

**EDUC 560: FIELD EXPERIENCE IV
Winter 2021**
AB

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Class Dates: February 16-April 23, 2021

Last Day to Add/Drop/Swap: Please note that all students who withdraw from Field Experience will require department approval.

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

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

Off Campus

Instructor: See SFE for your instructor's information

Field Experience Seminars:

Sections B01- 15

- Thursday, February 11th, 2021 – Evening Zoom meeting from 4:00 – 5:00 pm arranged by your Field Instructor.
- March 12, 2021 – Afternoon Zoom meeting from 1:30-3:00 pm arranged by your Field Instructor.
- April 23, 2021 - Afternoon Zoom meeting from 1:30-3:00 pm arranged by your Field Instructor.

Sections B30- 32

Zoom Dates:

- Session 1- February 11, 2021
 - Session 2- March 12, 2021
 - Session 3- April 22, 2021
- B30- 4:30- 6:30 p.m.**
B31- 6:30- 8:30 p.m.
B32- 4:30- 6:30 p.m.

Off-campus Field Experience:

Eight (8) weeks within the time frame of February 16 – April 23, 2021 depending on school holidays and Teachers' Convention.

Course Description:

The eight-week, *Extending Teaching and Curriculum Expertise* field experience will draw on learning experiences from the four semesters of on-campus learning and the previous three field experiences. The purpose of the EDUC 560 eight-week, cohort-based, field experience course is for students to engage practically in the theme of the semester. Student Teachers will continue to focus on curriculum, planning and assessment to engage diverse learners. Student Teachers will also be mentored by a Partner Teacher and will gradually work towards assuming the full responsibilities of a classroom teacher by the final four weeks of the field experience.

You will plan, implement and assess curricular learning experiences. These may include individual lessons in the beginning and will build up to series of learning experiences and curriculum units/topics (at the discretion and guidance of the Partner Teacher in the context of her/his classroom). By the end of the fourth week of this field experience, it will be expected that you will have taken responsibility for the instructional load and will be teaching 80% to 100% of the day.

Course Outcomes

1. Develop an understanding of how to connect your curriculum pedagogy to current research and contemporary educational thought and curriculum. (You will provide evidence connected to learning/readings from on-campus work)
2. Articulate your emerging philosophy/vision of learners, teachers and schools and what experiences and study has informed this vision.
3. Articulate how you worked to establish pedagogical relationships that support student learning.
4. Engage in extending your curriculum expertise through planning, teaching and assessment and reflection. This includes multiple ways of engaging diverse learners in the discipline.
5. Negotiate professional relationships in your school environment in a manner that contributes to your emerging professional identity and professionalism.

Cohort Engagement Themes

1. How have you connected your curriculum pedagogy to current research and contemporary educational thought and curriculum? Provide evidence connected to learning/readings from on-campus work.
2. How would you articulate your emerging philosophy/vision of learners, teachers and schools and what experiences and study has informed this vision?
3. How have you worked to establish pedagogical relationships?
4. How have you engaged in extending your curriculum expertise? This includes learner assessment and multiple ways of engaging diverse learners in the discipline.
5. How have you negotiated your professional relationships?

Learning Outcomes for Field Experience IV:**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 4. Please see the *Application and Assessment for Field Experience IV* 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.

Teaching 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)
<https://open.alberta.ca/publications/alberta-education-teaching-quality-standard>
- Framework for Student Learning
 - This document is available on the Alberta Education website at <https://open.alberta.ca/dataset/4c47d713-d1fc-4c94-bc97-08998d93d3ad/resource/58e18175-5681-4543-b617-c8efe5b7b0e9/download/5365951-2011-Framework-Student-Learning.pdf>
- Evidence of Learning in the 21st Century Classroom (Galileo Educational Network 2008)
 - http://www.galileo.org/initiatives/publications/21st_century_classroom_rubric.pdf
- Supporting English Language Learners, Tools, Strategies and Resources
 - This document is available on the Learn Alberta website at <http://www.learnalberta.ca/content/eslapb/>
- Lesson/Unit planning templates and exemplars
- Doucette Library Guides on various topics
 - These documents are available on the Doucette Library website at <http://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 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 TASKS	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.	Individual
Learning Task #2 Participation in Cohort Learning	Participate in seminars and cohort learning as discussed with your Field Instructor.	Individual
Learning Task #3 e-Portfolio: Lesson & Unit Planning	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. Focus on Design for Learning Tab of e-Portfolio	Individual

Weekly Course Schedule:

Below is a detailed, suggested weekly schedule for EDUC 560.

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

Focus: Orientation to the field experience (Prior to the Field Experience)

- **Review the Roles and Responsibilities of the Student Teacher in the Field Experience Handbook.**
- Make contact with your Partner Teacher(s) by email or telephone.
- If appropriate, 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. If you are returning to your Field Experience III placement, simply email your Partner Teacher to ensure you understand what will be expected of you on the first day.
- Prepare your Field Experience Journal.
- If appropriate, prepare an introduction of yourself to be shared with learners/class(es) at the beginning of the field experience. Revisions to this will be at the discretion of the Partner Teacher(s).
- Ensure you have necessary documentation such the Police Information Check including the Vulnerable Sector Check.

Field Experience Seminar (February)

Prior to the commencement of Field Experience IV, you will have a seminar with your instructor and cohort to prepare. During this time, you will:

- Become familiar with course outline and assignments.
- Discuss questions with your Field Experience Instructor.
- Consider your experiences in Field Experience III and Professional Learning (EDUC 556) in anticipation of this culminating experience. 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?

Note: Attendance at seminars is compulsory.

Focus: Introduction/Re-acquaintance to the school, classroom, Partner Teacher and learners (Week 1, Day 1)

This focus for this week will be introducing yourself to your school and to the learners in your class. If you are new to this school you should aim to teach approximately three lessons close to the end of this week as you get more comfortable and start moving toward your goal of teaching 80-100% of your Partner Teacher's assignment by the end of week four. 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) (Re)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 school, with particular attention being given to any changes from when you were here last, if applicable. Examples include:

- Re-orient yourself to the school and school district COVID-19 protocols and expectations for visitors and guests.
- 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) If applicable, 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 may give you different suggestions and direction.

4) Determine a communication plan for gathering feedback with your partner teacher, community partner (if applicable), and field instructor. Whether this is a new placement or not, 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 review 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?
- How can I make this field experience successful?
- How and when do you prefer to give feedback (oral, written, after each lesson, at the end of the day, weekly)?
- When is a good time for me to ask questions? (anytime, after class ends, during preparation)?
- Is there anything else I should know about before I begin this field experience?

5) Begin to discuss with your Partner Teacher his or her curriculum plans for the next eight 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 80% - 100% of the instructional time by the end of the fourth week?

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

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) Work with individuals and small groups of learners or assist in the larger class environment as guided by your Partner Teacher.
- 2) Participate in your D2L cohort as directed by your Field Experience Instructor.
- 3) Prepare yourself for the remainder of your week's learning and experiences by discussing the next several days with your Partner Teacher.
- 4) If possible and as directed by your Partner Teacher, plan and implement a minimum of three 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 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.**
 - Lesson plans should be no more than two pages in length and can be in point form.
 - 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.**
- 5) Continue to add to your Field Experience Journal.

Focus: An 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 a **minimum** of 30% of the instructional day, loosely translating to one class per day as you did in Field Experience III.

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.
 - Lesson plans should be no more than two pages in length and can be in point form.
 - 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.
 - By the end of this week, Student Teachers, with the support of the Partner Teacher, should aim to be teaching up to 30%-50% of the Partner Teacher's instructional load.
- 2) Participate in your D2L cohort as directed by your Field Experience Instructor.
- 3) Continue to add to your Field Experience Journal. Consider the following as you continue to develop your emerging identity as a teacher.
 - Create one or two goals for yourself during this Field Experience. Refer to your Field III narrative assessment and your professional learning class. What do you see as your areas of strength and areas requiring extra attention?
 - Share your goals with your Partner Teacher and Field Experience Instructor. Choose an area for targeted feedback.
 - Which TQS competencies, as they relate to your goals, will you address in the next weeks of the field experience?
- 4) Discuss the following week's curriculum plans with your Partner Teacher and discuss what you will be responsible for. 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.

Focus: Moving to 50%-75% (Week 3)

Situations and specifics will vary. In general, you should be teaching up to 50%-75% of the instructional day. This week really focus on great lesson planning and task design. Do you see evidence of design thinking in your planning? What about Universal design for Learning or backwards design? What makes a really engaging lesson?

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.
 - Lesson plans should be no more than two pages in length and can be in point form.
- 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.
- By the end of this week, Student Teachers, with the support of the Partner Teacher, should aim to be teaching up to 50%-75% of the Partner Teacher's instructional load.

2) Participate in your D2L cohort as directed by your Field Experience Instructor.

3) Continue to work in your Field Experience Journal.

4) Discuss the following week's curriculum plans with your Partner Teacher and discuss what you will be responsible for. 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.

Focus: Gradual Immersion in the Experience (Week 4)

Situations and specifics will vary. In general, you should, by this end of this week, be teaching 80-100% of the instructional day. As you work up to this, continue to assist at all other times of the day. This week give serious thought to your own practice. What do you need to do to continually evolve as a teacher? Do you see areas of strength and areas requiring strengthening? What kind of professional learning might be helpful?

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.
 - Lesson plans should be no more than two pages in length and can be in point form.
- 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.
- By the end of the fourth week, Student Teachers, with the support of the Partner Teacher, should aim to be teaching up to 80-100% of the Partner Teacher's instructional load.

2) Participate in your D2L cohort as directed by your Field Experience Instructor.

3) Continue to work in your Field Experience Journal. Place a copy of your Midterm Checklist Assessment in your Journal.

ASSESSMENT DUE!

Partner Teachers should complete the Midterm Assessment, which is due at the end of Week 4. Midterm Checklist 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**. A copy of your midterm assessment should be submitted into the appropriate D2L Dropbox for informational purposes.
- 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 and submitting a copy into the appropriate Dropbox folder. **You are not required to turn this assessment into the UPE office.**

Field Experience Seminar (March)

You will have a seminar with your instructor and cohort. This seminar will take place on campus on online and will be designed and facilitated by your Field Experience Instructor. Topics may include:

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

Note: Attendance at seminars is compulsory.

Focus: Continued Daily Teaching (Week 5-6)

Situations and specifics will vary. In general, you should, by this time, be teaching 80-100% of the instructional day. Specific foci for each week are provided on D2L as part of the reflective process.

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.
 - Lesson plans should be no more than two pages in length and can be in point form.
 - 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.
 - By week five, Student Teachers, with the support of the Partner Teacher, should aim to be teaching approximately 80% to 100% of the Partner Teacher's instructional load. If not already doing so, students should aim for 100% by week six.
- 2) Participate in your D2L cohort as directed by your Field Experience Instructor.
- 3) Continue to add to your Field Experience Journal. Given your Midterm Checklist Assessment, do you need to modify your goals for the rest of the Field Experience?

Focus: Immersion in the Teaching Experience (Week 7-8)

Situations and specifics will vary. In general, you should, by this week, be teaching 100% of the instructional day, at the discretion of your Partner Teacher. Specific foci for each week are provided on D2L as part of the reflective process.

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. Lesson plans should be no more than two pages in length and can be in point form.
 - 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.

- All Student Teachers should be teaching 100% of the instructional day.
- 2) Participate in your D2L cohort as directed by your Field Experience Instructor.
 - 3) Continue to add to your Field Experience Journal.
 - Revisit the competencies of Teaching Quality Standard.
 - Where were you successful in achieving your goals?
 - Do you feel you meet the criteria for beginning teachers in Alberta?

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.

Field Experience Seminar (April 23)

You will have a seminar with your instructor and cohort. This seminar will take place on campus or online and will be designed and facilitated by your Field Experience Instructor. At this seminar be prepared to discuss your experiences, including your growth over time and throughout the program. Your Field Experience Instructor may introduce other requirements. Topics for discussion may include:

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

Note: Attendance at seminars is compulsory.

Note: Students are responsible for bringing a copy of their Partner Teacher Narrative Assessment with them to this seminar.

EDUC 560 Assessment & Assignments

Assessment for Field Experience IV and all EDUC 560 assignments will be **Credit/No Credit**. Each component of the Field Experience must be completed and passed for you to pass the course as a whole. As a Bachelor of Education student, you must receive CREDIT in the Field Experiences and must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses. Assessments by Partner Teachers are to be done two times during the Field Experience, at the midterm and at the end.

Midterm Assessment

The Midterm Assessment should be **completed by the end of Week 4** and students are to keep a copy of this assessment in their Field Experience Journal. This assessment should be uploaded to D2L, however it does **not** need to be turned into the UPE Field office.

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 IV. 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 school divisions upon application for employment. The UPE Field office is not responsible for providing copies of lost narrative assessments.

There are three required learning tasks for Field IV

LEARNING TASK 1: Field Experience Journal

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

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

Note: The Field Experience Journal is a continuation of that done in Field Experiences I-III. Please remove any identifying information such as class lists, student assessments and so on that is not directly relevant to Field Experience IV.

Assessment Criteria for Learning Task 1:

- Each Student Teacher must have her or his own 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
 - Course-related information about EDUC 560 such as the Course Outline, important dates for assignment submissions, midterm and final assessments, and other documents as requested by your Field Instructor
 - Curriculum information for the time of the experience
 - Planning (include notes, support materials, etc.)
 - Teaching (Lesson and unit plans, and 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 may recommend other formats depending on context, subject discipline, or the learning needs/style of the Student Teacher.
 - Anonymous 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 binder should be neat, organized and clearly written, ideas well expressed.

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 communicate expectations regarding D2L discussions and reflections, sharing of lesson plans and other resources, and weekly participation expectations to their cohorts.

PLEASE NOTE THAT PARTICIPATION IN COHORT LEARNING WILL BE AT THE DISCRETION OF THE FIELD EXPERIENCE INSTRUCTOR TO BE RESPONSIVE TO THE NEEDS OF THE STUDENT TEACHERS.

Assessment Criteria for Learning Task 2:

- Active involvement in cohort discussions as directed by your Field Instructor.
- Clarity of expression in shared documents (i.e. lesson or unit plans; teaching resources) that includes strong organization of ideas, quality of writing or oral discussion, and high audience engagement.
- Depth of understanding shown through strong linking of theory and practice.
- Emerging ability to critique and critically analyze multiple perspectives.
- Sharing of useful resources and lesson plans with cohort.

LEARNING TASK 3: Designing for Learning: Curriculum Planning/Learning Assignment**DUE: On-going and as requested by Partner Teacher and Field Experience Instructor****Task: Update e-Portfolio (Designing for Learning tab)**

One or two detailed lesson plans and complete unit plan should be posted under the Design for Learning tab of the e-portfolio.

Students should gradually work up to 80% - 100% of Partner Teacher's instructional load by the end of Week 4 and should be teaching 100% of the instructional load by Week 6. 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.

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, was there demonstration of learning on the part of the students?
- All lesson and unit plans appear in the Field Experience Journal.

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Course Work

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

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

Attendance

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 D2L cohort learning as assigned by your instructor. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence

Teaching Quality Standard – Application and Assessment for EDUC 560, Field Experience IV

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 560, Field Experience IV

<p><i>Pre-service Teacher Presence, Growth and Professionalism</i> – A teacher understands their role and the responsibilities accompanying it to be collaborative, collegial and responsive.</p>
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<p>As a pre-service teacher in EDUC 560, I consistently demonstrate willingness and ability to connect with and develop appropriate professional relationships with students, school staff and those I work with from the University of Calgary. I</p>
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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 fully involved in the life of the school by embracing the role of teacher. 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. I understand that I am still learning and that those I am learning from may have additional requirements of me. By the end of this placement, I will have demonstrated that I am capable of accepting the responsibility of a classroom as a competent, beginning teacher.

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 560, 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 560, 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 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 560, 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. 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 consider the unique strengths of my students and design learning activities that build student capacity for collaboration and leadership. I will demonstrate my developing ability to implement both formative and summative assessment and I will examine the ways in which that assessment evidence can inform future lessons. I will provide accurate, constructive and timely feedback on student learning and will assist students to evaluate and inform their own learning. 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 560, 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 to 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 560, 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 560, 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

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

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit
<https://www.ucalgary.ca/registrar/registration/course-outlines>

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