

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2021</b>
<b>FE600-1</b>	<b>FE600 - An Understanding and Application of Field Experience</b>	<b>Prerequisite: FE 500</b>
		<b>Credits: non-credit</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	<b>Online</b>	<b>Instructor:</b>	Crystal Pelletier, B.Ed., M.Ed.	<b>First Day of Classes:</b>	April 12
<b>Online link:</b>	Posted in Google Classroom	<b>Email:</b>	crystal.pelletier@ambrose.edu	<b>Last Day of Classes:</b>	May 14
<b>Day &amp; Time:</b>	Friday April 16,23,30 & May 7, 14 13:30 - 14:30	<b>Phone:</b>	403-410-2000, ext. 6924 Cell: 587-206-0914	<b>Last day to add/drop, or change to audit:</b>	Midnight on first day of class (April 12)
<b>Final Call Back Day</b>	<b>Friday, May 14, 2021</b>	<b>Office:</b>	RE 148, Field Experience Office	<b>Office Hours:</b>	By Appointment

### Course Description

Intended to deepen and broaden pre-service teachers' understanding of teaching practices in Alberta public schools. Through seminar dialogue, case study development, and novice action research rooted in their field experience, pre-service teachers will unpack instructional strategies that foster relationships with students and help identify and meet student needs in inclusive classroom environments.

*Prerequisite: FE 500*

The B.Ed. program includes three (3) graduated Field Experience (FE) 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 the professional practice of translating the Program of Studies requirements into programs and instruction in the elementary school.

Field Experience 600 Seminar is a non-credit 10-hour class scheduled in Semester 2 of a student's first year in the B Ed program. The seminar is intended to deepen and broaden pre-service teachers' understanding of teaching practices in Alberta public schools. Through seminar dialogue, case study development, and novice action research rooted in their field experience, students will unpack instructional strategies that foster relationships with students and help identify and meet student needs in inclusive classroom environments. The course consists of a weekly seminar along with a four-week practicum in an assigned school setting.

### Teacher Quality Standards Addressed

This seminar course builds explicit connection to the following Teaching Quality Standards:

Competency #3- Demonstrating a Professional Body of Knowledge

Competency #4- Establishing Inclusive Learning Environments

Competency #5- Applying Foundational Knowledge about First Nations, Metis and Inuit

There will be multiple references to all six of the competencies in both the seminar and field experiences.

### Program Requirements

Successful completion of FE500

### Expected Learning Outcomes

The Field Experience 600 seminar is designed for pre-service teachers (PST) to continue to reflect upon their teaching practices and assumptions, theories, values, and concepts that give rise to their practices. **Shared praxis**, one of the three main guiding principles of the Ambrose University School of Education Bachelor of Education degree program, provides both direction and focus for the seminar.

FE600 will regularly revisit the concept of **Professional Accountabilities (Professionalism in FE500)**, and what this implies for both the pre-service teachers during field experience and as employable teachers upon graduation. Throughout the seminar, PSTs will **reflect** on previous and current field experiences, share resources gathered and use these insights and experiences to foster a collective understanding of teaching and learning in Alberta schools. Pre- service teachers are expected to demonstrate initiative in accessing resources that will enhance their work with partner teachers. They are also expected to regularly seek the mentorship and guidance of their assigned university consultant. FE600 is an opportunity to build significant connections with mentors and PSTs may be asked to describe how these mentors contribute to their professional growth and development.

### Textbooks

There are no textbooks for the FE600 seminar, however, several online documents are necessary to support planning and instruction. You will also be provided various documents on Moodle to reference in seminar and weekly field journal entries.

Alberta Education Programs of Study <https://www.alberta.ca/programs-of-study.aspx>

Ministerial Order on Student Learning- <https://education.alberta.ca/media/1626588/ministerial-order-on-student-learning.pdf>

Alberta Education School Act <http://www.qp.alberta.ca/documents/acts/s03.pdf>

### Course Schedule

Fridays, 13:30-14:30 April 16 – May 14, 2021 *online – please be sure to leave your school in time to join the seminar online*

Callback Friday, May 14, 2021 – 13:30 – 15:00 (both seminar 5 discussion & callback debrief of FE 600)

### Please note the following programming dates:

N/A for Spring term

Week	Topic	Competency
1 April 16	<b>Designing learning for learners:</b> routines, physical space, instructional decisions, task design, planning for success, attending to the diversity of learners and learner needs <i>Who are you teaching?</i> Consider the spaces and routines observable in your school placement- is there a school wide approach and belief about the learning environment and the ways in which we organize ourselves? How does this influence school culture? ( <i>ties to FE500</i> )	TQS: 4
2	<b>Assessment of, for and as learning:</b> What do we assess and how do we assess learning development; how does assessment translate to	TQS 3

April 23	planning; how does assessment inform student achievement; how do we communicate assessment goals to students; how do we report on assessment to parents Consider the language used in your placement when discussing assessment- is there a school wide approach and understanding of how assessment serves learning? Refer to this Alberta Ed article: <a href="https://education.alberta.ca/media/3069745/personalizationvsdifferentiationvsindividualization.pdf">https://education.alberta.ca/media/3069745/personalizationvsdifferentiationvsindividualization.pdf</a>	
3 April 20 Midpoint Evaluation Due	<b>Indigenous Foundational Knowledge</b> Consider how Indigenous Knowledge is woven into the work of your school placement- if it is visible and “lived”, identify the key foundations of this. If it is not visible, reflect on opportunities you see to make connections and build authenticity for student learning.	TQS 5
4 May 7	<b>Student Engagement</b> Student engagement is at the epicenter of high functioning classrooms. What are the tools/tricks/secrets of the trade? Consider school-wide language, program, expectations, structures and strategies. How is the curriculum integrated? What models of delivery and student involvement do you observe? (Inquiry, direct teaching, Montessori, etc.)	TQS 4
5 May 14 Final Evaluation Due	<b>Professionalism in the Teaching Profession</b> Fostering a discipline of noticing, Professionalism is an all-encompassing ethos. Consider how professionalism lives in your school placements – what are the explicit behaviours expected and expressed and what are the implicit understandings of the faculty and staff in your school? How does this influence school culture? ( <i>ties to FE500</i> )	TQS (All)

The field experience seminar is primarily based on shared praxis related to the field experience placement and therefore attendance is required at all seminar sessions.

In order to obtain credit for this course, students must successfully complete the following requirements:

1. attend and fully participate in all seminars
2. successfully complete all required field journal entries on time
3. complete the FE600 Case Study before week five

### Field Journal Criteria

Pre-service teachers (PSTs) are required to maintain ongoing field journal entries for the entirety of FE600. The field journal should focus on observations, thoughts and reflections on observations as well as the effectiveness lessons and learning activities presented during the week. Field journal entries are **not** narrative retellings of the day, but rather ‘thinking through’ factors that led to a successful/challenging lesson, and/or observations and emerging questions about student learning and engagement, instructional design, assessment and student engagement. Field journal entries are shared with the partner teacher and university consultant as these serve to guide conversations around your professional growth.

Field journal entries must meet the following criteria:

- One page in length, focused
- Contain exploration of your emerging understanding of teaching and learning
- Reflections on your observations, challenges and experiences, not a critique of the classroom, partner teacher (PT) or school
- Three field journal entries are to be completed per week of FE600 and submitted to both the PT and university consultant (UC)
- Your Ambrose University assigned UC may choose to make notes on field journal entries, may take up elements of the entries in discussion or observation visits or may ask you to follow through on a component at a later date.

Choose your method for competing your field experience journals (Word or Google Doc only) and be consistent in sharing these with your PT and UC, weekly (due Sundays at noon). There are multiple samples of field journal templates in the FE600 document folder shared by the Director of Field Experience at orientation. These are also linked on Moodle.

**FE600 Case Study**

A case study can be a process or record of research in which detailed consideration is given to the development of a particular person, group, or situation, over a period of time. A case study may be used to analyze or better understand a belief, philosophy or practice. Pre-service teachers (PSTs) will complete one case study during the five-week field experience. The case study will be referenced in other School of Education courses. **PSTs may substitute the case study for TWO journal reflection submissions during the week in which the case study is completed.** The case study is required and must be completed prior to the final callback session of FE600. PSTs are expected to share the case study with their university consultant and their FE600 seminar instructor. *Depending on the content of the case study, it may not be appropriate to share the case study with the partner teacher.*

Written feedback will be provided based on the following rubric:

EXPECTATIONS	Exceeds Expectations	Meets Expectations	Not Yet Meeting Expectations
Case study includes all relevant information including but not limited to: <i>grade level, description of people involved including relationship context, time of day, situational information, pre-situation activities, post-situation activities, detailed description of the event, relevant peer and teacher responses, questions to explore.</i>	PST includes all relevant information, creating an excellent model for others to use and interpret	PST includes most information items, and the case study is useful for others.	PST misses much of the relevant information items and the case study is difficult for others to interpret.
CASE STUDY PROVIDES A SIGNIFICANT LEVEL OF DETAIL WHILE MAINTAINING THE ANONYMITY OF THE PARTIES INVOLVED.	PST includes detail that clearly identifies the situation but not those involved	PST provides a reasonable level of detail, focusing on both the situation and the participants	PST misses much of the situational detail and there is excessive information that identifies the participants
Case study provides further learnings and questions to be explored.	PST poses three or more questions for further inquiry or reflection	PST poses only two questions for further inquiry or reflection	PST does not pose any questions for further reflection

**Portfolio**

Throughout the field experience, pre-service teachers are asked to gather evidence of the six TQS competencies. These are shared with the partner teacher, seminar instructor and university consultant to provide evidence of PST development of the competencies. The portfolio highlights growth and progress in FE600 and may be useful when completing the Living Portfolio at the completion of your Bachelor of Education program.

Suggestions for completing the FE600 portfolio:

- The portfolio may be a collection of files in a folder, a sampling of your work and learning
- The portfolio may include co-planned lessons, with your reflections on the lesson noted on it (was your timing accurately planned, when were the students most engaged, how effective were your transitions, did students demonstrate attainment of the objective, what worked, what would you change, how could the lesson be more effectively differentiated, are there opportunities for more formative feedback, etc.)
- The portfolio may contain communication with students or parents from your school placement (newsletter, email home)

- The portfolio may include examples of the ways you effectively fostered inclusive learning opportunities in your placement setting
- The portfolio may include evidence of feedback you provided to support student learning
- The portfolio may include evidence of accessing and using resources to support planning, effective teaching and assessment
- The portfolio may describe how you engaged your peers, partner teacher, university consultant, colleagues and your mentor to support your development and understanding of teachers and teaching, and learners and learning

### Attendance

Attendance at each seminar session is mandatory. If a seminar session is missed, it is expected that PSTs contact the seminar instructor *prior* to class. The PST will be expected to complete an assigned task that is connected to the topic of the missed seminar session. Regular attendance in the field-experience placement school is tracked by both the partner teacher and university consultant. There is a maximum of 2 sick days, with permission from the partner teacher and Director of Field in FE700. Absences that extend beyond the 2 days will require consultation with the partner teacher, university consultant and Director of Field Experience to organize make-up dates during the Reading Week. In an extenuating circumstance, the partner teacher, university consultant and seminar instructor will consult with the Director of Field Experience to construct an action plan for the time missed. FE 600 course grades will not be assessed until all components of field experience have been completed. Considerations will be made for students who are dealing intimately with COVID-19.

***It is the responsibility of the PST to communicate absences to the partner teacher, seminar instructor and university consultant.***

### Grade Summary

Field Experience 600 is a Pass/Fail course, no letter grades will be assigned. The final assessment is completed by your partner teacher in consultation with your university consultant. It is the responsibility of the pre-service teacher to gather the documents, ensure all are accurate and complete and upload to Moodle. A grade will not be assessed until all documents, with required signatures, have been uploaded to Moodle. Included in the assessment is a pre-service teacher self-assessment that must be completed and shared with the partner teacher and university consultant prior to the end of FE600. The seminar instructor will include a statement of Professionalism (Competencies 1, 2, 3, and 6) to reflect your contributions to the seminar discussions. Success in the FE600 seminar will be based on the demonstration of professionalism, consistent attendance, engagement, participation, reflection, and collaboration.

**\*\*It is assumed you have read the Notification of Concern and Withdraw Policy and Documents. In the event of a Notification of Concern or Request to withdraw, please note the readmission process and requirements, as well as conditions that may lead to a Notification of Concern. \*\***

Strategies for success in FE 600:

- Be on time for field experience and seminar session
- Complete all readings and contribute when you have resources to share
- Use the library, the resources that are suggested in class, and your own research
- Reach out to your mentor for support
- Build connections with your other 600 courses and course lecturers
- Develop supportive networks within the cohort
- Get comfortable with the uncomfortable, the uncertain and the ambiguous

Professional Engagement looks like:

- Attending seminar on time
- Letting the seminar leader know in advance of class if you will be late or absent
- Conducting personal business outside the classroom or on breaks
- Seeking support and feedback from multiple places (not just the seminar leader)
- Participating in class activities and tasks positively and enthusiastically

- Addressing issues and conflicts with peers and professors promptly and professionally
- Engage in respectful, appropriate email communication

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

*Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.*

## Ambrose University Academic Policies:

### Communication

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, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may 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 or record. 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" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their 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.

### Exam Scheduling

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) the student has 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 use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. 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. Some professors will not allow the use of any electronic devices in 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 (information about an individual that may be used to identify that individual) may be required 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](mailto: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 Registrar's Office in writing and providing the basis for appeal 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. 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 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 acknowledge 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. 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.

## **Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

### On Campus:

- Counselling Services: [ambrose.edu/counselling](http://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](http://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](http://ambrose.edu/crisissupport) for a list of staff members.

### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

## **Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](http://ambrose.edu/sexual-violence-response-and-awareness).

### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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