



Guidelines and Expectations for Mentor Teachers and Student Teachers

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 provide student teachers with a designated workspace and advance notice of teaching and supervision responsibilities.</p> <p>Mentor teachers coach student teachers in:</p> <ul style="list-style-type: none"> planning, organizing and managing instruction determining lesson plan format and expectations (Independently developing a unit plan is not expected in IFX.) 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 <p>Mentor teachers assess student teacher progress:</p> <ul style="list-style-type: none"> reviewing the growth plan and providing feedback 	<p>The Introductory Field Experience (IFX) consists of:</p> <ul style="list-style-type: none"> a 7 - 8 week on-campus preparatory seminar, three full orientation days <ul style="list-style-type: none"> NOTE: Student teachers must arrange with their school coordinator/mentor teacher mutually convenient dates for orientation days prior to the start date. THREE full days are recommended. Student teachers have no classes on Fridays to accommodate orientation, and may also have other days available. a 25-day field experience. <p>The field experience is designed to give you an opportunity to merge theory with practice in a school setting. You will gain experience in planning instruction, teaching lessons, managing your classroom, tailoring instruction to meet the learning needs of all your students, and assessing student progress.</p> <p>General Expectations</p> <p>The University of Alberta expects students in their IFX to:</p> <ul style="list-style-type: none"> adhere to the Professional Code of Conduct at all times, as well as the guidelines from the Alberta Teachers' Association regarding E-Liability, adhere to the policies and procedures of the school district in which they are placed, share an introductory form prior to the field experience, attend all orientation days and be present on all school days (IFX students are allowed two days of unavoidable absence (illness, emergency) without jeopardizing their field experience. 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

- preparing the final assessment in collaboration with the student teacher
- sharing the assessment with the zone field experience associate

Supporting Student Teachers

Orientation Days

Orientation days are important in assisting student teachers to learn about and become familiar with their mentor teacher, the students and the school community.

- Student teachers must arrange with their school coordinator/mentor teacher mutually convenient dates for orientation days prior to the start date. THREE full days are recommended. **Student teachers have no classes on Fridays to accommodate orientation, and may also have other days available.**

Things to consider:

- Have student teachers introduce themselves to the class, and perhaps lead a short activity.
- Encourage student teachers to be **engaged and actively involved** in classroom activities and building relationships with students.
- Give information about planned teaching assignments for your student teacher.
- Support student teachers in becoming familiar with available resources.
- Use the [Field Experience Guide](#) to prompt discussions.

Extra-curricular Involvement

The expectation is that student teachers will **assist** with an extra-curricular activity, as opposed to leading a club or running a project. For example, they might assist in the organization of a school concert, assembly or special project, or they might support the coach of a sports team, or assist the teacher who is running a club.

- 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.

plan on arriving at least 30 minutes before the first bell, and remaining after school as required 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.
- prepare detailed plans for all lessons and submit them **in advance** as per your mentor teacher's expectation, This might be 24 - 48 hours. For example, if you are teaching on Monday morning, your mentor should receive your plans on Friday. If you are teaching on Tuesday, your mentor should see your plans on Monday morning at the latest. Preparing and submitting in advance allows time for review and discussion, and making adjustments if required.
- engage in reflective conversations with your mentor teacher,
- attend all meetings initiated by your mentor teacher and/or UF/FEA
- contribute to an extra-curricular activity within the school community,
- assume responsibility for 0.5 FTE (full-time equivalent) by the midpoint of the field experience, **understanding that this may be at a different point depending on individual circumstances,**
- teaching time can be a combination of independent teaching and co-teaching with their mentor teacher.
- **Note:** In IFX, two student teachers may be placed with one mentor teacher. If you are placed with another student teacher, make every effort to work collaboratively with your student teacher colleague.

IFX Seminar

This seminar was developed to support student teachers as they prepare to begin their introductory field experience (IFX). The seminar is intended to provide students an opportunity to connect the content of their education coursework with the expectations for the IFX, with an emphasis on managing the learning environment.

- Students meet once a week with a field experience associate (FEA) for a two-hour block in the weeks leading up to their field placement. Students are expected to actively participate in all activities and attend every class. Additional expectations may include about an hour of on-line reading and viewing each week along with related assignments.

Supervision

Supervision of students during non-instructional time is another important facet of a teacher's role. Student teachers should accompany you and assist with your supervision duties.

NOTE: Student teachers should not be supervising students alone. You or another certificated teacher should always be in close proximity and available for assistance should some difficulty arise.

Teaching Assignment

- IFX student teachers should assume responsibility for 0.5 FTE by the midpoint of the field experience, **understanding that this may be at a different point depending on individual circumstances**, and that teaching time can be a combination of independent teaching, co-teaching and team teaching with mentor teachers.
- A student teacher may be asked to teach a subject that is outside of their major/minor, but it must be mutually agreed upon and align with the student teacher's abilities and confidence.

Providing Feedback to Student Teachers

A mentor teacher'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 apply feedback.
- 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.
- Potential questions to ask student teachers to support their reflective process can be found on the field experiences website.

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.

- The expectation is that student teachers will **assist** with an extra-curricular activity, as opposed to leading a club or running a project. For example, you might assist in the organization of a school concert, assembly or special project, or you might support the coach of a sports team, or assist the teacher who is running a club.
- 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 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.

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](#) helps to remind students about the expectations of the field experience, how to exhibit professionalism, and foster healthy relationships with their mentor teacher, students, and school community. These expectations are reviewed during the IFX seminar.

Receiving and Processing Feedback

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

- 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.

Assessing IFX Student Teachers

The IFX final assessment document identifies areas of strength and areas for growth to assist student teachers in being successful in their next advanced field experience (AFX). 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.

- The final assessment form can be found on the field experiences website under the *Forms/Mentor Teacher* tab. There are detailed instructions on the form.
- Feedback provided throughout the field experience should be considered when completing the final assessment.
- 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)

- 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 IFX

The IFX final assessment document identifies areas of strength and areas for growth to assist student teachers in being successful in their next advanced field experience (AFX).

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

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.

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

IFX Timeline - Mentor Teachers	IFX Timeline - Student Teachers
<p>NOTE: Although there is a common start date for IFX for all school districts, the ending date will vary according to your district calendar. IFX is 25 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.</p>	
<p>Prior to the Arrival of the Student Teacher</p> <ul style="list-style-type: none"> • Read through this document to become familiar with guidelines and expectations. Contact your FEA with any questions. • Review the information for mentors on the website. • Review and respond to the student teacher's introductory form. • Communicate with your student teacher to establish an orientation day schedule. • Discuss the role of student teachers with your students and prepare them to welcome a student teacher. • Arrange to provide student teachers with class lists (with pictures if possible), timetables, seating plans, school handbook, attendance and emergency plan procedures, student accommodations, supervision schedules, etc. • Provide student teachers with a work space. • Consider how student teachers will submit student grades. • Plan for orientation days. Your school coordinator may also have some orientation activities planned. <p>Orientation Days (Your dates for this term: _____) Student teachers must arrange with their school coordinator/mentor teacher mutually convenient dates for orientation days prior to the start date. Three full days are recommended. Student teachers have no classes on Fridays to accommodate orientation, and may also have other days available.</p> <p>Orientation days are intended to assist student teachers to learn about and become comfortable with their school community. .</p> <p>Things to consider:</p> <ul style="list-style-type: none"> • Have student teachers introduce themselves to the class, and perhaps lead a short activity. 	<p>Before My Field Experience</p> <p>Introductory and Emergency Contacts Form The introductory form is used in several ways.</p> <ul style="list-style-type: none"> • It serves as a way for school coordinators and mentor teachers to gain background knowledge about student teachers. • At the elementary level, students are often placed with a mentor teacher based on the interests and experiences indicated on the form. • Emergency contact and medical alert information are also included on the form. <p>Introductory forms are shared with:</p> <ul style="list-style-type: none"> • Secondary: School coordinator, mentor teacher and zone FEA. • Elementary: School coordinator (and mentor teacher, if known) and zone FEA. • When you share your introduction form with your school, you can indicate in the email dates that you have available for your 3 orientation days. <p>Orientation Days (Your dates for this term: _____) Student teachers must arrange with their school coordinator/mentor teacher mutually convenient dates for orientation days prior to the IFX start date. Three full days are recommended.</p> <p>Orientation days are intended for student teachers to familiarize themselves with their school community and begin to establish relationships with students, mentor teachers and school staff. Orientation is an opportunity for ACTIVE engagement in classroom and school activities!</p> <ul style="list-style-type: none"> • Orientation days are full school days. Plan to arrive early and stay after school. • You have no classes on Fridays to accommodate orientation days, and you may have other days available as well.

- Encourage student teachers to be **engaged and actively involved** in classroom activities and building relationships with students.
- Give information about planned teaching assignments for your student teacher.
- Support student teachers in becoming familiar with available resources
- Arrange for your student to visit other classrooms and observe other teachers

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

- Have student teachers assist with individual or small groups of students.
- Allow student teachers to observe you teach a variety of lessons.
- Engage in reflective conversations with your student teacher.
- Assist student teachers with gathering materials for teaching, (program of studies, resources, information about students, etc.)
- Discuss and agree upon lesson plan format and expectations, including when your student teacher should submit their lesson plan to you.
- Support your student teacher in planning and delivering **single lessons**.
- Provide feedback prior to and after they deliver their lessons.
- Ensure student teachers assist with supervision.
- Allow student teachers to observe in other classes, if possible.
- Contact your zone field experience associate if you have any concerns.

Days 6-10 (Wk. 2) Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations, and in addition:

- Increase teaching time of student teachers to at least 0.25 FTE. **With your support**, have them take on responsibility for planning, preparing, and delivering lessons. Teaching time can be a combination of independent teaching and co-teaching with the mentor teacher.
- Provide feedback to support student teachers prior to and after they deliver their lessons.
- Support student teachers with the development of their growth plan. Growth plans should be discussed and completed by the end of day 10.
- Issue a Notification of Concern if warranted. Ideally, a NOC would be issued prior to the 50% withdrawal deadline.
- Contact your zone field experience associate if you have any concerns.

- Discuss with the school coordinator and/or mentor teacher regarding the possibility of observing in other classrooms.

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

- Observe your mentor teacher teaching a variety of lessons. Make notes and discuss afterwards.
- 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**.
- Engage in reflective conversations with the mentor teacher.
- Assist your mentor teacher with supervision.
- Contact your zone field experience associate if you have any concerns.

Days 6-10 (Wk. 2) Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations, and in addition:

- Increase teaching time to at least 25% by day 10. You are responsible for planning, preparing, and delivering lessons. Teaching time can be a combination of independent teaching and co-teaching with your mentor teacher.
- Seek support from your mentor teacher as needed.
- Share your lesson plans with your mentor teacher at least 24 hours in advance or as requested by your mentor teacher. This allows your mentor teacher to give you feedback.
- Work on your professional growth plan. **This document requires collaboration between you and your mentor teacher.** Your professional growth plan is to be submitted to your mentor teacher by the end of day 10, and then shared with your zone FEA.
- Contact your zone field experience associate if you have any concerns.

Days 11-15 (Wk. 3) Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations, and in addition:

- Gradually have student teachers assume responsibility for 0.5 FTE of your teaching load by the end of day 15. Teaching time can be a combination of independent teaching and co-teaching with your mentor teacher.
- Allow student teachers to assume the responsibility of teaching independently. Be readily available to them.
- Contact your zone field experience associate if you have any concerns.

Days 16-20 (Wk. 4) Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations., and in addition:

- Ensure student teachers maintain a minimum of 0.5 FTE.
- Contact your zone field experience associate if you have any concerns.

Days 21-25 (Wk. 5) Guidelines (Your dates for this term: _____)

- Gradually resume control of your teaching assignment.
- Ensure student teachers hand in graded student work, and all resources and school materials that have been borrowed.
- In the last 5 days:
 - Meet with student teachers a few days before the end date to review their growth plan.
 - Complete the final assessment with collaboration from student teachers to create goals and strategies for ongoing development.
 - Ensure that the student teacher's final reflection has been added.
- **Share a copy of the completed assessment form with the zone field experience associate at least 1-2 days prior to the final day. Do not share this copy with the student teacher. Share only with the FEA.**

Days 11-15 (Wk. 3) Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations, and in addition:.

- Assume responsibility for 50% teaching time by the end of day 15. Teaching time can be a combination of independent teaching and co-teaching with your mentor teacher.
- Contact your zone field experience associate if you have any concerns.

Days 16-20 (Wk. 4) Guidelines (Your dates for this term: _____)

Continue with existing guidelines/expectations, and in addition:.

- Maintain responsibility for a minimum of 50% teaching time.
- Contact your zone field experience associate if you have any concerns.

Days 21-25 (Wk. 5) Guidelines (Your dates for this term: _____)

- Gradually return the class to the control of the mentor teacher.
- Ensure student work is graded and returned.
- Return school materials and resources.
- Meet with your mentor teacher to review your growth plan in preparation for your final assessment.
- Meet with your mentor to collaboratively write goals and strategies for ongoing development.
- Prepare your final reflection and submit it to your mentor.
- Your mentor teacher will share the final assessment with your zone FEA. We cannot accept final assessments shared by student teachers.
- Your assessment will be processed into an official format. It will be uploaded to eClass.
- **Students are responsible for downloading their official document from eClass by the end of the term.**