

EDFE 4XX: FOURTH FIELD EXPERIENCE (FE4)

GENERAL INFORMATION

SECONDARY (EDFE 451)	
Course #	451
Section #	001
Term/Year	Winter 2024
Number of Credits	7
Course Pre-requisite(s)	EDFE 351
Course Co-requisite(s)	EDEC 404
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 406)	
Course #	406
Section #	001
Term/Year	Winter 2024
Number of Credits	7
Course Pre-requisite(s)	EDEE 223, EDEE 332, EDEE 275, EDEE 282, EDFE 303 or EDFE 306
Course Co-requisite(s)	EDEC 405
Course Schedule (Day/Time)	Monday – Friday; daily schedule follows that of the host school (not the CT)
Course Location	On-site (in host school)

MUSIC (EDFE 407)	
Course #	407
Section #	001
Term/Year	Winter 2024
Number of Credits	7
Course Pre-requisite(s)	EDFE 308 or EDFE 305
Course Co-requisite(s)	EDEA 407
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 459)	
Course #	459
Section #	001
Term/Year	Winter 2024
Number of Credits	7
Course Pre-requisite(s)	EDSL 315 and EDFE 359
Course Co-requisite(s)	EDSL 415 and EDSL 458
Course Schedule (Day/Time)	Monday – Friday; daily schedule follows that of the host school (not the CT)
Course Location	On-site (in host school)

PHYS ED (EDFE 480)	
Course #	480
Section #	001
Term/Year	Winter 2024
Number of Credits	7
Course Pre-requisite(s)	EDFE 380
Course Co-requisite(s)	EDKP 442
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	<i>To be confirmed by the ISA Office 1-2 weeks before Field Experience start date</i>
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	<i>To be confirmed by the ISA Office 1-2 weeks before Field Experience start date</i>
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

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 will be expected to assume a much-increased responsibility for student learning, classroom management, and evaluation. Student Teachers are expected to apprise themselves of [dates](#), duration and responsibilities as outlined in this document as well as on the [Internships & Student Affairs website \(www.mcgill.ca/isa\)](http://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](#).

N.B. In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

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.

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

FOR ALL PROGRAMS EXCEPT PHYS. ED.	
Field Experience Duration	7 weeks (or 35 days)
Workload	85-100% of a full teaching workload (by end of the Field Experience)

FOR PHYS. ED. ONLY	
Field Experience Duration	8 weeks (or 40 days)
Workload	85-100% of a full teaching workload (by end of the Field Experience)

In 4th Field Experience, Student Teachers rapidly assume full responsibility for their assigned classroom(s) and are expected to be in the final stages of attaining appropriate mastery and deployment of the 13 PCs. Student Teachers should utilize all 13 PCs in their planning, implementation and assessment practices and should continue to document their progress through their written documents (e.g. ePortfolio), including the preparation of learning and evaluation situations (LES) for all classes/units taught.

USE OF TECHNOLOGY

All B.Ed. students are expected to develop and master **C12 (Mobilize digital technologies)**; however, those students completing a **distance placement** may be additionally required to use appropriate technology to facilitate distance observation/evaluation by a Montreal-based Field Supervisor, including but not limited to blogs, video recordings (see [Policy on Video Recordings](#) on the ISA website), Skype, Dropbox, etc.

LANGUAGE CONTEXT (PÉDAGOGIE DE L'IMMERSION FRANÇAISE OPTION)

Field Experiences in the B.Ed. K/Elem PIF program option are completed in English schools in French immersion classrooms.

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.

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WRITTEN COMPONENTS

Student Teachers are required to write a **full lesson plan** for each lesson taught. A log of all lesson plans must be kept up-to-date and readily available for consultation at any time.

Students in the **Physical & Health Education** program are required to maintain and submit an **e-Logbook** throughout the placement. The logbook is an on-going and up-to-date record to be developed for each field experience. The logbook is a professional record of the student's development as a professional educator, in line with the core teaching competencies, during and across the field experiences. It is also used as a resource for pedagogy courses and later teaching experiences. A final grade for the field experience will not be issued until KPE has confirmed receipt of a student's satisfactory e-Logbook. [Visit the KPE website](#) for further information about the e-Logbook, including how to submit it to the KPE Department.

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 480 (Physical & Health Education)** is contingent on and will not be issued until KPE has confirmed receipt of a student's **satisfactory e-Logbook**.

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

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 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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