

*Erin Spring***EDUC 440: Field Experience 1**
Fall, 2024

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: October 7-18, 2024, 8:00am-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 (upeqfield@ucalgary.ca) will respond to emails and other communication 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, 2024 to attend their practicum school. You will not be allowed to enter your practicum school without a current PIC.*

Field Experience Seminars:

All EDUC 440 students will participate in two, in-person field seminars with their field instructors.

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

COURSE DESCRIPTION:

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

During this time, you will observe diverse aspects of school life for the purpose of collecting and composing ethnographic field notes, to be collected in the Field Experience Journal, and you will participate in learning seminars and group discussions in an online D2L learning community. The general structure of the nine days of this course is outlined in the daily course schedule, providing you with the opportunity to continually focus and sharpen your attention to the school site.

Daily and weekly assignments will create opportunities for you to engage, individually and with peers, in focused inquiry about learners, teachers and schools. Finally, whenever possible and *at the discretion of the teachers participating in EDUC 440*, you may be expected to assist the classroom teacher with various activities and routines.

LEARNER OUTCOMES:

1. By the end of Field Experience I, it is expected that you will begin to develop strong observational skills that will allow you to ask deeper questions about teaching, learning and life in schools.
2. Throughout the course of Field Experience I, you will be involved with students if possible and involve yourself in discussions with staff members regarding questions that have arisen for you about life in schools.
3. Forming professional relationships is the foundation of all aspects of good teaching. Evidence of attempts to form professional relationships and to demonstrate exemplary professionalism should be at the heart of the work you will be doing.
4. Safe, compassionate, and caring classroom environments are built on personal and professional wellbeing of students, staff, and educators. By the end of EDUC 440, you will have investigated some personal strategies, teaching philosophies, and wellbeing activities that promote a positive school culture.

COHORT ENGAGEMENT THEMES

1. What is school culture?
2. What do students do all day?
3. What do teachers do all day?
4. What constitutes life in schools?

PROFESSIONAL OUTCOMES:

Teaching Quality Standard Competencies

The learner outcomes for all field experiences are based on the competencies that teachers must achieve in their work with students. These have been established by Alberta Education, Government of Alberta.

The following are the competencies established by Alberta Education that are to be your focus for Semester 1. Please see the Application and Assessment for Field Experience 1 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 or can be found in the Student Field Experience Handbook.

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

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.

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.

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

REQUIRED READINGS, RESOURCES AND SUPPORT MATERIALS:

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

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

HEARTCARE APP: Use the provided QR code to create a user profile. Access and all embedded activities are free for Werklund Students to assist you with meeting your daily wellness goals.



SUPPLEMENTARY TOOLS AND RESOURCES

ACADEMIC INTEGRITY LESSON PLANS: Developed by Sarah Eaton and Rahul Kumar:
<https://doi.org/10.11575/PRISM/42226>

ARTIFICIAL INTELLIGENCE TOOLS:

1. Alberta Teachers Association Library: Tools for Teachers
<https://ssc.teachers.ab.ca/links/Pages/Teacher%20Tools.aspx>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1 Cohort Student Discussion in School/D2L	Participate in seminar meetings and respond to daily prompts in D2L as directed by your Field Experience Instructor and as written in the Course Outline or D2L shell. Daily posts are due no later than 11:00 p.m. each evening.	Individual	Credit/ No Credit	Daily and as requested by the Field Experience Instructor
Learning Task #2 Field Experience Journal	Your Field Experience Journal will be a physical/ non-digital collection of your observations, reflections, questions, and information about the school. Your instructor will evaluate your journal during visits. *Out of Area students are required to submit one page from their journal to the drop box on a weekly basis prior to Friday at 6:00 p.m. Choose a page that represents your greatest learning that week.	Individual	Credit/ No Credit	Weekly or as requested by your Field instructor
Learning Task #3 Field Experience e-Portfolio	Design an e-Portfolio shell and create your “Who Am I” tab. <i><u>Note:</u> Students are not permitted to take photos in/around the schools. Your instructor will provide more information.</i>	Individual	Credit/ No Credit	October 21, 2024

WEEKLY COURSE SCHEDULE

Below is a detailed daily schedule for EDUC 440.

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

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.

- Prepare your Field Experience Journal.
- Ensure you have presented the necessary documentation such the Police Information Check including the Vulnerable Sector Check to the Field Office and have it available for your school administration.
- Review and understand both the University of Calgary and your school district’s policies and processes.
- Discuss the #FieldSelfCareStreak. This initiative is a voluntary challenge for students, university faculty, and instructors alike to take some time every day (15-20 minutes) during their Field Experience 1 course to attend to their self-care. Ideas and information can be found at <https://heartcareeducators.ca/heartcare-for-preservice/> . If you want to, post your ideas or pictures to #FieldSelfCareStreak on social media feeds on Twitter, Mastodon, or Instagram or

Field Experience Seminar 1 (As Arranged by Field Instructor)

as a discussion thread on D2L or participate using through the HEARTcare/Wellnify app or as directed by your field instructor.

1. Discuss the final assignment designing your *e- Portfolio and completing your "Who am I tab"*.
2. Discuss Field Experience Journal assignment.
3. Discuss and share this week's experiences.
4. Pose questions about next week.
5. Discuss some of the self-care strategies you have noticed so far during Field Experience.

Assignment:

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

Note: Attendance at seminars is mandatory.

**Field Experience Seminar 2
(As Arranged by Field Instructor)**

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

Assignment:

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

Note: Attendance at seminars is mandatory.

**Focus: Orientation to the school and Field Experience Dossier
(Week 1, Day 1, - October 7, 2024)**

Today is a day to begin noticing and to begin orienting yourself to the school's culture. You may begin your day by participating in an orientation with the School Liaison or other designated school staff members where you will learn about the culture and philosophy of the school and will tour the school building.

Day 1 Tasks:

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

- In what neighborhood is the school located? What neighborhoods are the students from and how do they come to school? Are the students primarily bussed to school?
 - What do you notice students in the classrooms doing? What do you notice teachers and other school staff doing? What happens during breaks, recess, and transition times?
 - Is the health and well-being of students and staff supported by the school culture?
 - What kind of support staff are employed by the school, and what are their roles?
6. Focus on articulating your commitments to your own learning, engagement and development as a teacher.
- Organize and add to your Field Experience Journal.

D2L Discussion Post:

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

**Focus: Well-Being and the Culture of the School
(Week 1, Day 2, - October 8, 2024)**

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

Day 2 Tasks:

1. Ask the supervising teacher how you might get involved in the class activities.
2. Participate and assist in the classroom as requested by the supervising teacher. What do you notice about the student's interactions with you?
3. Collect jot notes all day such as sketches, impressions, observations, questions and so on. **Your notes should be fleshed out in more detail after the school day is over.** By the end of day two you should have gathered significant field notes related to the school's culture including physical layout, the school's mission, organizational structures, the community culture(s) in formal and informal spaces.

D2L Discussion Post:

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

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

**Focus: What do students and teachers do all day?
(Week 1, Day 3, October 9, 2024)**

Today's focus is on the lives and experiences of students and teachers in schools. The focus is on *all* of the students in the classrooms in which you are observing, as well as the teacher's activities and routines. Your goal for this day is to practice descriptive and meticulous ethnographic thoroughness.

Day 3 Tasks:

1. Participate and assist in the classroom as requested by the supervising teacher. What do you notice about the students' interactions with one another and with you?

2. Collect jot notes all day such as sketches, impressions, observations and questions on the life of the classroom. **Your notes should be fleshed out in more detail after the school day is over.** Describe the classroom. What happens during the day in this learning space? How is it organized? How is time used? What happened and what did students do and why? What is the whole class doing? What are individual students doing? Provide as much detail about the lives of students as you can. For example, when are they sitting, listening, working, talking, sharing? What topics? When are they quiet, noisy, moving, exhibiting a lack of movement, having interactions and with whom and when?
 - **Consider the students' eyes/experience/voices including the classroom design and space.** How does their body experience the day and the furniture they use? How do they move, how do they experience time, what parts of the school building do they go to, what do they do during breaks and recess and so on.
 - **Shift your focus to the work of the teacher.** How does the teacher spend their time? How is the teacher's classroom organized? What do they do on a typical day? How do they engage with their students? What self-care does the teacher role model?

D2L Discussion Post:

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

**Focus: Where is your teacher identity in this classroom?
(Week 1, Days 4, - October 10, 2024)**

Day 4 and 5 Tasks:

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

1. Ask the supervising teacher if there is any way for you to get involved. Help out in the class and assist as requested.
2. Think about how you might use or adapt what you have observed this week in your own teaching practice.
3. Consider teaching strategies, activities, or lessons you observed. Describe one that was particularly effective with the students.
4. What did you do to care for your own wellbeing this week? What did you observe other people doing to care for their wellbeing through the week? Did you log in to check the HEARTcare app?

Assignment:

Start working purposefully towards the final assignment that is due at the end of Week Two. You do not have a D2L post due today, so spend time developing your e-Portfolio.

1. Consider what you have learned this week. Has your experience challenged any of your previously held perceptions about the nature of education and schooling?
2. Review your ethnographic field notes from this week. In your Field Journal, consider two or three themes and note three questions that have emerged for you as a result of your time in this school. What was this week about for you? What have you learned and what questions do you still have?

**Focus: Assessment Strategies
(Week 1, Day 5, October 11, 2024)**

Today's focus is on the assessment strategies that you will observe throughout the course of the day. Teachers use numerous assessment strategies for varying reasons and in varying contexts. In the previous week you began observing assessment from the perspective of the teacher. Now expand that observation to include students.

Day 4 Tasks:

1. Ask the supervising teacher if there is any way for you to get involved.

2. Participate and assist in the classroom as requested by the supervising teacher. What do you notice about the students' reactions to assessment? With what kinds of assessments are students engaging?
3. Collect jot notes all day such as sketches, impressions, observations and questions on assessment. **Your notes should be fleshed out in more detail after the school day is over.** What are the varying ways in which teachers assess student learning? Does assessment appear to be contextual or individualized based on student need? What do those teachers you observe count as evidence that students are learning? Is the evidence the same for all students or are there variations? How are assessment practices employed to assist and assess diverse learners?
 - Take special note of the ways in which students engage in assessment? Do they appear to use assessment information for their own learning? How do they engage with formative assessment?

D2L Discussion Post:

Review your ethnographic field notes from today, particularly your observations of formative and summative assessment practices from both the teacher and student perspectives. Describe an interesting assessment you observed including information about why the teacher chose that assessment for their teaching objectives. What were the students' perceptions of this form of evaluation?

**Week Two: Deeper Insights into School culture
(Week 2, Day 1: October 15, 2024)**

As you begin this week, revisit your initial impressions about school culture. Schools are a place of work for multiple adults, including educational assistants, literacy support workers, educational psychologists, librarians, and custodians. Today, you will pay special attention to the work of support staff and other professional workers in the building.

If possible, meet with your peers or members of your cohort to create one group discussion post to share with the rest of your cohort at the direction of your Field Instructor.

Day 1 Tasks:

1. Ask the supervising teacher if there is any way for you to get involved.
2. Schedule your self-care for the week. What will you do to attend to your emotional, mental, spiritual, environmental, financial, intellectual, or occupational health this week? How might your colleagues and the HEARTcare app support you with reaching your daily goals?
3. Look at your Field Journal from Week 1. Look for assumptions that you might have made about the school culture based on your initial impressions. How well do these initial impressions hold up?
4. Focus your observations on staff other than the teacher in your classroom. What other support staff were involved in your classroom today? How do they contribute to the school culture?
5. Focus on articulating your commitments to your own learning, engagement and development as a teacher.
 - Organize and add to your Field Experience Journal.

D2L Discussion Post:

Focus your observations on staff (other than the teacher) in your classroom and school. What other support staff were involved in your classroom today? How do they contribute to the school culture?

**Focus: Teaching and Learning in Classrooms
(Week 2, Day 2, October 16, 2024)**

Teachers employ numerous strategies to create safe and inclusive classrooms. Today you will observe and participate in classrooms as organized by your school. Your focus of observation will be on the ways in which a classroom acts as a community of learners. Your work today is to gather and compose detailed field notes towards a cultural organizational analysis.

Day 2 Tasks:

1. Participate and assist in the classroom as requested by the supervising teacher. What do you notice about the student's interactions with each other? With you? With their teacher?
2. Collect jot notes all day such as sketches, impressions, observations, questions and so on. **Your notes should be fleshed out in more detail after the school day is over.**
3. What different teaching strategies did you observe today? How many different learning activities did you observe over the course of the class? Which ones appeared to be highly engaging to students?
4. If possible, find out the preparation your teacher completed to successfully direct these activities.
5. Attempt to write about the day through the teacher's eyes/experience/voice. What did you observe in terms of teaching strategies that you feel could work well for you? Which teaching strategies do you feel would take some practice for you to use well? How do these relate to the engagement of students?

D2L Discussion Post:

What different teaching strategies did you observe today? Which ones appeared to be highly engaging to students? If possible, find out the preparation your teacher completed to successfully direct these activities. Which teaching strategies would work well for you? Which teaching strategies would take some practice for you to use well? How do these relate to the engagement of students?

**Focus: Teaching with Technology
(Week 2, Day 3, October 17, 2024)**

Today's focus is on the teaching strategies that you will observe throughout the course of the day. Teachers use numerous strategies, all with their own strengths and rationales, to reach large numbers of individual learners.

Day 3 Tasks:

1. Participate and assist in the classroom as requested by the supervising teacher. What do you notice about the students' reactions to various kinds of pedagogical techniques?
2. Collect jot notes all day such as sketches, impressions, observations and questions on the teaching strategies being employed. **Your notes should be fleshed out in more detail after the school day is over.**
3. Pay attention to the variety of forms of technology used by your teacher and in what capacity. How does technology assist students with learning the lesson objectives? What amounts of technology are needed (individual or shared)? What are some challenges that you noticed that students encountered with using technology?
4. How is technology used to connect students with their teachers?
5. Investigate if AI tools are used in your classroom. How might these tools improve teaching and learning in a classroom?
6. A major change this year is the banning of cellular phones in classrooms. What impacts do you observe related to this ban?

D2L Discussion Post:

Describe **one particularly useful form of technology** that you observed employed in the classroom. **Post your thoughts** and descriptions of this technology, as well as your day generally, on D2L and discuss with your group. **Respond** to at least one other post done by a classmate.

**Focus: Revisiting and Interpreting Your Learning
(Week 2, Day 4, October 18, 2024)**

Throughout the week, you should have been thinking about and working purposefully already towards the final assignment that is due on Monday, October 21, 2024. What have you learned and what do you hope to examine further in your time in this program? What is *life in schools*?

Day 5 Tasks:

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

Assignment:

Your final assignment (your e-Portfolio) is due on October 21 at 11:59 pm. Please note that there are no D2L posts due today.

CHANGES TO SCHEDULE:

Changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

LEARNING TASKS AND ASSESSMENT

Assessment for Field Experience I and all EDUC 440 assignments will be **Credit/Non Credit**. 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 the Field Experiences and must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

Final Assessments will be completed by the Field Experience Instructor and will be turned into the Undergraduate Programs in Education Office digitally. The original will be returned to the student. **Please ensure you keep all assessments as they will be required by many school divisions upon application for employment.** The UPE office is not responsible for providing copies of lost assessments.

LEARNING TASK 1: COHORT STUDENT DISCUSSION IN SCHOOL / D2L

DUE: As requested by Field Experience Instructor

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

Assessment Criteria for Learning Task 1:

- Active involvement in cohort discussions both in school and on D2L.
- Student engages fully in D2L discussion posts, whether the responses are written, oral, or visual.
- Clarity of expression includes strong organization of ideas, quality of writing, 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 2: FIELD EXPERIENCE JOURNAL

DUE: As requested by Field Experience Instructor

Your Field Experience Journal will comprise a collection of your observations, reflections, questions, connection to theories and school information such as seating charts, and safety information. **You will continue to modify and add to this journal over the next three Field Experience courses.** This should be kept with you in hard copy (a binder or book) as you travel through your two-week experience and must be available for your Field Instructor when they visit your school. 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. Your Field Experience Instructor will evaluate your Journal according to the following criteria:

Assessment Criteria for Learning Task 2:

- Clear connections are made between the educational theories you have learned in class to practice and practices you observed to educational theory.
- Depth of observations and reflections.
- Clarity of expression includes strong organization of ideas, quality of writing, high reader interest.
- Emerging awareness of multiple perspectives in school.

LEARNING TASK 3: FIELD EXPERIENCE E-PORTFOLIO (DIGITAL PORTFOLIO)**DUE: October 21, 2024**

The Field Experience e-Portfolio assignment provides students an opportunity to collect and reflect on work they have completed throughout field experience program 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 (EDUC 560), 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

The purpose of this assignment is to design your e-Portfolio *shell* that will be used throughout the field experience courses in the Werklund School of Education. Creating an e-Portfolio provides you with a space to discover, understand, communicate and reflect on learning.

The E-portfolio *shell* will need to provide space for the following tabs where future artifacts will be uploaded. Eventually, you will be able to organize your e-portfolio and tabs to highlight your personality and purposes, but until then please include the following tabs:

- *Who Am I* and my Teaching Philosophy
- Designing for Learning (This includes lesson/unit/ yearly plans)
- Teaching Quality Standard (TQS)
- Personal Self-Care Plan using HEARTcare Planning Tool (This may also go under Who Am I Tab)
- Professional Development and Learning
- Assessments and Employment Documents (e.g. resume)

Once you have completed the shell, you are expected to complete your **Who Am I?** tab. This element of your e-Portfolio is an opportunity to reflect on your learning from EDUC 430 and 440 and the essential questions of: *Who am I*, and *How do my beliefs shape my perception of learning, teaching and school culture?*

Use the [HEARTcare for Preservice Teachers](#) workbook to guide your thinking as you create your **Who am I?** tab. Specifically, read and reflect on the questions posed on pages 2, 3, 11, and 12.

In this tab, you may start to add elements such as photos*, your background, educational interests, and what brought you to teaching. This reflection should be a minimum of 200 words in length and contain at least 3-5 images.

The following resources are available to support your design of your e-portfolio shell. You may choose to use the e-portfolio shell on D2L or another digital platform that better suits your needs.

e-Portfolio Resources

- Werklund School of Education e-Portfolio Resources <https://werklund.ucalgary.ca/teaching-learning/student-resources/eportfolio-resources>
- Other digital platforms: [E Portfolio Tools & Resources](#)
- Wix and Weebly are two popular, user-friendly digital platforms:

- Wix: <https://www.youtube.com/watch?v=6Q4737kSSzA>
- Weebly: <https://www.youtube.com/watch?v=nLJvniZrSp4>
https://libguides.ucalgary.ca/sb.php?subject_id=52614
- [e-portfolio-support-document_best-practices-final](#), Compiled by Dr. Robin Alison Mueller, Taylor Institute for Teaching and Learning
- [e-portfolio-support-document_purposes-and-rationale-final](#), Compiled by Dr. Robin Alison Mueller, Taylor Institute for Teaching and Learning
- [Taylor Institute for Teaching and Learning, Educational Development Unit](#)
<https://elearn.ucalgary.ca/e-portfolio-tools-resources>

*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

Usability and Accessibility

- Portfolio is easy to read
- Font and type size vary appropriately for headings, sub- heading and texts
- Color of background, fonts and links, enhance the readability and visual appeal and 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

- **Who Am I** tab begins to explore the question: Who am I and how do my beliefs shape my perception of learning, teaching and school culture?
- **The Who Am I tab includes reflection related to pages 2, 3, 11, and 12 of the HEARTcare Planning for Preservice Teachers workbook. (Minimum text length: 200 words, 3-5 images)**
- Text is clear, appropriate and largely free of grammatical errors
- Content and language are engaging, insightful and, thoughtfully drafted

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

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

Werklund School of Education Field Experience Program

Taken from the Teaching Quality Standard – Alberta Education

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

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

Assessment Criteria for Field Experience

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

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

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

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

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

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

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

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

LEARNING TASKS AND ASSESSMENT

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

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

THE IMPORTANCE OF ATTENDANCE AND PARTICIPATION IN EVERY CLASS

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

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

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

All subsequent days may jeopardize the successful completion of EDUC 440, 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 successful completion of EDUC 440, Field Experience.

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

ENGAGEMENT IN CLASS DISCUSSION AND INQUIRY

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

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E.

Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

MISSING OR LATE SUBMISSIONS

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

ISSUES WITH GROUP TASKS

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

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

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

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

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

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.