Thank you for wanting to mentor a student teacher. Your experience is a gift to future generations of students and teachers. In order to help you determine the best student teacher mentoring opportunity, please read the descriptions below and discuss with your school coordinator or principal.

### Specialized Field Experience (EDFX 490)

- **Elementary and Secondary**
  - Mentor teachers require principal approval to participate.
  - EDFX 490 student teachers complete a 15-day placement in either the fall (September-December), winter (January-April), or spring (May) term.
  - 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.
  - Spring term placements run for 15 consecutive days in May.
  - A teacher can mentor both an EDFX 490 and IFX student teacher within the same term.
  - EDFX 490 student teachers have completed at least their IFX and many have completed their AFX.
  - Student teachers in EDFX 490 have an interest in learning more about the workings of specialized programming to support their understanding of diversity.
  - Student teachers identify an area of interest in which they want to gain more experience, which includes programming for English language learners, students with special learning needs (inclusive settings and site-specific programs), early childhood, and Indigenous education.
  - Student teachers will continue to work on achieving the TQS competencies and will need to gain independence through scaffolded opportunities and multiple means of regular and specific feedback.
  - Mentor teachers will support student teachers to develop context specific goals and provide opportunities for one-on-one, small group, or whole class (if appropriate) instruction.
  - Mentor teachers will support student teachers in developing their teaching competencies by collaborating on a growth plan and final assessment based on the TQS.

### Coming Soon...

**Early Field Experience (EarlyFX): Orientation to School Culture and Contexts**

- Education students are placed in schools with school coordinators. They arrange for students 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 is a great opportunity for all teachers, including teachers new to teaching, wanting to explore mentorship.
  - We are seeking placements for the winter 2020 term. School coordinators should contact edfx.elementary@ualberta.ca or edfx.secondary@ualberta.ca for more information or to express interest in participating.

### Which Mentoring Opportunity is Right for Me?

**Mentor teachers...**

- are educational leaders who convey enthusiasm and passion for teaching.
- articulate effective instructional strategies and provide expert advice because they genuinely want student teachers to benefit from the hard-won wisdom they have learned over the course of their careers.
- accept that student teachers are developing as people and professionals. As such, they are patient in how they guide student teachers down their paths. They do not expect immediate gains, and they do not give up easily.
- ask questions that prompt reflection and understanding. They are curious about student teachers’ thoughts and reflections regarding their own practices. As such, they are also open to learning from student teachers.
- provide feedback in a way that is constructive and kind but is also direct and honest. They provide tough love when necessary and, most importantly, celebrate growth.

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**Elementary and Secondary**

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- 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.
- Spring term placements run for 15 consecutive days in May.
- A teacher can mentor both an EDFX 490 and IFX student teacher within the same term.
- EDFX 490 student teachers have completed at least their IFX and many have completed their AFX.
- Student teachers in EDFX 490 have an interest in learning more about the workings of specialized programming to support their understanding of diversity.
- Student teachers identify an area of interest in which they want to gain more experience, which includes programming for English language learners, students with special learning needs (inclusive settings and site-specific programs), early childhood, and Indigenous education.
- Student teachers will continue to work on achieving the TQS competencies and will need to gain independence through scaffolded opportunities and multiple means of regular and specific feedback.
- Mentor teachers will support student teachers to develop context specific goals and provide opportunities for one-on-one, small group, or whole class (if appropriate) instruction.
- Mentor teachers will support student teachers in developing their teaching competencies by collaborating on a growth plan and final assessment based on the TQS.

www.fieldexperiences.ualberta.ca
Elementary (EDFX 325)
Introductory Field Experience (IFX)

- Mentor teachers require a permanent certificate and principal approval to participate.
- Student teachers are placed in the winter term for 25 days from mid-March to early May.
- 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. This is typically student teachers’ first experience with teaching. As such, they will require scaffolded opportunities and multiple means of feedback and support.
- Mentor teachers will support student teachers to work up to teaching a minimum 0.5 of teachers’ FTE which equates to 750-800 minutes per week.
- Specialist teachers (music, physical education, second languages, special needs, etc.) are encouraged to mentor and are asked to equally share the student teacher FTE with a generalist mentor teacher. The university will identify and place student teachers who are eligible for these specialized field experiences.
- One mentor teacher can request to mentor two student teachers in IFX.
- Two mentor teachers can request to co-mentor a student teacher.
- A teacher can mentor both an IFX and EDFX 490 student within the same term.
- Mentor teachers will support student teachers in developing their teaching competency by collaborating on a growth plan and final assessment based on the TQS.

Elementary (EDFX 425)
Advanced Field Experience (AFX)

- Mentor teachers require a permanent certificate and principal approval to participate.
- 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 continue to work on achieving the TQS competencies and will need to gain independence through scaffolded opportunities and multiple means of regular and specific feedback.
- Mentor teachers will support student teachers to work up to teaching a minimum 0.8 of teachers’ FTE which equates to 1100-1200 minutes per week.
- Specialist teachers (music, physical education, second languages, special needs, etc.) are encouraged to mentor and are asked to equally share the student teacher FTE with a generalist mentor teacher. The university will identify and place student teachers who are eligible for these specialized field experiences.
- Two mentor teachers can request to co-mentor a student teacher.
- Mentor teachers will support student teachers in developing their teaching competencies by collaborating on a growth plan and final assessment based on the TQS.

Secondary (EDFX 350)
Introductory Field Experience (IFX)

- Mentor teachers require a permanent certificate and principal approval to participate.
- Student teachers are placed in the fall term (early November to mid-December) or winter term (mid-March to early May) for 25 days. Mentor teachers can mentor a student teacher in the fall term and another in the winter term.
- 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.
- This is typically student teachers’ first experience with teaching. As such, they will require scaffolded opportunities and multiple means of feedback and support.
- Mentor teachers will support student teachers to work up to teaching a minimum 0.5 of teachers’ FTE, which equates to 750-800 minutes per week in the students’ major. Some teaching in the students’ minor may also be included. One mentor teacher can request to mentor two student teachers in IFX.
- Two mentor teachers can request to co-mentor a student teacher.
- A teacher can mentor both an IFX and EDFX 490 student within the same term.
- Mentor teachers will support student teachers in developing their teaching competency by collaborating on a growth plan and final assessment based on the TQS.

Secondary (EDFX 450)
Advanced Field Experience (AFX)

- Mentor teachers require a permanent certificate and principal approval to participate.
- Student teachers are placed in the fall term (early October to mid-December) or winter term (early February to early May) for 45 days. Mentor teachers can mentor a student teacher in the fall term and another in the winter term.
- 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 continue to work on achieving the TQS competencies and will need to gain independence through scaffolded opportunities and multiple means of regular and specific feedback.
- Mentor teachers will support student teachers to work up to teaching a minimum 0.8 of teachers’ FTE by the end of the 45 days, which equates to 1100-1200 minutes per week in the student teachers’ major. Some teaching in the students’ minor may also be included.
- Two mentor teachers can request to co-mentor a student teacher.
- Mentor teachers will support student teachers in developing their teaching competency by collaborating on a growth plan and final assessment based on the TQS.