



FE 600 SEM

Teachers and Teaching, Learners and Learning Cohort A

Number of credits: 3

Prerequisite:

Previous Course work complete
Recommendation of BEd faculty

Semester: Winter, 2016
Days: Wednesdays 10-12
Nov 25, Dec 2, 9
Wednesdays 1-3
Jan, 6, 13, 20, 27, Feb 3

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Office hours: By appointment

Course Description:

Pre Service Teachers (PST) will begin to understand the Alberta school system structure and will develop instructional strategies. Pre Service Teachers will have graduated and increased supervised responsibility for curriculum design, program planning, and implementation. This course will occur four and a half days a week for four weeks in schools, and for FE seminars Wednesday afternoons February 25th-March 8, 2015. The PST will produce written lesson plans, may teach from lesson plans prepared by/with the partner teacher, and will make plans for informal evaluation and provide self-evaluation. Pre-Service Teachers will be guided through the life of a teacher in the classroom, gradually taking on 50% of the classroom teacher workload, which includes instructing, assessment, collaboration and communication.

Further Course Information:

Field Experience 600 Seminar is designed for Pre Service Teachers 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 BEd program, gives both direction and focus to the cohort. The FE seminar outcome is for PST to better understand the assumptions, theories, values and concepts that give rise to their teaching practices through guided reflection with the seminar leader. We will

Important Dates:

First day of classes: SEM: Nov, 25
FE: Jan 4, 2016

Last day to withdraw from course: January 10, 2016

Last day of classes: SEM: Feb 3, 2016
FE: Feb 5, 2016

Callback: TBA

regularly revisit the concept of **Professional Accountabilities**, and what that implies for both the Pre Service Teachers during their Field Experiences and again as employable teachers upon graduation. During the seminar, PST will explore independently chosen Research Topics, **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.

Expected Learning Outcomes:

The Seminar component of FE 600 will build on the understanding of life in Alberta schools through collaboration, reflection, research, and shared praxis. Pre Service Teachers are required to choose 2 topics in education to research, observe and reflect upon through an Understanding Teaching Research Project. This can be done collaboratively or independently, and must be addressed in the Field Journal, which is to be shared with both the Partner Teacher and the University Consultant.

During FE 600 in schools, PST are required to give evidence that they have met or exceeded expectations relating to the B.Ed. Program's Ten Core Competencies drawn from the Government of Alberta Ministerial Direction, 4.2.1 Teaching Quality Standards Applicable to the Provision of Basic Education in Alberta, and the descriptors of the Knowledge, Skills and Attributes Related to Interim Certification. This evaluation will be completed by both the Partner Teacher and the University Consultant, and shared with the Pre Service Teacher.

- Build affirmative relationships with children.
- Apply theories of curriculum, learning, and assessment, to the development of programs.
- Build learning communities.
- Design lesson or unit plans utilizing teaching strategies that foster student inquiry.
- Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.
- Engage in shared praxis.

- Design and implement programs that incorporate attention to cultural realities and diversities.
- Understand critical and creative thinking as essential to learning in all programs.
- Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education Program.
- Address non-academic barriers to learning by applying a variety of management strategies and effective classroom routines.

Outline:

Week	Topic	Competency Connection
1	<p>Introductions and syllabus</p> <p>Policies for Field Experience (W, P/F, absences, communication)</p>	1, 3, 7, 9
2	<p>Professionalism and the teaching profession</p> <ul style="list-style-type: none"> • ATA, Code of Ethics, School Act and Charter • How does policy influence teaching and meeting learner needs • Definitions: Inquiry, Inclusion, Diversity, Assessment, Exceptionality/Disability, Design • What does professionalism mean (contributing, respecting time, email and tech etiquette, handing in plans and reflections, etc) <p>What can a Pre Service Teacher expect during a Field Experience?</p> <p>Case Studies, Role Playing and Written Conversations as tools to help you reflect, understand, question and challenge your understanding of your learning environment</p>	1, 2, 5, 7, 8, 10
3	<p>About the Learners</p> <ul style="list-style-type: none"> • Who are the learners we are teaching? What considerations can be expected to emerge during FE? • Routines, physical space and instructional decisions • Common Exceptionalities and tools to support learning • Developmental Stages – what are they and how do they impact the Program of Studies Skills, Outcomes and Attitudes and our design? <p>What can a Pre Service Teacher expect during Field Experience? Program Design</p> <ul style="list-style-type: none"> • How do teachers design a program, unit activity – resources, templates and the Program of Studies for a specific class/grade • Alberta Assessment Consortium, Making a Difference, Inspiring Education, AISI <p>What can a Pre Service Teacher expect during Field Experience?</p>	1, 2, 4, 5, 7, 8

4	<p>Instructional Decisions</p> <ul style="list-style-type: none"> • How can we design engaging activities that keep students inquiring to learn? Examples of top learning activities and researchers in the field • Flipped Class, Homeschooling, Social Media, Project Based Learning, Universal Learning Environments <p>What can a Pre Service Teacher expect during Field Experience?</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
5	<p>Effective Management Skills</p> <ul style="list-style-type: none"> • What management techniques have proven useful during FE? • How to manage materials, communication, grades, etc • Difficult relationships and difficult conversations • Managing expectations 	1, 3, 4, 5, 6, 7, 8, 9, 10
6	<p>Assessment</p> <ul style="list-style-type: none"> • What and How do we assess for student development? • How does assessment translate to planning, design and student achievement? • How do you communicate assessment to students and parents? • What resources are there for new teachers? 	1, 2, 4, 5, 10
7	<p>Alberta Education</p> <ul style="list-style-type: none"> • What role does Alberta Education play in Education? • What are we legally bound to do in the classroom? • What resources do they provide? • How do I navigate the documents and resources? 	2, 4, 5, 7, 8, 9, 10
8	<p>Collaborative Models</p> <ul style="list-style-type: none"> • What does a learning community look like? • How do teachers collaborate efficiently and effectively • How do students collaborate? When is it appropriate and beneficial? <p>Collaborating with the community</p>	2, 3, 4, 5, 6, 8, 9
9	<p>Call Back</p> <ul style="list-style-type: none"> • Discuss successes and challenges of FE • Students must be prepared to share: <ul style="list-style-type: none"> • What went well, what proved to be a challenge • Unexpected revelations about the profession or learners • Questions to explore before FE 700 <p>Presentation of Understanding Teaching Research Project</p> <ul style="list-style-type: none"> • Informally or formally, share the understanding you gained through your Understanding Teaching Research Project 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Requirements:

In order for a student to proceed to FE 600, all course work must be completed and on campus faculty must recommend students for placement based on professionalism and preparedness. The seminar is based on shared praxis, collaborating with research peers, and on conversations regarding success in field experience. The seminar time will be devoted to sharing observations and information regarding the Understanding Teaching Research Project, and as such, 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. A Field Journal must be maintained and shared with the partner teacher and university consultant during the Field Experience that demonstrates observation, reflection and connection to concepts discussed during seminar. While in schools, the Pre Service Teacher will be required to create and document planning, assessment and reflection resources that are used to support teaching and learning during the Field Experience. Case Studies are due weekly, and work or video samples may be requested for role playing and peer feedback.

Submission of Assignments:

All Field Journals must be made available to both the Partner Teacher and the University Consultant while in schools. Feedback that is provided should be implemented into future activities and reflected upon in the Field Journal. Seminar Assignments, including the Understanding Teaching Research Project will be shared through Moodle or Google Docs.

Attendance:

In school attendance as well as Seminar attendance are both mandatory and are reflected in the Professionalism grade. Pre Service Teachers are able to miss one day due to illness during their Field Experience. More than one day's absence must be made up at a time convenient to the Partner Teacher, with their permission. Complete commitment to the Field Experience and Seminar is expected for the duration of the FE.

Evaluation:

Evaluation of the Field Experience is completed by the Partner Teacher in collaboration with the University Consultant. This evaluation is based on observation, conversation, implementation of feedback, and the Field Journal. The Seminar instructor will contribute to the professionalism component of the evaluation. If students are frequently absent for the seminar, their ability to receive a Pass in FE 600 may be compromised.

Grade Summary:

FE 600 SEM is a **pass/fail** course. The criteria for passing the course are the professional attributes of participation, collaboration and attendance. Presenting updates regarding the Understanding Teaching Research Project, regular and punctual attendance is mandatory, and engaging in classroom discussions is imperative. If you must miss a class, please inform the instructor and your collaborative group prior to class.

Statements of Professionalism for FE SEM evaluation (as taken from FE 600 Evaluation)

- Maintains positive interpersonal relationships with peers, and other school-related personnel
- Acts in a responsible manner which includes being punctual, flexible, trustworthy, consistent, and reliable
- Accurate in self-assessment; identifies strengths and areas for personal growth as well as shows initiative in securing appropriate resources to help improve performance
- Displays behaviours consistent with professional standards
- Gives evidence of high self-efficacy with regard to finding resources to improve professional practice
- Able to engage in self-critique
- Demonstrates a strong work ethic
- Projects positive, professional and engaging attitude
- Demonstrates awareness of shared responsibility for children's learning
- Knows and refers to the shared role of society, school, curriculum and parents (common places) with a child's welfare

- Communicates a high view of the profession of teaching
- Actions are guided by a personal vision of teaching
- Works collaboratively
- Critically analyzes examples of current educational practices through shared praxis
- Demonstrates reflective practice in a variety of ways
- Demonstrates openness to oral and written feedback
- Offers evidence of changes in perspective through reflection on assessment feedback
- Works from an expressed “overall vision of teaching”

Professionalism Assessment Rubric used for Course Grading

	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				

Rubric for Field Experience Evaluation

Exceeds Requirements	Meets Requirements	Is Working Toward Meeting Requirements	Unsatisfactory Progress Toward Meeting Requirements
<p>Evidence provided denotes a reflective, proactive and consistently thoughtful pre-service teacher who is able to anticipate a variety of circumstances and accurately reflect on his or her own development. A pre-service teacher who exceeds requirements is comfortable communicating about his or her infrequent missteps, which are addressed professionally, and is eager to proactively and independently seek strategies that support his or her development, understanding and exploration of his or her articulated vision of the profession.</p> <p>The pre-service teacher who Exceeds</p>	<p>Evidence observed denotes an acceptable comprehension and implementation of strategies, resources and tools that connect pedagogy and classroom experience. The pre-service teacher is able to independently or with some guidance, seek resources that support outcomes, communicate their intent, reflect on mistakes and make changes where required. While missteps are expected of pre-service teachers, this pre-service teacher is cognizant of hers or his and seeks support to continue her or his</p>	<p>Evidence of challenges connecting theory to implementation of competencies in a classroom are prevalent, although continued growth and understanding are observed. With commitment, strategies and more time, the pre-service teacher could be expected to meet requirements. Reflections are inconsistent in quality, quantity, and meaningful content.</p> <p>With significant guidance the pre-service teacher is working toward more consistently implementing and</p>	<p>Inadequate evidence of the pre-service teacher's ability to consistently and professionally meet competency requirements. Performance is inconsistent; the pre-service teacher demonstrates absence of initiative and implementation of tools, strategies or resources provided. Reflections are incomplete or lack meaningful content.</p> <p>The pre-service teacher has not yet demonstrated an understanding of the competencies as they relate to the classroom experience expected of a pre-service</p>

<p>Requirements demonstrates professionalism, accountability, values feedback and collaborative commitment when connecting pedagogy and classroom experience that exceeds what would be expected of a pre-service teacher at this stage of his/her field experience.</p>	<p>development. Reflections consistently communicate growth and understanding, and incorporate feedback.</p> <p>When connecting pedagogy and classroom experience, the pre-service teacher meets the requirements expected of a pre-service teacher at this stage of her or his experience.</p>	<p>incorporating explicit instructions, strategies, or activities to support pre-service teacher learning and meet curricular outcomes. Initiative and insight expected of a pre-service teacher at this stage of his or her field experience are not consistently being met, although they are emerging.</p>	<p>teacher at this stage of her or his field experience.</p> <p><i>*Remedial work is required to continue in further field experience placements</i></p> <p><i>*communication and agreement between partner teacher and university consultant must be included with final assessment</i></p>
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Textbooks:

Implement programs that incorporate attention to diversities, 3rd ed - Carol Pelletier Radford

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.

Other

Statement of Acceptance and Termination of Field Experience

The Bachelor of Education program at Ambrose University has an obligation to protect public interest, safety of students, and uphold the standards of Alberta Education while supporting the preparation of pre service teachers. During field experience placements, pre service teachers are accountable to the accepted standards of professionalism in their work with peers, partner teachers, students, parents and instructors. As pre service teachers enrolled in a professional preparation program, and as associates to the Alberta Teacher’s Association, the students placed in field experience placements will be responsible for the physical safety, psychological health and educational well being of the students in schools. Ambrose Bachelor of Education’s Field Experience policy makes explicit the conditions and procedures for approval for a Field Experience placement, and intervention or termination of field experience from the partner teacher, the Field Experience Associate, or the student. This document is available upon request from the Field Experience Associate.