

*Erin Spring***EDUC 440: Field Experience 1**
Fall, 2025

Our Field Experience program spans several areas across Alberta, British Columbia, Yukon, Nunavut, the Northwest Territories, and reaches to the border with Saskatchewan. We acknowledge all the unique First Nations, Metis, and Inuit peoples who have lived on these lands since time immemorial. We acknowledge that our ability to live and work on these lands today is a direct benefit of policies of expulsion and assimilation of Indigenous peoples since the time of settlement and Confederation and we work together to meet the aims for truth and reconciliation.

From 3.2.7 of the Academic Calendar: Field Experiences take priority over any other professional or personal commitments. Students are expected to be available throughout the course dates for a given Field Experience, regardless of partner school schedules.

All practicum placements are considered full-time, meaning that the student teacher is expected to be present with their assigned partner teacher(s) for the entirety of a typical school day. When engaging in a preservice teacher practicum, students are not permitted to undertake employment during practicum hours.

Class Dates: October 6-17, 2025, 8:00 am-4:30 pm daily (exact times are 30 minutes before and after your practicum school's bell times)

*NOTE: In case of job action by the members of the Alberta Teachers Association, an alternative field experience course outline will be provided to students placed in Alberta schools. Students in placements in Lloydminster (non-ATA schools), non-ATA affiliated schools, BC, Yukon, or NWT will attend their placement schools as usual.

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for important dates. If you drop or withdraw from EDUC 430, you must also withdraw from EDUC 440. Please contact the Field Office if you drop or withdraw from this course immediately.

Co-requisite: EDUC 430; Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to other pre-requisite courses.

Office Hours: The Field Office staff (upefield@ucalgary.ca) and Directors, Field Experience, will respond to emails and other communication between 9:00-noon and 1:00-4:00 pm, M-F. For urgent requests outside of regular office hours, contact your Field Instructor.

Field Instructor Office Hours: By appointment

Email: Students are required to use a University of Calgary (ucalgary.ca) email address for all correspondence. If you need to contact the Field Office, please include your UCID in all communications.

Police Information Check: *Students MUST have shown the Field Office a clear PIC dated after May 1, 2025, to attend their practicum school. You will not be allowed to enter your practicum school without a current PIC, and as a result, you will not complete EDUC 440.*

Field Experience Seminars:

All EDUC 440 students will participate in two mandatory field seminars with their field instructors.

- **Sections B01-12:** Field Experience seminars will be scheduled in-person at your placement school by the instructor.
- **Sections B30-32:** Field Experience seminars have been scheduled to take place through Zoom during your placement school hours (in Mountain Time). Please check your D2L shell for details.

COURSE DESCRIPTION:

This 9-day *Life in Schools* field experience will give you an opportunity to observe, in-depth, how a classroom operates. The purpose of the field experience is to inquire into and document the lives and cultures of students, teachers and other school staff in a school. This experience may contribute to learning in and across all other courses in Semester One, particularly the *Pragmatics of Learning and Teaching* and *Literacy and Language and Culture* courses. Preparation for this field experience will occur in EDUC 430, *Pragmatics of Learning and Teaching*.

During Field Experience 1, you will observe diverse aspects of school life for the purpose of collecting and composing ethnographic field notes and lesson plans, participate in learning seminars and group discussions in an online D2L learning community, and interact with the school community as directed by the teacher, school liaison, or principal.

Field Experience assignments are consistent from Field Experience 1 through Field Experience 4. As such, you should complete and retain all assignments from this course, as you will need all of them for subsequent courses.

At the discretion of the teachers participating in EDUC 440, you may be expected to assist the classroom teacher with various activities and routines.

LEARNER OUTCOMES:

1. By the end of Field Experience I, you will develop strong observational skills that ask deeper questions about teaching, learning, and school culture.
2. You will be involved with K-12 students and engage with your placement school community.
3. You will demonstrate exemplary professionalism within partner schools.
4. Safe, compassionate, and caring classroom environments are built on personal and professional wellbeing of students, staff, and educators. You will investigate some personal strategies, teaching philosophies, and wellbeing activities that promote a positive school culture.

FIELD EXPERIENCE 1 COURSE THEMES

1. What is a safe, caring, and compassionate school culture?
2. How do students learn? What is evidence of learning?
3. How do teachers teach? What other roles and tasks do they accomplish in their roles?

PROFESSIONAL OUTCOMES:*Teaching Quality Standard Competencies*

The learner outcomes for all field experiences are based on the competencies that teachers must achieve in their work with students. These competencies are governed by provincial governments.

The following competencies will be your focus for Semester 1. Please read the Pre-service Teacher Field Experience Handbook for more information.

Pre-service Teacher Presence, Growth and Professionalism – Developed by the Werklund School of Education.

TQS #1 Fostering Effective Relationships

TQS #3 Establishing Inclusive Learning Environments

COURSE DESIGN AND DELIVERY: This course will be delivered in person at your placement location and online via Zoom and D2L.

REQUIRED READINGS, RESOURCES, AND SUPPORT MATERIALS:

ALBERTA TEACHING QUALITY STANDARD (2023): [HTTPS://OPEN.ALBERTA.CA/PUBLICATIONS/TEACHING-QUALITY-STANDARD](https://open.alberta.ca/publications/teaching-quality-standard)

CODE OF PROFESSIONAL CONDUCT (2022): [HTTPS://OPEN.ALBERTA.CA/PUBLICATIONS/CODE-OF-PROFESSIONAL-CONDUCT-FOR-TEACHERS-AND-TEACHER-LEADERS](https://open.alberta.ca/publications/code-of-professional-conduct-for-teachers-and-teacher-leaders)

PRE-SERVICE TEACHERS FIELD EXPERIENCE HANDBOOK: AVAILABLE ON D2L

WERKLUND LESSON PLANNING TEMPLATE: FILE IN D2L SHELL

HEARTCARE FOR PRESERVICE TEACHERS BOOKLET: Digital workbook available at
<https://heartcareeducators.ca/heartcare-for-preservice/> and via D2L

WRITING A STATEMENT OF TEACHING PHILOSOPHY (OWL PURDUE):

[HTTPS://OWL.PURDUE.EDU/OWL/JOB_SEARCH_WRITING/PREPARING_AN_APPLICATION/WRITING STATEMENTS OF TEACHING PHILOSOPHY.HTML](https://owl.purdue.edu/owl/job_search_writing/preparing_an_application/writing_statements_of_teaching_philosophy.html)

SUPPLEMENTARY TOOLS AND RESOURCES

HEARTCARE/WELLNIFY APP: Use the provided QR code to create a user profile. This app has been vetted for privacy and security by UCalgary IT services, and no information is stored or shared outside your personal device. All activities are free for Werklund Students.



ACADEMIC INTEGRITY LESSON PLANS: Developed by Sarah Eaton and Rahul Kumar:

<https://doi.org/10.11575/PRISM/42226>

ARTIFICIAL INTELLIGENCE TOOLS: Alberta Teachers Association Library: Tools for Teachers

<https://ssc.teachers.ab.ca/links/Pages/Teacher%20Tools.aspx>

4 TEACHING PHILOSOPHY STATEMENT EXAMPLES: [HTTPS://WWW.THUGHTCO.COM/TEACHING-PHILOSOPHY-EXAMPLES-2081517](https://www.thoughtco.com/teaching-philosophy-examples-2081517)

TEACHING PERSPECTIVES INVENTORY: [HTTPS://WWW.TEACHINGPERSPECTIVES.COM/TPI/](https://www.teachingperspectives.com/TPI/)

WEBSITE EXPLORATION: HEARTcare for Preservice Teachers: <https://heartcareeducators.ca/heartcare-for-preservice/>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1 Cohort Student Discussion in School/D2L	Participate in seminar meetings and respond to daily prompts in D2L as directed by your Field Experience Instructor and as written in the Course Outline or D2L shell. Daily posts are due no later than 11:00 pm each evening.	Individual	Credit/ Fail	Daily and as requested by the Field Experience Instructor
Learning Task #2 Field Experience Portfolio	Your Field Experience Portfolio is a physical and digital dossier of your observations, reflections, questions, and information about your placement school.	Individual	Credit/ Fail	As requested by your Field instructor

	<i>Note: Students are not permitted to take photos in/around the schools without permission from the school principal.</i>			
Learning Task #3	Werklund Lesson Planning Template Completion	Individual	Credit/ Fail	October 10 and 17, 2025

MANDATORY SEMINARS

Seminars occur in every Field Experience course and are mandatory. The time and place of your seminar will be provided to you by your instructor via your D2L shell.

Orientation prior to the Field Experience during EDUC 430

Review the Roles and Responsibilities of the Student Teacher in the Pre-service Teacher Field Experience Handbook.

- Prepare your Field Experience Portfolio.
- Ensure you have presented the necessary documentation, such as the Police Information Check, including the Vulnerable Sector Check, to the Field Office and have a physical copy available to show your school administration.
- Review and understand both the University of Calgary and your school district's policies and processes.
- Discuss the *Field Self-care Streak*. This initiative is a voluntary challenge for students, university faculty, and instructors alike to take some time every day (15-20 minutes) during their Field Experience 1 course to attend to their self-care. Ideas and information can be found at <https://heartcareeducators.ca/heartcare-for-preservice/>. If you wish, post your ideas or pictures to the Wellnify app community page. The community feed is for registered users from the Werklund School of Education only and is not shared outside our community.

Field Experience Seminar 1 (Week 1)

1. Discuss the Field Portfolio assignment and expectations for completing your "Who am I" page and teaching philosophy statement.
2. Discuss the Werklund Lesson Plan template completion learning task.
3. Discuss and share this week's experiences.
4. Pose questions about next week.
5. Discuss some of the self-care, health, and/or wellbeing strategies you have tried in the different workplaces.

Assignment:

Following the seminar, compose a short (500 words) written reflection in your Field Experience Portfolio about the cohort discussion. Your focus should be on the questions you heard, new questions that were raised, and on challenging or extending your own questions. Ensure your observations are from a learning perspective and without judgement.

***Note:** Attendance at seminars is mandatory.*

Field Experience Seminar 2 (Week 2)

1. Review and re-visit the final assignment: Field Portfolio.
2. Revisit and discuss your three questions.
3. Discuss and share this week's experiences. How was your second week for self-care, learning about lesson planning, and meeting K-12 students?

Assignment:

Following the seminar, compose a short (500 words) written reflection in your Field Experience Portfolio about the discussion. Your focus should be on the questions you heard, new questions that were raised, and on challenging or extending your own questions.

Note: Attendance at seminars is mandatory.

WEEKLY COURSE SCHEDULE

Below is a detailed daily schedule for EDUC 440.

Note: Please expect some variation in schedules from school to school and classroom to classroom as each will have organized your experience in a different manner.

An alternative schedule will be provided for impacted students in case of job action by Alberta teachers to ensure you can earn your Field 1 credits.

**Focus: Orientation and Ethnographic Reflections
(Week 1, Day 1, October 6, 2025)**

Today, you will notice the school's culture. Workplace culture can be ascertained through the values, mission, and overall feel of a place. Participate in a tour or orientation with the School Liaison or other designated school staff members to learn about the culture and philosophy of the school.

Remember, you are a guest, and your role is to observe and understand, not criticize, blame, or judge.

Most schools are personal computer and cell phone-free zones, so you should be prepared to take handwritten notes throughout Field Experience 1.

Day 1 Tasks:

1. Understand and follow all school expectations, processes, and policies.
2. Schedule time for self-care today and every day for the next two weeks. Ideas that you can try are: going for a walk at lunch, socializing with the other pre-service teachers during recess, or reading a part of a novel on the bus ride home.
Try out the HEARTcare app to help you reach your daily wellness goals.
3. You will be assigned to classrooms by the school upon your arrival. Once in the classroom, ask the supervising teacher if you can be involved. Help out in the class and assist as requested.
4. Collect documents from the school for your Field Experience Portfolio (i.e. handbook, school philosophy, map, etc.). Look up the school's website.
5. Write jot notes all day such as sketches, impressions, observations, questions and so on. **Your notes should be fleshed out in more detail after the school day is over.** Please follow guidelines discussed in your Pragmatics seminar for the collection of data and discuss individual school guidelines with your School Liaison and Field Experience Instructor. Your primary focus today is on gathering complex and rich impressions of the school. Consider the following:
 - Physical layout: What is on the walls? Is the outdoor environment used as a classroom?
 - What are the values and mission displayed at your placement school?
 - How do the majority of students come to school? Do they walk, take the bus, or have rides?
 - What do you notice students, teachers, and other school staff doing during lessons, breaks, recess, and transition times?

- How are the health and well-being of students and staff supported within lessons and breaks?
 - What kind of support staff are employed by the school, and what are their roles?
6. Focus on articulating your commitments to your own learning, engagement and development as a teacher.
- Organize and add to your Field Experience Portfolio.

D2L Discussion Post:

Revisit your observations and experiences of the day in your field notes. Post one question on the D2L discussion board, then explain, describe, unpack, reflect on your question. Respond to one other post by a classmate as directed by your Field Instructor.

**Focus: Well-Being and the Culture of the School
(Week 1, Day 2, October 7, 2025)**

Schools are complicated, complex, and diverse institutions. Today, as you observe and participate in classrooms as organized by your school, focus again on the culture of the school and classrooms and compose detailed field notes for a cultural organizational analysis. A clear link should be made to the readings on the organizational culture of schools.

Day 2 Tasks:

1. Ask the supervising teacher how you might get involved in the class activities.
2. Participate and assist in the classroom as requested by the supervising teacher. What do you notice about the student's interactions with you?
3. Write jot notes all day using sketches, impressions, observations, and questions. **Your notes should be fleshed out in more detail after the school day is over.**

D2L Discussion Post:

1. By the end of Day Two, you should have gathered significant field notes related to the school's culture including physical layout, the school's mission, organizational structures, the community culture(s) in formal and informal spaces, and various kinds of learning and workspaces.

Describe in detail how you see health, wellness, and well-being prioritized for students, staff, and leadership. What evidence do you see that this school is a safe, warm, and caring learning environment for children and youth? What did you observe about physical, intellectual, social, environmental, financial, emotional, or mental well-being during the school day?

**Focus: What do students and teachers do all day?
(Week 1, Day 3, October 8, 2025)**

Today's focus is on the lives and experiences of students and teachers in schools. The focus is on all of the students in the classrooms in which you are observing, as well as the teacher's activities and routines. Be mindful of the comfort level of the teachers and students you are observing and refrain from staring directly at anyone when writing down your observations.

Day 3 Tasks:

1. Participate and assist in the classroom as requested by the supervising teacher.
2. Write jot notes such as sketches, impressions, observations and questions on the life of the classroom. Describe one of the classrooms visited. How is it organized? How is time used? What is the whole class doing? What are individual students doing? Provide as much detail about the lives of students as you can. For example, when are they sitting, listening, working, talking, sharing? When are they quiet, noisy, moving, still, or collaborating?
 - **Consider the students' experiences through the classroom design, time schedules, and use of space.**
 - **Shift your focus to the work of the teacher.** How does the teacher spend their time? What do they do on a typical day? How do they engage with their students? What self-care does the teacher role model?

D2L Discussion Post:

Review your ethnographic field notes from today and **pull out one particularly interesting moment** that you witnessed specific to the daily experiences of teachers and students. **Post your thoughts** and anonymized descriptions of this moment to discuss with your group. **Respond** to at least one other post by a classmate.

**Focus: Assessment Strategies
(Week 1, Day 4, October 9, 2025)****Day 4 Tasks:**

Reflect on how the activities, students, and pedagogy you observed this week align with your personal teaching philosophy and identity.

1. Ask the supervising teacher if you can be involved in classroom activities.
2. Using the Werklund lesson plan template, track the progression of at least one lesson you observed today. Ask the teacher about the link of this lesson to their unit and year plans as well as the Program of Studies.
3. Consider teaching strategies, activities, or lessons you observed. Describe one that was particularly effective with the students and observe the assessment strategies used (if any).
4. What did you do to care for your own wellbeing this week? What did you observe other people doing to care for their wellbeing through the week? Did you check out the HEARTcare app?

D2L Discussion Post:

Review your ethnographic field notes from today, particularly your observations of formative and summative assessment practices from both the teacher and student perspectives. Describe an interesting assessment you observed, including information linking the lesson objectives to the assessment.

**Focus: Week 1 Reflection and Assignments
(Week 1, Day 5, October 10, 2025)**

Today's focus is on filling in the Werklund Lesson Planning Template as you observe a full lesson.

Day 5 Tasks:

1. Participate and assist in the classroom as requested by the supervising teacher.
2. Ensure you have a printed copy of the lesson planning template so you can write down notes and observations.

Assignment:

You do not have a D2L post due today, so spend time developing your Field Portfolio and completing the Werklund Lesson Plan template. Remember that the Field Portfolio will be used for all field experience courses, so ensure that it is organized and easily accessible.

1. Lesson Plan Template task is due today. Submit a copy to D2L as expected by your Field Instructor.
2. Consider what you have learned this week. Has your experience challenged any of your previously held perceptions about the nature of education and schooling?
3. Write down two or three themes that have emerged in your notes. What have you learned and what questions do you still have?

**Week Two: Deeper Insights into School culture
(Week 2, Day 0: October 13, 2025)**

THANKSGIVING DAY – No Schools Open

**Focus: Teaching and Learning in Classrooms
Week 2, Day 1, October 14, 2025**

Teachers employ numerous teaching strategies to create safe and inclusive classrooms. Today, the focus of observation will be on the ways in which a classroom acts as a community of learners while you continue to write detailed field notes to create a cultural organizational analysis.

Day 1 Tasks:

1. Ask the supervising teacher if there is any way for you to get involved.
2. Prepare to write up your second lesson template observation.
3. Schedule your self-care strategies for the week. What will you do to attend to your emotional, mental, spiritual, environmental, financial, intellectual, or occupational health this week? How can the HEARTcare app support you with reaching your daily goals?
4. Re-read your D2L posts from Week 1. Look for assumptions that you might have made about the school's culture based on your initial impressions. How well do these initial impressions hold up?
5. Focus on articulating your commitments to your own learning, engagement and development as a teacher. Write 2-3 sentences that summarize your teaching philosophy and add to your *Who am I?* page.

D2L Discussion Post:

Share your 2-3 sentence teaching philosophy statement with your cohort on D2L and discuss how this philosophy lived in the classrooms you observed today. How can you bring your philosophy to life?

**Focus: Teaching with Technology
(Week 2, Day 2, October 15, 2025)**

Today's focus is on the technologies that teachers use to engage learners, collect and explore data, and prepare for lesson and unit planning.

Day 2 Tasks:

1. Continue to write your field notes with close attention to the teachers' use of technology.
2. How does technology assist students with learning the lesson objectives? What amounts of technology are needed (individual or shared)? What are some challenges that you noticed that students encountered with using technology?
3. Investigate if and how AI tools are used in your school. How might these tools improve teaching and learning in a classroom?

D2L Discussion Post:

Describe **one particularly useful form of technology** that you observed employed in the classroom. **Post your thoughts** and descriptions of how this technology was used and discuss with your group. **Respond** to at least one other post written by a classmate.

Focus: Building Professional Relationships with Students
(Week 2, Day 3, October 16, 2025)

Observe some strategies, practices, routines, and rules employed by teachers to maintain a positive flow in their classrooms. For more information about classroom flow, check out the free modules on the HEARTcare for Pre-Service Teachers web page.

Day 4 Tasks: This should be day 3 tasks

1. Ask the supervising teacher if there is any way for you to get involved.
2. Consider what you know about child development. How does the teacher use child development theories to create a calm and productive classroom environment?
3. If possible, ask for tips and tricks for classroom management from the teachers and support staff you meet today. Which strategies, practices, routines, and rules have worked for them? Which ones have not worked?

D2L Discussion Post:

Describe **one particularly useful strategy, practice, routine, or rule** that you observe employed in the classroom. **Post one tip or trick that was shared with you to build a positive and professional relationship with students** on D2L and discuss why, from a child development perspective, this tip would work. **Respond** to at least one other post done by a classmate.

Focus: Revisiting and Interpreting Your Learning
(Week 2, Day 4, October 17, 2025)

As you have observed and interacted with the teachers, staff, and students in your placement school, what have you learned about life in schools? *Consider the educational theories you have learned in your coursework. Which of these have you seen in action?*

Day 4 Tasks:

1. Ask the supervising teacher if there is any way for you to get involved.
2. Consider what you have learned this week. What are your big questions and what has been confirmed for you?
3. Look through the Course Objectives outlined on the first page of this document. Which outcome do you think you achieved? Which one will be the focus of your study as you move forward in your field experience courses?

Assignment:

Your final assignment (your Field Portfolio) and your second lesson observation on the Werklund template are due on October 20 at 11:59 pm. *Please note that there are no D2L posts due today.*

LEARNING TASKS AND ASSESSMENT

Assessment for Field Experience I and all EDUC 440 assignments will be **Credit/Fail**. Each component of the Field Experience must be completed and passed for you to pass the course. As a Bachelor of Education student, you must receive CREDIT in the Field Experiences and must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

Final Field Experience 1 Assessments will be completed by the Field Experience Instructor and the original will be provided to you. **Please ensure you keep all assessments, including Field Experience 1, as they will be required by many school divisions upon application for employment.** The UPE office will not provide copies of lost assessments.

LEARNING TASK 1: COHORT STUDENT DISCUSSION IN SCHOOL / D2L**DUE: Daily as requested by Field Experience Instructor**

Attendance at, and participation in, all seminars is mandatory. You will be required to engage in discussion with your peers and instructor via D2L discussion posts. *Your comments should reveal connections between practice and theory and thoughtful considerations regarding your emerging understanding of learning and teaching.* Active daily involvement on D2L will constitute part of your final evaluation.

Assessment Criteria for Learning Task 1:

- Student engages fully in D2L discussion posts, whether the responses are written, oral, or visual.
- Clarity of expression includes strong organization of ideas and quality of writing.
- Depth of understanding shown through strong linking of theory and practice
- Emerging ability to critique and critically analyze multiple perspectives.

LEARNING TASK 2: FIELD EXPERIENCE PORTFOLIO**DUE: October 20, 2025**

Your Field Experience Portfolio is a repository of your observations, reflections, questions, school placement information and personal connection of theories to practice. **You will continue to modify and add to this dossier over the next three Field Experience courses.** Your Portfolio should be a combination of a physical hard copy and digital files that are easily accessible to your field instructor and partner teacher.

Upon completion of the Field Experience Program (EDUC 560), your Field Portfolio should:

1. Demonstrate professional growth and a commitment to lifelong learning
2. Integrate your reflection, knowledge of the course materials and achievement of learning outcomes
3. Showcase artifacts of learning that align with the [Teaching Quality Standard](#) (TQS) competencies
4. Facilitate career development, highlighting your progress from emergent pre-service teacher to professional

The purpose of this assignment is to design your Field Portfolio **structure** that will be used throughout the field experience courses in the Werklund School of Education. This structure could be a website, Google/OneDrive folder, or a binder with physical copies of key information or lessons related to your practicum.

For Field Experience 1, the focus of this assignment is to create an organized digital and physical dossier with a focus on creating your *Teaching Philosophy* page:

- *Who Am I?* (500 words) and my Teaching Philosophy statement (2-3 sentences)
- Use the [HEARTcare for Preservice Teachers](#) workbook to guide your thinking as you create your **Who am I?** page. Specifically, read and reflect on the questions posed on pages 2, 3, 11, and 12.
- On this virtual or physical page, add elements such as photos, your background, educational interests, and what brought you to teaching.

Your Field Experience Instructor will evaluate your Field Portfolio according to the following criteria:

Inclusion Criteria for Learning Task 2 (all of the following should be evident)**Navigation of Portfolio**

- The various parts of the portfolio are clearly labelled and organized
- Field notes are kept in a physical journal and are handwritten.

Usability and Accessibility

- Field Portfolio is easy to read
- Font and type size vary appropriately for headings, sub- heading and texts
- Colour of background, fonts and links enhance the readability and visual appeal and is used consistently throughout the digital e-Portfolio
- Multimedia elements (photographs, graphics, audio and or video files) enhance understanding of ideas, create interest and are appropriate for the chosen purpose

Descriptive Text

- **Who Am I? and teaching philosophy statement** explore the questions: How do my beliefs and values shape my perception of learning, teaching and school culture? How will I use the information I've learned in my coursework to effectively teach students in complex classrooms?
- **HEARTcare plan includes completing the Individual template** which is based on responses to questions on pages 2, 3, 11, and 12 of the HEARTcare Planning for Preservice Teachers workbook. Note: A fillable PDF version of the workbook can be found on the HEARTcare Educators website.
- Text is clear, appropriate and largely free of grammatical errors
- Content and language are engaging, insightful, and thoughtfully drafted

LEARNING TASK 3: WERKLUND LESSON PLANNING TEMPLATE COMPLETION**DUE: October 10 and 17, 2025**

Carefully observe two lessons and fill in the Werklund Lesson Planning template describing each of the elements of design. If you are unsure of the lesson objectives, follow-up assessment, next steps, or differentiation strategies, you should ask the teacher for clarification (at their convenience).

Assessment Criteria for Learning Task 3:**Completion of Template**

- The various parts of the template are completed as much as possible from your observations of the lesson.
- Links to resources used by the teacher are included if possible.
- Lesson objectives and links to the Program of Study are clear and plausible.

Accessibility

- Lesson plan template is typed with font and type size vary appropriately for headings, sub- heading and texts (Note: a fillable Word document is available on your D2L shell).
- Text is clear, appropriate and largely free of grammatical errors
- Content and language are engaging, insightful and, thoughtfully drafted

Reflection and Next Steps (written response, minimum 250 words)

- From your perspective, what element of the lesson went well? Which teaching and assessment strategies might you use in your future teaching practice?
- If you were teaching this lesson, what concept or lesson objective would come next?

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Teaching Quality Standard – Application and Assessment for EDUC 440, Field Experience I

Werklund School of Education Field Experience Program

Taken from the Teaching Quality Standard – Alberta Education

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

All Alberta teachers are expected to meet the *Teaching Quality Standard*. In any given context, **reasoned professional judgment** must be used to determine whether the *Teaching Quality Standard* is being met.

Assessment Criteria for Field Experience

All field experience courses will be evaluated in two areas: 1) the Teaching Quality Standard developed by Alberta Education and 2) Pre-service Teacher Presence, Growth and Professionalism developed by the Werklund School of Education Field Experience program.

Competencies and Descriptive Statements Associated with EDUC 440, Field Experience I

1. ***Pre-service Teacher Presence, Growth and Professionalism*** – A teacher understands their role and the responsibilities accompanying it to be collaborative, collegial, and responsive.

As a pre-service teacher in EDUC 440, I consistently demonstrate a willingness and emerging ability to connect with and develop appropriate professional relationships with students, school staff and those I work with from the University of Calgary. I acknowledge that the teachers I am observing are experts in their field and I am eager to learn from them through both observation and by participating in the classroom and school as directed. I know the importance of professionalism and will demonstrate exemplary professional conduct as per the Alberta Education (2022) Code of Conduct and the Werklund School of Education Code of Conduct. I find constructive ways to handle any issue that might arise. I consistently demonstrate that I can be self-reflective and that I can use reflection for improvement. I understand that I am still learning and that those I am learning from may require additional improvements from me.

2. ***Fostering Effective Relationships*** - A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

As a pre-service teacher in EDUC 440, I consistently treat others with fairness, respect and integrity. I can demonstrate empathy and a concern for others that is evidenced in the way I interact with them. I can demonstrate, through my interactions with others, a respect for cultural diversity and intercultural understanding.

3. ***Establishing Inclusive Learning Environments*** - A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

As a pre-service teacher in EDUC 440, I consistently embrace and promote a culture of inclusion where students, school staff and others I interact with are treated fairly and with respect. I articulate and demonstrate a philosophy of education that states all children can learn and be successful.

LEARNING TASKS AND ASSESSMENT

Given the reflective and observational nature of the writing expected from students in this course, using AI large language tools, such as ChatGPT, is not appropriate. Tools to assist with correcting grammar and the editing of human-generated writing can be used, but tools that independently generate ideas, sentences, and paragraphs are not allowed.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program.

THE IMPORTANCE OF ATTENDANCE AND PARTICIPATION IN EVERY CLASS

EDUC 440, Field Experience I, falls under the Werklund School of Education attendance policy for field studies. This policy states that all students undertaking EDUC 440, Field Experience I may be excused a maximum of one (1) day from the school site for medical / family emergency / religious reasons only. No other reason for absence will be accepted.

From 3.2.7 of the Academic Calendar: *Field Experiences take priority over any other professional or personal commitments. Students are expected to be available throughout the course dates for a given Field Experience, regardless of partner school schedules.*

All practicum placements are considered full-time, meaning that the student teacher is expected to be present with their assigned partner teacher(s) for the entirety of a typical school day. When engaging in a preservice teacher practicum, students are not permitted to undertake employment during practicum hours.

Missing more than the maximum 1 (one) day excused absence may jeopardize the successful completion of EDUC 440, with the final decision made by the Director of Field Experience. Additionally, late arrivals and early departures from the school site will be considered a serious matter and may jeopardize successful completion of EDUC 440, Field Experience.

You must log your absence through the Field Absence Reporting Form. The link will be provided to you in your D2L shell by your instructor.

ENGAGEMENT IN CLASS DISCUSSION AND INQUIRY

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING: <https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

Grading: This is a CREDIT/FAIL course. All assignments must be completed to the satisfaction of the field instructor to achieve CREDIT. Achieving a non-credit in a Field Experience course may impact your ability to complete subsequent Education courses.

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations> .

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures <https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfrehb>) or the Conjoint Health Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chrehb>)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies
<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac3501>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party

websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Other Important Information

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit
<https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Tracy Dinh, esa@ucalgary.ca.

Werklund SU Representative is Siena Yee, educrep@su.ucalgary.ca.