

What can I expect in my Regional Field Experiences?

Student teachers...

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

What is a Regional Placement?

A placement is considered regional if the school is located more than 40 km from Edmonton. Placement coordinators arrange placements from Red Deer school districts and north. As your courses are being taught remotely this fall, we understand that for some of you, this will mean you will not be residing in Edmonton. For this reason, we have altered our guidelines regarding Regional Placements for the fall. If you reside outside of the Edmonton area and wish to do your Fall 2020 student teaching in a school that is in or near your place of residence, please follow these procedures:

- 1) Request a Regional Placement online if the school is located more than 40 Km from Edmonton through the field experiences website at <http://fieldexperiences.ualberta.ca/>.
- 2) List your three top choices in terms of placement; all must be within commuting distance from your place of residence.
- 3) Deadline for making this request is Monday, August 10th. Please contact Roberta Baril at baril@ualberta.ca if you wish to request a regional placement past the deadline.

How can Field Experiences support regional student teachers?

- Before students choose a regional placement, they must understand and accept that, due to distance from Edmonton, neither field experience associates nor university facilitators will be able to visit them at their school sites. Student teachers who opt for a regional placement receive the following supports from a field experience associate and/or a university facilitator by telephone, email, and/or video call platforms:
- emailing weekly updates to mentor teachers and student teachers to highlight procedures, dates and deadlines.
 - offering a different perspective, particularly in situations where mentors and/or students may feel the need for another point of view
 - supporting the development of mentoring skills
 - coaching mentor teachers regarding how to provide student teachers with meaningful and effective feedback
 - coaching student teachers regarding how to receive and process mentor feedback
 - assisting with the navigation of the assessment documents
 - helping to problem solve and acting as a sounding board
 - facilitating/mediating conversations between mentor teachers and student teachers
 - providing ongoing communication regarding the field experience
 - Student teachers and mentor teachers are encouraged to become familiar with the Field Experience Guide.

This guide is meant to provide context to the field experience and increase student awareness of the strategies they need to employ to meet the expectations of the placement, exhibit the professionalism needed for success, and foster healthy relationships with the mentor teacher, students, and school community.

Steps to Express Interest in a Regional Placement

- Students can express interest in a regional placement by logging into the student registration database and making the following selections under Placement Preferences:
- selecting “Regional” next to Placement Location;
 - Identifying cities, towns, or villages where they could be placed. It is recommended that students identify more than one potential placement location.
- If students have questions regarding regional field experiences, they can email edfx.regional@ualberta.ca
- Field Experiences provides student teachers with the opportunity to develop skills, strategies, and professional identity within a school. The following is a summary field experiences offered to students who opt for regional placements.**

Elementary (EDFX 325) Introductory Field Experience (IFX)

For IFX, regional placements must be situated north of Red Deer. Placements south of Red Deer will be considered only if there are extenuating circumstances). This is typically student teachers’ first experience with teaching. Student teachers are placed in the winter term for 25 days from mid-March to early May. Student teachers in IFX complete an 8-week preparatory class which covers topics including professionalism, classroom management, and the expectations required to be successful in their field experience. They have also completed curriculum and instruction classes to support their theory and pedagogy. Student teachers will work up to teaching a minimum 0.5 of teachers’ FTE which equates to 750-800 minutes per week. Two student teachers can be mentored by the same mentor teacher. Student teachers may also have more than one mentor teacher. Student teachers develop their teaching competency by collaborating with their mentor teacher on a growth plan and final assessment based on the TQS.

Elementary (EDFX 425) Advanced Field Experience (AFX)

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

Secondary (EDFX 350) Introductory Field Experience (IFX)

For IFX, regional placements must be situated north of Red Deer. Placements south of Red Deer will be considered only if there are extenuating circumstances). This is typically student teachers’ first experience with teaching. Student teachers are placed in the fall term (early November to mid-December) or winter term (mid-March to early May) for 25 days.

Student teachers in IFX have completed an 8-week, on-campus preparatory class which covers topics including professionalism, classroom management, and the expectations required to be successful in their field experience. They have also completed curriculum and instruction classes to support their theory and pedagogy. Student teachers will work up to teaching a minimum 0.5 of teachers’ FTE in their major which equates to 750-800 minutes per week; however, some teaching in the students’ minor may also be included. Two student teachers can be mentored by the same mentor teacher. Student teachers may also have more than one mentor teacher. Student teachers develop their teaching competency by collaborating with their mentor teacher on a growth plan and final assessment based on the TQS. In the fall term, placements are made in the majors of art, sciences, CTS, drama, English, math, music, physical education, second languages, and social studies. In the winter term, placement are made in the majors of sciences, English, social studies, and physical education. Secondary (EDFX 450)
Advanced Field Experience (AFX)
Student teachers will continue to work on achieving the TQS competencies and will work towards independence. Student teachers are placed in the fall term (early October to mid-December) or winter term (early February to early May) for 45 days. Student teachers in the AFX have completed their 25-day IFX and have continued to take curriculum and instruction classes to support their theory and pedagogy. Student teachers will work up to teaching a minimum 0.8 of teachers’ FTE in their major which equates to 1100-1200 minutes per week; however, some teaching in the students’ minor may also be included. Student teachers may have more than one mentor teacher. Student teachers develop their teaching competency by collaborating with their mentor teacher on a growth plan and final assessment based on the TQS.