UNIVERSITY OF CALGARY

Erin Spring

EDUC 564: The First Year Teacher
Winter, 2025

Land Acknowledgement: *The University of Calgary both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta* (Districts 5 and 6).

Class Dates: January 13 - February 12, 2025
        Synchronous classes: Wednesdays, January 15, 22, 29, Feb 5, 12 as per above listed class 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.

Prerequisite: 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

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence with their instructor. Emails will be responded to within 24 hours of receipt, during regular business hours (M-F, 9:00-4:00 pm).

COURSE DESCRIPTION:
This course will provide students with the opportunity to examine and consider the navigation of the successes and common challenges associated with the first year of teaching in the K-12 school system.

LEARNER OUTCOMES:

Students will be knowledgeable about:

1. Getting Hired: Roles and responsibilities as a first-year teacher (Certification, Contracts, and How to Apply)
2. Got a Job: Professional Roles and Responsibilities (TQS, Code of Conduct, Contracts)
3. Planning a Whole Course: Introduction to making a year plan
4. Setting up your classroom: Routines, processes, and building community
5. Workplace wellbeing: Priorities, relationships, and mentorship

COURSE DESIGN AND DELIVERY: This course will be delivered fully online including both synchronous and asynchronous delivery via Zoom and D2L.

REQUIRED RESOURCES:

Alberta Teachers Association (2022). Code of Professional Conduct.
https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf

Alberta Teacher Education Practicum Working Group. (2021). Podcast 2: Wellness in the Teacher Practicum. https://voiced.ca/podcast_episode_post/episode-two-wellness-in-the-teacher-practicum/

Alberta Education. (2020). Teaching Quality Standard. https://open.alberta.ca/dataset/4596e0e5-bcad-4e93-a1fb-dad8e2b800d6/resource/75e96af5-8fad-4807-b99a-f12e26d15d9f/download/edc-alberta-education-teaching-quality-standard-2018-01-17.pdf

Alberta Teacher Education Practicum Working Group. (2021). Podcast 5: Coaching and Mentoring in the teacher practicum. https://voiced.ca/podcast_episode_post/episode-five-coaching-and-mentoring-in-the-teacher-practicum/

Library Guides (2022). Sample Education Resume.
https://libguides.ucalgary.ca/ld.php?content_id=34036223

Student Services (2022). Career Clips. https://www.ucalgary.ca/career-personal-development/advising/career-clips

Waterford.org (2019). The First-Year Teacher's Guide to Preparing for the School Year.
https://www.waterford.org/education/first-year-teacher-tips/

ADDITIONAL RESOURCES:

Alberta Teacher Education Practicum Working Group. (2021). Podcast 4: The Teaching Quality Standard. https://voiced.ca/podcast_episode_post/episode-four-the-teaching-quality-standard/

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1: *Resume & Teaching Philosophy Statement*	Creating a Professional Resume and Teaching Philosophy Statement **AND** Discussion Post #1: Link to Resource	Individual	50%	**Discussion Post #1:** End of Week 1 - Jan 17, 2025 **Resume and Teaching**

				Philosophy - End of Week 2 - Jan 24, 2025
Learning Task 2: *Structured Interview*	Visual Representation of Interviews with three partner teachers (advice for first year of teaching) **AND** Discussion Post #2: Advice for First Year Teaching	Group	50%	**Discussion Post #2:** Advice for First Year Teaching Feb 3-5, 2025 **Final Submission of Visual Representation** Due Feb 7, 2025

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1	Getting Hired	**Mandatory Zoom Session**: Wed, Jan 15 **Website Exploration:** Student Services Career Services **Required Text**: Student Services (2022). Career Clips. https://www.ucalgary.ca/career-personal-development/advising/career-clips	Discussion Post #1 Jan 17, 2025
Week 2	Starting your Career/ Professional Responsibilities	**Mandatory Zoom Session**: Wed, Jan 22 **Website Exploration:** Taking Flight: https://fieldexperience.teachers.ab.ca/ **Required Text**: Teaching Quality Standard; Code of Professional Conduct; Podcast #5: Coaching and Mentoring in the Teacher Practicum	Task #1 Jan 24, 2025
Week 3	Teacher Wellbeing	**Mandatory Zoom Session**: Wed, Jan 29 **Website Exploration:** HEARTcare Planning Website: https://heartcareeducators.ca/	

		Required Text: Podcast 2: Wellness in the Teacher Practicum.	
Week 4	Planning your Year/ Setting up your Classroom	**Mandatory Zoom session**: Wed, Feb 5 **Required text**: Waterford.org (2019). *The First-Year Teacher's Guide to Preparing for the School Year.* https://www.waterford.org/education/first-year-teacher-tips/	**Discussion Post #2** due Feb 3-5th, 2025 **Task #2 Due Date**: Final Submission Feb 7, 2025
Week 5	Sharing	**Mandatory Zoom session**: Wed, Feb 12 Sharing of Task 2 on D2L	

CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

LEARNING TASKS AND ASSESSMENT

Please note that all assignments are expected to be the original work of the student and students are not to employ text generation software (for example, ChatGPT). Given the personalized nature of assignments, you may not use AI tools to draft your work, even if you edit and revise them.

There are two required Learning Tasks for this course.

> **LEARNING TASK 1: Creating a professional resume and Teaching Philosophy Statement (cover letter): D2L Resource Post Uploaded by 11:59 pm: January 17, 2025**
> **Resume and Philosophy Statement Due by 11:59 pm: January 24, 2025**

> For this first task, you will create a professional resume and write a 500–600-word teaching philosophy statement. The purpose of this task is to help you define your professional identity and refine your resume to reflect an education/teaching focus.

> You will also write **one discussion post** by the end of Week 1 providing a link to an evidence-based resource you used to develop your teaching philosophy statement. This resource might be theoretical or practical in nature, but it should assist your classmates with moving forward with their project. Completion of this D2L post is one component of your first task and **must be uploaded by January 17, 2025,** but it can be uploaded earlier.

> **Your resume will contain** some or all of the following elements as they relate to getting a job in the education field:

- *Objective and Single Teaching Philosophy Statement* (What is your intent?)
- *Skills and Competencies* (What are my key strengths and skills as an aspiring K-12 teacher?)
- *Education* (including practicum experience)
- *Work Experience* (Which job experiences relate to working with children and youth?)
- *Volunteer Experience* (Which volunteer experiences relate to working with children and youth?)
- *Professional Learning and Certifications* (What professional organizations or other learning opportunities have you accessed?)
- *Related Interests* (What other areas/strengths do you have?)
- You should access the Student Career Services website for templates, examples, and other support. https://www.ucalgary.ca/student-services/careers

In your 500–600-word teaching philosophy statement, you will briefly describe your beliefs about teaching and learning, teaching strengths, and future goals.

You might consider the following questions as you brainstorm your philosophy statement:
- What are my beliefs about teaching and learning in K-12 classrooms?
- Why do I hold these beliefs?
- Who or what has most informed my teaching approaches?
- What difference do I hope to make as a K-12 teacher?
- How have my beliefs been influenced by my educational courses to date?
- What teaching and learning strategies do I use?
- What sets me apart as an aspiring K-12 teacher?
- How will I continue to grow, develop, and improve as a K-12 teacher?
- What interests me the most about teaching in K-12 classrooms?
- What are my aspirations within the education field?

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

In case of discrepancies, the rubric on D2L will be taken as correct.

Components	Criteria	Required Elements
Resume (15 marks)	All the required elements listed in the assignment are described in the resume.	*Objective and Single Teaching Philosophy Statement* *Skills and Competencies* *Education* *Work Experience* *Volunteer Experience* *Professional Learning and Certifications* *Related Interests*

D2L Post (10 marks)	Evidence-based resource provided in timely manner	Maximum 100 words description of the resource (how resource supported resume or philosophy development) Link to resource
Philosophy (15 marks)	The teaching philosophy statement uses professional and personal examples and observations to communicate the writer's perspective.	Elaborate on teaching and learning, teaching strengths, and future goals.
Written Expression (10 marks)	The resume and philosophy statement are clear, thought-provoking, well-sequenced, and clearly written with no errors of expression or grammar.	Written expression is clear, succinct, and follows APA standards for grammar and format.

2. LEARNING TASK 2: Visual representation of interviews with partner teachers
    Draft submission due (D2L post for peer feedback and discussion): February 3-5, 2025
    Final submission due for grading: February 7, 2025

In this learning task, you will have the opportunity to interview and summarize advice from practicing teachers with regards to their first years of instruction. In groups of 4-5 people, you will choose three of your partner teachers from your Field Experience 3 to interview about their early career and advice they have for first year teachers.

You should ask at least 5-7 questions that are agreed upon by your group during the interviews. Questions you might ask include:
1. What inspired you to become a teacher?
2. Tell us about your first year of teaching. What were your main highlights and challenges?
3. What helpful advice did you get during your first year of teaching?
4. What is some advice you have to share with first year teachers?
5. What were some effective strategies you have used to support your well-being?

Develop an infographic or other visual representation that captures the main themes and advice you gathered from the three interviews. What stood out to your group from the interviews as important and helpful as you move into your first year of teaching?

Upload your infographic to D2L in a discussion post and include one highlight or main learning

about the first year of teaching per group member. While a group discussion post, each individual's learning and voice should be effectively captured in the text. This group post should be no more than 500 words.

Your infographic or other visual representation will be assessed according to incorporating meaningful, reference to course required materials and texts, and clarity of the presentation.

<center>CRITERIA FOR ASSESSMENT OF LEARNING TASK 2</center>

In case of discrepancies, the rubric on D2L will be taken as correct.

Criteria	Criteria Exceptionally Met (A+)	Criteria Well Met (A)	Criteria Met (A-)	Criteria Somewhat Met (B+)	Criteria Not Met (Lower than B)
Content	An A+ meets and exceeds all expectations set in the assignment. It is worthy of publication or to be used as an exemplar for future students.	Precise evidence is presented and incorporates interview themes, partner teacher professional and personal experience, class discussions, and the course readings related to becoming a first-year teacher. Well-written and thoughtful discussion post uploaded to D2L in a timely manner. Includes voice from all group members. In addition to class resources, evidence from other research is used to strengthen the information provided. Presentation clearly describes/demonstrates various elements of becoming a professional.	The digital representation of the mind map or infographic was suitable for the topic, providing solid evidence of the group's understanding of literacy. Discussion post uploaded to D2L in a timely manner. Includes some voice from all group members. Some supporting evidence is presented and incorporates personal experience, class discussions, and the course readings to define literacy and multiple literacies. Some evidence	The choice of presentation was suited to the assignment; however, the presentation was often clunky, awkward, or unclear. The information provided assumed understanding by the viewer. Discussion post uploaded to D2L just in time or right at the deadline. Includes unclear voice from all group members and is either too long or too short for this task. Presentation speaks superficially to the elements of becoming a professional. Evidence from personal	The submission does not address or contain the expected elements of the assignment. Please meet with the instructor.

| | | | of research into the topic is provided although the focus is on course materials.

Presentation connects some elements of becoming a professional. | experience, class discussions, and the media text is presented but not explored critically.

Course materials formed the sole basis of the information provided. No other research is evident. | |
|---|---|---|---|---|---|
| **Visual Representation** | An A+ meets and exceeds all expectations set in the assignment.

It is worthy of publication or to be used as an exemplar for future students. | The digital representation of the infographic or other visual representation was well-chosen, thoughtfully laid-out, and suitable for the topic.

Language (written or otherwise) is sophisticated, clear and accurate with no grammar, punctuation or spelling mistakes.

Images and words are thoughtfully selected to make the message clear.

Final product is submitted to D2L for feedback and generated interesting discussion.

APA formatting is used to cite sources with no errors. | Language (written or otherwise) is sophisticated, clear and accurate with no grammar, punctuation or spelling mistakes.

Images and words are thoughtfully selected to make the message clear.

An effort is made to use APA correctly when cite sources used. | Language (written or otherwise) contains mistakes in grammar, punctuation or spelling resulting in confusing communication.

Minimal effort is made to cite sources accurately using APA formatting. | The submission does not address or contain the expected elements of the assignment. Please meet with 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

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. **A penalty of 10% per day will apply for unexcused late submissions of assignments.**

ISSUES WITH GROUP TASKS

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

GRADING

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

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

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

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

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

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

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

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

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

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