EDFE 2XX / 373: SECOND FIELD EXPERIENCE (FE2)

GENERAL INFORMATION

MUSIC (EDFE 208)	
Course #	208
Section #	001
Term/Year	Summer 2024
Number of Credits	3
Course Pre-requisite(s)	EDFE 205
Course Co-requisite(s)	EDEC 253
Course Schedule (Day/Time)	Monday – Friday; daily schedule follows that of the host school (not the CT)
Course Location	On-site (in host school)

SECONDARY (EDFE 254)	
Course #	254
Section #	001
Term/Year	Summer 2024
Number of Credits	3
Course Pre-requisite(s)	EDFE 200 or EDFE 209 or EDFE 246 or EDFE 205
Course Co-requisite(s)	EDEC 254 or EDEC 254D1
Course Schedule (Day/Time)	Monday – Friday; daily schedule follows that of the host school (not the CT)
Course Location	On-site (in host school)

TESL (EDFE 255)	
Course #	255
Section #	001
Term/Year	Summer 2024
Number of Credits	3
Course Pre-requisite(s)	(EDSL 210 and EDFE 209) or EDFE 200 or EDFE 246 or EDFE 205
Course Co-requisite(s)	EDSL 255 or EDSL 255D2 or EDSL 254
Course Schedule (Day/Time)	Monday – Friday; daily schedule follows that of the host school (not the CT)
Course Location	On-site (in host school)

K/ELEM (EDFE 256)	
Course #	256
Section #	001
Term/Year	Summer 2024
Number of Credits	3
Course Pre-requisite(s)	EDFE 200 or EDFE 209 or EDFE 246 or EDFE 205
Course Co-requisite(s)	EDEC 253
Course Schedule (Day/Time)	Monday – Friday; daily schedule follows that of the host school (not the CT)
Course Location	On-site (in host school)

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PHYS & HEALTH ED (EDFE 373)	
Course #	373
Section #	001
Term/Year	Summer 2024
Number of Credits	3
Course Pre-requisite(s)	EDFE 246
Course Co-requisite(s)	N/A
Course Schedule (Day/Time)	Monday – Friday; daily schedule follows that of the host school (not the CT)
Course Location	On-site (in host school)

INSTRUCTOR INFORMATION

Student Teachers will be mentored and evaluated **on-site** (in the host school) by their assigned **Co-operating Teacher**(s) (engaged by the host school) and their assigned **Field Supervisor** (engaged by the Internships & Student Affairs Office).

Host School – Co-operating Teacher(s) (CT):

Name	*To be confirmed by the ISA Office 1-2 weeks before Field Experience start date*
When/Why to Contact	The Co-operating Teacher is a **first point of contact** for formal assessments, questions about **host school** policies/procedures and requests for assistance/support while in the host school

Internships & Student Affairs Office - Field Supervisor:

Name	*To be confirmed by the ISA Office 1-2 weeks before Field Experience start date*
When/Why to Contact	The Field Supervisor is a **first point of contact** for formal assessments, questions about **ISA Office** policies/procedures and requests for assistance/support while in the host school

Internships & Student Affairs Office - Placement Coordinator:

Name	For individual Placement Coordinators' names and emails, please visit
Email	www.mcgill.ca/isa/teaching/contacts-dates.
Phone Number	514-398-7046 (same for all Placement Coordinators)
Office Location/Hours	Education Building (3700 rue McTavish); Room #243; Monday – Friday; 9:30 a.m. – 4:00 p.m.
When/Why to Contact	The Placement Coordinator is a **first point of contact** for questions about the arrangement of a placement; is a **second point of contact** for questions about ISA Office policies/procedures or requests for assistance/support that cannot be satisfied by the Field Supervisor

Responsible Instructor/Director:

Name	Yasmine Zein - Director, Internships & Student Affairs Office
Contact Information	isa.director@mcgill.ca; 514-398-7046

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COURSE OVERVIEW

This course consists of supervised student teaching in a host school and is organized by the Internships & Student Affairs Office in the Faculty of Education. Student Teachers are assigned to a host school for a "participant observer" experience. Student Teachers are expected to apprise themselves of Field Experience dates, duration and responsibilities as outlined in this document as well as on the Internships & Student Affairs website (www.mcgill.ca/isa).

McGILL PRINCIPLES OF PRACTICE, BEHAVIOUR AND ETHICAL CONDUCT FOR TEACHER CANDIDATES

The principles guiding practice, behaviour and ethical conduct are developed within an ever-evolving complex societal context, elements of which include the need for reflective action and ethical principles. Education is premised on a fundamental moral commitment to advance and construct knowledge and to ensure human understanding and respect for individual and collective well-being and integrity. The moral imperative of respect translates into the following guiding principles that assume a student-centred perspective reflected in the Québec Education Program as well as Québec Professional Teaching Competencies. You are responsible for adhering to these principles during all aspects of your teacher education program, including field placements. Please familiarize yourself with the McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates.

MINISTRY OF EDUCATION PROFESSIONAL COMPETENCIES

Student Teachers will develop and be assessed on all 13 core Professional Competencies over the course of this placement. Students may view the expected level of acquisition of each Professional Competency in the ISA's Professional Competency Guide. Evidence of development of the 13 PCs will be gathered via formal assessment, including observation and evaluation of student teaching and preparation, as well as observation and evaluation of engagement, participation, and professional conduct.

EDEC 215 – ENGLISH EXAM FOR TEACHER CERTIFICATION

As per Ministry of Education guidelines, all B.Ed. students must demonstrate their proficiency in the language of instruction. To fulfil this obligation, all newly admitted B.Ed. students are required to write the English Exam for Teacher Certification (EETC) during the Fall term of their first year of studies. **Students must successfully complete the EETC prior to registering for Field Experience 3 (FE3).** Students have a maximum of 4 attempts to write the exam, after which point they require permission from the Director of ISA to re-write the exam. In the event that permission is not granted, students may be withdrawn from the program.

INSTRUCTIONAL METHOD

Student Teachers are observed and assessed as per the schedule available at available at in the ISA Student Teaching e-Handbook (search for relevant placement level/program). More information about each assessment and reporting form can be accessed on the ISA's Student Teaching e-Handbook.

COURSE CONTENT

Field Experience Duration	3 weeks (or 15 days)

2nd Field Experience offers Student Teachers opportunities to work with small groups of students in formal and informal contexts, as well as perform some limited co-planning/co-teaching with their Co-operating Teacher.

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![McGill Faculty of Education - Internships and Student Affairs]

Orbits of inquiry during 2nd Field Experience are based on developing selected professional and subject-specific competencies that include student engagement and learning, as well as an introduction to classroom management. Related professional development goals are: a deeper understanding of student learning in small and larger groups, appreciation of the process of effective lesson planning and implementation, and awareness of professionalism in formal and informal learning contexts.

COURSE SCHEDULE

The recommended progression of tasks/workload is available in the ISA's Student Teaching e-Handbook (search for relevant placement level/program)

EVALUATION/ASSESSMENT

The CT(s) and Field Supervisor will provide verbal feedback and written evaluation/assessment per the schedule in the ISA's Student Teaching e-Handbook (search for relevant placement level/program).

Failure to complete a formative assessment without a valid justification, or failure to regularly produce satisfactory lesson plans and/or reflection journals and/or Phys Ed e-Logbook (required written components), or failure to achieve a passing outcome in an Interim and/or Summative Report may prevent the student from passing the course.

USE OF TECHNOLOGY

All B.Ed. students are expected to develop and master **C12 (Mobilize digital technologies)**. Note that students with a remote supervisor may be additionally required to use appropriate technology to facilitate observation/evaluation by their Field Supervisor, Please see Guidelines for Images and Video in Schools on the ISA website for more details.

WRITTEN COMPONENTS

Student Teachers may be asked to prepare and maintain a variety of written components by their Professional Seminar Instructor, Co-operating Teacher or Field Supervisor. Please see the ISA website for the 'Guide to Written Components.'

LEARNING OUTCOMES

By the end of the Field Experience (per the Summative Assessment), Student Teachers must demonstrate the expected level of Professional Competency acquisition noted in the ISA's Professional Competency Evaluation Guide for Student Teaching

GRADING & GRADE POINT AVERAGES (GPA)

Student Teachers receive a final grade for the Field Experience course based on the recommendations of the CT(s) and Field Supervisor provided on the **Summative Assessment.** Possible final grades, and their impact on a student's record, can be accessed on the ISA website.
Note: A final grade for **EDFE 373 (Physical & Health Education)** is contingent on and will not be issued until KPE has confirmed receipt of a student's **satisfactory e-Logbook**.

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WITHDRAWAL & EARLY DISMISSAL

Policies related to withdrawals and dismissals from the field can be found on the ISA website

REQUIRED COURSE MATERIALS

Student Teachers are **required to read** the below noted materials in advance of their Field Experience:

- Guide to Professional Behavior for Student Teachers
- Principles of Practice for Teacher Candidates
- All Student Teaching Policies and Guidelines
- The Placement's Workload & Assessment Schedule (search for relevant placement level/program)

OPTIONAL COURSE MATERIALS

B.Ed. students have access to the Faculty's 'Curriculum Resource Centre', which contains:
- Reserve Collection (materials for Education courses on short-term loan)
- Curriculum teaching materials, including children's and young adult literature collection
- A/V collection

McGill students also have access to the main library system, including access to course materials, both print and online, in its Course Reserves system. The Library puts course reserve materials on short-term loan at the branch libraries, while also linking to online materials (both e-books and e-journal articles.)

INTERNSHIPS & STUDENT AFFAIRS OFFICE POLICIES

Placements are made through the Internships & Student Affairs Office (ISA). Student Teachers are expected to conduct their Field Experience in the host school designated by the ISA and per the policies contained on the ISA website.

McGILL UNIVERSITY POLICIES/STATEMENTS

ACADEMIC INTEGRITY: McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures.

LANGUAGE OF ASSESSMENT/SUBMISSION: In accordance with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

> *Addendum: Given the mandate of the Faculty of Education to develop Professional Competency #2 (To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching), all assignments for this course must be completed and submitted in English (or French, in the case of applicable B.Ed. K/Elem PIF courses/coursework).*

POLICY ON E-MAIL COMMUNICATION WITH STUDENTS: E-mail is one of the official means of communication between McGill University and its students. As with all official University communications, it is the student's responsibility to ensure that time-critical e-mail is assessed, read, and acted upon in a timely fashion. If a student chooses to forward University e-mail to another e-mail mailbox, it is that student's responsibility to ensure that the alternate account is viable. Please note that to protect the privacy of students, the University will only reply to students on their McGill e-mail account. It is a violation for any user of official McGill e-mail address to

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impersonate a University officer, a member of the faculty, staff or student body, in line with the McGill University "Code of Computer User Conduct" and relevant federal and provincial legislation.

UNIVERSITY STUDENT ASSESSMENT [POLICY](#): This document exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations. In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change

FIRST NATIONS LAND ACKNOWLEDGEMENT: McGill University is on land, which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

ADDITIONAL RESOURCES

- [Department of Integrated Studies in Education](#)
- [Charter of Students' Rights](#)
- [Student Rights & Responsibilities](#)
- [Principles of Practice for Teacher Candidates](#)
- [Office for Students with Disabilities](#)
- [Office of the Dean of Students](#)
- [Student Wellness Hub](#)

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