THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan School of Education

2026
2027

From the learning space of:

Land Acknowledgement

kʷu ɬə c̓uləl’uʔs iʔ l təmxʷulaʔxʷs iʔ syilx tali əc haʔ stim aɬiʔ əc mistim axaʔ iʔ təmxʷulaʔxʷselx lut pənkiꞑ kɬ̓ swit ʈ̓ə xʷic̓xmselx

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.

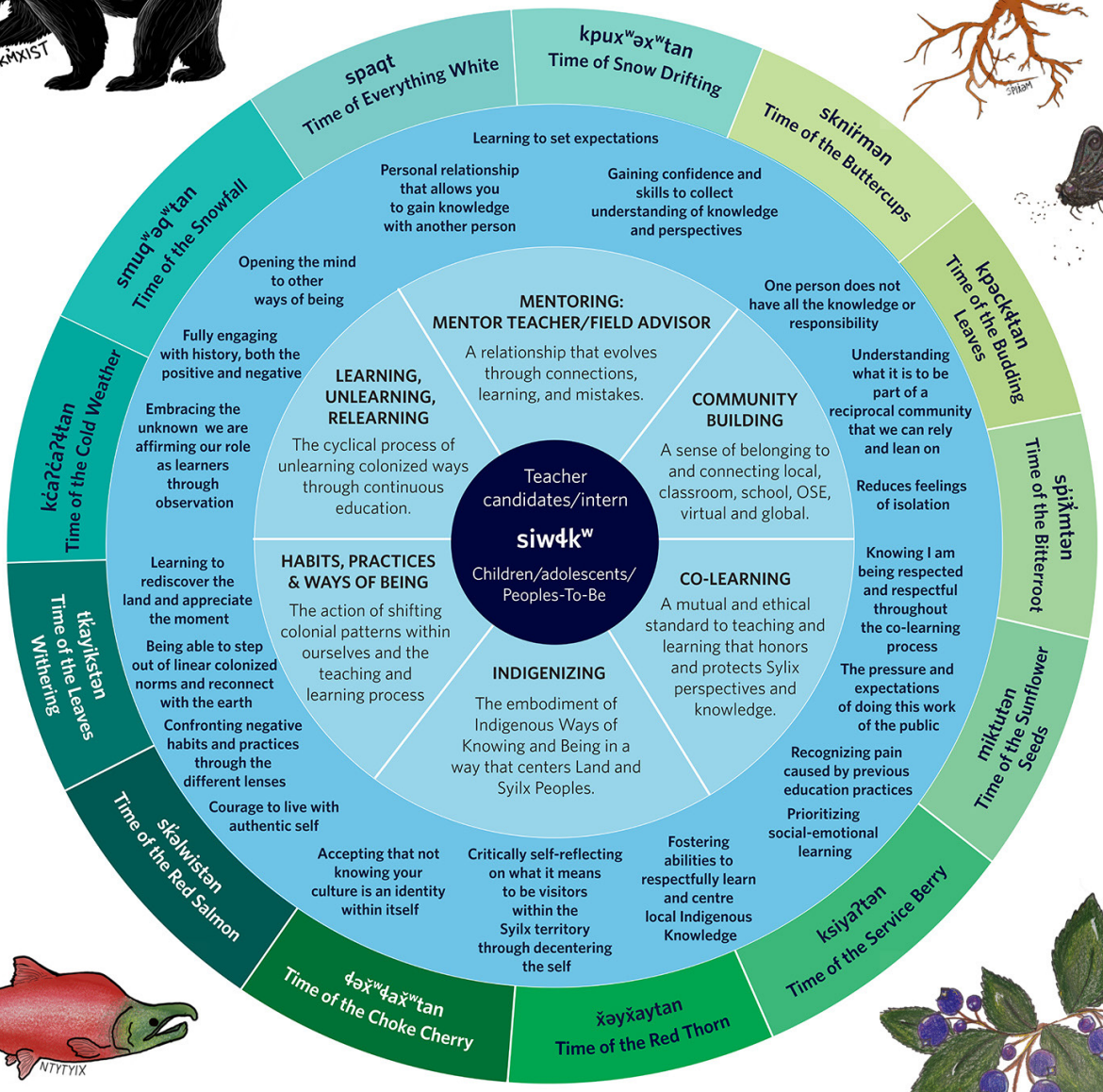
Program Scope and Sequence

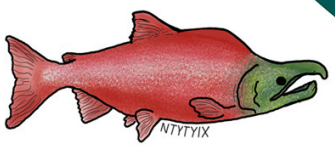
Visit education.ok.ubc.ca/fieldguide for the full course schedule and overview.

Throughout the 11-month Bachelor of Education program, candidates are immersed in a variety of classroom-based learning on campus, as well as rich in-situ and experiential learning opportunities in the field, as they develop a scholar-practitioner identity and their pedagogical stance evolves.

Here, we highlight some of the core experiences:

- **August**: Two-week intensive orientation to Becoming a Scholar-Practitioner in the Okanagan: Indigenous Knowledge, Pedagogies and Perspectives.
- **September to December**: Preparation for their initial three-week Formative Field Experience, includes courses on The Developing Learner, Assessment & Design for Learning, Comprehensive Health & Well-Being, Integrating Literacy and Numeracy, and Social Studies.
- **January to March**: Further preparation for their Summative Field Experience includes courses on Integrating Arts, Sciences, and Educational Technology (including AI), English as an Additional Language Teaching & Learning, and creating Safe & Inclusive Classrooms.
- **Throughout the program**: Teacher candidates are engaged in weekly Scholar-Practitioner Inquiry Labs (SPiLab) with their Field Advisors where connections between theory and practice are nurtured.
- **Learning from and with Syilx Elders**, community members, researchers and local school district partners through presentations, workshops and special events, such as the Supporting Truth and Reconciliation Run (STARR).





In a children-centered sqəlxʷɬcawt (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. 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.

EDUC 445 - FORMATIVE FIELD EXPERIENCE

FIELD EXPECTATIONS (Key Tasks)
School Visits and 3-Week Formative Field Experience

The main **goal** of these tasks is t**o help you develop the qualities and capacities of a scholar-practitioner**. As you continue to uncover the complexities of classrooms, we invite you to critically reflect upon the experience and draw connections between your classroom(s), communities and coursework. **Keep this in mind while engaging with these tasks in schools.**

SCHOOL VISITS - October 7, 21, 28, 2026

1. Activities and Lessons

Intention: To help you develop the capacities of a scholar-practitioner to:

- see the classroom and your students through multiple lenses.
- deeply consider how theory and practice intercept in a school setting.
- improve your ability to plan, enact and reflect upon lessons.
- identify initial strengths and stretches and develop growth goals.

To Do	Due Date	Submit To
Take time to get to know the students in your class during your school visits, observe your mentor teacher(s) and help with students as much as possible.	Ongoing	N/A
Observe the way your mentor teacher(s) teach(es) and interact(s) with students.	Ongoing	N/A
Work with individuals and small groups of students as assigned by the mentor teacher(s).	Ongoing	N/A
Co-plan/Co-teach/Co-assess/Reflect-Co-reflect: Teach One Lesson This lesson could include a community building activity, lead a routine or develop a mini lesson with a focus on literacy, numeracy or subject specific content.		
• Discuss your potential lesson with mentor teacher(s) during school visit.	October 7	N/A
• Draft lesson plans submitted to Field Advisor (FA).	October 12	☐ Post on Canvas
• Draft lesson plan to be discussed in SPiLab and feedback given.	October 14	☐ Bring to SPiLab
• Lesson plan, using UBCO lesson template, to be shared with mentor teacher(s) during school visit.	October 21	☐ Send to mentor teacher(s) and FA
• Teach lesson.	October 28	N/A

2. School Visit Reflections

Intention: To help you develop the capacities of a reflective practitioner to:

- see the classroom and your students through multiple lenses.
- deeply consider how theory and practice intercept in a school setting.
- improve your practice.
- identify initial strengths and stretches and develop growth goals.

To Do	Due Date	Submit To
Write a reflection after each school visit. Each reflection focuses on a specific event(s)/aspect(s) observed (not an agenda summary). From the evidence you have captured in your reflection, identify the BCTC Professional Standard #1-3, 5P (Planning), 5I (Instruction) and 9 by clicking on the specific standard in the boxes below your reflection. Work towards trying to include evidence of each of the six standards at least once during your three visits.	Fridays after each visit (Oct. 9, 23 & 30)	☐ Write in your School Visit and Weekly Reflections Document found on OneDrive or Teams

3. Supporting Learners Study

Intention: Focuses on Standards 1 and 3 in the Professional Standards to:

- develop your capacity to discern and appreciate the abilities, needs and potential of all learners in your care.
- develop a keen awareness of your preferences/biases and the impact these have on your students and classroom.
- be reflective about yourself as an observer.
- share your emerging insights with your mentor teacher(s), FA and teacher candidate peers.

To Do	Due Date	Submit To
During your school visits and your 3-week field experience explore the supports available to the students in your partnership school. Consult resources individuals such as the Learning Support Teacher, the CEAs, the ELL teacher, the Indigenous Advocate, school counsellor etc. Also consult resources such as MyEdBC, cumulative records and work samples if available. Your mentor teacher(s) will be a great source of information as well.	Ongoing during school visits and formative field experience	N/A
Prepare to share your findings with your classmates during SPiLab. Check the specifics in the assignment on Canvas to guide you.	December 2	☐ Bring to SPiLab
Write a summary of your findings and your ideas for next steps. Check the specifics in the assignment on Canvas to guide you.	December 4	☐ Post on Canvas

3-WEEK FIELD EXPERIENCE - November 9 to 27

1. Planning and Responsibilities Overview (PRO)

Intention:

- to help you continue conversations with your mentor teacher(s) about schedule, roles and responsibilities, including teaching responsibilities.
- to continue to identify strengths and stretches and develop growth goals.

To Do	Due Date	Submit To
Complete the document **EDUC 445-Planning and Responsibilities Overview (PRO)** found on Canvas.	November 6	☐ Post on Canvas ☐ Send to your mentor teacher(s)

2. Activities and Lessons (1 unit of 4-6 lessons)

Intention: to help refine your planning, instruction and interaction with students while teaching and to reflect on your own practice.

To Do	Due Date	Submit To
Discuss with mentor teacher(s) each lesson sequence's (unit's) scope	On or before October 28	N/A
Complete Unit Plan Template found in Canvas **for the unit you will teach**.	November 6	☐ Send to your mentor teacher(s) ☐ Post in Unit Plan folder in OneDrive or Teams
Complete Lesson Plan Template found in Canvas **for each lesson that you teach**. Discuss lessons with mentor teacher(s).	48 hours prior to teaching	☐ Send to your mentor teacher(s)
Teach your lessons.	Ongoing	N/A

Reflect on each lesson with mentor teacher(s). The Self-Reflection Template MAY be used if helpful.	Ongoing	N/A
Schedule **one** formal lesson observations with your FA (schedules will be shared independently).	As outlined by your FA	☐ Post in your FA's schedule
Provide the lesson plan to your FA in advance of the lesson as directed by FA. Have the unit plan that the lesson is from available for the FA to see prior to the lesson or as directed by your FA.	At least 24 hours before lesson observation	☐ Post in Lesson Plans folder in OneDrive or Teams

3. Weekly Reflections

Intention: To help you develop the capacities of a reflective practitioner to:

- see the classroom and your students through multiple lenses.
- deeply consider how theory and practice intercept in a school setting.
- improve your practice.
- identify initial strengths and stretches and develop growth goals.

To Do	Due Date	Submit To
Write a reflection at the end of each week. Each reflection focuses on a specific event(s)/aspect(s) observed (not an agenda summary). From the evidence you have captured in your reflection, identify the BCTC Professional Standard #1-3, 5P (Planning), 5I (Instruction) and 9 by clicking on the specific standard in the boxes below your reflection. Work towards trying to include evidence of each of the six standards at least once during your three visits.	Fridays after each visit (Nov. 13, 20 & 27)	☐ Post in your EDUC 445 School Visit and Weekly Reflections Document found on OneDrive or Teams

4. Curation of Learning - Final

Intention: To summarize your strengths and stretches and develop growth goals.

To Do	Due Date	Submit To
From your weekly reflections, **add evidence that supports** what you have identified as your strengths and stretches throughout your 3-week field experience. **Complete the Curation of Learning sections** of each of the six Standards of Professional Practice and the Growth Goals and Planned Actions.	Tuesday, December 1	☐ Post in your Curation of Learning Document on OneDrive or Teams

EDUC 445: Formative Field Experience Responsibilities and Opportunities

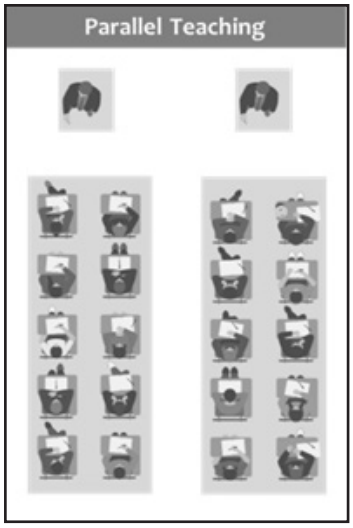
Responsibilities	Opportunities
Mentor Teacher(s) and Teacher Candidate *Co-planning:* • teacher candidate works alongside mentor teacher(s) to co-plan a unit and its lessons, with the goal to co-teach (see next page for examples of co-teaching) • mentor teacher(s) and teacher candidate print an extra copy of student assignments for each other *Co-teaching:* • mentor teacher(s) has teacher candidate observe teaching and identify/discuss instructional techniques used • teacher candidate leads portions/parts of a lesson; mentor teacher(s) on the side to support, as needed • gradual increase in length and release of responsibilities *Co-assessing:* • mentor teacher(s) shares samples of assessment used in classroom and provides assessment modelling as needed, especially formative assessment examples • assess student work together; engage in standard setting and discuss the "why" • discuss ways of organizing assessment data, and MyEdBC *Feedback:* • teacher candidate shares lesson/unit plans a minimum of 48 hours n advance for mentor teacher(s) feedback (verbal or written form) • mentor teacher(s) and teacher candidate debrief after lesson is taught and mentor teacher(s) provides feedback (strengths and stretches) **Teacher Candidate** • learns routines and gradually takes over • supports activity transitions • learns and applies participatory strategies in use • plans and conducts an inquiry of the learners in the class **Mentor Teacher(s)** • review(s) school/district policies with teacher candidate (attendance, fire drill, earthquake, hold & secure, cell phones) • provide(s) teacher candidate with any important information about students • discuss(es) how small groups are arranged • provide(s) information/resources on programs/approaches used in classroom (e.g. The Daily Five, Loose Parts, UFLI, literature circles) • show(s) teacher candidate IEP(s) and explains layout • review(s) SBT format and explains how parent meetings are run • share(s) supervision schedule (teacher candidates co-supervise) • invite(s) teacher candidate to sit together at staff meetings and participate in professional development opportunities	**Elementary Examples** *With input and support from your mentor teacher(s), teacher candidates can lead:* • 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 *Participate in:* • "snack" and hand washing • classroom technology set-up and maintenance • classroom set-up or clean-up • creating bulletin board displays or student work organization **Middle and Secondary Examples** *With input and support from your mentor teacher(s), teacher candidates can lead:* • 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 *Participate in:* • a team, group or club activity • classroom technology set-up and maintenance • classroom set-up or clean-up

An Expanded Look at Collaboration

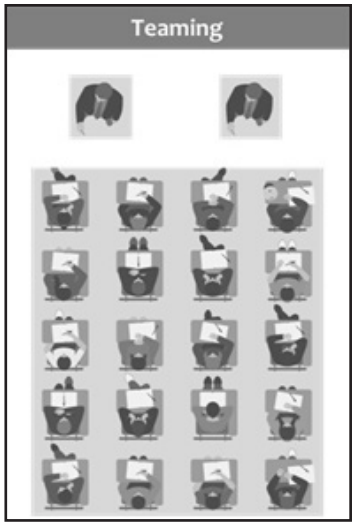
Co-teaching lessons is collaborative and can take many forms:

- When planning a lesson/unit together, aim to share and incorporate ideas equally.
- Teacher candidates are to share their own planning with mentor teacher(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.
- Teacher candidates may observe the mentor teacher(s) teach(es) a lesson then debrief afterwards.

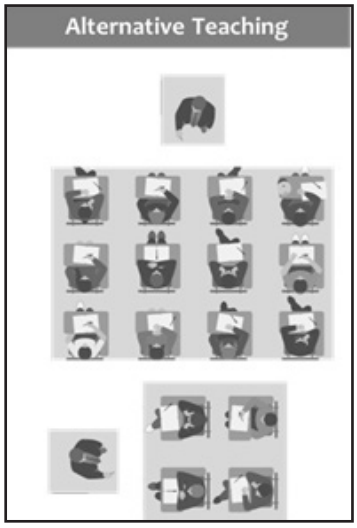
A few examples are outlined below (Friend, 2019).



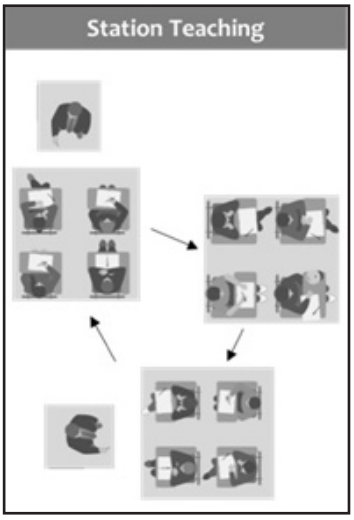
- Class is split into two, both teachers responsible for teaching the same lesson
- Increased communication and planning



- 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 the same group is always separated it works against the effects 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.

EDUC 445: Formative Field Experience
Assessment & Evaluation Process - Roles & Responsibilities

Timeline	Teacher Candidate	Teacher Mentor(s)	Field Advisor (FA)
School Visits	• documents their progress through reflection	• provide(s) ongoing feedback to the teacher candidate	• reads reflections • debriefs with teacher candidates in SPiLab after school visits
Three Week Field Experience	• submits teaching resources (lesson plans, unit plans, assessment tools, other teaching resources) to mentor teacher(s) and FA • documents ongoing progress in weekly reflection document (see Assessment Expectations below) • in consultation with mentor(s), schedules two classroom observations with FA • documents progress in Curation of Learning document • schedules Final Meeting with mentor teacher(s) and FA to occur during week three • collaboratively discusses their progress along each competency with mentor teacher(s) and FA during Final Meeting	• ongoing feedback provided to candidate on regular basis (*see Mentor Teacher Feedback Options below*) • contribute(s) to Curation of Learning document and shares feedback and revisions with FA • collaboratively discuss(es) candidate progress along each competency with FA and teacher candidate during Final Meeting	• conducts two classroom observations; debriefs with candidate following each observation and provides written summaries. Mentor teacher(s) are welcome. • finalizes Curation of Learning document • collaboratively discusses candidate progress along each competency with mentor teacher(s) and teacher candidate during Final Meeting

Assessment Expectations for Teacher Candidates include:

- submitting all lesson plans, unit plans, assessment tools, and other teaching resources to mentor teacher(s) at least 48 hours before they are to be implemented in class
- submitting lesson plans to FA 24 hours prior to any classroom observation
- submitting updated copies of Curation of Learning to mentor teacher(s) and FA at least 1 week prior to the Final Meeting

Mentor Teacher Feedback Options:

Constructive feedback is an essential aspect of formative learning throughout field experience partnerships. As mentor teachers, it is important to tailor feedback to meet the specific needs of our teacher candidates. Some mentor teachers prefer to debrief with their teacher 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 Intentions for Field Experiences* on page 26 for classroom examples associated with each Standard.

EDUC 475 - SUMMATIVE FIELD EXPERIENCE

FIELD EXPECTATIONS (Key Tasks)
School Visits and Summative Field Experience

The main **goal** of these tasks is t**o help you develop the qualities and capacities of a scholar-practitioner**. You will continue to deepen your understanding of various ways to teach and engage learners, of elements of learning experiences (know, do, understand) and of administrative components of your role as teacher. You will work to increase your capacity in formative, summative and diagnostic assessments. We invite you to critically reflect upon the experience and draw connections between your classroom(s), communities and coursework. Keep this in mind while engaging with these tasks in schools.

SCHOOL VISITS - February 3, 17, March 3 & 10

1. Activities and Lessons

Intention: To help you develop the capacities of a scholar-practitioner to:

- see the classroom and your students through multiple lenses.
- deeply consider how theory and practice intercept in a school setting.
- improve your ability to plan, enact and reflect upon lessons.
- identify initial strengths and stretches and develop growth goals.

To Do	Due Date	Submit To
Take time to get to know the students in your class during your school visits, observe your mentor teacher(s) and help with students as much as possible.	Ongoing	N/A
Observe the way your mentor teacher(s) teach(es) and interact(s) with students.	Ongoing	N/A
Work with individuals and small groups of students as assigned by the mentor teacher(s).	Ongoing	N/A
Co-plan/Co-teach/Co-assess/Reflect-Co-reflect: Teach one lesson on February 17, March 3, and March 10 These lessons could include community building activities, leading routines, or developing mini lessons with a focus on literacy and/or numeracy or subject specific content.		
• Discuss your potential lessons with mentor teacher(s) during school visit.	February 3	N/A
• Draft lesson plan #1 submitted.	February 9	☐ Post on Canvas
• Draft lesson plan #1 to be discussed in SPiLab and feedback given.	February 10	☐ Bring to SPiLab
• Lesson plan #1, using UBCO lesson template, to be shared with mentor teacher(s) **48 hours prior to school visit**.	February 15	☐ Send to mentor teacher(s) and FA
• Teach lesson #1, debrief lesson with mentor teacher(s), discuss potential Lesson #2 & #3.	February 17	N/A
• Draft lesson plans #2 & #3 submitted.	February 23	☐ Post on Canvas
• Lesson #1 debrief, lessons 2 & 3 draft lesson plans to be discussed in SPiLab and feedback given.	February 24	☐ Bring to SPiLab
• Lesson plan #2, using UBCO lesson template, to be shared with mentor teacher(s) **48 hours prior to school visit**.	March 1	☐ Send to mentor teacher(s) and FA
• Teach lesson #2, debrief lesson with mentor teacher(s), discuss potential Lesson #3.	March 3	N/A
• Lesson plan #3, using UBCO lesson template, to be shared with mentor teacher(s) **48 hours prior to school visit**.	March 8	☐ Send to mentor teacher(s) and FA
• Teach lesson #3, debrief lesson with mentor teacher(s).	March 10	N/A
• Lesson #2 and #3 debriefed in SPiLab and feedback given.	March 17	N/A

2. School Visit Reflections

Intention: To help you develop the capacities of a reflective practitioner to:

- see the classroom and your students through multiple lenses.
- deeply consider how theory and practice intercept in a school setting.
- improve your practice.
- continue to clarify and expand on your strengths and stretches, and develop ongoing growth goals.

To Do	Due Date	Submit To
Write a reflection after each school visit. Each reflection focuses on a specific event(s)/aspect(s) observed (not an agenda summary) It can also include reflections on the lesson that was taught.	Fridays after each visit (Feb. 5, 19, Mar. 5 and 12)	☐ Write in your EDUC 475 School Visit and Weekly Reflections Document found on OneDrive or Teams
From the evidence you have captured in your reflection identify the BCTC Professional Standards by clicking on the specific standard in the boxes below your reflection. Work towards trying to include evidence of each of the nine standards at least once during your four visits.		

SUMMATIVE FIELD EXPERIENCE - March 30 to June 25

1. Planning and Responsibilities Overview (PRO)

Intention:

- to help you continue conversations with your mentor teacher(s) about schedules, roles, including teaching responsibilities.
- to continue to identify strengths and stretches and develop growth goals.

To Do	Due Date	Submit To
Complete the document **EDUC 475-Planning and Responsibilities Overview (PRO)** found on Canvas.	March 17	☐ Post on Canvas ☐ Send to your mentor teacher(s) ☐ Bring to SPiLab

2. Units and Lessons

Intention: to continue to refine/hone your planning, instructing, and interaction with students while teaching and to reflect on your own practice.

To Do	Due Date	Submit To
Discuss with mentor teacher(s) each unit's scope – complete Unit Plan Template found in Canvas **for each unit that you teach**.	As determined by your mentor teacher(s)	N/A
Complete Lesson Plan Template found in Canvas **for each lesson that you teach**.	48 hours prior to teaching.	☐ Send to your mentor teacher(s)
Reflect on each lesson with mentor teacher(s). The Self-Reflection Template may be used if it is helpful.	48 hours prior to teaching.	☐ Send to your mentor teacher(s)
Teaching Load	**Due Date**	**Submit To**
Phase In – Gradual increase in teaching responsibilities.	March 30 – April 16	N/A
Immersed – Assume 70 – 100% of teaching responsibilities.	April 19 onward	N/A
Phase Out – Complete assigned tasks, assessments and related work. Date to be determined in collaboration with mentor teacher(s).	TBD	N/A

FA Meetings and Observations	Due Date	Submit To
Schedule an initial meeting, **four** formal lesson observations, an interim meeting, and a final meeting with your advisors as per their schedule. See Summative Field Experience Schedule on Canvas.	As outlined by your advisor	☐ Post in schedule of advisor
Send the lesson plan to your FA in advance of the lesson as directed by your FA. Have the unit plan that the lesson is from available for the FA to see prior to the lesson or as directed by your FA.	**At least 24 hours** before lesson observation.	☐ Post in Lesson Plans folder in OneDrive or Teams

3. Weekly Reflection

Intention: To help you develop the capacities of a reflective practitioner to:

- see the classroom and your students through multiple lenses.
- deeply consider how theory and practice intercept in a school setting.
- improve your practice.
- identify initial strengths and stretches and develop growth goals.

To Do	Due Date	Submit To
Write a weekly reflection that focuses on a specific event(s)/aspect(s) observed (not an agenda summary).	Fridays at the end of each week	☐ Write in your EDUC 475 School Visit and Weekly Reflections Document found on OneDrive or Teams
From the evidence you have captured in your reflection, identify the BCTC Professional Standard by clicking on the specific standard in the boxes below your reflection. Ensure that your reflections have captured evidence of all nine professional standards by the end of your summative field experience.		
Continue to deepen your thinking and connections throughout this field experience as guided by your mentor teacher(s) and advisor.		

4. Curation of Learning - Interim and Final

Intention: To summarize your strengths and stretches and develop growth goals.

FA Meetings and Observations	Due Date	Submit To
From your weekly reflections, add evidence that supports what you have identified as strengths and stretches throughout your summative field experience.	Ongoing	☐ Write in your EDUC 475 Curation of Learning Document found in your folder on OneDrive or Teams
Complete the Curation of Learning sections of each of the Standards of Professional Practice and the Growth Goals and Planned Actions prior to your Interim meeting.	By Monday, April 26	☐ Write in your EDUC 475 Curation of Learning Document found in your folder on OneDrive or Teams
Complete the Curation of Learning sections of each of the Standards of Professional Practice and the Growth Goals and Planned Actions as well as your Teaching Context section. Your advisor will use this information to complete your Final Report.	By Friday, June 11	☐ Write in your EDUC 475 Curation of Learning Document found in your folder on OneDrive or Teams

EDUC 475: Summative Field Experience Responsibilities and Opportunities

Responsibilities	Opportunities
Mentor Teacher(s) and Teacher Candidate *Co-planning:* • 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 *Co-teaching:* • mentor teacher(s) has(have) teacher candidate observe teaching and identify/discuss instructional techniques used • teacher candidate leads lesson; mentor teacher(s) on the side to support, as needed • gradual increase in length and release of responsibilities • co-facilitates parent-student-teacher conferences *Co-assessing:* • 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 MyEdBC *Feedback:* • teacher candidate shares lesson/unit plans a minimum of 48 hours in advance for mentor feedback (verbal or written form) • mentor teacher(s) and teacher candidate debrief after lesson is taught and mentor teacher(s) provide(s) feedback (strengths and stretches) **Teacher Candidate** • learns routines and gradually takes over to 70-100% of mentor(s) teaching load • practices applying a variety of assessment techniques • develops assessment vehicles (running records, rubrics, exit slips) • attends staff meetings and SBT, when appropriate • participates in class review meetings **Mentor Teacher(s)** • review(s) school/district policies with teacher candidate (attendance, fire drill, earthquake, hold & secure, cell phones) • provide(s) teacher candidate with important information on students • discuss(es) how small groups are arranged • provide(s) information/resources on programs/approaches used in classroom (e.g. The Daily Five, Loose Parts, UFLI, literature circles) • show(s) teacher candidate IEP(s) and explains layout • review(s) SBT format and explains how parent meetings are run • mentor teacher(s) shares supervision schedule (teacher candidate co-supervises) • invite(s) teacher candidate to sit together at staff meetings and participate in professional development opportunities	**Teacher Candidate** • participate in a club, intramural, or sports team • support school events such as winter concerts, student performances, family nights, craft nights, fundraising, seasonal themed dates, etc. • help organize charity drives, book fairs, or food bank collections • observe or shadow learning support teachers, school librarians, 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 feedback from mentor teacher(s)) • co-develop school newsletters or contribute to school communications • design supplementary resources (e.g. review guides, anchor charts)

EDUC 475: Summative Field Experience
Assessment & Evaluation Roles & Responsibilities

Timeline	Teacher Candidate	Mentor Teacher(s)	Field Advisor (FA)
February /March School Visits	• meets with mentor teacher(s) to discuss goals and expectations • submits teaching resources (lesson plans, unit plans, assessment tools, other teaching resources) to mentor teacher(s) and FA) (see assessment expectations below) • documents ongoing progress in weekly reflections (see assessment expectations below)	• meet(s) with teacher candidate during school visits to discuss goals and expectations • provide(s) ongoing feedback to the teacher candidate on regular basis (*see Mentor Teacher Feedback Options below*)	• meets with the teacher candidate to discuss goals and expectations
Late March to June 13 weeks	• continues to submit teaching resources (lesson plans, unit plans, assessment tools, other teaching resources) to mentor teacher(s) and FA (see assessment expectations below) • continues to document ongoing progress in weekly reflections (see Assessment Expectations below) • in consultation with mentor teacher(s), schedules classroom observations by FA • schedules Interim and Final Meeting with mentor teacher(s) and FA • finalizes strengths/stretches in the Curation of Learning for Interim and Final Meeting • collaboratively discusses Curation of Learning with mentor teacher(s) and FA at Interim Meeting. • collaboratively discusses their progress in each of the Professional Standards as outlined in the Final Report with mentor teacher(s) and FA during Final Meeting	• ongoing feedback provided to teacher candidate on regular basis (*see Mentor Teacher Feedback Options below*) • record(s) teacher candidate's strengths/ stretches in the Curation of Learning (for both the Interim and Final Assessment) • collaboratively discuss(es) Curation of Learning with teacher candidate and FA during Interim Meeting • review(s) draft Final Report; shares feedback and revisions with FA • collaboratively discuss(es) teacher candidate's progress in each of the Professional Standards as outlined in the Final Report with FA and teacher candidate during Final Meeting	• conducts classroom observations; debriefs with the teacher candidate following each observation and provides written summaries. Mentor teacher(s) are welcome. • collaboratively discusses Curation of Learning with the teacher candidate and mentor teacher(s) during Interim Meeting • prepares draft Final Report and enters ratings for each competency. FA shares with mentor teacher(s) in advance of Final Meeting for feedback and revisions • collaboratively discusses the teacher candidate's progress in each of the Professional Standards as outlined in the Final Report with teacher candidate and mentor teacher(s) during Final Meeting

Assessment Expectations for Teacher Candidates include:

- submitting all lesson plans, unit plans, assessment tools, and other teaching resources to mentor teacher(s) at least 48 hours before they are to be implemented in class
- submitting lesson plans to FA 24 hours prior to any classroom observation
- submitting updated copies of Curation of Learning to mentor teacher(s) and FA at least 1 week prior to the Final Meeting

Mentor Teacher Feedback Options:

Constructive feedback is an essential aspect of formative learning throughout field experience partnerships. As a mentor teacher, it is important to tailor feedback to meet the specific needs of the teacher candidate. Some mentor teachers prefer to debrief with their teacher 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 Intentions for Field Experiences* on page 26 for classroom examples associated with each of the Professional Standards.

2026

August | *août*

x̌əyx̌aytan

Time of the Red Thorn Berry
August 12 to September 9

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				

2026

September | *septembre*

ɬəx̌ʷɬax̌ʷtan

Time of the Choke Cherry
September 10 to October 9

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	1	2	3	4
7 Labour Day	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		

2026

October | *octobre*
sḵəlwistən

Time of the Red Salmon
October 10 to November 7

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

2026

November | *novembre*

tk̓ayikstən

Time of the Leaves Withering
November 8 to Dcember 7

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2	3	4	5	6
9	10	11 Remembrance Day lut ks_ɘcnɬipəpts Lest We Forget	12	13
16	17	18	19	20
23	24	25	26	27
30				

2026

December | *décembre*

kć̓aʔć̓aʔɬtan

Time of the Cold Weather
December 8 to January 6

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	

2027

January | *janvier*
spaqt

Time of Everything White
January 7 to February 6

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

2027

February | *février*

kpuxʷəxʷtan

Time of the Snow Drifting
February 7 to March 8

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

2027

March | *mars*

sknïŕmən

Time of the Buttercups
March 9 to April 7

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 Good Friday
29 Easter Monday	30	31		

2027

April | *avril*

kpəckɬtan

Time of the Budding Leaves
April 8 to May 6

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

2027

May | *mai*

sp̓iƛ̓mtən

Time of the Bitterroot
May 7 to June 4

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

2027

June | *juin*

miktutən

Time of the Sunflower Seeds
June 5 to July 4

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		

Learning Intentions for Field Experiences

Teacher 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**.

EDUC 445: Formative Experience	EDUC 475: Summative Field Experience
Focus on Standards 1, 2, 3, 5P, 5I and 9	Focus on all Standards 1 to 9

Standard One	Classroom Examples	Reflective Questions
Educators value the success of all students. **Educators care for students and act in their best interests.** Educators... • 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.	• consistently seeks to build positive and respectful relationships with students. • demonstrates sensitivity to individual diversity for students and families regarding ability, language, culture, religion, gender and sexual orientation. • establishes appropriate/safe classroom procedures through firm, yet flexible structures to guide student behaviour and scholastic expectations, 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.	• 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 co-construct safe, inclusive classroom agreements with my students? • Do I respect the diversity and unique learning needs of each student? • Do I collaborate with support teachers and CEAs to design lessons accessible to all students? • Do I have any practices that acknowledge and celebrate students' successes? • Do I review files and IEP goals, or behavior plans of students I am teaching? • Do I attend a School Based Resource Team (SBRT) meeting when offered to me?

Standard Two	Classroom Examples	Reflective Questions
Educators act ethically and maintain the integrity, credibility and reputation of the profession. Educators... • 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.	• demonstrates 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.	• 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? • Do I communicate in a respectful manner with colleagues, families, caregivers, and members of the school and community?
Standard Three	**Classroom Examples**	**Reflective Questions**
Educators understand and apply knowledge of student growth and development. Educators... • 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.	• 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.	• Do I incorporate assessment for learning into my lesson plans? • Can I demonstrate student growth through my assessment practices? • Do I use a variation of formative and summative assessments? • Do my instructional and assessment practices accommodate all types of learners? • Is the language I use in my instruction appropriate for the grade level I am teaching? • Am I aware of the impact of trauma on growth and development? • Do I understand the impact of brain development on learning for the age level of students I am working with?

Standard Four	Classroom Examples	Reflective Questions
Educators value the involvement and support of parents, guardians, families and communities in schools. Educators... • 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.	• 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, certified education assistants 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.	• 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? • What are the ways that I communicate students' successes, strengths and stretches to parents, families, and caregivers? • Do I consider and respect the voices, opinions, and suggestions of families and caregivers in my interactions with their children? • Do I demonstrate to parents, families and caregivers that I value their child(ren) as individuals with talents and gifts unique to them? • How do I show that I value the greater school community? What do I do to be involved and show commitment to the school community at large? • What are the ways that I can remove barriers for families and caregivers at my school?

Standard Five	Classroom Examples	Reflective Questions
Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development. Educators... • 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.	*Clear learning intentions that...* • are constructed from the learning standards (curricular competencies and content). • clearly describe what students are expected to understand, know, and do. *Meaningful learning experiences that...* • 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. *Student ownership of learning that...* • 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. *Authentic evidence of learning that...* • 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.	• 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? • What strategies am I using to ensure that Big Ideas, Curricular Competencies, and Content are represented effectively in my planning? • 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? • How do I ensure that all students can be successful?
Standard Six	**Classroom Examples**	**Reflective Questions**
Educators demonstrate a broad knowledge base and an understanding of areas they teach. Educators... • 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.	• 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.	• Am I knowledgeable in all areas of the lesson material before it is presented? • Am I honest with students when I don't know an answer, modeling how to learn alongside them? • Do I regularly conduct research or study the content I will be teaching? • Do I thoroughly preview all teaching/learning resources and materials before using them? • 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
Educators engage in professional learning. Educators... • 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.	• 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 mento(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.	• 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? • Do I regularly seek out books and other resources to grow my practice in specific areas? • Did I invite an administrator to complete a formal lesson observation during my summative field experience?
Standard Eight	**Classroom Examples**	**Reflective Questions**
Educators contribute to the profession. Educators... • honour 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. • contribute to a culture of collegiality.	• collaboratively and collegially plans, teaches, and assesses with colleagues. • participates in inquiry-based learning opportunities and/or 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.	• Have I acted as a mentor to other future teachers? • Do I share strategies or areas of expertise to 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? • Do I volunteer to support the education community where feasible?

Standard Nine

Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future.

Educators contribute towards truth, reconciliation and healing.

Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

Educators...

- 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 worldviews and perspectives into learning environments.

Reflective Questions

- 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?

Classroom Examples

Community Connections:

- 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.

Sense of Place: The concept of place goes far beyond the physical space. It includes a crucial connection to the memories, emotions, histories, and spiritualities that bind the people to the land.

- Inquiries into place names. Traditional knowledge is often embedded in place names. Paying attention to the names of places in traditional territories can lead to a wealth of information about local ecosystems, land use, or plant and animal behavior.

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.

- 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 spirituality, humor.

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.

- 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.

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.

- Inquiries into the diversity of Indigenous groups through their different languages.

Un/learning involves classroom pedagogy:

- 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 teacher 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 the teacher candidate (teacher candidate takes notes and uses these as a basis for further reflection)
- written observations/running records that are shared/discussed with the teacher candidate
- focused observations during lessons that are shared/discussed with the teacher candidate
- can be written in note form, directly on the lesson plan, using an observation template, or in the "Curation of Learning" document (shared through OneDrive by your teacher candidate's advisor)
- shared planning documents (e.g. Google Doc) accessed by the teacher candidate where you post comments/provide feedback

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

If you have concerns about your teacher candidate's progress during the field experience, please contact the FA immediately.

Observation Notes

Candidate: _____ Date: _____

School/Subject/Grade: _____

Observer: _____

Criteria	Notes
Professionalism *(Standard 2)* • Preparedness • Implementing feedback • Initiative • Self-reflection **Communication** *(Standards 1,3,4)* • Creating community • Relationship building • Inclusive practice • Responds to diversity • Facilitation skills • Conflict resolution • Collaboration • Communication with home **Learning Activities** *(Standards 3,5)* • 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)* • 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
LEARNING ATMOSPHERE: Collaborative, community oriented, rapport, warmth, courtesy, student response, respect. **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 **PERSONAL QUALITIES:** Confidence, enthusiasm, sincerity, calmness, warmth, tactfulness, sense of humor, emotional control, appearance, appropriateness, initiative. **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 **COMMUNICATION SKILLS:** Speech: voice, quality, enunciation, pronunciation, expressiveness, pace. Language: precision, effectiveness, appropriate level. Media: varied, skill in managing technology **PROFESSIONALISM:** Preparedness, considering/implementing feedback, self-direction/reliability, communicating respectfully with colleagues, positively representing profession.	
General Comments	

Observation Notes

Candidate: _____ Date: _____

School/Subject/Grade: _____

Observer: _____

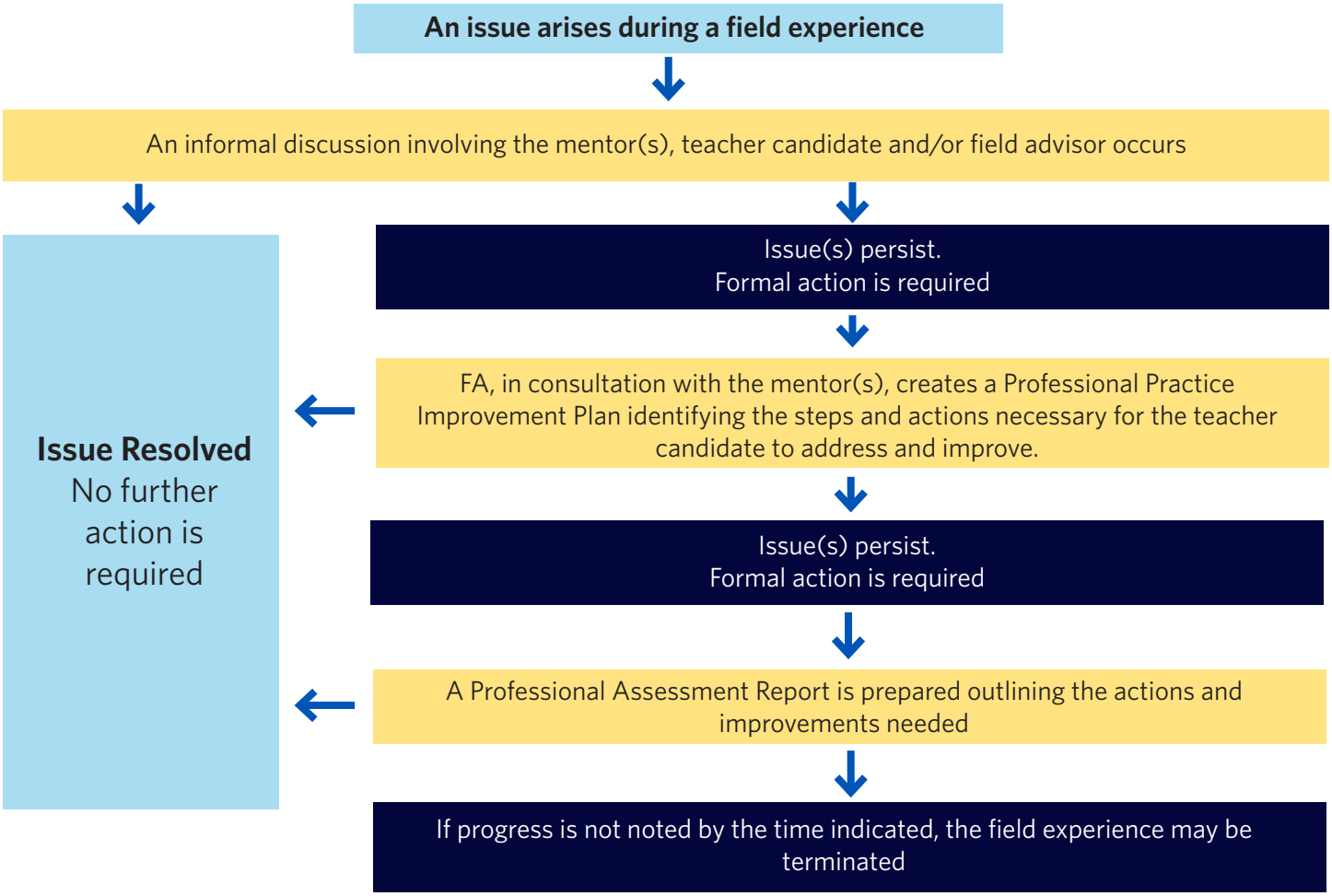
Criteria	Assessment	Notes
Planning **(Standard 5)** • Thoughtful/appropriate lesson/unit design • Materials prepared in advance • All learners supported; planning for diversity	Strength Work in Progress Stretch	
Trust/Relationships **(Standards 1,2)** • Appropriate interactions with students and staff • Commitment to learners • Positive classroom climate	Strength Work in Progress Stretch	
Pedagogy **(Standards 5,6,9)** • First Peoples' Principles • Local Indigenous protocols • Shared learning intentions • Knowledge of standards and competencies • Appropriate pacing • Awareness of co-meaning making	Strength Work in Progress Stretch	
Participatory Structures **(Standard 5)** • Active engagement • Co-creation of meaning • Clear transitions • Checking for understanding • Formative assessment • Self-Assessment	Strength Work in Progress Stretch	
Clarity of Instruction **(Standard 5)** • Connections to prior learning • Variety of strategies appropriate to age and context • Appropriate closure and transitions	Strength Work in Progress Stretch	
General Comments		

Mentor Playbook: Essential Resources and Information

- Teacher 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, teacher candidates are to be at school a minimum of 30 minutes prior to the start of the day and stay 30 minutes after the final bell. Although many teacher 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.
- All absences must be reported to mentor teacher(s), administration and the OSE (using the absence form) a minimum of one hour prior to the start of the school day. The teacher candidate must provide the day's lesson plan(s) and materials to ensure students' learning is preserved.

Concerns in the Field

- If concerns arise during a field experience, an informal discussion involving the mentor(s), teacher candidate and/or FA will occur.
- If the issue is not resolved and formal action is required, a Professional Practice Improvement Plan (PPIP) will be constructed by the FA identifying the steps/actions necessary for the teacher candidate to address, as well as supports available, in order to resolve the issue to everyone's satisfaction. This PPIP will be implemented by the FA, in consultation with mentor teacher(s).
- If the issue is still not resolved, a Professional Assessment Report (PAR) outlining the actions and improvements necessary for the teacher candidate to address will be created by the FA and program director and implemented in consultation with mentor teacher(s).
- If progress is not noted by the time indicated on the PAR the field experience may be terminated by the Okanagan School of Education.
- In exceptional circumstances, a school partnership 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 teacher candidates participate in non-teaching activities?	It is expected that they attend staff meetings, SBT meetings and parent-teacher conferences. Teacher candidates are not permitted to attend any union-related meetings.
Are teacher candidates permitted to do supervision?	Teacher candidates are expected to join mentors for supervision duties. Candidates are not permitted to supervise students on their own.
Can teacher candidates be left alone in the class?	Yes – for short periods if the mentor and teacher candidate feel ready. Teacher candidates are not permitted to act as a TTOC in the case of mentor absence. Optional – teacher candidates may wish to take a lead teaching role while TTOC remains in room.
Can a teacher candidate coach or run clubs?	Yes, IF working closely with a supervising teacher who is also present during sessions. Teacher candidates are not permitted to supervise students on their own.
Do all teacher candidates have the same responsibilities?	Teaching responsibilities are based on the teacher candidate's readiness with room for discretion in workload assignment from mentor teacher(s) and/or FA**.**
Do teacher candidates have the knowledge to apply assessment principles and practices?	During their initial 3-week formative field experiences, teacher candidates continue to learn about assessment and are ready to assist mentors. In the summative field experience, teacher candidates can design and carry out a range of assessment practices.
What supports are available to mentor teacher(s) during the field experience?	Mentor teacher(s) are invited to attend weekly online support, Q&A, and information sessions. Links for these before-school meetings will be sent directly to your email inbox.

Glossary

Roles	
Teacher Candidates	Bachelor of Education students in the Okanagan School of Education
Field Advisors (FA)	The Okanagan School of Education FAs support teacher 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, as 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. Mentors model solid pedagogical practices connecting the hows and whys of teaching, cultivate reflective thinking, and provide encouragement and feedback that help expand the teacher candidates' learning.

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 life ways 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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