

Timeline for 2023/2024 Candidate Field Experience

Dates	Activity	Expectations of Candidates <i>Teacher candidates will:</i>
November	Weekly school visits	<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. begin to document their own learning. On a regular basis, candidates will update their Reflection in Action document (RIA) with strengths, stretches, and general reflections that represent their emerging insights and understandings with respect to the learning outcomes (BCTC Standards) and their ongoing personal/professional competency development. The RIA will be accessible to the candidate, mentor teacher(s) and field advisor (FA).
December - January	Two-week collaborative field experience	<ul style="list-style-type: none"> complete a Teaching Responsibilities Summary outlining teaching responsibilities during the two-week experience in collaboration with the mentor teacher. 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(s). complete the Learner Study exercise during this field experience. continue to document their own learning using the Reflection in Action document. <p>Curation of Learning: Upon completion of the two-week field experience, candidates will review their Reflection in Action document and complete the curation of learning and growth goals/next steps section(s). This is to be completed by January 8 for review and feedback by mentor(s) and your field advisor.</p> <p>Note: Candidates are required to prepare lesson plans in advance of teaching and share these plans with their mentors for feedback/guidance.</p>
February - March	Six-week collaborative field experience	<ul style="list-style-type: none"> plan, prepare and teach/co-teach a minimum of two lesson sequences/units. Each should be approximately two to four weeks in duration. facilitate various routines and/or stand-alone lessons as directed by the mentor. continue to document their own learning using the Reflection in Action document. <p>Curation of Learning: Candidates will review their Reflection in Action document and complete the curation of learning and growth goals/next steps section(s). This is to be completed by March 1.</p> <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 context. Candidates are required to prepare lesson sequence/unit 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 B.Ed. program.