

*Erin Spring***EDUC 540: Field Experience 3**
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 28-December 12, 2025, 8:00 am-4:30 pm daily (exact times are 30 minutes before and after your practicum school's bell times).

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only. Please note that the Field Office staff (upefield@ucalgary.ca) and Field Directors will respond to emails and other communications between 9:00 am-4:00 pm, M-F.

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.*

Field Experience Seminars:

Sections 1-17 (Calgary and Area):

- Seminar 1: October 28, 2025 – On campus, 8:00 am-4:00 pm, details in D2L.
- Seminar 2: November 17, 2025 – On Campus, 8:00 am-4:00 pm, exact time determined by your field instructor.
- Seminar 3: December 12, 2025 – via Zoom, one hour, exact time determined by your field instructor

Sections 30-34 (Out of Area):

- Seminar 1: October 28, 2025 – Zoom, exact time determined by your field instructor.
- Seminar 2: November 12, 2025 – Zoom, exact time determined by your field instructor.
- Seminar 3: December 12, 2025 – via Zoom, one hour, exact time determined by your field instructor

COURSE DESCRIPTION:

Field Experience 3, Principles of Social and Cultural Engagement, will examine the complex dimensions of learning and teaching in schools. The purpose of this six-week practicum is to plan and reflect on your teaching, learning, and assessment practices through implementing well designed, whole-class instruction within a safe, caring, and compassionate classroom culture.

You will plan, implement and assess curricular learning experiences. These may include individual lessons in the beginning but will build up to a series of lessons that may take multiple class periods to reach the learning objectives. By the fourth week of this field experience, you will be teaching up to 50% of the day, with the goal of teaching 75% of your partner teacher's assignment.

At no time during Field Experience 3 should you be teaching 100% of the school day or all of your partner teacher's workload. During your non-teaching time, you should be assisting and observing your partner teacher and planning for your own lessons.

LEARNER OUTCOMES:

Students will:

1. Work with your Partner Teacher and with other Student Teachers during this experience to share your thoughts about teaching and learning both in person and through D2L. Participation in these discussions will form part of the final evaluation.
2. Continue to develop professional relationships with students, noting their diverse needs to plan appropriate lessons that meet those needs.
3. Develop and implement well designed lesson plans for your students.
4. Develop appropriate classroom management skills that retain the dignity of all students.
5. Develop a teacher presence using tact and thoughtfulness that develops a community of safety, security and trust for the learners.
6. Gain a deeper understanding of the role of the teacher.
7. Examine and implement purposefully designed formative and summative assessment strategies.
8. Implement wellness and self-care strategies to support your professional health and wellbeing.

COHORT ENGAGEMENT THEMES

1. How do professionals work together to strengthening curriculum planning and teaching to create engaging and strong learning environments for the learners in our classrooms? What evidence and examples do we have to support this collaboration?
2. How do you recognize each student's unique and individual strengths and the areas in which they need support for their learning? How do you develop strong pedagogical relationships with students, with other professionals through curriculum?
3. What is your understanding of how students experience learning (and learning situations)?
4. Which learning experiences are meaningful for students and why are these experiences meaningful?
5. Which school, classroom, and learning conditions ensure that learners and teachers thrive?

PROFESSIONAL OUTCOMES:***Alberta 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 have been established by Alberta Education, Government of Alberta.

The following competencies are the focus for Field Experience 3. Please see the *Application and Assessment for Field Experience III* document for details on the indicators relevant to this course and the way in which they are scaffolded for your learning. This document is placed at the end of this outline and can be found in the Student Field Experience Handbook.

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.

Engaging in Career-Long Learning - A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Demonstrating a Professional Body of Knowledge - A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

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.

Applying Foundational Knowledge about First Nations, Métis and Inuit - A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Adhering to Legal Frameworks and Policies - A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

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

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

REQUIRED READINGS, RESOURCES AND SUPPORT MATERIALS:

The following documents are intended as support materials and are available to you on D2L or online. Your Field Experience Instructor will guide you in the appropriate use of these documents.

- Alberta Education Teaching Quality Standard (2023)
- Lesson / Unit planning templates and exemplars
- Doucette Library Guides on various topics
 - https://libguides.ucalgary.ca/sb.php?subject_id=52614
- Assessment and Evaluation Checklist (Dr. Patricia Danyluk) Shared in D2L shell
- ELL Benchmarks
 - https://eslc.teachers.ab.ca/SiteCollectionDocuments/conference/esl_benchmark1.pdf
- The Inclusive Education Library for Classroom Teachers
 - <http://www.learnalberta.ca/content/ieptlibrary/>
- Werklund School of Education Indigenous Education Resources
 - <https://werklund.ucalgary.ca/tandl/indigenous>

HEARTcare for Preservice Teachers app – sign up using this QR Code:



LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1 Field Experience Journal	An on-going and developing compilation of reflections, ideas and examples that will help you to build your identity as a teacher. The journal is also used to collect information about the school.	Individual	Credit	Ongoing, as requested by field instructor
Learning Task #2 Participation in Cohort Learning	Participate in cohort discussions in all field experience seminars. Participate in all D2L conversations as facilitated by your Field Experience Instructor.	Individual	Credit	December 12

Learning Task #3 Designing for Learning: Lesson Planning (required)	The creation of lesson plans is required and will include all major aspects of planning, including detailed and thoughtful reflections. <i>All lesson plans should be given to your Partner Teacher by 3:00 pm on the day before you are to deliver the lesson.</i> *Students are required to submit one lesson plan to the Drop Box as directed by their Field Experience Instructor. You will receive feedback from your Field Experience Instructor on the lesson plan.	Individual	Credit	Ongoing, as requested by partner teacher and field instructor; Final lesson plan in Dropbox no later than Dec 12 or as requested by Field Instructor
Learning Task # 4 e-Portfolio	Students will add reflections and a minimum of one lesson plan from their student teaching to the Designing for Learning tab. Students will revisit and improve their self-care plan.	Individual	Credit	December 12

WEEKLY COURSE SCHEDULE

Below is a detailed weekly schedule for EDUC 540. Specifics may change in response to student needs or at the discretion of the Field Instructor.

Note: Through all weeks of field experience, Student Teachers should participate in as many diverse aspects of school culture as possible, such as accompanying Partner Teachers on supervisory duties, attending staff meetings at the discretion of the principal, attending parent-teacher meetings (if appropriate), and volunteering for clubs and sports.

Focus: Orientation to the field experience (Prior to the Field Experience)

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

- Write letters of introduction to your Partner Teacher, Liaison and Principal. These letters must be approved by your Field Experience Instructor **prior** to being sent to your school contacts.
- Update the Field Experience Journal you created in Field Experiences 1&2. Prepare an introduction of yourself to be shared with your students. Revisions to this will be at the discretion of the Partner Teacher(s) and Field Instructor.
- Ensure you have printed copies of the necessary documentation such the Police Information Check including the Vulnerable Sector Check.
- Contact your Partner Teacher(s) by email or telephone to set up a meeting time on Day 1 (October 29) to discuss the placement and expectations.

**Field Experience Seminar I
(October 28, 2025)**

During this time, you will:

- Become familiar with course outline, Field Experience Handbook, and assignments.
 - Begin discussing your goals for the semester. Where do you feel your work was strong in Fields I&II? What are the goals you have set for yourself in Field Experience III, and how do they relate to the competencies expected by Alberta Education and the profession?
 - Revisit and update the self-care goals that you set in Field Experience II.
 - Review? lesson planning templates and expectations for planning, reflection, and assessment.
 - Prepare questions for your cohort and your Field Experience Instructor.
- ***Note:** Attendance at seminars is mandatory, and you do not have to attend your placement school after the conclusion of the seminar.*

**Focus: Introduction to the school, classroom, partner teacher and learners
(Week 1, Day 1, October 29, 2025)**

This focus for this week will be introducing yourself to your school and to the students in your class. You should aim to teach *at least one full lesson* by the end of this week. Remember, your goal by Week Three is to teach a minimum of 25-50% of your Partner Teacher's assignment. Discuss with your Partner Teacher the series of learning experiences that you will be planning/implementing and begin to explore how you will plan for them. For example, how will you get to know the students? How will you determine where to begin? What will your use of formative assessment look like?

Day 1 Tasks:

1. Attune to the culture of the classroom and apply the observational and interpretive skills you have previously practiced.
Artifacts and questions related to culture include:
 - Documents such as class lists, seating plans, and school handbook.
 - What is the mission of the school?
 - What programs does the school run?
 - Who works in the school and what are their roles?
 - Who are the students in the school? Do they live in the neighbourhood or are they bussed?
2. Add new information to your Field Experience Journal.
3. Introduce yourself to your class(es).
4. **Set a formal meeting** to discuss expectations with your Partner Teacher. Open and honest communication can prevent misunderstandings between Student Teachers and Partner Teachers. As a result, it is important to have a clear understanding of your Partner Teacher's expectations during the field experience. This can be determined by asking the following questions on the first day:
 - What are your expectations of me as a Student Teacher?
 - What are the school and divisional policies that I need to follow while at this school and in this classroom?
 - What kind of classroom environment do you prefer (active, quiet, group work, individual work, etc.)?
 - How do you prefer to give feedback (oral, written, at the end of the day, weekly)?
 - When is a good time for me to ask questions? (After class ends, during prep block)?
 - Is there anything else I should know about before I begin?
5. Begin to discuss with your Partner Teacher their curriculum plans for the next six weeks, particularly in your curriculum specialization area, but also in any other disciplines that your Partner Teacher instructs.

Is there a particular class you will be working with? At what point will you be taking on more responsibility? How will you gear yourself towards taking on 75% of the instructional time by the sixth week?

6. Make time to implement your self-care plan for this semester. What supports and resources will you need to put in place and access to thrive?

**Focus: The Culture of the Classroom
(Week 1, Day 2-5)**

Continue to inquire into the culture of the school and the classroom. Consider what you already know about these learners and what you need to know to begin working with them in meaningful ways.

Day 2-5 Tasks:

1. Continue your inquiry into the culture of the school. How does each student fit into the classroom dynamic and curriculum learning? How does the classroom fit into the larger context of the school?
2. Work with individuals, small groups, and assist with the whole class as guided by your Partner Teacher.
3. Participate in your D2L community as directed by your Field Experience Instructor.
4. Discuss expectations for the next several days with your Partner Teacher.
5. In collaboration with your Partner Teacher, plan and implement 1-2 lessons by the end of the week. **Lesson plans and reflections on their effectiveness must be written for every lesson taught.** They must be placed in the Teaching section of your Field Experience Journal. Partner Teachers and Field Experience Instructors must have access to your plans and reflections at any time.
 - **Lesson plans must be turned into your Partner Teacher by 3:00 pm on the day before you are to deliver the lesson.**

**Focus: A Gradual Increase in Instructional Responsibilities
(Week 2)**

This week, you should be aiming to gradually increase your responsibilities in the classroom. You should begin to follow and lead routines such as attendance and opening activities. Situations and specifics will vary.

This week, you should be teaching no more than 25% of the instructional day, loosely translating to one class per day. During the remaining time, you should be assisting and observing your Partner Teacher to learn more about the effective functioning of your class.

Tasks:

1. Begin to plan and implement a series of lessons for one curriculum area and determine how to assess student learning with the Partner Teacher's guidance. Lesson plans and short or point-form reflections must be written for every lesson taught. They must be placed in the Teaching section of your Field Experience Journal. Partner Teachers and Field Experience Instructors should have access to these at any time.
 - **Lesson plans must be turned in to your Partner Teacher by 3:00 pm on the day before you are to deliver the lesson.**
 - You should aim to teach no more than 25% of the instructional day. For the remainder of the day, you should be assisting your partner teacher and planning for your next lesson.
 - Participate in your D2L community as directed by your Field Experience Instructor.

- Continue to add to your Field Experience Journal.

Focus: Moving to 40%
(Week 3)

Situations and specifics will vary. In general, you should be teaching no more than 40% of the instructional day, which loosely translates to two classes per day and should be assisting and observing your partner teacher for the remainder of the day.

This week, investigate whether your school has a wellness goal or plan, and seek to understand its implementation in the school setting.

Tasks:

1. Continue to plan and implement lessons with the Partner Teacher's support and guidance. Lesson plans and reflections must be written for every lesson taught and stored in the Teaching section of your Field Experience Journal. Partner Teachers and Field Experience Instructors must have access to these at any time.
 - ***Lesson plans must be turned in to your Partner Teacher by 3:00 pm on the day before you are to deliver the lesson.***
 - Maximum independent instructional time should not exceed 40% of the instructional day.
2. Discuss the next three weeks of curriculum plans with your Partner Teacher. What do your Partner Teacher's year and unit plans look like?
3. Participate in your D2L community as directed by your Field Experience Instructor.
4. Continue to add to your Field Experience Journal and implement your self-care plan.

ASSESSMENT DUE!

Partner Teachers should complete the Midterm Assessment, which is due at the end of Week 3. Midterm assessment forms have been emailed to your Partner Teacher. Should another be required, please contact your Field Experience Instructor.

1. The form is completed by the Partner Teacher and signed by both the Partner Teacher and the Student Teacher.
2. Partner Teachers and Student Teachers should plan a time to discuss this evaluation by the Partner Teacher. You may invite your Field Experience Instructor to attend the meeting.
3. Upload a copy of your midterm assessment to the appropriate D2L folder for your field instructor to review.
4. Student Teachers are responsible for keeping a copy of this assessment in their Field Experience Journal. You are not required to turn this assessment into the UPE office.

Focus: Immersion in the Experience
(Week 4)

Situations and specifics will vary. In general, you should, by this week, be teaching up to 60% of the instructional day, spending the remainder of the day assisting and observing your partner teacher. Focus on differentiated instruction this week and transitions between classes, objectives, and lessons.

Tasks:

1. Continue to plan and implement a series of lessons with the support and guidance of your Partner Teacher. Lesson plans and reflections on them must be written for every lesson taught. They must be placed in the Teaching section of your Field Experience Journal. Partner Teachers and Field Experience Instructors should have access to these at any time.
 - ***Lesson plans must be turned in to your Partner Teacher by 3:00 pm on the day before you are to deliver the lesson.***
2. Participate in your D2L community as directed by your Field Experience Instructor.
3. Continue to add to your Field Experience Journal.
4. Review and enhance your e-Portfolio using the provided resources in D2L.

**Field Experience Seminar II
(Nov. 17, 2025)****Topics may include:**

- Questions that have arisen in your field experience.
- Review of lesson planning and creating a series of lesson plans.
- Implementing and using the HEARTcare app and other self-care strategies
- Final course grading and narrative assessment procedures.

**Focus: Continued Daily Teaching
(Week 5)**

Situations and specifics will vary. In general, you should, by this week, be teaching up to 60-75% of the instructional day. Pay special attention to assessment this week. How have you used formative and summative assessment to understand your students' progress?

Tasks:

1. Continue to plan and implement a series of lessons with the support and guidance of your Partner Teacher. Lesson plans and reflections on them must be written for every lesson taught. They must be placed in the Teaching section of your Field Experience Journal. Partner Teachers and Field Experience Instructors should have access to these at any time.
 - ***Lesson plans must be turned in to your Partner Teacher by 3:00 pm on the day before you are to deliver the lesson.***
2. Participate in your D2L community as directed by your Field Experience Instructor.
3. Continue to add to your Field Experience Journal.
4. Continue to develop your e-portfolio. Note that your e-Portfolio is due next week.

**Focus: Immersion in the Teaching Experience
(Week 6)**

Situations and specifics will vary. In general, you should, by this week, be teaching 60%-75% of the instructional day.

Tasks:

1. Continue to plan and implement a series of lessons with the support and guidance of your Partner Teacher. Lesson plans and reflections on them must be written for every lesson taught. They must be placed in the Teaching section of your Field Experience Journal. Partner Teachers and Field Experience Instructors should have access to these at any time.
 - ***Lesson plans must be turned in to your Partner Teacher by 3:00 pm on the day before you are to deliver the lesson.***
 - Discuss with your partner teacher a unit that you can teach in Field Experience IV.
2. Participate in your D2L community as directed by your Field Experience Instructor.
3. Continue to add to your Field Experience Journal.
 - Complete your e-portfolio and post a link to the D2L Dropbox by December 12, 2025.

**Field Experience Seminar III
(Dec 12, 2025)****Topics may include:**

- Review what must be submitted for grading.
- Discuss expectations for Field Experience 4.
- Celebrate the completion of Field Experience 3!

ASSESSMENT DUE! Partner Teachers should complete the Partner Teacher Narrative Assessment before the final day of the Field Experience. Partner Teacher Final Narrative Assessment forms have been emailed to your Partner Teacher. Should another be required, please inquire with your Field Experience Instructor.

- The form is to be completed by the Partner Teacher and signed by both the Partner Teacher and the Student Teacher.
- Partner Teachers and Student Teachers should plan a time to discuss this evaluation by the Partner Teacher. You may invite your Field Experience Instructor to attend the meeting.
- Student Teachers are responsible for providing the Partner Teacher Final Narrative Assessment to their Field Experience Instructor as per the instructions of the Field Experience Instructor. The student teacher must keep the original.

Due Date!

e-Portfolio due December 12, 2025. Please submit as per the instructions of your Field Experience Instructor.

EDUC 540 Learning Tasks and Assessment

Assessment for Field Experience III and all EDUC 540 assignments will be **Credit/Fail**. Each component of the Field Experience must be completed and passed for you to pass the course as a whole. As a Bachelor of Education student, you must receive CREDIT in all Field Experience courses and must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses. Students at risk of earning FAIL should be placed on a performance contract for a full week as soon as possible.

Midterm Assessment

Assessments by Partner Teachers are completed twice during the Field Experience. The Midterm Assessment should be **completed by the end of Week 3**, and students are to keep a copy of this assessment in their Field Experience Journal and upload a copy to the appropriate D2L Dropbox folder for their field instructor. Students

not progressing at the time of the midterm assessment will be contacted by their field instructor and may be placed on a performance contract.

Final Narrative Assessment

Final Narrative Assessments are a formal, written assessment of the student's strength and areas for growth related to the Course Outcomes, assignments for this field experience, and on the competencies outlined in the Teaching Quality Standard (2023), which can be found at the end of this Course Outline.

The Partner Teacher Final Narrative Assessment should be **completed before the final day of the field experience**. Ideally, all assessments should be discussed with the student, and all assessments must be signed and dated by both the Student Teacher and the Partner Teacher.

***Note:** The Student Teacher is responsible for providing the Field Experience Instructor with a copy of the Partner Teacher Final Narrative Assessment as per the instructions given by the Field Experience Instructor. The original should be kept by the Student Teacher. Please ensure you keep the original of all narrative assessments as they will be required by many school divisions upon application for employment. The UPE office cannot provide copies of lost narrative assessments.*

REQUIRED LEARNING TASKS FOR FIELD EXPERIENCE III

LEARNING TASK 1: Field Experience Journal

DUE: On-going, as requested by Field Experience Instructor

The Field Experience Journal is an ongoing compilation of reflections, ideas and examples that document your strengths and areas for development and growth as a teacher. The Field Experience Journal is a critical and evolving artifact of your professional development.

Assessment Criteria for Learning Task 1:

- Each Student Teacher must have their own Field Experience Journal.
- The journal can be virtual or in a binder or a combination of both. If you choose to make part or all of the journal virtual, you must negotiate this with both the Partner Teacher and Field Experience Instructor and be willing to make all documents available at any time, in hard copy, at their request. *School administrators, being responsible for all instruction in their school, may also request to see the Field Experience Journal.*
- The Field Experience journal must include the following sections:
 - Information about the school and community.
 - Curriculum information from the relevant province related to your teaching assignment.
 - Planning - notes, support materials, etc.
 - Teaching - lesson plans and reflections, Partner Teacher notes and comments, and Field Experience Instructor notes and comments. Sample lesson plan templates are posted on D2L.
 - Field Experience Instructors may recommend or require other lesson plan formats depending on context, subject discipline, or the learning needs of the Student Teacher.
 - Student assessment - anecdotal notes and examples of assessments you have created for your lessons.
 - Anything else the Student Teacher chooses to include in collaboration or with the approval of the Field Instructor
- The journal should be neat, organized, and clearly written with concepts and ideas well expressed.

*Students in B30-34 may be observed by a Community Partner who may also ask to see and evaluate the journal at any time.

LEARNING TASK 2: Participate in Cohort Learning

DUE: On-going and as requested by Field Experience Instructor; final evidence of participation due December 12, 2025

Participation in all three seminars is mandatory, and absences count towards your maximum number of excusable absences (3). Field Experience Instructors will facilitate D2L discussions and reflections and will communicate weekly participation expectations.

Please note that changes to the D2L topics and expectations for completion will be at the discretion of the Field Experience Instructor to be responsive to the needs of the cohort.

Assessment Criteria for Learning Task 2:

- Active involvement in cohort discussions during seminars and on D2L.
- Clarity of expression including strong organization of ideas, quality of writing and high reader interest.
- Depth of understanding shown through strong linking of theory and practice.
- Emerging ability to critique and critically analyze multiple perspectives.

Learning Task 3: Designing for Learning: Lesson Planning

DUE: On-going and as requested by Partner Teacher and Field Experience Instructor; final evidence to be provided by December 12, 2025, or as directed by Field Instructor

Students should gradually work up to 40% of the Partner Teacher's instructional load by Week Four and may reach up to 75% of the instructional load by Week Six. Students will be required to create lesson plans and detailed reflections for all lessons taught.

Note: Several lesson formats have been posted in your cohort's D2L site. These are suggested formats only however all elements below must be present. ***Daily lesson plans should be from 1-2 pages in length*** (including assessments, learning tasks, or other activity outlines). Please see D2L shell for recommended lesson plan templates.

Assessment Criteria for Learning Task 3:

- Detailed lesson plans, with reflection, are present for each lesson taught. All lesson plans must include the following:
 - Date and Title of the lesson
 - Outcomes with Reference to the Program of Studies
 - Objectives of the lesson
 - Activities
 - Resources
 - Differentiation
 - Assessment
 - Reflection, conclusion, and next steps for student learning
- Lesson plans are discussed with the Partner Teacher by 3:00 pm on the day before the lesson is to be delivered.
- Carefully consider your assessment and objectives. What will you count as evidence that learning has taken place? Does your assessment match your objectives?

All students are required to submit one lesson plan to the Drop Box for feedback as directed by their Field Experience Instructor.

*Students in B30-34 may be observed by a Community Partner who may also ask to see and evaluate planning at any time.

Learning Task 4: Field Experience E-Portfolio

DUE to D2L for grading: December 12, 2025

The Field Experience e-Portfolio assignment provides students with an opportunity to collect and reflect on work they have completed throughout field experience in the Werklund School of Education. This e-Portfolio will be threaded in all the Field Experience I-IV course outlines.

Upon completion of the Field Experience Program, you should be able to:

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. Create and reflect on a repository of artifacts of learning.
4. Showcase artifacts of learning that align with the Teaching Quality Standard (TQS) competencies
5. Facilitate career development

For EDUC 540, the focus for developing your e-Portfolio is to track your lesson planning through the Designing for Learning tab. You should keep a *minimum* of one well-designed and executed lesson plan (including a thoughtful reflection) for display in your e-Portfolio.

As a reminder, your e-Portfolio must have the following tabs:

- *Who Am I and My Teaching Philosophy*
- Designing for Learning (Focus for EDUC 540 and 560)
- Teaching Quality Standard (TQS)
- HEARTcare Plan
- Professional Development and Learning
- Assessments and Employment Documents (e.g. resume)

*Please do not include photos of your placements or students.

Assessment Criteria for Learning Task 3:

Navigation of Portfolio

- The various parts of the portfolio are clearly labelled and organized.
- All pages connect to the navigation menu and all external links (if any) connect to the appropriate website of file

Usability and Accessibility

- 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 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

Use criteria from Learning Task 3 (Designing for Learning)

- Text is clear, appropriate and largely free of grammatical errors
- Content and language are engaging, insightful and, thoughtfully drafted

Teaching Quality Standard – Application and Assessment for EDUC 540, Field Experience III

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 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 (see next page).

Competencies and Descriptive Statements Associated with EDUC 540, Field Experience III

(Based on the current Teaching Quality Standard)

<i>Main Competency</i>	<i>Indicators for EDUC 540</i>
<i>Pre-service Teacher Presence, Growth and Professionalism –</i> A teacher understands their role and the responsibilities accompanying it to be collaborative, collegial and responsive.	As a pre-service teacher in EDUC 540, I consistently demonstrate willingness and an 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 professionals I am working with are experts in their field and I am eager to learn from them by taking on opportunities to teach and by becoming involved in the life of the school. Additionally, I show a willingness to learn by requesting, accepting and incorporating feedback from my partner teacher and field experience instructor in a respectful and professional manner. I know the importance of professionalism and will demonstrate exemplary professional conduct as per the Code of Professional Conduct for Teachers and Teacher Leaders (or related Code of Ethics in your province of instruction) 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 can implement a strong yet caring and respectful command of the classroom through the use of my voice and my interaction with students, although I may need guidance and suggestions from others initially and less so as the placement progresses. I understand that I am still learning and that those I am learning from may have additional requirements of me.

<i>Fostering Effective Relationships</i> - 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 540, 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. I understand the importance of engaging with others including parents, Indigenous leaders and community service professionals, in the best interests of students and I am willing to work under my partner teacher and others in the school, as requested, to provide students with these opportunities.
<i>Engaging in Career-Long Learning</i> - A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.	As a pre-service teacher in EDUC 540, I consistently seek feedback to enhance my teaching practice, and I implement this feedback so that I might experience multiple ways of connecting with children. I am willing to collaborate with others to build my personal and collective professional capacities because I understand that, in doing so, I will build my capacity to ensure student success in a welcoming, caring, respectful and safe environment. I can bring the theory learned in my on-campus courses to bear on my teaching practice and draw from that research to enhance my emerging understanding of Indigenous education and other critical topics.
<i>Demonstrating a Professional Body of Knowledge</i> - A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.	As a pre-service teacher in EDUC 540, I demonstrate my ability to plan and design learning activities for children, considering their unique needs, that address the learning outcomes and goals outlined in the relevant programs of study. I can demonstrate an ability to plan individual lessons that attend to personalized learning and the needs of ALL children, although I acknowledge I am learning and may require assistance initially. If so, I will work towards lessening the assistance required by the end of Field Experience III. In planning these lessons, I will incorporate various instructional strategies, and I will work to design activities that are varied, engaging and relevant to my students. I will use technology as appropriate, and I will demonstrate my ability to integrate appropriate pacing and an awareness of student engagement. I will demonstrate my emerging ability to implement both formative and summative assessment and, possibly with assistance, I will examine the ways in which that assessment evidence can inform future lessons. I will hold high expectations for my students and myself by designing learning activities that are meaningful, thoughtful and based on an understanding of the students' backgrounds, prior knowledge and experiences.
<i>Establishing Inclusive Learning Environments</i> - 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 540, 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 that all children can learn and be successful. I demonstrate my developing ability to maintain a classroom climate that promotes positive, engaging learning environments that take student strengths into account. With the support and guidance of my partner teacher, I can recognize and be responsive the various needs of my students including learning challenges, areas of growth, emotional needs and/or mental health needs, employing appropriate strategies and interventions.
<i>Applying Foundational Knowledge about First Nations, Métis and Inuit</i> - A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.	As a pre-service teacher in EDUC 540, I have an emerging understanding of the historical, social, economic, and political implications of treaties and agreements with First Nations, agreements with Metis, and the legacy of the residential school experience. This understanding allows me to begin to use the programs of study to provide all students with an opportunity to develop a knowledge and understanding of, and respect for, the histories, cultures,

	languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit. With support and guidance from my partner teacher and others, I will support student achievement by engaging in various approaches to capacity building in First Nations, Metis and Inuit education through collaboration and the use of appropriate resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit culture.
Adhering to Legal Frameworks and Policies - A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.	As a pre-service teacher in EDUC 540, I follow the lead of those I am working with to ensure I am responding in accordance with the requirements of the <i>School Act</i> and other school policies and procedures. I demonstrate my understanding through my interactions with others that a teacher is bound by standards of conduct expected of a caring, knowledgeable, and reasonable adult entrusted with the custody, care or education of students.

LEARNING TASKS AND ASSESSMENT

Given that lessons and teaching reflection is a personal and professional responsibility, using AI large language tools, such as ChatGPT, is not appropriate in this course. Tools to assist with correcting grammar and the editing of human-generated writing can be used, but tools that independently generate ideas, lessons, 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. Please pay especially careful attention to details and descriptions in the following topic areas:

THE IMPORTANCE OF ATTENDANCE AND PARTICIPATION IN EVERY CLASS

EDUC 540, Field Experience III, falls under the Werklund School of Education attendance policy for field studies. This policy states that all students undertaking EDUC 540, Field Experience III may be excused a **maximum of three (3) days** from the school site.

The only acceptable reasons for absence from the field experience are:

- Medical / illness
- Family emergency
- Religious observance
- Professional development undertaken separately from your Partner Teacher such as attendance at a conference (maximum two days)
- One personal leave day (approved by both partner teacher and field instructor, and lesson plans need to be submitted for any classes the student teacher would normally be teaching)

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.

All subsequent days may jeopardize the successful completion of EDUC 540, the determination of which will be made by the Director of Field Experience. Additionally, late arrivals and early departures at the school site will be considered a serious matter and may jeopardize the successful completion of EDUC 540, 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. You should read and respond to classmates via D2L in a responsible and attentive manner.

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.

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 FAIL in a Field Experience course will delay the completion of your degree.

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

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 behaviour 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-cfreb>) or the Conjoint Health Research Ethics Board

(<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>)

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.