



When you mentor a University of Alberta student teacher,
your experience is a gift to future generations of educators and their students.

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 developed over the course of their careers.
- accept that student teachers are developing as professionals, and are patient in how they guide student teachers. They do not expect immediate gains, and do not give up easily.
- ask questions that prompt reflection to encourage student teachers' thoughts regarding their own practices. They are open to learning from student teachers.
- provide feedback in a way that is constructive and kind but also direct and honest. They provide tough love when necessary and, most importantly, celebrate growth.
- hold a permanent professional teaching certificate and have the recommendation of their principal to mentor a student teacher.

Which U of A Mentoring Opportunity is Right for Me?

Please read the descriptions below and discuss opportunities with your school coordinator or principal.

Orientation to School Culture and Contexts (EDFX 200)

- EDFX 200 is an optional early field experience offered to students in the 2nd year of their program. The course includes 10 half day school visits along with 12 hours of on-campus seminars led by experienced educators.
- The main purpose is to introduce students to the school setting with a focus on the multiple roles and responsibilities of teachers.
- The school coordinator has flexibility to determine how placements will be organized, e.g. students may be placed in one classroom for the 10 weeks or in multiple classrooms. Students develop the visitation schedule collaboratively with the school coordinator.
- The emphasis of the experience is on active participation. Students may assist teachers with tasks such as daily routines, working with groups of students, preparing instructional materials or displays, marking student work, and assisting with learning centres. Students are **not expected** to plan or teach lessons. Students are **not assessed** by participating teachers.

Introductory Field Experience (IFX)

Elementary (EDFX 325) / Secondary (EDFX 350)

- Mentor teachers require a permanent teaching certificate and principal approval to participate.
- Elementary field experience runs in the winter term (25 days from mid-March to late April). Secondary runs in fall (early November to mid-December) and winter term (mid-March to late April) for 25 days.
- IFX student teachers have completed an 8-week preparatory class taught by experienced educators, covering topics including professionalism, proactive classroom management, and the expectations of a field experience. They have completed some curriculum and instruction classes to support their theory and pedagogy.
- This is typically student teachers' first experience with teaching. They require scaffolded opportunities with multiple means of feedback and support. Student teachers develop a growth plan and mentor teachers complete a final assessment.
- Mentor teachers support student teachers to teach minimally 0.5 FTE. In secondary, some teaching in the students' minor may also be included.
- In elementary, specialist teachers (music, phys ed, second languages, special needs, etc.) are encouraged to mentor but should co-mentor with a generalist teacher to provide a balanced experience. The university identifies student teachers who are eligible for these specialized field experiences.
- One mentor teacher can request two student teachers in IFX. Two mentor teachers can request to co-mentor one student teacher. A teacher can mentor both an IFX and EDFX 490 student teacher within the same term.

Advanced Field Experience (AFX)

Elementary (EDFX 425) / Secondary (EDFX 450)

- Mentor teachers require a permanent teaching certificate and principal approval to participate.
- Elementary field experience runs in the fall term (45 days October to mid-December). Secondary runs in both fall (October to mid-December) and winter term (February- late April) for 45 days.
- AFX student teachers have completed their IFX and have continued to take curriculum and instruction classes to support their theory and pedagogy. Student teachers continue to work on achieving the TQS competencies and need to gain beginning-level independence through scaffolded opportunities with multiple means of regular and specific feedback.
- Mentor teachers support student teachers to teach a minimum 0.8 of teachers' FTE. Student teachers develop a growth plan and mentor teachers complete a final assessment.
- In elementary, specialist teachers (music, phys ed, second languages, special needs, etc.) are encouraged to mentor and should co-mentor with a generalist teacher to provide a balanced experience. The university identifies student teachers who are eligible for these specialized field experiences.

Supplementary Specialized Field Experience Elementary and Secondary (EDFX 490)

- Mentor teachers require a permanent teaching certificate and principal approval to participate.
- This is an optional course offered to students who have completed at least IFX. Many have completed their AFX.
- EDFX 490 provides an opportunity for student teachers to be exposed to specialized educational contexts and settings other than those offered in their required field experiences (IFX and AFX). Placements are typically made with moderate to severe special learning needs in site-specific or inclusive settings, early learning programs, or outreach programs.
- The 15-day placement occurs in either the fall (September - December), winter (January-April), or spring (May) term.
- Students completing this fx in the fall or winter terms are concurrently completing on-campus courses, therefore the student teachers' schedule is developed collaboratively with the mentor teacher.
- Mentor teachers support student teachers to develop context specific goals and provide opportunities for one-on-one, small group, or whole class instruction as appropriate. Mentors collaborate with student teachers to complete a growth plan and a final assessment.

More details about mentoring are available on
<https://fieldexperiences.ualberta.ca/>