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Canada

Concurrent Education Year III

Field Experience Handbook

2008-2009

General Overview

The Faculty of Education, in conjunction with the Faculty of Science, offers a concurrent program leading to a Bachelor of Science (Honours) degree and a Bachelor of Education degree. The program is offered in the intermediate/senior divisions. The Concurrent program is a five year program. Each year, students study Education courses and Science/Math courses. As part of their program, students participate in a variety of Field Experience activities. By the end of their fifth year, students will have accumulated 106 days of Field Experience.

This Year III Field Experience is linked to a third-year Field Experience course 4902 in the Concurrent Bachelor of Education Program. So far, these concurrent education students have completed Introduction to Teaching – Field Experience I, Field Experience II, Human Learning and Development and Contemporary Education Practice. This is the third of three Field Experience opportunities that Concurrent Education students will participate in during the completion of Bachelor of Science and Bachelor of Education degrees.

The goal of the Field Experience within the Concurrent BSc/BEd program is to provide teacher candidates with opportunities for growth as a professional teacher. Field Experience provides teacher candidates with opportunities:

- to work in classroom settings and non-traditional settings in which they can relate the professional theory acquired in the program to the practical aspects of teaching in the classroom and in alternate environments
- to become familiar with a wide variety of school environments and programs
- to appreciate the variety of non-traditional teaching and learning environments available to them as graduates of the Concurrent Education program
- to observe the activities of learners and competent teachers who will provide models of excellence in teaching and professionalism
- to interact with students in a variety of contexts
- to critically examine their own teaching
- to practice the skills of planning and implementation, communication and management
- to receive constructive feedback from associate teachers and the faculty. This will assist teacher candidates in their professional growth. The associate teachers and the faculty are partners with teacher candidates in the practicum experience.

Field Experience Placements

Teacher candidates are asked to complete an Alternative Placement Request Form and submit it to the Concurrent Education Coordinator during the Field Experience Course 4902. The Concurrent Education Coordinator will assist the teacher candidates by providing contact information for possible placements. The teacher candidates will then be responsible for making contact with the Alternative Placement Setting that is of interest to them and to identify an appropriate individual to act as a Host Professional. Teacher candidates will provide a brief explanation of the placement which includes the teacher candidate's learning goals as well as the preferred dates of the placement. The contacts will be facilitated by the Concurrent Education Coordinator.

Teacher candidates may not be left on their own during the absence of the associate teacher or host. They may not assume unsupervised responsibility, nor may they act as supply teachers.

Field Experience Placement Dates

This third Field Experience is 20 days or 100 hours in length. The arrangement of the 20 days can be worked out between the teacher candidate, the Host Professional and the Concurrent Education Coordinator.

Previous Experience of Teacher Candidates

Third year teacher candidates have built impressive resumes in the three years that they have completed of their program. These students have taken a wide variety of courses in the fields of Math, Physics, Biology, Chemistry and Computer Science, alongside various Education based courses. Third year students have learned a wide range of skills and have completed the following courses:

Scientific Computing Tools:

- This course provided a glimpse into some of the many different applications that are used regularly in a university setting.
- This course focused on Microsoft Office applications (Excel, PowerPoint and Word), alongside very mathematics based programs such as Maple, Matlab and Sigmaplot.
- These programs are all designed to help enhance student learning, and to help visualize various mathematically based relations

Introduction to Teaching and Field Experience I:

- Standards of Practice for the Teaching Profession
- Teaching and Learning and the Ontario Ministry of Education
- 10 days in an Elementary School placement

Introduction to Teaching and Field Experience II:

- Standards of Practice for the Teaching Profession
- Student Success Programs
- Instructional Strategies
- 15 days in a Secondary School placement
- Alternative Learning opportunities

Learning and Human Development:

- Stages of human development according to age
- Characteristics of the learner through various ages and stages of development

Contemporary Education Practice

- Legislative framework governing education in Ontario
- Basic legal and administrative issues related to functioning as a teacher in the publicly-funded school systems in Ontario

Role of the Teacher Candidate

Teacher candidates enter the position as associate members of the teaching profession and should accept the responsibilities assigned by the supervisor or the host professional. During the practicum, teacher candidates are observing learners, studying the role of the host professional, practicing teaching skills and reflecting on this experience. They are also given the opportunity to experience learning outside of the traditional classroom setting.

Attendance

Teacher candidates are expected to complete a log of their time during their Field Experience. This log should be done in conjunction with the host professional who is acting as the supervisor.

Absence During Field Experience

If teacher candidates are absent for any reason during the Field Experience block, they are required to notify their associate teacher or host professional before the day begins. Missed time (illness or other) will be required to be made up at the discretion of the Concurrent Education Coordinator. If a student misses three days or more due to illness, a medical certificate is to be submitted to the Practicum Office. Due to the nature of this alternate placement, teacher candidates should work with their host to make up any missed time to ensure that the full 100 hours are completed.

Observations

Teacher candidates are expected to make observation notes during their placement. These notes must be maintained as outlined in the Observation Log in order to assist with the planning process. It is important to observe the many components of the program, as established by the associate teacher/host professional, particularly in a setting where there is extensive individual programming and co-operative learning. Observation notes might include specific details about instructional strategies, program and student organization, resources, classroom management, evaluation and responsibilities of the teacher/host. Observation may also be used as a part of the assessment process. At the end of the Field Experience block, the teacher candidate will submit these observations.

Reflections

Reflections on the Field Experience experiences should provide teacher candidates with opportunities on a daily basis to evaluate, in writing, the alternate learning environment, the teacher candidate's own effectiveness, and the next step in the learning process. Reflecting on the teacher candidate's own effectiveness should assist them in their professional growth because it allows them to identify their strengths and areas for improvement. As well, it provides teacher candidates with a forum to assess suggestions for continued growth made by their host professional

Criminal Reference Check

Students in the Concurrent Education Program are required to have a valid criminal reference card from Ontario Education Services Corporation (OESC), before attending placement. Only criminal references through the Ontario Education Services Corporation are recognized by school boards in Ontario. The Ontario Education Services Corporation application forms were provided to all students in their Field Experience III Course. Students who do not have a valid OESC card will not be permitted to attend their scheduled placement.

Year III Field Experiences

Concurrent Education Year III Field Experience:

- consists of 20 days of Field Experience in an Alternative Placement
- is linked to the Field Experience course 4902
- the focus of this placement is on enrichment of educational perspective and expertise through a setting that is new to the candidates
- provides teacher candidates with periods of interaction and observation in alternative placement settings
- allows teacher candidates to develop an appreciation of the alternative settings outside publicly funded school boards and to explore other career options
- allows teacher candidates to experience alternatives to publicly funded schools
- provides teacher candidates an extended opportunity to be part of a learning community
- allows the teacher candidates to learn and grow as teachers through experiencing the day-to-day realities of teaching/working in alternate settings, and reflect upon these experiences

What is the teacher candidate expected to do during the Year III Field Experience?

The Faculty of Education expects the teacher candidates to carry out their professional duties in accordance with the expectations of members of the profession as outlined in the Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession of the Ontario College of Teachers.

Failure to comply with any of the standards may result in the immediate withdrawal from the Field Experience placement, and possibly the Bachelor of Education program. This is in accordance with UOIT's Professional Unsuitability policy in the academic calendar (p.32).

The teacher candidate is considered an associate member of the Ontario Teachers' Federation and must therefore act in accordance with the Code of Ethics contained in the Regulation made under the Teaching Profession Act in the Ontario Teacher's Federation guidebook for teachers: *We the Teachers of Ontario*.

Teacher candidates are to act as helpful guests and observers. The following serves as an overview of the teacher candidate's roles and responsibilities:

- Are expected to arrive at the workplace at the established times and follow sign-in procedures
- Complete guided observation questions for the Field Experience III course
- Participate in activities as appropriate
- Become familiar with the alternative placement handbook/procedures to gain understanding of the culture, expectations and procedures
- Follow workplace and UOIT policies
- Be prompt, punctual and reliable
- Demonstrate a professional attitude by observing the dress code, maintaining confidentiality, and cooperating with all personnel
- Observe the associate teacher's/host professional's instructional techniques, strategies, methods of establishing effective class management and a positive learning environment, including ways to motivate and build rapport with students
- While the associate teacher/host professional is teaching/working, spend time wisely by making observations or providing assistance as instructed by the associate teacher/host professional
- Seek understanding and clarification from the associate teacher/host professional as to how to assist small groups or individuals
- Act as a helpful guest by doing things such as:
 - assisting individual or small groups of learners as needed
 - assisting the associate teacher/host professional when appropriate with duties such as preparation, simple marking, clean up, etc.
 - accompanying the associate teacher/host professional during scheduled out-of-class responsibilities (e.g. cafeteria duty, hall duty, bus duty, meetings, etc.)
- **Teacher candidates are NOT to act as parent volunteers or supply teachers**
- **Teacher candidates are not to be left unsupervised with any students at any time during their placement**

Role of Associate Teacher/Host Professional

The associate teacher's/host professional's role is critical to the education, success and growth of teacher candidates as educators. The Faculty of Education appreciates the time, effort and dedication associate teachers/host professionals put forth in working with teacher candidates. Associate teachers/host professionals not only have the job of demonstrating exemplary practices, but they also have the responsibility of mentoring, guiding and assisting teacher candidates in becoming teachers. Associate teachers/host professionals are the key to the success of our Field Experiences.

General Responsibilities:

- Welcome the teacher candidates into the classroom/workplace and introduce them to the students (as Mr. or Ms.), other staff members and administration. Make teacher candidates feel a part of the program. Learners quickly pick up on the host's acceptance of the teacher candidate.
- Provide teacher candidates with a brief tour of the school/workplace.
- Provide teacher candidates with a space to work/sit and keep belongings.
- Provide teacher candidates with a workplace handbook, staff list, class/teaching schedule, duty schedules, and any other pertinent information
- Ensure that whenever the teacher candidate is with a group of learners or completing any official duties (e.g., hall duty, bus duty, trip supervision), the teacher candidate is under the supervision of a member of the College of Teachers (where appropriate).
- **Please note: Teacher candidates are NOT to act as parent volunteers or supply teachers. Teacher candidates are not to be left unsupervised with any students at any time during their placement.**
- Provide the teacher candidate with guidance as to how she or he can circulate or assist with individual or small groups of learners.
- Allow the teacher candidate to work with individual learners or small groups so that he or she can observe behaviours, abilities and learning patterns, and can get to know individuals within the setting.
- Be specific as to what task you wish the teacher candidate to complete with the learners.
- Provide opportunities for the teacher candidate to conduct presentations with a group of learners.
- Encourage the teacher candidate to conduct small lessons or demonstrations with a group of learners.
- Please advise the teacher candidate of any special needs or allergies pertaining to the well-being of the learners that she or he may need to be aware.
- Provide feedback to the teacher candidate regarding ways in which improvement could be made with regard to specific tasks and assistance in the program (please be patient; some teacher candidates may require extra assistance or support).
- **Please remember**—these teacher candidates are third-year university students; they still have things to learn. Please help them identify areas for improvement.

- Try to offer encouragement where appropriate. Please remember that the teacher candidate may be nervous and a little praise may go a long way.
- At the end of the 20 days, complete the Year III Field Experience Report along with other associate teachers/host professionals who hosted the teacher candidate. Please discuss the report with other associate teachers who hosted the teacher candidate.
- Communicate progress, concerns and questions with Concurrent Education Coordinator, as needed. Please contact Sheila Rhodes, Concurrent Education Coordinator at the Faculty of Education at 905.721.8668 x 2893 or at sheila.rhodes@uoit.ca

Does the Teacher Candidate stay with one Host?

If possible, UOIT would like the teacher candidates to stay with one host professional who can familiarize the Teacher Candidate with the alternative setting. If this is not possible, the teacher candidate may spend observation time with another host professional if approved by the Concurrent Education Coordinator.

Does the Teacher Candidate have a teaching role?

Please see suggested activities for teacher candidates in the *“What is the teacher candidate expected to do?”* on page 6 of this handbook. Teacher Candidates will be involved in a variety of activities depending on their location. Some small group or individual teaching and mentoring would be suitable. In other locations, teacher candidates may be developing curriculum activities or new programs for the host location. In some situations; presentations may be developed and carried out by the teacher candidate. These ideas will be developed jointly with the host and the teacher candidate prior to the start of the practicum. There are many opportunities for professional growth for the teacher candidate in this third Field Experience placement. These alternate activities should be discussed with the Concurrent Education Coordinator.

Mentoring, Supervision and Evaluation

Associate teachers/host professionals' must supervise as well as guide and mentor. Host professionals will evaluate teacher candidates' professional growth by observing their interaction within the learning environment. Host professionals will discuss teacher candidates' work in the setting on a daily basis in order to provide feedback and suggestions for improvement. They will also assist teacher candidates in developing criteria for self-evaluation. Daily feedback on classroom management, professional growth and other aspects should form part of the formative evaluation for students (where applicable).

Final Evaluation

Teacher candidates will be assessed and evaluated on general professionalism. At the end of the Field Experience block the associate teachers are required to complete the Field Experience report, outlining strengths and areas for growth. Please complete the enclosed form. Keep one copy for your own records and send the original in the enclosed envelope to Lori Keilty in the UOIT Faculty of Education Practicum Office.

UOIT Faculty Advisor Visit

The Concurrent Education Coordinator will visit the Teacher Candidate during placement. The Concurrent Education Coordinator will complete one visit to each school/workplace to meet and touch base with associate teachers/host professionals and teacher candidates. Additional visits will be scheduled if required.

What if the teacher candidate is experiencing difficulty?

If the teacher candidate is experiencing difficulty or is demonstrating unprofessional behaviours, please ensure you communicate this with the teacher candidate and offer suggestions for improvement. If there are any problems or issues, please do not hesitate to contact Sheila Rhodes at 905.721.8668 x2893 or sheila.rhodes@uoit.ca

Professionalism

All teacher candidates are expected to follow the Ontario College of Teachers' Standard of Practice. www.oct.ca. A breach of any part of these may be reason enough to prevent an individual from continuing in the academic program, from continuing in the practice teaching component or from being deemed successful overall in the Concurrent Education Program.

Cause for Withdrawal from the Program

Any of the following may be considered cause for immediate withdrawal of a teacher candidate from any Field Experience assignment:

- a charge by school personnel and/or Dean of Education's office of physical, or sexual abuse;
- an assessment by school personnel and/or Dean's office that the teacher candidate's behaviour seriously or chronically affects the intellectual, emotional or psychological well being of students;
- in the opinion of the Dean of Education's office, the associate teacher and/or school principal, evidence that continued placement could have a detrimental effect on the school's program, the students or the staff.

Make-up teaching assignments may be refused, and the teacher candidate's right to continue in the concurrent program may be revoked, depending on the seriousness of the deficiency.

Observation and Field Experience III Course

One of the key components of the Concurrent Education Program is the practicum placement that teacher candidates undertake. The Practicum component of EDUC 4902 is Pass or Fail. It is the responsibility of the teacher candidate to complete the Concurrent Education Practicum Observation and Reflection Assignment and submit for evaluation. There is an assessment rubric that is used for evaluation. In addition, the teacher candidate must receive a Pass from their host professional in order to attain the credit.

Year III Field Experience **Descriptor Definitions**

Shows initiative	Willingly seeks advice, completes tasks promptly and offers assistance without prompting.	Is hesitant in seeking any advice or guidance, shows little initiative in assuming tasks.
Displays Enthusiasm	Demonstrates enthusiasm and interest in the learning environment and related activities.	Is very hesitant, lacks enthusiasm.
Demonstrates a general awareness of educational process within the learning environment	Notices differences in learning environment compared to non-traditional setting and acts accordingly	Is unaware of the focus of the alternate learning environment
Displays courtesy and respect for the learners	Demonstrates courtesy and respect of all members of the school community, displays patience and understanding of the individual learner.	Does not demonstrate a respect for all members of the school community and or displays a lack of understanding and patience with individual learners.
Interacts positively with learners providing assistance as required	Values the individuality of learners and interacts in a positive, supportive, encouraging, and meaningful manner with all students.	Inconsistently values the individuality of learners. On more than one occasion did not interact in a positive, supportive, encouraging, and meaningful manner
Accepts and uses constructive feedback in a positive manner	Is accepting of constructive feedback and makes attempts to apply suggestions to their practice.	Is defensive and does not accept feedback very willingly or fails to apply suggestions to their practice.
Is punctual and dependable	Always punctual and very dependable.	Is late for class or other duties on more than one occasion and/or lacks dependability.
Is professional in appearance and deportment consistent with the expectations of the location	Dress and deportment are in keeping with the standards set by the location.	Dress and deportment are not in keeping with the standards set by the location.
Communicates effectively (written, verbal, non-verbal)	Speaks clearly and appropriately. Effective use of non verbal communication cues. Written communications is legible and appropriate for the intended audience.	Some communication lacks clarity and/or is inappropriate for the intended audience.
Models effective listening skills (e.g. demonstrates active listening, demonstrates comprehension)	Displays excellent listening skills and models this with the learners and staff	Some listening skills could be improved and the teacher candidate would benefit from attention to this area

Year III Field Experience Report

Teacher candidate:		Host Professional(s):	
Name of Learning Centre:		Location	
Level 1 = unsatisfactory; Level 2 = satisfactory; Level 3 = good; Level 4 = exemplary n/a (not applicable) = not able to be assessed and/or observed Note: Please refer to the rubric in the Field Experience handbook for a clearer description of each competency level.		Pass: <input type="checkbox"/> Fail: <input type="checkbox"/> (to be checked off by UOIT)	
PROFESSIONALISM COMPETENCY			
The Teacher Candidate:			
Shows initiative		<div style="display: flex; justify-content: space-around;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> </div>	
Displays enthusiasm		<div style="display: flex; justify-content: space-around;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> </div>	
Demonstrates a general awareness of educational process within the learning environment		<div style="display: flex; justify-content: space-around;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> </div>	
Displays courtesy and respect for the learners		<div style="display: flex; justify-content: space-around;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> </div>	
Interacts positively with learners providing assistance as required		<div style="display: flex; justify-content: space-around;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> </div>	
Accepts and uses constructive feedback in a positive manner		<div style="display: flex; justify-content: space-around;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> </div>	
Is punctual and dependable		<div style="display: flex; justify-content: space-around;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> </div>	
Is professional in appearance and deportment consistent with the expectations of the location		<div style="display: flex; justify-content: space-around;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> </div>	
Communicates effectively (written, verbal, non-verbal)		<div style="display: flex; justify-content: space-around;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> </div>	
Models effective listening skills (e.g. demonstrates active listening, demonstrates comprehension)		<div style="display: flex; justify-content: space-around;"> 1234 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> </div>	
Overall Comments			

Associate Teacher / Host Professional Signature

Date

Please complete the evaluation form and return in the enclosed envelope – Attention Lori Keilty. Completed reports are due in the Practicum office two weeks after the Field Experience placement has been completed.

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