

Timeline for 2024 and 2025 Intern Field Experience

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

Elementary Co-Learning Opportunities and Responsibilities	Middle/Secondary Co-Learning Opportunities and Responsibilities
Hands On, Minds On <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) Learn and Do <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 Participate <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 Assist <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” 	Hands On, Minds On <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) Learn and Do <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 Participate <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 Assist <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”
Hands On, Minds On <ul style="list-style-type: none"> candidate plans and conducts an individual inquiry project. Learn and Do <ul style="list-style-type: none"> inquiry explore alternative educational contexts with community partners 	