



FE 500

Introduction to the Life of Schools

Number of credits: 3

Prerequisite:

None

Semester: Fall 2014

Days: Monday

Room: RE132

Lab – day: N/A

Lab–Room:

Instructor: Phillip Field

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Phone: 587 893 8654

Office: Breakout room

Office By appointment

hours:

Course Description:

The BEd program includes three (3) graduated Field Experience courses integrated throughout the two-year program designed to augment and support the course work in the core education courses in the program. The FE courses are designed to give students a developmental and systematic experience in understanding the life of the school (FE 500), the life of teachers and teaching (FE 600), and an introduction to curriculum design and program planning (FE 700). The FE courses are integrated with the core education courses to give students a progressive and applied (theory to practice) understanding of the role of the teacher in a school, in teaching with other teachers and with responsibilities to the Program of Studies and professional practice of translating the Program of Studies requirements into programs and instruction in the elementary school.

Further Course Information:

Field Experience 500 Seminar is a non-credit 20 hour class scheduled in Semester 1 of a student's first year in the B Ed program. The seminar is intended for students to deepen and broaden their understanding of the lives of students, teachers and Principals in Alberta public school classrooms and schools.

Important Dates:

First day of classes: September 3, 2014

Registration
revision period: September 14,
2014

Last day to request
revised
examination: October 27, 2014

Last day to
withdraw from
course: November 12, 2014

Last day to apply for
time extension for
coursework: November 24, 2014

Last day of classes: December 9, 2014

Expected Learning Outcomes:

It is the aim of the course that students acquire the following skills:

1. Explain the interconnectedness of schools and classrooms with the commonplaces in education
2. Describe the conditions necessary for successful completion of a round of student teaching
3. Identify and explain the conditions required for their (student's) personal success in Field Experience 500
4. Apply the principles and practices of participatory action research
5. Exhibit an understanding of shared praxis as a school wide way of coming to understand and learn about schools and classrooms

Final Exam: No final exam

Time: N/A

Room: N/A

Outline:

Seminar session 1: **Introductions**

- Overview of the seminars (important dates for FE 500, expectations of both seminar and FE 500, conditions for success in both the seminar and in schools during FE 500). Sign-up for presentations.

Seminar session 2: **Review of Field Experience 500 Handbook and Reflections on B Ed Program Competencies.**

- Review and discuss the ten program competencies. Ethics, professionalism, and your professional image.

Seminar session 3: **Reflections on first school visits**

- Discussion regarding first school visits-impressions, questions, surprises, and challenges.

Seminar session 4: **Spiritual perspectives on education**

- Ethic of service within public schools. What assumptions are already being challenged? How do your emerging impressions affirm or disaffirm theories, beliefs and concepts regarding classrooms and schools?

Seminar session 5: **Inner lives of teachers**

- Who are you? What are your beliefs and values? How will they play out in a classroom? What are your "non-negotiables"? What are the factors that affect teacher attrition?

Seminar session 6: **School Culture**

- What is "school culture"? How do you understand the various roles within the school? What does it mean when a school chooses their vision? What is the role of school administration in shaping and shepherding the school vision? How does the School Act relate to the
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professional lives of teachers?

Seminar session 7: **Building affirmative relationships**

- What is the relationship between student engagement and affirmative relationships? How does a teacher foster affirmative relationships? What strategies/approaches are being used in your partner schools? What would a student's "Bill of Rights" look like?

Seminar session 8: **Action Research: Alberta Education's perspective**

- Why engage in action research?
- What is action research?
- How does one conduct action research?
- What is the direction of Alberta Education?

Seminar session 9: **Action Research: Classroom and School perspective**

- Using data to reshape your classroom and school; reflecting on the data, transforming one's practice

Seminar Session 10: **Shared Praxis and Professional Learning Communities**

- What is a Professional Learning Community?
- Why engage in this process?
- Strategies for success.

Seminar Session 11: **Education in Alberta: structures, policies and procedures**

- An overview of Alberta Education. Review of critical policies and procedures that are directly relevant to the classroom

Seminar Session 12: **Synthesis: What are the attitudes and competencies that contribute to your success as a beginning teacher?**

- Preparing for success in FE600. Keys to success.

Requirements:

Because the seminar is primarily based on shared praxis related to the school observations and weekly readings, attendance at each session is required. **In order to obtain credit for this course, students must successfully complete the following requirements:**

1. **attend and fully participate in 90% of the classes**
2. **successfully complete the Field Journal which must be handed in weekly**
3. **complete the in-class presentation on School Culture**

Field Journal Criteria

In order for the Field Journal to be completed successfully, it must meet the following criteria:

- **The entries must consist of observations and insights based on the school visits. Each weekly journal entry should be no longer than two pages in length.**
 - **The entries must consist of critical reflections about what the student has observed in the different schools. For example, in addition to writing that the hallways are decorated with student work, the student should reflect upon why certain work was**
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displayed, what does the work say about the academic nature of the school, what does this work say about the instructional strategies used in the classroom. Another key element of critical reflection is that of the self as a participant observer. How do you feel about the work displayed on the walls? How and why would you display student work? Another example might involve your observation about how the classroom is arranged. You might want to ask why it is arranged in a certain way and what does this arrangement say about the way in which information is obtained and shared in this classroom.

- The journals must discuss the weekly readings that will be posted on Moodle. Students will reflect upon the readings and how they pertain to their school-based observations and their emerging understandings about the lives of students, teachers and principals in Alberta’s schools.

Paper copies of the Field Journals will be handed in weekly after every class. Written feedback will be provided based on the following rubric:

Exceeds	Meets	Not yet
Summarizes a minimum of five major points from school-based observations and the weekly readings	Summarizes a minimum of three major points from school-based observations and the weekly readings	Does not summarize any major points from the school-based observations or the weekly readings
Reflects upon a minimum of five major points from the school-based observations and the weekly readings	Reflects upon a minimum of three major points from the school-based observations and the weekly readings	Does not reflect upon the readings or the school-based observations
Poses three or more questions for further inquiry or reflection	Poses only two questions for further inquiry or reflection	Does not pose any questions for further reflection

In-class Presentation: School Culture

In small groups, students will prepare a **fifteen minute** presentation on one of the schools in which they have been placed. Students can use any format that they deem appropriate to display their work (e.g. powerpoint presentations, lectures, skits, mural). The purpose of the presentation is for the students to identify and analyze critical aspects of a school’s culture. The presentation should convey to the cohort a complete picture of the school and include the following elements:

- School vision & mission
- Demographic profile of the students
- Communication patterns
- Teaching styles evident in the school
- Classroom management techniques
- School-wide clubs or programs (Circle of Courage, Lion’s Quest)

Submission of Assignments:

Students are required to hand in their Field Journal weekly to the instructor. The in-class presentations on school culture will be done throughout the course on a sign-up basis.

Attendance:

Students are expected to attend all classes and participate in the class discussions. It is required that students complete the required readings prior to every class and come prepared to discuss the readings. Students will also be required to share their field journals with their colleagues in small discussion groups. Student participation will be evaluated at the midpoint and end of the term with the following rubric:

Professionalism Assessment Rubric

	Exceeds Requirements	Meets Requirements	Working Towards Meeting Requirements	Unsatisfactory Progress
Attend class and be on time				
Complete the assigned readings				
Engage in class discussion and online forums				
Act in a professional manner as per Competency 9				
Contributes documents to cohort resources				

Evaluation:

This is pass/fail course. No letter grades will be assigned.

Grade Summary:

N/A

Textbooks:

There are no assigned textbooks for this course. Digital resources, accessed through Moodle, will support the weekly seminars. Students are required to read the material posted on Moodle prior to class and be prepared to discuss the ideas presented in the readings. The assigned readings will also be used in the students' Field Journals as a springboard for discussion and reflection.

Policies:

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a **Revised Examination** Request form to the Registrar's Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for

the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “**Course Extension**” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control”.

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.

Students are strongly advised to retain this syllabus for their records.

Recommended Readings

Barth, R. S. (2001). *Learning by heart*. San Francisco, CA: Jossey-Bass

Brookhart, S. M. (2010). *How to assess higher order thinking skills in your classroom*. Alexandria, VA: ASCD.

Curwin, R.L., Mendler, A. N. & Mendler, B. D. (2008). *Discipline with dignity*. Alexandria, VA: ASCD.

Davies, A. (2000). *Making classroom assessment work*. Courtenay, British Columbia: Classroom Connections Publishing.

Dufour, R. & Eaker, R. (1998). Professional learning communities at work. Bloomington, Indiana: ASCD

Jackson, R. R. (2009) Never work harder than your students. Alexandria, VA: ASCD.

Jernberg, A. M. (1979). Theraplay. San Francisco, California: Jossey-Bass.

Marzano, R. (2007). The art and science of teaching. Alexandria, VA: ASCD.

Marzano, R. (2003). What works in schools: translating research into action. Alexandria, VA: ASCD

Popham, W. J. (2008). Transformative assessment. Alexandria, VA: ASCD

Tomlinson, C. A. & McTighe, J. (2006). Integrating differentiated instruction and understanding by design. Alexandria, VA: ASCD

Vygotsky, L. S. (1998). Thought and language. Cambridge, Massachusetts: MIT Press.

Vygotsky, L. S. (1978) Mind in society. Cambridge, Massachusetts: Harvard University Press.