



See also the [field experiences website](https://fieldexperiences.ualberta.ca) for updates.

Mentor Teachers	Student Teachers
<p>Mentor teachers support and guide student teachers. They use their professional judgment and knowledge to assess student teachers.</p> <ul style="list-style-type: none"> Additional information including video resources about mentoring student teachers is available on the field experiences website in the mentor teacher’s section. https://fieldexperiences.ualberta.ca/mentor-teachers <p>Roles and Responsibilities</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 managing a positive learning environment establishing relationships with students, parents, and colleagues understanding professional conduct, responsibilities, and obligations developing reflective practice developing strategies for effective supervision (in conjunction with the school coordinator) assess student teacher progress: <ul style="list-style-type: none"> review the growth plan and provide feedback (by day 10 and day 25) 	<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>General Expectations</p> <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 policies and procedures of the school district in which they are placed, acquire your Police Information Check and Alberta Intervention Record Check well in advance and have these documents ready for the first day of placement. Consult the website for detailed information 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 (i.e. illness or emergency) without jeopardizing their field experience), prepare detailed plans for all lessons and submit these to the mentor in advance as specified, understand that field experiences need to be approached as full-time teaching positions and discuss start and end times with their mentor teacher. It is difficult to determine a “typical” day but generally you should plan on arriving at least 30-40 minutes before the first bell, and remaining

- o prepare a draft of the final evaluation, in a timely fashion, to share with the university facilitator and revise as necessary
- o review the final evaluation with the student teacher and submit the electronic copy to the university facilitator by the due date.
- o consult with the university facilitator as needed

Supporting Student Teachers

Please **carefully review** the General Expectations in the student teacher column of this document to ensure that you are familiar with the updated information.

NOTE: It is expected that AFX student teachers will teach up to 80% of the mentor teacher's assignment. We understand that total teaching time may be affected by many factors, such as the mentor teacher's course schedule, the nature of the classes, and the student teacher's readiness levels. Individual circumstances may necessitate a degree of flexibility, and total teaching time should be determined by the mentor teacher's professional judgment and discussion with the student teacher. Your university facilitator may also be consulted.

Extra-curricular Involvement

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.

- Student teachers should not be running clubs or activities on their own.
- Extra-curricular activities may also be conducted through online activities
- Extra-curricular involvement should not preclude the importance of classroom teaching.

Supervision

Supervision of students during non-instructional time is another important facet of a teacher's role. It is important that student teachers assume some responsibility for supervision. **They should not be supervising students alone.** The mentor teacher or another certificated teacher should always be readily available for assistance should some difficulty arise.

Providing Feedback to Student Teachers

A mentor teacher's feedback is critical to a student teacher's success.

as required after school for discussions, planning, meeting and school events.

- be flexible and agreeable to the time required for supervision duties, parent teacher conferences, planning time, meetings, extra-curricular and other 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 80%** of the mentor teacher's assignment by day 25 of the field experience,

NOTE: It is expected that AFX student teachers will teach up to 80% of the mentor teacher's assignment. We understand that total teaching time may be affected by many factors, such as the mentor teacher's course schedule, the nature of the classes, and the student teacher's readiness levels. Individual circumstances may necessitate a degree of flexibility, and total teaching time should be determined by the mentor teacher's professional judgment and discussion with the student teacher. Your university facilitator may also be consulted.

- plan, develop, and deliver ONE complete unit of study (including the assessment of students),
- demonstrate satisfactory capability **at a beginning teacher level** in each of the TQS competencies identified in the final assessment form.

Extra-curricular Involvement

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.

Supervision

Supervision of students during non-instructional time is another important facet of a teacher's role. It is important that you assume some responsibility for supervision. You should not be supervising students alone. Your mentor teacher or another certificated teacher should always be readily available for assistance should some difficulty arise.

Receiving and Processing Feedback

Being open to your mentor's feedback is critical to a student teacher's success.

- Feedback is most meaningful when there is an atmosphere of positive collegiality.
- Provide regular **verbal and written** feedback.
- Feedback should be **descriptive** and **specific**. Be clear about what the student teacher is doing well, as well as areas requiring improvement.
- Feedback should be based on the competencies and indicators described in the TQS.
- Mentors should expect to see the student teacher use feedback provided to improve their practise.
- 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 assessment at the end of the field experience.
- Based on feedback received throughout the field experience, student teachers should be well aware of strengths and weaknesses indicated on the final assessment document.
- The [Suggested Language to Support Student Teacher Development](#) document may be helpful when giving feedback or writing the final assessment. (under the Forms/ Mentor Teacher section)

Assessing AFX Student Teachers

The final assessment document serves as a summative assessment of the student's field experience. Assessment of student teachers should be based on expectations for "pre-service" or beginner teachers rather than on those for practicing teachers holding a permanent certificate.

- Assessment documents can be found under the Forms tab, mentor teacher section. There are detailed instructions on the form.
- Feedback provided throughout the field experience should be considered when completing the final evaluation.
- The TQS competencies act as a guide in the assessment process. Each competency must be addressed, but mentor teachers do not have to explicitly reference each and every indicator.
- Utilize specific examples from classroom teaching, extracurricular activities, and/or interactions with staff, parents, and students, wherever possible.
- Please remember that student teachers will be using these documents to apply for professional positions. Use professional language. Ensure each section is filled out thoroughly.

- Have your own notes or reflections about your lessons ready for the discussion.
- Ask questions for clarification. Be sure that you understand the expectations and suggestions being provided.
- Act on the feedback at the earliest opportunity.
- The [Suggested Language to Support Student Teacher Development](#) document may be helpful when receiving feedback. (under the Forms/ Mentor Teacher section)
- Based on feedback received throughout the field experience, you should be well aware of strengths and areas for growth that will be indicated on the final assessment document.

Final Assessment for AFX

The AFX final assessment document identifies areas of strength and areas for growth as a beginning teacher.

- Review the assessment form on the field experiences website under the Forms/Mentor Teacher section.
- Student teachers contribute to the final assessment document. You must submit your portions to your mentor during the last week of AFX.

AFX Preparatory Seminar

This 2-hour seminar is provided prior to starting your placement. It is designed to provide information about the nature and expectations of the AFX.

- AFX student teachers will receive information by email about the schedule and format.

Zone Meet & Greet

AFX students are invited to a "meet & greet" session where they can meet their university facilitator, the zone field experience associate, and other student teachers in their zone.

- This is an opportunity to make a connection with your UF, to meet other student teachers who may also be placed at your school, and ask questions.
- AFX student teachers will receive information by email about the schedule and format.

- Create the assessment document in consultation with the student teacher and the university facilitator, as appropriate.
- Share the assessment document with the university facilitator as per the instructions that are emailed by your UF.

Supports During AFX

University facilitator (UF):

- Supports mentor teachers and student teachers in understanding their roles and responsibilities, guidelines and expectations,
- Receives and tracks student teacher introductory forms prior to the start of the AFX field experience,
- Maintains regular communication and visits assigned schools on a regular basis during the field experience,
- Is readily available to provide a differentiated level of support to mentor teachers and student teachers depending on needs,
- Provides weekly update emails to mentor teachers, student teachers, and school coordinators,
- Supports mentor teachers and student teachers with a Notification of Concern, if necessary,
- Ensures the field experience associate is aware of potential issues,
- Ensures that AFX student teachers have prepared the initial growth plan (by day 10) and have reviewed the growth plan (by day 25) with the mentor teacher,
- Collects final evaluations from mentor teachers, reviews the draft of the final evaluation to ensure that it is fair, complete, and accurate, and provides feedback to the mentor teacher if needed.

Field Experience Associate (FEA):

- Oversees all field experience placements (IFX & AFX) in a zone of schools
- Supports university facilitators in the completion of their roles and responsibilities,
- Communicates weekly with university facilitators and monitors for potential issues,
- Supports university facilitators in problem solving to ensure best possible outcome in dealing with placement concerns,
- Supports university facilitators in issuing Notifications of Concern, if necessary,
- Oversees and manages all placement terminations,
- Collects final assessments from university facilitators, reviews the draft of the final assessment and provides feedback if needed.
- Processes an official copy of the final assessment for student access on eClass.

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 a tool to increase awareness of the attitudes, behaviours and strategies student teachers should 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 the school community.

Accommodations for Field Experience

Students with a documented disability or condition (health, sensory, learning, etc.) may contact an advisor in the Academic Success Centre to inquire about possible accommodations for a field placement.

- Mentor teachers, school coordinators and university facilitators receive a copy of the accommodation plan before the placement and have an opportunity to review and discuss the accommodations.

Dealing with Problems

Student teachers and mentor teachers should begin by discussing the problem with each other. If it cannot be resolved at that level, contact your university facilitator or zone field experience associate.

- More information about dealing with problems is available on the field experiences website in the student teachers and mentor teachers sections.

Notification of Concern

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 as identified by their mentor teachers.

- If a mentor teacher feels that this puts a student teacher at risk of *not receiving credit for the course or of receiving a poor final assessment*, the mentor teacher should issue a [Notification of Concern \(NOC\)](#).
- **Note: If a mentor teacher is considering a Notification of Concern, they should contact the university facilitator as soon as possible.**
- The NOC helps to identify and emphasize for student teachers the areas requiring improvement. It also establishes a plan and a timeline 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..
- While serious, the document is not intended to be punitive, and should focus on the improvements required to be successful.
- Detailed information is provided on the NOC document and on the website.

AFX Timeline - Mentor Teachers

AFX Timeline - Student Teachers

NOTE: Although there is a common start date for AFX for all school districts, the **ending date will vary according to your district calendar**. AFX is **45 teacher working days**. Therefore PD days are included, but statutory holidays and non-operational days are not included. District ending dates are available on the fx website in the Important Information box.

Before the Student Teacher's Arrival

- Review the information and resource materials for mentor teachers on the field experiences [website](#).
- Respond to the student teacher's introductory form by email.
- 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.

Before My Field Experience

Introduction and Emergency Contacts Form

The introductory form can be found under the [forms](#) tab, student teacher section.

- 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. Ensure you have someone proofread it.
- Send your introductory form within 2-3 days of receiving your placement.
- Introductory forms are shared with:
 - Secondary: School coordinator, mentor teacher and UF.

- Meet with the school coordinator regarding possible extracurricular involvement and any orientation activities.
- Meet with your university facilitator.

AFX Orientation Days

There are no formal orientation days for the AFX. If desired, student teachers may arrange orientation time with their mentor prior to the start of AFX

Days 1-5 Guidelines (Your dates for this term: _____)

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.

- 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 the unit that the student teacher will be assuming responsibility for and help them collect programs of study, resources, lesson plan formats, and appropriate strategies for assessment.
- Provide opportunities for the student teacher to assist with individual or small groups of students and classroom routines, and 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.
- Share examples of exemplary lesson and unit plans.
- Provide verbal and written feedback.
- Co-plan and/or co-teach lessons with the student teacher.
- Help the student teacher begin to assume some of the mentor teacher's responsibilities, working up to 25% by day 10.
- Engage in ongoing professional, reflective conversations with the student teacher.
- Ensure that appropriate and supported supervision responsibilities are assigned. Discuss extra-curricular opportunities.
- Meet with the university facilitator.

- Elementary: School coordinator (and mentor teacher, if known) and UF.

AFX Orientation Days

There are no formal orientation days for the AFX. If desired, student teachers may arrange orientation time with their mentor prior to the start of AFX

NOTE: If you wish to have some orientation time prior to your first AFX day, include that request in the email when you share your introduction form.

Days 1-5 Guidelines (Your dates for this term: _____)

- 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.
- Introduce yourself to the students. Get to know the students. Start establishing positive relationships.
- 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 co-teach lessons with the mentor teacher.
- Assist with classroom routines,
- Engage in professional, reflective conversations with the mentor teacher.
- Assist your mentor teacher with supervision responsibilities throughout the field experience.
- Take initiative to learn about possible extra-curricular school activities that may be available, and how you can become involved in an activity.
- Contact your university facilitator if you have any issues and/or concerns.

Days 6-10 Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations from days 1-5, and in addition:

- Have the student teacher assume more responsibility for planning and delivering lessons to the whole class, up to 25% by day 10 (could be a combination of independent teaching and co-teaching with mentor teacher)
- Review and provide input to the student teacher's growth plan by day 10 and collaboratively 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.
- 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.

Days 11-15 Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations from days 1-10, and in addition:

- Have the student teacher assume more responsibility for instruction, up to 50% teaching time by day 15 (could be a combination of independent teaching and co-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.

Days 16-20 Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations from days 1-15, and in addition:

- Continue to increase teaching responsibilities, preparing for a MAX of 80% by day 25 (could be a combination of independent teaching and co-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.

Days 21-25 Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations from days 1-20, and in addition:

- continue to increase, or maintain, teaching time up to 80% (could be a combination of independent teaching and co-teaching with mentor teacher)
- Discuss and revise the student teacher's growth plan by day 25.
- Issue and/or monitor Notification of Concern if warranted.

Days 6-10 Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations from days 1-5, and in addition:

- Assume up to 25% of the mentor teacher's teaching assignment by day 10 (could be a combination of independent teaching and co-teaching with mentor teacher)
- Identify with your mentor teacher the lessons/units/subjects for which you will be responsible. Plan lessons and prepare the unit plan 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.
- Seek input from your mentor teacher regarding your growth plan. Share your growth plan with your mentor teacher and UF by day 10.
- Contact your university facilitator if you have any issues and/or concerns.

Days 11-15 Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations from days 1-10, and in addition:

- increase teaching up to 50% of mentor teacher assignment by day 15 (could be a combination of independent teaching and co-teaching with mentor teacher)
- Continue to work on planning (unit plan and lesson plans).
- Contact your university facilitator if you have any issues and/or concerns.

Days 16-20 Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations from days 1-15, and in addition:

- maintain teaching at 50% and prepare to increase up to a MAX of 80% by day 25 (could be a combination of independent teaching and co-teaching with mentor teacher)
- Contact your university facilitator if you have any issues and/or concerns.

Days 21-25 Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations from days 1-20, and in addition:

- continue to increase teaching time up to 80% (could be a combination of independent teaching and co-teaching with mentor teacher)
- By day 25, review and revise your growth plan in consultation with your mentor teacher. Share with your UF.
- Contact your university facilitator if you have any issues and/or concerns.

Days 26-35 Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations from days 1-25, and in addition:

- continue to increase, or maintain, teaching time up to 80% (could be a combination of independent teaching and co-teaching with mentor teacher)
- ensure that student teacher is submitting grades after marking student work
- Issue and/or monitor Notification of Concern if warranted.

Days 36-40 Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations from days 1-35, and in addition:

- develop a plan to transfer the teaching load from the student teacher back to you.
- begin the final assessment draft and discuss the final assessment with the student teacher and university facilitator.

Days 41-45 Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations from days 1-40, and in addition:

- Reduce student teacher workload over the course of the final days.
- Ensure all student work is marked and returned.
- Ensure all school property (resources, student work, keys, etc.) is returned.
- Revise and complete the final assessment form. Review the assessment with your student teacher.
- Include student teacher comments on the final assessment form.
- Share (or email) the final assessment form with the university facilitator.

NOTE - We cannot accept a final assessment that is shared by the student teacher. It must come directly from the mentor teacher.

Days 26-35 Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations from days 1-25, and in addition:

- continue to increase, or maintain, teaching time up to 80% (could be a combination of independent teaching and co-teaching with mentor teacher)
- 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.

Days 36-40 Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations from days 1-35, and in addition:

- develop a plan to return classes to the mentor teacher
- discuss the final assessment with your mentor teacher.
- Prepare your student teacher comments for the final evaluation document.
- Contact your university facilitator if you have any issues and/or concerns.

Days 41-45 Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations from days 1-40, and in addition:

- 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.
- Finalize the final assessment document.
- Mentor teacher will share the unofficial document with your UF.

Note: Your zone FEA will review and process your assessment. It will be available for you to download from eClass.