

Course ID:	Course Title:	Winter 2024
FE 700B - 1	FE 700B - A Synthesis of Field Experience	Prerequisite: FE 700-A
		Credits: Three

Class Information		Instructor Information		Important Fall Dates	
Delivery:	In Person	Instructor:	Jim Gibb, B.Ed., M.Ed.	First Day of Classes:	January 10
Days:	Wednesdays	Email:	Jim.gibb@ambrose.edu	Last Day to Add/Drop:	N/A
Time:	1:30-3:30 PM	Phone:	403-407-9487 (Field Office)	Last Day to Withdraw:	N/A
Room:	RE 110	Office:	Sessional Office, School of Education	Last Day to Apply for Extension:	N/A
Call Back:	Fri. Mar. 1 - am (Location TBA)	Office Hours:	Before/After seminar or by appointment	*All requests to drop or withdraw from the Education program classes must be submitted to the Associate Dean, School of Education, and the Office of the Registrar in writing.	

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/undergrad-academic-calendar/academic-schedule>.

Course Description

The B.Ed. program includes three (3) graduated Field Experience (FE) courses integrated throughout the two-year program designed to augment and support the course work in the core education courses in the program. The FE courses are designed to give students a developmental and systematic experience in understanding the life of the school (FE 500), the life of teachers and teaching (FE 600), and an introduction to curriculum design and program planning (FE 700). The FE courses are integrated with the core education courses to give students a progressive and applied (theory to practice) understanding of the role of the teacher in a school, in teaching with other teachers and with responsibilities to the Program of Studies and the professional practice of translating the Program of Studies requirements into programs and instruction in the elementary school.

Field Experience 700 seminar is a non-credit 20-hour class scheduled in Semesters 1 and 2 of a student's final year of the B.Ed. program. The seminar is intended to support students to design learning tasks for field experience that meet diverse student needs in inclusive public-school classrooms and to prepare students for increased pre-service teaching responsibility. Students will engage in comprehensive learning-task design and engage in a professional inquiry to foster deep thinking for identity formation.

FE700 provides pre-service teachers (PSTs) a transitional experience in preparation for the teaching profession. Over the ten-week field experience practicum, PSTs will gradually assume 100% of the partner teacher's responsibilities. PSTs will be required to provide evidence of meeting the expectations related to the six competencies of the Teaching Quality Standard (TQS):

1. Fostering Effective Relationships
2. Engaging in Career-Long Learning
3. Demonstrating a Professional Body of Knowledge
4. Establishing Inclusive Learning Environments
5. Applying Foundational Knowledge about First Nations, Métis and Inuit
6. Adhering to Legal Frameworks and Policies

Teacher Quality Standards Addressed

This seminar course builds explicit connection to the following Teaching Quality Standards:

- Competency #1- Fostering Effective Relationships
- Competency #4- Establishing Inclusive Learning Environments
- Competency #5- Applying Foundational Knowledge about First Nations, Métis and Inuit

All six of the TQS competencies will be addressed throughout the field experience.

Program Requirements

Completion of FE600, completion of all required course work, and the recommendation of course instructors.

Course Outcomes

- Consolidate the TQS competencies in practice
- Formulate dispositions to shape novice teacher identity
- Assess to determine instructional strategies in context

Expected Learning Outcomes

The Field Experience 700 seminar will build on pre-service teacher understanding of life in Alberta schools through collaboration, reflection, and shared praxis. **Shared praxis** is one of the three main guiding principles of the Ambrose University School of Education Bachelor of Education degree program providing both direction and focus for the seminar.

The FE700 seminars model a collegial community that fosters increased awareness and aptitude in the following: the assessment and evaluation of student learning; communication with parents; the use of educational technology; the development and articulation of a personal professional teaching philosophy; and the Teaching Quality Standard.

PSTs will be expected to engage as professionals, including contributing to discussions, sharing resources, asking thoughtful questions, and enhancing the overall understanding of the education profession with peers. It 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. **Please arrive prepared for seminar small group conversations by completing at least one reading/video/podcast from the reading choice list found for each week on Google Classroom.**

The FE700 seminar will further develop a pre-service teacher's knowledge, skill, and ability in the following areas:

- Projecting a professional image
- Managing time and resources
- Navigating and effectively using Alberta Education documents including Programs of Study and IPP templates
- Unit and lesson planning
- Classroom management and removing barriers to successful learning
- Assessment, evaluation, and communication of student achievement
- Teaching contexts
- Effectively meeting the needs of all learners
- Professional development trends in education
- Developing meaningful opportunity for inquiry
- Further defining and articulating a personal philosophy of education
- Entering the teaching profession in Alberta

Connecting Field Experience to Seminar

1. Field journal reflections
2. Small group discussions and community of practice
3. Peer feedforward/feedback with a cohort member as critical friend

Textbooks

There are no textbooks for the FE700 seminar, however, documents may be shared on Google Classroom or in class to support discussion and exploration.

Course Schedule

FE 700-B will be held Wednesdays from 13:30-15:30 on January 10, 17, 24, & 31, 2024 in RE 110. Final call back on Friday, March 1, 2024 (AM).

Please note the following programming dates:

February 19-23: Winter Reading Week Break

March 1st – FE 700-B Call Back (Friday Morning – one time only)

Week	Topic	Competency
5 Jan. 10	Difficult Conversations and Crucial Interactions: <ul style="list-style-type: none"> Use of the empathy model to facilitate these conversations and interactions with students, parents, administrators, colleagues. Maintaining your professional growth plan 	TQS #1
6 Jan. 17	Marketing for a Career in Education <ul style="list-style-type: none"> Resume/Cover Letter development, e-portfolio, social media presence Interview skills, Principal and Hiring Board perspectives. Mock triad interviews including interviewer, interviewee, and observer LUNA Centre presentation with Child & Family Services (Half of seminar) 	TQS: ALL
7 Jan. 24	What type of teacher will you be? <ul style="list-style-type: none"> Discussion of transitioning from good to great ATA presentation (half of seminar, date to be confirmed) 	TQS: ALL
8 Jan. 31	You've Just Been Hired, Now What? <ul style="list-style-type: none"> synthesize on-campus and in-school learning to date make connections as you prepare for your first teaching position 	TQS: ALL
TBA Mar. 1 (AM) Only	Final Call Back Day: <ul style="list-style-type: none"> Small group debrief of FE 700 with seminar instructor. <i>Details will be shared in FE 700-B Google Classroom</i> 	TQS: ALL

Seminar Requirements

The field experience seminar is based on reflection, shared praxis, collaboration, and conversations related to success in the field experience. Pre-service teachers are expected to come prepared to discuss the seminar session topic by based on their observations and learning during the prior week. To support the professional development of every member of the cohort, participation and respectful discourse are expected.

Attendance is mandatory for all seminar sessions to receive the final grade 'PASS' for FE 700 A & B. The successful completion of FE 700-B is a prerequisite for all Winter term courses and graduation.

Field Journal Reflections

Pre-service teachers are required to complete **three field journal reflections each week** for the duration of FE 700 A&B. Field journal reflections are to be shared with the partner teacher and university consultant at the completion of each week. Field journal reflections serve to inform the university consultant of PST's response to feedback during observation visits as well as other conversations related to field.

The field journal should focus on observations, thoughts, and reflections on observations as well as the effectiveness of lessons and learning activities presented during the week. Field journal entries are **not** narrative retellings of the day, but rather '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 student engagement.

Field journal entries must meet the following criteria:

- One page in length, focused
- Contain exploration of PST's emerging understanding of teaching and learning
- Reflections on observations, challenges, and experiences, not a critique of the classroom, partner teacher (PT) or school
- Provide evidence of striving to meet partner teacher feedback
- Three field journal entries are to be completed each week during FE700 and submitted to both the PT and university consultant (UC) **due via email to UC each Saturday by noon**

Your Ambrose University assigned UC may choose to make notes on field journal entries, may take up elements of the entries in discussion or observation visits or may ask you to follow through on a component at a later date.

PST will choose the method for completing the field experience journals (Word Doc, Google Doc) and will be consistent in sharing these with the PT and UC weekly. *Audio/Video recordings are not acceptable due to the time needed to review for our partners and they are not accessible for all users.* If choosing to use a Google Doc, PST will be responsible to send the document link each week by email to the PT and UC. There are multiple samples of field journal templates in the FE700 Moodle.

FE700 Lesson plans/task designs

All lesson plans must be completed according to the expectations outlined in various School of Education courses. As each field experience placement is unique, PSTs may find additional lesson-planning expectations in place with their partner teacher or partner school. **Lesson plans are required for each lesson opportunity the PST will teach.** *In all cases, PSTs are expected to complete all lesson plan and task design details, even if the partner teacher does not.* Lesson plan formats will be available in the Moodle or Google Classroom.

Lesson plans and task designs are to be shared prior to any observations by the PT or UC. Best practice is to share these with both the partner teacher and university consultant the evening prior to the observation. All learning tasks must address the outlined requirements and expectations of the partner teacher and partner school. This includes any assigned task that is selected to enhance a PST's understanding of program development and teacher responsibilities. **The provided lesson plan blueprint format is required for formal UC observations.** The template can be found in Moodle. The Ambrose University assigned UC may choose to make notes on lesson plans, may take up elements of the lesson plan in discussion or observation visits, or may ask the PST to follow through on an aspect of the lesson plan at a later date.

Portfolio

Throughout the field experience, pre-service teachers are asked to gather evidence of the six TQS competencies. These are shared with the partner teacher, seminar instructor and university consultant to provide evidence of PST development of the competencies. The portfolio highlights growth and progress in FE 700 and may be useful when completing the Living Portfolio at the completion of the Bachelor of Education program.

Your FE700 portfolio may include:

- a collection of files in a folder, a sampling of PST work and learning
- lessons, with reflections on the lesson noted on it (was the timing accurately planned, when were the students most engaged, how effective were transitions, did students demonstrate attainment of the objective, what worked, what needs to be changed, how could the lesson be more effectively differentiated, are there opportunities for more formative feedback, etc.)
- communication with students or parents from the placement school (newsletter, email home)
- examples of the ways the PST effectively fostered inclusive learning opportunities in the placement setting
- evidence of feedback provided to support student learning
- evidence of accessing and using resources to support planning, effective teaching and assessment
- describe how the PST engaged peers, partner teacher, university consultant, colleagues, and their mentor to support the development of a professional body of knowledge
- the development of a personal professional teaching philosophy
- examples of growth in assessing and evaluating student learning

Attendance

Attendance at each seminar session is mandatory. If a seminar session is missed, it is expected that PSTs contact the seminar instructor prior to class. The PST will be expected to complete an assigned task that is connected to the topic of the missed seminar session.

Regular attendance in the field-experience placement school is tracked by both the partner teacher and university consultant. There is a maximum of 2 sick days, with permission from the partner teacher in FE700. Absences that extend beyond the 2 days will require consultation with the partner teacher, university consultant, and Director of Field Experience to organize make-up dates during Reading Weeks.

It is the responsibility of the PST to communicate absences to the partner teacher, seminar instructor, university consultant, and Director of Field Experience in advance when possible. In an extenuating circumstance, the partner teacher, university consultant, and seminar instructor will consult with the Director of Field Experience to construct an action plan for the time missed.

FE700 A & B course grades will not be assessed until all components of field experience have been completed. FE 700 is a prerequisite for the final term courses. Special considerations will be made for students who are dealing intimately with COVID-19.

Preservice Teacher Wellness & Well-becoming Plan

PSTs will be asked to review the School of Education's Preservice Teacher Well-becoming plan document that will be posted in Google Classroom. Seminar Instructors will also encourage each PST to have a plan for their wellbeing and well-becoming as PSTs navigate the exciting and challenging work of this final practicum. PSTs can engage with this plan, their mentors, their seminar instructors, the Director of Field Experience, and Faculty for support. Please review and reflect on your personal strategies and supports as you engage in Field Experience. Ambrose University School of Education is committed to advancing student mental health and well-becoming. ***If you need support***, please visit <https://ambrose.edu/student-life/counselling> or call the Distress Centre 403-266-HELP (4357) which is available 24/7. Further resources are listed on the final page of the course syllabus.

Grade Summary

Field Experience 700 is a Pass/Fail course, no letter grades will be assigned. Success in the FE700 seminar will be based on the demonstration of professionalism, consistent attendance, engagement and participation, reflection, and collaboration.

The final FE700 assessment is completed by the partner teacher in consultation with the university consultant. It is the responsibility of the pre-service teacher to gather the documents, ensure all are accurate and complete and upload to Moodle. **A grade will not be assessed until all documents, with required signatures, have been uploaded to Moodle.** Included in the assessment is a pre-service teacher self-assessment, to be completed and shared with the partner teacher and university consultant prior to the end of FE700.

The seminar instructor will include a required comment, based on professionalism. Evidence of professionalism in FE700 seminar includes the following:

- Regular attendance to all classes
- Punctual to all classes
- Prepared for all classes
- Engagement in class discussions and activities
- Demonstration of respectful and inclusive discourse
- Demonstration of a professional manner at all times
- Contribution to shared cohort resources

*****It will be assumed you have read the Notification of Concern and Withdraw Policy and Documents. In the event of a Notification of Concern or a request to withdraw, please note the re-admission process and requirements, as well as conditions that may lead to a Notification of Concern. *****

All requests to drop or withdraw from the Education program classes must be submitted to the Associate Dean, School of Education, and the Office of the Registrar in writing.

Office Hours

I enjoy teaching and talking with you. If you need support or have questions, please connect with me before/after seminar or book virtual office hours so we can meet online.

Diversity Statement

It is my intent that students from all diverse backgrounds and perspectives be well served by FE 600 seminar, that students' learning needs be addressed both in and out of seminar, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your representation is important for our future classrooms, where your future students can see themselves reflected in their educators.

I am committed to creating physical and pedagogical spaces of diversity, inclusion, and equity for the dignity of all students. We will be respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of seminar for you personally or for other students or student groups. Please let me know how I can support.

We encourage diverse perspectives grounded in academic discourses and first-person stories that hold us all to high standards of communication and professional growth. In Field Experience, we are working toward an understanding of teachers and teaching, and learners and learning. We will develop our discipline of noticing. I hope to model a classroom culture that encourages new perspectives and questions notions of common sense by noticing the practices we take for granted.

We, as a collective, will encourage academic engagement and sharing of our personal experiences to respectfully contemplate authentic challenges we encounter when reflecting on teaching in diverse classrooms. Your voices and perspectives are welcome as we use our class time to practice professional discourses and communication about students, focusing on their strengths, and our individual and collective roles and responsibilities in education.

Accessibility Statement

Your success in Field Experience 700 is important to me. We will all need accommodations because we all learn differently. If there are aspects of seminar that prevent you from learning or that form barriers to your inclusion, please let me know as soon as possible. Together we'll develop strategies that can enable you to succeed in seminar. Preservice teachers must meet the reasonable expectations of the Teaching profession as adults entrusted to the care and supervision of children. You will be supported by the School of Education and Accessibility Services, but all practicum decisions from Principals and Partner Teachers will be independent of our work to support you.

A student who requires accommodations to level the playing field can contact Student Accessibility Services to determine if reasonable accommodations may be helpful. Provision of academic accommodation does not lower the academic standards of the University nor remove the need for evaluation and the need to meet essential learning outcomes. Accessibility Services can be accessed on their website <https://ambrose.edu/student-academic-success/accessibility> or email accessibility@ambrose.edu.

Syllabus Design Resources

Crawford, K. (2023, February) *Learning Theory & Application 700 Syllabus – Diversity Statement*

University of British Columbia (2023, Dec. 15) *Inclusive Syllabus Design*.

Yale Poorvu Center for Teaching and Learning. (2023, Dec. 15) *Diversity Statements*. <https://poorvucenter.yale.edu/DiversityStatements>

Yale Poorvu Center for Teaching and Learning. (2023, Dec. 15) *Accessibility Statements*. <https://poorvucenter.yale.edu/AccessibilityStatements>

Tufts Center for the Enhancement of Teaching and Learning. (2023, Dec. 15) *How do I create an inclusive syllabus* <https://provost.tufts.edu/celt/inclusive-and-equitable-teaching/how-do-i-create-an-inclusive-syllabus/>

Ambrose University Important Information:

150 Ambrose Circle SW, Calgary, AB T3H 0L5
T 403-410-2000 TF 800-461-1222
info@ambrose.edu
ambrose.edu

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.

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 Academic Calendar. 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.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

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.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>

Privacy

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.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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