



THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan School of Education

2025 2026

From the learning space of: _____



Land Acknowledgement

**kʷu tə́ cúləl'uʔs iʔ l təmxʷulaʔxʷs iʔ syilx tali əc haʔ stim aʔiʔ əc mistim axaʔ iʔ
təmxʷulaʔxʷselx lut pənkiŋ kʷl swit tə́ 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:

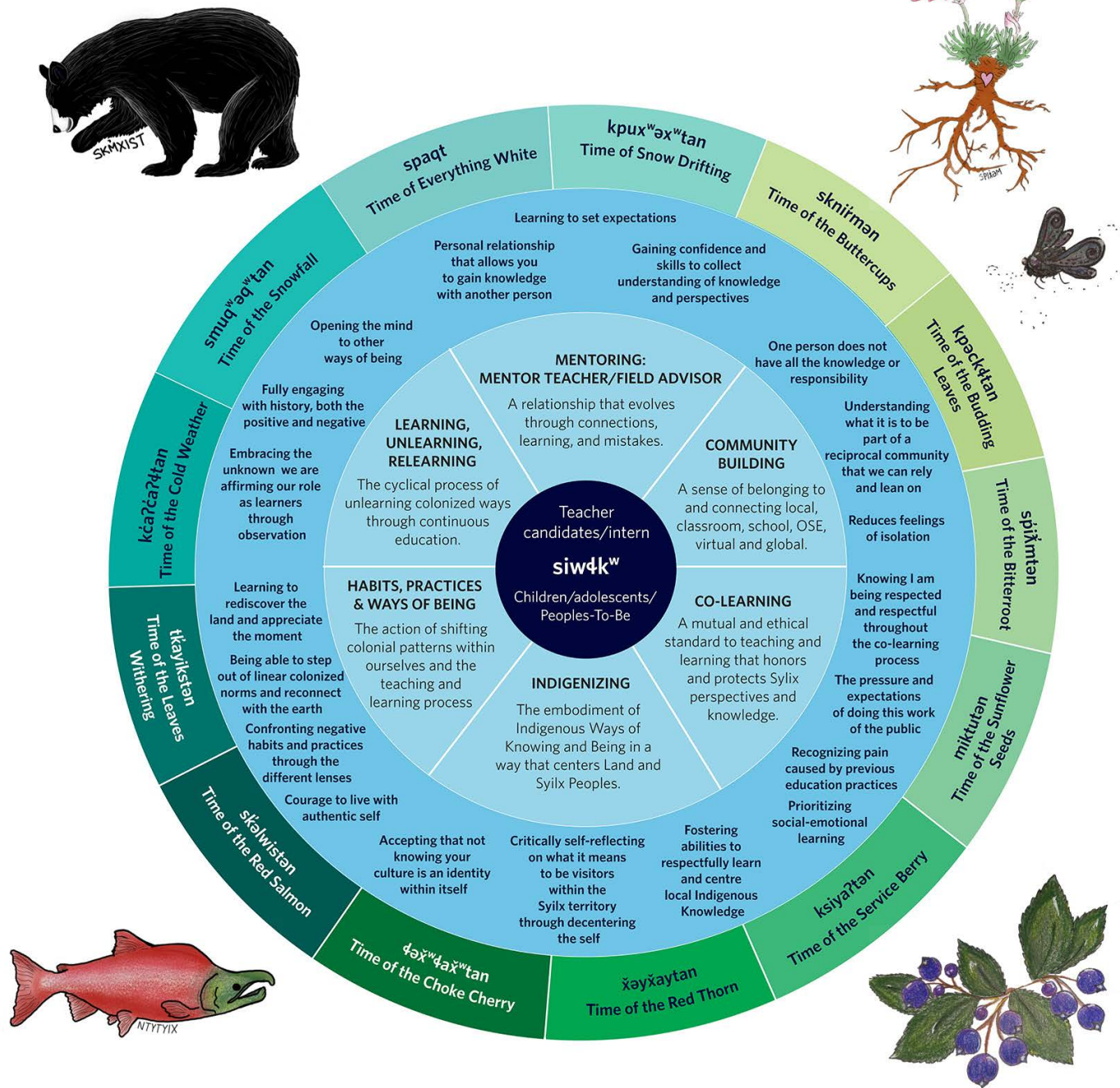
- IN-situ: Experiencing learning opportunities in diverse situations;
- Scholar-Practitioner: Exploring theory/practice connections, and cultivating a lifelong learning mindset;
- Inquiry: Questioning, adapting, building and making meaning as the heart of all learning;
- Re-Imagine Education: Envisioning 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
- 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 in coursework and field advisor cohorts, where links between theory and practice in the field are nurtured.



In a children-centered sqəlxʷ4cawt (living with full responsibilities to tmxʷúlaxʷ 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 tmixʷ. Children are connected to tmxʷúlaxʷ—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 tmxʷúlaxʷ 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.

2025/2026 Formative Field Experiences

Dates	Skills & Competencies In Progress	Field Expectations
Dec Literacies & Numeracies in Action Dec 8-19 2-week Field Experience	<ul style="list-style-type: none"> exploring Syilx ways of knowing building understanding professionalism deepening understanding of the importance of multiple perspectives 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 	Candidates: <ul style="list-style-type: none"> develop a <u>2 -Week Planning & Responsibilities Overview (PRO)</u> (p. 7) with input from mentor(s) outlining responsibilities during two-week experience, in collaboration with mentor(s). Share with field advisor (FA). act in a supporting role (as a beginning teacher) in the classroom and the wider school community. interact with and build relationships with students and staff. complete <u>Learner Study</u> (details in Canvas). document learning as a written reflection in Canvas. <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 formation of personal/professional competencies. arrange an introductory field visit with FA.
School Visits Feb 25 Mar 11 Apr 1	<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 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 	Candidates: <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. work alongside mentor(s) to co-plan a mini lesson for each school visit, with the aim to co-teach portions of lessons with mentor support. lesson plans are to be prepared in advance of lesson delivery (48 hours, or as requested by mentor). after each school visit, complete a written reflection in the Reflection in Action (RIA) document.
Apr 13-May 22 6-week Collaborative Field Experience		Candidates: <ul style="list-style-type: none"> develop a 6-week Planning & Responsibilities Overview (PRO) (p. 8) with input from mentor(s) outlining teaching responsibilities during six-week experience. Share with FA. plan, prepare and teach/co-teach a minimum of two units, each lasting 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 lesson observations with FA. schedule one Curation 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 unit overviews and daily lesson plans in advance and share these plans with their mentor(s) for feedback/ guidance prior to the lesson (48 hours, or as requested by mentor). candidates focusing on student learning, adaptive professionalism, and collaboration through several core anchor experience requirements of the BEd program.
June 1 - 19 Community Field Experience	<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 	Candidates: <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. present a Final Project and provide peer feedback

Co-Learning Responsibilities and Opportunities

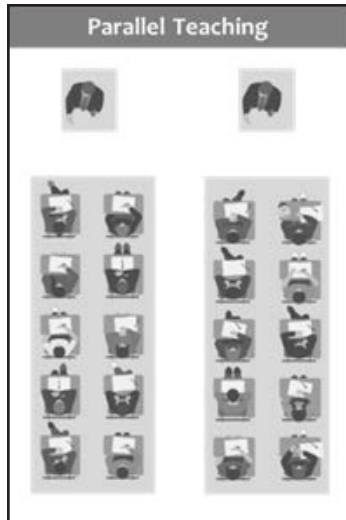
Responsibilities	Opportunities
<p>Mentor and Candidate</p> <p><i>Co-planning:</i></p> <ul style="list-style-type: none"> candidate works alongside mentor to co-plan lessons, with the goal to co-teach (see p. 6 for examples of co-teaching) mentor and candidate print an extra copy of assignments for each other <p><i>Co-teaching:</i></p> <ul style="list-style-type: none"> mentor has candidate observe teaching and identify/discuss instructional techniques used candidate leads portions/parts of a lesson; mentor on the side to support, as needed gradual increase in length and release of responsibilities <p><i>Co-assessing:</i></p> <ul style="list-style-type: none"> mentor shares samples of assessment used in classroom and provides assessment modelling as needed assess student work together; engage in standard setting and discuss the “why” discuss ways of organizing assessment data, and myEd <p><i>Feedback:</i></p> <ul style="list-style-type: none"> candidate shares lesson/unit plans a minimum of 48 hours in advance for mentor feedback (verbal or written form) mentor and candidate debrief after lesson and mentor provides feedback (strengths and stretches) <p>Candidate</p> <ul style="list-style-type: none"> learns routines and gradually takes over transitions into leading line when students leave classroom setting supports activity transitions learns and applies participatory strategies in use <p>Mentor</p> <ul style="list-style-type: none"> reviews school/district policies with candidate (attendance, fire drill, earthquake, hold & secure, cell phones) provides candidate important information on students discusses how small groups are arranged provides information/resources on programs/approaches used in classroom (eg. The Daily Five, Loose Parts, UFLI, literature circles) shows candidate IEP(s) and explains layout reviews SBT format and explains how parent meetings are run mentor shares supervision schedule (candidates co-supervise) invites candidate to sit together at staff meetings and participate in professional development opportunities 	<p>Elementary Examples</p> <p><i>With input and support from your mentor(s), candidates can lead:</i></p> <ul style="list-style-type: none"> morning routine attendance agenda/planner checking PE warm-up read-alouds brain/movement breaks number Talk 1:1 work with students small groups of students centres, stations etc. SEL activities (e.g. class meetings, check-ins) science or art demonstrations <p><i>Participate in:</i></p> <ul style="list-style-type: none"> “snack” and hand washing classroom technology set-up and maintenance classroom set-up or clean-up creating bulletin board displays or student work organization <p>Middle and Secondary Examples</p> <p><i>With input and support from your mentor(s), candidates can lead:</i></p> <ul style="list-style-type: none"> announcements and attendance lesson introductory activity PE warm-up 1:1 work with students small groups of students centres, stations, etc. assessment for learning (e.g. exit tickets, thumbs-up/thumbs-down strategies) science or art demonstrations <p><i>Participate in:</i></p> <ul style="list-style-type: none"> a team, group or club activity classroom technology set-up and maintenance classroom set-up or clean-up
<p>Candidate</p> <ul style="list-style-type: none"> plans and conducts an individual inquiry project explores alternative educational contexts with community partner 	

An Expanded Look at Collaboration

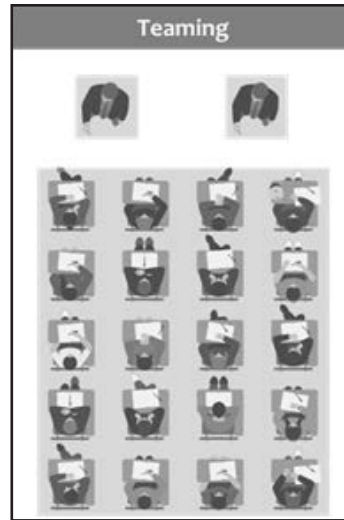
Co-teaching a lesson can vary! Collaboration can take many forms.

- When planning a lesson/unit together, aim to share and incorporate ideas equally.
- Candidates 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 may observe the mentor teach a lesson then debrief afterwards.

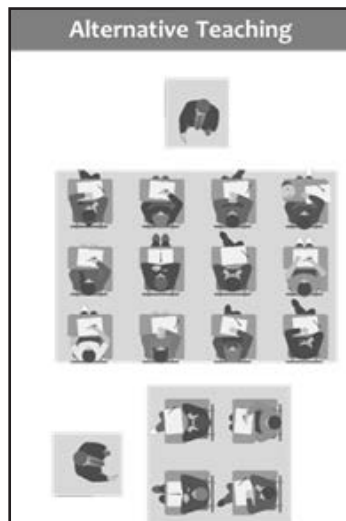
A few examples are outlined below (Friend, 2019).



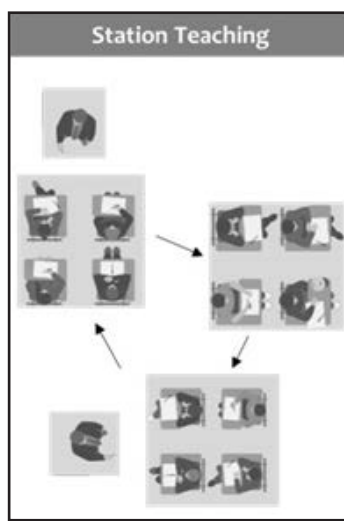
- Class is split into two, both teachers responsible for teaching the same lesson
- Increased communication and planning



- 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.

2-Week Planning and Responsibilities Overview (PRO)

EDUC 440 2-Week Field Experience: Dec 8 - 19, 2025

Due Friday, Dec 5, 2025

The PRO document is directly related to Standard 2 found on page 32 of this guide.

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 your two-week experience. Upon completion, share this document with your FA.

1. Growth Goals

Formulate areas of growth for yourself based on your developing scholar practitioner identity. 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 or if preferred add to your digital calendar. Your FA will review these during their first visit with you.

3. Learner Study: Directly related to Standards 1 and 3 on page 15 & 16 of this guide.

As a teacher, you are expected to know your learners. Everyone in your classroom has unique needs, a unique background, and a unique understanding of the world. The main goal is to develop your capacity to discern and appreciate the abilities, needs, and potential of all learners in your care. In this investigation, you are developing insights about how one or two learner(s) experience(s) the world, both inside and outside school.

Share and discuss the Learner Study document (found in Canvas) with your mentor teacher.

6-Week Planning and Responsibilities Overview (PRO)

EDUC 441 6-Week Field Experience: Apr 13 - May 22, 2026

Due Friday, April 10, 2026

The PRO document is directly related to Standard 2 found on page 32 of this guide.

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 your field experience. You develop this document with input from your mentor, and upon completion you share this document with your FA.

1. Growth Goals: Formulate areas of growth for yourself based on your developing scholar practitioner identity. Your goals are unique to you and the kind of educator you are striving to become. Consider the areas of growth that have already been identified during your 2-week field experience and the three school visits you have completed.

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 (this is not an exhaustive list and is intended 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 units during your six-week field experience. Each should be approximately two to four weeks in duration. In addition, 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.

Below is the sample template for planning your units. **Download this template from Canvas, complete with input from your mentor teacher(s) and share final document with your FA.**

Unit 1

Class/Subject:	Estimated Dates:
Unit Theme/Topic:	
Big Ideas:	
Curricular Competencies:	Content:
Lesson 1 Topic:	Lesson 2 Topic:
Lesson 3 Topic:	Lesson 4 Topic:
<i>Add more rows if needed for the number of lessons you have for your unit</i>	

Unit 2

Class/Subject:	Estimated Dates:
Unit Theme/Topic:	
Big Ideas:	
Curricular Competencies:	Content:
Lesson 1 Topic:	Lesson 2 Topic:
Lesson 3 Topic:	Lesson 4 Topic:
<i>Add more rows if needed for the number of lessons you have for your unit</i>	

September | septembre

dəx̣wɔdax̣wtan

Time of the Choke Cherry
August 23 to September 20

Time of the Choke Cherry August 23 to September 20

Syilx Okanagan Nation Alliance (2025). *ta'tupa - Spirit Bear Moon Calendar*. https://syilx.org/wp-content/uploads/2025/02/ARCHIVE_2025-Moon-Calendar_PP.pdf

2025

October | *octobre*
skelwistan

Time of the Red Salmon
September 21 to October 20

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1	2	3
6	7	8	9	10 World Mental Health Day
13 Thanksgiving Day No Classes	14	15	16	17
20	21	22	23	24
27	28	29	30	31

November | *novembre* tkayikstən

Time of the Leaves Withering
October 21 to November 19

2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3	4	5	6	7
10	11 Remembrance Day lut ks_əcn'tipəpts Lest We Forget No classes	12	13	14
17	18	19	20	21
24	25	26	27	28

November 8: National Indigenous Veterans Day

2025

December | *décembre*
Kícaríáídtan
Time of the Cold Weather
November 20 to December 19

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31 New Year's Eve		

2026

January | *janvier*
spaqt

Time of Everything White
December 20 to January 17

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			1	2
5 Winter Term 2 Starts	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

2026

February | février
kpux^wax^wtan
Time of the Snow Drifting
January 18 to February 16

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2	3	4	5	6
9	10	11	12	13
16 Family Day neqsit Day	17	18	19	20
23	24	25 Pink Shirt Day	26	27

2026

March | mars

skniŕmæn

Time of the Buttercups
February 17 to March 17

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20 French Language Day
23	24	25	26	27
30	31			

2026

April | avril

kpeackdtan

Time of the Budding Leaves
March 18 to April 16

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22 Earth Day	23	24
27	28	29	30	

2026

May | mai
s'piłmtən

Time of the Bitterroot
April 17 to May 15

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				1
4	5 Red Dress Day	6	7	8
11	12	13	14	15
18 Victoria Day	25	26	27	28
29				

2026

June | *juin*
miktutun

Time of the Sunflower Seeds
May 16 to June 13

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

2026

July | *juillet*
Time of the Service Berry
June 14 to July 13
ksiya?tən

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1 Canada Day	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	0	31

2026

August | août
ǰəyǰəytan

Time of the Red Thorn Berry
July 14 to August 11

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3 BC Day	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September | **septembre**
dəx̣wɔdax̣wɔtan
 Time of the Choke Cherry
 August 12 to September 9

Time of the Choke Cherry August 12 to September 9

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
		1 Labour Day		2 Start of School		3		4	
7		8		9		10		11	
14		15		16		17		18	
21		22		23		24		25	
28		29		30 Orange Shirt Day National Day for Truth and Reconciliation No classes					

2026

October | octobre

skelwistan

Time of the Red Salmon
September 9 to October 9

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			1	2
5	6	7	8	9
12 Thanksgiving Day No Classes	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November | *novembre* tkayikstən

Time of the Leaves Withering
October 10 to November 8

2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2	3	4	5	6
9	10	11 Remembrance Day lut ks_əcn̓t̓pəpts Lest We Forget No classes	12	13
16	17	18	19	20
23	24	25	26	27
30				

November 8: National Indigenous Veterans Day

2026

December | *décembre*
Kíca?íca?dtan

Time of the Cold Weather
November 9 to December 7

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31 New Year's Eve	

Timeline for 2026 Summative Field Experience

Dates	Skills & Competencies In Progress	Field Expectations
June-Aug (start-up) Candidates 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 	Candidates: <ul style="list-style-type: none"> after contact information is sent to host schools by OSE: <ul style="list-style-type: none"> candidates send introductory emails and resume to mentor(s) and administrator(s) candidates are to organize a meeting with mentor(s) and administrator(s) July/Aug: mentor(s) and candidate 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 ____: re-orientation at UBCO
Early Sept (phase-in) Candidates 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 	Candidates: <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>Planning and Responsibilities Overview</u> (PRO) (p. 12) with input from mentor(s) outlining teaching responsibilities during field experience. 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		Candidates: <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 have 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> to discuss Curation of Learning with mentor(s) and FA will host a candidate on Oct ____ 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 ____		Candidates: <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

Co-Learning Responsibilities and Opportunities

Responsibilities	Opportunities
<p>Mentor and Candidate</p> <p><i>Co-planning:</i></p> <ul style="list-style-type: none"> long range planning and timeline for teaching load discuss partnership expectations & boundaries (communication, arrival/departure times) co-create classroom rules/contract, classroom management plan and discipline philosophy <p><i>Co-teaching:</i></p> <ul style="list-style-type: none"> mentor has candidate observe teaching and identify/discuss instructional techniques used candidate leads lesson; mentor on the side to support, as needed gradual increase in length and release of responsibilities co-facilitates parent-student-teacher conferences <p><i>Co-assessing:</i></p> <ul style="list-style-type: none"> mentor shares samples of assessment used in classroom and provides assessment modelling as needed collaborate on IEPs, report cards, grade book discuss ways of organizing assessment data, and myEd <p><i>Feedback:</i></p> <ul style="list-style-type: none"> candidate shares lesson/unit plans a minimum of 48 hours in advance for mentor feedback (verbal or written form) mentor and candidate debrief after lesson and mentor provides feedback (strengths and stretches) <p>Candidate</p> <ul style="list-style-type: none"> learns routines and gradually takes over tries assessment techniques develops assessment (running records, rubrics, exit slips) attends staff meetings and STB, when appropriate participates in class review meetings <p>Mentor</p> <ul style="list-style-type: none"> reviews school/district policies with candidate (attendance, fire drill, earthquake, hold & secure, cell phones) provides candidate important information on students discusses how small groups are arranged provides information/resources on programs/approaches used in classroom (eg. The Daily Five, Loose Parts, UFLI, literature circles) shows candidate IEP(s) and explains layout reviews SBT format and explains how parent meetings are run mentor shares supervision schedule (candidates co-supervise) invites candidate to sit together at staff meetings and participate in professional development opportunities 	<p>Candidate</p> <ul style="list-style-type: none"> Participate in a club, intramural, or sports team Support school events such as winter concerts, student performances, family nights, craft nights, fundraising, Halloween etc. Help organize charity drives, book fairs, or food bank collections Observe or shadow learning support teachers, counsellors, or administrators Arrange mock TTOC experiences (plan for a TTOC) Actively search out “auxiliary experiences” Facilitate a lunch-and-learn or student choice workshop Practice family communication strategies, e.g. drafting classroom updates or responding to actual or mock parent emails (with mentor feedback) Co-develop school newsletters or contribute to school communications Design supplementary resources (e.g., review guides, anchor charts)

Planning and Responsibilities Overview (PRO)

EDUC 444 Summative Field Experience: Sept ____ - Dec ____, 2026

Due _____

The PRO document is directly related to Standard 2 found on page 16 of this guide.

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. Upon completion, share this document with your FA.

1. Growth Goals: Formulate areas of growth for yourself based on your developing scholar practitioner identity. Your goals are unique to you and the kind of educator you are striving to become. Consider the areas of growth that have already been identified during your 6-week field experience and the three school visits you have completed.

Please outline your main goals you would like to engage with during your upcoming summative 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 summative field experience. A progressive teaching load leading to 70-100% is appropriate for this certifying practicum. Each unit and corresponding lessons require a unit plan and lesson plans 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. Before a scheduled lesson observation with your FA, submit your approved unit plan and mentor-review lesson plan to your FA.

Download this form from Canvas, complete and share with mentor teacher(s) and FA.

Initial Formative Field Experience: Assessment & Evaluation Process - Roles & Responsibilities

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

*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. See "Learning Goals for Field Experiences" for examples associated with each Standard.

Final Summative Field Experience: Assessment & Evaluation Process - Roles & Responsibilities

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

Learning Goals for Field Experiences

Candidates 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.



Where we are beginning		Where we are going
Two Week Initial Formative Experience	Six Week Initial Formative Experience	Final Summative Field Experience
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>Educators value the success of all students.</p> <p>Educators care for students and act in their best interests</p> <p>Educators...</p> <ul style="list-style-type: none"> have a privileged position of power and trust. are responsible for the physical and emotional safety of students. respect and value the diversity in their classrooms, schools and communities, inclusive of First Nations, Inuit and Métis, and other world view and perspectives. foster students' positive personal identity, mental and physical well-being, social and personal responsibility and intellectual development. engage students in meaningful participating in their own learning. treat students equitably with acceptance, dignity and respect. understand the importance of confidentiality and protect student privacy unless disclosure is required by law. do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage. 	<ul style="list-style-type: none"> consistently seeks to build positive and respectful relationships with students. demonstrates sensitivity to individual diversity for students and families with regard to ability, language, culture, religion, gender and sexual orientation. 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. is aware of and weaves formal and/or informal lessons on social emotional learning (SEL) and self-regulated learning (SRL) into classroom practice. 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. understands the privileged relationship that exists between teacher and student, and as such, educators refrain from exploiting children for any purpose. 	<ul style="list-style-type: none"> How did I introduce myself to students at the start of the term? Did I communicate to them that I care about their success? 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? Do I respect the diversity and unique learning needs of each student? Do I have any practices that acknowledge and celebrate students' successes?

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

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

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

Standard Nine	Classroom Examples
<p>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.</p> <p>Educators contribute towards truth, reconciliation and healing.</p> <p>Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.</p> <p>Educators...</p> <ul style="list-style-type: none"> critically examine their own biases, attitudes, beliefs, values, and practices to facilitate change. value and respect the languages, heritages, cultures and ways of knowing and being of First Nations, Inuit and Métis. understand the power of focusing on connectedness and relationships to oneself, family, community, and the natural world. integrate First Nations, Inuit, and Métis and Inuit worldviews and perspectives into learning environments. 	<p><i>Community Connections:</i></p> <ul style="list-style-type: none"> Collaborates with district and school-based Indigenous Education Programming: inviting speakers and arranging classroom presentations. Learns protocols for respectful engagement with people and land. Develops classroom resources: reading published or online resources created by First Peoples in the local area, collaborating with First Peoples partners. Makes Indigenous perspectives visible in the classroom through classroom structures and displays. Makes visible links between Indigenous Knowledge and contemporary dominant knowledge across curricular content. <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"> 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. <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"> Presents authentic First Peoples voices that are created by First Peoples or through the substantial contributions of First Peoples 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. Incorporate First Peoples story-telling techniques and features as applicable, e.g., circular structure, repetition, weaving in of spirituality, humor. <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> <ul style="list-style-type: none"> Explores the biology of species of plants and animals in local area: understanding of life cycles. Uses natural resources to make tools and other material goods. Explores how species change in an ecosystem after a disturbance.
<p>Reflective Questions</p> <ul style="list-style-type: none"> How do I create Community Connections? How do I create a Sense of Place? In what ways do I incorporate Story? Do I weave into my students' experiences Traditional Ecological Knowledge (TEK)? How do I honor local Indigenous Language? 	<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"> Inquiries into the diversity of Indigenous groups through their different languages. <p><i>Un/learning involves classroom pedagogy:</i></p> <ul style="list-style-type: none"> 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.

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 Métis across Canada, and Indigenous is an all- encompassing term that is used in both Canadian and International settings. 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 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:

- ongoing conversations with candidate (candidate takes notes and uses these as a basis for reflection)
- written observations/running records that are shared/discussed with candidate
- focused observations during lessons that are shared/discussed with candidate
- 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 where mentor posts comments/ provides feedback

Observation note templates can be found on our website at education.ok.ubc.ca/fieldguide



Observation Notes

Candidate: _____ Date: _____

School/Subject/Grade: _____

Observer: _____

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



Observation Notes

Candidate: _____ Date: _____

School/Subject/Grade: _____

Observer: _____

Criteria	Notes
<p>LEARNING ATMOSPHERE: Collaborative, community oriented, rapport, warmth, courtesy, student response, respect.</p> <p>CLASSROOM ENVIRONMENT: 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>PERSONAL QUALITIES: Confidence, enthusiasm, sincerity, calmness, warmth, tactfulness, sense of humor, emotional control, appearance, appropriateness, initiative.</p> <p>PEDAGOGY: First People's Principles of Learning woven throughout. 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>COMMUNICATION SKILLS: Speech: voice, quality, enunciation, pronunciation, expressiveness, pace. Language: precision, effectiveness, appropriate level. Media: varied, skill in managing technology</p> <p>PROFESSIONALISM: Preparedness, considering/implementing feedback, self-direction/reliability, communicating respectfully with colleagues, positively representing profession.</p>	
General Comments	



Observation Notes

Candidate: _____ Date: _____

School/Subject/Grade: _____

Observer: _____

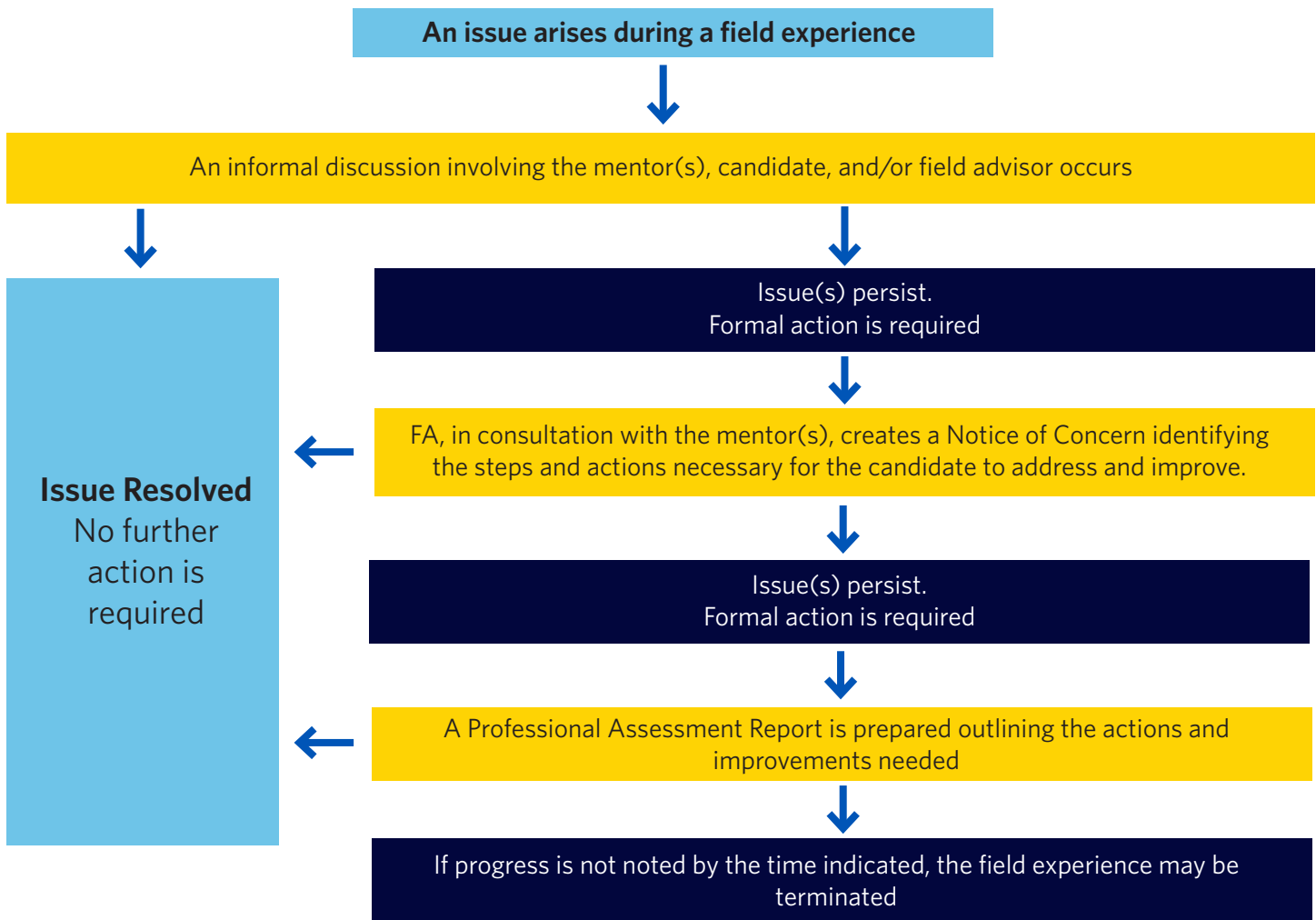
Criteria	Assessment	Notes
Planning (Standard 5) <ul style="list-style-type: none">▪ Thoughtful/appropriate lesson/unit design▪ Materials prepared in advance▪ All learners supported; planning for diversity Trust/Relationships (Standards 1,2) <ul style="list-style-type: none">▪ Appropriate interactions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

Professionalism and Conduct

- Candidates 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 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 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, 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 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 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!

Do candidates participate in non-teaching activities?	It is expected that they attend staff meetings, SBT meetings, and parent-teacher conferences. Candidates are not permitted to attend union related meetings.
Are candidates permitted to do supervision?	Candidates are expected to join mentors for supervision duties. Candidates are not permitted to supervise students on their own.
Can candidates be left alone in the class?	Yes – for short periods if mentor and candidate feel ready. Candidates are not permitted to act as a TTOC in the case of mentor absence. Optional – Candidates may wish to take a lead teaching role while TTOC remains in room.
Can a candidate coach or run clubs?	Yes, IF working closely with a supervising teacher who is also present during sessions. Candidates are not permitted to supervise students on their own.
Are all candidate teaching responsibilities the same?	Teaching responsibilities are based on candidate readiness with room for discretion in workload assignment from mentor and/or FA.
Do candidates have the knowledge to apply assessment principles and practices?	During their initial formative field experiences (2-week/6-week) candidates continue to learn about assessment and are ready to assist mentors. In the final summative field experience, candidates can design and carry out a range of assessment practices.

Glossary

Roles	
Candidates	Bachelor of Education students in the Okanagan School of Education
Field Advisors (FA)	School of Education advisors support candidates 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.
Mentor Teachers	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	
ELL	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.
IEP	Individual Education Plans written for special education students are designed to describe programming modifications and/or adaptations and to indicate specific services provided.
RIA	Reflection-In-Action document written by candidates 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
SBT	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.
TTOC	Teacher Teaching On-Call is a qualified educator teaching on a casual basis.



Indigenous Education Resources

Indigenization in the Okanagan School of Education involves connecting to Syilx and Indigenous peoples, pedagogy and resources throughout all courses and terms to transform destructive aspects of schooling and knowledge production. Indigenization is about continuous healthy diversity of cultures and ecosystems, a pedagogy and praxis of dynamic balance between human lifeways and natural world ecologies. Diversity and inclusion ritualized into practice — made a part of our collective everyday lives — means our collective intellectual and creative potential is much greater with women and Indigenous peoples contributing to the knowledge and wisdom our children have access to.

Key Terms

Source: With appreciation and gratitude to Desiree Marshall-Peer and Dr. Bill Cohen

Decolonization: A complex global movement by peoples impacted by imperialism and colonialism. Indigenous peoples have led the decolonization movement which is very much about survival, food and wellness security of diverse peoples, cultures, and the natural world. In *Decolonizing Methodologies*, Linda Tuhiwai Smith notes 25 decolonizing projects, <https://blogs.ubc.ca/hist594/files/2017/12/Smith-Decolonizing-Methodologies-Ch-8.pdf>. A Canadian example are judicial changes in Treaty and Laws associated with the Indian Act and about returning of Indigenous land that was taken by the government of Canada (Crown Land) without due process or good intention.

Un-Colonization: This term refers to the removal of colonized ways and processes that do not serve all peoples. This is performed by institutions and organizations (ex. schools and school districts) in an attempt to remove barriers or obstacles that are unnecessary to the end goal of serving all peoples. You can identify many Colonized policies or protocols by the way of work arounds or exemptions to the rule (ie. extensions to assignments vs. deadlines, admittance to classes vs. prerequisites or class size, suggested options vs. guidelines or rules-not safety related).

Indigenization: This term encompasses the intentional use of Indigenous Ways of Knowing and Being, Indigenous knowledge systems, and First Peoples worldviews, histories and experiences. In schooling and knowledge production contexts, Indigenization is an opportunity for educators to collaborate with Indigenous peoples in respective homelands to develop appreciative, reciprocal and sustaining relationships with the natural world and each other. This is not an add-on, but an “instead of” given that curriculums and schools prioritize Western understandings and exclude others. This can be done in the teaching praxis, the physical set up of the classroom, and the topics covered throughout the year. *Including residential schools lessons for Truth and Reconciliation does not constitute Indigenization, as this is related to a specific timed event, and will not necessarily inform the year of learning.

Reconciliation: This term is a process of establishing and maintaining respectful relationships between Indigenous and non-Indigenous peoples. It embodies the desire to make restitution and create equality for the First Peoples of Canada. It is a conscious commitment that is the responsibility of non-Indigenous members of society and is the basis of the 9th Teaching Standard in BC. There are 94 Calls to Action identified by the Truth and Reconciliation Committee of Canada; #6-12 refer specifically to K-12 education. Reconciliation, in Syilx contexts, is restoring dynamic balance between human lifeways and the natural world's ability to self-regenerate so we can all have a future.

Online Learning

Free online courses offered by UBC Faculty of Education, Office of Professional Learning

Historical, Systemic and Intersectional Anti-racism: From Awareness to Action

Length: Asynchronous + self-paced

opl.educ.ubc.ca/anti-racism-awareness

Reconciliation Through Indigenous Education

Length: Six weeks, offered throughout the year

opl.educ.ubc.ca/reconciliation-2

Nurturing Childhoods Through Indigenous Ways of Knowing

Length: Asynchronous + self-paced

opl.educ.ubc.ca/nurturing-childhoods-through-indigenous-ways-of-knowing

Websites

UBC Okanagan School of Education

Co-Curricular-Making

Resources to support educators' curricular Indigenization

education.ok.ubc.ca/cocurricularmaking

UBC Okanagan Indigenous Programs & Services (IPS)

Academic, cultural, and wellness support for

Indigenous students

students.ok.ubc.ca/indigenous

Okanagan Nation Alliance

syilx.org

Syilx educational resources and information hub, including education curriculums

learn.syilx.org

En'owkin Centre

A Syilx cultural, educational, and language centre

enowkincentre.ca

Central Okanagan Public Schools

indigenouseducation.sd23.bc.ca

North Okanagan-Shuswap School District

ie.sd83.bc.ca

Okanagan Skaha School District

indigenoused.sd67.bc.ca

Okanagan Similkameen School District

www.sd53.bc.ca/indigenous-education

Vernon School District

www.sd22.bc.ca/indigenous-education



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.



View the Field
Experience
Guide online

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