

EDUC 540: Field Experience III
Fall, 2020

Section	Instructor	Email
Course Coordinator: Dr. Dora Kapoyannis (B01-B12) Dr. Astrid Kendrick (B30-B32)		theodora.kapoyannis@ucalgary.ca astrid.kendrick@ucalgary.ca
B01	Claude Oppenheim	coppenhe@ucalgary.ca
B02	Dianne Dodsworth	ddodswor@ucalgary.ca
B03	Jeff Hall	jeffrey.hall1@ucalgary.ca
B04	Sharon Nichols	snichols@ucalgary.ca
B05	Jeff Turner	turnej@ucalgary.ca
B06	Robin Laycock	robin.laycock@ucalgary.ca
B07	Kevin Tonak	kevin.tonak@ucalgary.ca
B08	Wayne Harleton	wcharlto@ucalgary.ca
B09	Patricia Bolger	patricia.bolger@ucalgary.ca
B10	Daniel Hoch	daniel.hoch@ucalgary.ca
B11	Paul Hoff	paul.hoff@ucalgary.ca
B12	Christi Harter	christi.harter@ucalgary.ca
B13	Brenda Dyck	dycb@ucalgary.ca
B14	Jennifer Hill	jennifer.hill1@ucalgary.ca
B15	Katherine Mueller (French)	kmueller@ucalgary.ca
B30	Sandra Duggleby	sduggleb@ucalgary.ca
B31	Deirdre Bailey	deirdre.bailey@ucalgary.ca
B32	Amy Parks	adparks@ucalgary.ca

Class Dates: November 2 – December 11, 2020

Off Campus

Instructor: See SFE for information about you instructor

Field Experience Seminars:

All Field Experience seminars are scheduled to take place through Zoom.

- Sections B01-B15
 - October 21, 2020 – 1:30 to 3:00 pm
 - November 27, 2020 – 1:30 to 3:00 pm
- Sections B30-B32
 - October 21, 2020
 - November 27, 2020
 Your instructor will set up your Zoom sessions at the below times:
 - B30: 4:30- 6:30 p.m.
 - B31: 6:30- 8:30 p.m.
 - B32: 4:30- 6:30 p.m

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only

COURSE DESCRIPTION:

The six-week Principles of Social and Cultural Engagement field experience will give the Student Teacher experiences examining the complex dimensions of learning and teaching in the context of whole class work. This purpose of the EDUC 540 six-week, cohort-based, field experience course is to engage practically, ethically and philosophically in the theme of the semester. Drawing on learning experiences in both field and course work in semesters one and two, you will continue planning, implementing and reflecting on whole-class instruction with an emphasis on student diversity and the conditions under which students and teachers thrive.

You will plan, implement and assess curricular learning experiences. These may include individual lessons in the beginning that will build up to a series of learning experiences or lessons as well as an entire or partial curriculum unit, at the discretion and guidance of the Partner Teacher in the context of her/his classroom. By the fourth week of this field experience you will be teaching up to 50% of the day and by the sixth week it is possible that you may be teaching up to 75% of the 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 continue 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 will allow for all levels of learners to enter the learning experience.
4. You will develop 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 develop deeper understandings of the role of the teacher.
7. You will continue to examine and implement purposefully designed formative assessment strategies.

Cohort Engagement Themes

1. How do professionals work together to inquire into the competencies for Alberta teachers, both in relation to and for the purpose of strengthening our curriculum planning and teaching to create engaging and strong learning environments for the learners in our classrooms? What evidence and examples do we have to support this?
2. How do you recognize each student's unique and individual strengths and the areas in which they need support for their learning? How do you develop strong pedagogical relationships with students, with other professionals, and with curriculum?
3. What is your understanding of how students experience learning (and learning situations)?
4. What insights can you develop about the kind of experiences that are meaningful for students and why these experiences are meaningful?
5. What is your understanding of the conditions under which learners and teachers thrive?

LEARNER OUTCOMES:

Alberta Education Competencies

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

The following are the competencies established by Alberta Education that are to be your focus for Semester 3. Please see the *Application and Assessment for Field Experience III* 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.

COURSE DESIGN AND DELIVERY:

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

REQUIRED READINGS, RESOURCES AND SUPPORT MATERIALS:

The 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 (2018)
- Lesson / Unit planning templates and exemplars
- Doucette Library Guides on various topics
 - These documents are available on the Doucette Library website at <https://library.ucalgary.ca/doucette>
- Assessment and Evaluation Checklist (Dr. Patricia Danyluk)
- 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/>
- Werklund School of Education Indigenous Education Resources
 - This valuable resource is available at <https://werklund.ucalgary.ca/tandl/indigenous>

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	Description of Learning Task	Grouping for Learning Task
Learning Task #1 Field Experience Journal	An on-going and developing compilation of reflections, ideas and examples that will help you to build your identity as a teacher. The journal is also used to collect information about the school.	Individual
Learning Task #2 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, including, at minimum, one original post and one response to a classmate per week.	Individual
Learning Task #3 Designing for Learning: Lesson Planning (required) and Unit Planning (if applicable)	The creation of lesson and unit plans that include all major aspects of planning including detailed and thoughtful reflections. All lesson plans should be given to your Partner Teacher 24 hours before you deliver the lesson and unit plans, if applicable, should be provided to the Partner Teacher 72 hours ahead of the start of the unit. *Students are required to submit one lesson plan to the Drop Box as directed by their Field Experience Instructor. You will receive feedback from your Field Experience Instructor on the lesson plan.	Individual
Learning Task # 4 Creation of e-Portfolio	Students will create a shell for their e-Portfolio and complete the “Who Am I” tab.	Individual

WEEKLY COURSE SCHEDULE

Below is a detailed, suggested weekly schedule for EDUC 540.

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.

Field Experience Seminar I (October 21, 2020)

During this time, you will:

- Become familiar with course outline and assignments.
- Begin discussing where you feel you are before your field placement has started and what are your goals for the semester. Where do you feel your work was strong in your Year 1 field experiences? What are the goals you have set for yourself in Field Experience III and how do they relate to the competencies put forth by Alberta Education?
- Discuss questions with your Field Experience Instructor.
- *Note: Attendance at seminars is compulsory.*

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, Liaison 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.

Focus: Introduction to the school, classroom, partner teacher and learners (Week 1, Day 1, - November 2, 2020)

This focus for this week will be introducing yourself to your school and to the learners in your class. You should aim to teach *at least one lesson* close to the end of this week. Remember, your goal by Week Three is to teach a minimum of 25-50% of your Partner Teacher's assignment. 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? What will your use of formative assessment look like?

Day 1 Tasks:

1. Inquire into the culture of the classroom. On this first day, begin to apply the interpretive skills you have previously practiced to inquire into the culture of your new school. Examples include:

- Collect documents such as class lists, seating plans, school handbook, etc.
 - Orient yourself to the school community. Who are the students in the school? Do they live in the neighbourhood or are they bussed?
 - What is the mission of the school?
 - What programs does the school run?
 - Who works in the school and what are their roles?
2. Begin to add to your Field Experience Journal.
 3. Introduce yourself to your class(es) as a professional. You may follow or adapt the lesson plan that you created prior to your field experience, or your Partner Teacher and or Field Experience Instructor may give you different suggestions and direction.
 4. 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? (any time, after class ends, during preparation)?
 - Is there anything else I should know about before I begin this field experience?
 5. Begin to discuss with your Partner Teacher his or her curriculum plans for the next six weeks, particularly in your curriculum specialization area but also in any other disciplines that your Partner Teacher instructs. Is there a particular class you will be working with? At what point will you be taking on more responsibility? How will you gear yourself towards taking on 75% of the instructional time by the sixth week?

Focus: The Culture of the Classroom
(Week 1, Day 2-5 - November 3-6, 2020)

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.

Day 2-5 Tasks:

1. Continue your inquiry into the culture of the school. How does each student fit into the classroom dynamic and curriculum learning? How does the classroom fit into the larger context of the school?
2. Work with individuals and small groups of learners or assist in the larger class environment as guided by your Partner Teacher.
3. Participate in your D2L community as directed by your Field Experience Instructor. At minimum, this includes one original post and one response to your peers.
4. Prepare yourself for the remainder of your week's learning and experiences by discussing the next several days with your Partner Teacher.
5. If possible and as directed by your Partner Teacher, plan and implement one - two lessons by the end of the 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 Dossier. 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.
 - Unit plans must be completed for all units of study taught if applicable. These must be turned into your Partner Teacher 72 hours prior to beginning the unit.
6. Continue to add to your Field Experience Journal.

**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. Situations and specifics will vary. In general, you should be teaching up to 25% of the instructional day, loosely translating to one class per day.

Tasks:

1. Begin to plan and implement a series of lessons and/or learning experiences in one curriculum area and assess student learning with the Partner Teachers' 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 into your Partner Teacher 24 hours before you are to deliver the lesson.
 - Unit plans must be completed for all units of study taught if applicable. These must be turned into your Partner Teacher 72 hours prior to beginning the unit.
 - You should aim to teach at least 25% but not more than 50% of the instructional day.
 - Participate in your D2L community as directed by your Field Experience Instructor. At minimum, this includes one original post and one response to your peers
 - Continue to add to your Field Experience Journal.

**Focus: Moving to 50%
(Week 3)**

Situations and specifics will vary. In general, you should be teaching up to 50% of the instructional day. This week, investigate whether or not your school follows a Comprehensive School Health Plan. Explore your school's website and School Development Plan to find a school wellness goal, and consider how it is enacted in the school setting.

Tasks:

1. Continue to plan and implement a series of lessons and/or learning experiences in one curriculum area and assess student learning with the Partner Teachers' 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 must 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.
 - Unit plans must be completed for all units of study taught if applicable. These must be turned into your Partner Teacher 72 hours prior to beginning the unit.
 - Maximum instructional time should not to exceed 50% of the instructional day.
2. Begin to discuss the next three weeks of curriculum plans with your Partner Teacher. Is there an opportunity for you to complete a unit of study? What do your Partner Teacher's unit plans look like? Consider teaching a unit of study, however, note that this may not be feasible in all situations and this is at the discretion of the Partner Teacher.
 3. Participate in your D2L community as directed by your Field Experience Instructor. At minimum, this includes one original post and one response to your peers.
 4. Continue to add to your Field Experience Journal.

ASSESSMENT DUE!

Partner Teachers should complete the Midterm Assessment, which is due at the end of Week 3. 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 Journal. Please note that Field Experience Instructors may ask for a copy of the assessment. You are not required to turn this assessment into the UPE office.

Focus: Gradual Immersion in the Experience (Week 4)

Situations and specifics will vary. In general, you should, by this week, be teaching up to 50-75% of the instructional day. Continue to assist at all other times of the day. Focus on differentiated instruction this week and on ways to transition from one activity to the next. Think about how you allow multiple kinds of learners to enter into the learning in multiple ways and the best ways to facilitate that learning.

Tasks:

1. Continue to plan and implement a series of lessons and/or a unit of study with the support and guidance of your 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.
 - Unit plans must be completed for all units of study taught, if applicable. These must be turned into your Partner Teacher 72 hours prior to beginning the unit.
2. Participate in your D2L community as directed by your Field Experience Instructor. At minimum, this includes one original post and one response to your peers.
3. Continue to add to your Field Experience Journal.
4. Begin to work on developing your e-portfolio shell. Your Field Instructor will show you how to develop an e-portfolio during your seminar on November 27.

Field Experience Seminar II
(November 27, 2020)**Topics may include:**

- Questions as a result of your field experience.
- Final narrative assessment procedures.

Focus: Continued Daily Teaching
(Week 5)

Situations and specifics will vary. In general, you should, by this week, be teaching up to 50-75% of the instructional 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. Think about summative assessment. Is there a place for it yet in your teaching?

Tasks:

1. Continue to plan and implement a series of lessons and/or a unit of study with the support and guidance of your 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.
 - Unit plans must be completed for all units of study taught if applicable. These must be turned into your Partner Teacher 72 hours prior to beginning the unit.
2. Participate in your D2L community as directed by your Field Experience Instructor. At minimum, this includes one original post and one response to your peers.
3. Continue to add to your Field Experience Journal.
4. Continue to develop your e-portfolio shell. It should be posted to D2L for peer review by December 7, 2020. Be sure to remove any personal or identifying information before posting your e-portfolio to D2L.

Focus: Immersion in the Teaching Experience
(Week 6)

Situations and specifics will vary. In general, you should, by this week, be teaching 50%-75% of the instructional day. This week pay special attention to your own perceptions of yourself as a teacher. How are you balancing your life and work? What does this mean for your career as a new teacher?

Tasks:

1. Continue to plan and implement a series of lessons and/or a unit of study with the support and guidance of your 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.

- Unit plans must be completed for all units of study taught if applicable. These must be turned into your Partner Teacher 72 hours prior to beginning the unit.
2. Participate in your D2L community as directed by your Field Experience Instructor. Over the course of this week, check out your classmates' e-portfolio shells to provide feedback and get ideas. At minimum, this includes one original post and one response to your peers' work.
 3. Continue to add to your Field Experience Journal.
 - Complete your e-portfolio shell and post a link to the D2L Dropbox by December 7, 2020.
 - **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!

E-portfolio shell due December 11, 2020. Please submit as per the instructions of your Field Experience Instructor.

EDUC 540 Learning Tasks and Assessment

Assessment for Field Experience III and all EDUC 540 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.

Midterm Assessment

Assessments by Partner Teachers are to be done two times during the Field Experience. The Midterm Assessment should be **completed by the end of Week 3** and students are to keep a copy of this assessment in their Field Experience Journal. Field Experience Instructors may ask for a copy of the Midterm Assessment.

Final Narrative Assessment

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 III. 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.

There are four required learning tasks for Field III

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 from your courses 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 Learning Task 1:

- Each Student Teacher must have her or his own Field Experience Journal.
- The journal can be virtual or in a binder or a combination of both. If you choose to make part or all of the journal virtual, you must negotiate this with both the Partner Teacher and Field Experience Instructor and be willing to make all documents available at any time, in hard copy, at their request.
- The Field Experience journal must include the following sections.
 - Information about the school and community.
 - Curriculum information - for the time of the experience.
 - Planning - notes, support materials, etc.
 - Teaching - lesson and unit plans, Student Teacher reflections on these, Partner Teacher notes and comments, Field Experience Instructor notes and comments. Sample lesson plan templates are posted on D2L. Partner Teachers and
 - or Field Experience Instructors may recommend other formats depending on context, subject discipline, or the learning needs/style of the Student Teacher.
 - Student assessment - class lists, anecdotal notes, assessment on the work students have done while you are responsible for their learning.
 - Anything else the Student Teacher chooses to include
- The journal should be neat, organized and clearly written, ideas well expressed.

*Students in B30-32 will be observed by a Community Partner who may also ask to see and evaluate the journal at any time.

LEARNING TASK 2: Participate in Cohort Learning**DUE: On-going and as requested by Field Experience Instructor**

Attendance at, and participation in, all seminars is mandatory. Field Experience Instructors will facilitate D2L discussions and reflections, and will communicate weekly participation expectations to their cohorts including, at a minimum, an original post and a response to one classmate.

Please note that changes to the D2L topics and or expectations will be at the discretion of the Field Experience Instructor to be responsive to the needs of the cohort.

Assessment Criteria for Learning Task 2:

- Active involvement in cohort discussions both in person or through Zoom 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: Designing for Learning: Lesson and Unit Planning**DUE: On-going and as requested by Partner Teacher and Field Experience Instructor**

Students should gradually work up to 50% of Partner Teacher's instructional load by Week Four and may reach up to 75% of the instructional load by Week Six. To this end, students will be required to create lesson plans and detailed reflections for all lessons taught. Similarly, if students undertake a unit of study then detailed unit plans, with a reflection of the unit as a whole, must be created.

Note: Several lesson/unit planning formats have been posted in your cohort's D2L site. These are suggested formats only however all elements below must be present. Daily lesson plans should be from 1-2 pages in length (not including assessments, learning tasks, or other activity outlines). Please see links below for recommended lesson plan templates.

Assessment Criteria for Learning Task 3:

- Detailed lesson plans, with reflection, are present for each lesson taught. All lesson plans must include the following although formats may vary:
 - Date and Title of the lesson
 - Outcomes with Reference to the Program of Studies
 - Objectives of the lesson
 - Activities
 - Resources
 - Differentiation
 - Assessment
 - Reflection
- Detailed unit plans, if applicable, are present for each unit taught. All unit plans must include the following although formats may vary:
 - Dates and Title of the unit

- Outcomes with Reference to the Program of Studies
 - Objectives of the unit as a whole
 - Scope and Sequence of Lessons including Activities
 - Resources
 - Differentiation
 - Assessment
 - Reflection
- Lesson plans are discussed with the Partner Teacher and provided at least 24 hours in advance of the lesson for approval. Timeliness is at the discretion of the Partner Teacher.
 - Unit plans are discussed with the Partner Teacher and provided at least 72 hours in advance of the unit for approval. Timeliness is at the discretion of the Partner Teacher.
 - Consider carefully your assessment and objectives. What will you count as evidence that learning has taken place? Does your assessment match your objectives? And following each lesson consider if there demonstration of learning on the part of the students?

*Students in B30-32 are required to submit one lesson plan to the Drop Box for feedback as directed by their Field Experience Instructor.

*Students in B30-32 will be observed by a Community Partner who may also ask to see and evaluate planning at any time.

Learning Task 4: Field Experience E-Portfolio Shell

DUE to D2L for peer review: December 7, 2020

DUE to D2L for grading: December 11, 2020

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

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

The purpose of this assignment is to provide students the time and opportunity to design an e-portfolio *shell* that will be used throughout the field experience courses in the Werklund School of Education. Creating an e-Portfolio provides you with a space to discover, understand, communicate and reflect on learning. In Field III, the assignment expectation will be to create the shell for your e-Portfolio. Using resources and supports discussed in class and outlined in the course outline, students will choose a digital platform of their choice to design their shell.

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

Werklund School of Education e-Portfolio Resources <https://werklund.ucalgary.ca/teaching-learning/student-resources/eportfolio-resources>.

UofC's D2L e-Portfolio: [ePortfolio Resources](#)

Other digital platforms: [E Portfolio Tools & Resources](#)

- Wix and Weebly are two popular, user-friendly digital platforms
- Wix: <https://www.youtube.com/watch?v=6Q4737kSSzA>
- Weebly: <https://www.youtube.com/watch?v=nLJvniZrSp4>

Other Readings and Resources:

- University of Calgary Doucette Library Guide - e-portfolio (<https://library.ucalgary.ca/c.php?g=636701&p=4467092>)
- [e-portfolio-support-document_best-practices-final](#), Compiled by Dr. Robin Alison Mueller, Taylor Institute for Teaching and Learning
- [e-portfolio-support-document_purposes-and-rationale-final](#), Compiled by Dr. Robin Alison Mueller, Taylor Institute for Teaching and Learning
- [Taylor Institute for Teaching and Learning, Educational Development Unit](#)
- <https://elearn.ucalgary.ca/e-portfolio-tools-resources>

You will also be expected to add to your **Who Am I?** tab. This element of your e-Portfolio is an opportunity to reflect on your learning from your coursework and experience and revisit the essential questions of: *Who am I*, and *How do my beliefs shape my perception of learning, teaching and school culture?* In this tab, you may start to add elements such as photos*, your background, interests/passions and what brought you to teaching. This is an opportunity to begin to reflect on why you have chosen this profession. This reflection should be 100-200 words in length and contain 3-5 images.

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

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

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

Assessment Criteria for Learning Task 3:

Navigation of Portfolio

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

Usability and Accessibility

- Portfolio is easy to read
- Font and type size vary appropriately for headings, sub- heading and texts
- Color of background, fonts and links, enhance the readability and visual appeal and used consistently throughout the e-Portfolio
- Multimedia elements (photographs, graphics, audio and or video files) enhance understanding of ideas, create interest and are appropriate for the chosen purpose

Descriptive Text

- Who Am I tab begins to explore the question: Who am I and how do my beliefs shape my perception of learning, teaching and school culture?
- The Who Am I tab details the student's background, interests/ passions, ideas for their own stress management, and how they have come to the profession of teaching. (Text length: 100-200 words, 3-5 images)
- Text is clear, appropriate and largely free of grammatical errors
- Content and language are engaging, insightful and, thoughtfully drafted

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

Attendance

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 - see note)

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 these steps:

1. You need to contact the school liaison, partner teacher, field experience instructor, field experience office (upefield@ucalgary.ca) and relevant field experience director to let them know you will not be attending school due to illness or exposure. If you are already at school and start to feel unwell, go home immediately and make sure everyone listed above knows you have done so.
2. Call 811 and follow their instructions. Go immediately, or as soon as possible, to get a COVID test.
3. Inform the school liaison, partner teacher, field experience instructor and relevant field experience director of the result of your COVID test. Follow any instructions provided by your relevant health authority and by the school.
4. Both your field experience instructor and your director of field experience will be in touch with you to discuss to next steps. Prolonged absences will be handled on a case-by-case basis.

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 540, Field Experience III.

** 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 four 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 weekly D2L discussion threads posting your responses and responding to your peers. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

Note: for those completing assignment as a group: If there is sufficient evidence to suggest that an individual has not made substantive contributions to a group assignment, the individual may be required to submit an alternative assignment that is negotiated with the particular 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.

Teaching Quality Standard – Application and Assessment for EDUC 540, Field Experience III

Werklund School of Education Field Experience Program

Taken from the Teaching Quality Standard – Alberta Education

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

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

Assessment Criteria for Field Experience

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

Competencies and Descriptive Statements Associated with EDUC 540, Field Experience III

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 540, 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 able 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 initially and less so as the placement progresses. 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 540, 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 540, 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. I am able to bring the theory learned in my on-campus courses to bear on my teaching practice and draw from that research to enhance my emerging understanding of Indigenous education and other critical topics.

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 540, I demonstrate my ability to plan and design learning activities for children, taking into account their unique needs, that address the learning outcomes and goals outlined in the relevant programs of study. I am able to demonstrate an ability to plan individual lessons and units of study that attend to personalized learning and the needs of ALL children, 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 Field Experience III. In planning these lessons/units, 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 ability to integrate appropriate pacing and an awareness of student engagement. I will demonstrate my emerging ability to implement both formative and summative assessment and, possibly with assistance, I will examine the ways in which that assessment evidence can inform future lessons. I will hold high expectations for my students and myself by designing learning activities that are meaningful, thoughtful and based on an understanding of the students' backgrounds, prior knowledge and experiences.

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 540, 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. I demonstrate my developing ability to maintain a classroom climate that promotes positive, engaging learning environments that take student strengths into account. With the support and guidance of my partner teacher, I am able to recognize and be responsive the various needs of my students including learning challenges, areas of growth, emotional needs and/or mental health needs, employing appropriate strategies and interventions.

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 540, 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 540, 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/. 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/m-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 Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

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