



THE UNIVERSITY OF BRITISH COLUMBIA
Okanagan School of Education

Intern Field Experience *Quick Reference Guide*



A community of educators invested in life-long learning

This quick reference guide contains important dates and expectations for responsibilities and assessment during the intern field experience. You can view the complete Field Experience Guide at education.ok.ubc.ca/fieldguide.



View the
complete Field
Experience
Guide online

Timeline for 2023 Internship

Dates	Expectations of Interns
Internship Start-up: June to August	<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:</p> <ul style="list-style-type: none"> Mentor(s) and intern may be in communication during the summer (optional). <p>August 28 - Sept. 1: Internship Preparation Week (<i>details to be finalized</i>)</p> <ul style="list-style-type: none"> 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 workshops and/or classroom set-up assistance.
September	<p>September 5: 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 Responsibility Summary: Teaching responsibilities and schedule co-constructed by the mentor, field advisor and intern. Interns will begin to document their own learning using the Reflection in Action document. On a regular basis, interns will update their Reflection in Action document 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. Initial school visits by field advisor Sept. 11-15. <p>September 15:</p> <ul style="list-style-type: none"> Intern Teaching Responsibility Summary finalized and submitted to field advisor.
Late September, October and November	<p>Teach/Co-teach:</p> <ul style="list-style-type: none"> Intern will gradually assume greater teaching/co-teaching responsibilities as determined by the mentor teacher. 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 70 to 100% of their mentor teacher's teaching load. Field advisor will conduct formal observations. Observations will take place about every two weeks. Field advisor will support the mentor teacher and intern throughout the field experience. Interns will continue to document their own learning using the Reflection in Action document. <p>October 6:</p> <ul style="list-style-type: none"> By this date, interns will ensure their Reflection in Action Document is up to date and the Curation of Learning Summary is completed for each standard as well as the Growth Goals and Next Steps for the Mid-Point Assessment. If necessary, this document could be emailed to the mentor teacher(s). <p>October 11-27:</p> <ul style="list-style-type: none"> Curation of Learning meetings with intern, mentor(s) and field advisor. <p>October 13:</p> <ul style="list-style-type: none"> Intern Shadow Day: A one-day visit from candidates (1st year B.Ed. student). <p>November 10-17:</p> <ul style="list-style-type: none"> Interns to complete Curation of Learning Summary sections for each Standard in the Reflection in Action document along with the Final Growth Goals and Next Steps. <p>November 24-December 1:</p> <ul style="list-style-type: none"> Final meetings with intern, mentor(s) and field advisor.
December	<p>By December 2</p> <p>Phase-out: Intern will complete all assigned teaching and assessment.</p> <p>Interns and Mentors will receive an exit survey.</p>

Intern Responsibilities

These intern responsibilities are in addition to the examples listed in the Candidate Field Experience Guide.

Elementary Scenarios	Middle/Secondary Scenarios
<p><i>"Hands-On, Minds-On"</i></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><i>"Hands-On, Minds-On"</i></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"> Administer 1-1 assessments/screeners such as PM Benchmarks, monthly check-ins, administer FSAs, MDI Collect data for School Based Team (SBT) Develop independence Keep appropriate data based on observations in class and from student work Construct rubrics and assignment criteria 	<p>Learn & Do: <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 School Based Team (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 support from your mentor(s):</i></p> <ul style="list-style-type: none"> Work with parents/establish positive contact Help with written learning update preparation and delivery Reach out to other colleagues Actively search out "auxiliary experiences" 	<p>Participate: <i>With support from your mentor(s):</i></p> <ul style="list-style-type: none"> Work with parents/establish positive contact Help with written learning update 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"> 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, Halloween etc. 	<p>Assist: <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, Halloween etc.

COLLABORATE & SHOW INITIATIVE

Feedback and Assessment Process

Constructive feedback is an essential aspect of intern sense making throughout the summative field experience. Mentors will tailor their feedback to meet your unique learning needs. Some mentors have meetings after school where their intern takes notes, others create Google Docs with feedback, and some write notes directly on the intern's plans. There is no one-size-fits-all approach to providing feedback. To assist with this process, optional feedback templates are available on the Field Guide webpage at education.ok.ubc.ca/fieldguide, which you and your mentor are welcome to use. Mentor teachers may also choose to document their feedback directly in your Reflection in Action document.

Dates	Documentation of learning/assessment tasks
Ongoing: Beginning in September and continuing throughout internship	<ul style="list-style-type: none"> Interns will reflect regularly on their strengths and stretches using the Reflection in Action Document. Field advisor will conduct regular observations. Interns and mentors connect on a weekly basis to discuss progress, refine goals and update Reflection in Action document.
Ongoing: October to late November	<ul style="list-style-type: none"> Mentors are encouraged to provide feedback directly to interns (feedback options provided on the Field Experience Guide webpage), cc field advisor. Field advisor will email comments and feedback from observations to the intern and mentor(s).
By mid-October	<ul style="list-style-type: none"> Interns will ensure their Reflection in Action document is up to date and the Curation of Learning Summary is completed for each standard, as well as the Growth Goals and Next Steps for the Mid-Point Assessment. If necessary, this document can be emailed to the mentor teacher(s). Curation of Learning meetings are scheduled: intern, mentor(s) and field advisor will meet to discuss the intern's assessment and goals.
By mid-November	<ul style="list-style-type: none"> Interns to complete Curation of Learning Summary sections for each BCTC Standard in the Reflection in Action document along with the Final Growth Goals and Next Steps. If necessary, this document can be emailed to the mentor teacher(s).
Late November to early December	<ul style="list-style-type: none"> Final meeting date/time set: Intern schedules a meeting based on mentor(s)' availability. Late November: Mentor(s) will receive a draft copy of intern's final report for review. Mentor(s) will send field advisor any suggestions, additions, or feedback regarding the report. The day before the final meeting: field advisor will send a 'preview' copy of the final report to the intern (cc mentor(s)) 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 field advisor will send mentor(s) 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 BC Teachers' Council's Professional Standards for BC Educators (2019) that can be found on www2.gov.bc.ca.



Two Week Experience	Six Week Experience	Internship
Emphasis on Standards 1, 2 and 3	Emphasis on Standards 1, 2, 3, 5, 6, and 9	Emphasis on all standards

Professional Standards for BC Educators

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

Educators engage in professional learning.

Standard #8

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.



Additional Information

Field Advisors: Role and Support

Field advisors (FA) serve as key educators and mentors for you throughout your BEd program as you grapple with the complexities of teaching and learning. FAs strive to embody the attributes of scholar-practitioners, educators who understand the importance of discernment, care, relationality, community, professionalism, research, practice, equity, diversity, and inclusion. As you encounter new and familiar ideas throughout the program, our goal is to support you in reflecting deeply to develop a philosophical and pragmatic language that will serve as the foundation of your unique and ever evolving scholar-practitioner identity.

If you have questions about your mentor partnership and/or field experience, please do not hesitate to contact your field advisor. It is preferable to contact your advisor early if you have concerns.

We are here to support you!

Collaborating with a Mentor

Collaboration manifests in distinctive ways within each partnership context; examples include:

- Collaborative lesson/unit planning: Collaborating on the planning of a lesson or unit involves sharing ideas and incorporating them equally. This process can be a joint effort between you and your mentor, where both parties contribute insights and expertise.
- Co-teaching planned lessons: Co-teaching entails the joint implementation of a lesson that has been planned by either the mentor, yourself, or through collaborative efforts. In this approach, both you and your mentor actively participate in delivering the lesson, leveraging respective strengths and expertise.
- Feedback-based planning: You share your lesson plans with your mentor and receive constructive feedback before facilitating the lesson. This allows for a valuable exchange of ideas and suggestions, and ensures that the your planning aligns with your mentor's instructional goals.
- Lesson observation and debriefing: You observe your mentor or your mentor teacher observes you teaching a lesson and subsequently engage in a debriefing session. This collaborative discussion allows you and your mentor to reflect on the observed lesson, share observations, and discuss successful strategies/approaches used during instruction that you may add to your own teaching practice.

Teaching and Planning Expectations

You are expected to work closely with your mentor to develop teaching plans and lesson sequences/units. It is recommended that you share your plans with your mentor regularly. The timing for submitting your plans for review is at the discretion of your mentor. We recommend setting a schedule for the review of lesson plans, e.g., two days before instruction. Your teaching responsibilities will be based on your readiness to take on new challenges and responsibilities. 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. To allow for flexibility in these unique situations, a guideline of 70-100% teaching load is appropriate for your certifying practicum. While it is understood that some preparation may be done at home, it is imperative that you are fully prepared for the following day before leaving school at the end of the day.





Participation in Non-Teaching Activities

You are expected to attend all staff meetings, and school-based team meetings (at mentors' discretion). You are expected to join your mentor's supervision responsibilities if applicable; however, you cannot supervise on your own and must remain with your mentor. You may participate in or run clubs, or coach sports teams, if you are working with a supervising teacher.

Union Meetings

You cannot attend any union-related meetings.

Interns Being Left on Their Own or with a TTOC

Your mentor may occasionally step out of the class for short periods if both of you feel confident and ready. It's important to note that you should not be utilized as a Teacher Teaching on Call (TTOC) in your mentor's absence. If there happens to be a TTOC present in the classroom, this can be a valuable opportunity for you to assume a leadership role in teaching since you are familiar with the students and classroom routines. In such cases, the TTOC should remain in the classroom and can provide support as a co-teacher.

Professionalism and Conduct

You are required to uphold the highest standards of punctuality and professional conduct. As a general guideline, you are expected to arrive at school at least thirty minutes before the start of the day and remain at school for a minimum of thirty minutes after the final bell. It is important to dress appropriately and present oneself professionally, recognizing that you are regarded as a junior member of the staff.



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