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Canada

Concurrent Education Year I

Field Experience Handbook

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.

The Year I Field Experience is linked to a first-year Introduction to Teaching course in the Concurrent Bachelor of Education Program. This is the first of several Field Experiences that Concurrent Education students will participate in over the next five years as they complete their 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 classroom settings in which they can relate the professional theory acquired in the program to the practical aspects of teaching in a the classroom.
- Field Experience provides opportunities for teacher candidates to become familiar with the school environment and programs.
- Field Experience provides teacher candidates with opportunities to observe the activities of learners and competent teachers who will provide models of excellence in teaching and professionalism.
- Field Experience provides teacher candidates with opportunities to interact with students in a variety of contexts.
- Field Experience provides opportunities for teacher candidates to critically examine their own teaching.
- Field Experience provides opportunities for teacher candidates to practice the skills of planning and implementation, communication and management.
- Field Experience provides opportunities for associate teachers and the faculty to provide constructive feedback and evaluate teacher candidates' professional growth.

The associate teachers and the faculty are partners with teacher candidates in the practicum experience.

Field Experience Placements

Teacher candidates may not make their own arrangements for practicum placements. All placements are made through the Practicum Office and take into account the agreements made between the Faculty and the particular school boards and the requirements of the practicum.

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

Field Experience Placement Dates

Field Experience dates cannot be changed. As part of the ***Introduction to Teaching, Field Experience I course***, these dates are carefully determined in consultation with many groups. The designated dates for both our Concurrent and Consecutive programs have been provided to all school boards when requesting associate teachers. If one student requests a change in placement dates due to employment or other reasons, exceptions for that student must be offered to all other students interested in changing their dates. Changing placement dates not only affects the Practicum Office but the following as well:

- Relationships with schools and school boards throughout Ontario
- Faculty advisors who are scheduled to supervise Concurrent students during the May practicum
- All Concurrent students.

School boards themselves are dealing with several Universities offering Concurrent and Consecutive programs, whose placement dates are scattered throughout the year. It is necessary for the school boards to be able to keep track of student teachers within their schools and to do this the practicum dates must be consistent for all student teachers from individual universities. In order to insure that placements run smoothly, that our good standing with schools and school boards is not jeopardized, students are asked to respect the scheduling of practicum and make every effort to work within the confines of the placement process.

Role of the Teacher Candidate

Teacher candidates enter the school as associate members of the teaching profession and should accept the responsibilities assigned by the school principal and the associate teacher. During the practicum, teacher candidates are observing children, studying the role of the teacher, practicing teaching skills and reflecting on this experience.

Attendance

Teacher candidates are expected to report to the school office at least 30 minutes before official school opening on the first day of the Field Experience block. On subsequent days of Field Experience they are expected to report to their assigned classroom at least 30 minutes before the bell rings. Teacher candidates must remain in the school at least 30 minutes at the end of the day.

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 and the school office before school begins for the day. Teacher candidates are also required to notify the Practicum Office of their absences on the day that they are away from the school (905-721-8668 x 2877). Missed time (illness or other) may 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.

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, particularly in a classroom where there is extensive individual programming, the use of learning centers and/or 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. 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 students' learning, 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 associate teacher.

Conducting Classroom Routines

Teacher candidates are encouraged to assist the associate teacher by conducting established classroom routines such as opening exercises, dismissal, circle or sharing time and the correction of homework. This provides teacher candidates with opportunities to establish a rapport with the students as well as develop and refine instructional skills. Lesson plans are not required for these activities but the routines, including the purpose, should be recorded in the teacher candidate's observation notes.

Non-Instructional Activities

Teacher candidates are expected to assume many of the roles of a teacher. Non-instructional time should be spent observing the work of the associate teacher and the activities of the learners, assisting the associate teacher in routine duties and providing individual help for students. As well, teacher candidates should become familiar with the classroom resources and organization.

Teacher candidates are expected to participate fully in Professional Development Days where appropriate. As well, they are expected to assist in the duty schedule established in the school. Teacher candidates are to accompany associate teachers while they are on yard duty, hall duty and any other supervision routines.

Teacher candidates are encouraged to participate in extra-curricular activities at the school. These opportunities will allow teacher candidates to fully appreciate the scope of the Elementary school program.

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 Introduction to Teaching, Field Experience I Course. Students who do not have a valid OESC card will not be permitted to attend their scheduled placement.

Tuberculosis Test

Teacher candidates are also required to have a TB test prior to their school placement.

FAQ's - Year I Field Experience

What exactly is involved in this Year I Field Experience?

Concurrent Education Year I Field Experience:

- consists of a two-week period in a variety of JK - 8 classrooms
- is linked to the ***Introduction to Teaching Field Experience I course***
- provides teacher candidates with periods, of observation and interaction in the classroom
- allows teacher candidates to develop an appreciation of the school culture and the professional community of which they will be a part
- allows teacher candidates to experience the foundational years of education prior to teaching at the Intermediate/Senior levels in subsequent placements
- provides teacher candidates an extended opportunity to be part of a school community
- allows the teacher candidates to learn and grow as teachers through experiencing the day-to-day realities of teaching in school settings, and reflect upon these experience

What is the teacher candidate expected to do during the Year I 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:

Teacher candidates:

- Are expected to arrive at school at least 30 minutes prior to the beginning of the day and follow school sign-in procedures
- Remain at school at least last 30 minutes after the official end of the school day
- Complete guided observation questions for the Introduction to Teaching course
- Participate in host classroom activities as appropriate
- Circulate when appropriate (e.g., seatwork, small group activities) and assist students when necessary and as suggested by associate teacher
- Become familiar with the host school's handbook to gain understanding of the school culture, expectations and procedures
- Follow school board, school and UOIT policies, as well as class routines
- Be prompt, punctual and reliable
- Demonstrate a professional attitude by observing the school's dress code, maintaining confidentiality, and cooperating with all school personnel
- Observe the associate teacher'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 is teaching, spend time wisely by making class observations or providing assistance to students as instructed by the Associate Teacher
- Seek understanding and clarification from the associate teacher 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 students in the class as needed
 - assisting the associate teacher when appropriate with regular classroom duties such as preparation, simple marking, clean up, etc.
 - accompanying the associate teacher during scheduled out-of-class responsibilities (e.g., cafeteria duty, hall duty, bus duty, meetings, etc.)
- No teaching is expected during the two week placement. Teacher candidates have the option of teaching a small lesson to a group of students while under the supervision of the Associate Teacher
- Teacher candidates will rotate through 3 classrooms (Primary, Junior, and Intermediate) during the two week placements.
- **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

The associate teacher'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 put forth in working with teacher candidates. Associate teachers 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 are the key to the success of our Field Experiences.

General Responsibilities:

- Welcome the teacher candidates into the classroom and introduce them to the students (as Mr. or Ms.), other staff members and administration. Make teacher candidates feel a part of the class. Students quickly pick up on the associate teacher's acceptance of the teacher candidate.
- Provide teacher candidates with a brief tour of the school.
- Provide teacher candidates with a space to work/sit and keep belongings.
- Provide teacher candidates with a school handbook, staff list, class/teaching schedule, duty schedules, and any other pertinent information
- Ensure that whenever the teacher candidate is with a class of students or completing any official duties (e.g., yard duty, bus duty, trip supervision), the teacher candidate is under the supervision of a member of the College of Teachers.
- **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 students.
- Allow the teacher candidate to work with individual students or small groups so that he or she can observe behaviours, abilities and learning patterns, and can get to know individuals within the classroom.
- Be specific as to what task you wish the teacher candidate to complete with the students
- Please advise the teacher candidate of any special needs or allergies pertaining to the well-being of the students that she or he may need to be aware.
- Provide feedback to the teacher candidate regarding ways in which he/she could improve as he or she completes tasks and assists in the class (please be patient; some teacher candidates may require extra assistance or support).
- **Please remember**—most of these teacher candidates are first-year university students; they have a lot 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 two weeks, collaborate to complete the Year I Field Experience Report **along with other teachers who hosted the teacher candidate.**
- Communicate progress, concerns and questions with Faculty Advisor, as needed. Please contact Sheila Rhodes, Faculty Advisor at the Faculty of Education at 905.721.8668 x 2893 or at sheila.rhodes@uoit.ca

Does the teacher candidate stay with one teacher for the two weeks?

If possible, UOIT would like the teacher candidates to rotate through all of the divisions within the elementary school. For example, an ideal situation would allow the teacher candidate to spend 3-4 days in each of a primary, junior and intermediate classroom. We realize this may not be possible. This serves as a guideline only. If the teacher candidate can only spend time in two classrooms, this is certainly acceptable. Remember, the main goal of the experience is to expose these first year Concurrent Education teacher candidates to an elementary school system. The main contact (or designate) may wish to organize an informal rotation schedule.

Does the Teacher candidate have to teach?

No teaching is expected. Please see suggested activities for teacher candidates in the “*What is the teacher candidate expected to do?*” section that follows. Please note: **teacher candidates are not to be left unsupervised with any students at any time during their placement.** Teacher candidates may wish to teach a small lesson but this is optional.

Mentoring, Supervision and Evaluation

Associate teachers must supervise as well as guide and mentor. Associate teachers will evaluate teacher candidates’ professional growth by observing their interaction within the classroom. Associate teachers will discuss teacher candidates’ work in the classroom 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. **All associate teachers hosting teacher candidates in their classrooms for a rotation are asked to contribute to one final Year I Field Experience Report.**

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 Practicum Coordinator facilitates the Faculty Advisor visits. The Faculty Advisor will complete one visit to each school to meet and touch base with associate teachers and teacher candidates. Additional visits will be scheduled as needed.

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

What if the teacher candidate is absent?

If the teacher candidate is absent, he or she will be required to make up the missed time in the classroom at the end of the placement.

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 Course

One of the key components of the Concurrent Education Program is the practicum placement that teacher candidates undertake for two weeks at the end of the academic year. The Practicum component of EDUC 2900 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 associate teacher in order to attain the credit.

Year I Field Experience **Descriptor Definitions**

Shows initiative	Willingly seeks advice, completes tasks promptly and offers classroom 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 classroom and related activities.	Is very hesitant, lacks enthusiasm.
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 students	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
Is accepting of constructive feedback	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	Dress and deportment are in keeping with the standards set by the school.	Dress and deportment are not in keeping with the standards set by the school.
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.

Year I Field Experience Report

Teacher candidate:		Associate Teacher(s):				
School Name:		Grade(s)				
		School Board:				
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		1	2	3	4	n/a
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays enthusiasm		1	2	3	4	n/a
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays courtesy and respect for the learners		1	2	3	4	n/a
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacts positively with students		1	2	3	4	n/a
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is accepting of constructive feedback		1	2	3	4	n/a
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is punctual and dependable		1	2	3	4	n/a
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is professional in appearance and deportment		1	2	3	4	n/a
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates effectively (written, verbal, non-verbal)		1	2	3	4	n/a
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Comments						

Attendance - Days Student was Absent: _____

Associate Teachers' Signatures: _____

Date _____

Please complete the evaluation form and return in the enclosed envelope – Attention Lori Keilty. Completed reports are due in the Practicum office by Friday, May 22, 2009.

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