What can I Expect in my Field Experiences?

Student teachers...
- Build meaningful relationships with students and their colleagues.
- Put student learning first and are dedicated and show passion for teaching and learning.
- Welcome feedback, whether it is positive or critical and put it into action.
- Take notes and reflect about the experience of student teaching.
- Remind themselves that good teachers spend their whole careers trying to get it right, and some of the very best admit they still have a lot to learn.
- Ask a lot of questions and are not afraid to ask for help.
- Act professional at all times and are organized and prepared.
- Are proactive and show initiative.
- Recognize that being flexible is important in the unpredictable world of teaching.

Field experiences provide student teachers with the opportunity to develop skills, strategies, and professional identity within a school. The following is a summary field experiences offered through student teachers’ continuum of growth.

Coming Soon...
Early Field Experience (EarlyFX): Orientation to School Culture and Contexts
- Education students are placed in schools with school coordinators who arrange for them to be placed in classrooms during the five half-day visits.
- School coordinators have the flexibility to determine how the placements will be organized i.e., education students placed in one classroom for the five weeks or in as many classrooms as possible.
- Elementary and secondary education students who have not yet completed a field experience will volunteer to complete five half days (approximately 15 hours) of active observation over a five-week period from early January to early February 2020.
- Students participating in this pilot project have other on-campus courses to complete; therefore, students’ field experience schedules are developed collaboratively with the school coordinator.
- This opportunity introduces prospective teachers to:
  ◦ Think about the teaching and reflective practices in Alberta schools
  ◦ Explore foundational questions related to the construction of teacher identity
  ◦ Begin a process of constructing teaching knowledge and skills that will continue to emerge and grow throughout their teacher education program and career.
- Students interested in volunteering for the pilot project for the winter 2020 term should contact edfx.elementary@ualberta.ca or edfx.secondary@ualberta.ca for more information or to express interest in participating.

Supplementary Specialized Field Experience (EDFX 490)
Elementary and Secondary
- EDFX 490 student teachers complete a 15-day placement in either the fall (September-December), winter (January-April), or spring (May) term.
- Spring term placements run for 15 consecutive days in May according to the university calendar.
- EDFX 490 student teachers need to have completed at least their IFX.
- Students completing this field placement in the fall and winter terms usually have other on-campus courses to complete; therefore, the student teachers’ schedule is developed collaboratively with the mentor teacher.
- EDFX 490 student teachers will have the opportunity to be exposed to specialized educational contexts/settings (moderate to severe special learning needs in site specific or inclusive settings, early learning programs, or outreach programs) other than those offered in their required field experiences (IFX and AFX).
- With mentor teacher support, student teachers develop context specific goals and engage in opportunities for one-on-one, small group, or whole class (if appropriate) instruction.

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Secondary (EDFX 350)  
Introductory Field Experience (IFX)  
- This is typically student teachers’ first experience with teaching.  
- Student teachers are placed in the fall term (early November to mid-December) or winter term (mid-March to early May) for 25 days.  
- Student teachers in IFX have completed an 8-week preparatory class which covers topics including professionalism, classroom management, and the expectations required to be successful in their field experience. They have also completed curriculum and instruction classes to support their theory and pedagogy.  
- Student teachers will work up to teaching a minimum 0.5 of teachers’ FTE which equates to 750-800 minutes per week.  
- Two student teachers can be mentored by the same mentor teacher.  
- Student teachers may also have more than one mentor teacher.  
- Student teachers develop their teaching competency by collaborating with their mentor teacher on a growth plan and final assessment based on the TQS.

Elementary (EDFX 425)  
Advanced Field Experience (AFX)  
- Student teachers will continue to work on achieving the TQS competencies and will work towards independence.  
- Student teachers are placed in the fall term (beginning of October to mid-December) for 45 days.  
- Student teachers in the AFX have completed their 25-day IFX and have continued to take curriculum and instruction classes to support their theory and pedagogy.  
- Student teachers will work up to teaching a minimum 0.8 of teachers’ FTE which equates to 1100-1200 minutes per week.  
- Student teachers may have more than one mentor teacher.  
- Student teachers develop their teaching competency by collaborating with their mentor teacher on a growth plan and final assessment based on the TQS.

Secondary (EDFX 450)  
Advanced Field Experience (AFX)  
- Student teachers will continue to work on achieving the TQS competencies and will work towards independence.  
- Student teachers are placed in the fall term (early November to mid-December) or winter term (mid-March to early May) for 45 days.  
- Student teachers in IFX have completed an 8-week, on-campus preparatory class which covers topics including professionalism, classroom management, and the expectations required to be successful in their field experience. They have also completed curriculum and instruction classes to support their theory and pedagogy.  
- Student teachers will work up to teaching a minimum 0.5 of teachers’ FTE in their major which equates to 750-800 minutes per week; however, some teaching in the students’ minor may also be included.  
- Two student teachers can be mentored by the same mentor teacher.  
- Student teachers may also have more than one mentor teacher.  
- Student teachers develop their teaching competency by collaborating with their mentor teacher on a growth plan and final assessment based on the TQS.  
- In the fall term, placements are made in the majors of sciences, English, social studies, and physical education.  
- In the winter term, placements are made in the majors of art, sciences, CTS, drama, English, math, music, physical education, second languages, social studies.