

Erin Spring

EDUC 465: Field Experience II
Winter, 2026

Our Field Experience program spans several areas across Alberta, British Columbia, Yukon, Nunavut, the Northwest Territories, and reaches to the border with Saskatchewan. We acknowledge all the unique First Nations, Metis, and Inuit peoples who have lived on these lands since time immemorial. We acknowledge that our ability to live and work on these lands today is a direct benefit of policies of expulsion and assimilation of Indigenous peoples since the time of settlement and Confederation and work together to meet the aims for truth and reconciliation.

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

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

NOTE: School divisions may require additional documentation for you to attend your practicum placement. Please provide all requested documentation as directed as quickly as possible.

MANDATORY Field Experience Seminars

Calgary & Area (Sections B1-B19) seminars are held on-campus and Out of Area seminars (Sections B 30-34) are held via Zoom.

March 16, 2026 – a half day meeting (CAA in-person, on campus; OOA via Zoom) with your Field Experience Instructor followed by a half day for wellness, so you do not have to attend your placement school.

April 24, 2026- a half day meeting (online via Zoom) with your Field Experience Instructor followed by a half day for wellness, so you do not have to attend your placement school.

Off-campus Field Experience:

Four (4) weeks within the six-week time frame of March 16 – April 24, 2026, with the exact dates determined by local school holidays. Your start and end date will vary depending on when your school begins and ends their spring break. Please check your D2L shell for your exact practicum dates.

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

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

Office Hours: By appointment only, M-F, 8-4:00 pm. In-person practicum visits will be set up by your field instructor or community partner.

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

COURSE DESCRIPTION:

The four-week *Individual Learning in Classrooms* field experience will give the student teacher the opportunity to examine the complex dimensions of individual and group learning in classrooms with an emphasis on the collaborative nature of the teaching profession. Student teachers will have a partner teacher and may be partnered with another student teacher. During this experience you will have practical opportunities to build upon and apply your learning from all your education courses.

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

When you are not engaged in instruction, you will assist and learn from your partner teacher. After the first week, you should not be engaged in passive observation, but should be actively tutoring students, monitoring attendance, practicing classroom behavior management, and deconstructing curriculum documents.

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

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

Field Experience Design:

This course provides three teaching requirements (detailed below) for students, the use of which will be dependent upon the classroom environment, the partner teacher's assignment, and the comfort level of all involved. However, **the student teacher must provide whole class instruction by the third week.**

1. Small Group Instruction

During the first week of Field Experience II, student teachers will develop their teaching abilities by planning a series of lessons for small groups of learners under the partner teacher's mentorship. This early experience will allow student teachers to delve more deeply into the examination of the learners and their unique learning needs. **Each lesson will require a written lesson plan** that asks: *What do I want the learners to know and how can I use evidence to assess that the lesson has been successful?*

2. Team Teaching Instruction

During the first and second weeks of Field Experience II, student teachers should prepare **with their partner teacher** a series of lessons to be taught in a large class setting. In this case, student teachers will be responsible for delivering and assisting with implementing this collaboratively developed lesson. Each lesson taught **requires a written lesson plan** that aligns with the Werklund School of Education lesson planning required elements (detailed under Task 3). This mentoring will allow students to experience the complexities of whole class instruction with the assistance of their partner teacher.

3. Whole Class Instruction

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

By the end of Field Experience II, students should have multiple opportunities to plan for and teach the entire class on their own. Students are NOT expected to plan for and teach for the entire school day; however, they must be present and assist their partner teacher for the entire school day.

Course Outcomes

1. You will develop appropriate lesson plans that meet the needs of diverse learners.
2. You will examine appropriate classroom management skills that retain the dignity of all students.
3. You will develop a teacher presence using tact and thoughtfulness to develop a community of safety, security and trust for the learners.
4. You will examine and implement purposefully designed formative assessment strategies that ask the question, *what will I accept as evidence that teaching and learning has occurred?*
5. You will create a HEARTcare plan that reflects your emerging understanding of occupational wellbeing in educational settings.

Cohort Engagement Themes

1. Who are the learners in the classroom and what are their unique learning needs?
2. How do we study teaching and learning together?
3. How do I/we cultivate collegial relationships?
4. How do we give one another feedback to achieve our professional goals?
5. How do I attend to my own teacher wellbeing within an educational setting?

LEARNER OUTCOMES:

Alberta Education Competencies

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

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

Fostering Effective Relationships - A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

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

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

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

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

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

REQUIRED RESOURCES:

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

- Alberta Education Teaching Quality Standard (2023) - <https://open.alberta.ca/publications/teaching-quality-standard>
- Code of Professional Conduct for Teachers and Teacher Leaders (2023) - <https://open.alberta.ca/publications/code-of-professional-conduct-for-teachers-and-teacher-leaders>
- Lesson planning templates and exemplars – available in your D2L shell
- Doucette Library Guides on various topics including lesson planning:
https://libguides.ucalgary.ca/guides/lesson_planning_resources
- ELL Benchmarks: <https://curriculum.learnalberta.ca/cdn/resources/m/eslapb/index.html>
- Inclusive Education: <https://www.alberta.ca/inclusive-education#inclusive-education-resources>
- Werklund School of Education Indigenous Education Resources: <https://werklund.ucalgary.ca/teaching-learning/indigenous-education-resources>
- Taylor Institute Mental Health Resources: <https://taylorinstitute.ucalgary.ca/resources/mental-health-wellness>
- Website exploration: HEARTcare Planning for Pre-service Teachers. <https://heartcareeducators.ca/heartcare-for-preservice/>
- [HEARTcare Podcast Episode 3: What is HEARTcare and how do I start a plan?](#)

LEARNING TASK OVERVIEW

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

The learning tasks in Field Experience build from Field Experience 1 through to Field Experience 4. Students should retain all completed tasks from EDUC 465 for use in EDUC 540 and 560.

See pages 11-13 for a full description of the learning tasks and assessment criteria.

All learning tasks must be complete to earn credit in EDUC 465.

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUe DATE
Learning Task #1 Field Experience Portfolio and HEARTcare Plan	<p>You should use the Field Experience Portfolio that you created in Field Experience I.</p> <p>Your Field Experience Portfolio is a physical and digital dossier of your observations, reflections, questions, and information about your placement school.</p> <p><i>Note: Students are not permitted to take photos in/around the schools without permission from the school principal.</i></p>	Individual	Credit/ Fail	HEARTcare Plan: End of Week 2 Portfolio: April 24, 2026
Learning Task #2 Lesson Planning/ Observations/ Reflections	<p>Observation and Werklund Lesson Planning Template Completion</p> <p>Compiled lesson planning, observations, and reflections of pedagogy specific to Field 2</p> <p>NOTE: All lesson plans and reflections are to be saved in your Field Portfolio</p>	Individual	Credit/ Fail	End of Week 1; April 24, 2026
Learning Task #3 Participation in Cohort Learning	Participate in seminar meetings and respond to prompts in D2L as directed by your Field Experience Instructor and as written in the Course Outline or D2L shell.	Individual	Credit/ Fail	Weekly/As requested by the Field Experience Instructor

WEEKLY COURSE SCHEDULE

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

Prior to the First Day of Field Experience

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

- Write letters of introduction to your partner teacher and principal. These letters must be approved by your Field Experience Instructor **prior** to being sent to your school contacts.
- Prepare and update your Field Experience Portfolio which you should have created in Field Experience 1.
- Write a short introduction/autobiography for your K-12 students for your first day of practicum and provide it to your partner teacher.
- Be ready to present your Police Information Check including the Vulnerable Sector Check when required. Note: Some districts expect a more recent PIC, so follow their instructions as given.

Field Experience Seminar 1

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

- Become familiar with course outline, the TQS and CoPC, your subject area curriculum, and assignments.
- Ask questions about this course with your Field Experience Instructor.
- Determine your exact start and ending dates (exact dates of this course will depend on local spring breaks)
- Set goals for wellbeing, begin crafting your HEARTcare plan, and discuss how you and your cohort will participate in the *Field Self-Care Streak*.
- Listen to [HEARTcare Podcast Episode 3: What is HEARTcare and how do I start a plan?](#).

Note: Attendance at seminars is mandatory.

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

The focus for this week will be introducing yourself to your partner teachers and students in your class. You will closely observe your partner teacher and complete the Werklund Lesson Planning Template based on your observations.

You should aim to teach one to two lessons this week and start moving toward your goal of teaching 1/3 of your partner teacher's assignment by the start of Week Three.

Day 1 Tasks:

- 1) Begin gathering evidence-based health and well-being information to create and complete your HEARTcare plan.
- 2) Set up a meeting to discuss expectations with your partner teacher. Open and honest communication can often prevent misunderstandings between student teachers and partner teachers. Use the following questions to guide this meeting:
 - What are your expectations of me as a student teacher?
 - What kind of classroom environment do you prefer (active, quiet, group work, individual work, etc.)?
 - What kinds of technology do you use in your classroom? What tools can I use?
 - How do you prefer to give feedback (oral, written, after each lesson, at the end of the day, weekly)?

- When is a good time for me to ask questions? (any time, after class ends, during preparation)?
- Is there anything else I should know about before I begin this field experience?
- Discuss the #FieldSelfCareStreak and your self-care goals for practicum. Determine a convenient twenty-minute time period for daily self-care.

3) Observe the culture of the classroom – notice its routines, rituals, and expectations for student conduct.

- Gather important documents about the school including schedules, professional learning days, staff meeting dates, and the school's handbook and code of conduct and save to your Field Portfolio.
- Start getting to know the children and youth in your class(es). When appropriate (and not disruptive to learning), ask them the following question: *What do you think that I need to know to help you learn?* Create a section in your Field Experience Portfolio to record and reflect on their responses to this question.

4) Closely observe a lesson and complete the Werklund Lesson Planning template based on your observation.

- Have a conversation with your teacher about their pedagogical decisions during the lesson you observed. Ask them: *Why did they structure the lesson as they did? What accommodations did they provide for specific students? Which curricular outcome was their focus? How will they assess their students' learning?*

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

Day 2 Tasks:

As much as possible, assist small groups and individuals in your classroom. Observation should be a very small part of your work from today forward. You should be actively working with students and preparing to teach lessons.

- 1) Discuss and review the Individual Program Plans/Individual Educational Plans of students with accommodations with your partner teacher. What questions do you have about each student and their learning?
- 2) Consider your questions in relation to what you have learned in your courses at the university. Are there specific readings, discussions, and/or topics that support your lesson planning and delivery?
- 3) Work with individual learners or small groups by:
 - Providing extra support for specific students or groups as assigned by your partner teacher.
 - Circulating around the room while students are working and supporting their learning and responding to students' questions.
 - Supporting a student in organizing his or her materials.
 - Preparing materials for instruction (such as photocopying) or taking attendance.

Focus: Individual Learners (Week 1, Day 3 - 4)

For the remainder of the week, be actively involved in your classroom as guided by your partner teacher.

Day 3-4 Tasks:

- 1) If appropriate, share your self-care goal with your partner teacher for feedback. Discuss with them how they attend to their wellbeing to flourish in the profession.
- 2) Participate in D2L community as directed by your Field Experience Instructor.
- 3) Hand in your Werklund Lesson Planning template with annotations from your discussion with your partner teacher as directed by your field instructor.
- 4) Discuss the following week's curriculum plans with your partner teacher and discuss what you content will be responsible for teaching.

Remember you should provide all of the following forms of instruction by the end of EDUC 465:

- 1) **Small Group Instruction (Weeks 1& 2 only)** - In preparation for your curriculum planning/learning assignment, discuss with your partner teacher which student(s) you will be working with and the learning topic. Discuss logistics such as the dates of the learning experiences you are planning and the number of them to be done next week.
 - Think about how you will find out the students' prior knowledge about the topic.
 - Pay special attention to student learning. How do you know the students have learned required knowledge or gained required skills and competencies?

- 2) **Team Teaching Instruction** - Discuss the learning topics, the number of lessons to be done and which part(s) of the lessons you will be responsible for with your partner teacher. Discuss how lessons will be collaboratively planned and consider how you will be prepared for those aspects of the lesson for which you are responsible. Discuss logistics such as the dates of the learning experiences you are planning and the number of them to be done next week.
 - Use the Werklund Lesson Planning template to guide your planning for team teaching.
 - Consider how you will share instructional responsibilities and ensure consistency across partners.
- 3) **Whole Class Instruction** - Discuss the learning topics and the number of lessons to be done with your partner teacher. Discuss logistics such as the dates of the learning experiences you are planning and the number of them to be done next week. **You are not expected to provide full class instruction this week but if the opportunity comes up, you can provide full class instruction.**
 - Use the Werklund Lesson Planning Template to guide your planning for full group instruction.
 - Ask your partner teacher for ideas, resources, and content information to support your instruction.

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

This week you will gradually increase your responsibilities in the classroom. Based on your discussions with your partner teacher in Week 1, you be ready to deliver well-designed and thoughtful lessons to your new students. Student teachers should aim to deliver a minimum of one lesson independently *per day* by the end of this week.

Tasks:

- 1) By the end of this week, your HEARTcare plan should be complete and should be submitted to your field instructor as directed.
- 2) Plan and implement a single (or series of single lessons) with the Partner teacher's support and guidance. Lesson plans and reflections on them must be written for every lesson taught. They must be saved in the Teaching section of your Field Experience Portfolio. Partner teachers and Field Experience Instructors should have access to these at any time.
- 3) **Lesson plans must be turned in to your partner teacher by 3:00 pm on the day before you are to deliver the lesson.**
- 4) Reflect on the success of each lesson delivered and whether or not the students met the learning objectives you set. Reflect on these questions:
 - *Use the reflection questions in the Werklund Lesson Planning template to guide your reflections.*
- 5) Record your reflections and save all lesson plans in your Field Experience Portfolio.
- 6) Participate in your D2L cohort as directed by your Field Experience Instructor.

MIDTERM ASSESSMENT DUE!

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

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

Focus: Increasing Responsibilities to Daily Teaching (Week 3)

You should be teaching approximately 30% of your Partner teacher's teaching load depending on the configuration of their daily schedule. Continue to assist your partner teacher at all other times of the day.

Tasks:

- 1) Continue to plan and implement a series of lessons with the partner teacher's support and guidance.
 - Lesson plans and reflections on them must be written and saved in your Field Portfolio for every lesson taught.
 - **Lesson plans must be turned in to your partner teacher by 3:00 pm on the day before you are to deliver the lesson.**
- 2) Reflect on the success of each lesson delivered.
 - Use the post-lesson questions on the Werklund lesson planning template to guide your reflection.
- 3) When not teaching, you should assist individuals and small groups throughout each day as guided by your partner teacher.
- 4) Participate in your D2L cohort as directed by your Field Experience Instructor.

Focus: Continued Daily Teaching (Week 4)

Although situations and specifics will vary, by this week you should be teaching between 30-50% of your partner teacher's teaching assignment. Continue to assist at all other times of the day. Pay special attention to assessment this week.

Tasks:

- 1) Continue to plan and implement a series of lessons with the partner teacher's support and guidance.
 - Lesson plans and reflections on them must be written for every lesson taught.
 - **Lesson plans must be turned into your partner by 3:00 pm on the day before you are to deliver the lesson.**
- 2) Critically and thoughtfully reflect on your lesson as designed and implemented.
- 3) Assist individuals and small groups throughout each day as guided by your partner teacher.
- 4) Record final reflections, experiences and observations in your Field Experience Portfolio to help you in Field Experience 3. Consider what you have learned from this experience about what it means to be a teacher.
 - How will you take what you have learned and use it in Field Experience 3?
 - What professional learning will be your focus to improve your teaching practice?
 - How have you grown as a teaching professional over these four weeks?
- 5) Participate in your D2L cohort as directed by your Field Experience Instructor.

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 discuss this evaluation and set goals for improvement in Field Experience 3. You may invite your Field Experience Instructor to attend the meeting.
- **Student teachers are responsible for providing the partner teacher Final Narrative Assessment to their Field Experience Instructor as per the instructions of the Field Experience Instructor. The student should keep the original.**

Due Date!

All tasks are completed on April 24, 2026. Please consult with your Field Experience Instructor for details.

Field Experience Seminar (April)

You will have a seminar with your Field Experience Instructor and cohort at the end of the experience. At this seminar, be prepared to share key resources from your HEARTcare plan and discuss your experiences in your placement.

Note: Attendance at Seminars is mandatory.

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

FORMAL ASSESSMENTS AND REQUIRED TASKS

There are two formal written assessments and three required assignments for this course.

Assessment for EDUC 465, Field Experience II and all EDUC 465 assignments will be Credit/Fail.

Each component of the Field Experience must be completed and passed for you to pass the course. As a Bachelor of Education student, you must receive CREDIT in the Field Experiences to continue in the program.

Assessments by partner teachers are provided twice during the Field Experience.

Midterm Checklist

The Midterm Assessment should be completed by the end of Week 2, and students are to keep a copy of this assessment in their Field Experience Portfolio. A copy should be turned into the D2L Dropbox. Your Field Instructor may follow up with you if you are not showing progress.

Final Narrative

Final Narrative Assessments are a formal, but formative, written assessment of the student's strength and areas for growth related to the Course Outcomes, the assignments for this field experience, and on the competencies outlined in the Teaching Quality Standard (2023) and Application and Assessment for Field Experience as noted at end of this course outline. The partner teacher Final Narrative Assessment should be completed before the final day of the field experience. Both the midterm and final assessments should be discussed with the student, and all assessments must be signed by both the student teacher and the partner teacher and dated.

Your Field Instructor (or Community Partner, if assigned) will also complete a final narrative assessment based on their observations of your teaching practice, your participation in cohort learning, and completion of required assignments. You should keep this assessment for employment purposes.

Note: The student teacher is responsible for providing the Field Experience Instructor with a copy of the partner teacher Final Narrative Assessment as per the instructions given by the Field Experience Instructor.

The original should be kept by the student teacher. Please ensure you keep all narrative assessments as they will be required by many school divisions for employment.

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

LEARNING TASKS

There are three learning tasks associated with this course. The following learning tasks will be assessed as an integrated and holistic part of the field experience and completion of all learning tasks is required to earn credit in this course.

Learning Task 1: Field Experience Portfolio

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

Your Portfolio should be a combination of a physical and digital dossier that demonstrates your growth in competence as a teacher from Field Experience 1 through Field Experience 4. You should create something that can be maintained and updated throughout your entire Bachelor of Education program. The Field Experience Portfolio must include the following sections.

Section A – Information about the School and Community

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

Section B – HEARTcare Plan (Learning Task 1A)

- Two page summary of strategies to support your wellbeing at work at both an individual and organizational level.
- Integration of teaching philosophy statement and *Who am I?* description
- Collection of strategies, actions, and routines that can be used to support the wellbeing of students.

Section C – Lesson Implementation/Teaching (Learning Task 3)

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

The focus for your Portfolio in Field Experience 2 is to develop and refine your HEARTcare plan (Learning Task 1A) and to demonstrate your ability to design and implement single lesson plans (Learning Task 2).

Learning Task 1A: HEARTcare Plan

DUE: By the end of Week 2

You may have started your HEARTcare Plan in Field Experience 1, so the focus of this task is to refine your goals and find resources to support your wellbeing. You should use the [HEARTcare Planning for Pre-service Teachers](#) webpage to support your goal setting.

- 1) Complete pages 10-14 in the [HEARTcare Planning for Pre-Service Teachers Workbook](#) to guide your planning.
 - What can you do, during your practicum, to attend to your wellbeing for up to twenty minutes each day?
 - What does your partner teacher recommend for thriving in the teaching profession?
 - How can you integrate health and wellbeing strategies into your lesson planning?
 - For an example of a HEARTcare plan, check out this blog post: <https://heartcareeducators.ca/2023/04/05/heartcare-planning-toolkit-individual/>

2) Use the HEARTcare/Wellnify app to access different educational resources, mindfulness prompts, and fitness videos to support your wellbeing. Use this QR Code for free access.

- a. The app does not record or share your personal data other than your user name and step count/XP point total with other Werklund users via the Leaderboard function.
- b. Wellnify is a Canadian company, with servers in Nova Scotia, and they do not use or sell any personal information, nor will they try to sell any products to you.
- c. The HEARTcare plans (found under the HEARTcare logo) have been wholly developed by Werklund faculty and provide evidence-based health and wellness information for users. Find information about stress, burnout, secondary traumatic stress, and an introduction to HEARTcare under the Mind category.



NOTE: Your HEARTcare plan does not need to be public. The only person who will see the final copy is your field instructor, although you may choose to share your goals with your partner teacher.

Assessment Criteria for Assignment 1A:

▪ *Quality HEARTcare Plan*

- Clarity and organization of HEARTcare plan should be no more than 2 pages of text, (and other forms of expression) double-spaced.
- Uses an appropriate format (such as multi-modal and include pictures, captions, and other illustrations) such as an infographic, mind-map, or web page.
- Includes school, system, individual, professional, and educational worker interventions.
- Meaningfulness of topic to teaching and learning
- Connectedness to theory, information provided, and on-line discussions.
- HEARTcare plan is complete, yet dynamic, including areas of strength and areas of growth for the student teacher.

▪ *Quality of Evidence HEARTcare Plan*

- Evidence is credible and comes from reliable and valid sources.
- Evidence was compelling and meaningful.
- Evidence of implementation was provided.
- Evidence was connected to student self-reflection as a teacher.

Learning Task 2: Lesson Planning/Observations/Reflections

DUE: On-going and as requested by partner teacher and Field Experience Instructor (including Community Partner where applicable)

At the end of Week 1, you should complete the Werklund lesson plan template from one observed lesson. This template will help you to design lessons for the remainder of the term. Over the remaining three weeks, students are required to create lesson plans and reflections for all lessons taught. Your lesson plan template should align with the Werklund School of Education template provided on D2L.

- Lesson plans are discussed and/or collaboratively planned with the partner teacher and provided **by 3:00 pm on the day before the lesson is implemented for feedback and approval from the partner teacher and, when necessary, the Field Instructor.**
- All lesson plans must be saved in your Field Experience Portfolio.
- If you are team teaching with your partner teacher, you are still expected to do a full lesson plan for your portion of the lesson being taught.

Assessment Criteria for Assignment 2:

- Detailed lesson plans, with reflection, are present for each learning experience. All lesson plans must include the following although exact formats may vary:
 - Date of the lesson
 - Title of the lesson
 - Learning Objective from Programs of Study
 - Specific objective of the lesson
 - Teaching and Learning Activities
 - Health and Wellbeing Breaks for Students
 - Integration of Indigenous perspectives and knowledge
 - Evidence-Based Teaching and Learning Resources
 - Differentiation
 - Formative and Summative Assessment
 - Professional Reflection
- AI-generated lesson plans do not demonstrate your understanding of your students' learning needs, so they are not acceptable technological tools for this course. Additionally, if using resources provided by Teachers Pay Teachers or other lesson planning websites, you must cite the origins of the lesson plan.

Learning Task 3: Participate in Cohort Learning**DUE: Ongoing and as requested by Field Experience Instructor**

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

The basic expectation is that each student completes one initial and one responding discussion post each week in the form assigned by their instructor.

Assessment Criteria for Assignment 2:

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

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

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

Please review, carefully, the University of Calgary's Academic Calendar and the Field Experience Handbook for all policies related this course. The Calendar and Handbook describes the program and provides detailed schedules and notices regarding important dates. The Calendar contains information on expectations for student work and professional conduct.

All Field Experience students in the Werklund School of Education are accountable to Calendar section Werklund School of Education Section 3.4 Standards of Professionalism, the Code of Professional Conduct, as well as any and all additional Werklund School of Education policies related to field studies. Please see the calendar and Field Experience Handbook for details and descriptions.

Engagement in Class Discussion and Inquiry

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

Attendance

Regardless of the reason for your absence, you must complete the online Absence Reporting Form. The link to this form can be found in your D2L shell. You must also notify your partner teacher and field instructor immediately if you are going to be absent from your practicum school.

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

You are allotted a maximum of two days' absence from Field Experience II. Late arrivals and early departures (for reasons other than illness) at the school site will be considered a serious matter and may jeopardize successful completion of EDUC 465, Field Experience II.

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

- Medical / illness
- Family emergency
- Religious observance
- Personal business leave (one day maximum, 24 hours advance notice required)
- Professional development undertaken separately from your Partner Teacher such as attendance at a conference (maximum two days)

You must notify your field instructor and complete the Absence Reporting Form for all absences, and any absences for longer than two days must be approved by the appropriate Field Director. Depending on the number and reason for absence, you may be required to complete additional days at your placement school after April 24, 2026.

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

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>

MISSING OR LATE SUBMISSIONS

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

A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence.

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

Pre-service Teacher Presence, Growth and Professionalism – A teacher understands their role and the responsibilities accompanying it to be collaborative, collegial and responsive.

As a pre-service teacher in EDUC 465, I consistently demonstrate willingness and an emerging ability to connect with and develop appropriate professional relationships with students, school staff and those I work with from the University of Calgary. I acknowledge that the professionals I am working with are experts in their field and I am eager to learn from them by taking on opportunities to teach and by becoming involved in the life of the school. Additionally, I show a willingness to learn by requesting, accepting and incorporating feedback from my partner teacher and field experience instructor in a respectful and professional manner. I know the importance of professionalism and will demonstrate exemplary professional conduct as per the Code of Professional Conduct for Teachers and Teacher Leaders and the Werklund School of Education Code of Conduct. I find constructive ways to handle any issue that might arise. I consistently demonstrate that I am able to be self-reflective and that I can use reflection for improvement. I am beginning to implement a strong yet caring and respectful command of the classroom through the use of my voice and my interaction with students, although I may need guidance and suggestions from others. I understand that I am still learning and that those I am learning from may have additional requirements of me.

Fostering Effective Relationships - A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

As a pre-service teacher in EDUC 465, I consistently treat others with fairness, respect and integrity. I am able to demonstrate empathy and a concern for others that is evidenced in the way I interact with them. I am able to demonstrate, through my interactions with others, a respect for cultural diversity and intercultural understanding. I understand the importance of engaging with others including parents, Indigenous leaders and community service professionals, in the best interests of students and I am willing to work under my partner teacher and others in the school, as requested, to provide students with these opportunities.

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

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

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

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

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

As a pre-service teacher in EDUC 465, I consistently embrace and promote a culture of inclusion where students, school staff and others I interact with are treated fairly and with respect. I articulate and demonstrate a philosophy of education that states all children can learn and be successful.

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

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

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

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

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations> .

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures
<https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb>) or the Conjoint Health Research Ethics Board
<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies

<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac3501>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Access and Privacy Office (Formerly) Freedom Of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy
<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at
<https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Other Important Information

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

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

Education Students Association (ESA) President for the academic year is Tracy Dinh, esa@ucalgary.ca.

Werklund SU Representative is Siena Yee, edcrep@su.ucalgary.ca.