



Course ID:	Course Title:	Fall 2018
FE 700 SEM Cohorts A and B	A Synthesis of Field Experience	Prerequisite: FE 600
		Credits: Non-credit course

Class Information		Instructor Information		Important Dates	
Days:	Wednesdays	Instructor:	Marlene Nelson BEd, MA Jeff Hall BPE, MA	First day of classes:	Wed, Sept 5
Time:	1:00 – 3:00 Sept 5, 12, 19, 26	Email:	manelson@ambrose.edu Jeff.hall@ambrose.edu	Last day to add/drop, or change to audit with tuition refund:	Fri, Oct 5
Rooms:	112 132	Phone:	403 827 2494 403 471 7980	Last day to request revised exam:	N/A
Lab/ Tutorial:	N/A	Office:	N/A	Last day to withdraw from course:	Tues. Nov 13
		Office Hours:	By Appointment	Last day to apply for coursework extension:	Permission of Instructor
Final Exam:	No Final Exam			Last day of classes:	Fri, Dec 14

Course Description

The focus in FE 700 will be on the practice of curriculum design, program-planning and implementation. This will include assessment and evaluation of student-learning, communication with parents, the use of educational technologies, the development and articulation of a personal professional teaching philosophy, and familiarity with the Teaching Quality Standard. Pre-service teachers (PSTs) will be given increasing responsibility, progressing toward a full teaching assignment. This will occur five days a week for 4 weeks in Fall and 6 weeks in Winter.

Prerequisite: FE 600, completion of all course work, and the recommendation of course instructors.

Expected Learning Outcomes

The **Seminar (SEM)** component of FE 700 will build understanding of life in Alberta schools through collaboration, reflection, and shared praxis. FE 700 SEM will model a collegial community that fosters the above-mentioned professional attributes expected of teachers in the profession. Pre-service teachers will be expected to engage as professionals, including contributing to discussions, sharing resources, asking thoughtful questions and enhancing the overall understanding of the profession with their peers.

Connecting School Experience to Seminar

- 1) Reflective journal
- 2) Small-group discussion
- 3) Peer feedback based on recordings of lessons and shared with a partner

School Experience

During FE 700 pre-service teachers will be required to give evidence that they have met expectations related to the 6 Competencies as stated in Alberta Education's Teaching Quality Standard.

The aim is that PSTs demonstrate that they are...

- fostering effective relationships,
- engaging in career-long learning,
- practicing from a professional body of knowledge,
- establishing inclusive learning environments,
- applying foundational knowledge about First Nations, Métis and Inuit, and
- adhering to legal frameworks and policies.

Written evaluation of the pre-service teacher's achievement of expectations will be completed by both the partner teacher (PT) and the university consultant (UC) and shared with the pre-service teacher.

Purpose

The purpose of FE 700 is to provide pre-service teachers a transitional teaching experience in preparation for a position as teacher, over the duration of a 10-week practicum. The PST will gradually assume 100% of the partner teacher's responsibilities, developing an understanding of *Curriculum Design and Program Development*. The on-campus portion of FE 700 will provide pre-service teachers the opportunity to collaborate with their cohort regarding their experiences in schools, encouraging them to engage in shared praxis, thus preparing them for their future position as certificated teachers. They will experience the full life of a teacher, including unit and lesson design, program development, assessment, communication and management of expectations, with the guidance and support of their partner teacher.

Outcomes

To further develop the pre-service teacher's knowledge, skills and attributes in the following areas:

- projecting a professional image;
- managing time and resources;
- navigating and effectively using AB Ed documents such as Programs of Studies and IPPs;
- unit and lesson planning;
- classroom management and removing barriers to successful learning;
- assessment, evaluation and communication of achievement;
- teaching contexts;
- effectively meeting the needs of all learners;
- professional development trends in education;
- developing meaningful opportunity for inquiry;
- further defining and articulating personal philosophy of education; and
- entering the teaching profession in Alberta.

Textbooks

There is no textbook for this course.

Course Schedule

*Please note: a portion of each class will be reserved for discussion related to school-based experiences.

Seminar Session 1, Part A: Introduction– Overview of FE 700, with Associate Dean and Director of Field Experience
Part B: Seminar schedule and discussion of expectations and conditions needed for success in both the seminar and the school experience; identifying and addressing worries/fears...

Seminar Session 2, Classroom Management – What does classroom management mean and what might it look like in the classroom? Consider relationships, lesson design, engagement, sequencing, flow of a lesson...

Seminar Session 3, Foundational knowledge of First Nations, Metis and Inuit - How does one develop and apply?

Seminar Session 4, Building Relationships- How does one build relationships with others, i.e., students who are less likeable, with a partner teacher who has a different communication style, with a parent who may not understand life at school?

Requirements

The seminar is based on reflection, shared praxis, collaboration, and conversations regarding success in the school experience. There is an expectation that PSTs come prepared to discuss the seminar session topic based on their observations and learnings in the week prior. In order to support the professional development of every member of the cohort, participation and respectful discourse are expected.

- **Reflections:** A minimum of 3 written reflections per week is required during field experience. These reflections are to be shared electronically with the PT and UC at the end of each week and will inform the university consultant's feedback and conversations during observation visits.
- **Lesson plans/task designs** must be completed to the requirements of a pre-service teacher. Lesson plans/task designs for lessons that will be observed and discussed with the university consultant must be shared prior to the UC's observation.

All tasks assigned by the partner teacher must be completed to the requirements of the partner teacher. This includes tasks that enhance a pre-service teacher's understanding of program development and teacher responsibilities.

Attendance

Attendance at each seminar session and every day of school experience is required. If a seminar session must be missed, it is expected that the instructor will be contacted prior to class and the PST will complete a task that demonstrates understanding of the topic addressed in class and/or share highlights from their time away (except in the case of illness). Unanticipated exceptions will be discussed and reviewed by the PT, UC and Director of Field Experience.

Grade Summary

There are no examinations of a formative or summative kind in the seminar. Success will be based on the demonstration of professionalism, including attendance, engagement, reflection and collaboration. FE 700 is a **pass/fail** course. Each pre-service teacher will receive a comment as required, based on attendance and participation.

Evidence of Professionalism during SEM includes:

- attended class and arrived on time,

- came to class prepared,
- engaged in class discussion,
- demonstrated respectful discourse,
- acted in a professional manner, and
- contributed documents to cohort resources.

*Please see separate assessment package for detailed assessment information directly related to the school-experience portion of FE 700.

Final grades will be available on the student registration system. Printed grade sheets are not mailed out.

Important Note:

As there is potential for a recommended withdrawal/failing grade for this field experience, all pre-service teachers are advised to review the 'Policy for Notification of Concern' that is in the handbook.

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 voluntarily 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.

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 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.