



PLEASE NOTE: The following document contains modifications to the AFX guidelines and expectations that are deemed necessary in consideration of the Fall 2020 circumstances.

<p align="center">Advanced Field Experiences (AFX) Fall 2020 Guidelines and Expectations Mentor Teachers</p>	<p align="center">Advanced Field Experiences (AFX) Fall 2020 Guidelines and Expectations Student Teachers</p>
<p align="center">Introduction</p>	<p align="center">Introduction</p>
<p>IMPORTANT: The majority of Fall 2020 AFX student teachers did not have the opportunity to complete their IFX in a school setting. Due to the closure of schools, the introductory field experience was suspended in the Winter 2020 term. IFX students completed an online project to fulfill the course requirements. The guidelines and expectations for Fall 2020 AFX are modified in consideration of this, plus the current circumstances in schools related to COVID.</p> <p>Mentor teachers support and coach student teachers. They use their professional judgment and knowledge to assess student teachers.</p> <p>Additional information including video resources about mentoring student teachers is available on the field experiences website in the mentor teachers section. https://fieldexperiences.ualberta.ca/mentor-teachers</p> <p>COVID notes: <i>The field experiences website main page under Important Information will have current updates: COVID 19 ONGOING IMPORTANT CHANGES AND INFORMATION and AFX STUDENT - latest information</i></p>	<p>IMPORTANT: The majority of Fall 2020 AFX student teachers did not have the opportunity to complete their IFX in a school setting. Due to the closure of schools, the introductory field experience was suspended in the Winter 2020 term. IFX students completed an online project to fulfill the course requirements. The guidelines and expectations for Fall 2020 AFX are modified in consideration of this, plus the current circumstances in schools related to COVID.</p> <p>The advanced field experience (AFX) consists of a 45-day field experience. It provides the opportunity for student teachers to further develop TQS competencies in areas such as:</p> <ul style="list-style-type: none"> ● planning and teaching lessons ● developing ONE unit of study ● individualizing teaching to meet the diverse learning needs of all students, ● managing the classroom, and ● assessing student progress. <p>COVID notes: <i>The field experiences website main page under Important Information will have current updates: COVID 19 ONGOING IMPORTANT CHANGES AND INFORMATION and AFX STUDENT - latest information</i></p>

<ul style="list-style-type: none"> ● We will approach field experience this term from a position of flexibility and take school's and teacher's individual contexts into consideration when looking at things like teaching assignments and assessment. ● In some schools, the school year has been divided into quarters to accommodate the COVID return context. In the event that a mentor teacher's assignment changes at the quarter break, student teachers will follow their mentor teacher's assignment. ● Student teachers are expected to familiarize themselves with and adhere to the COVID protocols for their placement school. Please assist your student teacher with school-specific COVID protocols. <p>COVID-related absences:</p> <ul style="list-style-type: none"> ● If your student is required to isolate at any point during the field experience and cannot go into school, they must contact you, their UF and FEA immediately. ● COVID-related absences will be dealt with on a case-by-case basis. Every effort will be made to find a way for student teachers to complete their field experience, if at all possible. 	<ul style="list-style-type: none"> ● We will approach field experience this term from a position of flexibility and take students' individual context into consideration when looking at things like teaching assignments and assessment. ● In some schools, the school year has been divided into quarters to accommodate the COVID return context. In the event that a mentor teacher's assignment changes at the quarter break, student teachers will follow their mentor teacher's assignment. ● Student teachers are expected to familiarize themselves with and adhere to the COVID protocols for their placement school. Schools have their re-entry plans on the school website. Most plans include wearing a mask in school and you will need to bring it/them with you. <p>COVID-related absences:</p> <ul style="list-style-type: none"> ● First and foremost - take all precautions and follow all Alberta Health COVID protocols BEFORE and DURING your placement. This includes after school and weekends. ● If you are required to isolate at any point during your field experience and cannot go into school, contact your mentor teacher, UF and FEA immediately. ● COVID-related absences will be dealt with on a case-by-case basis. Every effort will be made to find a way for you to complete your field experience, if at all possible.
<p>Roles and Responsibilities</p>	<p>General Expectations</p>
<p>Mentor teachers:</p> <ul style="list-style-type: none"> ● provide student teachers with: <ul style="list-style-type: none"> ○ a designated workspace ○ advanced notice of teaching and supervision responsibilities. ● coach student teachers in: <ul style="list-style-type: none"> ○ planning, organizing and managing instruction ○ determining lesson plan and unit plan (AFX only) format and expectations ○ obtaining instructional resources and materials ○ understanding Alberta Education documents and expectations ○ assessing and evaluating student achievement ○ understanding student needs ○ using effective teaching strategies and skills 	<p>The University of Alberta expects students in their AFX to:</p> <ul style="list-style-type: none"> ● adhere to the Professional Code of Conduct at all times, ● adhere to the guidelines from the Alberta Teachers' Association regarding E-Liability (teacher online presence), ● adhere to the COVID 19 procedures and protocols within the school ● be prepared with their own personal protective equipment required by the school ● provide the introductory form prior to the start of the field experience, ● be present on all school days (AFX students are only allowed three days of unavoidable absence without jeopardizing their field experience), COVID-related absences will be dealt with on a case by case basis, contact your UF immediately ● prepare detailed plans for all lessons in a timely fashion,

<ul style="list-style-type: none"> o managing a positive learning environment o establishing relationships with students, parents, and colleagues o understanding professional conduct, responsibilities, and obligations o developing reflective practice o developing strategies for effective supervision (in conjunction with the school coordinator) ● assess student teacher progress: <ul style="list-style-type: none"> o In AFX (with the assistance of the university facilitator, as required) by: <ul style="list-style-type: none"> ▪ reviewing the growth plan and providing feedback (by Day 10 and Day 25) ▪ preparing a draft of the final evaluation, in a timely fashion, to share with the university facilitator and revising as necessary ▪ reviewing the final evaluation with the student teacher and submitting the electronic copy to the university facilitator 	<ul style="list-style-type: none"> ● understand that field experiences need to be approached as full-time teaching positions and work with their mentor teacher to agree upon times for when each school day will start and end (typically 8:00 - 4:00) but also be flexible and agreeable to times outside of this depending on supervision duties, parent teacher conferences, and school activities., ● engage in professional, reflective conversations and meetings with the mentor teacher and university facilitator. ● attend all meetings initiated by mentor teacher and/or university facilitator, ● assume responsibility for UP TO 50% - 80% of the mentor teacher's assignment by day 25 of the field experience, ● NOTE: Understanding that the mentor teacher's course structure may have changed due to COVID, the faculty of education is flexible regarding the total teaching time that student teachers assume. It is expected that AFX student teachers will teach more than 50% of the mentor teacher's assignment, but not in excess of 80%. ● plan, develop, and deliver ONE complete unit of study (including the assessment of students), ● demonstrate competency in each of the TQS categories identified in the final assessment form.
<p>Supporting Student Teachers</p> <p><u>General Expectations for Student Teachers</u></p> <p>The University of Alberta expects students in their AFX to:</p> <ul style="list-style-type: none"> ● Adhere to the ATA Professional Code of Conduct at all times ● Provide an introductory form prior to the field experience ● Be present on all school days (AFX students are only allowed three days of unavoidable absence without jeopardizing their field experience) ● Prepare detailed plans for all lessons in a timely fashion ● Engage in ongoing professional conversations ● Attend all meetings initiated by mentor teacher and/or university facilitator ● Assume significant responsibility for an extra-curricular activity within the school community NOTE: For this term, extra-curricular involvement is not expected for student teachers. However, if out-of-class activities are taking place in your school, we encourage student teachers to become involved, if possible. This extra-curricular involvement may occur in a 	<p>Extra-curricular Involvement and Supervision</p> <p>It is the University of Alberta's expectation that student teachers become involved in the culture and community of their placement school, acknowledging that teachers play important roles beyond the four walls of the classroom.</p> <p>NOTE: For this term, extra-curricular involvement is not expected for student teachers. However, if out-of-class activities are taking place in your school, we encourage student teachers to become involved, if possible. This extra-curricular involvement may occur in a number of different ways, depending on the established context of the school. School coordinators may be able to assist student teachers in identifying appropriate opportunities for involvement.</p>

<p>number of different ways, depending on the established context of the school.</p> <ul style="list-style-type: none"> ● Assume responsibility for 50 - 80 % of the teacher's assignment by the sixth week of the field experience NOTE: Understanding that the mentor teacher's course structure may have changed due to COVID, the faculty of education is flexible regarding the total teaching time that student teachers assume. It is expected that AFX student teachers will teach more than 50% of the mentor teacher's assignment, but not in excess of 80%. ● Plan, develop, and deliver ONE complete unit of study (including the assessment of students) ● Demonstrate competency in each of the categories identified in the final assessment form 	<p>Supervision of students during non-instructional time is another important facet of a teacher's role. Thus, it is important that you assume some responsibility for student supervision. While you may be supervising independently, your mentor teacher should always be readily available for assistance should some difficulty arise.</p>
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Feedback and Assessment	University Facilitators - Roles and Responsibilities
<p><u>Providing Feedback to Student Teachers</u></p> <p>A mentor teacher's feedback is critical to the success of the student teacher.</p> <ul style="list-style-type: none"> ● Feedback is most meaningful when there is an atmosphere of positive collegiality. ● Observe student teachers in a variety of different contexts with a variety of different students. ● Provide regular verbal and written feedback. ● Feedback should be descriptive and specific. Be clear on what the student teacher is doing well, as well as areas of potential growth. ● Feedback should be based on the competencies required of students (as described in the assessment documents). ● Mentors should expect to see the student teacher use feedback provided in planning, instruction, and developing positive school relationships. ● Be careful not to overwhelm the student teacher with too much feedback at once. ● Focus on one area at a time, building to a comprehensive evaluation at the end of the field experience. 	<p>University facilitators support mentor teachers in providing field experience students with the competencies required by the University of Alberta and the Teacher Qualification Standards.</p> <p>University Facilitators:</p> <ul style="list-style-type: none"> ● Support mentor teachers and student teachers in understanding their roles and responsibilities, ● Provide a differentiated level of support to mentor teachers and student teachers depending on needs, ● Receive and track student teacher introductory forms prior to the start of the AFX field experience, ● Provide weekly update emails to mentor teachers, student teachers, and school coordinators, ● Support mentor teachers in issuing Notifications of Concern, if necessary, ● Ensure the field experience associate is aware of potential issues, Notifications of Concern, and terminations, ● Ensure that AFX student teachers have prepared the initial growth plan (by day 10) and reviewed the initial growth plan (by day 25) with the mentor teacher,

<ul style="list-style-type: none"> ● Based on feedback received throughout the field experience, student teachers should be well aware of strengths and weaknesses indicated on the final assessment document. ● Potential questions to ask student teachers to support their reflective and reflexive process can be found here. <p>Assessing Student Teachers</p> <p>The final assessment document serves as a summative assessment of the student's field experience.</p> <ul style="list-style-type: none"> ● Assessment documents can be found under the Forms tab. ● Feedback provided throughout the field experience should be considered when completing the final evaluation. ● The competencies listed on the document act as a guide in the evaluation process. Each category must be addressed, but mentor teachers do not have to explicitly reference each. ● Utilize specific examples from classroom teaching, extracurricular activities, (if any) and/or interactions with staff, parents, and students, wherever possible. <ul style="list-style-type: none"> ● Please remember that student teachers will be using these documents to apply for professional positions. Use formal, academic language. Ensure each section is filled out thoroughly, providing detailed information ● Create the assessment document in consultation with the student teacher and the university facilitator, as appropriate. ● The final assessment document that you will forward to the zone field experience associate will be watermarked "unofficial." 	<ul style="list-style-type: none"> ● Collect final evaluations from mentor teachers, review the draft of the final evaluation to ensure that it is fair, complete, and accurate and provide feedback to the mentor teacher if needed. Submit the evaluation to the field experience associate, ● Visit assigned schools a minimum of 2-3 times per term, NOTE: Due to COVID, regular school visits may need to be made virtually. Cohort meetings with student teachers will likely be accomplished virtually. ● Participate in field experience meetings as required. <p>Field Experience Associates - For AFX Field Experiences:</p> <ul style="list-style-type: none"> ● Support university facilitators in the completion of their roles and responsibilities, ● Communicate weekly with university facilitators and monitor for potential issues, ● Support university facilitators in problem solving to ensure best possible outcome in dealing with placement concerns, ● Support university facilitators in issuing Notifications of Concern, if necessary, ● Oversee and manage all placement terminations, ● Collect final assessments from university facilitators, review the draft of the final assessment and provide feedback if needed. ● Upload an official copy of the final assessment to eClass for student access.
	Seminar
	<p>AFX Seminar</p> <p>This seminar is designed to provide information about the nature and expectations of the AFX. The 2-hour preparatory class prior to field placement. is conducted by a field experience associate. NOTE: For Fall 2020 term, AFX students were provided with a link to access the preparatory presentation document.</p> <p>Zone Meet & Greet</p> <p>AFX students are invited to a "meet & greet" session where they can meet their university facilitator, the zone field experience associate, and other student</p>

	<p>teachers in their zone. This is an opportunity to make a connection with your UF and to meet other student teachers who may also be placed at your school.</p> <p>NOTE: In Fall 2020, this is a virtual meeting.</p>
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Before the Student Teacher's Arrival	Before My Field Experience
<p>Mentor teachers:</p> <ul style="list-style-type: none"> ● Review the information and resource materials for mentor teachers on the field experiences website. ● Respond to the student teacher's introductory form by email. NOTE: Please include school-specific COVID-related information. ● Discuss the role of the student teacher with your students. ● Arrange to provide the student teacher with class lists (with pictures if possible), timetables, seating plans, school handbook, attendance and emergency plan procedures, and student accommodations. ● Provide the student teacher with a workspace. ● Consider how the student teacher will submit student grades and feedback. ● Meet with the school coordinator regarding possible extracurricular involvement, weekly meetings, and orientation activities. NOTE: For this term, extra-curricular involvement is not expected for student teachers. However, if out-of-class activities are taking place in your school, we encourage student teachers to become involved, if possible. This extra-curricular involvement may occur in a number of different ways, depending on the established context of the school. 	<p>The IFX and AFX Introductory Form Student teachers will share information about:</p> <ul style="list-style-type: none"> ● what you hope to learn and experience during the field experience. ● your background working with children and/or youth. ● your personal interests and skills. ● your emergency contacts and medical alerts (if any). <p>The introductory form can be found under the forms tab. The information should be written in a friendly, yet professional tone, using full sentences. The introduction provides the first impression of you as a pre-service teacher and you do not get a second opportunity to make a first impression. Please do not exceed one page in length and ensure you have someone proofread it.</p> <p>Who do I share the form with when I am done? Share your introductory form as a google doc, using view only mode, with: AFX (Secondary): School coordinator, mentor teacher, and university facilitator AFX (Elementary): School coordinator and university facilitator and, if known, your mentor teacher.</p> <p>When do I send it? Refer to the Important Dates document on the EDFX homepage for information about when to share your completed introduction form.</p>
	<p>The Field Experience Guide Students entering a field experience are most successful when they take a proactive approach and an active role to meet the universal expectations required. The Field Experience Guide is meant to provide context to the placement experience and increase student awareness of the strategies they need to employ to meet the expectations of the field experience, exhibit the professionalism needed for success, and foster healthy relationships with the mentor teacher, students, and school community. These expectations are covered during the IFX seminar. Should students need support in problem solving related to their placement, they are encouraged to address it with their mentor teacher or their university facilitator (AFX).</p>

	<p>Police Information Check and Alberta Intervention Record Check</p> <ul style="list-style-type: none"> ● AFX students must have these documents ready for the first day of placement. ● Consult the website for detailed information.
<p>Accommodations for Field Experience</p> <ul style="list-style-type: none"> ● Students with a documented disability (physical, mental health, sensory, learning, etc.) may go to Accessibility Resources and meet with an advisor to inquire about possible accommodations for a field placement. ● If your student teacher has an accommodation plan in place for a field experience, you will receive a copy of the plan before the placement. The student or a field experience associate will discuss the plan with you. 	<p>Accommodations for Field Experience</p> <ul style="list-style-type: none"> ● Students with a documented disability (physical, mental health, sensory, learning, etc.) may go to Accessibility Resources and meet with an advisor to inquire about possible accommodations for a field placement. ● Students are strongly advised to do so well in advance of their placement to avoid wait times. ● Consult the Accessibility Resources website for more information. https://www.ualberta.ca/current-students/accessibility-resources
	<p>No AFX Orientation Days</p> <p>There are no formal orientation days for the AFX.</p>

Dealing with Problems	Dealing with Problems
<p>Notification of Concern</p> <p>Note: If the mentor teacher is considering a notification of concern, they should contact the university facilitator as soon as possible.</p> <p>While all of our student teachers are developing as professionals and can be expected to require regular support and feedback, occasionally student teachers do not progress as expected and may fail to address the weaknesses in their performance identified by their mentor teachers.</p> <p>If you believe this puts them at risk for not receiving credit for the course or for receiving a poor final evaluation, you will want to issue a Notification of Concern (NOC). This document is a formal tool to identify the supports provided thus far and to ensure that students are aware of the areas requiring improvement and establishes a plan to deal with areas of significant weakness. Typically, the NOC is administered in cases where persistent problems have not been addressed, despite sufficient feedback from the mentor teacher and university facilitator. While serious, the document is not intended to be punitive, and should focus on the improvements required to be successful. The document should identify:</p> <ol style="list-style-type: none"> 1. The specific areas of practice that need to be dealt with. 2. A detailed plan for addressing the problem areas. 	<p>General Concerns</p> <p>Student teachers should begin by discussing the problem with their mentor teacher. If it cannot be resolved at that level:</p> <ul style="list-style-type: none"> ● AFX students should contact their university facilitator. ● If the problem is still not satisfactorily resolved, the student teacher should then contact their zone field experience associate. <p>Notification of Concern (NOC)</p> <p>Student teachers are developing as teaching professionals. As such, individuals may require varying degrees and types of support to be successful in their field experience. However, it is expected that student teachers and mentor teachers discuss and analyze plans, lessons taught, teaching strategies, classroom management, etc. on a regular basis. Occasionally, a student teacher may not progress as expected and may fail to address the weaknesses in their performance as identified by their mentor teacher. To clearly identify these concerns, a Notification of Concern should be issued.</p> <p><i>A Notification of Concern (NOC) is a formal tool used to identify and emphasize areas requiring improvement and establishes a plan to deal with areas of</i></p>

<p>3. A description of what will be considered an acceptable level of improvement.</p> <p>4. A target date for improvements (usually 3-5 days from issuance of a Notification of Concern).</p> <p>The mentor teacher usually initiates the Notification of Concern, with the support of the university facilitator as required. The university facilitator and the mentor teacher should meet to issue the Notification of Concern to the student teacher. The school coordinator and/or field experience associate may also be involved, if desired. The Notification of concern is stored in the student's file at the university but does not become part of their permanent record.</p> <p>If a student teacher does not satisfy the terms of the Notification of Concern in the prescribed period, various options can be considered, including the issuance of a second Notification of Concern, the extension of the target date, course failure, or the early termination of the placement. In these cases, the mentor teacher should consult with the university facilitator and/or field experience associate.</p> <p>More information about dealing with problems is available on the field experience website in the mentor teacher's section.</p>	<p>significant weakness. Typically, the NOC is administered in cases where persistent problems have not been addressed, despite sufficient feedback from the mentor teacher and university facilitator.</p> <p>While serious, the document is not intended to be punitive, and should focus on the improvements required to be successful. The document should identify:</p> <ol style="list-style-type: none"> 1. The specific areas of practice that need to be dealt with. 2. A detailed plan for addressing the problem areas. 3. A description of what will be considered an acceptable level of improvement. 4. A target date for improvements (usually 3-5 days from issuance of NOC). <p>The mentor teacher usually initiates the NOC, with the support of the university facilitator (UF) as required. The UF and the mentor teacher should meet to issue the NOC to the student teacher. The school coordinator and/or field experience associate may also be involved, if desired. The NOC is stored in the student's file at the university but does not become part of their permanent record.</p> <p>If you do not satisfy the terms of the NOC in the prescribed period, various options can be considered, including the issuance of a second NOC, the extension of the target date, course failure, or the early termination of the placement. In these cases, the mentor teacher should consult with the UF and/or FEA.</p>
AFX Timeline (45 days)	AFX Timeline (45 days)
<p>Please keep in mind: The majority of Fall 2020 AFX student teachers did not have the opportunity to complete their IFX in a school setting. Due to the closure of schools, the introductory field experience was suspended in the Winter 2020 term. IFX students completed an online project to fulfill the course requirements. The guidelines and expectations for Fall 2020 AFX are modified in consideration of this, plus the current circumstances in schools related to COVID.</p>	<p>Please keep in mind: The majority of Fall 2020 AFX student teachers did not have the opportunity to complete their IFX in a school setting. Due to the closure of schools, the introductory field experience was suspended in the Winter 2020 term. IFX students completed an online project to fulfill the course requirements. The guidelines and expectations for Fall 2020 AFX are modified in consideration of this, plus the current circumstances in schools related to COVID.</p>
<p>Days 1-5 (Wk. 1) Guidelines</p> <p>Over the course of the field experience, ensure the student teacher has opportunities to demonstrate the competencies indicated on the final assessment form. Develop a plan to support them in each of these areas.</p>	<p>Days 1-5 (Wk. 1) Guidelines</p> <ul style="list-style-type: none"> ● Use the field experience guide as a reference for discussions with your mentor teacher and/or school coordinator ● Become familiar with the school including attendance, classroom and school routines, expectations, school layout, emergency procedures, etc.

<ul style="list-style-type: none"> ● Introduce the student teacher to classroom and school routines, procedures, and expectations, i.e., attendance, areas of the school, emergency procedures, etc. ● Discuss and agree upon lesson and unit plan formats and expectations, ● Discuss field experience expectations with the student teacher, school coordinator, and university facilitator. ● Identify the classes and units that the student teacher will be assuming responsibility for and help them collect programs of study, resources, lesson plans formats, and appropriate strategies for assessment. ● Provide opportunities for the student teacher to assist with individual or small groups of students and classroom routines, discuss observations. ● Support the student teacher in planning and delivering single lessons, and or/parts of lessons to various sized groups, including the whole class. ● Co-plan and/or team-teach lessons with the student teacher. ● Help the student teacher begin to assume some of the mentor teacher's responsibilities, up to 25% by day 10. ● Engage in ongoing professional, reflective conversations and meetings with the student teacher. ● Assist school coordinator in making the student teacher aware of opportunities for extracurricular activities. ● Ensure that appropriate and supported supervision responsibilities are assigned. ● Meet with the university facilitator. 	<ul style="list-style-type: none"> ● Observe your mentor teacher teaching a variety of lessons. Assist with individual or small groups of students. ● Gather materials for teaching, i.e., programs of study, resources, information about students, and assessment strategies. ● Discuss your planning and teaching with your mentor teacher, including lesson plan format and expectations. ● With the support of your mentor teacher, begin to plan and deliver single lessons. ● May meet with your university facilitator, in person or virtually ● Co-plan and/or team-teach lessons with the mentor teacher. ● Assist with classroom routines, ● Engage in professional, reflective conversations and meetings with the mentor teacher. ● Assist your mentor teacher with supervision responsibilities throughout the field experience. ● Contact your university facilitator if you have any issues and/or concerns.
<p>Days 6-10 (Wk. 2) Guidelines</p> <p>Continue with existing guidelines/expectations from days 1-5, and in addition:</p> <ul style="list-style-type: none"> ● Have the student teacher assume more responsibility for planning and delivering single lessons to the whole class, up to 25% by day 10 (could be a combination of independent teaching, co-teaching and team teaching with mentor teacher) ● Give support in lesson and unit planning, share models of exemplary lesson and unit plans. ● Review student teacher growth plan by day 10 and collaboratively, with student teacher, develop goals and strategies for the remainder of AFX. ● Be present in the classroom to observe and provide verbal and written feedback to the student teacher. 	<p>Days 6-10 (Wk. 2) Guidelines</p> <p>Continue with existing guidelines/expectations from days 1-5, and in addition:</p> <ul style="list-style-type: none"> ● Assume some of the mentor teacher's teaching responsibilities up to 25% by day 10 (could be a combination of independent teaching, co-teaching and team teaching with mentor teacher) ● Independently plan and teach lessons within ongoing units. ● Identify with your mentor teacher for which lessons/units/subjects you will be responsible. Plan lessons and prepare for unit plan(s) using the programs of study, obtain resources required to teach lessons, and gather information about students that will affect planning. ● Continue ongoing professional conversations and reflections with your mentor teacher.

<ul style="list-style-type: none"> ● Discuss with the student teacher the support provided through the ongoing professional conversations, i.e., frequency, type of feedback, etc. ● Issue Notification of Concern if warranted. 	<ul style="list-style-type: none"> ● Take initiative to be aware of possible extra-curricular school activities that may be available, and how you might become involved in supporting an activity. ● Seek input from your mentor teacher regarding your growth plan. Share your growth plan with your mentor teacher day 10. ● Contact your university facilitator if you have any issues and/or concerns.
<p>Days 11-15 (Wk. 3) Guidelines Continue with existing guidelines/expectations from days 1-10, and in addition:</p> <ul style="list-style-type: none"> ● Have the student teacher assume more responsibility for instruction, up to 50% teaching time by day 15 (could be a combination of independent teaching, co-teaching and team teaching with mentor teacher) ● Be present in the classroom to observe and provide verbal and written feedback to the student teacher. ● Issue and/or monitor Notification of Concern if warranted. 	<p>Days 11-15 (Wk. 3) Guidelines Continue with existing guidelines/expectations from days 1-10, and in addition:</p> <ul style="list-style-type: none"> ● increase teaching up to 50% of mentor teacher assignment by day 15 (could be a combination of independent teaching, co-teaching and team teaching with mentor teacher) ● Take more responsibility for planning. ● Contact your university facilitator if you have any issues and/or concerns.
<p>Days 16-20 (Wk. 4) Guidelines Continue with existing guidelines/expectations from days 1-15, and in addition:</p> <ul style="list-style-type: none"> ● Continue to increase teaching responsibilities, preparing for a MAX of 80% by day 25 (could be a combination of independent teaching, co-teaching and team teaching with mentor teacher) ● Be readily available even when the student teacher is left in charge of the class. ● Issue and/or monitor Notification of Concern if warranted. 	<p>Days 16-20 (Wk. 4) Guidelines Continue with existing guidelines/expectations from days 1-15, and in addition:</p> <ul style="list-style-type: none"> ● maintain teaching at 50% and prepare to increase up to a MAX of 80% by day 25 (could be a combination of independent teaching, co-teaching and team teaching with mentor teacher) ● Contact your university facilitator if you have any issues and/or concerns.
<p>Days 21-25 (Wk. 5) Guidelines Continue with existing guidelines/expectations from days 1-20, and in addition:</p> <ul style="list-style-type: none"> ● continue to increase, or maintain, teaching time within the 50 - 80% range (could be a combination of independent teaching, co-teaching and team teaching with mentor teacher) ● Discuss and revise the student teacher growth plan by day 25. ● Issue and/or monitor Notification of Concern if warranted. 	<p>Days 21-25 (Wk. 5) Guidelines Continue with existing guidelines/expectations from days 1-20, and in addition:</p> <ul style="list-style-type: none"> ● continue to increase, or maintain, teaching time within the 50 - 80% range (could be a combination of independent teaching, co-teaching and team teaching with mentor teacher) ● By day 25, review and revise your growth plan in consultation with your mentor teacher. ● Contact your university facilitator if you have any issues and/or concerns.
<p>Days 26-35 (Wk. 6-7) Guidelines Continue with existing guidelines/expectations from days 1-25, and in addition:</p> <ul style="list-style-type: none"> ● continue to increase, or maintain, teaching time within the 50 - 80% range (a combination of independent teaching, co-teaching and team teaching with mentor teacher) 	<p>Days 26-35 (Wk. 6-7) Guidelines Continue with existing guidelines/expectations from days 1-25, and in addition:</p> <ul style="list-style-type: none"> ● continue to increase, or maintain, teaching time within the 50 - 80% range (could be a combination of independent teaching, co-teaching and team teaching with mentor teacher)

<ul style="list-style-type: none"> ● ensure that student teacher is submitting grades after marking student work ● Issue and/or monitor Notification of Concern if warranted. 	<ul style="list-style-type: none"> ● ensure that you are submitting grades to your mentor teacher from any marking that you have completed ● Contact your university facilitator if you have any issues and/or concerns.
<p>Days 36-40 (Wk. 8) Guidelines</p> <p>Continue with existing guidelines/expectations from days 1-35, and in addition:</p> <ul style="list-style-type: none"> ● Initiate your plan to transfer the teaching load from the student teacher back to you. ● begin the final assessment and discuss the final assessment with the student teacher and university facilitator. 	<p>Days 36-40 (Wk. 8) Guidelines</p> <p>Continue with existing guidelines/expectations from days 1-35, and in addition:</p> <ul style="list-style-type: none"> ● plan to return classes to the mentor teacher as units are completed ● discuss the final assessment with your mentor teacher. ● Provide student teacher comments for the final evaluation document. ● Contact your university facilitator if you have any issues and/or concerns.
<p>Days 41-45 (Wk. 9) Guidelines</p> <p>Continue with existing guidelines/expectations from days 1-40, and in addition:</p> <ul style="list-style-type: none"> ● Reduce student teacher workload over the course of the week as units are completed. ● Ensure all student work is marked and returned ● Ensure all school property (resources, student work, keys, etc.) is returned to the school. ● Revise and complete the final assessment form. ● Include student teacher comments on final assessment form. ● Share (or email) the final assessment form with the university facilitator. 	<p>Days 41-45 (Wk. 9) Guidelines</p> <p>Continue with existing guidelines/expectations from days 1-40, and in addition:</p> <ul style="list-style-type: none"> ● As units are completed, begin to release responsibility for teaching back to the mentor teacher. ● Ensure all student work is assessed and returned in a timely fashion. ● Ensure all school property (resources, student work, keys, etc.) is returned to the school. ● Finalize the final assessment document. ● Mentor teacher will share the unofficial document with your UF. <p>Note: Your zone FEA will process the document and upload to eClass for your access. Students are responsible for downloading their final assessment from eClass by the end of the term in which they complete the field experience.</p>