

**EDUC 465: Field Experience II**  
**Winter, 2024**  
**March 11-April 19, 2024**

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

**You must have a current Police Information with Vulnerable Sector Check to attend your practicum placement.** Students without a valid PIC will not be permitted to attend their placement school.

### **MANDATORY Field Experience Seminars**

*Section assignments and seminars are determined by your placement location, not your pathway. Regardless of your Community-based or On-campus pathway, your Field Experience Field Instructor and Section assignment will either be labelled as "Calgary & Area" or "Out of Area". Calgary & Area seminars are on-campus and Out of Area seminars are held via Zoom.*

*March 11, 2024* – a half day meeting (CAA in-person, on campus; OOA via Zoom) with your Field Experience Instructor followed by a half day for wellness, so you do not have to attend your placement school.

*April 19, 2024* - a half day meeting (All pathways via Zoom) with your Field Experience Instructor followed by a half day for wellness, so you do not have to attend your placement school.

### **Off-campus Field Experience:**

Four (4) weeks within the six-week time frame of March 11 – April 19, 2024, 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.

**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. Practicum visits will be set up by your field instructor or community partner.

**Email:** Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence. Students are expected to contact their Field Instructor regarding all questions related to this course. Please allow 24 hours for responses to all correspondence.

### **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 all your education courses.

You will plan, implement, and assess single and a series of lesson plans. These lessons will begin as individual lessons and may build up to series of lessons at the discretion and guidance of your partner teacher in the context of their classroom. In Weeks One and Two, you will gradually work up to teaching at least one lesson per day **to the entire class**. By the third week, you should be teaching approximately 1/3 of your Partner teacher's instructional assignment.

By the end of this course, you should have taught full class lessons gathering and using feedback from your partner teacher, field instructor, and (OOA only) your community partner to improve your teaching practice.

This cohort-based course includes a graded online D2L component which is described in the assignment section. Completion of all assignments is necessary to earn credit in this course.

### **Field Experience Design:**

This course provides three teaching requirements (detailed below) for students, the use of which will be dependent upon the classroom environment, the partner teacher's assignment, and the comfort level of all involved, **however, the student teacher must be planning for and receive feedback for whole class instruction by the third week.** The purpose of Field Experience II is that the student teacher(s) endeavor to critically examine how learners learn and reflect on their educational experiences and the role of the teacher in the teaching and learning process.

#### ***1. Small Group Instruction***

**During the first week** of Field Experience II, student teachers will develop their teaching abilities by planning a series of lessons for small groups of learners under the partner teacher's mentorship. This early experience will allow student teachers to delve more deeply into the examination of the learners and their unique learning 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?*

#### ***2. Team Teaching Instruction***

**During the first and second weeks** of Field Experience II, student teachers should prepare **with their partner teachers** a series of 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 and assisting with implementing this collaboratively developed lesson. The student teachers will still be asked to collaboratively plan and participate in a series of lessons, **each requiring a written lesson plan** that aligns with the Werklund School of Education lesson planning required elements (detailed under Task 3). This mentoring will allow students to experience the complexities of whole class instruction with the assistance of their partner teacher.

#### ***3. Whole Class Instruction***

**By the third and fourth week**, student teachers should be teaching several full class lessons up to a maximum of 30% of the partner teacher's assignment. Student teachers will be asked to prepare a series of lessons to be taught in a large class setting under the partner teacher's mentorship. Student teachers will be asked to focus on assessment of student learning in relation to their lesson plans with an emphasis on understanding the complexities of differentiation and inclusion.

**By the end of Field Experience II, students will have had several opportunities to plan for and teach the entire class on their own.** Students are NOT expected to plan for and teach for the entire school day, however they must be present and assisting their partner teacher for the entire school day.

### ***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 develop appropriate lesson plans that meet the needs of diverse learners.
4. You will examine appropriate classroom management skills that retain the dignity of all students.
5. You will develop a teacher presence using tact and thoughtfulness to develop a community of safety, security and trust for the learners.
6. Through the relationship developed with the partner teacher, you will develop an understanding of the role of the teacher and your identity as a teacher.

7. You will 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/HEARTcare plan that reflects your emerging understanding of occupational wellbeing in educational settings.

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

1. Who are the learners in the classroom and what are their unique learning needs?
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 attend to 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.

The following are the six competencies established by Alberta Education in the Teaching Quality Standard (2023). You will be assessed using the TQS as a point of reference.

**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.**

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

- 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://libguides.ucalgary.ca/guides/lesson\\_planning\\_resources](https://libguides.ucalgary.ca/guides/lesson_planning_resources)
- 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 <https://www.learnalberta.ca/content/ieptLibrary/index.html>
- Werklund School of Education Indigenous Education Resources
  - This valuable resource is available at <https://werklund.ucalgary.ca/teaching-learning/indigenous-education-resources>
- Taylor Institute Mental Health Resources: <https://taylorinstitute.ucalgary.ca/resources/mental-health-wellness>
- 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>
- Astrid H. Kendrick, Theodora Kapoyannis & Rachel Pagaling (2024) Streaking and self-care planning: The influence of integrating a well-being initiative in one teacher education program, *Teaching Education*, DOI: 10.1080/10476210.2024.2305472 <https://www.tandfonline.com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10476210.2024.2305472>
- Kendrick, A.H. (2019). To help students overcome setbacks, they need to develop ‘academic buoyancy’. *The Conversation Canada*. <https://theconversation.com/to-help-students-overcome-setbacks-they-need-to-develop-academic-buoyancy-113469>
- Website exploration: HEARTcare Planning for Pre-service Teachers. <https://heartcareeducators.ca/heartcare-for-preservice/>

### 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
LT1: Field Experience Journal	An on-going and developing compilation of reflections, ideas and lesson plans that document and demonstrate both your strengths and areas for development and growth as a teacher.	Individual	Ongoing
LT2: Participation In Cohort Learning	Participate all field experience seminars and all D2L conversations as facilitated by your Field Experience Instructor. Your Field Instructor will provide the expectations for your weekly posts, one of which will be to submit and review a lesson plan.	Individual /Group	Ongoing
LT3: Curriculum Planning / Learning	The planning and delivery of a series of lessons. <b>All lessons require a written lesson plan with reflection and should be given to your Partner teacher by 3:00 pm on the day before you deliver the lesson.</b>	Individual	Ongoing
LT4: e-Portfolio	The focus of Field II is on developing HEARTcare plan portion of your e-Portfolio.	Individual /Group	End of Week 2

### 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.

- 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 and update your Field Experience Journal which you should have created in Field Experience 1.
- Prepare a short introduction for your K-12 students for your first day of practicum and provide it to your partner teacher.
- Be ready to present your Police Information Check including the Vulnerable Sector Check when required.
- 

### Field Experience Seminar 1

Prior to going into your school for Field Experience II, you will have a seminar with your Instructor to prepare. During this time, you will:

- Become familiar with course outline, the TQS and CoPC, your subject area curriculum, and assignments.
- Discuss questions about this course with your Field Experience Instructor
- Set goals for wellbeing and discuss how you and your cohort will participate in the *Field Self-Care Streak*.

*Note: Attendance at seminars is mandatory.*

### Week 1

#### 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) Set up a meeting to discuss expectations with your partner teacher. Open and honest communication can often prevent misunderstandings between student teachers and partner teachers. Ask the following questions at this meeting:
  - 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? (any time, after class ends, during preparation)?
  - Is there anything else I should know about before I begin this field experience?
  - Discuss the *#FieldSelfCareStreak* and your self-care goals for practicum. Determine a convenient twenty-minute time period that can be used to implement daily self-care.
- 2) Inquire into the culture of the classroom. In Field Experience 1, 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 to learn

about your new classroom.

You should:

- Orient yourself to the classroom. Meet your partner teacher and notice the culture and routines in your placement classroom.
  - Gather important documents about the school, such as schedules, professional learning days, staff meeting dates, and the school's handbook and code of conduct and place in your Field Journal.
  - 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 with the students' schedule?
    - How is class time structured by your partner teacher?
    - In the classes you will be teaching: 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.
  - 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.
- 3) 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 small groups, and when you be instructing the whole class? Is there the opportunity to move between the teaching options? How will you and your fellow student teacher work together?
  - Familiarize yourself with the relevant Programs of Study for the units your partner teacher is instructing.
- 4) Begin gathering evidence-based health and well-being information for the HEARTcare tab in your e-Portfolio.
- Read: Commit to 'wellness streak' to help manage work stressors. *The Conversation Canada*.
  - Read: To help students overcome setbacks, they need to develop 'academic buoyancy'. *The Conversation Canada*.
  - Look for well-being ideas under the Pre-Service Teachers tab on the HEARTcare Educators website.

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

#### **Day 2 Tasks:**

Work, as directed by your partner teacher, with individual and small groups. Ethnographic notes and observations should be a small part of your work today.

- 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.
- 1) In consultation with your partner teacher, design and clarify your role in the classroom.
  - Set up several designated times/experience(s) over the remainder of the week 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 already planned and instructed to the class**.
  - In addition to these designated experiences, consult with your partner teacher about appropriate and helpful ways for you to work with individual learners or small groups 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 or groups 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 class lesson in this week using one of the teaching options provided.

<b>Focus: Individual Learners (Week 1, Day 3 - 4)</b>
---

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

**Day 3-4 Tasks:**

- 2) Using your observational notes from Days 1&2 to consider the instructional design decisions required to develop responsive lessons for this class of students.
- 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 a

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.
- **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. **You are not expected to provide full class instruction this 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.

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. You should begin leading classroom routines such as attendance taking and opening routines, such as circle check-ins or setting up the classroom for instruction. Based on your discussions with your partner teacher in Week 1, you should plan to develop and deliver a series of lessons.

#### *Tasks:*

- 1) Begin to plan and implement a single or series of lessons with the Partner teacher's support and guidance. Student teachers should aim to deliver a minimum of 3 lessons by the end of this week.
  - Lesson plans and reflections on them must be written for every lesson taught. They must be placed in the Teaching section of your Field Experience Journal. Partner teachers and Field Experience Instructors should have access to these at any time.
  - **Lesson plans must be turned in to your partner teacher by 3:00 pm on the day before you are to deliver the lesson.**
- 2) Reflect on the success of each lesson delivered and whether or not the students met the learning objectives you set. Consider the questions: What do I want the students to know and what will I accept as evidence that 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) Share your HEARTcare plan and self-care goal for well-being for feedback from your partner teacher.
- 5) Participate in your D2L community as directed by your Field Experience Instructor.

**ASSESSMENT DUE!**



Learning Task: **Your self-care plan should be complete and integrated into your e-Portfolio. Your plan should be submitted to your field instructor as directed by 11:50 pm on the last day of Week 2.**

**Midterm Assessment:** 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)

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 daily schedule. Continue to assist your partner teacher at all other times of the day.

#### *Tasks:*

- 1) Continue to plan and implement a series of lessons with the partner teacher's support and guidance.
  - Lesson plans and reflections on them must be written for every lesson taught. They must be placed in the Teaching section of your Field Experience Journal. Partner teachers and Field Experience Instructors should have access to these at any time.
  - **Lesson plans must be turned in to your partner teacher by 3:00 pm on the day before you are to deliver the lesson.**
- 2) Reflect on the success of each lesson delivered.
  - Consider: What do I want the students to know and what will I accept as evidence that your students met the learning objective you set for the class? What is your evidence of their learning? What would you do differently next time? What knowledge or skills may need to be reviewed or practiced in subsequent lessons? 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 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 about your interactions with students now that you have been in the classroom for a week? What have you noticed 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/HEARTcare 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. How have you been using formative and summative assessment to guide your lesson planning?

### **Tasks:**

- 1) Continue to plan and implement a series of learning experiences/lessons with the partner teacher's 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 by 3:00 pm on the day 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 by assisting with individuals and small groups throughout each day as guided by your partner teacher.
- 4) Record final reflections, experiences and observations in your Field Experience Journal to help you in Field Experience 3. 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!**

*All tasks are completed on April 19, 2024. 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. At this seminar, be prepared to share key resources from your HEARTcare plan and discuss your experiences in your placement.

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

**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.

### FORMAL ASSESSMENTS AND REQUIRED TASKS

There are two formal assessments and four required 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 provided at 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 related to the Course Outcomes, the assignments for this field experience, and on the competencies outlined in the Teaching Quality Standard (2023) and Application and Assessment for Field Experience as noted at end of this course outline. The partner teacher Final Narrative Assessment should be completed before the final day of the field experience. Both the midterm and final 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 for employment.

**The UPE office will not provide copies of lost or misplaced narrative assessments.**

### LEARNING TASKS

There are four learning tasks associated with this course. The following learning tasks should be approached and assessed as an integrated and holistic part of the field experience.

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

**DUE: On-going over the course and as requested by Field Experience Instructor (including Community Partner where applicable)**

The Field Experience Journal is an ongoing 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 that you will develop from Field Experience 1 through Field Experience 4.

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

- Each student teacher must have their own Journal.
- The Journal should be in a binder. If you choose to make part or all of the Journal digital, you must negotiate this with both your partner teacher and Field Experience Instructor.

**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 – Lesson Planning**

- Document in detail what you taught to 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 – Lesson Implementation/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 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. The basic expectation is that each student completes one initial and one responding discussion post each week in the form assigned by their instructor.

**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 (including Community Partner where applicable)**

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 reflections for all lessons taught. Your lesson plan template should align with the Werklund School of Education template provided on D2L.

**Assessment Criteria for Assignment 3:**

- Detailed lesson plans, with reflection, are present for each learning experience. All lesson plans must include the following although exact formats may vary:
  - Date of the lesson
  - Title of the lesson
  - Learning Objective from Programs of Study
  - Specific objective of the lesson
  - Teaching and Learning Activities
  - Evidence-Based Teaching and Learning Resources
  - Differentiation
  - Formative and Summative Assessment
  - Professional Reflection
- Lesson plans are discussed and/or collaboratively planned with the partner teacher and provided **by 3:00 pm on the day before the lesson is implemented for feedback and approval from the partner teacher and, when necessary, the Field Instructor.**
- All lesson plans must be stored in the Field Experience Journal.
- Please note that AI-generated lesson plans do not demonstrate your understanding of your students' learning needs, so they are not acceptable technology tools for this course. Additionally, if using resources provided by Teachers Pay Teachers or other lesson planning websites, you must cite the origins of the lesson plan.

*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 (HEARTcare Plan)****DUE: By the end of Week 2**

You should have created your e-Portfolio shell in Field Experience I. The focus of your work in this course is to build out the self-care goals of your HEARTcare plan. You should use the HEARTcare Planning for Pre-service Teachers webpage to support your goal setting.

- Complete pages 10-14 in the HEARTcare Planning for Pre-Service Teachers to guide your planning.
  - What can you do, during your practicum, to take care of yourself for twenty-minutes each day?
  - What does your partner teacher recommend?

**Assessment Criteria for Assignment 4:**

- *Quality of e-Portfolio HEARTcare Plan*
  - Clarity and organization of HEARTcare plan should be no more than 2 pages of text, (and other forms of expression) double-spaced.

- Uses an appropriate format (such as multi-modal and include pictures, captions, and other illustrations) such as an infographic, mind-map, or web page.
- Includes school, system, individual, professional, and educational worker interventions.
- Meaningfulness of topic to student
- Connectedness to theory, information provided, and on-line discussions.
- HEARTcare plan is complete, yet dynamic, including areas of strength and areas of growth for the student teacher.
- *Quality of Evidence HEARTcare Plan*
  - Evidence is credible and came from reliable and valid sources.
  - Evidence was compelling and meaningful.
  - Evidence of implementation was provided.
  - 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 and the Field Experience Handbook for all policies related this course. The Calendar and Handbook describes the program and provides detailed schedules and notices regarding important dates. The Calendar contains information on expectations for student work and professional conduct.

All Field Experience students in the Werklund School of Education are accountable to Calendar section Werklund School of Education Section 3.4 Standards of Professionalism, the 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.

### Attendance

Regardless of the reason for your absence, you must complete the online Absence Reporting Form supplied to you from the Field Office.

As per the University of Calgary documentation policy, students can be asked to provide documentation to support an excused absence. The type of documentation is at the discretion of the student, however, if requested, documentation must be provided to the instructor.

**You are allotted a maximum of two days absence from Field Experience.** 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.

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)

**You must notify your field instructor and complete the Absence Reporting Form for all absences**, and any absences for longer than two days must be approved by the appropriate Field Director.

*Note regarding absence for Professional Development* – Students are permitted a maximum of two days absence for professional development which 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 experiences. You will be participating in D2L cohort learning as assigned by your instructor. If you find that you are experiencing difficulties with participating in cohort learning, please inform your instructor.

### **Expectations for Writing**

All written assignments 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>

### **Incomplete or Late Submissions**

All late submissions of assignments must be discussed with the instructor prior to the due date. The submission of incomplete assignments or absence from seminars for EDUC 465 must be discussed with the instructor prior to the due date/seminar date.

## **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**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

**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 academic year is Claire Gilles, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).**

**Werklund SU Representative is Elsa Stokes, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).**