

<p>The Role of the Teacher Candidates</p>	<p>Embrace opportunities to learn from and in field study experiences</p> <ul style="list-style-type: none"> • Learn about learners (e.g., through observation, small group facilitation) • Support teachers in meeting the needs of students in the school • Can focus on Learning Improvement Plan goals/outcomes • Be flexible and sensitive in adapting to the school and community contexts • Plan/co-plan and implement individual lessons and team-teach with other teacher candidates and, possibly, the cooperating teacher <p>Participate in classrooms at different grade levels, and engage in all aspects of the life of the school as much as possible.</p> <p>Complete assignments connected to on-campus course work</p> <p>Gather evidence of their progress toward achieving program goals (using the Professional Growth Portfolio)</p> <ul style="list-style-type: none"> • Maintain an up-to-date PGP (including analysis of and reflections on evidence) and use this as a focus for discussions <p>Participate in opportunities for teacher talk/reflective conversations</p> <p>Experiment and take risks</p> <ul style="list-style-type: none"> • Volunteer to read with individual students • Volunteer as a small group facilitator • Volunteer to share personal expertise with teacher and students • Volunteer to implement mini-lesson plans • Implement a sequence of lessons as indicated in field study course syllabi <p>Complete Field Experience Assessment forms with partner teachers at the end of term 1 and term 2.</p> <ul style="list-style-type: none"> • Use PGP for this • Can be done collaboratively by several teachers and in-school administrators
<p>The Role of the Partner School Teachers and Administrators</p>	<p>Allow opportunities to learn</p> <ul style="list-style-type: none"> • Teacher Candidates in experiences from observation to small group facilitation to implementation of mini-lesson plans to a sequence of lessons as indicated in their field study course syllabi <p>Allow opportunities for broad based experience:</p> <ul style="list-style-type: none"> • Multiple grade experiences • Multiple subject area experiences • Participation in extra-curricular events and PD opportunities, by invitation <p>Allow opportunities for teacher talk:</p>

	<ul style="list-style-type: none"> • Extend PLCs where appropriate - one large or several small groups of teachers and teacher candidates focused on one or more school or divisional goals related to the Learning Improvement Plan • Discuss targets for lessons and observations, preview lesson plans with teacher candidates before the teaching takes place to ensure the plan fits with your classroom learning goals (post-instruction discussions can include written suggestions for the teacher candidate) • Encourage "Learning Focused Supervision" <p>Experiment/Risk-take</p> <ul style="list-style-type: none"> • Support teacher candidates in carrying out peer coaching and team teaching (with each other and with you) <p>Assist teacher candidates in gathering evidence for their Professional Growth Portfolio (PGP)</p> <ul style="list-style-type: none"> • Provide formal written feedback for a variety of lessons forms and formats taught by the teacher candidate (individual/small group/whole class) • Allow opportunities for teacher candidates to complete assignments connected to on-campus course work <p>Complete Field Experience Assessment forms with teacher candidates at the end of term 1 and term 2.</p> <ul style="list-style-type: none"> • Use PGP to complete Field Experience Assessment forms • Collaborate, as appropriate, with teachers and in-school administrators
<p>The Role of the Field Experience Coordinator and College of Education</p>	<p>Liaise between the partner school and on-campus instructors</p> <p>Garner and share understandings about goals of the school related to the Learning Improvement Plan</p> <p>Support opportunities for partner school staff and in-school administrators to learn together with teacher candidates and College faculty about ways of enhancing student learning</p> <p>Support school in establishing a Steering Committee (teachers, teacher candidates, principal, or vice-principal, faculty teaching the cohort)</p> <p>Help schedule and coordinate activities during school visits</p> <p>Organize opportunities, as appropriate (e.g., a 'sign up' sheet where teachers post a schedule or calendar, or 'help wanted' information in the staff room and teacher candidates sign up for particular activities)</p> <p>Coordinate EDUC 321 & 322 courses specifically designed to connect to field experiences. Design assignments connected to experiences in the school</p>