

*Erin Spring***EDUC 560: Field Experience
IV Winter, 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 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: February 13-April 25, 2025, 8:00am-4:30 pm daily (exact times are 30 minutes before and after your practicum school's bell times). Please check with your instructor for the exact first and last dates of your practicum as the eight weeks may vary according to local school district scheduled breaks.

Feb 13-14 are Field Preparation Days. You should use this time for tasks such as connecting with your partner teacher or planning your unit instruction for the term.

Field Experience Seminars:

All field experience seminars are mandatory and will be in-person (Calgary and Area) or online via Zoom (Out of Area). You must attend your field seminars as they are a critical part of your course learning.

Field Experience seminar dates are non-instructional days, meaning that you are not required to attend your practicum placement on that day. You must inform your partner teacher of these dates and leave a substitute teaching plan for your class(es).

Dates for seminars:

- Session 1- Tuesday, February 18 – Three hours seminar (*either 9:00-12:00 or 1:00-4:00 pm. Time to be determined by your instructor*).
- Session 2- March 7, 2025 – Three hours seminar (*either 9:00-12:00 or 1:00-4:00 pm. Time to be determined by your instructor*).
- Session 3 – April 25, 2025 – One hour seminar (*online via Zoom, time to be determined by the Field Instructor*).

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.

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

COURSE DESCRIPTION

The eight-week, *Extending Teaching and Curriculum Expertise*, practicum will draw on learning experiences from the four semesters of on-campus learning and the previous three field experiences. The purpose of the EDUC 560 eight-week, cohort-based, field experience course is for students to engage practically in the theme of the semester. Student Teachers will continue to focus on curriculum, planning, and assessment to engage diverse learners. Student Teachers will also be mentored by a Partner Teacher and will gradually work towards assuming the full responsibilities of a classroom teacher by the final four weeks of the field experience.

You will plan, implement, and assess curricular learning experiences including unit planning. By the end of the fourth week of this field experience, it will be expected that you will have taken responsibility for the entire instructional load and will be teaching 80% to 100% of the day at the discretion of your partner teacher.

Course Outcomes

1. Develop and implement a well-designed unit plan and daily supporting lesson plans using feedback to improve.
2. Connect your unit and lesson planning to current research and contemporary educational thought and curriculum.
3. Continue to develop your philosophy/vision of learners, teachers and schools including how your field experiences and course-based study have informed this vision.
4. Articulate how you worked to establish pedagogical relationships that support student learning.
5. Engage in extending your curriculum expertise through planning, teaching, assessment, and reflection including multiple ways of engaging diverse learners in the discipline.
6. Negotiate professional relationships in your school environment in a manner that contributes to your emerging professional identity and professionalism.
7. Use practical strategies to attend to your personal and professional wellbeing.

Cohort Engagement Themes

1. How have you connected your curriculum pedagogy to current research and contemporary educational thought and curriculum? Provide evidence connected to learning/readings from on-campus work.
2. How would you articulate your emerging philosophy/vision of learners, teachers and schools and what experiences and study has informed this vision?
3. How have you worked to establish pedagogical relationships?
4. How have you engaged in extending your curriculum expertise? How have you used assessment and multiple ways of engaging diverse learners in your lessons and subject area?
5. How have you effectively negotiated your professional relationships?

Learning Outcomes for Field Experience IV

Alberta Education's Teacher Quality Standard (TQS)

The learner outcomes for all field experiences are based on the **Pre-service Teacher Presence, Growth and Professionalism** principles developed by the Werklund School of Education and the TQS competencies that teachers must achieve in their work with students.

All five TQS competencies are to be assessed by the end of Field Experience IV. Please see the Application and Assessment for Field Experience IV document for details on the indicators relevant to this course and the way in which they are scaffolded for your learning 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.

COURSE DESIGN AND DELIVERY:

This cohort- based course combines practical teaching experience with asynchronous demonstrations of your growth as a reflective practitioner in an online D2L component. The course will be graded as credit/ non- credit based on field instructor, community partner (if applicable), and partner teacher narrative assessments as well as completion of the four assignments listed in this Course Outline.

Teaching 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): <https://open.alberta.ca/dataset/14d92858-fec0-449b-a9ad-52c05000b4de/resource/09cd735a-3a02-4f1f-8e23-51a11e6dfb06/download/educ-teaching-quality-standard-2023.pdf>
- Code of Professional Conduct: <https://open.alberta.ca/publications/code-of-professional-conduct-for-teachers-and-teacher-leaders>

- HEARTcare Planning for Educators/Pre-service teachers – www.heartcareeducators.ca
- Evidence of Learning in the 21st Century Classroom (Galileo Educational Network 2008):
[http://www.galileo.org/initiatives/publications/21st century classroom rubric.pdf](http://www.galileo.org/initiatives/publications/21st%20century%20classroom%20rubric.pdf)
- Supporting English Language Learners, Tools, Strategies and Resources (Alberta Education):
<http://www.learnalberta.ca/content/eslapb/>
- Lesson/Unit planning templates and exemplars. The template for lesson and unit planning is provided on your D2L shell.
- Doucette Library Guides on various topics: https://libguides.ucalgary.ca/sb.php?subject_id=52614
- ELL Benchmarks (Learn Alberta): https://www.learnalberta.ca/content/eslapb/intro_benchmarks.html
- The Inclusive Education Library for Classroom Teachers (Learn Alberta):
<http://www.learnalberta.ca/content/ieptlibrary/>
- Werklund School of Education Indigenous Education Resources:
<https://werklund.ucalgary.ca/tandl/indigenous>

LEARNING TASK OVERVIEW

The following learning tasks should be approached and assessed as an integrated and holistic part of the field experience.

*Grading of EDUC 560 is Credit/Non-Credit

LEARNING TASKS	DESCRIPTION OF LEARNING TASK	GROUP/INDIVIDUAL	WEIGHTING	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.	Individual	Credit	Ongoing throughout the term
Learning Task #2 Participation in Cohort Learning	Participate in seminars and cohort learning as indicated by your Field Instructor.	Individual	Credit	Ongoing throughout the term
Learning Task #3 Designing for Learning: Lesson and Unit Planning (required)	<p>The creation of lesson plans for every subject taught during Field Experience 4 is required and will include all major aspects of planning, including detailed and thoughtful reflections. All lesson plans (no longer than 2 pages) should be given to your Partner Teacher by 3:00 pm on the day before you deliver the lesson. Unit plans should be provided to the Partner Teacher 72 hours ahead of the start of the unit.</p> <p>*Students are required to submit one unit 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.</p>	Individual	Credit	Ongoing throughout the term
Learning Task #4				

e-Portfolio: Lesson & Unit Planning	The creation of lesson and unit plans that include all major aspects of planning including detailed and thoughtful reflections. <i>Include a minimum of one unit plan in your Design for Learning tab.</i> Focus on Design for Learning Tab of e-Portfolio	Individual	Credit	April 18, 2025
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WEEKLY COURSE SCHEDULE:

Below is a detailed weekly schedule for EDUC 560.

Note: Through all weeks of field experience, Student Teachers should accompany Partner Teachers on supervisory duties, attend staff meetings and professional learning days, and attend parent-teacher meetings (if possible). Student teachers should consider volunteering to run clubs, assist with sports teams, or participate in other activities to build a positive and caring school culture.

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.**
- Make contact with your Partner Teacher(s) by email or telephone.
- If appropriate, 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. If you are returning to your Field Experience III placement, simply email your Partner Teacher to ensure you understand what will be expected of you on the first day.
- Prepare your Field Experience Journal.
- If appropriate, prepare an introduction of yourself to be shared with learners/class(es) at the beginning of the field experience. Revisions to this will be at the discretion of the Partner Teacher(s).
- Ensure you have necessary documentation such the Police Information Check including the Vulnerable Sector Check.

Field Experience Seminar (February)
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Prior to the commencement of Field Experience IV, you will have a seminar with your instructor and cohort to prepare. During this time, you will:

- Become familiar with course outline and assignments.
- Discuss questions with your Field Experience Instructor.
- Consider your experiences in Field Experience III and Professional Learning (EDUC 556) in anticipation of this culminating experience. What are the goals you set for yourself in Field Experience III, and how do they relate to the competencies put forth by Alberta Education?

Note: Attendance at seminars is compulsory.

Focus: Introduction/Re-acquaintance to the school, classroom, Partner Teacher and learners (Week 1, Day 1)

The focus for this week will be introducing yourself to your school and to the learners in your class. If you are new to this school, you should aim to teach approximately three lessons close to the end of this week as you get more comfortable and start moving toward your goal of teaching 80-100% of your Partner Teacher's assignment by the beginning of Week Four. Discuss with your Partner Teacher the topic of a unit plan that you will develop into lesson plans. 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) Revisit your TPGP from your Professional Development and Lifelong Learning course (EDUC 556).
 - Share your TPGP with your Partner Teacher and Field Experience Instructor. Choose an area for targeted feedback.
 - Which TQS competencies, as they relate to your goals, will you address in the next weeks of the field experience?
 - (Re)Inquire into the culture of the classroom. On this first day, begin to apply the interpretive skills you have previously practiced inquiring into the culture of your school, with particular attention being given to any changes from when you were here last, if applicable.
 - Collect documents such as class lists, seating plans, school handbook, etc.
 - (re) Orient yourself to the school community.
- 2) Begin unit and lesson planning and add these plans to your Field Experience Journal.
- 3) If applicable, introduce yourself to your class(es) as a professional. You may follow or adapt the lesson plan that you created prior to your field experience, or your Partner Teacher may give you different suggestions and direction.
- 4) Determine a communication plan for gathering feedback with your partner teacher, community partner (if applicable), and field instructor and discuss expectations with your Partner Teacher. Open and honest communication can often prevent misunderstandings between Student Teachers and Partner Teachers so review your Partner Teacher's expectations during the field experience.

Ask the following questions on or before the first day:

- What are your expectations of me as a Student Teacher? Have these changed from Field 3?
 - How can I make this field experience successful?
 - How and when do you prefer to give feedback (oral, written, after each lesson, at the end of the day, weekly)?
 - When is a good time for me to ask questions? (anytime, after class ends, during preparation)?
 - Is there anything else I should know about before I begin this field experience?
- 5) Begin to discuss with your Partner Teacher their curriculum plans for the next eight 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 80% - 100% of the instructional time by the beginning of the fourth week?

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 in order to begin working with them in meaningful ways.

Day 2-5 Tasks:

- 1) Work with individuals and small groups of learners or assist in the larger class environment as guided by your Partner Teacher.
- 2) Participate in your D2L cohort as directed by your Field Experience Instructor.
- 3) Start developing a unit plan for feedback from your partner teacher and field instructor.

- 4) If possible and as directed by your Partner Teacher, plan and implement a minimum of three lessons by the end of the week. 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 into your Partner Teacher by 3:00 pm on the day before you are to deliver the lesson.** By doing so, you demonstrate competence related a professional body of knowledge (TQS Standard Number 3).
 - Lesson plans should be no more than two pages in length and can be in point form.
 - Unit planning is a required competence to be demonstrated in Field Experience IV. Unit plans must be completed for all units of study taught if applicable. **These must be turned into your Partner Teacher 72 hours prior to beginning the unit (not including weekends) to demonstrate your ability to plan and design learning activities as outlined in the associated Program of Study.**
- 5) Add completed lessons and reflections to your Field Experience Journal.

Focus: An Increase in Instructional Responsibilities (Week 2)

This week you should be aiming to gradually increase your responsibilities in the classroom. For elementary school placements and, if appropriate, in secondary classrooms, you should begin picking up routines such as attendance, opening routines, and so on. Situations and specifics will vary. In general, you should be teaching a **minimum** of 30% of the instructional day, loosely translating to one class per day as you did in Field Experience III.

Tasks:

- 1) Begin to plan and implement a series of lessons and/or learning experiences in one curriculum area and assess student learning with the Partner Teachers' support and guidance. **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 must have access to these plans 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.
 - Lesson plans should be no more than two pages in length and can be in point form. You can use the multiple day lesson planning template to guide your work.
 - Unit plans must be completed for all units of study taught. These must be turned into your Partner Teacher 72 hours prior (not including weekends) to beginning the unit.
 - By the end of this week, Student Teachers should aim to be teaching up to 30-50% of the Partner Teacher's instructional load.
- 2) Participate in your D2L cohort as directed by your Field Experience Instructor.
- 3) Continue to add to your Field Experience Journal.
- 4) Discuss the following week's curriculum plans with your Partner Teacher and discuss what you will be responsible for. When can you design and implement a full unit of study? What do your Partner Teacher's unit plans look like?

Focus: Moving to 50%-75% (Week 3)

Situations and specifics will vary. In general, you should be teaching up to 50%-75% of the instructional day.

Tasks:

- 1) Continue to plan and implement a series of lessons and assess student learning with the Partner Teachers' support and guidance. 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 must have access to these 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.

- Lesson plans should be no more than two pages in length and can be in point form.
 - Unit plans must be completed for all units of study taught. These must be turned into your Partner Teacher 72 hours prior (not including weekends) to beginning the unit.
 - By the end of this week, Student Teachers, with the support of the Partner Teacher, should aim to be teaching up to 50%-75% of the Partner Teacher's instructional load.
- 2) Participate in your D2L cohort as directed by your Field Experience Instructor.
 - 3) Continue to update your Field Experience Journal.
 - 4) Discuss the following week's curriculum plans with your Partner Teacher and discuss when you can design and implement a full unit of study. What do your Partner Teacher's unit plans look like? How does your partner teacher approach year planning? Ask to review your Partner Teacher's year plans.

Focus: Gradual Immersion in the Experience (Week 4)

Situations and specifics will vary. In general, you should, by the end of this week, be teaching 80-100% of the instructional day and continue to assist at all other times of the day. This week give serious thought to your own practice. What do you need to do to continually evolve as a teacher? Do you see areas of strength and areas requiring strengthening? What kind of professional learning might be helpful?

Tasks:

- 1) Continue to plan and implement a series of lessons and/or a unit of study 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 into your Partner Teacher by 3:00 pm on the day before you are to deliver the lesson.
 - Lesson plans should be no more than two pages in length and can be in point form.
 - Unit plans must be completed for all units of study taught. These must be turned into your Partner Teacher 72 hours prior to beginning the unit (not including weekends).
 - By the end of the fourth week, Student Teachers, with the support of the Partner Teacher, should aim to be teaching up to 80-100% of the Partner Teacher's instructional load.
- 2) Participate in your D2L cohort as directed by your Field Experience Instructor.
- 3) Update your Field Experience Journal. **Place a copy of your Midterm Checklist Assessment in your Journal.**

ASSESSMENT DUE!

- Partner Teachers should complete the Midterm Assessment, which is due at the end of Week 4. Midterm Checklist Assessment forms have been emailed to your Partner Teacher. Should another be required, please contact 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**. A copy of your midterm assessment should be submitted into the appropriate D2L Dropbox for informational purposes.
 - Partner Teachers and Student Teachers must 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 keeping a copy of this assessment in their Field Experience Journal and submitting a copy into the appropriate Dropbox folder. **You are not required to turn this assessment into the UPE office.**

Field Experience Seminar (March)

You will have a seminar with your instructor and cohort. This seminar will take place online and will be designed and facilitated by your Field Experience Instructor. Topics may include:

- Questions related to your field experience.
- Final narrative assessment procedures.

Note: Attendance at seminars is compulsory. You do not have to return to your school placement site once the seminar is complete. The remainder of this day is for planning or attending to your well-being.

Focus: Continued Daily Teaching (Week 5-6)

Situations and specifics will vary. In general, you should, by this time, be teaching 80-100% of the instructional day. Specific foci for each week are provided on D2L as part of the reflective process.

Tasks:

- 1) Continue to plan and implement a series of lessons and/or a unit of study 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 into your Partner Teacher by 3:00 pm on the day before you are to deliver the lesson.
 - Lesson plans should be no more than two pages in length and can be in point form.
 - Unit plans must be completed for all units of study taught if applicable. These must be turned into your Partner Teacher 72 hours prior to beginning the unit (not including the weekend).
 - By Week Five, Student Teachers, with the support of the Partner Teacher, should aim to be teaching approximately 80% to 100% of the Partner Teacher's instructional load. If not already doing so, students should aim for 100% by Week Six.
- 2) Participate in your D2L cohort as directed by your Field Experience Instructor.
- 3) In your Field Journal, reflect on your progress. Given your Midterm Checklist Assessment, do you need to modify your goals for the rest of the Field Experience?

Focus: Immersion in the Teaching Experience (Week 7-8)

Situations and specifics will vary. In general, you should, by this week, be teaching 100% of the instructional day, at the discretion of your Partner Teacher. Please check D2L for specific topics.

Tasks:

- 1) Continue to plan and implement a series of lessons and/or a unit of study 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 into your Partner Teacher by 3:00 pm on the day before you are to deliver the lesson. Lesson plans should be no more than two pages in length and can be in point form.
 - Unit plans must be completed for all units of study taught. These must be turned into your Partner Teacher 72 hours prior to beginning the unit (not including the weekend).
 - All Student Teachers should be teaching 100% of the instructional day.
- 2) Participate in your D2L cohort as directed by your Field Experience Instructor.
- 3) Continue to add to your Field Experience Journal.
 - Revisit the competencies of Teaching Quality Standard (2023).
 - Where were you successful in achieving your goals?
 - Do you feel you meet the criteria for beginning teachers in Alberta?

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 (normally submission to D2L Dropbox folder). The student should keep the original.

Field Experience Seminar (April)

You will have a seminar with your instructor and cohort. This seminar will take place online and will be designed and facilitated by your Field Experience Instructor. At this seminar be prepared to discuss your experiences, including your growth over time and throughout the program. Your Field Experience Instructor may introduce other requirements. Topics for discussion may include:

- Questions related to your field experience.
- Final narrative assessment procedures.

Note: Attendance at seminars is compulsory.

Note: Students are responsible for submitting a copy of their Partner Teacher Narrative Assessment on or before this seminar.

EDUC 560 Assessment & Assignments

Assessment for Field Experience IV and all EDUC 560 assignments will be **Credit/No Credit**. Each component, including practicum hours, narrative assessments, and all four assignments, must be completed and passed for you to pass the course.

To graduate, you must receive CREDIT in this Field Experience course in addition to having an overall GPA of 2.5 in the semester. Assessments by Partner Teachers completed twice during this Field Experience course, at the midterm and at the end.

Midterm Assessment

The Midterm Assessment should be **completed by the end of Week 4** and students are to keep a copy of this assessment in their Field Experience Journal. This assessment should be uploaded to D2L; however, it does **not** need to be turned into the UPE Field office.

A follow-up meeting with the field instructor and partner teacher may be required if a student is not progressing adequately at this time.

Final Narrative Assessment

Final Narrative Assessments are a formal, but formative, written assessment of the student's strength and areas for growth in beginning teaching competencies. The assessment will be based on the Course Outcomes, on assignments for this field experience, and on the competencies outlined in the Teaching Quality Standard - Application and Assessment for Field Experience, which can be found at the end of the Course Outline for Field Experience IV. 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 by both the Student Teacher and the Partner Teacher and dated.

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 all narrative assessments as they will be required by school divisions upon application for employment. The UPE Field office will not provide copies of lost narrative assessments.

FIELD IV HAS FOUR REQUIRED LEARNING TASKS:

LEARNING TASK 1: Field Experience Journal

DUE: On-going and as requested by Field Experience Instructor or Community Partner (OOA only)

The Field Experience Journal comprises part of the ongoing and developing compilation of reflections, ideas and examples that will help you to document and understand both your strengths and areas for development and growth as a teacher. The Field Journal acts as evidence that you have fully understood all aspects of the program and used your experiences both on campus and in the field to build your identity as a teacher and to continue to practice and explore the pedagogical, social, and ethical responsibilities of a professional teacher. The Field Experience Journal is a critical and evolving artifact of your professional development.

Note: The Field Experience Journal is a continuation of that done in Field Experiences I-III. Please remove any identifying information such as class lists, student assessments and so on that is not directly relevant to Field Experience IV.

Assessment Criteria for Learning Task 1:

- Each Student Teacher must have her or his own Journal.
- The Journal can be virtual, 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.
- The Field Experience Journal must include the following sections.
 - Information about the school and community
 - Course-related information about EDUC 560 such as the Course Outline, important dates for assignment submissions, midterm and final assessments, and other documents as requested by your Field Instructor
 - Curriculum information for the time of the experience
 - Planning (include notes, support materials, etc.)
 - Teaching (Lesson and unit plans, and Student Teacher reflections on these, Partner Teacher notes and comments, Field Experience Instructor notes and comments). Sample lesson plan templates are posted on D2L. Partner Teachers may recommend other formats depending on context, subject discipline, or the learning needs/style of the Student Teacher.
 - Anonymous student assessment (class lists, anecdotal notes, assessment on the work students have done while you are responsible for their learning).
 - Anything else the Student Teacher chooses to include.
- The Journal should be neat, organized and clearly written; ideas well expressed.

LEARNING TASK 2: Participate in Cohort Learning

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

Attendance at, and participation in, all seminars is mandatory. Field Experience Instructors will communicate expectations regarding D2L discussions and reflections, sharing of lesson plans and other resources, and weekly participation expectations to their cohorts.

Please note that participation in cohort learning will be at the discretion of the field experience instructor to be responsive to the needs of the student teachers.

Assessment Criteria for Learning Task 2:

- Active involvement in cohort discussions and completion of unit plan, as directed by your Field Instructor.
- One discussion post **MUST** be a unit plan for feedback and one post should relate to your updated plan for self-care as you move into the teaching profession.

- Clarity of expression in shared documents (i.e. lesson or unit plans; teaching resources) that includes strong organization of ideas, quality of writing or oral discussion, and high audience engagement.
- Depth of understanding shown through strong linking of theory and practice.
- Emerging ability to critique and critically analyze multiple perspectives.
- Sharing useful resources and lesson plans with your cohort.

LEARNING TASK 3: Designing for Learning: Curriculum Planning/Learning Assignment

DUE: On-going and as requested by Partner Teacher, Community Partner (OOA only) and Field Experience Instructor

Students should gradually work up to 80% - 100% of Partner Teacher's instructional load by the end of Week 4 and should be teaching 100% of the instructional load by the end of Week 8. Students are required to create and deliver at least one unit plan containing detailed lessons with reflections on implementation.

- All lesson and unit plans are stored and available in the Field Experience Journal.

Note: All the below elements below must be present in lesson and unit plans.

Assessment Criteria for Learning Task 3:

- Detailed lesson plans, with reflection, are present for each lesson taught. All lesson plans must include the following although formats may vary:
 - Date and Title of the lesson
 - Outcomes with Reference to the Program of Studies
 - Objectives of the lesson
 - Activities
 - Resources
 - Differentiation
 - Assessment
 - Reflection/Conclusion
- Detailed unit plans are present for each unit taught. All unit plans must include the following although formats may vary:
 - Dates and Title of the unit
 - Outcomes with Reference to the Program of Studies
 - Objectives of the unit as a whole
 - Scope and Sequence of Lessons including Activities.
 - Resources
 - Differentiation
 - Assessment
 - Reflection/Conclusion
- Lesson plans are discussed with the Partner Teacher and provided by 3:00 pm on the day before the lesson is to be taught for feedback, accuracy, and approval.
- Unit plans are discussed with the Partner Teacher and provided at least 72 hours in advance (not including weekends) of the unit for approval.
- Reflection on assessment and objectives is evident. Considerations: *How do you know that learning has taken place? Does your assessment match your objectives? Was there a demonstration of learning on the part of the students?*

LEARNING TASK 4: Designing for Learning e-Portfolio

DUE: April 18, 2025

Task: Update e-Portfolio (Designing for Learning tab)

One or two exemplary lesson plans and a complete unit plan should be posted under the Design for Learning tab of the e-portfolio. Assessment criteria is as noted under Learning Task 3. Your unit plan must be provided for feedback and revision as directed by your field instructor.

Revisit and update your HEARTcare plan and complete discussion post.

Course Work

The B.Ed. Program is a professional program. All the experiences in the Program are designed with the expectation that all students will be fully engaged and involved and complete all coursework. As a member of a learning community and as an ambassador of our program in the community, your individual contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher.

Please review, carefully, the University of Calgary's Academic Calendar. The Calendar describes the program and provides detailed schedules and notices regarding important dates. The Calendar contains information on expectations for student work and professional conduct. Please also note that all Field Experience students in the Werklund School of Education are accountable to Calendar section Werklund School of Education [3.4 Standards of Professionalism](#) the [Alberta Teachers' Association Code of Professional Conduct](#), as well as any and all additional Werklund school of Education policies related to field studies. Please see the calendar and Field Experience Handbook for details and descriptions in the following topic areas:

Attendance

Regardless of the reason for your absence, you must complete the Absence Reporting Form supplied to you from the Field Office. You are allotted a maximum of four days absent from Field Experience IV. Additionally, late arrivals and early departures (for reasons other than illness) at the school site will be considered a serious matter and may jeopardize successful completion of EDUC 560, Field Experience IV.

You may be asked to provide documentation as per University of Calgary Academic Calendar regulations for absences.

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 - see note)
- One personal 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)
- A half day will be given for interview purposes. This will not count towards your total four days of absence.

You must notify your field instructor and Field Office (upefield@ucalgary.ca) of all absences, and ***any absences for longer than four days must be approved by the appropriate Field Director.***

If you are absent for more than four days, you will need to make up the additional time.

Note regarding absence for Professional Development – Students are permitted a maximum of two days absence for professional development. These days count in the total of four allowed days absent. Students must complete the Professional Development Leave of Absence Form and receive the prior approval of the Partner Teacher, Field Experience Instructor and Director of Field Experience.

Engagement in Class Discussion and Inquiry

This field course involves collaborating with fellow students to share ideas and thinking. For example, you will be participating in D2L cohort learning as assigned by your instructor. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

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*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *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>

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). 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.

Teaching Quality Standard (2023) – Application and Assessment for EDUC 560, Field Experience IV

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 560, Field Experience IV

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 560, I consistently demonstrate willingness and 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 fully involved in the life of the school by embracing the role of teacher. 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 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 using my voice and my interaction with students. I understand that I am still learning and that those I am learning from may have additional requirements of me. By the end of this placement, I will have demonstrated that I can accept the responsibility of a classroom as a competent, beginning teacher.

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 560, I consistently treat others with fairness, respect, and integrity. I demonstrate empathy and a concern for others that is evidenced in the way I interact with them. I 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.

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

As a pre-service teacher in EDUC 560, I consistently seek out 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 am able to bring the theory learned in my courses to bear on my teaching practice and draw from that research to enhance my emerging understanding of Indigenous education and other critical topics.

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.

As a pre-service teacher in EDUC 560, 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 and units of study that attend to personalized learning and the

needs of ALL children. In planning these lessons/units, 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 consider the unique strengths of my students and design learning activities that build student capacity for collaboration and leadership. I will demonstrate my developing ability to implement both formative and summative assessment and I will examine the ways in which that assessment evidence can inform future lessons. I will provide accurate, constructive, and timely feedback on student learning and will assist students to evaluate and inform their own learning. 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.

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 560, 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. 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.

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.

As a pre-service teacher in EDUC 560, 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 am working with, 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 560, I follow the lead of those I am working with to ensure I am responding in accordance with the requirements of the *Education Act*, the *Code of Professional Conduct for Teachers and Teacher Leaders*, 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.

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-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/627ed88eb4b041b7a2e8155effac350>

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/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act>

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 Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Tracy Dinh, educrep@su.ucalgary.ca.