

Bachelor of Education – Elementary Field Experience & Practicum

Field Experience

Field experience mentor teachers have the opportunity to have a first and or second year teacher candidate in their classroom once a week from the beginning of the school year until early spring. The teacher candidates are enrolled in courses tied to their field experiences and they are expected to attend weekly throughout the fall and winter semesters.

Field Experience I

Teacher candidates enrolled in EDUC 1231 and 1233 *Professional Dimensions I and II* are required to participate in field experience one half day each week for both fall and winter semesters. TCs examine the teaching and learning processes with reference to psychological, sociological and philosophical influences in contemporary society, addressing the concept of personal worldview and its impact on classroom environments. The course introduces students to professional responsibilities and prompts students to develop ethical and professional attitudes, behaviour, language and conduct.

While in Field Experience I teacher candidates are encouraged to engage with students, lead small group activities, and progress to leading at least one whole class experience.

Field Experience II

Year 2 teacher candidates are required to participate in field experience one half day each week for a half day in the fall semester and a full day in the winter semester. In the fall semester, teacher candidates are enrolled in *EDUC 2371 Language Literacy and Development*. This course focuses upon language development and the importance of literacy. Teacher candidates are required to provide one-to-one or small group literacy instruction and to lead at least one whole class lesson. In the winter semester the field experience is tied to *EDUC 2375 Effective Assessment*. Teacher candidates are also enrolled in concurrent courses on *Individual Development and Teaching Language Arts*. Teacher candidates continue one-to-one or small group literacy instruction and take more opportunities for whole group instruction.

What's required from you?

You will be required to submit a short feedback form at the end of each semester. This form provides directions for how teacher candidates can improve their interactions with the students in your classroom

Benefits for being a mentor teacher include having a teacher candidate in your classroom to provide additional support to your students. You will be invited to attend professional development workshops offered by MRU.

Practicum

Practicum mentor teachers have the opportunity to have a teacher candidate in their classroom for an extended period of time.

Practicum I

Third year teacher candidates enroll in Practicum I in their fall semester, attending periodically from the start of the school year until the end of October when they start a five-week block. This practicum focuses on professional responsibilities, planning for learning, facilitating learning, assessment, and the classroom environment. Students are required to participate in a weekly seminar. Students will be directly involved in all aspects of teaching for 50% of the required time during their last three weeks of the practicum.

Practicum II

Practicum II is a semester-long practicum with concurrent course integration. Fourth year teacher candidates enroll in this practicum in the winter semester. This practicum focuses on professional responsibilities, planning for learning, facilitating learning, assessment, and the classroom environment. TCs are required to participate in a weekly seminar. TCs are expected to be directly involved in all aspects of teaching progressing from 50% and achieving 100% for at least five weeks of the practicum.

What's required from you?

In conjunction with the teacher candidate's faculty supervisor you will complete an evaluation form halfway through and at the end of the practicum.

Benefits of being a practicum mentor teacher include access to professional development through MRU's Department of Education, a small honorarium and a teacher candidate who is integrated into your classroom.

Program Progression

Time Focus

Oct - Apr
1/2 Day/ Week

- Professional responsibilities in education
- Variety of classrooms and school experiences
- Individual or small-group instruction

Sep - Dec
1/2 Day/ Week

- Literacy development-weekly one-to-one or small-group literacy support and whole-group instruction
- Classroom assessment
- Learning about classroom routines, inclusive environments and relationship building
- Individual, small group and full-class instruction

Jan - Apr
1 Day/ Week

Sep - Oct
Periodic
School Visits

- Interdisciplinary planning and learning
- Integrating aspects of STEAM
- Directly involved in all aspects of the classroom and school experiences
- Progressing from 25% to 50% of the teaching load

Nov - Dec
5-Week
Practicum

Jan - Apr
Semester Long
Practicum

- All professional responsibilities, planning for learning, facilitating learning, assessment and inclusive environments
- 14 weeks progressing to 100% teaching for five weeks
- Embedded courses in Capstone and Inclusive Education

YEAR 1
Field Experience I

YEAR 2
Field Experience II

YEAR 3
Practicum I

YEAR 4
Practicum II