EDFX 200 is an open-option early field experience that is offered to education students in the second year of their program in either the Fall (September-December) or Winter (January-April) term. To qualify, students must have completed EDU 100 or 300, but cannot have completed their IFX.

EDFX 200 is a course that includes 12.5 hour on-campus seminars and eight half day school visits. The main purpose of this course is to introduce students to the school setting with a focus on the multiple roles and responsibilities of teachers.

Students are placed in schools in which the school and school board have agreed to have student teachers in order to determine how the placements will be organized, i.e., student teachers are based in one classroom for the eight weeks or in multiple classrooms. Students must allow for one half hour of availability each week for school visits and will develop the visitation schedule collaboratively with the mentor teacher. Please note that placements will not be guaranteed (elementary, secondary).

The emphasis of the school visits will be on active observation. While at the school students may assist in the classroom such as: daily routines, working with small groups of students, preparing and presenting materials, preparing displays. Students are not expected to plan or teach lessons.

EDFX 490 student teachers complete a 15-day placement in either Fall (September-December) or Winter (January-April) term. In order to qualify, students completing this field placement in the fall and winter terms usually have other on-campus seminars and eight half day school visits. Therefore, before the student teachers' schedule is developed collaboratively with their mentor teachers.

EDFX 490 student teachers will have the opportunity to complete specialized educational contexts/editing/moderate to severe special learning needs in site specific or outreach programs other than those offered in their required field experiences (EDFX and AFX). EDFX 490 student teachers have completed at least their IFX and many have completed their AFX.

With mentor teacher support student teachers develop context specific goals and engage in opportunities for one-on-one, small group, or whole class instruction. EDFX 490 student teachers have completed at least their IFX and many have completed their AFX.

Introductory Field Experience (IFX)

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 (early May) for 25 days. Student teachers in IFX have completed an 8 week preparatory semester in their program which covers topics including professionalism, classroom management, and the expectations necessary to be successful in their field experience. They have completed curriculum and instruction classes to support their theory and pedagogy. This is typically student teachers' first experience with teaching. As such, they will require guidance and feedback.

Student teachers will work up to teaching a minimum of 0.8 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. 

Teaching and learning 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 in their major and final assessment based on the TQS.

In the fall term, placements are made in the majors of art, sciences, CTS, drama, English, French, geography, math, music, physical education, second languages, and social studies. In the winter term, placements are made in the majors of sciences, English, social studies, and physical education.

Secondary (EDFX 350) Introductory Field Experience (IFX)

EDFX 350 is a course that involves 1000 hours of field experience. In the fall term it is typically student teachers' first experience with teaching. Student teachers are placed in the fall term (mid-March to early May) for 25 days. Student teachers have completed curriculum and instruction classes to support their theory and pedagogy.

Student teachers are placed in the second year of their program in either Fall (September-December), or Winter (January-April) term. This is typically student teachers' first experience with teaching. As such, they will require guidance and feedback.

Student teachers in IFX have completed an 8 week preparatory semester in their program which covers topics including professionalism, classroom management, and the expectations necessary to be successful in their field experience. They have completed curriculum and instruction classes to support their theory and pedagogy. This is typically student teachers' first experience with teaching. As such, they will require guidance and feedback.

Student teachers will work up to teaching a minimum of 0.5 of teachers' FTE in their major which equates to 525-580 minutes per week; however, some teaching in the students’ minor may also be included.

Teaching and learning 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 in their major and final assessment based on the TQS.

This is typically student teachers' first experience with teaching.

Student teachers are placed in the full term (early November to mid-December) or winter term (early May) for 25 days. Student teachers in IFX have completed an 8 week preparatory semester in their program which covers topics including professionalism, classroom management, and the expectations necessary to be successful in their field experience. They have completed curriculum and instruction classes to support their theory and pedagogy. This is typically student teachers' first experience with teaching. As such, they will require guidance and feedback.

Student teachers will work up to teaching a minimum of 0.5 of teachers' FTE in their major which equates to 525-580 minutes per week; however, some teaching in the students’ minor may also be included. 

Teaching and learning 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 in their major and final assessment based on the TQS.

This is typically student teachers' first experience with teaching.

Student teachers are placed in the full 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 of 0.5 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. 

Teaching and learning 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 in their major and final assessment based on the TQS.

This is typically student teachers' first experience with teaching.

Student teachers are placed in the full term (early October to mid-December) or winter term (early February to early May) for 45 days. Student teachers have completed their 25-day IFX and have continued to take curriculum and instruction classes to support their theory and pedagogy.

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Teaching and learning 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 in their major and final assessment based on the TQS.

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Teaching and learning 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 in their major and final assessment based on the TQS.

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Teaching and learning 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 in their major and final assessment based on the TQS.