



THE UNIVERSITY OF BRITISH COLUMBIA  
Okanagan School of Education



# 2024/2025



From the learning space of: \_\_\_\_\_



# Land Acknowledgement

**kʷu tə cúləl'uʔs iʔ | təmxʷulaʔxʷs iʔ syilx tali əc haʔ stim aʔiʔ əc mistim axaʔ iʔ  
təmxʷulaʔxʷselx lut pənkiŋ kí swit tə 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)

*Bachelor of Education (BEd) students at the Okanagan School of Education (OSE) are fully involved with Professional Standard 9, which is a clear responsibility to respect and value the history of the First Nations, Inuit, and Métis of Canada (the northern part of Turtle Island). In the Syilx Okanagan Homelands context, our learning from and with Syilx Okanagan leads to connecting future children to local land and water, and to a food and wellness secure existence.*

## Program Overview

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

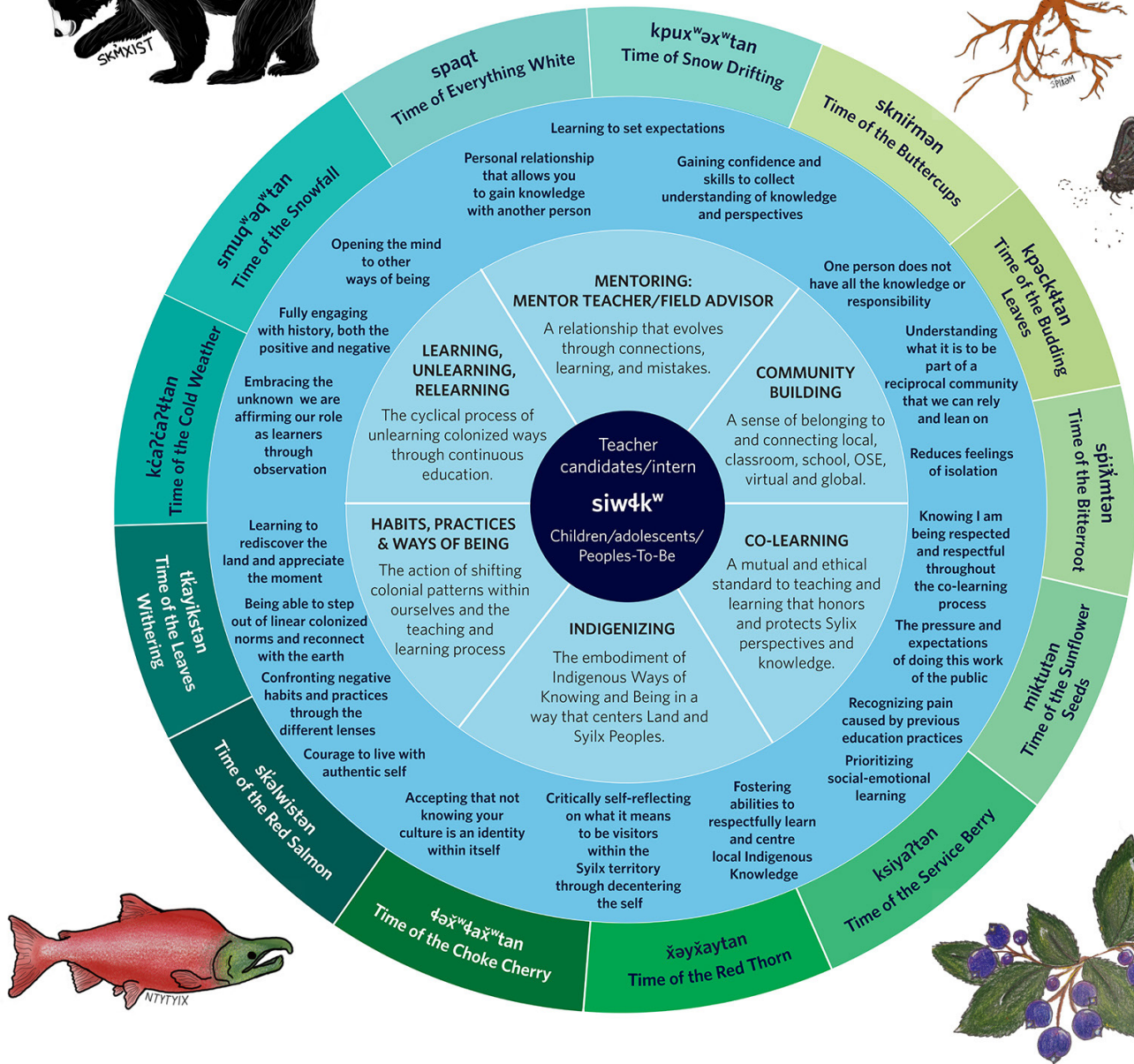
- IN-situ: Experiencing learning opportunities in diverse situations;
- Scholar-Practitioner: Exploring theory/practice connections, and cultivating a lifelong learning mindset;
- Inquiry: Questioning, adapting, building and making meaning as the heart of all learning;
- Re-Imagine Education: Envisioning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

### CORE ANCHOR EXPERIENCES

Throughout five blocks of study, four field experiences, and a summer institute, the 16-month Bachelor of Education program provides students with experiences to immerse them in ways that will positively affect their self-exploration and self-identity. Each block of study is built around a theme by a team of instructors who each bring distinct and interesting strength areas and scholarly expertise to the Block. Here, we highlight some of these core anchor experiences:

- Learning from and with Syilx matriarchs with the water/land in story and ceremony, and co-creating the knowledge and wisdom our children have access to
- Indigeneity in practice with IndigenEYEZ
- Canines and Kindness alongside equity, diversity and inclusion
- initial Literacies and Numeracies-in-Action in rich in-situ experiences
- development of a scholar-practitioner portrait which evolves over time
- creating a pedagogical stance to present to a scholar-practitioner-conversationalist
- having an immersive look at instructional design and artificial intelligence
- participating in a Grasslands Restoration project on the land
- being teacher candidates in a Community Field Experience to understand education in unique settings, both local and global
- experiencing STEAM (Science, Technology, Engineering, Art and Mathematics)
- exposure to SOGI (Sexual Orientation and Gender Identity) and Diversity through presentations with local School Districts

All core anchor experiences are explored through reflective processes, both in Blocks of study and continuously in Field Advisor Cohorts, where links between theory and practice in the field are nurtured.



In a children-centered *sqəl<sup>w</sup>4cawt* (living with full responsibilities to *tmx<sup>w</sup>úlax<sup>w</sup>* and peoples to be) pedagogical web, Teacher Candidates find their positioning in the web, and kinship responsibilities, to connect the children to appreciative and sustaining relationships with each other and *tmix<sup>w</sup>*. Children are connected to *tmx<sup>w</sup>úlax<sup>w</sup>*—all living forces of creation bound together—continuously through the extended family system. In Local Syilx Knowledge, the child is in a nested system, where family, community, and *tmx<sup>w</sup>úlax<sup>w</sup>* surround and interweave to uphold a web of learning and protective systems (Cohen, 2010). In the formative stages of teacher candidacy and internship, the teacher candidate moves from a very beginning stage to becoming a more independent educator, with confidence and agency in all the British Columbia Teaching Standards (see p. 48). It takes a community to make this happen, and this Syilx-informed nested system inspires that notion.

Cohen, W. (B.) (2010). *School failed coyote so fox made a new school: Indigenous Okanagan knowledge transforms educational pedagogy*. PhD Thesis. <https://circle.ubc.ca/handle/2429/30469>

Adapted for the Field Experience, Okanagan School of Education  
 Original Creators: the Research Assistant Team of Co-curricular Making SSHRC Grant Project  
 Artists: Elizabeth Macdonald and Sheilina John  
 Based in Syilx Okanagan Knowledge. Gratitude to Syilx Okanagan.

# Timeline for 2024/2025 Candidate Field Experience

Dates	Skills & Competencies In Progress	Field Expectations
<p><b>Nov</b> weekly school visits Nov 8, 21, 22</p>	<ul style="list-style-type: none"> <li>exploring Syilx ways of knowing</li> <li>building understanding professionalism</li> <li>deepening understanding of the importance of multiple perspectives</li> </ul>	<p><b>Candidates:</b></p> <ul style="list-style-type: none"> <li>support mentor(s) in the class and in other places in the school. Focus is on getting to know students and developing class community.</li> <li>become familiar with participation structures and management techniques used in the classroom.</li> <li>regularly document learning through reflection (Canvas).</li> </ul>
<p><b>Dec</b> literacies &amp; numeracies in action field experience Dec 9-20</p>	<ul style="list-style-type: none"> <li>learning strategies to connect and foster relationships with students</li> <li>building understanding of lesson design:               <ul style="list-style-type: none"> <li>introduced to lesson plan template</li> <li>introduced to assessment terminology (formative, summative, diagnostic)</li> </ul> </li> <li>developing understanding of the range of diversity in learners</li> <li>developing reflection as habit of practice</li> </ul>	<p><b>Candidates:</b></p> <ul style="list-style-type: none"> <li>develop a <u>Teaching, Goals, Responsibilities and Key Dates Overview</u> (p. 7) with input from mentor(s) outlining teaching responsibilities during two-week experience, in collaboration with mentor(s). Share with field advisor (FA).</li> <li>continue in the role of supporting (as a beginning teacher) in the classroom and the wider school community.</li> <li>continue to interact with and build relationships with students and staff.</li> <li>work alongside mentor(s) during the two-week field experience to co-plan three lessons, with the aim to co-teach portions of lessons with mentor support               <ul style="list-style-type: none"> <li>lesson plans are to be prepared in advance of lesson delivery (48 hours, or as requested by mentor).</li> </ul> </li> <li>complete <u>Learner Study</u> (details in Canvas).</li> <li>continue to document learning using Reflection in Action (RIA) document.</li> <li>regularly document learning in RIA.               <ul style="list-style-type: none"> <li>note strengths, stretches, and general reflections with evidence that represents emerging insights and understandings in relation to the learning outcomes (BCTC Standards) and their personal/professional competency formation.</li> </ul> </li> <li>schedule initial FA field visit.</li> </ul>
<p><b>Feb - Mar</b> collaborative field experience Feb 3- Mar 14</p>	<ul style="list-style-type: none"> <li>applying Syilx ways of knowing</li> <li>applying lesson planning</li> <li>learning to unit plan (backward design)</li> <li>learning to design for diversity</li> <li>developing a deeper understanding of collaboration</li> <li>building strategies for:               <ul style="list-style-type: none"> <li>incorporating literacy across and within disciplines</li> <li>teaching EAL/ELL</li> <li>technology in teaching and learning (generative AI)</li> </ul> </li> <li>deepening understanding of the role of reflection and personal growth</li> </ul>	<p><b>Candidates:</b></p> <ul style="list-style-type: none"> <li>develop a <u>Teaching, Goals, Responsibilities and Key Dates Overview</u> (p. 8) with input from mentor(s) outlining teaching responsibilities during six-week experience, in collaboration with mentor(s). Share with field FA.</li> <li>plan, prepare and teach/co-teach a minimum of two lesson sequences/units, approximately two to four weeks in duration.</li> <li>continue to facilitate various routines/stand-alone lessons as directed by mentor(s).</li> <li>continue to document their own learning using the RIA document.</li> <li>schedule two formal observations with FA.</li> <li>schedule one summary of learning meeting with mentor(s) and FA.</li> </ul> <p><i>This Collaborative Field Experience is about:</i></p> <ul style="list-style-type: none"> <li>teaching responsibilities being determined by mentor(s) in collaboration with candidate and, if needed, the FA. Expectations will be differentiated based on readiness of candidate and opportunities available in each context.</li> <li>candidates being required to prepare lesson sequence/unit overviews and daily lesson plans and share these plans with their mentor(s) for feedback/guidance prior to the lesson.</li> <li>candidates focusing on student learning, adaptive professionalism, and collaboration through several core anchor experience requirements of the BEd program (see program overview).</li> </ul>
<p><b>May</b> community field experience Apr 28- May 23</p>	<ul style="list-style-type: none"> <li>applying Syilx ways of knowing</li> <li>exploring and applying land-based learning (interdisciplinary learning)</li> <li>considerations for health/safety</li> <li>building strategies for fine arts and PE</li> <li>role of professional learning</li> </ul>	<p><b>Candidates:</b></p> <ul style="list-style-type: none"> <li>continue to develop scholar-practitioner identity and pedagogical stance.</li> <li>engage in inquiry and reflection as critical habits of practice.</li> <li>engage in self-driven professional learning through the development of personalized inquiry questions that are explored in-depth.</li> <li>continue to document their own learning through evidence-based reflection.</li> <li>participate in a peer-feedback loop.</li> </ul>

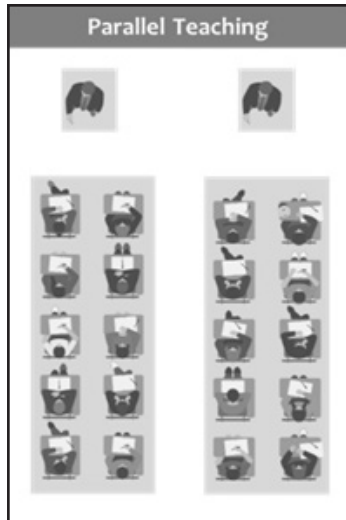
<p style="text-align: center;"><b>Elementary</b> <b>Co-Learning Opportunities and Responsibilities</b></p>	<p style="text-align: center;"><b>Middle/Secondary</b> <b>Co-Learning Opportunities and Responsibilities</b></p>
<p><b>Hands On, Minds On</b></p> <ul style="list-style-type: none"> <li>▪ candidate shares lesson/unit plans in advance for mentor feedback</li> <li>▪ mentor provides feedback verbal or written</li> <li>▪ debrief after lesson (strength-based feedback)</li> </ul> <p><b>Learn and Do</b></p> <ul style="list-style-type: none"> <li>▪ I do – You do: candidate learns routine and gradually takes over</li> <li>▪ candidate is line caboose, gradually leads line</li> <li>▪ candidate supports activity transitions</li> <li>▪ candidate learns participatory strategies in use</li> <li>▪ co-planning: candidate works alongside mentor to co-plan lessons, with the goal to co-teach (see p. 6 for examples of co-teaching)</li> <li>▪ co-teaching: candidate leads portions/parts of a lesson; mentor on the side to support, as needed <ul style="list-style-type: none"> <li>▪ gradual increase in length and release of responsibilities</li> </ul> </li> <li>▪ mentor has candidate observe teaching and identify instructional techniques used</li> <li>▪ mentor and candidate script a lesson together</li> <li>▪ print an extra copy of assignments for each other</li> </ul> <p><b>Participate</b></p> <ul style="list-style-type: none"> <li>▪ review school/district policies (attendance, fire drill, earthquake, hold &amp; secure, cell phones)</li> <li>▪ provide candidate important information on students</li> <li>▪ discuss how small groups are arranged</li> <li>▪ provide information/resources on programs/approaches used in classroom (The Daily Five, Loose Parts, UFLI)</li> <li>▪ show candidate an IEP and explain layout</li> <li>▪ provide candidate samples of assessment used in classroom</li> <li>▪ invite candidate to supervision</li> <li>▪ sit together at a staff meeting, in lunch room</li> <li>▪ review SBT format and how to lead parent meetings</li> </ul> <p><b>Assist</b></p> <ul style="list-style-type: none"> <li>▪ arrange a time to create a display of student work</li> <li>▪ assess student work together; engage in standard setting and discuss the “why”</li> </ul>	<p><b>Hands On, Minds On</b></p> <ul style="list-style-type: none"> <li>▪ candidate shares lesson/unit plans in advance for mentor feedback</li> <li>▪ mentor provides feedback verbal or written</li> <li>▪ debrief after lesson (strength-based feedback)</li> </ul> <p><b>Learn and Do</b></p> <ul style="list-style-type: none"> <li>▪ I do – You do: candidate learns routine and gradually takes over</li> <li>▪ candidate takes over lesson introduction (number talk, lesson hook, PE warm-up)</li> <li>▪ candidate learns participatory strategies in use</li> <li>▪ co-planning: candidate works alongside mentor to co-plan lessons, with the goal to co-teach (see p. 6 for examples of co-teaching)</li> <li>▪ co-teaching: candidate leads portions/parts of a lesson; mentor is on the side to support, as needed <ul style="list-style-type: none"> <li>▪ gradual increase in length and release of responsibilities</li> </ul> </li> <li>▪ mentor has candidate observe teaching and identify instructional techniques used</li> <li>▪ mentor and candidate script a lesson together</li> <li>▪ print an extra copy of assignments for each other</li> </ul> <p><b>Participate</b></p> <ul style="list-style-type: none"> <li>▪ review school/district policies (attendance, fire drill, earthquake, hold &amp; secure, cell phones)</li> <li>▪ provide candidate important information on students</li> <li>▪ discuss how small groups are arranged</li> <li>▪ provide information/resources on programs/approaches used in classroom (Loose Parts, literature circles)</li> <li>▪ show candidate an IEP and explain layout</li> <li>▪ provide candidate samples of assessment used in classroom</li> <li>▪ invite candidate to supervision</li> <li>▪ sit together at a staff meeting, in lunch room</li> <li>▪ review SBT format and how to lead parent meetings</li> </ul> <p><b>Assist</b></p> <ul style="list-style-type: none"> <li>▪ arrange a time to create a display of student work</li> <li>▪ assess student work together; engage in standard setting and discuss the “why”</li> </ul>
<p><b>Hands On, Minds On</b></p> <ul style="list-style-type: none"> <li>▪ candidate plans and conducts an individual inquiry project.</li> </ul> <p><b>Learn and Do</b></p> <ul style="list-style-type: none"> <li>▪ inquiry</li> <li>▪ explore alternative educational contexts with community partners</li> </ul>	

# An Expanded Look at Collaboration

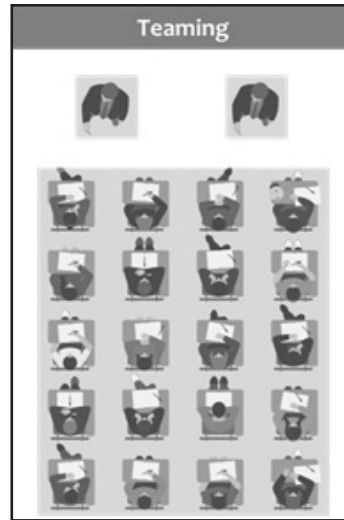
Co-teaching a lesson can vary! Collaboration can take many forms.

- When planning a lesson/unit together, aim to share and incorporate ideas equally.
- Candidates/interns are to share their own planning with mentor(s). Lessons need to be shared 48 hours ahead of instruction so there is time for constructive feedback on the strengths and challenges of the lesson and how to improve it.
- Candidates/interns may observe the mentor teach a lesson then debrief afterwards.

A few examples are outlined below (Friend, 2019).



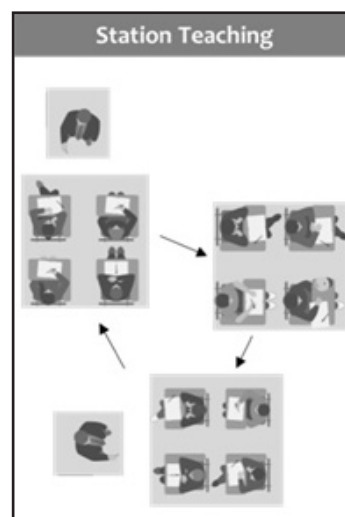
- Class is split into two, both teachers responsible for teaching the same lesson
- Increased communication and planning



- Teachers "play off" each other
- When properly implemented, planning and preparation are apparent
- Caution: hardest to implement as teachers must be equally knowledgeable and prepared



- One teacher works with large group while other works with a small group to the side
- Teachers work together to plan activities, outcomes, and assessment
- Commonly used to differentiate
- Caution: if same group always separated it works against the affects of co-teaching



- Small groups of students rotating to different stations
- Multiple related instructional activities
- Teachers need good communication

Adapted from Friend, M. (2019). *Co-teach: Building and sustaining effective classroom partnerships in inclusive schools* (3rd ed) (Chapter 4). Marilyn Friend, Inc.

# Teaching Goals, Responsibilities, and Key Dates Overview

EDUC 440 2-Week Field Experience: Dec 9 - 20, 2024

Due Friday, Dec 6, 2024

## Rationale:

This document is designed to support you in initiating a conversation with your mentor(s) regarding your roles and responsibilities during this field experience. This conversation invites you and your mentor(s) to imagine where you fit into the classroom and school community during candidacy. Please share this completed document with your FA.

**1. Growth Goals:** formulate areas of growth for yourself based on your Scholar Practitioner Portrait and Pedagogical Stance documentation. Your goals are unique to you and the kind of educator you are striving to become.

*Please outline your main goals you would like to engage with during your upcoming two-week field experience.*

*Growth Goals:*

**2. Key Dates /Special events in my classroom and school:** In each school community and classroom there are special events (assemblies, student-led conferences, school- wide events, etc.) that take place along with important dates (staff meetings, assessment and reporting, school-based team meetings etc.) of which to take note. Record these events and dates/times in your field guide calendar. If preferred, add to your digital calendar. Your FA will review these during their first visit with you.

**3. Lessons I will teach/co-teach:** It is expected you teach/co-teach a minimum of three lessons during your two-week field experience. Community building activities or daily routines (morning calendar, literacy or numeracy stations, etc.) are considered to be lessons. Each lesson (including community builders and routines) will require a lesson plan template to be completed in advance (48 hours or as requested by mentor) prior to lesson delivery. It is important to know the steps/process for the routine and the learning purpose for these activities. You may refer to the lesson plan/community builder/routine exemplars.

Estimated Dates	Class/Subject	Lesson Topic	Core/Curricular Competency in Lesson

# Teaching Goals, Responsibilities, and Key Dates Overview

EDUC 441 6-Week Field Experience: Feb 3 - Mar 14, 2025

Due Friday, January 31, 2025

## Rationale:

This document is designed to support you in initiating a conversation with your mentor(s) regarding your roles and responsibilities during this field experience. This conversation invites you and your mentor(s) to imagine where you fit into the classroom and school community during candidacy. Please share this completed document with your FA.

**1. Growth Goals:** formulate areas of growth for yourself based on your Scholar Practitioner Portrait and Pedagogical Stance documentation. Your goals are unique to you and the kind of educator you are striving to become.

*Please outline your main goals you would like to engage with during your upcoming six-week field experience.*

*Growth Goals:*

**2. Key Dates /Special events in my classroom and school:** In each school community and classroom there are special events (assemblies, student-led conferences, school- wide events, etc.) that take place along with important dates (staff meetings, assessment and reporting, school-based team meetings etc.) of which to take note. Record these events and dates/times in your field guide calendar. If preferred, add to your digital calendar. Your FA will review these during their first visit with you.

**3. Lessons I will teach/co-teach:** Your teaching responsibilities will be determined by your mentor(s) in collaboration with you and if needed, your FA. The expectations will be differentiated, and will be based on your readiness and the opportunities in your classroom environment. It is important to have conversations with your mentor(s) regarding the teaching you will be responsible for and key events which require your participation (staff meetings, school wide activities etc.).

Consider the following in your discussion (not an exhaustive list but to get you started in your conversation):

- What works best for the students in the class and the timeline the mentor(s) has/have already established?
- Share with your mentor(s) the subject/content areas you feel confident in teaching or those subjects/content you would like to explore more deeply.
- Where do the topics you will be teaching fit in the year sequence - what do the students already know, where will they be going after your lessons?
- What big ideas, curricular and core competencies would the mentor(s) like you to include in your units/lessons? Why are these important?



It is expected that you teach/co-teach a minimum of two lesson sequences (units) during your six-week field experience. Each should be approximately two to four weeks in duration. As well you may be asked to facilitate various routines and/or stand-alone lessons as directed by your mentor(s). Each lesson will require a lesson plan template to be completed in advance (48 hours or as requested by mentor) prior to lesson delivery. It is important to know the steps/process and the learning purpose for these activities. You may refer to the lesson plan exemplars in CANVAS, if that is helpful.

Estimated Dates	Class/Subject	Unit Theme/Topic (Core/Curricular Competency in Unit)	Lesson Topic (Core/Curricular Competency in Lesson)

# Timeline for 2024 and 2025 Intern Field Experience

Dates	Skills & Competencies In Progress	Field Expectations
<p><b>June-Aug</b> (start-up)</p> <p>Interns begin final week of August</p>	<ul style="list-style-type: none"> <li>collaborating on Syilx ways of knowing</li> <li>deepening understanding of various ways to teach and engage learners</li> <li>deepening understanding of elements of learning experiences (know, do, understand)</li> <li>deepening understanding of administrative components to teaching and learning</li> </ul>	<p><b>Interns:</b></p> <ul style="list-style-type: none"> <li>late June: contact information sent to host schools by OSE.               <ul style="list-style-type: none"> <li>interns send introductory emails and resume to mentor(s) and administrator(s)</li> <li>interns are available to meet mentor(s) and administrator(s)</li> </ul> </li> <li>July/Aug: mentor(s) and intern in communication, as needed.</li> <li>begin the week of Aug _____:               <ul style="list-style-type: none"> <li>Aug _____: professional development days and/or classroom prep with mentor(s)</li> <li>Aug __: Intern re-orientation at UBCO</li> </ul> </li> </ul>
<p><b>Early Sept</b> (phase-in)</p> <p>Interns full time at host school</p>	<ul style="list-style-type: none"> <li>growing in use of technology in teaching and learning (STEAM)</li> <li>building capacity in formative, summative, and diagnostic assessments</li> <li>deepening appreciation of parent and community partners</li> </ul>	<p><b>Interns:</b></p> <ul style="list-style-type: none"> <li>support mentor(s) in their class and school.</li> <li>focus on getting to know students and developing class community.</li> <li>develop <u>Teaching, Goals, Responsibilities and Key Dates Overview</u> (p. 12) with input from mentor(s) outlining teaching responsibilities during internship, in collaboration with mentor(s). Share with FA.</li> <li>document learning using Reflection in Action (RIA) document.               <ul style="list-style-type: none"> <li>note strengths, stretches, and general reflections with evidence that represent emerging insights and understandings in relation to the learning outcomes (BCTC Standards) and their personal/professional competency formation.</li> </ul> </li> <li>schedule initial FA field visit Sept _____.</li> </ul>
<p><b>Late Sept, Oct, Nov</b> (immersed)</p> <p>70-100% teaching load</p>		<p><b>Interns:</b></p> <ul style="list-style-type: none"> <li>gradually assume greater teaching/co-teaching responsibilities as determined with mentor(s), including planning, preparation of units, lessons, routines.</li> <li>assume a 70-100% teaching load by mid-Oct, determined in consultation with mentor(s) and FA.</li> <li>has formal observations by FA approximately every two weeks (minimum 4).</li> <li>document their own learning using the RIA.</li> <li>will, by Oct ____, update and complete their RIA for Interim Assessment:               <ul style="list-style-type: none"> <li>curation of learning summary, growth goals, and next steps sections relative to each standard.</li> </ul> </li> <li>will, during Oct _____, have <u>Interim Meeting</u> with mentor(s) and FA.</li> <li>will host a candidate on Oct __ Intern Shadow Day.</li> <li>will, by Nov _____, complete curation of learning summary, growth goals, and next steps sections relative to each standard on RIA.</li> <li>will, during _____, have the <u>Final Meeting</u> with mentor(s) and FA.</li> </ul>
<p><b>Early Dec</b> (phase-out)</p> <p>Last Day _____</p>		<p><b>Interns:</b></p> <ul style="list-style-type: none"> <li>will, by Dec ____, complete all assigned/agreed upon teaching, assessment and related tasks in the role.</li> <li>will complete an exit survey. #doit!</li> </ul>

<p style="text-align: center;"><b>Elementary</b> <b>Co-Learning Opportunities and Responsibilities</b></p>	<p style="text-align: center;"><b>Middle/Secondary</b> <b>Co-Learning Opportunities and Responsibilities</b></p>
<p><b>Hands On, Minds On</b></p> <ul style="list-style-type: none"> <li>▪ long range planning and timeline for teaching load</li> <li>▪ discuss partnership expectations &amp; boundaries (communication, arrival/departure times)</li> <li>▪ intern shares lesson/unit plans in advance for mentor feedback</li> <li>▪ mentor(s) provides feedback, verbal or written</li> <li>▪ debrief after lesson (strength-based feedback)</li> </ul> <p><b>Learn and Do</b></p> <ul style="list-style-type: none"> <li>▪ review school procedures together (guest sign-in, fire drill, hold &amp; secure, cell phone policy)</li> <li>▪ I do - We do - You do: intern observes mentor complete, mentor and intern complete together, intern complete</li> <li>▪ co-teaching: mentor is on the side to support, as needed</li> <li>▪ mentor shares assessment techniques, intern tries assessment techniques, intern develops assessment (running records, rubrics, exit slip)</li> <li>▪ mentor and intern collaborate on grade book</li> </ul> <p><b>Participate</b></p> <ul style="list-style-type: none"> <li>▪ intern co-facilitates parent-student-teacher conferences</li> <li>▪ mentor and intern collaborate on IEPs, report cards</li> <li>▪ intern attends SBT, when appropriate</li> <li>▪ intern attends staff meetings</li> <li>▪ intern participates in class review meetings</li> <li>▪ arrange opportunities with LAT, Resource, BIT, SEL, teacher-librarian, gathering room</li> <li>▪ intern joins/runs/coaches a club, intramural, sports team</li> <li>▪ intern attends school social, sporting event, parent BBQ</li> <li>▪ intern observes in other classrooms</li> <li>▪ arrange mock TTOC experiences (plan for a TTOC)</li> </ul> <p><b>Assist</b></p> <ul style="list-style-type: none"> <li>▪ assist with school start-up (form collection, classroom set-up, technology set-up)</li> <li>▪ assist with supervision</li> <li>▪ co-create classroom rules/contract, classroom management plan, discipline philosophy</li> <li>▪ review annual school events that occur during internship</li> </ul>	<p><b>Hands On, Minds On</b></p> <ul style="list-style-type: none"> <li>▪ long range planning and timeline for teaching load</li> <li>▪ discuss partnership expectations &amp; boundaries (communication, arrival/departure times)</li> <li>▪ intern shares lesson/unit plans in advance for mentor feedback</li> <li>▪ mentor provides feedback verbal or written</li> <li>▪ debrief after lesson (strength-based feedback)</li> </ul> <p><b>Learn and Do</b></p> <ul style="list-style-type: none"> <li>▪ review school procedures together (guest sign-in, fire drill, hold &amp; secure, cell phone policy)</li> <li>▪ I do - We do - You do: intern observes mentor complete, mentor and intern complete together, intern complete</li> <li>▪ co-teaching: mentor is on the side to support, as needed</li> <li>▪ mentor shares assessment techniques, intern tries assessment techniques, intern develops assessment (running records, rubrics, exit slip, exams)</li> <li>▪ mentor and intern collaborate on grade book</li> </ul> <p><b>Participate</b></p> <ul style="list-style-type: none"> <li>▪ intern co-facilitates parent-student-teacher conferences</li> <li>▪ mentor and intern collaborate on IEPs, report cards</li> <li>▪ intern attends SBT, when appropriate</li> <li>▪ intern attends staff meetings</li> <li>▪ intern participates in class review meetings</li> <li>▪ arrange opportunities with LAT, Resource, BIT, SEL, teacher-librarian, gathering room</li> <li>▪ intern joins/runs/coaches a club, intramural, sports team</li> <li>▪ intern attends school social, sporting event, parent BBQ</li> <li>▪ intern observes in other classrooms</li> <li>▪ arrange mock TTOC experiences (plan for a TTOC)</li> </ul> <p><b>Assist</b></p> <ul style="list-style-type: none"> <li>▪ assist with school start-up (form collection, classroom set-up, technology set-up)</li> <li>▪ assist with supervision</li> <li>▪ co-create classroom rules/contract, classroom management plan, discipline philosophy</li> <li>▪ review annual school events that occur during internship</li> </ul>

# Teaching Goals, Responsibilities, and Key Dates Overview

EDUC 444 Internship Field Experience: Sept \_\_\_\_ - Dec \_\_\_\_, 202\_\_

Due \_\_\_\_\_

## Rationale:

This document is designed to support you in initiating a conversation with your mentor(s) regarding your roles and responsibilities during this field experience. This conversation invites you and your mentor(s) to imagine where you fit into the classroom and school community during internship. Please share this completed document with your FA.

**1. Growth Goals:** formulate areas of growth for yourself based on your Scholar Practitioner Portrait and Pedagogical Stance documentation. Your goals are unique to you and the kind of educator you are striving to become.

*Please outline your main goals you would like to engage with during your upcoming internship field experience.*

*Growth Goals:*

**2. Key Dates /Special events in my classroom and school:** In each school community and classroom there are special events (assemblies, student-led conferences, school- wide events, etc.) that take place along with important dates (staff meetings, assessment and reporting, school-based team meetings etc.) of which to take note. Record these events and dates/times in your field guide calendar. If preferred, add to your digital calendar. Your FA will review these during their first visit with you.

**3. Lessons I will teach/co-teach:** Your teaching responsibilities will be determined by your mentor(s) in collaboration with you and if needed, your FA. The expectations will be differentiated, and will be based on your readiness and the opportunities in your classroom environment. It is important to have conversations with your mentor(s) regarding the teaching you will be responsible for and key events which require your participation (staff meetings, school wide activities etc.).

Consider the following in your discussion (not an exhaustive list but to get you started in your conversation):

- What works best for the students in the class and the timeline the mentor(s) has/have already established?
- Share with your mentor(s) the subject/content areas you feel confident in teaching or those subjects/content you would like to explore more deeply.
- Where do the topics you will be teaching fit in the year sequence - what do the students already know, where will they be going after your lessons?
- What big ideas, curricular and core competencies would the mentor(s) like you to include in your units/lessons? Why are these important?

It is expected that you teach/co-teach (including planning/co-planning) extensively during your internship field experience. A progressive teaching load leading to 70-100% is appropriate for this certifying practicum. Each unit and corresponding lessons require a unit and lesson plan template to be completed in advance (48 hours or as requested by mentor) for review and approval prior to lesson delivery. It is important to know the steps/process and the learning purpose for these activities. When your FA is observing, please submit your unit and lesson in advance.

Complete this table to the best of your knowledge. It is expected plans will change over time.


Estimated Dates	Class/Subject	Unit Theme/Topic (Core/Curricular Competency in Unit)	Lesson Topic (Core/Curricular Competency in Lesson)

Indicate in this table, other activities you will be responsible for (daily schedules, routines, story time, optional extra-curricular contributions) if applicable.

Class/Subject	Activities	Teach or co-teach	Estimates dates or frequency

# 2024


# September *septembre*

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
1	2 Labour Day 	3 Start of School BEd Orientation	4
8	9	10	11
15	16	17	18
22	23	24	25
29	30 Orange Shirt Day National Day for Truth and Reconciliation		



# 2024

# October *octobre*

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
		1	2 
6	7	8	9
13	14 Thanksgiving Day No Classes	15	16
20	21	22	23
27	28	29	30



# sk'elwistən

Time of the Red Salmon  
October 2 to October 31

THURSDAY	FRIDAY	SATURDAY	NOTES
3	4	5 World Teachers' Day	
10 World Mental Health Day	11	12	
17	18 Intern Shadow Day	19	
24	25	26	
31			

# 2024

# November *novembre*

SUNDAY

MONDAY



TUESDAY

WEDNESDAY

3	4	5	6
10	11 Remembrance Day Iut ks_əcnɪpəpts Lest We Forget No Classes	12 Candidates: Midterm Break Begins	13
17	18	19	20
24	25	26	27


# tk'ayikstən

Time of the Leaves Withering  
November 1 to November 29

THURSDAY	FRIDAY	SATURDAY	NOTES
	1 	2	
7	8 National Indigenous Veterans Day Candidate School Visit #1	9	
14	15 Candidates: Midterm Break Last Day	16	
21 Candidate School Visit #2	22 Candidate School Visit #3	23	
28	29	30 	

# 2024

# December *décembre*

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
1	2	3	4
8	9 EDUC 440: Field Experience Begins	10	11
15	16	17	18
22	23 Winter Break Begins	24	25
29	30 	31 New Year's Eve	


# k'ca?ca?ftan

Time of the Cold Weather  
November 30 to December 29

THURSDAY	FRIDAY	SATURDAY	NOTES
5	6 Pedagogical Stance Conversations EDUC 444: Field Experience Last Day	7	
12	13	14	
19	20 EDUC 440: Field Experience Last Day	21	
26	27	28	

# 2025

# January *janvier*

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
			<b>1</b> New Year's Day
<b>5</b>	<b>6</b> Classes Resume	<b>7</b>	<b>8</b>
<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>
<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b> 

# spaqt

Time of Everything White  
December 30 to January 28

THURSDAY	FRIDAY	SATURDAY	NOTES
2	3	4	
9	10	11	
16	17	18	
23	24	25	
30	31		

# 2025


# February *février*

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
2	3 EDUC 441: Field Experience Begins	4	5
9	10	11	12
16	17 Family Day nəqsift Day	18	19 Pink Shirt Day
23	24	25	26



# kpu<sup>w</sup>x əx<sup>w</sup>tan

Time of the Snow Drifting  
January 29 to February 26

THURSDAY	FRIDAY	SATURDAY	NOTES
		1	
6	7	8	
13	14 MADD Pro-D Day	15	
20	21	22	
27 	28		

# 2025

# March *mars*

SUNDAY

MONDAY


TUESDAY

WEDNESDAY

2	3	4	5
9	10	11	12
16	17 Candidate Spring Break No Classes	18	19
23	24 Classes Resume	25	26
30	31		

# sknirmæn

Time of the Buttercups  
February 27 to March 28

THURSDAY	FRIDAY	SATURDAY	NOTES
		1	
6	7	8 International Women's Day	
13	14 EDUC 441: Field Experience Last Day	15	
20 French Language Day	21 Candidate Spring Break Last Day	22 World Water Day	
27	28	29 	

# 2025


# April *avril*

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

		1	2
6	7	8	9
13	14	15	16
20	21	22 Earth Day	23
27 	28 CFE Travel/Prep Day	29 CFE Travel/Prep Day	30 CFE Begins

# kræckftan

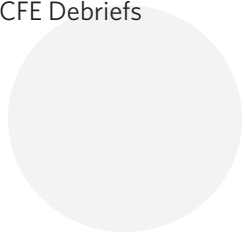
Time of the Budding Leaves  
March 29 to April 26

THURSDAY	FRIDAY	SATURDAY	NOTES
3	4	5	
10	11	12	
17	18	19	
24	25	26	

# 2025

# May *mai*

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
4	5 Red Dress Day	6	7
11	12	13	14
18	19 Victoria Day	20	21 CFE Last Day
25	26 Classes Resume CFE Debriefs	27	28




# s'píłmtən

Time of the Bitterroot  
April 27 to May 25

THURSDAY	FRIDAY	SATURDAY	NOTES
1	2	3	
8	9	10	
15	16	17	
22 CFE Travel Day	23 CFE Travel Day	24	
29	30	31	

# 2025

# June *juin*

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
1	2	3	4
8	9	10	11
15	16	17	18
22	23	24	25 Last Day of Classes 
29	30		



# miktutən

Time of the Sunflower Seeds  
May 26 to June 24

THURSDAY	FRIDAY	SATURDAY	NOTES
5	6	7	
12	13	14	
19	20	21 National Indigenous Peoples Day	
26 Celebration of Learning	27	28	

# 2025

# July *juillet*

SUNDAY

MONDAY


TUESDAY

WEDNESDAY

		1 Canada Day	2 SIE Begins
6	7	8	9
13	14	15	16
20	21	22	23
27	28	29	30

# ksiyaʔtən

Time of the Service Berry  
June 25 to July 23

THURSDAY	FRIDAY	SATURDAY	NOTES
3	4	5	
10	11	12	
17	18	19	
24 	25	26	
31			


# 2025

# August *août*

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
3	4 BC Day	5	6
10	11 Summer Break Begins	12	13
17	18	19	20
24	25	26	27
31			

# ǎəyǎytan

Time of the Red Thorn Berry  
July 24 to August 21

THURSDAY	FRIDAY	SATURDAY	NOTES
	1	2	
7	8 SIE Courses Last Day	9	
14	15	16	
21	22 Summer Break Last Day 	23	
28	29	30	

# 2025


# September *septembre*

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

	1 Labour Day	2 Start of School	3
7	8	9	10
14	15	16	17
21 	22	23	24
28	29	30 Orange Shirt Day National Day for Truth and Reconciliation	

# ᑕᐃᖃ<sup>w</sup>ᑕᐃᖃ<sup>w</sup>ᑕᐃᖃ<sup>w</sup>tan

Time of the Choke Cherry  
August 22 to September 20

THURSDAY	FRIDAY	SATURDAY	NOTES
4	5	6	
11	12	13	
18	19	20	
25	26	27	

# 2025


# October *octobre*

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

			1
5 World Teachers' Day	6	7	8
12	13 Thanksgiving Day No Classes	14	15
19	20	21 	22
26	27	28	29




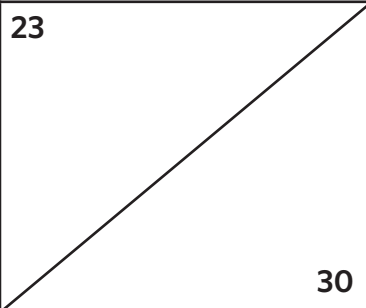
# sk'elwistən

Time of the Red Salmon  
September 21 to October 20

THURSDAY	FRIDAY	SATURDAY	NOTES
2	3	4	
9	10 World Mental Health Day	11	
17	18	19	
23	24	25	
30	31		

# 2025

# November *novembre*

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
2	3	4	5
9	10	11 Remembrance Day lut ks_əcnʰɪpəɾts Lest We Forget	12
16	17	18	19 
23 	24	25	26
30			

# tk'ayikstən

Time of the Leaves Withering  
October 21 to November 18

THURSDAY	FRIDAY	SATURDAY	NOTES
		1	
6	7	8 National Indigenous Veterans Day	
13	14	15	
20	21	22	
27	28	29	


# 2025

# December *décembre*

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
	1	2	3
7	8	9	10
14	15	16	17
21	22	23	24
28	29	30	31 New Year's Eve

# к'са?са?фтан

Time of the Cold Weather  
November 19 to December 18

THURSDAY	FRIDAY	SATURDAY	NOTES
4	5	6	
11	12	13	
18 	19	20	
25	26	27	

## Assessment & Evaluation Process - Roles & Responsibilities

Field Experience	Candidate	Mentor	Field Advisor
<b>Two-Week Experience (Dec)</b>	<ul style="list-style-type: none"> <li>documents their progress through reflection</li> </ul>	<ul style="list-style-type: none"> <li>provides ongoing feedback* to candidate</li> </ul>	<ul style="list-style-type: none"> <li>debriefs with candidate in Advisory meeting following the two-week field experience</li> </ul>
<b>Six-Week Experience</b>	<ul style="list-style-type: none"> <li>submits* teaching resources (lesson plans, unit plans, assessment tools, other teaching resources) to mentor(s) and FA</li> <li>documents ongoing progress in Reflection in Action**</li> <li>in consultation with mentor(s), schedules two classroom observations with FA</li> <li>schedules <u>Final Meeting</u> with mentor(s) and FA to occur during week six</li> <li>collaboratively discusses their progress along each competency with mentor(s) and FA during <u>Final Meeting</u></li> </ul>	<ul style="list-style-type: none"> <li>ongoing feedback provided to candidate on regular basis***</li> <li>reviews draft <u>Summary Report</u>; shares feedback and revisions with FA</li> <li>collaboratively discusses candidate progress along each competency with FA and candidate during <u>Final Meeting</u> in week 6</li> </ul>	<ul style="list-style-type: none"> <li>conducts two classroom observations; debriefs with candidate following each observation and provides written summaries. Mentor(s) welcome.</li> <li>prepares draft <u>Summary Report</u> and enters ratings**** for each competency. FA shares with mentor in advance of <u>Final Meeting</u> for feedback and revisions</li> <li>collaboratively discusses candidate progress along each competency with mentor(s) and candidate during <u>Final Meeting</u> in week 6</li> </ul>

\*Submits all lesson plans, unit plans, assessment tools, and other teaching resources to mentor(s) at least 48 hours before they are to be implemented in class; submits to FA 48 hours prior to any classroom observation

\*\*Submits updated copy of Reflection in Action to mentor(s) and FA at least 1 week prior to the Interim and Final Meetings

\*\*\* Constructive feedback is an essential aspect of formative learning throughout field experience partnerships. As mentors, it's important to tailor feedback to meet the specific needs of our students. 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/unit plans, assessment tools or other resources. There is no one-size-fits-all approach to providing feedback. To assist with this process, optional feedback templates are available on the Mentor Field Guide website at [education.ok.ubc.ca/fieldguide](http://education.ok.ubc.ca/fieldguide). See "Learning Goals for Field Experiences" for concrete examples associated with each Standard.

\*\*\*\*Ratings are made using a 4-point scale: Not Yet Meeting (NYM), Emerging (E), Refining (R), Applying (A) expectations; E, R and A all represent passing marks

Internship Timeline	Intern	Mentor	Field Advisor (FA)
Sept to Oct	<ul style="list-style-type: none"> <li>meets with mentor(s) and FA in early Sept to discuss goals and expectations</li> <li>submits* teaching resources (lesson plans, unit plans, assessment tools, other teaching resources) to mentor(s) and FA</li> <li>documents ongoing progress in Reflection in Action**</li> <li>in consultation with mentor(s), schedules two classroom observations to occur prior to the <u>Interim Meeting</u></li> <li>schedules <u>Interim Meeting</u> with mentor(s) and FA to occur mid-late Oct</li> </ul>	<ul style="list-style-type: none"> <li>meets with intern and FA in early Sept to discuss goals and expectations</li> <li>ongoing feedback provided to intern on regular basis***</li> </ul>	<ul style="list-style-type: none"> <li>meets with intern and mentor(s) in early Sept to discuss goals &amp; expectations</li> <li>conducts two classroom observations; debriefs with candidate following each observation and provides written summaries. Mentor(s) welcome.</li> </ul>
Mid to late Oct	<ul style="list-style-type: none"> <li>collaboratively discusses <u>Interim Assessment</u> with mentor(s) and FA during <u>Interim Meeting</u></li> </ul>	<ul style="list-style-type: none"> <li>collaboratively discusses <u>Interim Assessment</u> with intern and FA during <u>Interim Meeting</u></li> </ul>	<ul style="list-style-type: none"> <li>collaboratively discusses <u>Interim Assessment</u> with intern and mentor(s) during <u>Interim Meeting</u></li> </ul>
Nov to Dec	<ul style="list-style-type: none"> <li>continues to submit* teaching resources (lesson plans, unit plans, assessment tools, other teaching resources) to mentor(s) and FA</li> <li>continues to document ongoing progress in Reflection in Action**</li> <li>in consultation with mentor(s), schedules two classroom observations with FA to occur prior to the <u>Final Meeting</u></li> <li>schedules <u>Final Meeting</u> with mentor(s) and FA to occur in late November to early December</li> </ul>	<ul style="list-style-type: none"> <li>ongoing feedback provided to intern on regular basis***</li> </ul>	<ul style="list-style-type: none"> <li>conducts two classroom observations; debriefs with candidate following each observation and provides written summaries. Mentor(s) are welcome.</li> </ul>
Late Nov to early Dec	<ul style="list-style-type: none"> <li>collaboratively discusses their progress along each competency with mentor(s) and FA during <u>Final Meeting</u></li> </ul>	<ul style="list-style-type: none"> <li>reviews draft <u>Final Report</u>; shares feedback and revisions with FA</li> <li>collaboratively discusses intern progress along each competency with FA and intern during <u>Final Meeting</u></li> </ul>	<ul style="list-style-type: none"> <li>prepares draft <u>Final Report</u> and enters ratings**** for each competency. FA shares with mentor in advance of <u>Final Meeting</u> for feedback and revisions</li> <li>collaboratively discusses Intern progress along each competency with intern and mentor(s) during <u>Final Meeting</u></li> </ul>

# 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](http://www2.gov.bc.ca).



Where we are beginning		Where we are going
Candidates Two Week Experience	Candidates Six Week Experience	Internship
Focus on Standards 1, 2, and 3	Add Standards 5, 6, and 9	Add Standards 4, 7, and 8

Standard One	Classroom Examples	Reflective Questions
<p><b>Educators value the success of all students.</b></p> <p><b>Educators care for students and act in their best interests</b></p> <p>Educators...</p> <ul style="list-style-type: none"> <li>have a privileged position of power and trust.</li> <li>are responsible for the physical and emotional safety of students.</li> <li>respect and value the diversity in their classrooms, schools and communities, inclusive of FN, Inuit and Metis, and other world view and perspectives.</li> <li>foster students' positive personal identity, mental and physical well-being, social and personal responsibility and intellectual development.</li> <li>engage students in meaningful participating in their own learning.</li> <li>treat students equitably with acceptance, dignity and respect.</li> <li>understand the importance of confidentiality and protect student privacy unless disclosure is required by law.</li> <li>do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.</li> </ul>	<ul style="list-style-type: none"> <li>consistently seeks to build positive and respectful relationships with students.</li> <li>demonstrates sensitivity to individual diversity for students and families with regard to ability, language, culture, religion, gender and sexual orientation.</li> <li>establishes appropriate/safe classroom procedures through firm, yet flexible structures to guide student behaviour and scholastic expectation, e.g., co-constructed classroom expectations/agreements in student-friendly language.</li> <li>is aware of and weaves formal and/or informal lessons on social emotional learning (SEL) and self-regulated learning (SRL) into classroom practice.</li> <li>exercises an appropriate degree of confidentiality when communicating orally and in writing; handles sensitive information with caution and care, e.g., emails, collegial conversations, parent/guardian meetings, documents for student files, social media posts, etc.</li> <li>understands the privileged relationship that exists between teacher and student, and as such, educators refrain from exploiting children for any purpose.</li> </ul>	<ul style="list-style-type: none"> <li>How did I introduce myself to students at the start of the term? Did I communicate to them that I care about their success?</li> <li>What do I say and do as students enter or exit my class? Do I intentionally connect with each individual at some point during the class?</li> <li>Do I respect the diversity and unique learning needs of each student?</li> <li>Do I have any practices that acknowledge and celebrate students' successes?</li> </ul>



Standard Two	Classroom Examples	Reflective Questions
<p><b>Educators act ethically and maintain the integrity, credibility and reputation of the profession.</b></p> <p>Educators...</p> <ul style="list-style-type: none"> <li>are role models.</li> <li>are held to a higher standard and are accountable for their conduct on duty and off duty.</li> <li>understand the law as it relates to their duties.</li> <li>know that their individual conduct contributes to the perception of the profession as a whole.</li> <li>know and recognize the importance of the Professional Standards for BC Educators.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates an enthusiasm and a positive attitude toward teaching and learning through time management, dependability, and presence.</li> <li>models professionalism when inviting community into the classroom and when sharing classroom experiences in public, i.e., staff meetings, parent meetings, collaborative time, professional conferences, casual conversations in public settings, etc.</li> <li>embodies calm and patience when navigating high stress moments with students, staff and community.</li> <li>manages and maintains personal well-being to be a positive influence for others.</li> <li>is aware of community stature, i.e., digital footprint, conduct within and beyond the school community.</li> <li>acts in accordance with BCTF Code of Ethics, BC Ministry of Education Teachers Act, and BC Human Rights Code.</li> </ul>	<ul style="list-style-type: none"> <li>Do I value the reputation of teachers in my community? Have I found ways to contribute or uphold the perception of teachers in my area?</li> <li>How do I conduct myself in and outside of the school? Am I aware of how my choices and actions could affect the overall reputation of this profession?</li> <li>Do my social media posts demonstrate a positive role model as teacher?</li> <li>Am I aware of laws that govern teachers and how they relate personally to how I conduct myself?</li> </ul>
Standard Three	Classroom Examples	Reflective Questions
<p><b>Educators understand and apply knowledge of student growth and development.</b></p> <p>Educators...</p> <ul style="list-style-type: none"> <li>are knowledgeable about how children and youth develop as learners and social beings.</li> <li>demonstrate an understanding of individual learning differences and needs.</li> <li>recognize the importance and connection of cultural identity, ways of being and worldviews to student learning.</li> <li>use this knowledge to inform decisions about curriculum, instruction and assessment.</li> <li>work to create a positive, safe and inclusive learning environment to best meet the diverse needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>promotes positive relationships among students.</li> <li>fosters a growth mindset in students and in oneself.</li> <li>demonstrates responsiveness to diverse learning needs by choosing instructional strategies and/or materials appropriate to students' needs and abilities.</li> <li>actively and continuously monitors student development. For example, Early Years/Middle Years Development Instrument (MDI)</li> <li>incorporates community resources to help the practice of being socially and culturally responsive.</li> <li>seeks to make informed decisions based on consultation, reflection and mindful assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Have I incorporated assessment FOR learning into my lesson plans?</li> <li>Could I demonstrate student growth through my assessment practices?</li> <li>Have I used a variation of formative and summative assessments?</li> <li>Do my instructional and assessment practices accommodate all types of learners?</li> </ul>

Standard Four	Classroom Examples	Reflective Questions
<p><b>Educators value the involvement and support of parents, guardians, families and communities in schools</b></p> <p>Educators...</p> <ul style="list-style-type: none"> <li>understand, respect and encourage the participation of families and communities in student learning and development.</li> <li>consider the perspectives of parents/guardians regarding their children.</li> <li>communicate effectively and in a timely manner with parents/guardians.</li> </ul>	<ul style="list-style-type: none"> <li>communicates effectively and consistently with students' families (formal/informal, written, verbal and electronic).</li> <li>practices learning and assessment as collaborative processes and recognizes the exchange of ideas between families and teachers as vital to the development of a learning community.</li> <li>shows tact and thoughtfulness toward students, parents, teachers and administrators.</li> <li>contributes to the school community, e.g., social justice actions, special events, parent/guardian conferences, concerts, holidays, sports, before/after school engagement with students.</li> <li>understands the role of the school-based team and participates as opportunities arise.</li> </ul>	<ul style="list-style-type: none"> <li>Do I respect the role of the family and the community in my students' development?</li> <li>Have I initiated communication with parents or guardians to involve them in the learning process?</li> <li>Do any of my assignments or projects encourage participation with families?</li> <li>Have I provided feedback in a timely manner?</li> </ul>
Standard Five	Classroom Examples	Reflective Questions
<p><b>Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.</b></p> <p>Educators...</p> <ul style="list-style-type: none"> <li>have the knowledge and skills to facilitate learning for students, including learning experiences that reflect individual contexts and local environments.</li> <li>value collaborative practice.</li> <li>recognize and understand the interconnectedness of all aspects of teaching and learning and employ a variety of instructional and assessment strategies.</li> <li>communicate effectively in either English or French.</li> <li>know when to seek support for their practice and for students.</li> </ul>	<p><i>Clear learning intentions that...</i></p> <ul style="list-style-type: none"> <li>are constructed from the learning standards (curricular competencies and content).</li> <li>clearly describe what students are expected to understand, know, and do.</li> </ul> <p><i>Meaningful learning experiences that...</i></p> <ul style="list-style-type: none"> <li>are derived from the learning standards.</li> <li>will support learners' development of the core and curricular competencies.</li> <li>will facilitate learners' deep understanding of the learning standards.</li> <li>provide multiple ways of demonstrating understanding.</li> </ul> <p><i>Student ownership of learning that...</i></p> <ul style="list-style-type: none"> <li>empowers learners to select evidence that best represents their growth over time.</li> <li>enables learners to develop their own voices as they determine how to best communicate their learning.</li> <li>encourages learners to self-reflect, and to clearly articulate what they are learning, why they are learning it, and where they are going with their learning.</li> </ul> <p><i>Authentic evidence of learning that...</i></p> <ul style="list-style-type: none"> <li>is triangulated from a variety of sources and represents learners' growth over time.</li> <li>is linked to meaningful learning experiences.</li> <li>clearly represents what learners understand, what they know, and what they are able to do.</li> <li>frequently checks for understanding through individual, small groups and whole class structures, e.g., exit tickets, talking circles, student conferences, literature circle discussions, formative assessment tasks such as quizzes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Do my lesson plans lead to positive and engaging learning experiences for all students?</li> <li>Are my instructions clear and easy for all students to understand?</li> <li>Do my lessons include a variety of instructional strategies that allow for all learning needs?</li> <li>Have I included formative and summative assessments that are directly linked to the learning objectives?</li> </ul>

Standard Six	Classroom Examples	Reflective Questions
<p><b>Educators demonstrate a broad knowledge base and an understanding of areas they teach.</b></p> <p>Educators...</p> <ul style="list-style-type: none"> <li>understand the curriculum and methodologies of areas they teach.</li> <li>teach curricula from Canadian, First Nations, Inuit, Metis, and global perspectives.</li> <li>build upon student capacity for intercultural understanding, empathy and mutual respect.</li> <li>cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates an understanding of the three main elements of the curriculum: Big Ideas, Curricular Competencies and Content.</li> <li>prepares lessons that are concept-based and competency driven with more emphasis on a deeper understanding of concepts and application of processes than the memorization of isolated facts and information.</li> <li>creates flexible, relevant and engaging lessons.</li> <li>integrates Indigenous worldviews and knowledge. (for more detail see Standard #9))</li> <li>demonstrates a deep understanding of the subject area.</li> <li>respects the unique nature of disciplines while supporting cross-curricular learning.</li> </ul>	<ul style="list-style-type: none"> <li>Am I knowledgeable in all areas of the lesson material before it is presented?</li> <li>Do I regularly conduct research or study the content I will be teaching?</li> <li>Have I found ways to keep myself updated on all aspects of the curriculum?</li> <li>Am I aware of best practices and preferred methodologies for instructing my subject area?</li> </ul>
Standard Seven	Classroom Examples	Reflective Questions
<p><b>Educators engage in professional learning.</b></p> <p>Educators...</p> <ul style="list-style-type: none"> <li>engage in professional learning and reflective practice to support their professional growth.</li> <li>recognize and meet their individual professional needs through various learning opportunities.</li> <li>develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators.</li> </ul>	<ul style="list-style-type: none"> <li>consistently documents learning through note taking, journaling, formal/informal discussions, and required BEd reflections.</li> <li>attends and actively participates in all relevant/appropriate professional development opportunities.</li> <li>actively seeks out and acts upon feedback from `s in a timely manner.</li> <li>engages in professional and collegial conversations.</li> <li>develops the ability to identify and communicate own learning needs and beliefs.</li> <li>embodies a scholar-practitioner stance that continually questions what they are doing and why, theorizes their practices, and practices their theory.</li> </ul>	<ul style="list-style-type: none"> <li>Have I taken advantage of all professional development opportunities offered?</li> <li>Have I found mentors or colleagues who will help guide my professional growth?</li> <li>Do I regularly conduct personal reflections and self-assessments to determine my own growth needs?</li> <li>Have I selected growth goals and created a plan to achieve those goals?</li> </ul>
Standard Eight	Classroom Examples	Reflective Questions
<p><b>Educators contribute to the profession.</b></p> <p>Educators...</p> <ul style="list-style-type: none"> <li>honor the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession.</li> <li>contribute their expertise in a variety of ways, including opportunities offered by schools, districts, school authorities, professional organizations, post-secondary institutions and communities.</li> <li>educators contribute to a culture of collegiality.</li> </ul>	<ul style="list-style-type: none"> <li>collaboratively and collegially plans, teaches, and assesses with colleagues.</li> <li>participates in inquiry-based learning opportunities/scholar- practitioner explorations at the host school, in the school district or within the BEd Program.</li> <li>works collaboratively in a Professional Learning Community (PLC) at the local or provincial level.</li> <li>infuses and articulates perspectives through a teacher-leadership stance.</li> <li>models a professional disposition that honors multiple ways of knowing, emergent learning and innovation.</li> </ul>	<ul style="list-style-type: none"> <li>Have I acted as a mentor to other future teachers?</li> <li>Do I use strategies or have areas of expertise where I could assist other teachers?</li> <li>Have I contributed to areas of student development outside of my classroom?</li> <li>Do I honor the profession with my chosen activities in the community?</li> </ul>

Standard Nine	Classroom Examples
<p><b>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.</b></p> <p><b>Educators contribute towards truth, reconciliation and healing.</b></p> <p><b>Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Metis.</b></p> <p>Educators...</p> <ul style="list-style-type: none"> <li>critically examine their own biases, attitudes, beliefs, values, and practices to facilitate change.</li> <li>value and respect the languages, heritages, cultures and ways of knowing and being of First Nations, Inuit and Métis.</li> <li>understand the power of focusing on connectedness and relationships to oneself, family, community, and the natural world.</li> <li>integrate First Nations, Inuit, and Métis and Inuit worldviews and perspectives into learning environments.</li> </ul>	<p><i>Community Connections:</i></p> <ul style="list-style-type: none"> <li>Collaborates with district and school-based Indigenous Education Programming: inviting speakers and arranging classroom presentations.</li> <li>Learns protocols for respectful engagement with people and land.</li> <li>Develops classroom resources: reading published or online resources created by First Peoples in the local area, collaborating with First Peoples partners.</li> <li>Makes Indigenous perspectives visible in the classroom through classroom structures and displays.</li> <li>Makes visible links between Indigenous Knowledge and contemporary dominant knowledge across curricular content.</li> </ul> <p><i>Sense of Place: The concept of place goes far beyond the physical space. It includes a crucial connection to the memories, emotions, histories, spiritualities that bind the people to the land.</i></p> <ul style="list-style-type: none"> <li>Inquiries into place names. Traditional knowledge is often embedded in place names. Paying attention to the name of places in traditional territories can lead to a wealth of information about local ecosystems, land use, or plant and animal behavior.</li> </ul> <p><i>Story is one of the main methods of traditional Indigenous learning and teaching. Combining story and experience is a powerful strategy that has always used by First Peoples.</i></p> <ul style="list-style-type: none"> <li>Presents authentic First Peoples voices that are created by First Peoples or through the substantial contributions of First Peoples</li> <li>Depicts themes and issues that are important within First Peoples cultures, e.g., loss of and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, nature and place of spirituality as an aspect of wisdom, relationships between individual and community, importance of oral tradition, experience of colonization and decolonization.</li> <li>Incorporate First Peoples story-telling techniques and features as applicable, e.g., circular structure, repetition, weaving in of spirituality, humor.</li> </ul> <p><i>Traditional Ecological Knowledge (TEK) is a system of specialized knowledge that depicts interconnectedness of all aspects of the world and it is local place- based knowledge about ecosystems in a particular territory enabling a sustainable use of resources.</i></p>
<p><b>Reflective Questions</b></p> <ul style="list-style-type: none"> <li>How do I create Community Connections?</li> <li>How do I create a Sense of Place?</li> <li>In what ways do I incorporate Story?</li> <li>Do I weave into my students' experiences Traditional Ecological Knowledge (TEK)?</li> <li>How do I honor local Indigenous Language?</li> </ul>	<ul style="list-style-type: none"> <li>Explores the biology of species of plants and animals in local area: understanding of life cycles.</li> <li>Uses natural resources to make tools and other material goods.</li> <li>Explores how species change in an ecosystem after a disturbance.</li> </ul> <p><i>Language is the vessel that contains Indigenous knowledge. Understanding is embedded in language, and knowledge is structured and transmitted through language. Learning through oral language is part of its experiential nature.</i></p> <ul style="list-style-type: none"> <li>Inquiries into the diversity of Indigenous groups through their different languages.</li> </ul> <p><i>Un/learning involves classroom pedagogy:</i></p> <ul style="list-style-type: none"> <li>learner-centered, inquiry-based, experiential, emphasizes an awareness of self and others in equal measure, recognizes the value of group processes, supports a variety of learning styles.</li> </ul>

Note: The descriptions offered here reference practices and language recommended by the First Nations Educational Steering Committee (FNESC). According to FNESC, First Peoples is a term which includes First Nations, Inuit and Metis across Canada, and Indigenous is an all- encompassing term that is used in both Canadian and International settings. [www.fnesc.ca](http://www.fnesc.ca)



## 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 BEd 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 a few examples (not an exhaustive list) of mentor 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
- focused observations during lessons that are shared/discussed with candidate/intern
- can be written in note form, directly on lesson plan, using an observation template, or in RIA
- shared planning documents (e.g. Google Doc) accessed by candidate/intern where mentor posts comments/provides feedback

Observation note templates can be found on our website at [education.ok.ubc.ca/fieldguide](http://education.ok.ubc.ca/fieldguide)



# Observation Notes

Candidate/Intern: \_\_\_\_\_ Date: \_\_\_\_\_

School/Subject/Grade: \_\_\_\_\_

Observer: \_\_\_\_\_

Criteria	Notes
<p><b>Professionalism</b> (Standard 2)</p> <ul style="list-style-type: none"> <li>Preparedness</li> <li>Implementing feedback</li> <li>Initiative</li> <li>Self-reflection</li> </ul> <p><b>Communication</b> (Standards 1,3,4)</p> <ul style="list-style-type: none"> <li>Creating community</li> <li>Relationship building</li> <li>Inclusive practice</li> <li>Responds to diversity</li> <li>Facilitation skills</li> <li>Conflict resolution</li> <li>Collaboration</li> <li>Communication with home</li> </ul> <p><b>Learning Activities</b> (Standards 3,5)</p> <ul style="list-style-type: none"> <li>Introduction: review, access prior learning, hook</li> <li>Development: pace, questioning, clarity, engagement</li> <li>Student focus: differentiation, check for understanding</li> <li>Assessment and feedback: formative, variety, self-assessment</li> </ul> <p><b>Planning and Preparation</b> (Standards 1,5,9)</p> <ul style="list-style-type: none"> <li>First Peoples' Principles</li> <li>Learning Intentions evident</li> <li>Variety of strategies</li> <li>Culturally responsive</li> <li>Questioning strategies</li> <li>Student-centered learning</li> <li>Resources/technology</li> </ul>	
<p><b>General Comments</b></p>	



# Observation Notes

Candidate/Intern: \_\_\_\_\_

Date: \_\_\_\_\_

School/Subject/Grade: \_\_\_\_\_

Observer: \_\_\_\_\_

Criteria	Notes
<p><b>LEARNING ATMOSPHERE:</b> Collaborative, community oriented, rapport, warmth, courtesy, student response, respect.</p> <p><b>CLASSROOM ENVIRONMENT:</b> Methods: whole class, groups, circle, individual, pairs. Routine: Movement, distribution and collection of materials, care of equipment, effective, efficient. Physical Setting: awareness, student safety</p> <p><b>PERSONAL QUALITIES:</b> Confidence, enthusiasm, sincerity, calmness, warmth, tactfulness, sense of humor, emotional control, appearance, appropriateness, initiative.</p> <p><b>PEDAGOGY: First People's Principles of Learning woven throughout.</b> Introduction: review, hook, accessing prior knowledge, motivation Development: pacing, clarity, creativeness, organization, closure, transition Activity: quantity, clarity of instructions, supervision, supporting, relevance to objectives. Individual Differences: identification, method of supporting, open to diversity, open to student voice and choice. Assessment: variety, marking, strategies, recording, feedback Physical Setting: awareness, student safety, student access, hands-on, all modes of learning</p> <p><b>COMMUNICATION SKILLS:</b> Speech: voice, quality, enunciation, pronunciation, expressiveness, pace. Language: precision, effectiveness, appropriate level. Media: varied, skill in managing technology</p> <p><b>PROFESSIONALISM:</b> Preparedness, considering/implementing feedback, self-direction/reliability, communicating respectfully with colleagues, positively representing profession.</p>	
<p><b>General Comments</b></p>	



# Observation Notes

Candidate/Intern: \_\_\_\_\_

Date: \_\_\_\_\_

School/Subject/Grade: \_\_\_\_\_

Observer: \_\_\_\_\_

Criteria	Assessment	Notes
<p><b>Planning</b> (Standard 5)</p> <ul style="list-style-type: none"> <li>Thoughtful/appropriate lesson/unit design</li> <li>Materials prepared in advance</li> <li>All learners supported; planning for diversity</li> </ul> <p><b>Trust/Relationships</b> (Standards 1,2)</p> <ul style="list-style-type: none"> <li>Appropriate interactions with students and staff</li> <li>Commitment to learners</li> <li>Positive classroom climate</li> </ul> <p><b>Pedagogy</b> (Standards 5,6,9)</p> <ul style="list-style-type: none"> <li>First Peoples' Principles</li> <li>Local Indigenous protocols</li> <li>Shared learning intentions</li> <li>Knowledge of standards and competencies</li> <li>Appropriate pacing</li> <li>Awareness of co-meaning making</li> </ul> <p><b>Participatory Structures</b> (Standard 5)</p> <ul style="list-style-type: none"> <li>Active engagement</li> <li>Co-creation of meaning</li> <li>Clear transitions</li> <li>Checking for understanding</li> <li>Formative assessment</li> <li>Self-Assessment</li> </ul> <p><b>Clarity of Instruction</b> (Standard 5)</p> <ul style="list-style-type: none"> <li>Connections to prior learning</li> <li>Variety of strategies appropriate to age and context</li> <li>Appropriate closure and transitions</li> </ul>	<p>Strength Work in Progress Stretch</p> <p>Strength Work in Progress Stretch</p> <p>Strength Work in Progress Stretch</p> <p>Strength Work in Progress Stretch</p>	
<p><b>General Comments</b></p>		

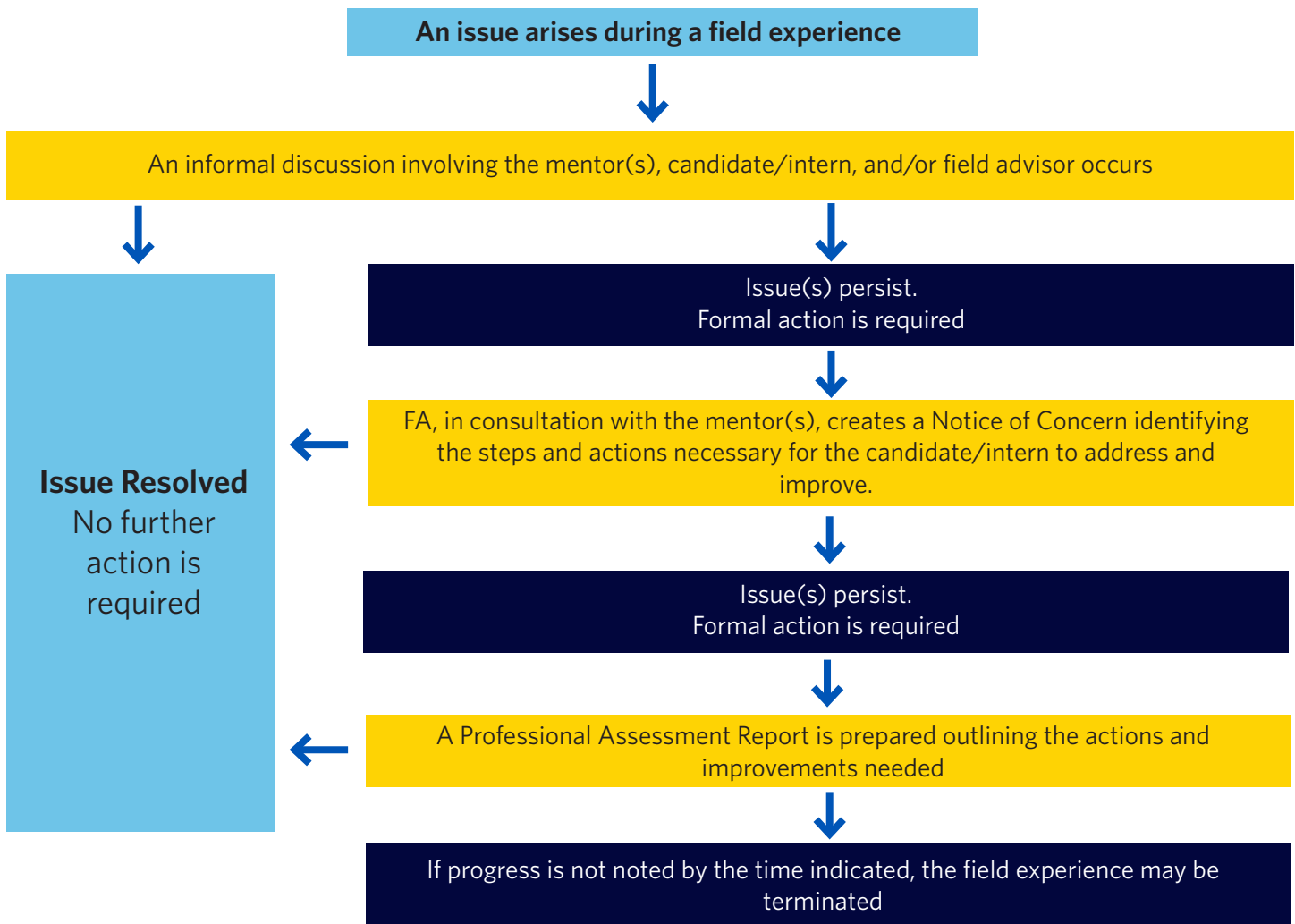


## Professionalism and Conduct

- Candidates/interns are expected to conduct themselves as a professional novice member of staff in all aspects of their field experience (Professional Standard Two).
- As a general guideline, candidates/interns are to be at school a minimum of 30 minutes prior to the start of the day and stay 30 minutes after the bell. Although many candidates/interns complete some of their preparation at home, we strongly encourage them to be fully prepared for the next day prior to leaving school at the end of the day.
- Absences must be reported to mentor(s), administration, and OSE (absence form) prior to the start of the school day.

## Concerns in the Field

- If concerns arise during a field experience, an informal discussion involving the mentor(s), candidate/intern, and/or FA will occur.
- If the issue is not resolved and formal action is required, a Notice of Concern identifying the steps/actions necessary for the candidate/intern to address, as well as supports available, will be implemented by FA, in consultation with mentor(s).
- If the issue is still not resolved, a Professional Assessment Report outlining the actions and improvements necessary for the candidate/intern to address will be implemented by FA, in consultation with mentor(s) and program director.
- If progress is not noted by the time indicated, the field experience may be terminated by the Okanagan School of Education.
- In exceptional circumstances, a placement may be terminated without following this process.



# Trending Questions

If you have questions about your mentor partnership, please do not hesitate to contact your FA as we are here to support you!

<b>Do candidates/interns participate in non-teaching activities?</b>	It is expected that they attend staff meetings, SBT meetings, and parent-teacher conferences. Candidates/interns are not permitted to attend union related meetings.
<b>Are candidates/interns permitted to do supervision?</b>	Candidates/interns are expected to join mentors for supervision duties. Candidates/interns are not permitted to supervise students on their own.
<b>Can candidates/interns be left alone in the class?</b>	Yes - for short periods if mentor and candidate/intern feel ready. Candidates/interns are not permitted to act as a TTOC in the case of mentor absence. Optional - Candidates/interns may wish to take a lead teaching role while TTOC remains in room.
<b>Can a candidate/intern coach or run clubs?</b>	Yes, IF working closely with a supervising teacher who is also present during sessions. Candidates/interns are not permitted to supervise students on their own.
<b>Are all candidate/intern teaching responsibilities the same?</b>	Teaching responsibilities are based on candidate/intern readiness with room for discretion in workload assignment from mentor and/or FA.
<b>Do candidates/interns have the knowledge to apply assessment principles and practices?</b>	Candidates continue to learn about assessment and are ready to assist mentors. Interns can design and carry out a range of assessment practices.

# Glossary

Roles	
<b>Candidates</b>	BEd students in Year 1 of the OSE program.
<b>Field Advisors (FA)</b>	School of Education advisors support candidates and interns throughout the BEd program bridging course work with field experiences. In partnership with school districts, FAs also team with mentor teachers and administrators. 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.
<b>Interns</b>	BEd students in Year 2 (Sept.- Dec.) during their certifying practicum.
<b>Mentor Teachers</b>	Experienced, accessible educators who are professional role models for candidates/interns. Mentors model solid pedagogical practices connecting the hows and whys of teaching, cultivate reflective thinking, and provide encouragement and feedback that help expand mentee learning.
Acronyms	
<b>ELL</b>	English Language Learners are students enrolled in B.C. schools who need additional English language development support in order to access the provincially prescribed curriculum and succeed in the academic environment.
<b>IEP</b>	Individual Education Plans written for special education students are designed to describe programming modifications and/or adaptations and to indicate specific services provided.
<b>RIA</b>	Reflection-In-Action document written by candidates/interns during their classroom field experiences to note strengths, stretches, and general reflections with evidence that represents emerging insights and understandings in relation to the nine BCTC Standards
<b>SBT</b>	School-Based Teams are comprised of school-based personnel (i.e. principal, resources teacher, classroom teacher, counsellor) who have a formal role to play as a problem-solving unit to develop, coordinate and implement instructional and/or management support measures.
<b>TTOC</b>	Teacher Teaching On-Call is a qualified educator teaching on a casual basis.

# Notes



THE UNIVERSITY OF BRITISH COLUMBIA  
Okanagan School of Education

This guide contains important dates and expectations for responsibilities and assessment, you can view the Field Experience Guide at [education.ok.ubc.ca/fieldguide](https://education.ok.ubc.ca/fieldguide).



View the Field Experience Guide online



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## Stay Connected



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