

# Which Mentoring Opportunity is Right for Me?

## Mentor teachers...

- are educational leaders who convey enthusiasm and passion for teaching.
- articulate effective instructional strategies and provide expert advice because they genuinely want student teachers to benefit from the hard-won wisdom they have learned over the course of their careers.
- accept that student teachers are developing as people and professionals. As such, they are patient in how they guide student teachers down their paths. They do not expect immediate gains, and they do not give up easily.
- ask questions that prompt reflection and understanding. They are curious about student teachers' thoughts and reflections regarding their own practices. As such, they are also open to learning from student teachers.
- provide feedback in a way that is constructive and kind but is also direct and honest. They provide tough love when necessary and, most importantly, celebrate growth.

Thank you for wanting to mentor a student teacher. Your experience is a gift to future generations of students and teachers. In order to help you determine the best student teacher mentoring opportunity, please read the descriptions below and discuss with your school coordinator or principal.

## Orientation Field Experience: Orientation to School Culture and Contexts (EDFX 200)

- We are seeking placements for the fall 2020 term. Mentor teachers require a BED (or equivalent) and support from the school administration. This is a great opportunity for all teachers, including teachers who are new to the profession who may want to explore mentorship.
- EDFX 200 is an open-option early field experience that is offered to students in the second year of their program. The course includes 12 one hour on-campus seminars and eight half day school visits. The main purpose of the 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 coordinator has the flexibility to determine how the placements will be organized i.e., students may be placed in one classroom for the eight weeks or in multiple classrooms. Students must allow for one half day of availability each week for the school visits and will develop the visitation schedule collaboratively with the school coordinator.
- The emphasis of the school visits will be on active observation. While at the school students may assist teachers with tasks such as: daily routines, working with small groups of students, preparing/marking instructional materials, preparing displays, and assisting with learning centres. Students **are not expected** to plan or teach lessons.

### Elementary (EDFX 325)

#### Introductory Field Experience (IFX)

- Mentor teachers require a permanent certificate and principal approval to participate.
- Student teachers are placed in the winter term for 25 days from mid-March to late April.
- Student teachers in IFX have completed 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. This is typically student teachers' first experience with teaching. As such, they will require scaffolded opportunities and multiple means of feedback and support.
- Mentor teachers will support student teachers to work up to teaching a minimum 0.5 of teachers' FTE which equates to 750-800 minutes per week.
- Specialist teachers (music, physical education, second languages, special needs, etc.) are encouraged to mentor and are asked to equally share the student teacher FTE with a generalist mentor teacher. The university will identify and place student teachers who are eligible for these specialized field experiences.
- One mentor teacher can request to mentor two student teachers in IFX. Two mentor teachers can request to co-mentor a student teacher. A teacher can mentor both an IFX and EDFX 490 student teacher within the same term.
- Mentor teachers will support student teachers in developing their teaching competency by collaborating on a growth plan and final assessment based on the TQS.

### Elementary (EDFX 425)

#### Advanced Field Experience (AFX)

- Mentor teachers require a permanent certificate and principal approval to participate.
- 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 continue to work on achieving the TQS competencies and will need to gain independence through scaffolded opportunities and multiple means of regular and specific feedback.
- Mentor teachers will support student teachers to work up to teaching a minimum 0.8 of teachers' FTE which equates to 1100-1200 minutes per week.
- Specialist teachers (music, physical education, second languages, special needs, etc.) are encouraged to mentor and are asked to equally share the student teacher FTE with a generalist mentor teacher. The university will identify and place student teachers who are eligible for these specialized field experiences.

## Supplementary Specialized Field Experience Elementary and Secondary (EDFX 490)

- Mentor teachers require a permanent certificate and principal approval to participate.
- EDFX 490 student teachers complete a 15-day placement in either the fall (September/December), winter (January-April), or spring (May) term.
- EDFX 490 student teachers will have the opportunity to be exposed to specialized educational contexts/settings (moderate to severe special learning needs in site specific or inclusive settings, early learning programs, or outreach programs) other than those offered in their required field experiences (IFX and AFX).
- Students completing this field placement in the fall and winter terms usually have other on-campus courses to complete, therefore the student teachers' schedule is developed collaboratively with the mentor teacher.
- EDFX 490 student teachers have completed at least their IFX and many have completed their AFX.
- Mentor teachers will support student teachers to develop context specific goals and provide opportunities for one-on-one, small group, or whole class instruction as appropriate.

### Secondary (EDFX 350)

#### Introductory Field Experience (IFX)

- Mentor teachers require a permanent certificate and principal approval to participate.
- Student teachers are placed in the fall term (early November to mid-December) or winter term (mid-March to early May) for 25 days.
- Mentor teachers can mentor a student teacher in the fall term and another in the winter term.
- 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. This is typically student teachers' first experience with teaching. As such, they will require scaffolded opportunities and multiple means of feedback and support.
- Mentor teachers will support student teachers to work up to teaching a minimum 0.5 of teachers' FTE, which equates to 750-800 minutes per week in the students' major. Some teaching in the students' minor may also be included.
- One mentor teacher can request to mentor two student teachers in IFX. Two mentor teachers can request to co-mentor a student teacher.
- A teacher can mentor both an IFX and EDFX 490 student teacher within the same term.
- Mentor teachers will support student teachers in developing their teaching competency by collaborating on a growth plan and final assessment based on the TQS.

### Secondary (EDFX 450)

#### Advanced Field Experience (AFX)

- Mentor teachers require a permanent certificate and principal approval to participate.
- 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 continue to work on achieving the TQS competencies and will need.
- 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.
- In the fall term, placements are made in the majors of sciences, English, social studies, and physical education. In the winter term, placements are made in the majors of art, sciences, CTS, drama, English, math, music, physical education, second languages, social studies.