



Summary of Goals and Key Expectations for International Partners UBC Community Field Experience

October 7, 2015

This document summarizes the goals and key expectations the Faculty of Education has set for international partners agreeing to host a UBC teacher candidates during their 3 week Community Field Experience (CFE). This summary has been drawn from the [FA and TC CFE Guides](#) and the [UBC Bachelor of Education Policy Handbook](#).

1. Goals of the CFE:

There are two main goals of the CFE. The first is to assist TCs develop an enriched and expanded understanding of the diverse cultural and physical contexts in which education occurs. The second is to provide opportunities for shared teaching and learning in a variety of educational settings (local, rural and international).

2. UBC's Expectations for the UBC Faculty Advisor (FA). It is expected the FA will:

- **read, understand, and meet expectations outlined in the [CFE Faculty Advisor Guide](#),**
- **read, understand and meet expectations outlined in the [EDUC 430 Course Outline](#),**
- **contact each community partner, and each TC, three times** (once prior to, during and at the end of the CFE). Communication methods depend on the location of the TC's placement, and communication suggestions are discussed in the FA's or TC's CFE Guides,
- **ensure TCs are aware of CFE attendance policy** ("All missed time must be made up before the teacher candidate will receive a Pass/Fail grade for the CFE [EDUC 430]"- 2014/15 *CFE Teacher Candidate Guide*),
- **require TCs to provide the FA with the email contact information for their community partners and those providing accommodation or resources at a reduced rate/no cost,**
- **require those TCs doing a CFE in BC (and only in BC), to complete a WorkSafeBC checklist through connect.ubc.ca** (see <http://blogs.ubc.ca/ubcfe/worksafebc/> for detailed FA and TC instructions),
- **require TCs to meet expectations as outlined in the [EDUC 430 Course Outline](#), the [UBC Bachelor of Education Policy Handbook](#), and the [CFE Teacher Candidate Guide](#)** (conveniently summarized in this document),
- **require TCs to complete weekly (minimum) reflections,**
- **read/view/listen and respond to the TC's weekly observations, questions and reflections,**
- **assist TCs in developing strong reflective responses about their CFE** (moving from purely descriptive writing to reflective and critical writing)



- encourage TCs to use blogs.ubc.ca (or a server based in Canada) to post their reflections,
- encourage TCs to consider ‘thickening’ and deepening CFE observations and reflections with photos and videos,
- celebrate accomplishments with the partner and the TC,
- troubleshoot issues that the community partner might have with a TC (i.e., punctuality, lack of initiative, lack of participation or enthusiasm),
- monitor (generally) the partner’s satisfaction during the CFE,
- provide suggestions (if/when necessary) about maximizing the experience,
- mentor TCs if communication falters between TC and partner (e.g., suggesting conflict-resolution strategies),
- be one of the TC’s sources of reference and guidance,
- monitor the TC’s satisfaction during the CFE,
- email a thank you note to each community partner (e.g., principal, school advisor, community partner, and those providing accommodation and/or resources at a reduced rate)
- **provide interim reports to CFE coordinator for struggling TCs,**
- **email to the CFE Coordinator their recommendations for a pass/fail grade for each TC they are advising** (due no later than one week after the CFE ends),
- **require TC’s to complete a [TC Feedback Form](#) at the end of their CFE,** (due no later than one week after the CFE ends) and,
- **complete a [FA CFE Comment Form](#) at the end of the CFE** (due no later than one week after the CFE ends).

3. UBC’s Expectations for the TC. It is expected that the TC will:

- **read, understand, and meet expectations outlined in the [CFE Teacher Candidate Guide](#),**
- **read, understand and meet expectations outlined in the [EDUC 430 Course Outline](#),**
- **contact their community partner well before the CFE start date,** introduce themselves, and negotiate/discuss opportunities for the TC to assist with and learn from the partner’s educational opportunities,
- provide their FA with the contact information for their community partner and supportive hosts (e.g., those providing accommodation/food at a reduced cost),
- **TCs placed internationally must register with UBC’s [Safety Abroad](#),**
- **complete a WorkSafeBC checklist** on the first or second day of their CFE. (This is accomplished through the TC’s connect.ubc.ca account, and only if the CFE is located in BC. For more information visit: <http://blogs.ubc.ca/ubcfe/worksafebc/>),
- **ensure they are meeting the minimum number of CFE hours** (approximately 5 hours a day, or 25 hours a week, or a total of 75 hours),
- **dress and act in a professional manner** as outlined in the [UBC BEd Policies and Guidelines](#),
- **take initiative** (i.e., actively engage with site staff and site activities/projects; schedule and participate in regular discussion with community partners, etc.),



- **complete weekly blog reflections** that demonstrate the TC's changing and growing understanding of learning and teaching (as required by the TC's FA and as outlined in the [EDUC 430 Course Outline](#)),
- complete any tasks related to the placement,
- obey all rules, guides, policies, regulations and laws laid out by the community organization, the local community, the district, the province/state, and country in which the community partner functions,
- provide their community partner with their FA's and Program Coordinator's contact information (email addresses and phone numbers),
- communicate with their FA on a weekly basis,
- **complete a [TC CFE Feedback Form](#)** (due no later than one week after the CFE ends),
- **remind their community partner to complete and submit an online [Partner CFE Comment Form](#)**, (due no later than 1 week after the CFE ends), and
- be flexible, and be actively involved in all aspects in their CFE placement.

4. UBC's Expectations for Community Partners.

Although the UBC TC arrives at a community partner's organization as a fairly accomplished and independent beginning teacher, UBC expects the community partner to provide the TC with the following ongoing support.

Prior to the CFE the partner is expected to:

- **read, understand, and meet expectations outlined in the [Community Partner Guide to the CFE](#)**
- respond to the TC's communications and questions (the TC will make first contact in January) and discuss the partner's, UBC's, and the TC's expectations for the practicum,
- clarify, and provide further orientation and direction to the partner's site and programs,

During the CFE the partner is expected to:

- meet the TC at the school/organization on the first day of the CFE and introduce the TC to the partner's academic and administrative community (and, if possible, orient them to the larger community),
- provide the TC with opportunities to observe and engage in teaching in the partner's context, and/or for the TC be involved with helping the partner's staff reach the organization's educational objectives,
- hold regular check-ins with the TC (UBC recommends once every two or three days) so as to provide feedback to the TC about their performance, review activities and preview next steps,
- encourage TCs to note down their questions or observations and bring them to check-ins,
- be available to answer TC's questions,



- keep track of the TC's progress towards the final goal of the field experience (Note: sometimes the actual work might take a different course from what the partner and TC originally planned. If this happens, the partner is encouraged to discuss the situation with the TC and consider revising the goal),
- enable and encourage the TC's independence while pursuing the community organization's objectives/activities,
- note the TC's contributions to the community organization, as well as the TC's learning and demonstration of new ideas, information and skills,
- contact the TC's FA (or the CFE coordinator) with any questions, concerns, or comments, and
- provide enough work and activities to engage the TC for at least 5 hours a day, 5 days a week, for 3 weeks (75 hours total).

During the last two days of the CFE, it is expected that the partner will:

- **complete and submit an online [Partner CFE Comment Form](#)**, (due no later than 1 week after the CFE ends).

5. UBC does NOT expect, or require, a community partner to:

- pay for any of the UBC TC's accommodation, travel or food costs,
- pay for the TC's medical or dental (UBC TCs come with their own medical and dental plan. (However, TCs attending to an international CFE must purchase their own flight cancellation insurance and travel medical),
- ensure that the TC has acquired and carries the required vaccinations and official documents (such as medical coverage, working with children documents, visas, etc.),
- write a letter of recommendation (unless the partner feels they have gathered enough observations/information/data to be able to provide the teacher candidate with an informed letter of recommendation),
- pay TCs for their time in their school, and
- assess or report on the TC's teaching abilities.

Do not hesitate to email me if you require more information about these expectations.

Sincerely,

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