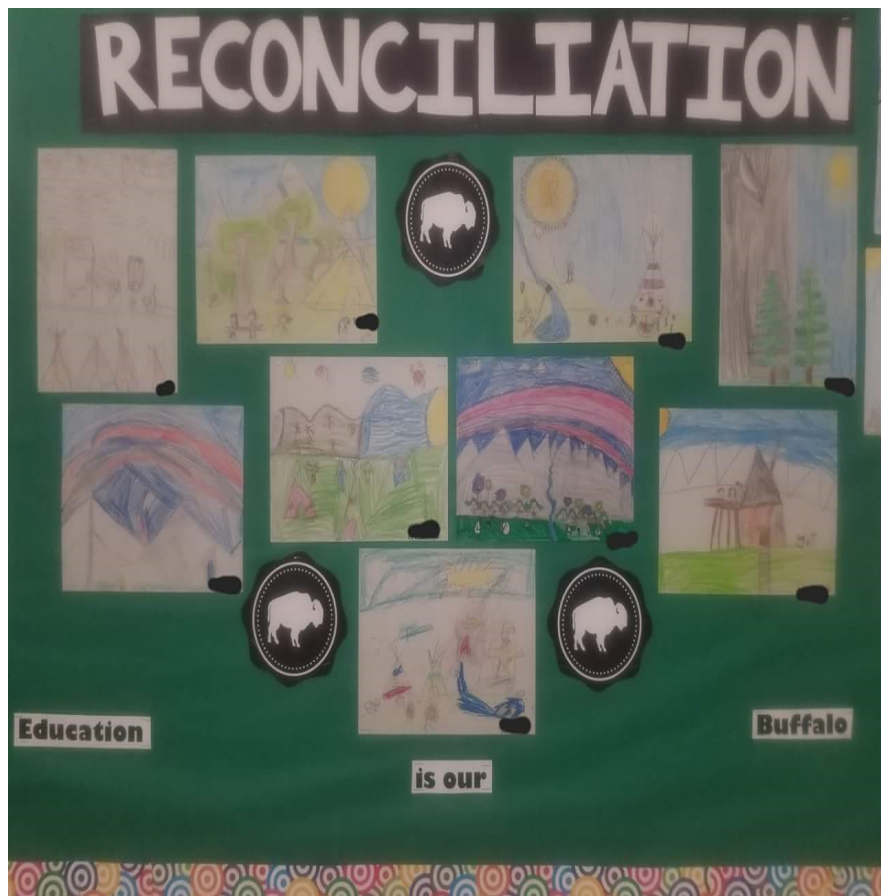


aissksinima'tstoh'kiiksi

Bachelor of Education - Elementary

Year Two Field Experience Handbook

Fall 2023 and Winter 2024



Acknowledgement of the Land

Mount Royal University is located on the traditional territories of the Niitsitapi (Blackfoot) and the people of the Treaty 7 region in Southern Alberta, which includes the Siksika, the Piikani, the Kainai, the Tsuut'ina, and the Îyârhe Nakoda. We are situated on land where the Bow River meets the Elbow River. The traditional Blackfoot name of this place is Moh'kins'tsis. This place is also home to the Métis Nation of Alberta, Region III.

Dear Teacher Candidates and Mentor Teachers:

We are excited to welcome you! We have developed this handbook to provide teacher candidates and mentor teachers with information to assist with your Field Experience.

It is the individual and collective responsibility of faculty, staff, and students to nurture learning that prioritizes inclusion and mutual respect. The Department of Education is committed to disrupting harmful systems which reproduce inequities tied to race, colour, ancestry, language, ethnicity, religion, spirituality, gender, sex, place of origin, residence status, socioeconomic status, and dis/ability. To promote respectful dialogue, we actively reflect on our work towards better.

The goal for Field Experience and Practicum is for teacher candidates to become teacher leaders who reflect the principles of the Teaching Quality Standard:

- Fostering effective relationships
- Engaging in Career Long Learning
- Demonstrating a professional body of language
- Establishing inclusive learning environments
- Applying foundational knowledge about First Nations, Metis and Inuit
- Adhering to legal frameworks and policies

With your support and partnership, we are confident that our program is equipping teacher candidates to achieve these goals, and we will do all we can to support this growth. This handbook provides mentor teachers and teacher candidates with vital information to ensure a successful field experience. To our mentor teachers, we wish to express our appreciation for welcoming a Mount Royal University B.Ed. teacher candidate into your classroom. We value your role as educational partners as we guide these aspiring professionals.

I wish all of you a rewarding Field Experience!

Kevin O'Connor, PhD
Chair, Department of Education

Field Placement Contacts

Staff / Faculty	Role	Contact	Contact For
Jodi Nickel	Year 1-3 Field & Practicum Lead and Course Instructor	jnickel@mtroyal.ca	TCs concerns and course information/ expectations
Taran Chohan	Field Experience and Practicum Office Coordinator	fepec@mtroyal.ca	IPT account supports and field placement questions/changes
Jessica Lee Wah	Administrative Assistant	jleewah@mtroyal.ca	General program information
One of these contacts can connect you with a specific course instructor as required.			

The FEPC or a Department of Education faculty team member may visit the school/classroom at the request of a mentor teacher (MT) or principal should the teacher candidate (TC) require assistance with any aspect of the field experience.

Year 2 Field Experience Timeline

MRU B.Ed Year 2 Field Experience Timeline

Fall 2023	Winter 2024
<p>In schools, with mentor teachers (MTs): one half-day (morning) per week, Sept to Dec, <i>Tues, Wed or Thurs (assigned day)</i></p> <p>Field experience begins the week of October 2, 2023 with expected completion normally during the week of December 4th, 2023.</p> <p>Teacher candidates are expected to attend field experience for a minimum of 9 half days throughout the semester and to make up missed days in consultation with their mentor teacher. See instructor for exceptions if school schedules conflict.</p> <p><i>Reading Week - October 9-13 Attendance optional</i></p> <p>Key Dates: Virtual MT Orientation:</p> <ul style="list-style-type: none"> • Monday, October 2, 2023: 4:00-4:30 <p>Fall Evaluation Form Deadline:</p> <ul style="list-style-type: none"> • Wednesday, December 13, 2023 	<p>Return to field experience in schools: Full day Wednesdays each week + 2 additional days (dates to be determined) normally with the same MT and in the same school as the fall.</p> <p>For the winter semester, field experience will begin the week of January 9th, 2024 with expected completion normally during the week of April 8th, 2024.</p> <p>Teacher candidates are expected to attend field experience for a minimum of 10 visits + 2 additional days throughout the semester. TCs must make up missed days in consultation with their mentor teacher. See instructor for exceptions if school schedules conflict.</p> <p><i>February 19th - 23rd - Reading Week - Attendance optional</i></p> <p>Key Dates: Winter Evaluation Form Deadline:</p> <ul style="list-style-type: none"> • Friday, April 12th, 2024
<p>TCs are expected to notify MTs of any absences and changes to scheduled visits. Please notify Field Experience and Practicum Coordinator of any concerns regarding TC participation or attendance.</p>	

Field Experience Placements

All MRU B.Ed. field experience and practicum placements are made through the Field Experience and Practicum Office. The Field Experience and Practicum Coordinator (FEPC) and the Practicum Director (PD) work collaboratively to ensure we honour our practicum agreements.

Under no circumstances will TCs contact school personnel directly or make their own arrangements. All arrangements for placements are made through the FEPC office including those that may need changes

throughout the year due to extenuating circumstances.

If TCs become aware of potential conflicts of interest as a result of being placed in settings where they have pre-established personal relationships including familial relations but not limited to parents, children, siblings, cousins, or personal friends, they notify the FEPC Office immediately - fepec@mtroyal.ca. If a mentor teacher goes on leave for *more than one week* and a substitute is present, the TC will inform the FEPC office as soon as possible.

Field Experience & Practicum Accommodations

TCs experiencing a disability-related barrier are encouraged to make appointments with both Accessibility & Inclusion Services and the Department of Education's Field Experience Practicum Coordinator prior to beginning field experience or practicum. Identification and organization of reasonable accommodations is the responsibility of the TCs and requires sufficient lead time and communication. Making connections for support may occur as much as one full semester in advance of a field experience or practicum placement. If approved accommodations are required in their field placement, it is the TC's responsibility to inform their course instructors and mentor teachers.

Vulnerable Sector Police Information Check

TCs are expected to show a valid VSPC on their first day of field experience (dated within 6 months from the start of field experience). A new clearance may also be requested by the MRU Department of Education, a school district, or a practicum placement school at any time. TCs must retain the original verifiable VSPCs in the event they are asked to reproduce them. Schools may also require an additional police check designated specifically for volunteers if TCs wish to volunteer beyond the practicum timeline. **If there are any changes to a TC's VSPC status after the document has been obtained, the TC must notify the FEPC immediately.**

Other Agreements

All MRU Department of Education TCs will complete confidentiality agreements. All documents will be shared digitally with TCs in September. Completed agreements will be forwarded to respective schools by the FEPC for the records.

Year 2 Field Experience Overview

Field Experience

The Year 2 Field Experience is a tremendous opportunity for teacher candidates to grow professionally: to work with children, to immerse themselves in schools, and to engage in theory/practice learning about language and literacy. Teacher candidates will be fully involved in classroom work and are encouraged to engage in small and whole group instruction throughout the year.

Year 2 Field Experience consists of two components: (a) a range of classroom involvement under the guidance of the mentor teacher, particularly with a language and literacy focus, and (b) a one-to-one reading experience with a student in the field placement. Teacher candidates are expected to participate in their field experience classroom nine mornings in the fall semester and ten full days in the winter semester plus two additional days during the block “week.”

Tutoring Experience

Teacher candidates will be assigned a student who will normally become their student for both semesters. The school will determine the best student for this experience. Each week, teacher candidates will be expected to work one-on-one (or in small groups) supporting students’ reading development. Weekly tutoring lessons should be about 30 minutes. Teacher candidates are expected to prepare a teaching plan prior to the start of the field experience day and reflect upon their teaching afterwards.

Field Experience Evaluation

Teacher candidates will receive a summative evaluation at the end of each semester which will be completed by their mentor teacher. It is important for TCs to initiate formative feedback on an ongoing basis.

Teacher Candidate Orientation Checklist

Professionalism

- Be punctual - *arrive at least 20-30 minutes prior to the start of the school day and stay after the students have been dismissed to debrief the day with your MT.*
- Unless otherwise directed, park on the street, not in the school parking lot.

- Bring the VSPC documents for presentation at the school office. If a copy is retained by the school, be sure to reclaim the original.
- Wear your MRU nametag (every adult in the school must be identifiable at all times), bring a water bottle and indoor **and** outdoor footwear in case of supervision, Phys. Ed., etc.
- Exchange contact details with the mentor teacher.
- Inquire about specific dress code and professional presentation expectations unique to the school placement.
- Consult with the mentor teacher to determine a time for meeting to discuss feedback - either before, during, or after each weekly visit.

Get to know the school

- Review school website - What is the school's focus? When are meetings, assemblies, PD days, etc.?
- Familiarize yourself with safety procedures (e.g. fire, lockdown, evacuation drills)
- Introduce yourself to administrators, administrative assistants, and facilities and maintenance staff

Get to know the class

- Obtain a copy of a classlist, classroom expectations, routines, and timetable. Be mindful of privacy regulations when keeping these records. Avoid keeping any documents with surnames.
- Discuss ways you will be supporting routines and instructions during your field placement day.
- Discuss support for specific students.

Field Experience Roles and Responsibilities

Teacher Candidates

In addition to the expectations listed above, TCs will be responsible for the following:

- **Attendance is mandatory.** TCs are expected to attend field on the assigned weekly day. It is expected that absences will be documented on the IPT time sheet. In the case of an unavoidable absence (including but not limited to: illness, family emergency, etc.), TCs will contact the mentor teacher and the FEPC immediately (fepc@mtroyal.ca). The TC is responsible to make up for the missed school visit in consultation with the mentor teacher.
- TCs must complete the required field placement days indicated on the course outline. Inconsistent attendance may require additional documentation.
- TCs will participate in weekly tutoring.

- TCs will complete course-related field assignments including literacy focused lesson plans.
- TCs will adhere to all school and school board policies including the [ATA Code of Professional Conduct](#) and the [Alberta Teaching Quality Standard](#).
- TCs will refrain from relationships with school personnel, students or parents on social media.
- TCs will track their classroom time and activities (approximately 2-3 bullet points) each week on the field experience timesheet in the IPT system.
- TCs are not certificated teachers and must be supervised at all times. The TCs will not act as a substitute teacher at any time during the field experience.
- TCs will demonstrate a growth mindset and be open to accepting and applying feedback from the mentor teacher. This is a learning opportunity!

Mentor Teachers

The success of the school placement depends largely upon the quality of the relationship between mentor teachers and teacher candidates. The mentor teacher will:

- **Orient the teacher candidate to the school:** school procedures, students, staff, and policies.
 - See [Teacher Candidate Orientation Checklist](#)
- **Review teacher candidate expectations:** roles, expectations, due dates, and responsibilities of teacher candidates
- **Create opportunities for teacher candidate's involvement:** building relationships with students, engaging in professional conversations, assisting with planning and preparation of lessons and materials, lead whole class/small-group activities
- **Describe literacy approaches**
- **Choose student(s) for tutoring experience**
- **Provide ongoing feedback to support teacher candidate growth in tutoring and whole group lessons**
- **Share short and long range planning & assessment practices**
- **Complete IPT evaluation and time sheet:** discuss final evaluation form with teacher candidate before submission
 - See attached IPT information for more details. [Using the IPT system](#)

Resources and Document Links

Please familiarize yourself with the following relevant documents that outline and support academic and professional responsibilities of teacher candidates and teachers in schools.

Mount Royal University

- [MRU Academic Calendar 2023-2024](#)
- [MRU Code of Student Community Standards](#)
- [MRU Code of Student Academic Integrity](#)
- [Identification of Support](#)
- [IPT User Manual](#)
- [Lesson Plan Template](#)
- [Iniskim Centre](#)
- [Access and Inclusion Services](#)
- [Wellness Services](#)
- [Students' Association of Mount Royal University](#)
- [The Office of Safe Disclosure](#)

Alberta Teachers' Association

- [ATA Code of Professional Conduct](#)
- [Taking Flight: Navigating Field Experience](#)

Legal Frameworks & Policies

- [Alberta Human Rights Act](#)
- [Province of Alberta Education Act](#)
- [Alberta Teaching Quality Standard](#)
- [Canadian Charter of Rights & Freedoms](#)