



THE UNIVERSITY OF BRITISH COLUMBIA
Okanagan School of Education

Mentor Information

Candidate Field Experience

Quick Reference Guide



A community of educators invested in life-long learning

As a mentor, you play a very important role in our Bachelor of Education program. We are appreciative of all the knowledge and time you share with our candidates. This quick reference guide contains important dates and expectations for responsibilities and assessment, you can view the complete Field Experience Guide at education.ok.ubc.ca/fieldguide.



View the
complete Field
Experience
Guide online



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 BEd program.

Candidate Responsibilities



Elementary Scenarios	Middle/Secondary Scenarios
<p>"Hands-On, Eyes-Open"</p> <p>Two-week Partnership: Teach/co-teach a minimum of three lessons</p> <p>Six-week Partnership: Construct and teach a minimum of two units/lesson sequences; facilitate various routines and/or stand-alone lessons</p>	<p>"Hands-On, Eyes-Open"</p> <p>Two-week Partnership: Teach/co-teach a minimum of three lessons</p> <p>Six-week Partnership: Construct and teach a minimum of two units/lesson sequences; facilitate various routines and/or stand-alone lessons</p>
<p>Learn & Do: <i>With input and support from mentor(s):</i></p> <ul style="list-style-type: none"> ▪ Morning routine ▪ Calendar ▪ Line leading ▪ PE warm-up ▪ "Snack" and hand washing ▪ Read-alouds ▪ Find and lead brain/movement breaks ▪ Lead a Number Talk 	<p>Learn & Do: <i>With input and support from 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>Participate: <i>With input and support from 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 School-Based Team (SBT) and parent meetings, if appropriate 	<p>Participate: <i>With input and support from 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>Assist: <i>With input and support from 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 ▪ Classroom technology set-up and maintenance ▪ Classroom clean-up ▪ Organization of an area (e.g. classroom library) ▪ Take on a "staff" responsibility (e.g. staffroom clean-up) 	<p>Assist: <i>With input and support from 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 (e.g. classroom library) ▪ Take on a "staff" responsibility (e.g. staffroom clean up) ▪ Attend School-Based Team (SBT) and parent meetings, if appropriate

Feedback and Assessment Process

Constructive feedback is an essential aspect of candidate sense making throughout their **formative field experience**. Mentors will tailor their feedback to meet their candidate's unique learning needs. Some mentors prefer to debrief with their candidates after lessons, while others provide ongoing feedback through Google Docs or by writing comments directly on lesson 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 candidate are welcome to use. You may also choose to document your feedback directly in the Reflection in Action document.

Dates	Documentation of learning/assessment tasks
December <i>Two-week immersive formative experience (Collaborative Explorations I)</i>	<p>Candidates will reflect regularly on their experiences using the Reflection in Action document which is accessible to both the mentor teacher(s) and FA.</p> <p>On a regular basis, candidates 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.</p>
During Winter Break	<p>Candidates will ensure the 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 two-week experience by January 8 and email it to their mentor teacher(s) if necessary.</p>
January Prior to six-week experience	<p>FAs will meet with candidates to discuss their Reflection in Action document.</p> <p>FAs will check in with mentor(s) to discuss candidate progress to date and preparations for the six-week experience.</p>
February to March <i>Six-week immersive formative experience (Collaborative Explorations II)</i>	<ul style="list-style-type: none"> Candidates will continue to reflect regularly using the Reflection in Action document. Mentors provide feedback directly to candidates (Discuss with your mentor their preferred format) FAs will share lesson observation feedback on the Reflection in Action document or by email to the candidate and mentor(s). <p><i>By March 1</i></p> <p>Working with their mentor(s), candidates 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. If necessary, this document could be emailed to the mentor teacher(s).</p> <p><i>March</i></p> <ul style="list-style-type: none"> FAs will review the Reflection in Action document and draft a final report with growth goals. Exit meetings held during which candidate, mentor(s) and field advisor discuss draft report and finalize growth goals. Following the exit meeting, the candidate and mentor(s) receive a copy of the final report.
Mid-March to mid-April	<p>Candidates and mentors will receive a link to an online survey to provide feedback about the field experience.</p>

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

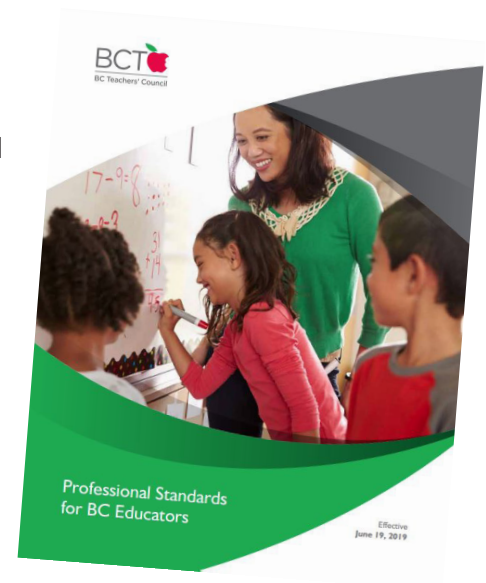
Educators engage in professional learning.

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 (or FA) serve as key educators and mentors for candidates throughout their BEd program as they grapple with the complexities of teaching and learning. As candidates encounter new and familiar ideas throughout the program, our goal is to support them in reflecting deeply to develop a language for their teaching practice that will serve as the foundation of their unique and ever evolving scholar-practitioner identity.

If you have questions about your candidate partnership, please do not hesitate to contact your field advisor. It is preferable to contact your advisor early if you have any concerns.

We are here to support you!

Collaborating with a Candidate

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 a mentor and candidate, where both parties contribute their insights and expertise.
- Co-teaching planned lessons: Co-teaching entails the joint implementation of a lesson that has been planned by either the mentor, the candidate, or through collaborative efforts. In this approach, both the mentor and candidate actively participate in delivering the lesson, leveraging their respective strengths and expertise.
- Feedback-based planning: The candidate shares their lesson plans with the mentor and receives constructive feedback before facilitating the lesson. This allows for a valuable exchange of ideas and suggestions, ensuring that the candidate's planning aligns with their mentors' instructional goals.
- Lesson observation and debriefing: The candidate observes their mentor and/or the mentor observes the candidate teaching a lesson and subsequently engages in a debriefing session. This collaborative discussion allows both the mentor and candidate to reflect on the lesson, share observations, and discuss successful strategies/approaches used during instruction that the candidate may add to their own teaching practice.

Candidate Teaching and Planning Expectations

Candidates are expected to work closely with their mentor to develop teaching plans and learning sequences/units. It is recommended that they share their plans with you regularly. The timing for candidates submitting their plans for review is at your discretion. We recommend setting a schedule for the review of lesson plans, e.g., two days before instruction. Candidate teaching responsibilities will be based on their readiness to take on new challenges and responsibilities. While it is expected that candidates will teach within the responsibilities outlined (see pg. 3), there is room for discretion in assigning workload from you and/or the field advisor. Additionally, it is understood that some preparation may be done at home, but it is imperative that candidates are fully prepared for the following day before leaving school at the end of each day.





Participation in Non-Teaching Activities

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

Union Meetings

Candidates cannot attend any union-related meetings.

Candidates Being Left on Their Own or with a TTOC

You may occasionally step out of the class for short periods if both you and your candidate feel confident and ready. It's important to note that candidates should not be utilized as a Teacher Teaching on Call (TTOC) in a mentor's absence. If there happens to be a TTOC present in the classroom, this can be a valuable opportunity for your candidate to assume a leadership role in teaching since they 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

Candidates are required to uphold the highest standards of punctuality and professional conduct. As a general guideline, candidates 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 that candidates dress appropriately and present themselves professionally, recognizing that they are regarded as junior members of the staff.

Tuition Credits

You are eligible for 3.0 UBC Okanagan School of Education tuition credits for hosting an candidate. These tuition credits will be issued in the spring and can be redeemed for Okanagan School of Education summer institute, post-baccalaureate or master's courses. These tuition credits are valid for two years and are not transferable.

Instructions for redeeming credits can be found at education.ok.ubc.ca/mentorteacher.



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