



**Field Experience FE 600 Seminar
(non credit)
Winter 2014**

Course Description

Field Experience 600 Seminar is a non-credit 20 hour class scheduled in Semester 2 of a student's first year in the BEd program. The seminar is intended for students to understand the interconnectedness of the professional practice of teaching with an understanding of the Ten Core Competences and the practical application of theory in the classroom. In addition, the seminar is intended to prepare students for their Field Experience 600.

Additional Information

Field Experience 600 Seminar is designed for students to continue to reflect upon their teaching practices and assumptions, theories, values, and concepts that give rise to their practices. The guiding principle of **shared praxis**, one of the three main guiding principles of the BEd program, gives both direction and focus to students and seminar leader. The goal of the seminar is for students to understand better the assumptions, theories, values and concepts that give rise to their teaching practices through guided reflection with the seminar leader. During the seminar, students will **reflect** on previous and current field experiences, share resources gathered and use these insights and experiences to help the cohort build their understanding of teaching and learning in Alberta schools.

Class Schedule

2013 November(20th, 27th)-December (4th, 11th), Wednesdays, 10:00 am – 12:00 pm, Room TBA

2014 January -February 5th Wednesdays 12:30 pm – 2:30 pm, Room TBA

Instructor Information

Ms. Kathryn Crawford

Course Requirements

The seminar is based on shared praxis and on conversations regarding success in field experience, attendance at each session is required. In order to support the professional and personal development of your peers in the cohort, participation and respectful discourse is expected.

Grading

Competency #9 - Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education program.

FE 600 Sem is a **pass/fail** course. The criteria for passing the course are the professional attributes of participation, collaboration and attendance. Assigned readings are to be read, regular and punctual attendance is mandatory, and engaging in classroom discussions is imperative. If you must miss a class, please inform me prior to class. Please see the Assessment Rubric on page 3 for details

Expected Learning Outcomes

By the end of the seminar the students should be able to

1. Comprehend the Ten Core Competencies for which they will be evaluated during the Field Experience 600
2. Describe the role of the classroom teacher in meeting the varied needs of learners
3. Identify and explain the conditions required for their (student's) personal success in Field Experience 600

Course Outline

Seminar Session 1: Introductions

Overview of the seminar schedule, expectations, and conditions for success in both the seminar and during the Field Experience. With student input, we will be setting the compass for issues and discussions to explore. We will set a schedule for communication with your Mentor Teacher in preparation for the FE. We will build upon insights garnered in FE 500, and explore school philosophies, routines and expectations

Seminar Session 2: Preparing for the work in FE 600

What does a planning document need to contain? What is assessment in the 21st Century Classroom? How do we 'reflect' meaningfully? We will discuss what these look like for the student teacher in a classroom where they are responsible for student learning.

Seminar Session 3: Exceptionalities and adaptations

This time will be used to develop an awareness of what it means to each individual to teach, how to tie teaching styles and goals to curriculum, relevance of modification, and issues to consider in the classroom and becoming aware of this bias prior to entering the field experience. We will discuss the terminology surrounding 'coded students', our obligations as teachers and what tools are available to us in the classroom.

Seminar session 4: Preparing for the Classroom

We will create a list of professional tips and do's and don'ts for your 4 week Field Experience to ensure a positive and successful completion of the experience. We will explore what Inclusion, Inquiry and Reflective practices look like (Competencies 4, 5, and 8) and how to incorporate those into your Field Experience. Students will have an opportunity to ask further questions and raise concerns that have not yet been addressed.

Break

Seminar session 5: Setting yourself up for success in your classroom

The cohort will share their first impressions, experiences and questions after experiencing their first days in their assigned classroom. As a group, we will discuss how to build affirmative relationships (Competency 1) and build learning communities (competency 3, 6) with the disposition of a professional educator (competency 9). We will also share and discuss classroom management techniques (Competencies 1 and 10), and discuss how a variety of techniques are used to support a variety of learners, decrease disruptive behaviour and increase desirable behaviour in a constructive manner

Seminar Session 6: Planning during your FE

The cohort will share with each other what planning tools they have observed and implemented during their Field Experience to date. We will explore what tools are working, how to improve upon those that are not, and begin to create a portfolio of planning tools that will work for them. (Competencies 2 and 4). We will also explore a variety of assessment tools and strategies (Competencies 2, 5 and 7), and how assessment is used in a variety of grades and schools with varying philosophies (Traditional Learning Centres as well as 21st Century focused schools)

Seminar Session 7: Exceptional Learners and classroom considerations

The cohort will share insights into students with exceptionalities and accommodations being implemented in classrooms to meet learner needs. We will explore adaptations, technologies, how to create an inclusive classroom (competencies 5 and 7)

Seminar Session 8: Wrapping up the life of a teacher and the life of a learner

We will take the time to visit each competency and reflect on what we now understand about the life of a teacher as well as the life of a student. What do you wish you had known going into your FE, what goals do you have for FE 700 and how can you take steps to further your professional development before then?

Seminar Session 9: FE 600 Call Back

We will come back together as a cohort and faculty to discuss successes and challenges of the Field Experience. This call back is mandatory, so please take the time to thoughtfully reflect on your experience and where you want to grow. This session benefits the BEd program development, and provides the faculty insight into what is working and what is not.

Professionalism Assessment Rubric

	Exemplary	Almost always	Below expected
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			

You will be invited to give input into the evaluation of your professionalism based on the criteria above.

Important Notes/Dates:

e-Portfolio Requirement

The Ambrose B.Ed. Programme is, in addition to preparing you to teach, designed to prepare you for the hiring process following graduation with information and learning activities building the needed skills for both presentations and position interviews. One of the ways for you, as prospective teachers, to 'stand out' from the crowd is through the development and presentation of an e-portfolio. An e-portfolio is, therefore, a graduate requirement of the Bachelor of Education program due in your final semester of study. Each course provides opportunity to build this living document that includes such elements as a resume, teaching philosophy, and documented work with children. In particular, this course and its assignments will feed into your e-portfolio by providing you with material from your Field Experience to insert under a tab that includes sample Lesson or Unit Plans, photos of student work (with parental permission), and specific exemplars of the 10 Core Competencies. You may also want to consider the opportunity to develop a relationship with your Partner Teacher and/or an Administrator in the event that they are willing to provide a letter of reference, and perhaps be a reference for future employers.

Electronic Etiquette

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 Student Handbook and Academic Calendar

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 and the Student Handbook 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.

Contact Information

I do check my email frequently, as well as my cel phone. I am available by email, or text, and will make every effort to return your email or text promptly, even if it is to let you know that I will be in touch at a later time. I will communicate with you through Ambrose email only, please ensure that you are regularly checking your Ambrose account and Moodle to ensure that you are well prepared for class. I have also created social media accounts for the purpose of sharing education resources and ideas, feel free to join them if you are interested. You will find the QR codes attached to the syllabus in order to make it easy to connect.

kcrawford@ambrose.edu

cel: 403-803-4407

Office hours:

Nov/Dec: 2:30-1:30 by appt
January: 11:00-12:00 by appt

