

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall/Winter 2019</b>
<b>FE 600 SEM</b>	<b>An Understanding and Application of Field Experience</b>	<b>Prerequisite: FE 500</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Wednesdays Dec 12, Jan 9, 16, 23, 30, Feb 6, 13 (8:30 to 11:00)	<b>Instructor:</b>	John Picard, BA, BEd., MEd.	<b>First day of classes:</b>	Wed. Dec 12 <sup>th</sup> .
<b>Time:</b>	1:00-3:00 8:30-11:00 (Feb 12 only)	<b>Email:</b>	<a href="mailto:picard.consult@gmail.com">picard.consult@gmail.com</a> <a href="mailto:John.Picard@ambrose.edu">John.Picard@ambrose.edu</a>	<b>Last day to add/drop, or change to audit:</b>	Friday, January 18
<b>Room:</b>	RE 132	<b>Phone:</b>	403-827-5040	<b>Last day to request revised exam:</b>	
<b>Lab/ Tutorial:</b>	NA	<b>Office:</b>	NA	<b>Last day to withdraw from course:</b>	Friday, Feb. 1
		<b>Office Hours:</b>	By appointment	<b>Last day to apply for coursework extension:</b>	Permission of Instructor
<b>Final Exam:</b>	NA			<b>Last day of classes:</b>	Monday, Feb. 12

### 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.

### Expected Learning Outcomes

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 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 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 **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. Preservice teachers are expected to demonstrate initiative in accessing resources that will enhance their partner teacher and university consultant mentorship and guidance. They are also expected to actively engage their mentor, and describe how their mentor contributed to their professional development.

### Alberta Education Standards for Teaching

#### 1. Demonstrates the ability to engage in career long learning

Provide evidence the pre-service teacher engages in collaboration to build expertise and capacity to support student success in inclusive, caring, respectful and safe environments potentially through the critical evaluation of educational research, engaging technology and enhancing understanding student diversity.

#### 2. Demonstrates a Professional Body of Knowledge

Builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

#### 3. Fostering Effective Relationships

A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

#### 4. Establishing Inclusive Learning Environments

Establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

#### 5. Applying Foundational Knowledge about First Nations, Métis and Inuit

Develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

#### 6. Adhering to Legal Frameworks and Policies

Demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

### **Textbooks**

There are no textbooks for this course, however there are online documents you will be required to access to support planning and instruction.

### Documents you are expected to access (Competencies 2, 4, 6):

[Alberta Education Programs of Study](#)

[Ministerial Order on Student Learning](#)

[Alberta School Act](#) (Part 1 Sections 8-16 - *Students*; Part 3, Division 3, Sections 80-91 *Conflicts of Interest*; Part 4, Division 1, Sections 92-112)

Ambrose Field Experience Handbook, Evaluation Documents, Teacher Resource [and Notification of Concern and Withdraw Policy](#) (Found in Moodle).

### Recommended Resources for Inclusion and Differentiation

\*Access as needed

[Making A Difference](#) (Alberta Education resource for instructional design and differentiation)

[Alberta Education Resource for Gifted and Talented\\*](#)

[Alberta Education Principles of Inclusion\\*](#)

[Alberta Education Resource: Teaching students with Autism Spectrum Disorders\\*](#)

[Alberta Education Resource for Teaching Students with Attention Deficit Disorders\\*](#)

[Learn Alberta Resource for Students with Anxiety Disorders\\*](#)

## Course Schedule

Note: This syllabus provides a general guideline for topics to be discussed each week. There will also be structured time to engage in discussion about Field Experience, seek advice, and share resources.

Week	Topic	Competency Connection
1	<p>Introductions and syllabus</p> <p>Policies for Field Experience (W, P/F, absences, communication)</p> <p>Professionalism and the teaching profession</p> <ul style="list-style-type: none"> <li>• ATA, Code of Ethics, School Act and Charter</li> <li>• How does policy influence teaching and meeting learner needs</li> <li>• Definitions: Inquiry, Inclusion, Diversity, Assessment, Exceptionality/Disability, Design</li> <li>• What does professionalism mean (contributing, respecting time, email and tech etiquette, handing in plans and reflections, etc)</li> </ul> <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>	6
2	<p>About the Learners</p> <ul style="list-style-type: none"> <li>• Who are the learners we are teaching? What considerations can be expected to emerge during FE?</li> <li>• Routines, physical space and instructional decisions</li> <li>• Common Exceptionalities and tools to support learning</li> <li>• Developmental Stages – what are they and how do they impact the Program of Studies Skills, Outcomes and Attitudes and our design?</li> </ul> <p>What can a Pre Service Teacher expect during Field Experience?</p> <ul style="list-style-type: none"> <li>• How can we design engaging activities that keep students inquiring to learn? Examples of top learning activities and researchers in the field</li> <li>• How do teachers design a program, unit activity – resources, templates and the Program of Studies for a specific class/grade</li> </ul>	1, 2, 3, 4
3	<p>Effective Management Skills</p> <ul style="list-style-type: none"> <li>• What management techniques have proven useful during FE?</li> <li>• How to manage materials, communication, grades, etc</li> <li>• Difficult relationships and difficult conversations</li> <li>• Managing expectations</li> </ul>	1, 3, 4
4	<p>Assessment</p> <ul style="list-style-type: none"> <li>• What and How do we assess for student development?</li> <li>• How does assessment translate to planning, design and student achievement?</li> <li>• How do you communicate assessment to students and parents?</li> <li>• What resources are there for new teachers?</li> </ul>	1, 2, 3, 4, 5, 6
5	<p>Alberta Education</p> <ul style="list-style-type: none"> <li>• What role does Alberta Education play in Education?</li> </ul>	1, 2, 6

	<ul style="list-style-type: none"> <li>• What are we legally bound to do in the classroom?</li> <li>• What resources do they provide?</li> <li>• How do I navigate the documents and resources?</li> </ul>	
Callback	<p>Call Back</p> <ul style="list-style-type: none"> <li>• Discuss successes and challenges of FE</li> <li>• Students must be prepared to share: <ul style="list-style-type: none"> <li>• What went well, what proved to be a challenge</li> <li>• Unexpected revelations about the profession or learners</li> <li>• Questions to explore before FE 700</li> </ul> </li> </ul>	

**Requirements:**

Reflective Field Journal

Each preservice teacher must maintain a reflection field journal during the field experience. This field journal should focus on observations, thoughts and reflections on observations or the effectiveness of a lesson taught during the day. They are not meant to be narrative retellings of the day, but ‘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 classroom management. These reflections are to be shared with you partner teacher and university consultant to guide your conversations and professional growth. Some notes on the reflective field journal:

- Aim to keep them under 1 page in length, and focused
- They should explore your emerging understanding of teaching and learning
- Your reflections are not a critique of the classroom or teachers, but an opportunity to explore your observations, and experiences
- Your university consultant may choose to make notes on your reflections, or take up your reflections as discussion during their observation visits.
- You may use Word or Google Docs to write and share your reflections with your partner teacher and university consultant by Friday evening of your Field Experience weeks

Portfolio

Throughout your field experience you should be gathering evidence of the competencies to share with your partner teacher and university consultant to demonstrate how you have achieved the competencies. The portfolio is your opportunity to highlight your growth and progress in Field Experience 600. Tips for creating your portfolio:

- Your portfolio can be a collection of files in a folder, it does not need to be an elaborate e-portfolio. You are simply gathering samples of your competencies
- You can 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)
- You may share communication with students or parents (newsletter, email home)
- Demonstrate ways you effectively foster inclusive learning opportunities
- Evidence of providing feedback on student learning

- Evidence of accessing and using resources to support planning, effective teaching and assessment
- 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:

Daily, regular attendance is expected in both Field Experience and Seminar. A maximum of 2 sick days, with permission from your partner teacher (Field Experience) or seminar instructor (Seminar) is required to pass this course. Any absences are your responsibility to communicate absences to your partner teacher, seminar instructor and university consultant. For extenuating circumstances that have been pre-approved by your university consultant and the Director of Field Education must be made up prior to the end of the school year. A grade will not be assessed until all days of field experience have been completed.

### Grade Summary:

Field Experience 600 is a Pass/Fail course. Your final assessment is completed by your partner teacher in consultation with your university consultant. A grade will not be assessed until all documents, with required signatures, have been submitted to the Assistant to the Associate Dean of Education, Deborah Huff ([Deborah.Huff@ambrose.edu](mailto:Deborah.Huff@ambrose.edu)) Included in the assessment is a preservice teacher self-assessment, which must be completed and shared with the partner teacher and university consultant prior to the end of FE 600.

The seminar instructor will include a statement of Professionalism (Competencies 1, 2, 3, and 6) to reflect your contributions to the seminar discussions and attendance.

**\*It will be assumed you have read the Notification of Concern and Withdraw Policy and Documents, in the event of a Notification of Concern of request to withdraw. Please note the readmission process and requirements, as well as conditions that may lead to a Notification of Concern.**

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.

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