

EDUC 440 Field Experience I
Fall, 2020

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Class Dates: October 13-23, 2020

Off Campus

Instructor: See SFE for your instructor’s information

Field Experience Seminars:

- Sections B01-12: Field Experience seminars will be scheduled by the instructor.
- Sections B30-32: Field Experience seminars have been scheduled to take place through Zoom

Zoom Dates: October 14, 2020
October 22, 2020

Your instructor will set up your Zoom sessions at the below times:

- B30: 4:30- 6:00 p.m.
- B31: 6:00- 7:30 p.m.
- B32: 6:00- 7:30 p.m.

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

Course Description:

This 10-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 online learning seminars and in group discussions in an online D2L learning community. The general structure of the ten 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.

Course 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. From these questions, you will begin to form theories based on discussions and readings in order to make appropriate suggestions.
2. Throughout the course of Field Experience I, it is expected that you will be involved with students if possible and to 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.

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?

LEARNER OUTCOMES:

Alberta Education 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 cohort-based course includes an online D2L component. The course will be graded as **credit/non-credit**.

REQUIRED READINGS, RESOURCES AND SUPPORT MATERIALS:

The necessary readings for your Field Experience are included in those assigned for *EDUC 430: Pragmatics of Learning and Teaching*. Your Pragmatics Seminar Instructors will take them up with you during your EDUC 430 seminar classes.

LEARNING TASKS OVERVIEW

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

Learning Task	Description of Learning Task	Grouping for Task	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 by 11:00 p.m. each evening.	Individual	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, theories and information about the school. Your instructor will evaluate your journal during visits. *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	Weekly
Learning Task #3 Field Experience e-Portfolio	Design an e-Portfolio shell and contribute to “Who Am I” tab. <i>Note: Students are not permitted to take photos in/around the schools. Your instructor will provide more information.</i>	Individual	October 26, 2020

DAILY COURSE SCHEDULE:

Below is a detailed daily schedule for EDUC 440.

Note: Please expect some variation in schedules from school to school 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 necessary documentation such the Police Information Check including the Vulnerable Sector Check.
- Review and understand both the University of Calgary and your school district's COVID-19 guidelines.

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 member where you will learn about the culture and philosophy of the school and will tour the school building.

**Field Experience Seminar 1
(Online VIA Zoom As Per Course Section Date and Time)**

1. Discuss the final assignment designing your *e- Portfolio and completing your "Who am I tab"*. Revisit your three questions and try to answer them again. You might:
 - Ask them again.
 - Reword them.
 - Say you still don't know the answers.
 - Examine what's changed in your understanding and perceptions.
 - Identify which questions are outstanding.
 - Pose new questions.
2. Discuss readings and Field Experience Journals
3. Discuss and share this week's experiences, specifically referencing to the tasks for Week 1, Day 4.
4. Pose questions about next week.

Assignment:

Following the seminar, compose a 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 compulsory.

**Field Experience Seminar 2
(Online VIA Zoom as Per Section Day and Time)**

1. Discuss the final assignment: Field Experience e- Portfolio.
2. Revisit your three questions and try to answer them again. You might:
 - Ask them again.
 - Reword them.
 - Say you still don't know the answers.
 - Examine what's changed in your understandings and perceptions.
 - Identify which questions are outstanding.

- Pose new questions.
3. Discuss readings and Field Experience Journals.
 4. Discuss and share this week's experiences.
 5. Pose questions about next week.

Assignment:

Following the seminar, compose a 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 compulsory.

**Focus: Orientation to the school and Field Experience Dossier
(Week 1, Day 1, - October 13, 2020)**

Day 1 Tasks:

1. You should be aware of and following all school and district COVID-19 guidelines.
2. You will be assigned to classrooms by the school upon your arrival. Once in the classroom, ask the supervising teacher if there is any safe way for you to get involved. Help out in the class and assist as requested.
3. Collect documents from the school for your Field Experience Journal (i.e. handbook, school philosophy, map, etc.). Look up the school's website.
4. 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 walls? Is the outdoor environment used as a classroom?
 - What is the mission of 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?
5. Focus on articulating your commitments to your own learning, engagement and development as a teacher.
 - Organize and add to your Field Experience Journal.

Assignment:

Revisit your field notes about your observations and experiences of the day and formulate three questions you have about your experience, the school, and/or your observations. **Post one of your questions** on the discussion board in your cohort's D2L classroom along with any observations and insights from your day. **Respond** to at least one other post done by a classmate.

**Focus: The Culture of the School
(Week 1, Day 2, - October 14, 2020)**

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 towards a cultural organizational analysis. A clear link should be made to the readings on the organizational culture of schools.

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 you? Please minimize direct contact with students and maintain adequate physical distancing as directed by your 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.** Through the data you gather in your Field Experience Journal, practice seeing and representing the school culture at the following three levels:
 - Level 1 - What is seen/visible? This includes the physical environment both inside and outside the school. What are your micro and macro level observations?
 - Level 2 – What is espoused? How does the school talk about and present itself? What are their narratives? What is the language/discourse being used? What do documents and artifacts you have gathered tell you about the school's vision, mission, philosophy and culture? Does the school prioritize teacher, student, and staff well-being, and how do you know?
 - Level 3 – What actually happens? How is what is espoused seen in action in the school? What is congruent in your experience? What questions do you have?

Assignment:

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, what are the various kinds of learning and work spaces, how is the school organized, etc. The purpose of this assignment today is to practice seeing, noticing and interpreting the culture of schools, to strive to understand in a deep and nuanced way what makes the institution 'tick' at complex cultural and social levels so that we/you can learn to fit into the culture as insiders. To that end, using your ethnographic field notes, **examine the field site according to the following three levels** of analysis and **post your thoughts and insights on D2L** and engage in conversation with others in your group around these analyses.

Respond to at least one other post done by a classmate.

Level 1

Describe and Document:

- The physical layout of classrooms. Reflect on what this space conveys about learning and about what is valued.
- One additional physical location in the school (i.e. gymnasium, hall, library, staff room, office, etc). Reflect on what this space conveys about learning and what is valued.
- Compare the two locations. Are the values and messages the same? Different? Why might this be?

Level 2

Describe and Document:

- What is the mission and vision of the school? How do you witness it being communicated, lived and embodied in different ways throughout the school?

Level 3

Describe and Document:

- What are the values and policies you observe and experience in the school? While policies are likely to be recorded, values may not be written down officially.
- Is there an enforced dress code among students? Where do students gather? Is there an expectation that students will have and use indoor/outdoor shoes? These are only examples and you will find many more in your observations.
- Do you observe other examples? You may need to discuss with students, teachers and staff to see these.

**Focus: What do students and teachers do all day?
(Week 1, Day 3, October 15, 2020)**

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 happens 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?
 - Attempt to write about the day through the students' eyes/experience/voices. This might include considerations of aesthetics including what is on walls. 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 the teacher's classroom is organized, what is his or her daily schedule like and is this a typical day? What things do they do that I wouldn't see or notice if I was only there during the hours the students are? How does he/she spend her/his time? Why did he/she set up the environment in certain ways? How does he/she engage with the students?
- 3.

Assignment:

Review your ethnographic field notes from today and **pull out one particularly interesting moment** that you witnessed. **Post your thoughts** and descriptions of this moment, as well as your day generally, on D2L and discuss with your group. **Respond** to at least one other post done by a classmate.

The focus today shifts from the lives of students to the lives of teachers. Your goal for this day is to practice descriptive and meticulous ethnographic thoroughness.

**Focus: Where is your teacher identity in this classroom?
(Week 1, Day 4, - October 16, 2020)**

Day 4 Tasks:

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

- Think about how you might use or adapt what you have observed this week in your own teaching practice.
- Consider teaching strategies, activities, or lessons you observed. Describe one that was particularly effective with the students.
- What impact have the COVID-19 protocols had on the students and teacher you observed this week? Whenever possible, use non-judgemental evidence to support your reflections.

Assignment:

Review your ethnographic field notes from today, particularly your writing through the eyes of the teacher. **Post your thoughts** and descriptions of this writing, as well as your day generally, on D2L or discuss with your seminar group. **Respond** to at least one other post done by a classmate.

This is a short week so remember to keep thinking about and working purposefully towards the final assignment that is due at the end of week two. To this end, consider two or three themes 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?

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. What three questions will you have for next week? Please note that there are no D2L posts due today

**Week Two: Deeper Insights into School culture
(Week 2, Day 1: October 19, 2020)**

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.

Day 1 Tasks:

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. 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?
3. 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?
4. Focus on articulating your commitments to your own learning, engagement and development as a teacher.
 - Organize and add to your Field Experience Journal.

Assignment:

Revisit your field notes about your observations and experiences of the day and formulate three questions you have about your experience, the school, and/or your observations. **Post one of your questions** on the discussion board in your cohort's D2L classroom along with any observations and insights from your day. **Respond** to at least one other post done by a classmate.

**Focus: Creating a Classroom Community
(Week 2, Day 2, October 20, 2020)**

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 engagement of students?

**Focus: Teaching with Technology
(Week 2, Day 3, October 21, 2020)**

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 student's 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.** Describe the teaching strategies being employed and for what purpose. Are there particular contexts that seem to lend themselves to one teaching strategy over another? How are teaching strategies employed to reach diverse learners? Create a list of as many teaching strategies as you

observe with the rationale for their use. Make particular note of the strengths and context for each strategy witnessed.

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? What technologies are used at your school to address at-home learning during COVID?

Assignment:

Review your ethnographic field notes from today and **pull out one particularly interesting moment** that you witnessed. **Post your thoughts** and descriptions of this moment, 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: Assessment Strategies
(Week 2, Day 4, October 22, 2020)

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. 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?
2. 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?

Assignment:

Review your ethnographic field notes from today, particularly your observations of assessment practices from both the teacher and student perspectives. **Post your thoughts** and descriptions of this, 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 5, October 23, 2020)**

Throughout the week you should have been thinking about and working purposefully already towards the final assignment that is due on Monday, October 26, 2020. 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. Consider what you have learned this week. What are your big questions and what has been confirmed for you?
2. 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?
3. What do you look forward to learning in your next field experience course? What questions would you like answered?

Assignment:

Review your ethnographic field notes from this week. Do you have any final questions that you will take back to your *Pragmatics of Learning and Teaching* course? Please note that there are no D2L posts due today.

LEARNING TASKS AND ASSESSMENT

Assessment for Field Experience I and all EDUC 440 assignments will be **Credit/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

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 Criteria:

Learning Task 1: Cohort Student Discussion in School / D2L

DUE: Daily and as requested by Field Experience Instructor

Attendance at, and participation in, all seminars is mandatory. You will be required to engage in discussion with your peers and instructor via D2L discussion posts. Your comments should reveal connections 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: Daily and 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 add to this journal over the next three Field Experiences. 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:

- Depth of observations and reflections.
- Thoughtfulness of the reflections and theories.
- Organization and clarity of the writing.
- An indication that you have developed depth in your thinking and have grown in your understanding about teaching and learning and life in schools.
- 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 awareness of multiple perspectives in the school.

Learning Task 3: Field Experience e-Portfolio (Digital Portfolio)

DUE: October 26, 2020

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

1. Demonstrate professional growth and a commitment to lifelong learning
2. Integrate your reflection, knowledge of the course materials and achievement of learning outcomes
3. Create and reflect on a repository of artifacts of learning
4. Showcase artifacts of learning that align with the Teaching Quality Standard (TQS) competencies
5. Facilitate career development

The purpose of this assignment is to provide students the time and opportunity to design an 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. In Field I, the assignment expectation will be to create the shell for your e-Portfolio. Using resources and supports discussed in class and outlined in the course outline, students will choose a digital platform of their choice to design their shell.

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>
- University of Calgary Doucette Library Guide - e-portfolio <https://library.ucalgary.ca/c.php?g=636701&p=4467092>
- [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>
- UofC's D2L e-Portfolio: [ePortfolio Resources](#)

You will also be expected to start to add to 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?* In this tab, you may start to add elements such as photos*, your background, interests/passions and what brought you to teaching. This is an opportunity to begin to reflect on why you have chosen this profession. This reflection should be 100-200 words in length and contain 3-5 images.

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 (This may also go under Who Am I Tab)
- Professional Development and Learning
- Assessments and Employment Documents (e.g. resume)

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

Assessment Criteria for Learning Task 3:

Navigation of Portfolio

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

Usability and Accessibility

- Portfolio is easy to read
- Font and type size vary appropriately for headings, sub- heading and texts
- 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 details the student's background, interests/passions, ideas for their own stress management, and how they have come to the profession of teaching. (Text length: 100-200 words, 3-5 images)
- Text is clear, appropriate and largely free of grammatical errors
- Content and language are engaging, insightful and, thoughtfully drafted

Teaching Quality Standard – Application and Assessment for EDUC 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.

The Expectation of Excellence in Professional Work

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 the Werklund School of Education Student Teacher Code of Professional Conduct, the Alberta Teachers' Association Code of Professional Conduct as well as any and all additional policies related to field studies. Please see the Calendar and Student Field Experience Handbook for details and descriptions in the following topic areas:

The Importance of Attendance and Participation

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 are entitled to one (1) day of absence from the school site for medical / family emergency / religious reasons only. No other reason for absence will be accepted. All subsequent days must be accompanied by supporting documentation* and 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.

**Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.*

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

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 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: This is a credit/ non- credit course

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 Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Attendance/ Prolonged Absence

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

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>

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Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.