



Pre-Service Teacher Field Experience Handbook

2023-2024

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OVERVIEW OF THE FIELD EXPERIENCE PROGRAM

Overview

Field experiences are a critical aspect of teacher education. It is during the time in the field that Pre-service Teachers will be given the opportunity to apply the learning from their EDUC theory courses as they experience the complexity of life in schools generally, and in their assigned placements more specifically. Each Field Experience will allow the Pre-service Teachers to deepen their understandings of what it means to be a teacher while incrementally increasing their responsibility in the field.

There are four Field Experiences in which Pre-service Teachers will take part during the course of the Bachelor of Education Degree, one in each semester. EDUC 440 – Fall, first Education term is an observation and assisting round designed to help Pre-service Teachers refocus their perception from student to that of teacher. EDUC 465 – Winter, second Education term allows Pre-service Teachers to begin executing teaching experiences with the express goal of examining their effectiveness with a small or select group of students in a collaborative environment with their partner teacher and other Pre-service Teachers. EDUC 540 – Fall, third Education term allows Pre-service Teachers to take on added teaching responsibilities as they begin working on both curriculum and teaching expertise. Finally, EDUC 560 – Winter, final Education term provides Pre-service Teachers with ample experience to both practice the art and science of teaching while still benefiting from the constructive feedback that comes from working with a skilled Partner Teacher.

The student teaching practicum is unpaid and voluntary on the part both of the pre-service student teacher and in-service partner teacher. The focus is on mentorship, not training, as teaching is a complex set of competencies, not a single skill.

Police Information Check Requirement

A current, clear Police Information Check (PIC), including a Vulnerable Sector search, is required of all students participating in field experience. This PIC should be dated after July 1 of each school year and must be re-acquired each year of a student's enrollment in Field Experience.

You are required to complete the "Notice regarding requirement for Police Information Checks", obtain a current and clear Police Information Check, submit the details of your PIC, present your PIC to UPE Field Experience, and present your PIC to your Field Experience placement site(s).

Individual school boards may have different requirements for Police Information Checks, and pre-service teachers are expected to work with their school board on these requirements directly.

Please Note: Students without a current and clear PIC will not be allowed to participate in field experience.

For more information, please visit the University of Calgary Calendar: <https://www.ucalgary.ca/pubs/calendar/current/ed-2-4.html> and UPE Field Experience PIC Website: <https://werklund.ucalgary.ca/undergraduate-programs/field-experience/police-information-checks>

Contacts

Contact the UPE Field Experience Team for assistance, upefield@ucalgary.ca

Important Dates

Please visit the UPE Field Experience webpage for additional information, including Field Experience dates and seminar information. Visit: <https://werklund.ucalgary.ca/undergraduate-programs/field-experience-0>

FIELD EXPERIENCE PROGRAM STRUCTURE AND EXPECTATIONS AT-A-GLANCE

Education Terms			
First Education Term Fall	Second Education Term Winter	Third Education Term Fall	Final Education Term Winter
EDUC 440 Field Experience I	EDUC 465 Field Experience II	EDUC 540 Field Experience III	EDUC 560 Field Experience IV
Title			
<i>Life in Schools</i>	<i>Individual Learning in Classrooms</i>	<i>Principles of Social and Cultural Engagement</i>	<i>Extending Teaching and Curriculum Expertise</i>
Duration			
2 Weeks	4 Weeks	6 Weeks	8 Weeks
Description			
An observation of life in schools. There is no Partner Teacher but, instead, Pre-service Teachers observe the school as a whole under the guidance of the Field Experience Liaison and the Field Experience Instructor.	An examination of the complex dimensions of individual learning in classrooms. Pre-service Teachers are assigned to one or more Partner Teachers and will ideally be placed in pairs with another Pre-service Teacher.	A collaborative examination into the complex dimensions of whole class learning. Pre-service Teachers are assigned to one or more Partner Teachers. <i>*Students will remain in the same placement for EDUC 540 and EDUC 560.</i>	A deeper examination of curriculum, planning and assessment to engage diverse learners in whole class settings. Pre-service Teachers are assigned to one or more Partner Teachers. <i>*Students will remain in the same placement for EDUC 540 and EDUC 560.</i>
Developmental Focus			
Documentation of the lives and cultures of students, teachers and schools using ethnographic field notes. Pre-service Teachers will be expected to assist as much as possible, at the discretion of the Partner Teacher.	Planning and teaching of learning experiences or parts of learning experiences aimed at gauging the learning of individual students, small groups of students or the larger class.	Planning and teaching of lessons and series of lessons leading up to partial curriculum units (at the discretion of the Partner Teacher) in whole class settings with the aim of assessing student learning.	Planning and teaching of organized unit(s) of study while deepening competence in the specialization.

Course Background Concurrent to the Field Experiences			
<ul style="list-style-type: none"> • Issues in Learning & Teaching • Science, Technology, Engineering and Mathematics • Pragmatics of Learning & Teaching • Literacy, Language & Culture 	<ul style="list-style-type: none"> • Individual Learning: Theories & Applications • Diversity in Learning • Specialization I • Assessment 	<ul style="list-style-type: none"> • Interdisciplinary Learning • Ethics and Law in Education • FNMI History, Education & Leadership • Specialization II 	<ul style="list-style-type: none"> • Elementary or Secondary Curriculum I • Design Thinking • Professional Development & Lifelong Learning
Pre-service Teacher Responsibilities			
<ul style="list-style-type: none"> • Observation and assisting teachers according to the Course Outline. • Completion of all EDUC 440 course work. 	<ul style="list-style-type: none"> • Teaching 1/3 or approximately one class per day by the end of week 2 (at Partner Teacher's discretion) • Written lesson plans for all lessons taught including formative assessment. • Completion of all EDUC 465 course work. 	<ul style="list-style-type: none"> • Series of lessons leading up to partial curriculum units (at the discretion of the Partner Teacher). • Teaching 50-75% of the day by the fourth week. • Written lesson plans and unit plans (where appropriate) for all lessons taught including formative assessment. • Completion of all EDUC 540 course work. 	<ul style="list-style-type: none"> • Series of lessons leading up to curriculum units (at the discretion of the Partner Teacher). • Teaching 80-100% of the day by approximately the end of the fourth week. • Written lesson plans and unit plans for all lessons/units taught including assessment components. • Completion of all EDUC 560 course work.
Additional Course Work (See Course Outline for additional detail)			
<ul style="list-style-type: none"> • Field Experience Journal • Participation in Cohort Learning including Field Seminars and D2L discussions. • E-portfolio 	<ul style="list-style-type: none"> • Field Experience Journal • Curriculum Planning / Learning Assignment • Participation in Cohort Learning including Field Seminars and D2L discussions. • Final assignment • E-portfolio 	<ul style="list-style-type: none"> • Field Experience Journal • Participation in Cohort Learning • Lesson and Unit Planning • E-portfolio 	<ul style="list-style-type: none"> • Field Experience Journal • Participation in Cohort Learning • Lesson and Unit Planning • Lesson and Unit Planning Reflections
Evaluation of Pre-service Teacher Performance (See Course Outline for additional detail)			
<ul style="list-style-type: none"> • Successful completion of course work • Satisfactory attendance and professionalism • Field Experience Instructor Formal Assessment • Credit/No Credit 	<ul style="list-style-type: none"> • Successful completion of course work • Satisfactory attendance and professionalism • Field Experience Instructor/Community Partner Narrative Assessment • Partner Teacher Narrative Assessment • Credit/No Credit 	<ul style="list-style-type: none"> • Successful completion of course work • Satisfactory attendance and professionalism • Field Experience Instructor/Community Partner Narrative Assessment • Partner Teacher Narrative Assessment • Credit/No Credit 	<ul style="list-style-type: none"> • Successful completion of course work • Satisfactory attendance and professionalism • Field Experience Instructor/Community Partner Narrative Assessment • Partner Teacher Narrative Assessment • Credit/No Credit

EDUC 440: FIELD EXPERIENCE I

Overview

The two-week *Life in Schools* field experience will give the Pre-service Teacher the opportunity to observe and reflect on the work done in schools. The purpose of this field experience is to inquire into and document the lives and cultures of students, teachers and schools. This experience will draw on and contribute to learning in and across all other courses in Semester One, particularly the *Pragmatics of Learning and Teaching* and *Literacy, Language and Culture* courses in which Pre-service Teachers will draw heavily on their ethnographic Field Experience Journals for course assignments and learning. Preparation for EDUC 440 will occur in the EDUC 430 course.

Field Experience Design

Pre-service Teachers will not be assigned to individual Partner Teachers but will spend their practicum in a school setting observing and assisting in as many classrooms as possible. During this time, Pre-service Teachers will observe diverse aspects of school life for the purpose of collecting and composing ethnographic field notes and will participate in on-site learning seminars and in-group discussions in an online D2L learning community. Daily and weekly assignments will create opportunities for them to engage, individually and with peers, in focused inquiry about learners, teachers and schools.

Assessment and Evaluation

Assessment for this Field Experience and all related assignments will be **Credit/No Credit** and will include a formal assessment that will be completed by the Field Experience Instructor. The formal assessment will be based on the course outcomes, on the successful completion of all course work, on attendance and department in the field and on the competencies identified in this document.

Each component of the Field Experience must be completed and passed for the student to pass the course as a whole. Students must receive CREDIT in the Field Experience and must have an overall GPA of 2.5 in the semester to continue in the Bachelor of Education program without repeating courses.

Assessment Criteria for Field Experience

All field experience courses will be evaluated in two areas: 1) the Teaching Quality Standard (2023) developed by Alberta Education and 2) Pre-service Teacher Presence, Growth and Professionalism developed by the Werklund School of Education Field Experience program.

Conduct and Attendance

All Pre-service Teachers in the Werklund School of Education are accountable to the Werklund School of Education Student Teacher Code of Professional Conduct, the Code of Professional Conduct, and the School Act as well as any and all additional policies related to field studies.

Attendance

All Pre-service Teachers undertaking EDUC 440, Field Experience I are permitted a **cumulative total** of one (1) day of absence from the school site. The only acceptable reasons for absence from the field experience are:

- Medical / illness
- Family emergency
- Religious observance

All days absent after the first day will require supporting documentation (as directed). All absences, including the first day, must be reported to the School Site, the Field Experience Instructor and upefield@ucalgary.ca a minimum of two hours prior to the start of the school day. Failure to report your absence to all required parties will be considered a serious matter.

For more information regarding Supporting Documentation and the Use of a Statutory Declaration, visit <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Additional days missed beyond the one day allowed absence, or any days missed for reasons not listed above, may jeopardize the successful completion of EDUC 440, the determination of which will be made by the appropriate Director of Field Experience. Additionally, late arrivals and early departures not discussed with the Field Instructor at the school site will be considered a serious matter and may jeopardize successful completion of EDUC 440, Field Experience I.

Roles and Responsibilities: Pre-service Teacher - Field Experience I (EDUC 440)

General Field Experience Policy

The Werklund School of Education assigns Pre-service Teachers to specific schools for Field Experience I. Take note of the following:

- **Under no circumstances** shall Pre-service Teachers contact a field site regarding their placements until they have been confirmed and posted by the Werklund School of Education. ***Pre-arranging placements with specific schools is not permitted.***
- Pre-service Teachers must meet the following criteria, or the field experience placement may be revoked or deferred:
 - **good academic standing in all associated courses;**
 - **full participation at field site, (no unauthorized absences); and**
 - **appropriate professional conduct and cooperation with personnel at the field site** (see the "**University of Calgary Pre-service Teacher Code of Conduct**").
- A request for a change of placement is a serious matter that should be discussed with the Field Experience Instructor, and then in writing to the Director of Field Experience. Securing a new placement is not guaranteed and is dependent on many factors that may be outside the control of the Field Directors.
- If a Pre-service Teacher withdraws from the program during the field experience, they must immediately notify in writing their Field Instructor. The Pre-Service is encouraged to connect with the Director of Field Experience, Director of Student Experience, and the Field Instructor in advance of making this decision. The Field Instructor will notify the Director of Field Experience, who will work with the UPE Field Experience Team, Director of Student Experience and UPE Advising Team. If absent from their Field Experience that day, the student should notify the School and Partner Teacher of their anticipated absence. If the placement is ending earlier than anticipated, the Field Experience team will notify the placement school the placement has ended.

Before the Field Experience

- It is imperative that you have a **valid Police Information Check including a Vulnerable Sector Check**. A current Police Information Check including a vulnerable sector search is required of all Pre-service Teachers. **Processing for Checks can take six to twelve weeks.** Pre-service Teachers are required to present their clear and current PIC to Undergraduate Programs in Education (UPE), as instructed by the UPE Field Experience Team. Pre-service Teachers must provide their

Police Information Check with Vulnerable Sector Check for presentation to the principal or other designated school official at the beginning of each of their placements. **Failure to produce a current Police Information Check is grounds for the immediate termination of the field placement. Pre-service Teachers without a current Police Information Check will not be allowed to participate in a field experience.** For additional information regarding the Police Information Check, please visit <https://werklund.ucalgary.ca/undergraduate-programs/field-experience/police-information-checks> and <https://www.ucalgary.ca/pubs/calendar/current/ed-2-4.html>

- Prepare or submit any required documents or forms, as directed by the Field Experience Team, School Liaison, or your Field Instructor. This may include University or School District forms relating to Confidentiality, Technology or Network Access or other School District guidelines.
- We recommend preparing to share contact information, including your Emergency Contact details, as a document to present on your first day of Field Experience.
- Research logistical information about the two schools that you will be attending. What time do the bells ring? Where are they located and how do you plan to get to your school on time?
- Ensure that you have appropriate clothing for the classes and age group you will be teaching. The majority of schools employ a business casual dress code, but check with the school or principal to find out their expectations prior to the first day.

During the Field Experience

Conduct and Professionalism

- Pre-service Teachers are expected to abide by the Code of Professional Conduct. Standards may be best understood by reading the Code of Conduct, personal observation and discussion with the School Liaison.
- Attitudes of co-operation and accommodation to the demands, routines, and professional culture of the field sites are required of all Pre-service Teachers.
- **Field experiences take priority over any other professional and personal employment commitments.** Arrangements for personal responsibilities such as daycare or part-time employment **MUST** be made in advance in order to ensure successful field experiences.
- Pre-service Teachers are required to use a professional **ucalgary** email address. ALL email communications with your school **MUST** be sent from your **ucalgary** email address.
- **Pre-service Teachers should arrive at a field-site at least 30 minutes before classes/sessions begin and MUST stay at least 30 minutes after classes/sessions end** or as directed by the School Principal or Liaison.
- Pre-service Teachers are to remain in the school throughout each school day.
- Pre-service Teachers must complete all assignments as outlined in the EDUC 440 Course Outline.
- Meet with the Field Experience Instructor as scheduled and/or required.
- Meet with the School Liaison as scheduled and/or required.

Week 1 Specifics:

- The Pre-service Teacher is expected to arrive at the school no later than 30 minutes prior to bell time to meet with the School Liaison. At this time the School Liaison will provide you with the schedule for your week of observation in the school; you can clarify a suitable arrival time for the rest of the week with the School Liaison.
- Be prepared to present your Police Information Check to your School Liaison and Field Instructors, if requested. Pre-Service teachers should retain their original Police Information Check.

- Submit any required documents or forms, as directed by the Field Experience Team, School Liaison, or your Field Instructor.
- We recommend you share your contact information, including your Emergency Contact details, with your School Liaison.
- Complete the Week One schedule of activities as outlined in the Course Outline.
- Meet with the Field Experience Instructor as scheduled and/or required.
- Meet with the School Liaison as scheduled and/or required.
- Follow the schedule of activities as provided by the school.

Week 2 Specifics:

- Complete the Week Two schedule of activities as outlined in the Course Outline.
- Meet with the Field Experience Instructor as scheduled and/or required.
- Meet with the School Liaison as scheduled and/or required.
- Follow the schedule of activities as provided by the school.

Following the Field Experience

On completion of the field experience (or earlier if the student is withdrawing before completion), students should thank the School Liaison or school administration for hosting them.

Pre-service Teacher At-a-Glance Checklist for EDUC 440

<i>Before the Field Experience starts, I need to...</i>
Present your clear and current Police Information Check with Vulnerable Sector Check to the UPE Field Experience Office.
Submit or prepare any required documents or forms, as directed by the Field Experience Team, School Liaison, or your Field Instructor.
Ask my Field Experience Instructor to clarify logistics of the school site such as parking, if applicable.
Find out what time school starts and plan to arrive 30 minutes earlier than the bell time.
Plan out how I will get to the school on time.
Make sure I have a <i>ucalgary</i> email address so that I can use it for the duration of the field experience.

<i>On the first day of each week I need to...</i>
Arrive 30 minutes prior to the morning bell.
Connect with the School Liaison and my cohort to learn how the week will be organized.
Follow the schedule provided to me by the School Liaison.

Be prepared to present my Police Information Check to your School Liaison and Field Instructors, if requested. Pre-Service teachers should retain their original Police Information Check.
Share your contact information, including your Emergency Contact details, with your School Liaison (<i>recommended</i>)
Submit any required documents or forms, as directed by the Field Experience Team, School Liaison, or your Field Instructor.

<i>During the Field Experience I need to...</i>
Follow the schedule of activities as provided by the school.
Follow the Daily Schedule in the Course Outline.
Complete all course work associated with the Field Experience.
Meet with my Field Experience Instructor as scheduled or required to discuss questions, course content or issues.
Get involved in the life of the school and be flexible and co-operative in my dealings with the field site.

<i>After the Field Experience I need to...</i>
Thank the school staff, including the School Principal and School Liaison.

EDUC 465: FIELD EXPERIENCE II

Overview

The four-week *Individual Learning in Classrooms* field experience will give the Pre-service Teacher the opportunity to examine the complex dimensions of individual/group learning in classrooms with a particular emphasis on the collaborative nature of the teaching profession. Pre-service Teachers will ideally be placed in pairs, although this may not be possible in all cases, and will be placed in a classroom with a Partner Teacher. During this experience they will have practical opportunities to build upon and apply the learning from the semester's first nine weeks of on-campus learning and also from the fall semester. Ideally and when possible, Pre-service Teachers in the same school will form learning/inquiry cohorts, designed to support one another's teaching, learning and professional growth. These learning/inquiry cohorts will also be formed online.

Pre-service Teachers will plan, implement and assess curricular learning experiences. These will include individual lessons in the beginning and may build up to series of learning experiences or lessons at the discretion and guidance of the Partner Teacher in the context of their classroom. In the first two weeks, Pre-service Teachers will gradually work up to daily teaching of at least one lesson per day. By the third week they should be teaching one lesson/block of time per day, equating to approximately 1/3 of the Partner Teacher's instructional assignment. This may differ depending on the classroom environment.

Field Experience Design

This course provides three options for both Pre-service Teachers and Partner Teachers, the use of which will be dependent upon the classroom environment and the comfort level of all involved. **The Pre-service Teacher(s), with the support of the Partner Teacher, may choose to employ just one or two of the following options or they may move between the three options as required.** Regardless of the option(s) employed, it is critical that the Pre-service Teacher(s) endeavor to examine how learners learn and make sense of their educational experiences and the role of the teacher in this process.

Small Group Instruction

Pre-service Teachers in Field Experience II will develop their teaching abilities by planning a series of curriculum learning engagements/lessons for small groups of learners under the Partner Teacher's mentorship. This experience will allow Pre-service Teachers to delve more deeply into the examination of who the learners are and their unique needs. Each lesson will require a written lesson plan that asks *what do I want the learners to know and what will I accept as evidence that the lesson has been successful?*

Team Teaching Instruction

Pre-service Teachers will be asked to collaboratively prepare with their Partner Teacher a series of curriculum learning engagements/lessons to be taught in a large class setting as part of a team-teaching opportunity. In this case, Pre-service Teachers will be responsible for delivering a portion of the lesson, which has been collaboratively developed and will also be responsible for assisting with those elements of the lesson for which they are not directly responsible. The Pre-service Teacher will still be asked to collaboratively plan and participate in a series of curriculum learning engagements/lessons, each requiring a written lesson plan that asks, in particular, *what do I want the learners to know and what will I accept as evidence that the lesson has been successful?* This will allow Pre-service Teachers to experience the complexities of whole class instruction with the assistance of their Partner Teacher.

Whole Class Instruction

Pre-service Teachers will be asked to prepare a series of curriculum learning engagements/lessons to be taught in a large class setting under the Partner Teacher's direction. Pre-service Teachers will be asked to develop a series of curriculum learning engagements/lessons, each requiring 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?* This will allow Pre-service Teachers to experience the complexities of differentiation and to examine the unique needs of learners in the larger class setting.

Field Seminar

Pre-service Teachers in Field Experience II will be required to attend two field experience seminars. The first field seminar will give the Field Experience Instructor an opportunity to discuss the field experience and go over expectations and responsibilities as well as provide Pre-service Teachers with an opportunity for clarification. The second field experience seminar will take place either on-campus or via Zoom and will occur at the conclusion of the field experience and will provide an opportunity for Pre-service Teachers to discuss their experiences. The Field Experience Instructor may also allocate this time for concluding assignments. The Field Experience Seminars are considered an integral part of the field experience and **attendance is mandatory**.

Assessment and Evaluation

Assessment for this Field Experience and all related assignments will be **Credit/No Credit**. Each component of the Field Experience must be completed and passed for the student to pass the course as a whole. Students must receive CREDIT in the Field Experience and must have an overall GPA of 2.5 in the semester to continue in the Bachelor of Education program without repeating courses.

Assessment Criteria for Field Experience

All field experience courses will be evaluated in two areas: 1) the Teaching Quality Standard (2023) 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 Pre-service Teacher strengths and areas for growth. In the case of Partner Teachers, the assessment should be based on the competencies identified for EDUC 465 in this document.

Field Experience Instructor/Community Partner Narrative Assessments

In the case of Field Experience Instructors, the assessment will be based on the course outcomes, on successful completion of all course work, on attendance and deportment in the field and on the competencies identified for EDUC 465 in this document.

Community partners are locally-based university representatives who are contracted to assess the pre-service teachers using a formal narrative assessment. They should observe the pre-service teacher at least twice and provide them with meaningful feedback about their progress both formally and informally.

Code of Conduct and Attendance

All Pre-service Teachers in the Werklund School of Education are accountable to the Werklund School of Education Student Teacher Code of Professional Conduct, the Code of Professional Conduct as well as any and all additional policies related to field studies.

All Pre-service Teachers in the Werklund School of Education are accountable to the Werklund School of Education Student Teacher Code of Professional Conduct, the School Act, and the Code of Professional Conduct, as well as any and all additional legislation or school district policies related to field studies.

Attendance

All Pre-service Teachers undertaking EDUC 465, Field Experience II are permitted a **cumulative total** of two (2) days of absence from the school site. The only acceptable reasons for absence from the field experience are:

- Medical / illness
- Family emergency
- Religious observance
- Personal day (maximum one day – see note)
- Professional development undertaken separately from your Partner Teacher such as attendance at a conference (maximum one day - see note)

All days absent after the first day will require supporting documentation (as directed). The first day absent does not require documentation. All absences, including the first day, must be reported to the School Site, the Field Experience Instructor and upefield@ucalgary.ca a minimum of two hours prior to the start of the school day. Failure to report your absence to all required parties will be considered a serious matter that could result in a performance contract.

For more information regarding Supporting Documentation and the Use of a Statutory Declaration, visit <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Additional days missed beyond the two allowed absences, or any days missed for reasons not listed above, may jeopardize the successful completion of EDUC 465, the determination of which will be made by the appropriate Director of Field Experience. Additionally, late arrivals and early departures not discussed with the Field Instructor will be considered a serious matter and may jeopardize successful completion of EDUC 465, Field Experience II.

Note regarding absence for Personal Day – Students are permitted a maximum of one day absent as a personal day. This day will count in the total of two allowed days absent. Students must provide at least 24 hours of notice to the Partner Teacher and Field Experience Instructor and create a substitute teacher plan for any instruction they were responsible to provide on the missed day.

Note regarding absence for Professional Development – Students are permitted a maximum of one day absent for professional development. This day will 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.

Roles and Responsibilities: Pre-service Teacher - Field Experience II (EDUC 465)

General Field Experience Policy

The Werklund School of Education assigns Pre-service Teachers to specific schools and teachers for Field Experience II. Take note of the following:

- **Under no circumstances** shall Pre-service Teachers contact a field site regarding their placements until they have been confirmed and posted by the Werklund School of Education. **Pre-arranging placements with specific schools or teachers is not permitted.**
- The Pre-service Teacher must notify the Werklund School of Education of any ineligible sites, such as sites where family or friends attend or work, or sites in which the student has volunteered or attended. Failure to comply with these conditions may jeopardize successful completion of the field experience.
- Pre-service Teachers must meet the following criteria, or the field experience placement may be revoked or deferred:
 - good academic standing in campus-based experiences;
 - full participation at field site, (no unauthorized absences); and
 - appropriate professional conduct and cooperation with personnel at the field site (see the "University of Calgary Pre-service Teacher Code of Conduct").
- A request for a change of placement is a serious matter that should be discussed with the Field Experience Instructor, and then in writing to the Director of Field Experience. Finding a new placement is not guaranteed.
- If a Pre-service Teacher withdraws from the program during the field experience, they must immediately notify in writing their Field Instructor. The Pre-Service is encouraged to connect with the Director of Field Experience, Director of Student Experience, and the Field Instructor in advance of making this decision. The Field Instructor will notify the Director of Field Experience, who will work with the UPE Field Experience Team, Director of Student Experience and UPE Advising Team. If absent from their Field Experience that day, the student should notify the School and Partner Teacher of their anticipated absence. If the placement is ending earlier than anticipated, the Field Experience team will notify the placement school the placement has ended.

Before the Field Experience

- It is imperative that all Pre-service Teachers have a **valid Police Information Check including a Vulnerable Sector Check**. A current Police Information Check including a vulnerable sector search is required of all Pre-service Teachers participating in an unpaid field (practicum) experience. **Processing for Checks can take six to twelve weeks.**
- Pre-service Teachers are required to present their clear and current PIC to Undergraduate Programs in Education (UPE), as instructed by the UPE Field Experience Team.
- Pre-service Teachers must provide their Police Information Check with Vulnerable Sector Check for presentation to the principal or other designated school official at the beginning of each of their placements. **Failure to produce a current Police Information Check is grounds for the immediate termination of the field placement. Pre-service Teachers without a current Police Information Check will not be allowed to participate in a field experience.** For additional information regarding the Police Information Check, please visit <https://werklund.ucalgary.ca/undergraduate-programs/field-experience/police-information-checks> and <https://www.ucalgary.ca/pubs/calendar/current/ed-2-4.html>
- Prepare or submit any required documents or forms, as directed by the Field Experience Team, School Liaison, or your Field Instructor. This may include University or School District forms relating to Confidentiality, Technology or Network Access or other School District guidelines.

- Request a school email address or access to digital instructional tools used by your partner teacher (such as D2L or Google Classroom).
- We recommend preparing to share contact information, including your Emergency Contact details, as a document to present on your first day of Field Experience.
- All Pre-service Teachers will meet with their Field Experience Instructor two times during pre-designated **Field Experience Seminars**. At this time all Pre-service Teachers will have the opportunity to ask questions and clarify the expectations of the Field Experience II course. **Attendance at field seminars is mandatory. Pre-service Teachers do not have to attend their school site on seminar days, but they must attend their seminar.**
- Research logistical information about the school that you will be attending. What time do the bells ring? Where is it located and how do you plan to get to your school on time?
- Ensure that you have appropriate clothing for the classes and age group you will be teaching. Check with your school Principal or liaison for information about clothing dress code.
- If you are driving to your placement, find out where to park, as many schools have very limited visitor parking and assigned parking stalls for staff.
- If you are on transit, consider doing a trial run to determine the length of time of your commute.

During the Field Experience

Communication between Student and Partner Teachers

Open and honest communication is essential for a strong mentorship relationship between Pre-service Teachers and Partner Teachers. As a result, aim to have a clear understanding of your Partner Teacher's expectations during the field experience. Any written communication, including emails, group chats, or text messages, between yourself and your partner teacher should be professional, clear, and follow the protocols of professional communication. Set aside time on the first day of your practicum to discuss the following questions with your partner teacher:

1. What are your expectations of me as a Pre-service Teacher?
2. What kind of classroom environment do you prefer (active, quiet, group work, individual work, etc.)?
3. What does a successful field experience look like?
4. How do you prefer to give feedback (oral, written, after each lesson, at the end of the day, weekly)?
5. When is a good time for me to ask questions? (anytime, after class ends, during preparation)?
6. What do you do for self-care during the day?
7. Is there anything else I should know about before I begin this field experience?

Conduct and Professionalism

- Pre-service Teachers are expected to abide by the standards set by the profession, province, and school. Standards may be best understood from personal observation and discussion with the School Liaison, Principal, and Partner Teacher.
- Attitudes of co-operation and accommodation to the demands, routines, and professional culture of the field sites are required of all Pre-service Teachers.
- **Field experiences take priority over any other professional and personal employment commitments.** Arrangements for personal responsibilities such as daycare or part-time employment MUST be made in advance in order to ensure successful field experiences.
- **If your worry that your participation in field experience can cause financial hardship, investigate the university and provincial funding programs that are available to you.**

- Pre-service Teachers are required to use a professional *ucalgary* email address. ALL email communications with your school MUST be sent from your *ucalgary* email address.
- Pre-service Teachers should arrive at a field-site at least 30 minutes before classes/sessions begin and MUST stay at least 30 minutes after classes/sessions end or as directed by the Partner Teacher. Before leaving the school, Pre-service Teachers should consult the Partner Teacher regarding subsequent preparation, activities, and clarify any work to be done for the next class/session.
- Pre-service Teachers are to remain in the school throughout each school day.
- Pre-service Teachers must complete all assignments as outlined in the EDUC 465 Course Outline.
- Meet with the Field Experience Instructor as scheduled and/or required including mandatory field experience seminars.
- Meet with the Partner Teacher for regular feedback as scheduled and/or required.
- Pre-service Teachers will work with their Partner Teacher to begin planning and teaching classroom learning experiences.

Additional Considerations

- Be prepared to present your Police Information Check to your School Liaison and Field Instructors, if requested. Pre-Service teachers should retain their original Police Information Check.
- Submit any required documents or forms, as directed by the Field Experience Team, School Liaison, or your Field Instructor.
- We recommend you share your contact information, including your Emergency Contact details, with your School Liaison.

NOTE: Through all weeks of field experience, Pre-service Teachers should participate in as many diverse aspects of school culture as possible during the regular school day, including accompanying Partner Teachers on supervisory duties, attending staff meetings, attending professional development days, attending parent-teacher meetings (if invited), and volunteering for clubs and sports. Participation in volunteer or extracurricular activities outside of the regular school day is at the discretion of the Pre-service teacher.

Following the Field Experience

- Upon completion of the field experience (or earlier if withdrawing before completion), Pre-service Teachers should thank the site personnel with whom they have worked.
- Pre-service Teachers are responsible for providing the Partner Teacher Narrative Assessment to their Field Experience Instructor as per the instructions given by the Field Experience Instructor.

Pre-service Teacher At-a-Glance Checklist for EDUC 465

<i>Before the Field Experience starts, I need to...</i>
Present your clear and current Police Information Check with Vulnerable Sector Check to the UPE Field Experience Office.
Submit or prepare any required documents or forms, as directed by the Field Experience Team, School Liaison, school district office, or your Field Instructor.
Request a school email account or guest access to digital instructional tools (such as D2L or Google Classroom) that are used by your partner teacher.
Write a letter of introduction to my Partner Teacher and Principal. This letter must be approved by my Field Experience Instructor before it can be sent. It can be sent via email prior to the start of the field experience after it has been approved.
Attend the Field Seminar to ensure that the academic expectations of the Field Experience are clear. (Time and location confirmed by your Field Instructor)
Ask my Field Experience Instructor to clarify logistics of the school site such as parking, if applicable.
Find out what time school starts and plan to arrive 30 minutes before that.
Plan out how to the school on time.
Make sure I have a <i>ucalgary</i> email address so that I can use it for the duration of the field experience.

<i>On the first day I need to...</i>
Arrive 30 minutes prior to the bell.
Be prepared to present your Police Information Check to your School Liaison and Field Instructors, if requested. Pre-Service teachers should retain their original Police Information Check.
Share your contact information, including your Emergency Contact details, with your School Liaison (<i>recommended</i>)
Submit any required documents or forms, as directed by the Field Experience Team, School Liaison, or your Field Instructor.
Discuss expectations for professionalism and performance with my Partner Teacher. (See communication between Pre-service Teacher and Partner Teacher above.)

<i>During the Field Experience, I need to...</i>
Meet regularly with my Partner Teacher for feedback.
Get involved in the life of the school and be flexible and co-operative in my dealings with the field site.
Complete all course work associated with the Field Experience course including written lesson plans and all additional assignments. (See Course Outline for details.)
<i>Provide my Partner Teacher with a copy of my lesson plan 24 hours before I deliver it. On days when my Field Instructor is observing me, I provide them with a lesson plan as directed.</i>
In consultation with the Partner Teacher, plan, deliver and assess a series of lessons, working up to approximately 1/3 teaching time by the end of Week 2.
Maintain my Field Experience Journal and place all assignments including lesson plans, assessments and reflections in the Journal.
Meet with my Field Experience Instructor as scheduled or required to discuss questions, course content or issues.
Put a copy of my Partner Teacher's Midterm Checklist Assessment in my Field Experience Journal and provide to Field Instructor if requested.
Participate in D2L conversations and discussions.
Attend the Field Seminars. (Time and location confirmed by your Field Instructor)

<i>After the Field Experience I need to:</i>
Thank all school personnel with whom I worked.
Provide my Field Experience Instructor with a digital copy of my Partner Teacher's Narrative Assessment as per their instructions.

EDUC 540: FIELD EXPERIENCE III

Overview

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

Pre-service Teachers will plan, implement and assess curricular learning experiences. These may include individual lessons in the beginning that will build up to series of learning experiences or lessons as well as an entire or partial curriculum unit, at the discretion and guidance of the Partner Teacher in the context of their classroom. By the fourth week of this field experience you will be teaching up to 50% of the day and by the sixth week it is possible that you may be teaching up to 75% of the day.

Field Experience Design

This course asks Pre-service Teachers to prepare a series of curriculum learning engagements/lessons to be taught in a large class setting under the Partner Teacher's direction. Pre-service Teachers will be asked to develop a series of curriculum learning engagements/lessons, each requiring 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?* This will allow Pre-service Teachers to experience the complexities of differentiation and to examine the unique needs of learners in the larger class setting.

As with all field experience courses, EDUC 540 is unpaid and voluntary. If you foresee financial hardship, you should investigate university and provincial grant and funding sources to ensure that you can complete this required course.

Field Seminar

Pre-service Teachers in Field Experience III will be required to attend two mandatory field experience seminars. The first field experience seminar will give the Field Experience Instructor an opportunity to discuss the field experience and go over expectations and responsibilities as well as provide Pre-service Teachers with an opportunity for clarification. The second field experience seminar will take place either on campus (Calgary and Area) or via Zoom (Out of Area) and will allow Pre-service Teachers to discuss their experiences and prepare for their final assignment. The Field Experience Instructor may also allocate this time to other topics as needed. The Field Experience Seminars are considered an integral part of the field experience and **attendance is mandatory**.

Assessment and Evaluation

Assessment for this Field Experience and all related assignments will be **Credit/No Credit**. Each component of the Field Experience must be completed and passed for the student to pass the course as a whole. Students must receive CREDIT in the Field Experience and must have an overall GPA of 2.5 in the semester to continue in the Bachelor of Education program without repeating courses.

Assessment Criteria for Field Experience

All field experience courses will be evaluated in two areas: 1) the Teaching Quality Standard (2023) 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 Pre-service Teacher strengths and areas for growth. In the case of Partner Teachers, the assessment should be based on the competencies identified for EDUC 540 in the Course Outline.

Field Experience Instructor/Community Partner Narrative Assessments

In the case of Field Experience Instructors, the assessment will be based on the course outcomes, on successful completion of all course work, on attendance and deportment in the field and on the competencies identified for EDUC 540 in the Course Outline.

Community partners are contracted to assess the pre-service teachers using a formal narrative assessment. They should observe the pre-service teacher at least twice and provide them with meaningful feedback about their progress both formally and informally.

Code of Conduct and Attendance

All Pre-service Teachers in the Werklund School of Education are accountable to the Werklund School of Education Student Teacher Code of Professional Conduct, the Code of Professional Conduct as well as additional policies related to field studies.

Attendance

All Pre-service Teachers undertaking EDUC 540, Field Experience III are permitted a **cumulative total** of three (3) days of absence from the school site. The only acceptable reasons for absence from the field experience are:

- Medical / illness
- Family emergency
- Religious observance
- Personal day (maximum one day – see note)
- Professional development undertaken separately from your Partner Teacher such as attendance at a conference (maximum two days - see note)

All days absent after the first day will require supporting documentation (as directed). The first day absent does not require documentation. All absences, including the first day, must be reported to the School Site, the Field Experience Instructor and upefield@ucalgary.ca a minimum of two hours prior to the start of the school day. Failure to report your absence to all required parties will be considered a serious matter. For more information regarding Supporting Documentation and the Use of a Statutory Declaration, visit <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Additional days missed beyond the three allowed absences, or any days missed for reasons not listed above, may jeopardize the successful completion of EDUC 540, the determination of which will be made by the Director of Field Experience. Additionally, late arrivals and early departures at the school site will be considered a serious matter and may jeopardize successful completion of EDUC 540, Field Experience III.

Note regarding absence for Personal Day – Students are permitted a maximum of one day absent as a personal day. This day will count in the total of three allowed days absent. Students must receive the prior approval of the Partner Teacher and Field Experience Instructor, provide a minimum of 24 hours of notice, and create a substitute teaching plan for any missed instructional responsibilities.

Note regarding absence for Professional Development – Students are permitted a maximum of two days absent for professional development. These days will count in the total of three 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 and create a substitute teaching plan for any missed instructional responsibilities.

Roles and Responsibilities: Pre-service Teacher - Field Experience III (EDUC 540)

General Field Experience Policy

The Werklund School of Education assigns Pre-service Teachers to specific schools and teachers for Field Experience III. Take note of the following:

- Barring exceptional circumstances, Pre-service Teachers will remain in the same placement for Field Experience III and IV.
- **Under no circumstances** shall Pre-service Teachers contact a field site regarding their placements until they have been confirmed and posted by the Werklund School of Education. ***Pre-arranging placements with specific schools or teachers is not permitted.***
- The Pre-service Teacher must notify the Werklund School of Education of any ineligible sites, such as sites where family or friends attend or work, or sites in which the student has volunteered or attended. Failure to comply with these conditions may jeopardize successful completion of the field experience.
- Pre-service Teachers must meet the following criteria, or the field experience placement may be revoked or deferred:
 - good academic standing in campus-based experiences;
 - full participation at field site, (no unauthorized absences); and
 - appropriate professional conduct and cooperation with personnel at the field site (see the "University of Calgary Pre-service Teacher Code of Conduct").
- A request for a change of placement is a serious matter that should be discussed with the Field Experience Instructor, and then requested in writing to the Director of Field Experience. A new placement is not guaranteed.
- If a Pre-service Teacher withdraws from the program during the field experience, they must immediately notify in writing their Field Instructor. The Pre-Service is encouraged to connect with the Director of Field Experience, Director of Student Experience, and the Field Instructor in advance of making this decision. The Field Instructor will notify the Director of Field Experience, who will work with the UPE Field Experience Team, Director of Student Experience and UPE Advising Team. If absent from their Field Experience that day, the student should notify the School and Partner Teacher of their anticipated absence. If the placement is ending earlier than anticipated, the Field Experience team will notify the placement school the placement has ended.

Before the Field Experience

- It is imperative that all Pre-service Teachers have a **valid Police Information Check including a Vulnerable Sector Check**. A current Police Information Check including a vulnerable sector search is required of all Pre-service Teachers participating in an unpaid field (practicum) experience. **Processing for Checks can take six to twelve weeks.**
- Pre-service Teachers are required to present their clear and current PIC to Undergraduate Programs in Education (UPE), as instructed by the UPE Field Experience Team. Pre-service

Teachers must provide their Police Information Check with Vulnerable Sector Check for presentation to the principal or other designated school official at the beginning of each of their placements. **Failure to produce a current Police Information Check is grounds for the immediate termination of the field placement. Pre-service Teachers without a current Police Information Check will not be allowed to participate in a field experience.** For additional information regarding the Police Information Check, please visit

<https://werklund.ucalgary.ca/undergraduate-programs/field-experience/police-information-checks> and <https://www.ucalgary.ca/pubs/calendar/current/ed-2-4.html>

- Prepare or submit any required documents or forms, as directed by the Field Experience Team, School Liaison, school district, or your Field Instructor. This may include University or School District forms relating to confidentiality, technology, or network access.
- We recommend preparing to share contact information, including your Emergency Contact details, as a document to present on your first day of Field Experience.
- All Pre-service Teachers will meet with their Field Experience Instructor two times during pre-designated **Field Experience Seminars**. At this time all Pre-service Teachers will have the opportunity to ask questions and clarify the expectations of the Field Experience III course. **Attendance at field seminars is mandatory. You do not need to attend your placement school site on the seminar date.**
- Research logistical information about the school that you will be attending. What time do the bells ring? Where is it located and how do you plan to get to your school on time?
- Ensure that you have appropriate clothing. Check with your school principal, partner teacher, or liaison for specific requirements.

During the Field Experience

Communication between Student and Partner Teachers

Open and honest communication can often prevent misunderstandings between Pre-service Teachers and Partner Teachers. Both oral and written communication should be clear and follow professional protocols. In all written communication, you should follow the format of a formal business letter. It is important to have a clear understanding of your Partner Teacher's expectations during the field experience. Ask the following questions on the first day to determine your Partner Teacher's expectations:

1. What are your expectations of me as a Pre-service Teacher?
2. What kind of classroom environment do you prefer (active, quiet, group work, individual work, etc.)?
3. How can I make this field experience successful?
4. How do you prefer to give feedback (oral, written, after each lesson, at the end of the day, weekly)?
5. When is a good time for me to ask questions? (any time, after class ends, during preparation)?
6. Which self-care strategies do you use during the work day?
7. Is there anything else I should know about before I begin this field experience?

Conduct and Professionalism

- Pre-service Teachers are expected to follow school and school board policies regarding dress code and interactions with colleagues and students. Standards may be best understood from the Code of Professional Conduct, personal observation, and discussion with the School Liaison and Partner Teacher.

- Attitudes of co-operation and accommodation to the demands, routines, and professional culture of the field sites are required of all Pre-service Teachers.
- **Field experiences take priority over any other professional and personal employment commitments.** Arrangements for personal responsibilities such as daycare or part-time employment **MUST** be made in advance in order to ensure successful field experiences. Investigate university and provincial supports and grants if you foresee financial hardship.
- Pre-service Teachers are required to use a professional **ucalgary** email address. ALL email communications with your school **MUST** be sent from your **ucalgary** email address.
- Pre-service Teachers should arrive at a field-site at least 30 minutes before classes/sessions begin and **MUST** stay at least 30 minutes after classes/sessions end or as directed by the Partner Teacher. Before leaving the school, Pre-service Teachers should consult the Partner Teacher regarding subsequent preparation and activities and clarify any work to be done for the next class/session.
- Pre-service Teachers are to remain in the school throughout each school day.
- Pre-service Teachers must complete all assignments as outlined in the EDUC 540 Course Outline.
- Meet with the Field Experience Instructor as scheduled and/or required including mandatory field experience seminars.
- Meet with the Partner Teacher for regular feedback as scheduled and/or required.
- Pre-service Teachers will work with their Partner Teacher to begin planning and teaching classroom learning experiences.

Additional Considerations

- Be prepared to present your Police Information Check to your School Liaison, local school district office, and Field Instructors, if requested. Pre-Service teachers should retain their original Police Information Check.
- Submit any required documents or forms, as directed by the Field Experience Team, School Liaison, or your Field Instructor.
- We recommend you share your contact information, including your Emergency Contact details, with your School Liaison.

NOTE: Through all weeks of field experience, Pre-service Teachers should participate in as many diverse aspects of school culture as possible during the usual school day and week, including accompanying Partner Teachers on supervisory duties, attending staff meetings, attending professional development opportunities, attending parent-teacher meetings (if appropriate), and volunteering for clubs and sports. Participation in volunteer or extra-curricular activities outside of the regular school day or week is at the discretion of the pre-service teacher.

Following the Field Experience

- Upon completion of the field experience (or earlier if withdrawing before completion), Pre-service Teachers should thank the site personnel with whom they have worked.
- Pre-service Teachers are responsible for providing the Partner Teacher Narrative Assessment to their Field Experience Instructor as per the instructions given by the Field Experience Instructor.

Pre-service Teacher At-a-Glance Checklist for EDUC 540

Before the Field Experience starts, I need to...

Present your clear and current Police Information Check with Vulnerable Sector Check to the UPE Field Experience Office.
Submit or prepare any required documents or forms, as directed by the Field Experience Team, School Liaison or your Field Instructor.
Write a letter of introduction to my Partner Teacher and Principal. This letter must be approved by my Field Experience Instructor before it can be sent. It can be sent via email prior to the start of the field experience after it has been approved.
Attend the Field Seminar to ensure that the academic expectations of the Field Experience are clear. (Time and location confirmed by your Field Instructor)
Ask my Field Experience Instructor to clarify logistics of the school site such as parking, if applicable.
Request guest or user access to online digital instructional tools used by your partner teacher (such as Google Classroom or D2L).
Find out what time school starts and plan to arrive 30 minutes before that.
Plan out how I will get to the school on time.
Make sure I have a ucalgary email address so that I can use it for the duration of the field experience.

<i>On the first day I need to...</i>
Arrive at least 30 minutes prior to the bell.
Provide the school with the original of my Police Information Check and Confidentiality Agreement, as requested. Be sure to get the Police Information Check back as I will need it in future placements.
Be prepared to present your Police Information Check to your School Liaison and Field Instructors, if requested. Pre-Service teachers should retain their original Police Information Check.
Share your contact information, including your Emergency Contact details, with your School Liaison (<i>recommended</i>)
Submit any required documents or forms, as directed by the Field Experience Team, School Liaison, or your Field Instructor.
Discuss expectations and acceptable standards of professionalism and performance with my Partner Teacher. (See communication between Pre-service Teacher and Partner Teacher above.)

<i>During the Field Experience I need to...</i>
Meet regularly with my Partner Teacher for feedback.
Get involved in the life of the school and be flexible and co-operative in my dealings with the field site.
Complete all course work associated with the Field Experience course including written lesson/unit plans and all additional assignments. (See Course Outline for details.)
Provide my Partner Teacher with a copy of my lesson plan 24 hours before I deliver it and a copy of my unit plan 72 hours before the start of the unit.
Gradually work up to planning and teaching 75% of my Partner Teacher's assignment by the start of the sixth week (at the discretion and guidance of the Partner Teacher in the context of their classroom).
Maintain my Field Experience Journal and place all assignments including lesson plans, assessments, and reflections in the Journal.
Meet with my Field Experience Instructor as scheduled or required to discuss questions, course content or issues.
Put a copy of my Partner Teacher's Midterm Checklist Assessment in my Field Experience Journal. Provide to Field Instructor if requested.
Participate in D2L conversations and discussions.
Attend the Field Seminars. (Time and location confirmed by your Field Instructor)

<i>After the Field Experience I need to...</i>
Thank all school personnel with whom I worked.
Provide my Field Experience Instructor with a copy of my Partner Teacher's Narrative Assessment as per the instructions given by my Field Experience Instructor.

EDUC 560: FIELD EXPERIENCE IV

Overview

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

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

Field Experience Design

This course asks Pre-service Teachers to prepare a series of curriculum learning engagements/lessons to be taught in a large class setting under the Partner Teacher's direction. Pre-service Teachers will be asked to develop a series of curriculum learning engagements/lessons, each requiring a written lesson plan that asks, in particular, *what do I want the learners to know and what will I accept as evidence that the lesson has been successful?* The goal for this field experience is increased independence on the part of the Pre-service Teacher, while still receiving feedback that will allow for improvement and professional growth.

Field Seminar

Pre-service Teachers in Field Experience IV will be required to attend three field experience seminars. The first field experience seminar will give the Field Experience Instructor an opportunity to discuss the field experience and go over expectations and responsibilities as well as provide Pre-service Teachers with an opportunity for clarification. The second field experience seminar will take place on campus and will allow Pre-service Teachers to discuss their experiences and address topics needing supplementation. The final field experience will be dedicated to topics of import to a first-year teacher. The Field Experience Instructor may also allocate time in any seminar to other topics as needed. The Field Experience Seminars are considered an integral part of the field experience and **attendance is mandatory**.

Assessment and Evaluation

Assessment for this Field Experience and all related assignments will be **Credit/No Credit**. Each component of the Field Experience must be completed and passed for the student to pass the course as a whole. Students must receive CREDIT in the Field Experience and must have an overall GPA of 2.5 in the semester to continue in the Bachelor of Education program without repeating courses.

Assessment Criteria for Field Experience

All field experience courses will be evaluated in two areas: 1) the Teaching Quality Standard (2020) 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 Pre-service Teacher strengths and areas for growth. In the case of Partner Teachers, the assessment should be based on the competencies identified for EDUC 560 in the course outline.

Field Experience Instructor/Community Partner Narrative Assessments

In the case of Field Experience Instructors, the assessment will be based on the course outcomes, on successful completion of all course work, on attendance and deportment in the field and on the competencies identified for EDUC 560 in the course outline. Community Partner assessments will be formulated based on their observations of the Pre-Service Teachers.

Code of Conduct and Attendance

All Pre-service Teachers in the Werklund School of Education are accountable to the Werklund School of Education Student Teacher Code of Professional Conduct, the Alberta Teachers' Association Code of Professional Conduct as well as any and all additional policies related to field studies.

Attendance

All Pre-service Teachers undertaking EDUC 560, Field Experience IV are permitted a **cumulative total** of four (4) days of absence from the school site. The only acceptable reasons for absence from the field experience are:

- Medical / illness
- Family emergency
- Religious observance
- Personal day (maximum one day – see note)
- Professional development undertaken separately from your Partner Teacher such as attendance at a conference (maximum two days - see note)
- Interview (Permitted in Field Experience IV only - maximum half day – see note)

All days absent after the first day will require supporting documentation (as directed). The first day absent does not require documentation. All absences, including the first day, must be reported to the School Site, the Field Experience Instructor and upefield@ucalgary.ca a minimum of two hours prior to the start of the school day. Failure to report your absence to all required parties will be considered a serious matter. For more information regarding Supporting Documentation and the Use of a Statutory Declaration, visit <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Additional days missed beyond the four allowed absences, or any days missed for reasons not listed above, may jeopardize the successful completion of EDUC 560, the determination of which will be made by the Director of Field Experience. Additionally, late arrivals and early departures at the school site will be considered a serious matter and may jeopardize successful completion of EDUC 560, Field Experience IV.

Note regarding absence for Personal Day – Students are permitted a maximum of one day absent as a personal day. This day will count in the total of four allowed days absent. Students must receive the prior approval of the Partner Teacher and Field Experience Instructor.

Note regarding absence for Professional Development – Students are permitted a maximum of two days absent for professional development. These days will 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.

Note regarding absence for Interview – Permitted in Field Experience IV only. Students are permitted a maximum of one-half day absent a personal day. This half-day will not be counted as an absence. Students must receive the prior approval of the Partner Teacher and Field Experience Instructor.

Roles and Responsibilities: Pre-service Teacher - Field Experience IV (EDUC 560)

General Field Experience Policy

The Werklund School of Education assigns Pre-service Teachers to specific schools and teachers for Field Experience IV. Take note of the following:

- In the majority of cases, Pre-service Teachers will remain in the same placement for Field Experience III and IV.
- **Under no circumstances** shall Pre-service Teachers contact a field site regarding their placements until they have been confirmed and posted by the Werklund School of Education. **Pre-arranging placements with specific schools or teachers is not permitted.** It is the responsibility of the Pre-service Teacher to notify the Werklund School of Education of any ineligible sites, such as sites where family or friends attend or work, or sites in which the student has volunteered or attended. Failure to comply with these conditions may jeopardize successful completion of the field experience.
- Pre-service Teachers must meet the following criteria, or the field experience placement may be revoked or deferred:
 - good academic standing in campus-based experiences;
 - full participation at field site, (no unauthorized absences); and
 - appropriate professional conduct and cooperation with personnel at the field site (see the "University of Calgary Pre-service Teacher Code of Conduct").
- A request for a change of placement is a serious matter that should be addressed to the Field Experience Instructor, and then in writing to the appropriate Director of Field Experience.
- If a Pre-service Teacher withdraws from the program during the field experience, they must immediately notify in writing their Field Instructor. The Pre-Service is encouraged to connect with the Director of Field Experience, Director of Student Experience, and the Field Instructor in advance of making this decision. The Field Instructor will notify the Director of Field Experience, who will work with the UPE Field Experience Team, Director of Student Experience and UPE Advising Team. If absent from their Field Experience that day, the student should notify the School and Partner Teacher of their anticipated absence. If the placement is ending earlier than anticipated, the Field Experience team will notify the placement school the placement has ended.

Before the Field Experience

- It is imperative that all Pre-service Teachers have a **valid Police Information Check including a Vulnerable Sector Check**. A current Police Information Check including a vulnerable sector search is required of all Pre-service Teachers participating in an unpaid field (practicum) experience. **Processing for Checks can take six to twelve weeks.** Pre-service Teachers are required to present their clear and current PIC to Undergraduate Programs in Education (UPE), as instructed by the UPE Field Experience Team. Pre-service Teachers must provide their Police Information Check with Vulnerable Sector Check for presentation to the principal or other designated school official at the beginning of each of their placements. **Failure to produce a current Police Information Check is grounds for the immediate termination of the field placement. Pre-service Teachers without a current Police Information Check will not be allowed to participate in a field experience.** For additional information regarding the Police Information Check, please visit <https://werklund.ucalgary.ca/undergraduate-programs/field->

[experience/police-information-checks](#) and <https://www.ucalgary.ca/pubs/calendar/current/ed-2-4.html>

- Prepare or submit any required documents or forms, as directed by the Field Experience Team, School Liaison, or your Field Instructor. This may include University or School District forms relating to confidentiality, technology, or network access.
- We recommend preparing to share contact information, including your Emergency Contact details, as a document to present on your first day of Field Experience.
- All Pre-service Teachers will meet with their Field Experience Instructor three times during pre-designated **Field Experience Seminars**. At this time all Pre-service Teachers will have the opportunity to ask questions and clarify the expectations of the Field Experience IV course. ***Attendance in field seminars is mandatory although you do not have to attend your placement school on a seminar day.***
- If necessary, research logistical information about the school that you will be attending. What time do the bells ring? Where is it located and how do you plan to get to your school on time?
- Ensure that you have appropriate clothing. The majority of schools employ a business casual dress code, but you should check with your school principal, liaison, or partner teacher for more information.

During the Field Experience

Communication between Student and Partner Teachers

For those Pre-service Teachers moving to a new school, open and honest communication can often prevent misunderstandings between Pre-service Teachers and Partner Teachers. Both oral and written communication should be clear and follow professional protocols. In all written communication, you should follow the format of a formal business letter. It is important to have a clear understanding of your Partner Teacher's expectations during the field experience. Ask the following questions on the first day to ensure nothing has changed with your partner teacher's expectations:

1. Do you have any different expectations of me as a Pre-service Teacher?
2. Has anything changed in your classroom environment that I should account for in my planning?
3. Can you make any suggestions for improvement in this second term of my placement?
4. Is the method of providing feedback still working for you?
5. When is a good time for me to ask questions? (anytime, after class ends, during preparation)?
6. Is there anything else I should know about before I resume this field experience with you?

Conduct and Professionalism

- Pre-service Teachers are expected to follow school and school board policies regarding dress code and interactions with colleagues and students. Standards may be best understood from personal observation and discussion with the School Liaison and Partner Teacher.
- Attitudes of co-operation and accommodation to the demands, routines, and professional culture of the field sites are required of all Pre-service Teachers.
- **Field experiences take priority over any other professional and personal employment commitments.** Arrangements for personal responsibilities such as daycare or part-time employment **MUST** be made in advance in order to ensure successful field experiences.
- Pre-service Teachers are required to use a professional **ucalgary** email address. ALL email communications with your school **MUST** be sent from your **ucalgary** email address.
- Pre-service Teachers should arrive at a field-site at least 30 minutes before classes/sessions begin and **MUST** stay at least 30 minutes after classes/sessions end or as directed by the Partner

Teacher. Before leaving the school, Pre-service Teachers should consult the Partner Teacher regarding subsequent preparation and activities, and clarify any work to be done for the next class/session.

- Pre-service Teachers are to remain in the school throughout each school day.
- Pre-service Teachers must complete all assignments as outlined in the EDUC 560 Course Outline.
- Meet with the Field Experience Instructor as scheduled and/or required including mandatory field experience seminars.
- Meet with the Partner Teacher for regular feedback as scheduled and/or required.
- Pre-service Teachers will work with their Partner Teacher to ensure they understand the classroom learning experiences for which they will be responsible.

Additional Considerations

- Be prepared to present your Police Information Check to your School Liaison and Field Instructors, if requested. Pre-Service teachers should retain their original Police Information Check.
- Submit any required documents or forms, as directed by the Field Experience Team, School Liaison, or your Field Instructor.
- We recommend you share your contact information, including your Emergency Contact details, with your School Liaison.

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

Following the Field Experience

- Upon completion of the field experience (or earlier if withdrawing before completion), Pre-service Teachers should thank the site personnel with whom they have worked.
- Pre-service Teachers are responsible for providing the Partner Teacher Narrative Assessment to their Field Experience Instructor as per the instructions given by the Field Experience Instructor.

Pre-service Teacher At-a-Glance Checklist for EDUC 560

<i>Before the Field Experience starts, I need to...</i>
Present your clear and current Police Information Check with Vulnerable Sector Check to the UPE Field Experience Office.
Submit or prepare any required documents or forms, as directed by the Field Experience Team, School Liaison or your Field Instructor.
Where necessary, write a letter of introduction to my Partner Teacher and Principal. This letter must be approved by my Field Experience Instructor before it can be sent. It can be sent via email prior to the start of the field experience after it has been approved. If I am returning to my Field Experience III placement, I should write a professional email to my Partner Teacher to say thank you for having me back and to begin the planning process.
Attend the Field Seminar to ensure that the academic expectations of the Field Experience are clear. (Time and location confirmed by your Field Instructor)

Ask my Field Experience Instructor to clarify logistics of the school site such as parking, if applicable.
If in a new placement. Find out what time school starts and plan to arrive 30 minutes before that.
Plan out how I will get to the school on time.
Make sure I have a ucalgary email address so that I can use it for the duration of the field experience.

<i>On the first day, I need to...</i>
Arrive 30 minutes prior to the bell.
Be prepared to present your Police Information Check to your School Liaison and Field Instructors, if requested. Pre-Service teachers should retain their original Police Information Check.
Share your contact information, including your Emergency Contact details, with your School Liaison (<i>recommended</i>)
Submit any required documents or forms, as directed by the Field Experience Team, School Liaison, or your Field Instructor.
Discuss expectations for professional and performance with my Partner Teacher. (See communication between Pre-service Teacher and Partner Teacher above.)

<i>During the Field Experience, I need to...</i>
Meet regularly with my Partner Teacher for feedback.
Get involved in the life of the school and be flexible and co-operative in my dealings with the field site.
Complete all course work associated with the Field Experience course including written lesson/unit plans and all additional assignments. (See Course Outline for details.)
Provide my Partner Teacher with a copy of my lesson plan 24 hours before I deliver it and a copy of my unit plan 72 hours before the start of the unit.
Gradually work up to planning and teaching 80-100% of your Partner Teacher's assignment by the end of the fourth week (at the discretion and guidance of the Partner Teacher in the context of their classroom).
Maintain my Field Experience Journal and place all assignments including lesson plans, assessments, and reflections in the Journal.

Meet with my Field Experience Instructor as scheduled or required to discuss questions, course content or issues.
Put a copy of my Partner Teacher's Midterm Checklist Assessment in my Field Experience Journal and provide it to the Field Instructor if requested.
Participate in D2L conversations and discussions.
Attend the Field Seminars. (Time and location confirmed by your Field Instructor)

<i>After the Field Experience, I need to...</i>
Thank all school personnel with whom I worked.
Provide my Field Experience Instructor with a copy of my Partner Teacher's Narrative Assessment as per the instructions given by my Field Experience Instructor.

PROCEDURES REGARDING CONCERNS IN THE FIELD PLACEMENT

The expectations for each field experience should be clearly outlined to the student. Consistent feedback, including constructive criticism, is important. Students are governed by and held accountable to the Code of Professional Conduct for Teachers and Teacher Leaders and by the **University of Calgary Werklund School of Education Student Code of Conduct**.

Pursuant to General Regulation 3.6 of the University of Calgary Calendar:

The Dean may prohibit a student from registering or completing a semester if it is believed that there is evidence to suggest that the student's physical and/or psychological health may be detrimental to students in schools and/or community and workplace settings.

Student Performance Issues

Student performance issues are addressed through the same communication process and procedures as outlined in the University Calendar for on-campus courses. The Field Experience Instructor is the first contact, followed by the Director of Field Experience, the Director of Student Experiences, and the Associate Dean.

Supporting Documentation for missed days from Field Experience

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see ucalgary.ca/registrar.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Calendar Link: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Reappraisals of Grades and Academic Appeals

Please refer to the University of Calgary calendar for information regarding Werklund School of Education Regulations, here: <https://www.ucalgary.ca/pubs/calendar/current/ed-3.html>

All reappraisals and appeals must be discussed with the Director, Student Experience and the Director, Field Experience.

PROCEDURES FOR ADDRESSING CONCERNS IN FIELD EXPERIENCE PLACEMENT

Pre-service Teachers

- Receiving feedback with an open mind is a key part of learning and growing as a professional. Partner Teachers and community partners should and will provide both areas of strength and areas for growth in your assessments.
- If you become aware of an issue, express your concerns verbally and directly to your Partner Teacher and attempt to resolve the issue through open communication as soon as possible.
- In cases of ongoing critical feedback or other issues, contact your Field Experience Instructor immediately. Many issues, particularly with miscommunication, can be resolved when your Field Experience Instructor is involved early.
- Concerns or issues should be communicated to the designated Director of Field Experience through the Field Instructor.
 - You may wish to include your principal or school liaison in this discussion as well as the student's community partner (OOA only).

Field Experience Performance Contracts

A performance contract is an agreement created during a teaching practicum to ensure pre-service teacher success in Field Experience should an issue arise. Performance contracts are initiated by the Field Instructor in communication with the Partner Teacher, and approved by associated Field Director.

Failure to Meet Expectations during Field Experience

Where direct or mediated discussion has proven unsatisfactory to resolve concerns, additional action may be taken such as:

Remediation in Same Field Experience Site

- The Field Experience Instructor, in consultation with the Partner Teacher and Pre-service Teacher, should complete a Student Field Experience Performance Contract indicating the areas requiring improvement. This form is available from the UPE office and should be obtained by the Field Experience Instructor.
- The performance contract should be provided to the Field Director for review before it is signed by the pre-service teacher.
- Every attempt should be made to support the Pre-service Teacher with fulfilling the terms of the performance contract.
- If the Partner Teacher and Field Experience Instructor agree that the terms of the Performance Contract have not been met *and/or* continuation of the experience may have a detrimental impact on the school's program, student, or staff either the Partner Teacher, School Liaison,

School Principal or the Field Experience Instructor may request to have the Pre-service Teacher withdrawn from the field experience site.

- **A withdrawal from the field experience will constitute a failure of the field experience.**
- If the placement is to be terminated, the designated Director of Student Experiences must be notified. They will meet with the student to discuss the situation and its resolution.
- If it is determined the student has failed the field experience, the Director of Field Experience, Director of Student Experience and Associate Dean of Undergraduate Programs would meet to determine whether the student should be permitted to continue in the program. At the minimum a failure would require the field experience to be repeated. At this time a specific plan for remediation may be developed before the student is permitted to redo the field experience.
- The student would be required to be successful in the repeated field experience before they were permitted to continue in the program.
- A second failure would result in removal from the program.

Change of Placement

- Changing a placement for a student occurs in very rare circumstances and as a last resort. A request for a change of placement is a serious matter that should be discussed with the Field Experience Instructor, and then forwarded, in writing, to the designated Director of Field Experience. Change of placement requests will not be considered without documentation concerning the nature of the issue. A change of placement will only be made if there is evidence to support the expectation that the Pre-service Teacher can be successful under the mentorship of another Partner Teacher. In most cases the use of a Student Field Experience Performance Contract will be recommended.
- If a student needs a change of placement for reasons other than academic (i.e., moving to new location), they should immediately inform the Field Director. A new placement cannot be guaranteed if enough notice is not provided.

RELEVANT POLICIES

Ethics and Personal Obligations

The Freedom of Information and Protection of Privacy Act

The “Freedom of Information and Protection of Privacy Act” is government legislation which became effective in September 1998. This legislation significantly affects the ways in which schools and the University keep student records, communicate with students and parents, and give and withhold information. Therefore, it is important for all Pre-service Teachers to check with their School Liaisons about the procedures to be followed in schools. Information about the Act may be found at the web site <http://www.servicealberta.gov.ab.ca/foip/legislation/foip-act.cfm>, and students are urged to take on the challenge of understanding the Act’s legal influence on daily school life and on teaching and learning.

Werklund School of Education Regulations: Standards of Professionalism

As a professional degree, the Bachelor of Education requires that students abide by a high standard of professionalism in every aspect of their academic and non-academic behavior. The Werklund School of Education recognizes that teacher preparation and learning occurs both inside and outside the classroom and has the responsibility to ensure that its student teachers and graduates are competent and conduct themselves in accordance with the standards and expectations of the profession. As such, lack of professionalism, may be grounds for determining whether the student should continue in the program, with or without conditions, or be dismissed from the Bachelor of Education program.

The Director of Field Experience may prohibit a student from attending or completing a Field Experience if there is evidence that the student has acted in a manner that may be deemed harmful to oneself or others, or commits any other serious contravention of the Alberta Teachers’ Association (ATA) Code of Professional Conduct. Students will have the opportunity to make submissions and present evidence to address concerns about their attending a Field Experience.

Students have 15 working days from the date the Director of Field Experience prohibits them from attending or completing a Field Experience to submit an appeal to the Dean of the Werklund School of Education.

Reasons for which a student may be deemed unsuitable for the teaching profession, and the Bachelor of Education, are related to the Alberta Teachers’ Association (ATA) Code of Professional Conduct and include, but are not limited to, the following:

- Concealment or distortion of the truth on the Application for Admission to the Bachelor of Education program or the University of Calgary.
- Persistent and/or serious conduct that contravenes the University of Calgary Statement on Principles of Conduct.
- Academic misconduct, including, but not limited to, plagiarism.
- Behavior which would jeopardize the standing or reputation of the Werklund School of Education or the University of Calgary.
- Behavior that may be deemed harmful, whether physically or emotionally, to others, such as school children, partner teachers, partner schools, colleagues, staff, instructors, or others associated with the Werklund School of Education.
- Persistent and/or serious medical condition that affects the student's ability to perform as a teacher if that condition negatively affects judgment and interferes with the ability to function within a professional context.

- Persistent substance abuse (e.g., alcoholism, drug addiction, use of illegal drugs) that interferes with the ability to function within a professional context.
- Criminal behavior which would result in a change to a student's Police Information Check and/or Vulnerable Sector Check.
- Persistent and or/serious conduct that contravenes the policies of the Field Experience setting (applies to students in Field Experience).
- Harassment, physical, verbal, or emotional in nature, of a student or colleague, regarding, but not restricted to, behavior, values, or roles related to race, ethnicity, religion, marital status, gender, sexual orientation, age, socio-economic status, income source or amount, political affiliation, disability or diagnosis, or national origin, that would interfere with the provision of teaching.
- Persistent and/or serious inability to form professional relationships.

Immunization

All Bachelor of Education students taking courses involving practicum placements are required to meet the immunization standards of their field experience placement site. Failure to do so will result in students being removed from practicum courses, or being placed in an alternate environment until such time as adequate proof has been provided. In the event of extenuating medical circumstances impacting immunization status, students may be accommodated. Please note that requirements may change during the program as determined by partner school guidelines. Other community agencies may have additional immunization requirements. Where students choose not to disclose their immunization status or choose not to be immunized, their practicum placements may be cancelled.

Link: <https://www.ucalgary.ca/pubs/calendar/current/ed-3-4.html>

The Werklund School of Education Pre-service Teacher Code of Conduct

The University of Calgary, Faculty of Education, is committed to maintaining its students' freedom of thought, belief, opinion, and expression while assisting them in becoming professional educators. The standards outlined below describe professional characteristics and behaviors students are expected to develop and demonstrate in the teacher education program. Appropriate demonstration of these professional standards will be judged by faculty and field personnel. Failure to comply with this Code of Conduct will result in Pre-service Teachers being disciplined. Such disciplinary action may result in failure and/or withdrawal from the program.

1. Pre-service Teachers must act in a manner which respects the dignity and rights of all persons without prejudice as to race, religious belief, color, sex, sexual orientation, gender identity, physical characteristics, age, ancestry or place of origin.
2. Pre-service Teachers must treat pupils, parents or guardians of pupils, colleagues, school personnel, and faculty with dignity and respect.
3. Pre-service Teachers must demonstrate empathy for others by showing concern and understanding for others' feelings and ideas.
4. Pre-service Teachers must strive to maintain positive interpersonal relationships with pupils, colleagues, faculty members and school personnel by contributing, cooperating, participating, and working with others in a flexible and adaptable manner.
5. Pre-service Teachers must recognize that good staff relations are an important part of successful schools. Therefore, the Pre-service Teacher is to be sociable and friendly, yet professional with school personnel.
6. Pre-service Teachers must refrain from forming on-going social relationships (including through social media) of a non-professional nature with pupils in the school.

7. Regular attendance during the field experiences program is a professional responsibility; therefore, Pre-service Teachers must inform the appropriate personnel at the school and University of any absence.
8. Pre-service Teachers must act in a responsible manner which includes being punctual, dependable, trustworthy, consistent, and reliable. Pre-service Teachers are to conform to the regulations specified for the staff of the school (i.e., supervision, parking, photocopying, dress codes). Pre-service Teachers' appearance and dress are to be appropriate for the teaching profession.
9. Pre-service Teachers must show initiative and accept responsibility in the performance of duties as assigned.
10. Pre-service Teachers must respond to feedback from faculty members, Partner Teachers, and/or school administration by listening, reflecting, and attempting to incorporate feedback into their teaching practice.
11. Pre-service Teachers must respect the confidentiality of information about pupils, colleagues, and school personnel received in confidence or in the course of professional duties.
12. Pre-service Teachers are expected to conduct themselves in a professional manner and to fulfill teaching responsibilities, and to ensure that they are following appropriate protocols, regardless of personal problems and/or other job commitments.
13. Pre-service Teachers will recognize that the pupils' welfare is the primary concern of teachers and school administrators. If at any time school and/or university administrators decide student or staff welfare is being adversely affected, the Pre-service Teacher will be asked to leave the school, which may result in failure and/or withdrawal from the program.
14. Pre-service Teachers will recognize that criticism of the professional competence or reputation of a teacher is inappropriate.
15. Pre-service Teachers will act in a manner which maintains that honor and dignity of the teaching profession and the University of Calgary.
16. In addition to the Pre-service Teacher Code of Conduct, Pre-service Teachers are expected to meet expectations outlined set out by The Alberta Teachers' Association Code of Professional Conduct, Alberta Education and individual school jurisdictions.
17. Pre-service Teachers will engage in appropriate and professional use of technology and electronic devices and will refrain from personal use of cell phone, social media, texting, and email while on site and while engaged in professional school activities. Pre-service Teachers are expected to familiarize themselves with and abide by the school and school division's technology policies.

Faculty of Education, University of Calgary
Revised by Field Experience Policy Advisory Committee, May 2012

Code of Professional Conduct for Teachers and Teacher Leaders

The new Teacher Professional Code of Conduct is under continuous review, and you are accountable to the most recent version. Please see <https://www.alberta.ca/code-of-professional-conduct.aspx> for the most current information.

This following shows the contents of Schedule 1.1 of the Practice Review of Teachers and Teacher Leaders Regulation.

Definitions

1 In this Regulation,

(c) “ideological advantage” means perspectives taught to students in a biased manner with the intent to take advantage of a student’s uninformed or under-informed opinions, but does not include programs of study established under the Act;

(d) “student”, for the purposes of the code of professional conduct referred to in section 225.5 of the Act, includes a child enrolled in an early childhood services program.

Preamble

This code of professional conduct for teachers and teacher leaders is established in accordance with section 1.1 of this Regulation.

This code does not prejudicially affect any right or privilege guaranteed by the *Canadian Charter of Rights and Freedoms* or any constitutionally protected religious instruction right or privilege under section 93 of the *Constitution Act, 1867*.

Teachers and teacher leaders shall comply with this code.

Sections 225.4, 225.5, 225.91 and other sections of the Act provide the legal framework for this code, including mandatory compliance and procedures for alleged non-compliance.

Conduct that does not comply with this code constitutes unprofessional conduct in accordance with the Act.

Any person may make a complaint pursuant to the Act about alleged unprofessional conduct of a teacher or teacher leader, which may result in disciplinary action impacting a teacher’s or teacher leader’s suitability to hold a certificate.

Unprofessional conduct and professional incompetence are defined separately in the Act. This code does not apply for the purposes of determining professional incompetence.

The Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard establish professional development requirements for teachers and teacher leaders.

This code applies to the conduct of an individual teacher or teacher leader. Matters pertaining to the administration of school authorities are subject to applicable legislation.

The conduct of teachers and teacher leaders, both on and off duty, bears directly on the community’s perception of the ability of teachers and teacher leaders to fulfill their unique position of trust and influence. Society and the school community hold teachers and teacher leaders to a high standard of conduct. Teachers and teacher leaders are accountable for their conduct, on and off duty, and are expected to conduct themselves with due regard to the honour, dignity, welfare, rights and best interests of students and the teaching profession.

Professional Conduct Requirements

1 In relation to students,

- (a) the teacher or teacher leader shall respect the dignity and rights of all students and persons without prejudice as to the prohibited grounds of discrimination set out in the *Alberta Human Rights Act* and with regard to rights as provided for in the *Canadian Charter of Rights and Freedoms*, and be considerate of the circumstances of students and persons.
- (b) the teacher or teacher leader is required to demonstrate a welcoming, caring, respectful and safe learning environment that respects diversity and nurtures a sense of belonging, which students are entitled to under the Act.
- (c) the teacher or teacher leader shall teach or lead in a manner that does not intentionally contravene applicable
 - (i) legislation, and
 - (ii) policies of Alberta Education
- (d) the teacher or teacher leader shall not
 - (i) intentionally harm or abuse a student verbally, psychologically or emotionally, or
 - (ii) harm or abuse a student physically or sexually.
- (e) the teacher or teacher leader shall not
 - (i) intentionally engage in an illegal activity or other activities that may cause a student to be put at or to remain at risk of harm or abuse, or
 - (ii) knowingly encourage or enable a student to engage in an illegal activity or other activities that may cause a student to be put at or to remain at risk of harm or abuse.
- (f) the teacher or teacher leader shall not disclose information received about a student in confidence or in the course of performing the teacher's or teacher leader's professional duties except
 - (i) as required by law, or
 - (ii) where
 - (A) in the teacher's or teacher leader's judgment, it would be in the best interests of the student to disclose the information, and
 - (B) the disclosure of the information is permitted by law.
- (g) the teacher or teacher leader shall not
 - (i) accept pay for tutoring a student in any subjects in which the teacher or teacher leader is responsible for giving classroom instruction to that student, but may provide tutoring to other students not in the teacher's or teacher leader's charge, subject to local school policy,
 - (ii) take advantage of a professional position to profit from the sale of goods or services to or for students in the teacher's or teacher leader's charge, or
 - (iii) while in a position of authority, teach or lead in a manner that exploits the teacher's or teacher leader's relationship with students for ideological advantage, material advantage or other advantage.

(h) the teacher or teacher leader may delegate specific and limited aspects of instructional activity to non-certificated personnel, provided that the teacher or teacher leader supervises such activity.

2 In relation to parents of students, the teacher or teacher leader shall

- (a) respect parents and be considerate of their circumstances,
- (b) treat information received from and about parents with discretion,
- (c) be respectful in communications with and about parents, and
- (d) not discuss other students except where the matters being discussed are relevant to their child and then only to the extent that, in the teacher's or teacher leader's judgment, is necessary.

3 In relation to colleagues, the teacher or teacher leader shall

- (a) not undermine the confidence of students in other teachers or teacher leaders,
- (b) not criticize the professional competence or professional reputation of another teacher or teacher leader, except
 - (i) in confidence to appropriate officials, or
 - (ii) in making a complaint about the alleged unprofessional conduct or alleged professional incompetence of a teacher or teacher leader under the Act,
- (c) not take any steps to pursue the discipline or dismissal of another teacher or teacher leader because of animosity or for personal advantage, and
- (d) in addition to other reporting required by law, report to the Commissioner the conduct of another teacher or teacher leader who is alleged to cause or have caused psychological, emotional, physical or sexual harm or abuse to a student.

4 In relation to the teaching profession, the teacher or teacher leader shall

- (a) behave in a manner that maintains the honour and dignity of the profession, and
- (b) not engage in activities that adversely affect the quality of the teacher's or teacher leader's professional service.

Personal Harassment

What is personal harassment?

- Personal harassment is any behavior which is hurtful or humiliating to another person.
- Harassment is behavior which denies individuals their dignity or respect. This may include verbal or non-verbal behavior which adversely affects or threatens to affect a person's emotional well-being, working conditions, learning environment, opportunities for employment, advancement or involvement.

Examples of harassment could include:

- Offensive physical contact;
- Sexually abusive and degrading words;
- Derogatory comments and/or jokes focused on race, religion, sexual orientation, gender, disability or appearance;
- Implied or expressed promise of reward for complying, or threat of reprisal for refusing to comply with a sexually oriented request.

What should I do if I feel am being harassed?

- Firmly tell the harasser to stop the offensive behavior.
- Document all harassment incidents. Include dates, times, witnesses and a detailed account of exactly what happened.
- All incidents of harassment should be first disclosed to the Field Experience Instructor unless police involvement is required immediately.

All matters pertaining to a complaint of personal harassment will be dealt with in a confidential, fair and objective manner. For further discussion regarding personal harassment and confidentiality, please contact the Associate Dean of Undergraduate Programs in Education.

Social Media

Pre-service Teachers will engage in appropriate and professional use of technology and electronic devices and will refrain from personal use of cell phone, social media, texting, and email while on site and while engaged in professional school activities. Pre-service Teachers are expected to familiarize themselves with and abide by the school and school division's technology policies. At a minimum, it is recommended that you:

- Review your Facebook and remove all provocative photos and posts.
- Review your Instagram and Twitter accounts and remove all provocative photos and posts.
- Review all social media accounts for inappropriate or unprofessional text or photos and remove as necessary.
- Consider changing your privacy settings to the highest level possible.
- Do not give students your personal cell phone number or e-mail address.
- Do not allow students to be your friends or followers on any social media platform.

CERTIFICATION & TEACHER QUALIFICATIONS FOR SALARY PURPOSES

Eligibility to Teach in Alberta

Teachers are the foundation of kindergarten to Grade 12 education in Alberta. They are governed by the [Education Act](#) and must hold a valid Alberta teaching certificate issued by the province in accordance with the [Certification of Teachers and Teacher Leaders Regulation](#). To teach in an Alberta accredited school, you must hold valid Alberta teaching certification.

Provincial certification in Alberta requires separate evaluation by two bodies:

- The Province of Alberta, through Alberta Education, issues teaching certificates and oversees all matters related to teacher certification.
- The Alberta Teachers' Association, through the Teacher Qualification Service (TQS), evaluates credentials for salary considerations. All public, separate and francophone school boards and some private school authorities in Alberta accept evaluations conducted by the [Teacher Qualifications Service](#) at the Alberta Teachers' Association.

Both evaluations are required in order to be eligible to teach in Alberta public schools.

Teaching Certificates

To teach in Alberta, you are required to hold a valid Alberta teaching certificate. Your first step is to apply for Interim Professional Certification (IPC) so that Alberta Education can assess your educational and professional qualifications. If you meet the requirements, the IPC allows you to teach anywhere within the province's K to 12 system and is valid for 3 years. When you meet all the requirements for Permanent Professional Certification (PPC), your school authority must recommend you for a permanent certificate.

All inquiries concerning Teacher Certification should be directed to Alberta Education by email teacher.certification@gov.ab.ca or by phone 780-427-2045.

For more information, visit: <https://www.alberta.ca/teacher-certification.aspx>

Teacher Qualifications for Salary Purposes

The Teacher Qualifications Service (TQS) is the agency in Alberta responsible for evaluating a teacher's years of education for salary purposes. All public, separate and francophone school boards in the province as well as some private boards accept evaluations issued by the TQS for the purpose of helping to determine a teacher's placement on the salary grid.

School boards use a teacher's TQS evaluation (which is based on years of acceptable education), along with an assessment of the teacher's years of teaching experience (as governed by the relevant collective agreement), to ascertain a teacher's ultimate placement on the salary grid.

All inquiries concerning TQS should be directed to The Alberta Teachers' Association – TQS Agency by email tqs@ata.ab.ca or by phone 1-800-232-7208.

For more information, visit:

<https://www.teachers.ab.ca/TheTeachingProfession/TeacherQualificationsService/Pages/AboutTQS.asp>

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