



Course Description

Number of Credits: FE 700 is a non-credit course.

The student will be introduced to the practice of curriculum design and program planning. The focus will be the evaluation of the student's learning, the student's engagement with the parent, the introduction to educational technologies, the development and understanding of the student's vision and teaching philosophy, and Teacher Qualification Service. Student will be given increased responsibility, authority, and accountability for an entire classroom, and will progress toward full teaching assignment. This will occur five days a week for nine weeks. Work will include written unit plans, including assessment and evaluation components, and will plan, conduct, and research the evaluation of student work.

Prerequisite: FE 600

Course Schedule

Wednesdays: November 13, 20, 27; December 4, 11, 18, 2013 (2:30-4:30); January 8, 15, 22, 29, February 5, 2014 (2:30-4:30).

Instructor Information

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Office hours by appointment.

Attendance Policy

Field Experience 700 is largely based on shared praxis, reflection and shared conversations regarding success in the classroom. **Attendance at each session is required.**

Course Requirements

During Field Experience 700, students are in schools for nine weeks, five days a week (except for Wednesday afternoons when students return to Ambrose University College for an afternoon FE 700 seminar course), November 25 to December 20, 2013, and January 6 to February 7, 2014. While in schools, under the supervision of a partner teacher and a university consultant, students will carry out a variety of tasks including but not limited to the following:

Week 1:

- Present Letter of Introduction to partner teacher and principal
- Become familiar with the school, school procedures, discipline policy, supply rooms, copy codes etc.
- Observe in assigned classroom, as well as other classrooms in the school
- Begin a Reflection Log based on observations and experiences in the classroom that communicate your development and insights as an educator. Keep the competencies in mind. This is to be shared with your partner teacher and university consultant
- Review Program of Studies for grade level and units to be covered, review partner teacher's Plan Book, begin to maintain one of your own to be shared with partner teacher and university consultant
- Assist in individual and small group activities
- Create opportunities to interact with students both in the classroom and in the school at large

- Co-plan and team teach a few lessons mid-week
- Teach at least one lesson independently by the end of the first week
- Communicate with university consultant

Week 2:

- Continue to assume more of the partner teacher's responsibilities; including but not limited to assessment, providing feedback, small group work, instructing, planning, creating newsletters
- Observe in a variety of classrooms, reflect upon observations
- Explore a variety of classroom management techniques and techniques for measuring student progress, reflect on their effectiveness
- Continue to explore what you are learning about the profession, your philosophy and the roles a variety of influences have on a child's education in your ongoing professional reflections
- Independently plan and teach lessons within ongoing units, ensuring all components of a good lesson plan are present ensuring opportunities for inquiry based learning opportunities
- Take the time to research and understand any exceptionalities that are present in the classroom
- Begin unit planning with input from partner teacher
- Meet with university consultant, communicate any concerns as they arise, set date for midpoint evaluation (week 4 or 5)

Week 3:

- Continue to assume more of the partner teacher's responsibilities; including but not limited to assessment, providing feedback, small group work, instructing, planning, creating newsletters
- Continue to observe teaching and learning in a variety of settings (classrooms, library, gym, music, etc.)
- Increase instruction time to 30% if agreed upon by student teacher and partner teacher
- Continue to explore a variety of techniques regarding assessment and classroom management, communicate consideration for students with exceptionalities
- Continue to explore what you are learning about the profession, your philosophy and the roles a variety of influences have on a child's education in your ongoing professional reflections
- Independently plan and teach lessons within ongoing units, ensuring all components of a good lesson plan are present
- Make adjustments to unit plan if needed, with input from partner teacher, document decision making
- Review Ten Competencies for midpoint evaluation, ensure that you are gathering evidence and prepare any questions you may have
- Communicate with university consultant, share professional reflections, discuss concerns if any arise

Week 4:

- Continue to assume more of the partner teacher's responsibilities; including but not limited to assessment, providing feedback, small group work, instructing, planning, creating newsletters

- Increase instruction time to 50% if agreed upon by student teacher and partner teacher
- Continue to explore a variety of techniques regarding assessment and classroom management, communicate consideration for students with exceptionalities
- Continue to explore what you are learning about the profession, your philosophy and the roles a variety of influences have on a child's education in your ongoing professional reflections
- Independently plan and teach lessons within ongoing units, ensuring all components of a good lesson plan are present, paying particular attention to inquiry based learning opportunities
- Make adjustments to unit plan if needed, with input from partner teacher, document decision making
- Review Ten Competencies for midpoint evaluation, ensure that you are gathering evidence and prepare any questions you may have
- Communicate with university consultant, share professional reflections, discuss concerns if any arise

Week 5:

- Continue to assume more of the partner teacher's responsibilities; including but not limited to assessment, providing feedback, small group work, instructing, planning, creating newsletters
- Increase Instruction time to an amount agreed upon by student teacher and partner teacher
- Explore a variety of techniques regarding assessment and classroom management with the goal of returning students to optimal behaviour after an extended break
- Continue to explore what you are learning about the profession, your philosophy and the roles a variety of influences have on a child's education in your ongoing professional reflections
- Independently plan and teach a series of lessons within ongoing units, ensuring all components of a good lesson plan are present and engage in reflection and adaptation of individual lesson plans
- Make adjustments to unit plan if needed, with input from partner teacher, document decision making
- Discuss any questions, concerns or insights that might have come up over the midpoint break
- Set goals for the remaining weeks of your field experience, communicate with your university consultant and partner teacher how you plan to achieve these goals and how they can provide support and assistance
- Take opportunities to engage in the culture of the school, document and reflect on how these experiences impact student experiences in education
- Communicate with university consultant, share professional reflections, discuss concerns if any arise

Week 6:

- Continue to assume more of the classroom partner teacher's responsibilities; including but not limited to a variety of assessment and instructional strategies, planning, collaboration and communication
- Increase Instruction time to 75% if agreed upon by student teacher and partner teacher
- Continue to explore a variety of techniques regarding assessment and classroom management, communicating thoughts regarding implications and impact for students with exceptionalities, consider the role of adaptive technologies and modifications

- Continue to explore what you are learning about the profession, your philosophy and the roles a variety of influences have on a child's education in your ongoing professional reflections
- Independently plan, teach and reflect upon lessons within ongoing units, ensuring all components of a good lesson plan are present, paying particular attention to inquiry based learning opportunities
- Make adjustments to unit plan if needed, with input from partner teacher, document decision making
- Continue to enhance your field experience by engaging in opportunities outside the classroom
- Communicate with university consultant, share professional reflections, discuss concerns if any arise

Week 7:

- Continue to assume more of the classroom partner teacher's responsibilities; including but not limited to a variety of assessment and instructional strategies, planning, collaboration and communication
- Increase instruction time as agreed upon by student teacher and partner teacher
- Continue to explore a variety of techniques regarding assessment, classroom management, modifications, and adaptations and the implications and impact for students with exceptionalities
- Continue to explore what you are learning about the profession, your philosophy and the roles a variety of influences have on a child's education in your ongoing professional reflections
- Independently plan, teach and reflect upon lessons within ongoing units, ensuring all components of a good lesson plan are present, paying particular attention to inquiry based learning opportunities
- Make adjustments to unit plan if needed, with input from partner teacher, document decision making
- Continue to enhance your field experience by engaging in opportunities outside the classroom
- Communicate with university consultant, share professional reflections, discuss concerns if any arise

Week 8:

- Increase instruction time to 100% if agreed upon by student teacher and partner teacher
- Continue to explore a variety of techniques regarding assessment and classroom management, communicate consideration for students with exceptionalities
- Continue to explore what you are learning about the profession, your philosophy and the roles a variety of influences have on a child's education in your ongoing professional reflections
- Independently plan, teach and reflect upon lessons within ongoing units, ensuring all components of a good lesson plan are present, paying particular attention to inquiry based learning opportunities
- Adjust unit plan if needed, with input from partner teacher, document decision making
- Review Ten Competencies for final evaluation, ensure that you are gathering evidence and prepare any questions you may have for final evaluation and three way conference
- Begin self-evaluation, share/discuss with partner teacher to receive written input and signature

- Communicate with university consultant, share professional reflections, discuss any concerns

Week 9:

- Instructional time must meet 100% of instructional time
- Continue to explore a variety of techniques for classroom management, understanding and evaluating student learning and progress and communicating this progress
- Continue to explore what you are learning about the profession, your philosophy and the roles a variety of influences have on a child's education in your ongoing professional reflections
- Review your plans and goals within ongoing units, your growth and development in designing learning opportunities for students and your understanding of meeting the outcomes in the Program of Studies
- Ensure that you have handed all assessment materials and communicated student achievement gathered during the field experience to the partner teacher
- Ensure that all documents are completed, signed and ready to hand to the university consultant
- Communicate with university consultant, share professional reflections, share concerns if any arise

Expected Learning Outcomes

During FE 700 in schools, students 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.

1. Build affirmative relationships with children.
2. Apply theories of curriculum, learning, and assessment, to the development of programs.
3. Build learning communities.
4. Design lesson or unit plans utilizing teaching strategies that foster student inquiry.
5. Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.
6. Engage in shared praxis.
7. Design and implement programs that incorporate attention to cultural realities and diversities.
8. Understand critical and creative thinking as essential to learning in all programs.
9. Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education Program.
10. Address non-academic barriers to learning by applying a variety of management strategies and effective classroom routines.

Grading

There are no examinations of a formative or summative kind in this Seminar. Success will be based on the demonstration of professional attributes including attendance, engagement, reflection and collaboration as assessed according to the rubric below. Students will be invited to give input into the evaluation process based on these criteria. A pass/fail mark will be awarded by the mentoring teacher.

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			

e-portfolio

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 provide opportunities for continued enhancement of the 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 Ten 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

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 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.

Session	Date	Objectives
Session 1: Introduction to FE 700	Nov. 13	<ul style="list-style-type: none"> • Establish a framework for the seminar to demonstrate the connectedness of principles of learning, curriculum, program design, and a classroom/school learning environment • Review Field Services Handbook & Ten Competencies of FE 700 •
Session 2: Assessment of the Learner	Nov. 20	<ul style="list-style-type: none"> • Formative & Summative Assessment • Standardized Assessment • Understanding and Interpreting Results • Learner & Classroom Profiles • Grading, IPP's & Report Cards • Parent Communication • Dashboard Analysis: Now What?
Session 3: Effective Management	Nov. 27	<ul style="list-style-type: none"> • Data management (Rubric design, attendance, gradebook keeping) • Time management (effective classroom delegation) • Stress management (Life/Work Balance, Interacting with Difficult People of All Ages, The Art of Tact and Diplomacy) • Value of a mentor
Session 4 & 5: Classroom Management	Dec. 4 & Dec. 11	<ul style="list-style-type: none"> • The Third Eye • Positive Behaviour Supports (Environmental, Verbal, Sensory) • Functions of Behaviour (Developmental vs. Trauma) • Positive Behaviour Support Plans • Use of Restraints and Time-Out's • Parent Communication
Session 6: Marketing for a Career in Teaching	Dec. 18	<ul style="list-style-type: none"> • Resume development • e-Portfolio • Interview skills • Principals'/Hiring Boards' perspectives
Session 7: The Child as a Learner	Jan. 8	<ul style="list-style-type: none"> • Maslow's Hierarchy of Needs • Developing relationships • Power and control • Teaching as a moral enterprise
Session 8: Educational Technologies	Jan. 15	<ul style="list-style-type: none"> • SMART Board Technology • Assistive Technology and Software • Other educational technologies
Session 9: Teacher as a Professional	Jan 22	<ul style="list-style-type: none"> • ATA Code of Professional Conduct • Alberta Education School Act and Regulations
Session 10: Collaborative Models-It Takes a Village	Jan 29	<ul style="list-style-type: none"> • Teacher-Parent-Child • School Community and Administration • Community Resources and Supports (English as a Second Language, Family Violence, Family Support for Children with Disabilities (FSCD), Child & Family Services (CFS), Alberta Children's Hospital (ACH).
Session 11: Student Reflection	Feb. 5	<ul style="list-style-type: none"> • Student Questions and Concerns