif, répondre aux inquiétudes et questions et offrir du soutien selon le besoin
- Garder un journal en ligne ou un portfolio numérique des opportunités d'apprentissage
- Aider avec la préparation et la distribution des bulletins
- Créer des liens et travailler avec d'autres collègues
- Chercher activement des «expériences auxiliaires»
- Continuer à créer un rapport avec ton mentor
- Collaborer pour créer du contenu pour les élèves
- Chercher et trouver des sources de contenu en ligne pour atteindre les besoins des élèves
- Collaborer pour co-crée des outils d'évaluation
- Assister aux réunions de profs en ligne en utilisant « Zoom » ou autres programmes
- Collaborer avec les assistants pédagogiques pour offrir du soutien et des ressources pour les IEP
- Créer du matériel qui soutient les élèves et les parents

Assister, PLUS

Avec l'avis et le soutien de ton ou tes mentor(s):

- Faire preuve d'initiative continue
- Adopter un rôle plus actif dans la gestion de la classe
- Encourager une communication efficace entre les élèves et les professeurs
- Trouver des façons de rapprocher les élèves dans la communauté en ligne
- Enregistrer les leçons virtuelles
- Investiguer des façons d'encourager des stratégies d'apprentissage socioémotionnel pour la salle de classe virtuelle
- Aider les familles à développer des routines pour l'apprentissage en ligne (asynchrone et synchrone)
- Garder des dossiers et des données
- Maintenir un journal ou portfolio en ligne des opportunités d'apprentissage
- Aider les élèves à créer des portfolios numériques de leur apprentissage

Initial conversations: Mentor teacher(s) & Interns/Candidates

Developing a collegial, constructive relationship is a core goal for any professional partnership. It is important to begin with this goal in mind and stay committed to fostering this relationship throughout each field experience.

Before your initial meeting:

- Get to know your new school community: peruse the school and district websites, drive around the neighborhood, have conversations with colleagues
- Revisit your e-portfolio and other reflections (interns)
- Think about ways that you can contribute to the class and school community
- Think about your growth goals (interns)

During your initial meeting:

It is advisable to dress professionally (business casual) for your initial meeting. Take notes: Bring your padfolio and a pen and take notes during your conversation.

Try to learn what is important to your mentor- their priorities need to be your priorities!



Here are some possible questions to ask your mentor(s):

- What are some core qualities of your class community? How do you cultivate these at the start of the year? ... during the year?
- How do you approach instructional design and planning? (e.g. year overview, unit/project/theme planning, daily teaching)
- What kinds of initiatives or innovations are you trying/do you want to try next year? How can we work and learn together?
- In general, what does your weekly work schedule/work flow look like? What do you need me to do to complement your work schedule?
- What can our collaborative partnership look like? What is important to you in a collaborative partnership? What are your expectations re: my role in the class and school community?
- What are your expectations regarding my planning/preparation? How do you want me to share my planning with you?
- What do you need me to do to prepare for this field experience?

Interns - If time allows, discuss possible opportunities for collaboration prior to and/or at the start of the school year:

- Help with classroom set-up*
- Assist with school-based set-up*
- Help with student welcome/orientation events*
- Attend ProD with your mentor*
- Attend ProD on own

**at mentor and/or administrator's discretion*

After your initial meeting:

Send a thank you note in which you summarize the discussion and your understanding re: next steps.

As you develop an understanding of your mentor's vision for the learning community you are joining, you will be able to begin to draft ideas for your teaching plan (pg. 15-16).

Developing a Teaching Plan in Conjunction with your Mentor

A teaching plan is an overview of key dates and details in a term, semester or full year. Teachers have to keep track of a lot of information and the teaching plan is used as an organizer to record these important details in one location. This teaching plan is a working reference that is added to and revised on an ongoing basis as new details are known.

Importance of a teaching plan

Knowing the key dates and details will enable you and your mentor to prioritize your work and be proactive in your planning and preparation. It will also help you stay aware of the important elements of your broader teaching context.



How to create a teaching plan

This document must be developed with, and approved by your mentor

1. Create an overview

Develop a week-at-a-glance template. *Make sure you have one page for each week of your field experience.*

Some options: You can adapt your mentor's weekly schedule as a starting point, share a planning document with your mentor, or create your own week-at-a-glance template.

2. Note the 'special' events

Refer to your school calendar and your OSE field experience schedule and note the important dates and deadlines, key events and meetings *on each week of your teaching plan.*

School events might include: staff meetings, supervision, early dismissal, assemblies, ProD days, field trips, report card dates, parent/teacher meetings etc.

Field experience dates are any due dates for assigned tasks and scheduled appointments such as teaching plan submissions, ongoing weekly reflections, self-assessment/goals, observations, meetings etc.



3. Note your teaching responsibilities

In consultation with your mentor(s):

- Determine the lessons, lesson sequences and/or units** that you will teach/co-teach
- Note the dedicated class time in your week-at-a-glance schedule
- Discuss your role in communicating student learning (assessment) and note relevant key dates and details
- Note your prep time. Normally this is on the same days/times as your mentor
- Note collaborative time and/or time for reviewing working drafts of your planning with your mentor

**Teaching responsibilities by field experience:

- **EDUC 440:** plan, prepare & teach a minimum of 3 lessons (e.g. planning a community building activity, leading a routine, facilitating a review activity, developing a mini-lesson) as directed by the mentor.
- **EDUC 441:** plan, prepare, & teach/co-teach a minimum of two lesson sequences. Each should be approximately 2-4 weeks in duration. In addition, each candidate should facilitate various routines and/or stand-alone lessons as directed by the mentor.
- **EDUC 444:** plan, prepare & teach/co-teach units, lesson sequences, routines and stand-alone lessons. By mid-October and as directed by the mentor and field advisor, interns normally assume a 70-100% teaching load.

4. Make sure you have set aside regular time for ongoing reflections and have scheduled these into your week-at-a-glance schedule.

5. Complete a Teaching Plan Development Checklist

Use the template provided and submit it to your field advisor by the specified due date.

Assessment Process: Candidate Field Experience

Mentor's role is in **bold**

Field advisor will be referred to as FA

Dates	Documentation of learning/assessment tasks
<p>December two-week experience</p>	<p>Candidates will reflect regularly on their experiences.</p>
<p>During Winter Break</p>	<p>Candidates will complete a self-assessment (including Growth Goals) and email it to their FA and mentor teacher by early January.</p>
<p>January Prior to five-week experience</p>	<p>FA will meet with candidates to discuss their self-assessment and goals FA will check in with mentors to discuss candidate progress to date and preparations for the five-week experience.</p>
<p>February to March five-week experience</p>	<p><i>Five-week immersive experience (Collaborative Explorations II)</i></p> <ul style="list-style-type: none"> ▪ Candidates will reflect regularly. ▪ Mentors provide feedback directly to candidates (feedback options provided, cc FA). ▪ FA will email comments and feedback from observations to the candidate and mentor(s). <p><i>Week of February 24 - March 4</i> Working with their mentor(s), candidates complete their Curation of Learning Self-Assessment and Growth Goals document. This document is then shared with the candidate's FA.</p> <p><i>March 7 - 18</i></p> <ul style="list-style-type: none"> ▪ FA will curate the documentation of evidence and draft a final report with growth goals. ▪ Exit meetings held during which candidate, mentor and field advisor discuss draft report and finalize growth goals. ▪ Following the exit meeting, candidate and mentor receive a copy of the final report.
<p>Mid-March to mid-April</p>	<p>Mentors will receive a link to an online survey to provide feedback about the candidate field experiences.</p>

Assessment Process: Internship/Certifying Practicum

Mentor's role is in **bold**

Field advisor will be referred to as FA

Dates	Documentation of learning/assessment tasks
Ongoing: Beginning in September and continuing through internship	<ul style="list-style-type: none"> • Interns will reflect regularly on their experiences. • FA and intern observers will schedule regular observations for October and November.
Ongoing: October to late November	<ul style="list-style-type: none"> • Mentors provide feedback directly to interns (feedback options provided, cc field advisor) • FA and intern observer will email comments and feedback from observations to the candidate and mentor(s)
By mid-October	<ul style="list-style-type: none"> • Interns will complete a self-assessment/growth goals document, review it with their mentor(s) and email it to their field advisor • Mid-point check-in meetings are scheduled: intern, mentor(s) and FA will meet to discuss the intern's self-assessment and growth goals
By mid-November	<ul style="list-style-type: none"> • Interns will complete a final self-assessment/growth goals document and review it with mentor(s) prior to emailing it to the FA and mentor(s).
Late November to early December	<ul style="list-style-type: none"> • Final meeting date/time set: Intern schedule an appointment based on mentor(s)' availability • Late November: Mentor will receive a draft copy of intern's final report for review. Mentor will send field advisor any suggestions, additions or feedback regarding the report. • The day before the final meeting: FA will send a 'preview' copy of the final report to the intern (cc mentor) to read in advance of the final meeting. • At the final meeting: Final discussion and signing of the report. The final meeting will take approximately 20 - 30 minutes. • Following the final meeting, the FA will send mentor and intern a scanned copy of the signed report.
Early December to mid-January	<ul style="list-style-type: none"> • Mentors will receive a link to an online survey to provide feedback about the internship.

Learning Goals for Field Experiences

Candidates and Interns in the Okanagan School of Education develop the competencies reflected in the [Professional Standards for BC Educators](#) (2019)

<p>Standard #1 Educators value the success of all students. Educators care for students and act in their best interests.</p>	<p>Standard #2 Educators act ethically and maintain the integrity, credibility and reputation of the profession.</p>
<p>Educators...</p> <ul style="list-style-type: none"> ▪ have a privileged position of power and trust ▪ are responsible for the physical and emotional safety of students ▪ respect and value the diversity in their classrooms, schools and communities, inclusive of First Nations, Inuit and Métis, and other world view and perspectives. ▪ foster students' positive personal identity, mental and physical well-being, social and personal responsibility and intellectual development. ▪ engage students in meaningful participating in their own learning. ▪ treat students equitably with acceptance, dignity and respect. ▪ understand the importance of confidentiality and protect student privacy unless disclosure is required by law. 	<p>Educators...</p> <ul style="list-style-type: none"> ▪ are role models ▪ are held to a higher standard and are accountable for their conduct on duty and off duty ▪ understand the law as it relates to their duties ▪ know that their individual conduct contributes to the perception of the profession as a whole ▪ know and recognize the importance of the Professional Standards for BC Educators
<p>Standard #3 Educators understand and apply knowledge of student growth and development.</p>	<p>Standard #4 Educators value the involvement and support of parents, guardians, families and communities in schools</p>
<p>Educators...</p> <ul style="list-style-type: none"> ▪ are knowledgeable about how children and youth develop as learners and social beings. ▪ demonstrate an understanding of individual learning differences and needs. ▪ recognize the importance and connection of cultural identity, ways of being and worldviews to student learning. ▪ use this knowledge to inform decisions about curriculum, instruction and assessment. ▪ work to create a positive, safe and inclusive learning environment to best meet the diverse needs of students. 	<p>Educators...</p> <ul style="list-style-type: none"> ▪ understand, respect and encourage the participation of families and communities in student learning and development. ▪ consider the perspectives of parents/guardians regarding their children. ▪ communicate effectively and in a timely manner with parents/guardians.

<p>Standard #5 Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.</p>	<p>Standard #6 Educators demonstrate a broad knowledge base and an understanding of areas they teach.</p>
<p>Educators...</p> <ul style="list-style-type: none"> ▪ have the knowledge and skills to facilitate learning for students, including learning experiences that reflect individual contexts and local environments. ▪ value collaborative practice. ▪ recognize and understand the interconnectedness of all aspects of teaching and learning and employ a variety of instructional and assessment strategies. ▪ communicate effectively in either English or French. ▪ know when to seek support for their practice and for students. 	<p>Educators...</p> <ul style="list-style-type: none"> ▪ understand the curriculum and methodologies of areas they teach. ▪ teach curricula from Canadian, First Nations, Inuit, Métis, and global perspectives. ▪ build upon student capacity for intercultural understanding, empathy and mutual respect. ▪ cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society.
<p>Standard #7 Educators engage in professional learning.</p>	<p>Standard #8 Educators contribute to the profession.</p>
<p>Educators...</p> <ul style="list-style-type: none"> ▪ engage in professional learning and reflective practice to support their professional growth. ▪ recognize and meet their individual professional needs through various learning opportunities. ▪ develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators. 	<p>Educators...</p> <ul style="list-style-type: none"> ▪ honour the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession. ▪ contribute their expertise in a variety of ways, including opportunities offered by schools, districts, school authorities, professional organizations, post-secondary institutions and communities. ▪ contribute to a culture of collegiality.
<p>Standard #9 Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.</p>	
<p>Educators...</p> <ul style="list-style-type: none"> ▪ critically examine their own biases, attitudes, beliefs, values, and practices to facilitate change ▪ value and respect the languages, heritages, cultures and ways of knowing and being of First Nations, Inuit and Métis. ▪ understand the power of focusing on connectedness and relationships to oneself, family, community, and the natural world. ▪ integrate First Nations, Inuit, and Métis and Inuit worldviews and perspectives into learning environments. 	

Feedback Options for Mentors

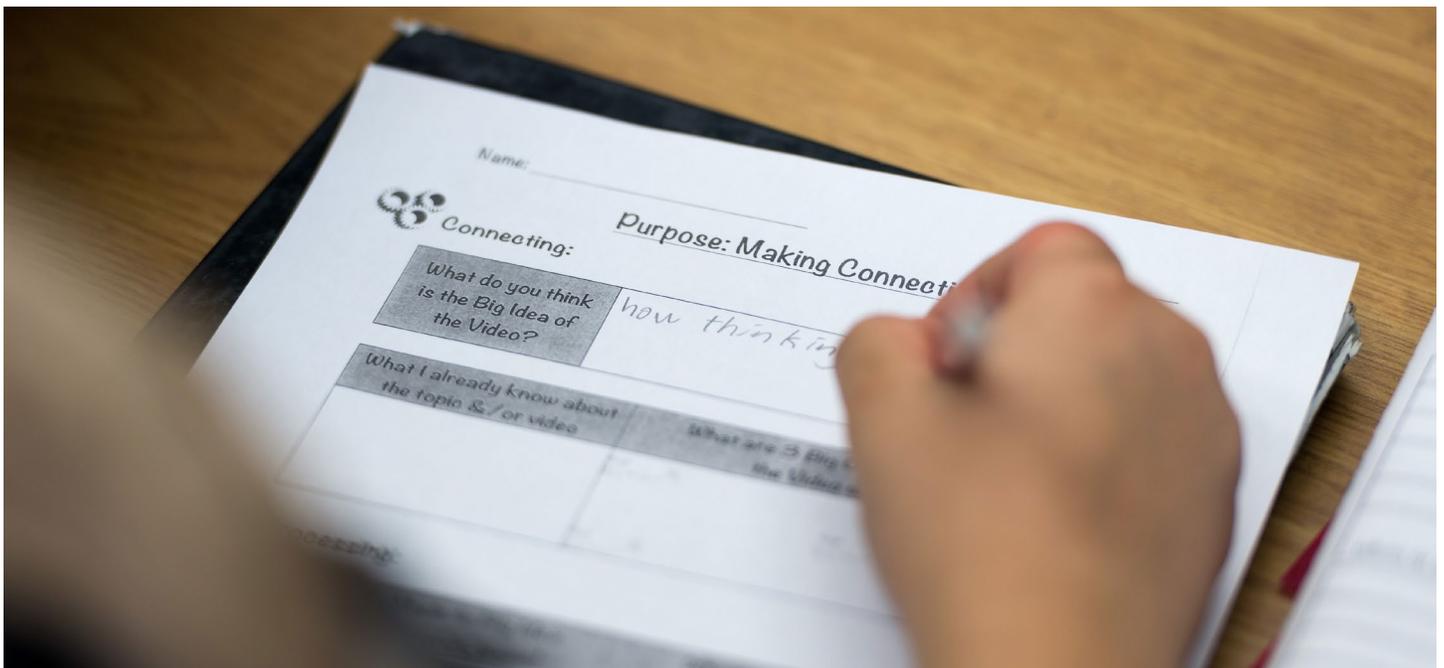
"The goal of feedback is to improve the effectiveness of teaching and promote professional growth." - Eric J. Feeney, Quality Feedback: The Essential Ingredient for Teacher Success

We believe that regular feedback is an "essential ingredient" for promoting learning. In our Bachelor of Education program, we want to empower mentors to support and work with their candidates/interns in a way that best fits their practice and teaching context. As such, we are offering multiple ways for mentors to provide feedback.

Here are some examples (not an exhaustive list) of mentor's options for providing feedback to candidates/interns:

- Ongoing conversations with candidate/intern (candidate/intern takes notes and uses these as a basis for reflection)
- Written observations/running records that are shared/discussed with candidate/intern and forwarded to field advisor
- Focused observations during lessons that are shared/discussed with candidate/intern and forwarded to field advisor (notes can be written on a Word doc, a recipe card, directly on the candidate's/intern's lesson plan, or using the observation notes in one of the templates provided, see page 22 to 25)
- Shared planning documents (e.g. Google Doc) accessed by candidate/intern (link sent to field advisor) where mentor posts comments/provides feedback

Pages 22 to 25 are examples of optional templates mentors may choose to use as records for feedback and general commentary.



Lesson Self-Reflection/Mentor Feedback

Note: Effective instructional strategies and classroom management structures are interconnected

Observer:

Lesson:

Date:

Criteria for a successful lesson	Assessment Scale	Anecdotal notes: self-reflection on practice, setting goals, strategies to keep/try, etc. What worked, what didn't?
Task: Engaging, interesting and age/ability-appropriate, Zone of Proximal Development	Stretch Work in-progress Strength	
Pacing: Appropriate pacing of instruction/time on-task for the purpose of lesson	Stretch Work in-progress Strength	
Preparedness: Thoughtful and appropriate lesson design. Instructional materials are prepared; learning is maximized.	Stretch Work in-progress Strength	
Participatory structures: Consistent/effective structures in place to transition from one activity and/or space to another or to refocus student attention, as needed	Stretch Work in-progress Strength	
Clarity of Instruction: Clear instructions provided. Use of effective instructional strategies: chunking, scaffolding, 'just in time' information, etc.	Stretch Work in-progress Strength	
Teacher 'trust' established: Firm/confident 'teacher voice'; sound knowledge of learning standards: curricular; competencies & content Connection/relationship established with students	Stretch Work in-progress Strength	
Other...	Stretch Work in-progress Strength	

<p>Okanagan School of Education</p> <p>Lesson Observation</p>	<p>Candidate/Intern Name:</p> <p>Context:</p> <p>Date of Observation:</p> <p>Observer:</p>
<p>Possible Feedback Frameworks:</p> <p>Pre-conference Observe</p> <p>Post-conference:</p> <p><i>Pre-conference</i> to determine priorities for practice & feedback</p> <p><i>Observe</i> <i>Post-conference</i> to reflect on practice, discuss feedback and determine next steps</p> <p>Two stars and a wish: Stars: areas of demonstrated competency, Wish: competency to work on)</p> <p>Sandwich feedback: a positive comment, what to work on, another positive comment)</p> <p>11 W's: What went well? Why? What to work on? Why? Where next? Why? What are you wondering?</p> <p>Brief Play-by-play with commentary: Create a brief outline of the observed experience and embed comments, suggestions, questions</p>	<p><i>Observations/Feedback:</i></p>

LESSON OBSERVATION Candidate/Intern: LESSON: GRADE: COMMENTS BY: Possible Observation Foci:		DATE: TIME (start/finish):
LEARNING ATMOSPHERE: Teacher/Student: Rapport, warmth, courtesy, pupil response, respect		
CLASSROOM MANAGEMENT: Methods: Whole class, groups, individuals, appropriateness, effectiveness, timing, reinforcement Routine: Movement, distribution and collection of materials, care of equipment Physical Setting: awareness, pupil safety		
PERSONAL QUALITIES: Manner: forcefulness, enthusiasm, sincerity, calmness, warmth, tactfulness, sense of humour, emotional control, appearance, appropriateness, initiative		
LEARNING ACTIVITIES: Introduction: review, hook, accessing prior knowledge, motivation, appropriateness Development: pacing, clarity, creativeness, organization Conclusion: summary Questioning: effectiveness, varying forms, variety of levels, distribution, use of pupil answers Assignment: quantity, clarity of instructions, supervision, checking, relevance to objectives Individual Differences: identification, method of handling Student-focused task: organization, supervision Assessment: variety, marking, assessment strategies, recording, feedback Physical Setting: awareness, student safety, student access (visual, auditory access)		
COMMUNICATION SKILLS: Speech: voice, quality, enunciation, pronunciation, expressiveness, pace Language: correctness, effectiveness, appropriate level Media: Smartboard, document camera, whiteboard, skill in handling technology, visuals		
PROFESSIONALISM: Preparedness Considering/Implementing Feedback Self-direction/reliability Communicating with colleagues		

Date

Lesson Observed

Examples of and suggestions for the nine Professional Standards.

Not all standards may be reported on for each lesson observed

Standard #1 Educators value the success of all students. Educators care for students and act in their best interests.	Standard #2 Educators act ethically and maintain the integrity, credibility and reputation of the profession.
Standard #3 Educators understand and apply knowledge of student growth and development.	Standard #4 Educators value the involvement and support of parents, guardians, families and communities in schools
Standard #5 Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.	Standard #6 Educators demonstrate a broad knowledge base and an understanding of areas they teach.
Standard #7 (Interns Only) Educators engage in professional learning.	Standard #8 (Interns Only) Educators contribute to the profession.
Standard #9 Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.	



Frequently Asked Questions

What meetings should my candidate/intern attend?

It is expected that candidates/interns attend all staff meetings. Candidates/Interns are expected to attend school-based team meetings if all parties are in agreement about their participation. Candidates/Interns *DO NOT* attend any union meetings such as staff committee meetings or union updates.

Does my candidate/intern have to join me when I am doing my weekly supervision? What about supervising clubs or sports?

It is expected that your candidate/intern will join you for your weekly supervision. They cannot supervise on their own and must remain with you during your supervision time. Candidates/Interns may participate in or run clubs if they are working in close collaboration with a supervising teacher. They may help to coach and be involved with sports teams if working under a supervising teacher.

Can I leave my candidate/intern on their own to gain classroom management skills?

Yes! You are welcome to leave the class for short periods if you feel your candidate/intern is ready for this next step. Candidates/interns are not to be used as a TTOC in case of a mentor's absence. However, when there is a TTOC in the classroom, this is a great opportunity for candidates/interns to take on a lead teaching role as they know the students and classroom routines. The TTOC must remain in the classroom, and may take on the role of support teacher in these situations.

What do you mean by collaborating with the mentor? How does that look?

Collaborating can look different in different situations:

- Co-planning a lesson/unit together where ideas are shared and incorporated equally
- Co-teaching a lesson that has been planned by the mentor, the candidate/intern or co-planned together
- The candidate/intern sharing their planning and receiving constructive feedback on the strengths and challenges of the lesson and how to improve it
- The candidate/intern observing the mentor teacher teach a specific lesson and then debriefing together about the observed lesson

Collaborating is *NOT* the mentor providing lessons for the candidate/intern to follow and teach (similar to how a TTOC would work in the classroom).

What are the options for candidate and intern feedback? Are there formal reports for mentors to submit?

Planning for regular opportunities to share feedback with your candidate or intern is an essential part of their learning in the field. Some mentors have meetings after school where their student takes notes, others create Google Docs with feedback and some write notes directly on the student's plan. There is no mandated format. Please see page 21 of this Field Guide for more information. Should you wish to complete a feedback form to give to your student, examples of feedback templates are included on pages 22-25.

Mentors are an integral part of the support team and their input/feedback is invaluable. We recognize that mentors are extremely busy and we strive to provide a variety of ways for them in which to share their feedback. They are encouraged to share any written feedback they have with the field advisor (see pg. 21 for more ideas). The field advisor writes all formal reports, such as the candidates' Summary of Learning Report and the interns' Final Report. Mentors receive copies of all reports for review prior to submission to the candidates or interns.

Should candidates and interns share their planning with their mentors?

Candidates and interns are expected to work closely with their mentors to develop teaching plans and learning sequences. It is recommended that candidates and interns share their planning with their mentors regularly. It is at the discretion of each mentor for when candidates and interns turn in their plans for mentor review. It is beneficial to have a set schedule for the review of lesson plans, such as sharing lesson plans a day or two before instruction. Mentors should be aware of lesson plans before each lesson.



When should mentors contact the field advisor?

Mentors should contact the field advisor (FA) whenever they are concerned about any aspect of their candidate's or intern's progress, conduct, or preparation. FAs are here to assist you with other questions, too, such as questions about the timeline, expectations etc. If you have concerns, please do not hesitate to contact the field advisor. It is preferable to contact the FA early when there is a concern. If you feel there is a concern and you have addressed it with your student, please let the FA know so that they are informed and ready to step in, if necessary. We are here to support you.

What are the expectations for candidates' and interns' professional practice? For example, when to arrive/leave, dress, and conduct?

Candidates and interns are expected to conduct themselves to the highest standard in regards to punctuality and professional conduct. A general guideline is for candidates and interns to be at school thirty minutes prior to the start of the day and stay thirty minutes after the final bell. Although many candidates and interns complete some of their preparation at home, the OSE strongly encourages them to be fully prepared for the next day prior to leaving school at the end of the day. Candidates and interns should dress appropriately and are expected to present themselves professionally as junior members of staff.

What are the percentages the candidates and interns should be teaching during the field experience?

Interns:

As each situation is unique, an exact percentage of teaching time is sometimes challenging to identify numerically. For example, in some collaboratively-planned learning communities the interns are 100% part of the planning and teaching teams; in other situations, there may be a portion of the day when some lessons are co-planned/taught and some lessons are planned/taught independently by the interns/candidates. To allow for flexibility in these unique situations, a guideline of 70-100% teaching load would be appropriate for internship as it is their certifying practicum.

Candidates:

The teaching responsibilities of candidates may be based on their readiness to take on new challenges and responsibilities. While it is expected that the candidates will teach within the guidelines outlined, there is room for some discretion in assigning workload by the mentor and/or the field advisor.

Why is the Self-Assessment and Growth Goals document completed at the end of week 3 in the EDUC 441 (five-week) field experience?

While it seems that the Self-Assessment and Growth Goals document is completed at an early stage of the five-week field experience (EDUC 441), this document is actually reflective of all of the combined experiences candidates had during their school visits in November and January, the two-week field experience in December (EDUC 440), and the first three weeks of EDUC 441. The candidates complete the document, review it with their mentor and then submit to be reviewed by the field advisor. This document, along with observations and conversations along the way, are considered by the field advisor as the final summary of learning is written (in week 4) and reviewed by everyone (in week 5).

Notes:



Why study Education at UBC's Okanagan campus?

Experience UBC in the Okanagan At our campus, you gain all the benefits of attending a globally respected university while studying in a close-knit community.

Flexible Schedule Designed for professionals in the field, our courses are scheduled to be flexible around your work and personal schedule. Classes are held on-campus and online on Saturdays, weeknights and during the summer months.

Community of Scholar-Practitioners Join our community of life-long learners and engage in collaborative learning. Converse with practicing professionals and gain contacts in the Okanagan Valley and beyond for post-graduation career development and opportunities.

Innovative Teaching and Learning The landscape of education is changing. Our faculty members are nationally and internationally renowned with their individual and collective research informing their teaching and strengthening the field of education as a whole.

Personal and Career Development Explore what you are passionate about while weaving in your own knowledge and interests throughout your courses. Students have the opportunity to select courses within or across thematic areas cultivating an expertise of their own.

Mentor Teacher Tuition Credits

In recognition of a mentor teacher's contribution to the professional development of a beginning teacher, we offer a Tuition Fee Certificate to provide an opportunity to expand professional knowledge. This certificate is worth the value of three (3) credits and can be used for courses offered by the Okanagan School of Education, including our Summer Institute in Education.

To receive your tuition fee certificate, please contact our office via e-mail at education.ubco@ubc.ca and let us know that you are interested in redeeming your tuition credit.

For more information, please visit education.ok.ubc.ca/mentorteacher

Positively impact your professional career

Summer Institute in Education

Summer Institute courses provide the unique opportunity of connecting certified teachers, graduate students and teacher candidates in classes together. Courses are offered in a multitude of formats (indoors, outdoors, online and face to face) and are relevant to current trends and needs in education. These courses can be used towards certificates, diplomas, graduate programs, professional development and upgrading requirements.

A two-week immersion program for French language teachers in the heart of Quebec City!

Join UBC Faculty of Education for a 12-day non-credit French summer institute at the Collège Mérici in Quebec City. The program is designed to meet the needs of all French second language teachers, both experienced teachers and those entering the profession, and is open to all levels of French second language speakers, from beginner to advanced. *Mentor tuition credits can not be applied to this course.* Learn more at pdce.educ.ubc.ca/quebeccity

Interdisciplinary Studies in Contemporary Education Certificate & Diploma

Program areas include early learning, inclusive education, and language and literacy education. Students can build their own individualized program while still meeting the educational needs and requirements for specialization (learning assistance or resource teachers). *The 30-credit diploma is TQS approved as an acceptable Integrated Program.*

Master of Education

Gain valuable skills and expertise while impacting your career growth. MEd students will showcase their understanding by completing a final project known as a Capstone Project. Graduates are prepared for employment opportunities in government, higher education, school administration and education consultation.

MEd alumna, Eva Koch, created an educator resource that explored the “how-to” of enacting reconciliation in K-12 classrooms in the traditional, unceded territory of the Okanagan Syilx. Read more at education.ok.ubc.ca/news

Master of Arts in Education

Develop your expertise as an educational researcher under the tutelage of faculty members with individualized research initiatives. In a MA, students are required to carry out and defend an independent research project.

Dogs put the fun into learning vital social skills, says a study by MA alumna, Nicole Harris. Harris explored how children reacted while participating in a social skill-training program with therapy dogs. Read more at education.ok.ubc.ca/news



How to Apply

Learn more about UBC Okanagan's Education programs and professional development opportunities at education.ok.ubc.ca/programs.

Specific admission requirements and deadlines are listed on program pages.



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