

**EDUC 465: Field Experience II  
Winter, 2022**

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**Field Experience Seminars: (B01-B18)**

March 2, 2022 – a half day meeting with your Field Experience Instructor, via Zoom as arranged by your field instructor.

April 21, 2022- a half day meeting with your Field Experience Instructor, via Zoom as arranged by your field instructor. The other half day is a wellness day, so you do not have to return to your school.

**Sections B30-31 (Community-Based Pathway):** Field Experience seminars have been scheduled to take place through Zoom.

**Zoom Dates:** Session 1 – March 2  
Session 2 – April 21

**Section Times (March 2):**

B30 – 4:30 - 6:00 pm

B31 – 6:00 - 7:30 pm

**Section Times (April 21, 2022):** a half day meeting with your Field Experience Instructor, via Zoom as arranged by your field instructor. The other half day is a wellness day, so you do not have to return to your school.

**Off-campus Field Experience:**

Four (4) weeks within the time frame of March 14 – April 22, 2022, with the exact dates determined by local school holidays. Your start and end date will vary depending on when your school begins and ends their spring break. Please check with your instructor for your exact dates.

**COURSE DESCRIPTION:**

The four-week *Individual Learning in Classrooms* field experience will give the student teacher the opportunity to examine the complex dimensions of individual/group learning in classrooms with a particular emphasis on the collaborative nature of the teaching profession. Student teachers will ideally be placed in pairs, although this may not be possible in all cases, and will be placed in a classroom with a partner teacher. During this experience you will have practical opportunities to build upon and apply your learning from the semester's first nine weeks of on-campus learning and also from the fall semester. Ideally and when possible, student teachers in the same school will form learning/inquiry cohorts, designed to support one another's teaching, learning and professional growth. These learning/inquiry cohorts will also be formed online.

You will plan, implement, and assess curricular learning experiences. These will include individual lessons in the beginning and may build up to series of learning experiences or lessons at the discretion and guidance of the partner teacher in the context of her/his classroom. In weeks one and two you will gradually work up to daily teaching of at least one lesson per day. By the third week you should be teaching one lesson/block of time per day, equating to approximately 1/3 of your Partner teacher's instructional assignment. This may differ depending on the classroom environment.

This cohort-based course includes an online D2L component.

**Field Experience Design:**

This course provides three options for both students and partner teachers, the use of which will be dependent upon the classroom environment and the comfort level of all involved. **The student teacher(s), with the support of the partner teacher, may choose to employ just one or two of the following options or they may move between the three options as required.** Regardless of the option(s) employed, it is critical that the student teacher(s) endeavor to examine how learners learn and make sense of their educational experiences and the role of the teacher in this process.

***Individual/Small Group Instruction***

Student teachers in Field Experience II will develop their teaching abilities by planning a series of curriculum learning engagements/lessons for individuals and small groups of learners under the partner teacher's mentorship. This experience will allow student teachers to delve more deeply into the examination of who the learners are and, in particular, their unique needs. Each lesson will require a written lesson plan that asks *what do I want the learners to know and what will I accept as evidence that the lesson has been successful?*

### ***Team Teaching Instruction***

Student teachers will be asked to collaboratively prepare with their partner teachers a series of curriculum learning engagements/lessons to be taught in a large class setting as part of a team teaching opportunity. In this case, student teachers will be responsible for delivering a portion of the lesson, which has been collaboratively developed and will also be responsible for assisting with those elements of the lesson for which they are not directly responsible. The student teachers will still be asked to collaboratively plan and participate in a series of curriculum learning engagements/lessons, each requiring a written lesson plan that asks, in particular, *what do I want the learners to know and what will I accept as evidence that the lesson has been successful?* This will allow students to experience the complexities of whole class instruction with the assistance of their partner teacher.

### ***Whole Class Instruction***

By the fourth week, student teachers should be teaching several full class lessons. Student teachers will be asked to prepare a series of curriculum learning engagements/lessons to be taught in a large class setting under the partner teacher's mentorship. Student teachers will be asked to develop a series of curriculum learning engagements/lessons, each requiring a written lesson plan that asks, in particular, *what do I want the learners to know and what will I accept as evidence that the lesson has been successful?* This will allow students to experience the complexities of differentiation and to examine the unique needs of learners in the larger class setting.

**By the end of Field Experience II, students should have had several opportunities to plan for and teach the entire class on their own.**

*Note: Ideally student teachers will be placed in pairs, although this may not be possible in all cases.*

### ***Course Outcomes***

1. You will work with your partner teacher and with other student teachers during this experience to share your thoughts about teaching and learning both in person and on the D2L discussion site. Participation in these discussions will form part of the final evaluation.
2. You will begin to develop professional relationships with students, noting their diverse needs in order to plan appropriate lessons in order to meet those needs.
3. You will begin to develop appropriate lesson plans that attend to the particular needs of diverse learners.
4. You will begin to examine appropriate classroom management skills that retain the dignity of all students.
5. You will begin to develop a teacher presence using tact and thoughtfulness in order to develop a community of safety, security and trust for the learners.
6. Through the relationship developed with the partner teacher, you will begin to develop an understanding of the role of the teacher and your identity as a teacher.
7. You will begin to examine and implement purposefully designed formative assessment strategies that ask the question, *what will I accept as evidence that teaching and learning has occurred?*

8. You will create a self-care plan that reflects your emerging understanding of occupational wellbeing in educational settings.

### ***Cohort Engagement Themes***

1. Who are the learners - in particular?
2. How do we study teaching and learning together?
3. How do I/we cultivate collegial relationships?
4. How do we communicate together?
5. How do I/we negotiate our professional relationships?
6. How do I/we work collaboratively with colleagues? What is this experience like?
7. How do we have courageous conversations?
8. How do we support one another in achieving our professional goals?
9. How do we give one another feedback?
10. How do I/we become skillful at working with learners and other professionals?
11. How do I promote my own teacher wellbeing within an educational setting?

### **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 (September, 2019).

The following are the competencies established by Alberta Education that are to be your focus for Semester 2. Please see the *Application and Assessment for Field Experience* 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.

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

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

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

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

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

#### REQUIRED RESOURCES:

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

Check your D2L shell for additional resources to assist you with developing your self-care plan.

- Alberta Education Teaching Quality Standard (2019)
  - <https://www.alberta.ca/professional-practice-standards.aspx#toc-1>
- Lesson planning templates and exemplars – available in your D2L shell
- Doucette Library Guides on various topics including lesson planning
  - These documents are available on the Doucette Library website at <https://library.ucalgary.ca/doucette>
- Assessment and Evaluation Checklist (Dr. Patricia Danyluk) - available in your D2L shell
- ELL Benchmarks
  - This valuable resource is available from Learn Alberta at <http://www.learnalberta.ca/content/eslapb/>
- The Inclusive Education Library for Classroom Teachers
  - This valuable library is available from Learn Alberta at <http://www.learnalberta.ca/content/ieptLibrary/index.html>
- Werklund School of Education Indigenous Education Resources
  - This valuable resource is available at <https://werklund.ucalgary.ca/tandl/indigenous>
- Taylor Institute Mental Health Resources: <https://taylorinstitute.ucalgary.ca/resources/mental-health-wellness>

#### COURSE MATERIALS

- Podcast: Building Relationships and respect while student teaching through a pandemic. Available from [https://voiced.ca/podcast\\_episode\\_post/building-relationships-and-respect-while-student-teaching-through-a-pandemic/](https://voiced.ca/podcast_episode_post/building-relationships-and-respect-while-student-teaching-through-a-pandemic/)
- Kendrick, A.H. (2022). Commit to ‘wellness streak’ to help manage work stressors. *The Conversation Canada*. Available from <https://theconversation.com/commit-to-a-wellness-streak-to-help-manage-work-stressors-174592>
- Website exploration: HEARTcare Planning for Educational Workers. [www.heartcareeducators.ca](http://www.heartcareeducators.ca)

### LEARNING TASK OVERVIEW

The following learning tasks should be approached and assessed as an integrated and holistic part of the field experience. The Field Experience Journal serves as a collecting place for you to gather and *compose* your learning for the purposes of demonstrating learning, for self-reflection, and for collaborative sharing and learning with others.

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	DUE DATE
Field Experience Journal	An on-going and developing compilation of reflections, ideas and examples that will help you to document and understand both your strengths and areas for development and growth as a teacher.	Individual	Ongoing
Participation in Cohort Learning	Participate in cohort discussions in all field experience seminars. Participate in all D2L conversations as facilitated by your Field Experience Instructor. Your Field Instructor will provide guidance around the expectations of your weekly posts.	Individual/ Group	Ongoing
Curriculum Planning / Learning	The planning and delivery of a series of learning experiences/lessons using one or more of the three Field Experience Design options available. All lessons require a written lesson plan with reflection and should be given to your Partner teacher 24 hours before you deliver the lesson. Copies of excellent lesson plans should be stored in your e-Portfolio.	Individual	Ongoing
e-Portfolio	The focus of Field II is on developing the self-care plan portion of your e-Portfolio.	Individual/ Group	April 22

## WEEKLY COURSE SCHEDULE

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

**Focus: Orientation to the Field Experience (Prior to the Field Experience)**

Review the **Roles and Responsibilities of the student teacher in the Field Experience Handbook.**

- Make contact with your partner teacher(s) by email or telephone.
- Write letters of introduction to your partner teacher and principal. These letters must be approved by your Field Experience Instructor **prior** to being sent to your school contacts.
- Prepare your Field Experience Journal.
- Prepare an introduction of yourself to be shared with learners/class(es) at the beginning of the field experience. Revisions to this will be at the discretion of the partner teacher(s).
- Ensure you have necessary documentation such the Police Information Check including the Vulnerable Sector Check.

**Field Experience Seminar 1**

Prior to the commencement of Field Experience II, you will have an online seminar with your Instructor and cohort to prepare. This seminar will be arranged by your Field Instructor via Zoom. During this time, you will:

- Become familiar with course outline, your subject area curriculum, and assignments
- Discuss questions with your Field Experience Instructor
- Discuss the *Self-Care Streak Field II Challenge*
- Prior to the seminar, listen to the podcast *Building Relationships and respect while student teaching through a pandemic*

**Note:** Attendance at seminars is compulsory.

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

The focus for this week will be introducing yourself to your school and to the learners in your class. You should aim to teach one to two lessons close to the end of this week as you get more comfortable and start moving toward your goal of teaching 1/3 of your partner teacher's assignment by the start of week three. Discuss with your partner teacher the series of learning experiences that you will be planning/implementing and begin to explore how you will plan for them. For example, how will you get to know the students? How will you determine where to begin? Which of the three options will you employ?

**Day 1 Tasks:**

1) Inquire into the culture of the classroom. In Field Experience 1, you re-oriented yourself to see the school from the perspective of a teacher and you became skilled at documenting the life in a school. On this first day, apply the interpretive skills you developed in that previous field experience. You might consider doing the following:

- Orient yourself to the classroom. Meet your partner teacher and begin to get to know the culture and routines in your placement classroom.
- Begin to gather documents about the school.
- Begin week one of your Field Experience Journal by recording detailed ethnographic

notes and sketches as you learned and practiced in your first field experience. Pay specific attention to your subject discipline area. For example:

- What is the current focus (topic, theme, etc.) of learning? How does it fit in the students' schedule?
  - How much time is used and when? Why? How often?
  - What does the teacher do? What do the students do?
  - Begin to gather artifacts with your Partner teacher's permission and guidance. These might include notes about teacher's lesson plan, sample activities and so on.
  - Attend to and document, as in your first field experience, the culture of your school and classroom.
  - When the opportunity is appropriate, and under the guidance of the partner teacher, talk to students during this first week. Specifically ask them the following question: What do you think that I need to know to help you learn? Create a section in your Field Experience Journal to record and reflect on their responses to this question.
  - Introduce yourself to the learners in your class(es). Discuss the best ways to do this with your Partner teacher. Begin getting to know individual students. Talk to students about their learning when you have appropriate opportunities and begin developing relationships with them.
- 2) Discuss expectations with your partner teacher. Open and honest communication can often prevent misunderstandings between student teachers and partner teachers. As a result, it is important to have a clear understanding of your partner teacher's expectations during the field experience. This can be determined by asking the following questions on the first day:
- What are your expectations of me as a student teacher?
  - What kind of classroom environment do you prefer (active, quiet, group work, individual work, etc.)?
  - How can I make this field experience successful?
  - How do you prefer to give feedback (oral, written, after each lesson, at the end of the day, weekly)?
  - When is a good time for me to ask questions? (anytime, after class ends, during preparation)?
  - Is there anything else I should know about before I begin this field experience?
  - Discuss your optional and voluntary participation in the *Self-Care Streak*. Determine a twenty-minute time period that can be used to implement daily self-care.
- 3) Begin to discuss with your partner teacher his or her curriculum plans for the next four weeks, particularly in your curriculum specialization area but also in any other disciplines that your partner teacher instructs. How will your teaching be structured? Will you be working with individuals and small groups or will you be instructing the whole class, either individually or as part of a team teaching scenario? Is there the opportunity to move between the teaching options? How will you and your fellow student teacher work together, if applicable?
- Familiarize yourself with the relevant Programs of Study.
- 4) Begin gathering information for the Self-Care tab in your e-Portfolio.
- Read: Commit to 'wellness streak' to help manage work stressors. *The Conversation Canada*.
  - Look for self-care ideas under the Individual tab on the HEARTcare Educators website.

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

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

- 1) Take some ethnographic field notes on the culture of the classroom. The purpose of today's observations is to practice thick and rich description of the learning and experiences of individual students and understand students in multidimensional ways. In your Field Experience Journal begin to document and describe the learners as a group.
  - How does each student fit into the classroom dynamic and curriculum learning?
  - What is happening socially, intellectually and physically in the students' environment? How are the students engaging on both micro and macro levels? This means that while you are documenting one student you are also observing the macro environment of the class and the other students.
  - Consider the entire classroom learning environment through each student's experience. What strengths do you notice the students demonstrating? What does each student bring to the classroom community? How are students interacting with others, the learning, the subject, the teacher?
- 2) Compare and contrast your observations to those of individual students.
  - Focus your observations on several different students. Note in your Field Experience Journal why you identified them.
  - Create a thumbnail sketch of each student. For example, how does the student relate to others? To their learning? How does he/she negotiate his/her way through the day for elementary students, or through one class period for secondary students?
  - What questions do you have about each student and his/her learning that would help you get to know them?
- 3) Consider your questions in relation to what you have learned in your courses at the university. Think back to the first semester to your individual courses and your learning in each one. Are there specific readings, discussions, and/or topics that help you understand or provide evidence for your documentation? Try to describe the multifaceted experiences that individual students are having in as much detail and depth as possible.
- 4) Work with individuals and small groups of learners or assist in the larger class environment as guided by your partner teacher.
- 5) Prepare yourself for the remainder of your week's learning and experiences by discussing the next several days with your partner teacher.

**Focus: Individual Learners (Week 1, Day 3 - 5)**

For the remainder of the week, take special note of the individual learners in your class. What engages them? How do they enter into the learning? What special talents do they possess and what challenges do they experience?

**Day 3-5 Tasks:**

- 1) Continue your inquiry into the culture of the classroom. Deepen your observations in the classroom learning space by starting to collect anecdotal notes about individual students as learners.

- 2) In consultation with your partner teacher, design and clarify your role in the classroom.
- Will you be working with individuals/small groups, as part of a team teaching scenario or teaching the larger class or a combination of the three options?
  - In consultation with your partner teacher, and with his/her mentorship, set up several designated times/experience(s) over these three days to work with and get to know groups of two to three students and to enrich their learning **in the context of what your partner teacher has planned and instructed to the class**. These are not intended to be lessons but are, instead, additional support for the learning that is already occurring in the classroom. The student teacher may assist students by pulling them into a group or by simply moving from individual to individual within the larger class.
  - In addition to these designated experiences, consult with your partner teacher about appropriate and helpful ways for you to work with individual learners over these three days and to be involved in and contribute to the classroom learning community. The variety of work with individual learners should be across the day and subject(s). The following are some examples:
    - Providing extra support for specific students as assigned by your partner teacher.
    - Circulating around the room while students are working and supporting their learning or talking to them about their learning.
    - Responding to students' questions.
    - Supporting a student in organizing his or her materials.
  - If feasible, student teachers should aim to develop and deliver at least one lesson in this week using one of the three teaching options provided.
- 3) Discuss the following week's curriculum plans with your partner teacher and discuss what you will be responsible for.
- **Small Group Instruction** - In preparation for your curriculum planning/learning assignment, discuss with your partner teacher which student(s) you will be working with and the learning topic. Discuss logistics such as the dates of the learning experiences you are planning and the number of them to be done next week.
    - Think about how you will find out the students' prior knowledge about the topic. For example, you may want to talk to your partner teacher, talk with the students, discuss with your peers on D2L with the guidance of your Field Experience Instructor and so on.
    - With your partner teacher's permission and guidance, try some of your ideas. Keep careful record of your thinking, actions and learning, as well as reflections on what this might mean for your planning.
  - **Team Teaching Instruction** - Discuss the learning topics, the number of lessons to be done and which part(s) of the lessons you will be responsible for with your partner teacher. Discuss how lessons will be collaboratively planned and consider how you will be prepared for those aspects of the lesson for which you are responsible. Discuss logistics such as the dates of the learning experiences you are planning and the number of them to be done next week.
    - Think about how you will find out the students' prior knowledge about the topic. For example, you may want to talk to your partner teacher, talk with the students, discuss with your peers on D2L with the guidance of your Field Experience Instructor and so on.
    - With your partner teacher's permission and guidance, try some of your ideas. Keep careful record of your thinking, actions and learning, as well as reflections on what this might mean for your planning.

- **Whole Class Instruction** - Discuss the learning topics and the number of lessons to be done with your partner teacher. Discuss logistics such as the dates of the learning experiences you are planning and the number of them to be done next week.
  - Think about how you will find out the students' prior knowledge about the topic. For example, you may want to talk to your partner teacher, talk with the students, discuss with your peers on D2L with the guidance of your Field Experience Instructor and so on.
  - With your partner teacher's permission and guidance, try some of your ideas. Keep careful record of your thinking, actions and learning, as well as reflections on what this might mean for your planning.

4) Participate in your D2L community as directed by your Field Experience Instructor.

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

This week you should be aiming to gradually increase your responsibilities in the classroom. For elementary school placements and, if appropriate, in secondary classrooms you should begin picking up routines such as attendance, opening routines, and so on. Also, you should plan to develop and deliver a minimum of three lessons this week using one or more of the suggested formats.

#### **Tasks:**

- 1) Begin to plan and implement a series of learning experiences/lessons with the Partner teachers' support and guidance. Student teachers should aim to deliver a minimum of 3 learning experiences/lessons using one of the three options for teaching delivery explained above.
  - The number of lessons delivered is at the discretion of the partner teacher.
  - Lesson plans and reflections on them must be written for every lesson taught. They must be placed in the Teaching section of your Field Experience Journal. Partner teachers and Field Experience Instructors should have access to these at any time.
  - Lesson plans must be turned into your partner teacher 24 hours before you are to deliver the lesson.
- 2) Reflect on the success of each lesson delivered. Considering the questions, what do I want the students to know and what will I accept as evidence, was your lesson successful? What is your evidence? What would you do differently next time?
  - Record your reflections on the lesson plan and place all lesson plans in your Field Experience Journal.
- 3) Continue to be involved in your classroom's learning by continuing to assist with individuals and small groups throughout each day as guided by your partner teacher.
- 4) Record detailed reflections, experiences, and observations in your Field Experience Journal.
- 5) Participate in your D2L community as directed by your Field Experience Instructor.

**ASSESSMENT DUE!**

Partner teachers should complete the Midterm Narrative Assessment, which is due at the end of Week 2. Midterm assessment forms have been emailed to your partner teacher. Should another be required, please contact your field Experience Instructor.

- The form is to be completed by the Partner teacher and **signed by both the partner teacher and the student teacher.**
- Partner teachers and student teachers should plan a time to discuss this evaluation by the partner teacher. You may invite your Field Experience Instructor to attend the meeting.
- Student teachers are responsible for keeping a copy of this assessment in their Field Experience Journals.
- You should submit a copy of your midterm checklist to the appropriate Dropbox on D2L for your Field Instructor. **You are not required to turn this assessment into the UPE office.**

### Focus: Increasing Responsibilities to Daily Teaching (Week 3)

Although situations and specifics will vary, you will want to try and reach a point this week where you are teaching approximately 1/3 of your Partner teacher's teaching load, or about 1 lesson/block of time per day, depending on the configuration of the classroom. Continue to assist at all other times of the day.

#### **Tasks:**

- 1) Continue to plan and implement a series of learning experiences/lessons with the partner teachers' support and guidance.
  - The number of lessons delivered is at the discretion of the partner teacher.
  - Lesson plans and reflections on them must be written for every lesson taught. They must be placed in the Teaching section of your Field Experience Journal. Partner teachers and Field Experience Instructors should have access to these at any time.
  - Lesson plans must be turned into your partner teacher 24 hours before you are to deliver the lesson.
- 2) Reflect on the success of each lesson delivered.
  - Considering the questions, what do I want the students to know and what will I accept as evidence, was your lesson successful? What is your evidence? What would you do differently next time? How were these lessons different than the previous week before? Record your reflections on the lesson plan and place all lesson plans in your Field Experience Journal.
- 3) Continue to be involved in your classroom's learning by continuing to assist with individuals and small groups throughout each day as guided by your partner teacher.
- 4) Record detailed reflections, experiences and observations in your Field Experience Journal. Consider what has changed from last week. What do you notice, in particular, about your interactions with students now that you have been in the classroom for a week? What have you noticed, in particular, about the students that has changed how you think about *learners*?
- 5) Participate in your D2L community as directed by your Field Experience Instructor.
- 6) Continue working on your e-Portfolio (Self-care plan tab) and discuss with your cohort on D2L.

**Focus: Continued Daily Teaching (Week 4)**

Although situations and specifics will vary, by this week you should be teaching approximately 1/3 of your partner teacher's teaching load, or about 1 lesson/block of time per day, depending on the configuration of the classroom. Continue to assist at all other times of the day. Pay special attention to assessment this week. Have you been developing formative assessments? If not, make sure to do this for your lessons this week.

**Tasks:**

- 1) Continue to plan and implement a series of learning experiences/lessons with the partner teachers' support and guidance.
  - The number of lessons delivered is at the discretion of the partner teacher.
  - Lesson plans and reflections on them must be written for every lesson taught. They must be placed in the Teaching section of your Field Experience Journal. Partner teachers and Field Experience Instructors should have access to these at any time.
  - Lesson plans must be turned into your partner teacher 24 hours before you are to deliver the lesson.
- 2) Reflect on the success of each lesson delivered. Considering the questions, what do I want the students to know and what will I accept as evidence, was your lesson successful? What is your evidence? What would you do differently next time? How were these lessons different than the week before?
  - Record your reflections on the lesson plan and place all lesson plans in your Field Experience Journal.
- 3) Continue to be involved in your classroom's learning by continuing to assist with individuals and small groups throughout each day as guided by your partner teacher.
- 4) Record detailed reflections, experiences and observations in your Field Experience Journal. Consider what you have learned from this experience about what it means to be a teacher. How will you take what you have learned and use it next year? What experiences and observations, in particular, will you take forward with you into your career as experiences that will shape your identity as a teacher?
- 5) Participate in your D2L community as directed by your Field Experience Instructor.
- 6) Prepare your e-Portfolio and discuss with your cohort on D2L and at the final Field Experience Seminar.

**ASSESSMENT DUE!**

Partner teachers should complete the partner teacher Narrative Assessment before the final day of the Field Experience. Partner teacher Final Narrative Assessment forms have been emailed to your partner teacher. Should another be required, please inquire with your Field Experience Instructor.

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

***Due Date!***

*Final e-Portfolio Project due April 22, 2022. Please consult with your Field Experience Instructor for details on e-Portfolio.*

**Field Experience Seminar (April)**

You will have a seminar with your Field Experience Instructor and cohort at the end of the experience. This seminar will take place on Zoom and will be facilitated by your Field Experience Instructor. At this seminar, be prepared to share key resources from your self-care plan and discuss your experiences in your placement. Other requirements may be laid out by your Field Experience Instructor.

**Note:** *Attendance at Seminars is compulsory.*

**Note:** *Students are responsible for submitting a copy of their partner teacher Narrative Assessment the correct Dropbox. The Field Instructor narrative assessment will be provided to you within two weeks of the final day of practicum.*

**LEARNING TASKS AND ASSESSMENT**

There are four required Learning Tasks for this course.

Assessment for EDUC 465, Field Experience II and all EDUC 465 assignments will be Credit/No 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. Assessments by Partner teachers are to be done two times during the Field Experience.

***Midterm Checklist***

The Midterm Assessment should be completed by the end of Week 2 and students are to keep a copy of this assessment in their Field Experience Journal. A copy should be turned the D2L Dropbox. Your Field Instructor will also see it in your Field Experience Journal when they observe you.

***Final Narrative***

Final Narrative Assessments are a formal, but formative, written assessment of the student's strength and areas for growth in beginning teaching competencies. The assessment will be based on the Course Outcomes, on assignments for this field experience, and on the competencies outlined in the Teaching Quality Standard - Application and Assessment for Field Experience, which can be found at the end of the Course Outline for Field Experience II. The partner teacher Final Narrative Assessment should be completed before the final day of the field experience. Ideally, all assessments should be discussed with the student and all assessments must be signed by both the student teacher and the partner teacher and dated.

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

## LEARNING TASKS OVERVIEW

The following learning tasks should be approached and assessed as an integrated and holistic part of the field experience. The Field Experience Journal serves as a collecting place for you to gather and compose your learning for the purposes of demonstrating learning, for self-reflection, and for collaborative sharing and learning with others.

### ***Learning Task 1: Field Experience Journal***

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

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

### **Assessment Criteria for Assignment 1:**

- Each Student teacher must have her or his own Journal.
- The Journal can be digital or in a binder or a combination of both. If you choose to make part or all of the Journal digital, you must negotiate this with both the partner teacher and Field Experience Instructor and be willing to make all documents available at any time, in hard copy, at their request.
- The Field Experience Journal must include the following sections.

#### **Section A – Information about the School and Community**

- Gather school documents (handbook, map, important parts of school website, etc.).
- Maintain detailed ethnographic field notes every day. Your Field Experience Instructor will ask to see your Field Experience Journal each time she/he visits you. The quality of your Field Experience Journal comprises a significant aspect in your Field Experience Instructor's assessment in this field experience.
- University documents such as the EDUC 465 Course Outline, Self-Care Streak information, and any other documents requested by your Field Instructor.

#### **Section B - Planning**

- Document in detail the work you did with individuals and groups during each day throughout the field experience. Document what you noticed, what you learned, what you think the students learned, what surprised you, etc. These reflections should also be available to your partner teacher.
- Pose questions and seek out answers or reflect on them.
- Note direct observations on school routines, teaching strategies, classroom management and teacher assessment strategies. What does your partner teacher count as evidence of learning?

#### **Section C - Teaching**

- Create a section for your Curriculum Planning/Learning Assignment. At the minimum, this section must include your planning, your reflections on working with the students, and your reflections on your own learning. Suggestions for this section include:
  - Lesson plans and student teacher reflections on each lesson. Sample lesson plan templates are posted on D2L. Partner teachers may recommend other formats to depending on context, subject discipline, or the needs of the students.
  - Partner teacher notes and comments.
  - Field Experience Instructor notes and comments.
  - The binder or digital document should be neat, organized and clearly written.

### ***Learning Task 2: Participate in Cohort Learning***

DUE: Ongoing and as requested by Field Experience Instructor

Attendance at seminars is mandatory. Field Experience Instructors will facilitate D2L discussions and reflections and will communicate weekly participation expectations to their cohorts.

#### **Assessment Criteria for Assignment 2:**

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

### ***Learning Task 3: Curriculum Planning/Learning Assignment***

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

Students should gradually work up to 1/3 of the partner teacher's instructional load by week 3. To this end, students will be required to create lesson plans and detailed reflections for all lessons taught while using one or more of the three Field Experience Design options available. Regardless of the Field Experience Design chosen, you should be focusing on the learning outcomes for this field experience and the same assessment criteria will be used.

*Note: Several curriculum/lesson planning formats have been posted in your cohort's D2L site. These are suggested formats only however all elements below must be present.*

#### **Assessment Criteria for Assignment 3:**

- Detailed lesson plans, with reflection, are present for each learning experience. All lesson plans must include the following although formats may vary:
  - Date of the lesson
  - Title of the lesson
  - Reference to the Programs of Study
  - Objectives of the lesson
  - Activities
  - Resources
  - Attention to Differentiation
  - Assessment
  - Reflection
- Lesson plans are discussed and/or collaboratively planned with the partner teacher and provided **at a minimum of 24 hours in advance of the lesson for approval from the partner teacher and, when necessary, the Field Instructor.**
- All lesson plans appear in the Field Experience Journal.

*Note: If you are team teaching with your partner teacher you are still expected to do a full lesson plan for your portion of the lesson being taught. For example, if you are leading one activity in the full lesson what is your objective for that one activity? What resources will you need and how will you assess its effectiveness?*

***Learning Task 4: e-Portfolio (Self-Care Plan)*****DUE: April 22**

You should have created your e-Portfolio shell in Field Experience I. The focus of your work in this course is to build out your self-care plan.

- *Use the following questions to guide the preparation of the self-care plan:*
  - What are some individual strategies or activities that you normally use to maintain your physical health?
  - How do you respond to stressful events?
  - What supports or resources are available to you through the University of Calgary to assist you if you feel stress or distress?
  - What actions can I take to reach my self-care goals?
  - What can you do, during your practicum, to take care of yourself for twenty-minutes each day?

**Assessment Criteria for Assignment 4:**

- *Quality of e-Portfolio Self-Care Plan*
  - Clarity and organization of self-care plan that should be no more than 2 pages of text, (and other forms of expression) double-spaced.
  - Uses an appropriate format (may be multi-modal and include pictures, captions, and other illustrations) such as an infographic, mind-map, or web page.
  - Fullness of rationale
  - Meaningfulness of topic to student
  - Connectedness to theory, information provided, and on-line discussions
  - Self-care plan is complete, yet dynamic, including areas of strength and areas of growth for the student teacher
- *Quality of Evidence in Self-Care Plan*
  - Evidence is credible and came from reliable and valid sources
  - Evidence was compelling and meaningful
  - Evidence was connected to student self-reflection as a teacher

**THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK****Course Work**

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

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

### Attendance

Regardless of the reason for your absence, you must complete the online Absence Reporting Form supplied to you from the Field Office. You are allotted a maximum of two days absence from Field Experience.

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

- Medical / illness
- Family emergency
- Religious observance
- Professional development undertaken separately from your Partner Teacher such as attendance at a conference (maximum two days)

Due to COVID-19, any student who feels unwell or who has come into close contact with someone known to have COVID-19 **must stay home** and follow your school's COVID guidelines for your return to the workplace. You must notify your field instructor of all absences, and **any absences for longer than two days must be approved by the appropriate Field Director.**

Additionally, late arrivals and early departures (for reasons other than illness) at the school site will be considered a serious matter and may jeopardize successful completion of EDUC 465, Field Experience II.

*\* 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>*

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

### Engagement in Class Discussion and Inquiry

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

### 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.

### **Competencies and Descriptive Statements Associated with EDUC 465, Field Experience II**

***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 465, I consistently demonstrate willingness and an emerging ability to connect with and develop appropriate professional relationships with students, school staff and those I work with from the University of Calgary. I acknowledge that the professionals I am working with are experts in their field and I am eager to learn from them by taking on opportunities to teach and by becoming involved in the life of the school. Additionally, I show a willingness to learn by requesting, accepting and incorporating feedback from my partner teacher and field experience instructor in a respectful and professional manner. I know the importance of professionalism and will demonstrate exemplary professional conduct as per the 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 am beginning to implement a strong yet caring and respectful command of the classroom through the use of my voice and my interaction with students, although I may need guidance and suggestions from others. I understand that I am still learning and that those I am learning from may have additional requirements of me.

***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 465, 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. I understand the importance of engaging with others including parents, Indigenous leaders and community service professionals, in the best interests of students and I am willing to work under my partner teacher and others in the school, as requested, to provide students with these opportunities.

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

As a pre-service teacher in EDUC 465, I consistently seek out feedback to enhance my teaching practice and I implement this feedback so that I might experience multiple ways of connecting with children. I am willing to collaborate with others to build my personal and collective professional capacities because I understand that, in doing so, I will build my capacity to ensure student success in a welcoming, caring, respectful and safe environment.

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

As a pre-service teacher in EDUC 465, I am developing an emerging ability to plan and design learning activities for children that address the learning outcomes and goals outlined in the relevant Programs of Study. I am demonstrating an ability to plan individual lessons and short series of lessons, although I acknowledge I am learning and may require assistance initially. If so, I will work towards lessening the assistance required by the end of my placement. In planning these lessons, I will incorporate various instructional strategies and I will work to design activities that are varied, engaging and relevant to my students. I will use technology as appropriate and I will demonstrate my emerging ability to integrate appropriate pacing and an awareness of

student engagement. I will demonstrate my emerging ability to implement formative assessment and, possibly with assistance, I will examine the ways in which that assessment evidence can inform future lessons.

***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 465, 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.

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

As a pre-service teacher in EDUC 465, I have an emerging understanding of the historical, social, economic, and political implications of treaties and agreements with First Nations, agreements with Metis, and the legacy of the residential School experience. This understanding allows me to begin to use the Programs of Study to provide all students with an opportunity to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit. With support and guidance from my partner teacher and others I am working with, I will support student achievement by engaging in various approaches to capacity building in First Nations, Metis and Inuit education through collaboration and the use of appropriate resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit culture.

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

As a pre-service teacher in EDUC 465, I follow the lead of those I am working with to ensure I am responding in accordance with the requirements of the *School Act* and other school policies and procedures. I demonstrate my understanding through my interactions with others that a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.

**Academic 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/](http://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>

**Education Students Association (ESA) President for the 2019-2020 academic year is Kyle Corry,**  
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