

Timeline for 2024/2025 Candidate Field Experience

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

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