

**EDUC 570: FIELD EXPERIENCE FOR CERTIFICATION****February 9-April 24, 2026****Winter 2026***Erin Spring*

**\*Field Instructor will also confirm section information through the D2L course shell.  
Please check these sites prior to the start of the course\***

**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 we work together to meet the aims for truth and reconciliation.**

*From 3.2.7 of the Academic Calendar: Field Experiences take priority over any other professional or personal commitments. Students are expected to be available throughout the course dates for a given Field Experience, regardless of partner school schedules.*

*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.*

**Off-campus Field Experience:**

Nine (9) weeks within the time frame of February 9-April 24, 2026, 8:00 am-4:30pm daily (exact times are 30 minutes before and after your practicum school's bell times) inclusive of school holidays.

**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. Please note that the Field Office staff ([upecfield@ucalgary.ca](mailto:upecfield@ucalgary.ca)) and Field Directors will respond to emails and other communications between 9:00 am-4:00 pm, M-F.

**Police Information Check:** Students **MUST** have shown the Field Office a clear PIC dated after May 1, 2025 to attend their practicum school. You will not be allowed to enter your practicum school without a current PIC.

**Field Experience Seminar:** There will be 4 one-hour seminars prior to Field via Zoom. Seminar dates and times will be determined and communicated by the Field Instructor.

**Off-campus Field Experience:**

Nine (9) weeks within the time frame of February 9-April 24, 2026, inclusive of school holidays.

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

**COURSE DESIGN AND DELIVERY:** This cohort-based course includes an on-line D2L component. The course will be graded as credit/non-credit. Students will require access to a computing device that contains current software and hardware capable of running D2L. If you do not own a personal device, there are computers available for student use in the Doucette Library and the Taylor Family Digital Library.

**COURSE DESCRIPTION:** EDUC 570 students will plan, implement, and assess a series of lessons, working up to 80-100% teaching time by the end of Week 5. Each lesson will require a written lesson plan that asks what do I want the learners to know and what will I accept as evidence that the lesson has been successful? Students are encouraged to utilize the lesson plan recommended by their Partner Teacher or Field Experience Instructor.  
By the end of EDUC 570, it is expected that students will have met the following outcomes:

1. Develop an understanding of how to connect curriculum pedagogy to current research and contemporary educational thought and curriculum.
2. Articulate an emerging philosophy/vision of learners, teachers and schools and the ways in which experience and study has informed this vision.
3. Articulate the ways in which pedagogical relationships that support student learning have been formed.
4. Engage in extending 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.

**Learning Outcomes for Field Experience for Certification: Assessment and Evaluation**

Assessment for this Field Experience will be Credit/No Credit.

**Assessment Criteria for Field Experience for Certification**

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.

**Partner Teacher Narrative Assessments**

The narrative assessment will be a formal, but formative, written assessment of EDUC 570 student strengths and areas for growth.

**Field Experience Instructor Narrative Assessments**

The Field Experience Instructors will base the assessment on the course outcomes, on successful completion of the Field Journal, midterm checklist assessment, and on attendance and professionalism in the field.

**Midterm Checklist Assessment**

The Midterm Checklist Assessment provides a useful framework for the Final Narrative Assessment to comment on EDUC 570 student growth. It includes:

***Establishing Pedagogical Relationships***

Understands the importance of developing rapport with students. Consistently shows willingness and ability to interact with students in helpful, professional ways.

- Seeks to know students as individuals. Recognizes learners' personal diversities and cultural backgrounds.
- Interactions with learners and reflections in Field Experience Dossier show insights into each learner's learning needs. Shows awareness of learners' prior content knowledge.
- Observes and records students' learning needs, accomplished learning, interests, etc. Collects information about students' needs and progress.
- Beginning to demonstrate knowledge of a variety of instructional and learning strategies.
- Communicates respectfully and professionally with students.
- Understanding of Curriculum/Discipline
- Begins to observe and listen to the students' reactions to each curricular area and reflect on the ways students' insights can lead to deeper understanding of these topics.
- Beginning to understand the nature of curriculum, assessment, and learning.
- Preparing to Teach
- Shows emerging understanding of the complexities of planning for teaching.
- Continues to reflect upon own interactions with insight. Questions different possibilities for action in their Field Experience Dossier. Reflects on own instructional practices.
- Continues to contribute to their own system for collecting repertoires of worthwhile learning experiences, assessments, and classroom supports for learning observed at field site.
- Accesses materials, people, ideas, and other resources.

***Becoming a Professional***

- Communicates effectively, professionally, and respectfully with Partner Teacher(s), Field Experience Instructors, school personnel and so on.
- Develops working relationships and positive rapport with Partner Teacher(s), Field Experience Instructors, school personnel and so on.
- Reflects upon and asks questions about the ways in which school culture, policies, and initiatives influence, and are influenced by, life in classrooms.
- Understands school culture, policies, and initiatives.

***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 you should focus on for EDUC 570.

**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.

## 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 (2023): <https://open.alberta.ca/publications/teaching-quality-standard>
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- Alberta Education Code of Professional Conduct (2022): <https://open.alberta.ca/dataset/9aac1037-3259-4bc6-a216-808238bcb913/resource/32eac3a3-b479-41b5-a59e-faadf8a22d62/download/educ-code-of-professional-conduct-for-teachers-and-teacher-leaders.pdf>
- Books to Build on: Indigenous Literatures For Learning <https://werklund.ucalgary.ca/about/indigenous-education/books-to-build-on>
- ELL Benchmarks (Learn Alberta): [https://curriculum.learnalberta.ca/cdn/resources/m/eslapb/intro\\_benchmarks.html](https://curriculum.learnalberta.ca/cdn/resources/m/eslapb/intro_benchmarks.html)
- Supporting English Language Learners, Tools, Strategies and Resources
  - This document is available on the Learn Alberta website at <https://curriculum.learnalberta.ca/cdn/resources/m/eslapb/index.html>
- Lesson/Unit planning templates and exemplars (available on D2L)
- Doucette Library Guides on various topics
  - These documents are available on the Doucette Library website at <https://library.ucalgary.ca/branches/doucette-library>
- Assessment and Evaluation Checklist (on D2L)
- The Inclusive Education Library for Classroom Teachers
  - This valuable library is available from Learn Alberta at <https://www.learnalberta.ca/content/ieptlibrary/>
- Werklund School of Education Indigenous Education Resources
  - This valuable resource is available at <https://werklund.ucalgary.ca/about/indigenous-education/resources>
- Podcasts on Field Experience in Alberta: *Focus on the Field* podcast series <https://voiced.ca/project/focus-on-the-field/>

## LEARNING TASK OVERVIEW

The following learning task 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
<b>Learning Task #1</b> Field Experience Journal	An on-going and developing compilation of reflections, ideas and lesson and unit plan examples that will help you to build your identity as a teacher.	Individual

## Weekly Course Schedule

Below is a detailed, suggested weekly schedule for EDUC 570.

**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.
- 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 requested by your school district, specifically, the Police Information Check including the Vulnerable Sector Check.

### Field Experience Seminars

Prior to the commencement of Field Experience IV, you will have 4 one-hour seminars with your instructor and cohort to prepare. Seminar dates and times will be determined and communicated by your Field Instructor.

### Focus: Introduction to the school, classroom, Partner Teacher and learners (Week 1, Day 1)

The focus for this week will be introducing yourself to your school and to the learners in your class. You should aim to teach 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) Inquire into the culture of the classroom. On this first day, pay particular attention to gathering documents, understanding routines, and discovering which units of study you will be teaching:

- Collect documents such as class lists, seating plans, school handbook, etc.
- Orient yourself to the school community.

- What programs does the school run?
- Who works in the school and what are their roles?

2) Begin to develop your Field Experience Journal, which should be a physical display of the teaching and learning activities you have completed over the nine-week practicum.

3) Introduce yourself to your class(es) as a professional and as their teacher.

4) Determine a communication plan for gathering feedback with your partner teacher and field instructor. Discuss expectations with your Partner Teacher. Open and honest communication can often prevent misunderstandings between Student Teachers and Partner Teachers, so take time 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 prep periods)?
- 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 nine 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) Prepare yourself for the remainder of your week's learning and experiences by discussing the next several days with your Partner Teacher.
- 3) 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.**
- 4) 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. Using your partner teacher's routines, you should begin to take attendance and manage small groups of students. Situations and specifics will vary. In general, you should be teaching a **minimum** of 30% of the instructional day by the end of this week.

#### 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) 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.
- Share your goals with your Partner Teacher and Field Experience Instructor. Choose an area for targeted feedback.
- Review the Teaching Quality Standard (2020).

### 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 how lessons are scaffolded into units of study. Do you see evidence of design thinking in your planning? 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) Continue to work in your Field Experience Journal.

3) 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.

4) Make arrangements with your field instructor to observe your teaching. Your field instructor will observe you a minimum of twice through the term. You should submit a copy of your lesson plan to your field instructor a minimum of 24 hours before the observation is to take place.

### Focus: Gradual Immersion in the Experience (Week 4)

Situations and specifics will vary. In general, you should, by the 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) Continue to work in your Field Experience Journal. Place a copy of your Midterm Checklist Assessment in your Journal and upload one copy to the D2L Dropbox for your field instructor.

### ***MIDTERM 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. If the midterm assessment suggests that the student teacher is not progressing as expected, the field instructor will arrange for additional observations and support.**
- 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.**

### **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.

4) 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 7-9)**

Situations and specifics will vary. In general, you should, by this week, be teaching 90-100% 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 90-100% of the instructional day.

2) 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?

3) Make arrangements with your field instructor to observe your teaching. Your field instructor will observe you a minimum of twice through the term. You should submit a copy of your lesson plan and unit plan to your field instructor a minimum of 24 hours before the observation is to take place.

### ***FINAL 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.

## **EDUC 570 Assessment & Assignments**

Assessment for Field Experience IV and all EDUC 570 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. 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 for your instructor, 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 570. 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 is one required learning task for Field 570.

### ***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 lesson/unit plans that will help you to document and understand both your strengths and areas for development and growth as a teacher. The Field Experience Journal is a critical and evolving artifact of your professional development.

#### **Assessment Criteria for Learning Task 1:**

- Each Student Teacher must have her or his own Journal.
- The Journal can be virtual (i.e. in a Google drive) 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 570 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
  - Evidence of Lesson and Unit Planning (include notes, support materials, etc.)
  - Evidence of balanced student assessments (anecdotal notes, assessment examples).
  - Anything else the Student Teacher chooses to include
- The binder should be neat, organized and clearly written, ideas well expressed.

#### **YOUR FIELD JOURNAL MUST INCLUDE:**

**Designing for Learning section in Field Experience Journal:** 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.

- *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 (formative and summative)
  - Self and Pedagogical Reflection
- *Detailed unit plans 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 (formative and summative)
  - Self and Pedagogical 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.

- All lesson and unit plans appear in the Field Experience Journal for assessment by the partner teacher and field instructor.

### **Teaching Quality Standard – Application and Assessment for EDUC 570**

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 570**

***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 570, 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 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 Alberta Education 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 570, 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 570, 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 570, 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 570, I consistently embrace and promote a culture of inclusion where students, school staff and others I interact with are treated fairly and with respect. I articulate and demonstrate a philosophy of education that states all children can learn and be successful. I demonstrate my developing ability to maintain a classroom climate that promotes positive, engaging learning environments that take student strengths into account. With the support and guidance of my partner teacher, I am able to recognize and be responsive the various needs of my students including learning challenges, areas of growth, emotional needs and/or mental health needs, employing appropriate strategies and interventions.

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

As a pre-service teacher in EDUC 570, 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 570, 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.

## 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 [Code of Professional Conduct for Teachers and Teacher Leaders](#), as well as any and all additional Werklund school of Education policies related to field studies. Please see the calendar and Field Experience Handbook for details and descriptions in the following topic areas:

### *Attendance*

Regardless of the reason for your absence, you must complete the Absence Reporting Form supplied to you by the Field Office. You are allotted a maximum of four days absent from EDUC 570. Additionally, late arrivals and early departures (for reasons other than illness) at the school site will be considered a serious matter and may jeopardize the successful completion of EDUC 570.

You may be asked to provide documentation as per University of Calgary Academic Calendar regulations for absences.

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)
- One personal day (approved by both partner teacher and field instructor, and lesson plans need to be submitted for any classes the student teacher would normally be teaching)
- A half day will be given for interview purposes. This will not count towards your total four days of absence.

You must notify your field instructor and Field Office ([upefield@ucalgary.ca](mailto:upefield@ucalgary.ca)) of all absences, and ***any absences for longer than four days must be approved by the appropriate Field Director.***

***If you are absent for more than four days, you will need to make up the additional time.***

*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.

## THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition,



procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. 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:

<https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e>

### MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due 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. Instructors can add penalties for late assignments here.

<https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1>

### ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

**GRADING:** <https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1>

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	



C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

### **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-cfreh>) or the Conjoint Health Research Ethics Board <https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreh>

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](mailto:esa@ucalgary.ca).

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