



AMBROSE
UNIVERSITY

**Bachelor of Education (After
Degree) Partner Teacher
Resource for Field Experience
700 A & B**

Introduction to the Life of
Curriculum Design and Program
Development

2023-2024



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Introduction to Field Experience 700

Welcome to Ambrose University's Field Experience 700 (FE700). This is the final instructional practicum for Ambrose pre-service teachers. This 10-week placement begins with participation in the operational days and the first day with students September for four weeks and finishes after the winter break for six weeks.

Conceptual Framework

Pre-service teachers (PSTs) apply theories of planning, assessment and instructional practices to unit and lesson design. The merging of field experience and theory fosters the synthesis of curriculum design understanding and program development.

Preparing Educators

In this field experience, Ambrose University PSTs will investigate, make sense of and apply theory and observations to the following competencies:

- *establishing relationships with students;*
- *setting the tone of the classroom;*
- *sequencing learning;*
- *differentiating instruction and assessment to meet learners' required needs;*

- *building a professional learning network within a school community;*
- *reflecting on practice to foster a professional identity;*
- *developing a discipline of noticing to identify areas of professional and personal development.*

Focus on Relationships

At Ambrose University, we model and advocate for meaningful relationships between PSTs and their education partners in a variety of contexts. These partners include students, parents, teachers in the profession, professional mentors, cohort peers and community partners.

Focus on Inclusion

In accordance with Alberta Education, the Ambrose University pre-service teacher education program acknowledges and attends to differentiation and inclusion in a variety of learning environments. Calgary and area schools must meet the needs of a significant number (30%) of English Language Learners as well as students with exceptionalities while engaging meaningfully with Indigenous content. Ambrose University is committed to preparing pre-service teachers for the reality of diverse classrooms.



Focus on Excellence

Ambrose University has a high expectation for the professionalism of pre-service teachers. It is our responsibility to the teaching profession to expose pre-service teachers to a variety of learning models, initiatives, and learning communities, while connecting with meaning to Alberta's teaching framework. Ambrose University pre-service teachers are held to the same professional standard embraced by in-service teachers.

Timeline

Field Experience 700 (FE700) begins in August/September when staff and students return from summer break. These organizational days & four weeks are spent learning how to establish routines and relationships, the use of benchmark assessments in instructional design, and initial co-planning and teaching activities. The PST returns to the classroom every other Friday from October to mid-December and resumes teaching responsibilities in January for six weeks. The gradual shift of instructional responsibilities to the pre-service teacher culminates in a minimum of two weeks of full-time teaching responsibility.

Teaching Load

Unique to individual classrooms are the actual responsibilities of teaching. Understandably, the transition of teaching load to the pre-service teacher is dependent on instructional models, team-teaching assignments and the school schedule. The pre-service teacher must demonstrate the ability to manage a 100% core content instructional load for the final two weeks of the placement in order to pass Field Experience 700.

Planning

Pre-service teachers will come to FE700 with previous practicum experiences that range from traditional settings to inquiry-informed learning. Each pre-service teacher's experience with co-planning will be partially informed by that environment. These diverse and unique experiences may result in the need for guidance and explicit conversations about partner teacher expectations for planning. Pre-service teachers are expected to contemplate, consider, and notice multiple factors that are second nature to seasoned teachers. Ambrose University expects PSTs instructional-task design work to include more detail than an in-service teacher may include.

Assessment

Assessment continues to be an area of ambiguity for pre-service teachers in all programs. We encourage partner teachers to provide as much discussion, evaluation, creation, and reporting on assessment of PST development as is possible during the field experience. We reinforce formative assessment as a fundamental component to meeting learner needs. Formative assessment is also fundamental to planning, differentiation, communication and reflection on pre-service teacher practice and competency growth as well as student growth and development. Strategies for documenting assessment and feedback as well as tips for communicating student achievement to students and parents are also valuable for pre-service teachers during field experience.



When Concerns Arise

If a partner teacher doubts a pre-service teacher's ability to attain 100% instructional responsibility in accordance with Ambrose University standards, a *Notification of Concern* must be submitted to the university consultant and strategies to support development must be documented and shared with both the pre-service teacher and the university consultant. The university consultant should be invited into the conversations and accessed as a resource for further mentorship and support. *Communicating concerns should be done as early into the field experience as possible* to allow the pre-service teacher ample opportunity to engage in further competency development with their extended professional learning community. A pre-service teacher can be assessed a *Fail* if they fail to meet the required competency development.

See Appendix B for full policy and forms.

Purpose of Field Experience

The field-experience component of teacher preparation programs was developed to provide practical application of theory learned on campus. Pre-service teachers engage in practice prior to certification to develop competencies in complex learning environments as well as to develop a personal teacher identity. Partner teachers generally engage in pre-service teacher mentorship for one of two reasons:

1. To give back to the profession and pass on their own learning
2. For their own professional development

This professional development perspective has emerged as the role of partner teacher – from advisor, mentor, and evaluator – has shifted. The change in the partner teacher role has coincided with the changing role of teachers, from experts, who transfer information to students, to those who facilitate understanding and use information to foster creativity and innovation. University consultants have emerged as university-based mentors and sometimes evaluators helping to bridge the theoretical learning on campus with the practical application of strategies and competencies in the field placement.

Partner Teacher Role

Modelling the Practice of Teaching

The partner teacher and pre-service teacher relationship is founded on professional communication. Communication may be related to the expectations of each person's role, trust as well as a mutual understanding of expected outcomes. Teachers who host pre-service teachers are agreeing to model, guide and discuss the process of teaching learners. The challenge many partner teachers face is meeting the needs of the students in their classroom while balancing the need to foster competency development and pre-service teacher identity exploration and formation. Partner teachers who engage in pre-service teacher education for the purpose of personal professional development and pre-service teacher development are more likely to lead as a mentor, encouraging pre-service teachers to take risks, make mistakes and to engage in reflection. Those who see their role as a mentor working with an apprentice are more likely to expect pre-service teachers to recreate their teaching style and will focus feedback on the PSTs ability to do so.



Communicating expectations upfront and frequently, providing pointed feedback and constructive criticism while fostering opportunities for reflection and growth are important leadership qualities, regardless of mentorship style.

Providing Opportunity for Practice and Reflection

Pre-service teachers will need to practice competency development frequently and early in the field experience. There are many tasks a pre-service teacher can assume before they manage 100% of the teaching load in the winter segment of FE 700B. Small-group work, observation, assessment of student learning, reporting and communication are some activities pre-service teachers can participate in to prepare for teaching.

Small-group work allows pre-service teachers to:

- *get to know and develop a rapport with students*
- *explore how individual students learn and to practice communicating learning outcomes, strategies and providing feedback to students*
- *identify, hear, and see the range of student ability on a given task*
- *implement differentiated strategies*

Observation allows pre-service teachers to observe:

- *teacher and classroom routines*
- *sequencing of instruction/learning tasks*
- *how teachers regain student attention*
- *how teachers communicate expectations*
- *other classrooms and other teaching styles*

Assessment of student learning allows pre-service teachers to:

- *assess how students are able (or not able) to demonstrate their understanding of a targeted outcome*

- *communicate student learning to students*
- *summarize/record student learning for the purpose of reporting*
- *assess how student work enables deeper understanding of individual student needs*
- *assess how students demonstrate learning in a variety of ways*

Communication allows pre-service teachers to:

- *create newsletters or parent updates*
- *practice providing meaningful feedback*
- *explore the program of studies and illustrative examples and to communicate these to students, in reflections.*

85% of teachers identify their partner teacher as the most influential person in their teacher preparation experience.

Providing feedback

One of the most common requests we receive from pre-service teachers is for more detailed and situation-specific feedback from both the partner teacher and the university consultant. Included in this request is the hope for feedback on what the pre-service teachers is doing well. PST vulnerability is most visible when they engage in feedback or coaching sessions. Pre-service teachers want to know when they are losing time in class and how they might improve their transitions. PSTs look to their partner teacher to provide context and suggestions to help them work on specific competencies and to provide rationale on why suggested strategies make sense. Every teaching situation is new for the PST and requires framework and insight from the partner teacher. One of the most effective tools when providing feedback is to use short, recorded clips of the



situation to be reviewed together, collaboratively making observations, identifying why something worked and brainstorming alternative ideas or approaches.

Pre-service Teacher Role

Engaging in Learning

Pre-service teachers come into the profession with over 19,000 hours of experience in classrooms. This may require a lot of unlearning to make the journey to educator, equipped to teach in an Alberta classroom. The process of shedding pre-learned or pre-adopted biases, experiences and expectations happens both on campus and in field experience placements and may occur at different rates for different PSTs.



It is a pre-service teacher’s responsibility to be committed to *unlearning* and to *relearning* what they know about *teachers and teaching* and *learners and learning*.

Ambrose University has facilitated the development of a professional learning network through the following:

1. the B.Ed. cohort design
2. numerous school site visits and observations in Field Experience 500
3. a focus on differentiated needs in Field Experience 600
4. an invitation to engage with Ambrose University faculty and the ATA student local (ESA)
5. engagement of a professional mentor
6. the use of social media

Pre-service teachers are encouraged to be curious, resourceful and proactive about their professional growth. They are required to gather and share evidence of their competency development, put student learning first and engage in weekly reflection (a minimum of 3 reflections on lessons taught per week, shared weekly with UC and PT). The PST should foster the habit of compiling evidence of their development in a portfolio.

Understanding Expectations

All Ambrose pre-service teachers are members of the Education Student Association (ESA) and are therefore required to follow the ATA Code of Professional Conduct. We expect pre-service teachers to engage in a professional disposition.

These responsibilities include:

- *committing the time required to field experience placements*
- *developing familiarity with the relevant legal documents (Ministerial Order on Student Learning, Programs of Study, School Act)*
- *engaging in reflection and feedback sessions*
- *visiting other classrooms, speaking with specialists in the school (tech, learning support)*



- *maintaining consistent attendance in the field experience, both at the placement school and in seminar sessions*
- *completing required tasks including self-evaluation, reflection journals, case studies and other tasks assigned by the partner teacher*
- *teaching tasks including instruction, assessment, classroom management, supervision, co-planning*
- *documenting observations in a lesson blueprint template to facilitate planning*

University Consultant Role

Supporting the Process

University consultants (UC) play a vital role in supporting both the pre-service teacher and the partner teacher throughout the field experience. UCs bridge the theoretical learning occurring on campus with the application of that learning in the field. The university consultant provides context when beneficial and shares resources when appropriate. To effectively support both the partner teacher and pre-service teacher, the university consultant must develop an understanding of the field experience environment and develop relationships with both the pre-service teacher and partner teacher.

With the Partner Teacher

The university consultant will be in regular weekly communication with the partner teacher to remain informed about the pre-service teacher's competency growth. This communication ensures that any potential concerns are addressed early in the field experience and provides the pre-service teacher as much support as required. Partner teachers may approach the university consultant to suggest resources and strategies for supporting the

pre-service teachers or to request an observation visit and to contribute to the feedback.



With the Pre-service Teacher

Pre-service teachers often look to the university consultant to help them connect their experiences to their reflections and to the profession at large. Following observation visits, the university consultant is required to debrief with both the partner teacher and the pre-service teacher. The debrief session with the pre-service teacher is an opportunity to engage them in critical reflection, to foster in them a discipline of noticing and to highlight the application of sound teaching practices. An effective tool to help engage pre-service teachers in objective observation and reflection is to have them watch short videos of their teaching and then collaboratively identify successes and gaps in relation to student learning.

Ambrose University Expectations

To ensure our pre-service teachers are held to a consistently high standard, Ambrose University has expectations in place regarding specific tasks. These standards assist with the transition of PSTs to the final field experience. Because we are cognizant of preparing our pre-service teachers for the profession, not just their current placement,



we attempt to generalize skills for the competencies. While we recognize that teachers plan, document, and communicate in their own unique way, we feel it is necessary to ensure Ambrose University pre-service teachers develop broad frameworks to adapt in their own classroom.

Planning

Ambrose University pre-service teachers are provided with a planning blueprint that identifies many of the variables that influence planning. In FE700, pre-service teachers are asked to observe the partner teacher teaching a learning task from start to finish and to fill in the lesson blueprint. This highlights the complexity of planning and enables the pre-service teacher to identify the components of a complete lesson. PSTs are expected to explicitly document their instructional task design to demonstrate their ability to meet the TQS competencies. Far greater detail is required of PSTs than will be used in professional practice however, the benefit to PST growth is significant.

A completed blueprint for the lesson to be taught during a university consultant observation visit must be shared with both the partner teacher and the university consultant the day prior to the scheduled observation.

Reflections

Pre-service teachers are required to share their reflections on teaching and learning in their field journal at least three times per week. Field journal reflections are shared with both the university consultant and the partner teacher. The pre-service teacher are asked to contribute their reflections in writing for the ease of UC and partner teacher reference.

Reflections should be rooted in PST observations of student learning, PST experience of teaching, PST thinking on how lessons succeeded or fell short of expectations or in the development of PST teaching identity. While reflections can be a challenge for some pre-service teachers, they are a provincial Teaching Quality Standard (TQS) requirement and are expected as a component of a successful practicum. Three templates have been shared with pre-service teachers to guide the development of reflective thinking.

Inquiry

When speaking of inquiry, we describe it as *fostering curiosity in learning for students*. Ambrose University pre-service teachers will be fostering career-long learning for themselves and for their students, evidenced by an *inquiring mind*.

Navigating Conflict

In the rare placement where tension between the pre-service teacher and partner teacher arises, Ambrose University expects both parties to follow the ATA Code of Professional Conduct. A pre-service teacher may seek advice from their university consultant when initiating a conversation to articulate concerns.

In our experience, tension often arises due to the following causes:

- *misunderstanding regarding purpose and accountabilities*
- *difference in communication styles*
- *lack of confidence*
- *differing expectations*



Purpose and Accountabilities

Partner teachers tend to have two areas of accountability during a pre-service teacher preparation field experience:

- *meeting student needs*
- *facilitating growth in the pre-service teacher*

Pre-service teachers have three areas of focus during their field experience:

- *meeting learner needs through guided teaching opportunities*
- *developing their teacher identity*
- *pleasing their partner teacher*

These different areas of primary focus can create tension at various times during a field experience.

Communication styles

Different communication styles can present challenges and frustration for one or both parties. Recognizing a pre-service teacher's need for more or less dialogue, engaging with them in a way that builds trust, and open communication is important to fostering pre-service teacher confidence. Ambrose University encourages the same awareness in our pre-service teachers during conversations regarding professionalism and shared praxis.

Confidence

Ambrose University pre-service teachers come to the program with a range of life experiences and work with children and with this, come different

levels of confidence. Pre-service teachers who lack confidence in their knowledge or ability to manage the complexities of teaching may require more structure, scaffolding and feedback. These supports decrease as confidence is built and as pre-service teachers begin to reflect on and identify their ability to meet learner needs. Others come to the field experience placement with significant experience, confidence, and independence. These pre-service teachers tend to appreciate the opportunity to practice what they know. They may be as prepared as they feel they are, while others may require feedback to highlight the importance on developing an accurate sense of self. Sometimes a lack of confidence presents itself as a lack of initiative or a tendency to defer to the partner teacher. Understanding a pre-service teacher's level of confidence can be valuable when providing feedback and suggestions for growth.

Expectations

Skewed expectations of the purpose or the requirements of either the partner teacher or pre-service teacher can create tension in the partnership. Pre-service teachers should also be cognizant that partner teachers consider teacher candidates as potential peers in the profession. If there is a discrepancy in expectations, revisiting the partner teacher and pre-service teacher responsibilities, as well as the descriptors for each competency, may be helpful. Inviting the university consultant into the dialogue can also provide support and clarity, if needed.



What does successful competency development look like for FE700?

Builds **positive and productive relationships** with the learning community including students, parents/guardians and peers that demonstrate integrity, genuine empathy and caring for individuals that support student success in learning
Seeks **opportunity to collaborate** with others

Engages in **ongoing professional learning through critical reflection**, seeking feedback from colleagues, and critically reviewing and applying educational research to improve teaching and learning

Demonstrates the **purposeful development of a professional body of knowledge** through the application of various sound theories of curriculum, learning and assessment and the application of effective planning and instructional practices

Actively practices establishing, promoting, and sustaining **equal and inclusive learning environments** using appropriate strategies that support student needs and promote positive, diverse and engaging learning environments

Pursues the **development and application of foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students** including understanding of the historical, social, economic and political implications of treaties and agreements along with using the programs of study to support learning experiences for all students

Adheres to legal frameworks authorized under the *School Act* and other relevant legislation to guide professional conduct expected of caring, knowledgeable, and reasonable candidates for the teaching profession

What I learned about teaching in FE700:

“I learned that I need to build a community to help me with the needs in a classroom”

“I learned that team planning will help me see the bigger picture, and will help me understand where students can be, which is most intimidating to me”

“I want to give back to other teachers because of the people who poured into me when I didn't know anything”

“I feel like I have left with more informed questions. I thought I would learn to plan and manage a class, but now I know that I came to learn about students, strategies, and resources.”

“I learned teaching is what I want to do. I thought it was because I liked kids, but now I know it is so I can help kids realize their strengths”

“I learned I will have to be conscious of keeping the joy. It seems easy to get jaded and discouraged and I don't want to be that teacher.”



Weekly Guidelines

FE700 Partner Teacher Weekly Guidelines

** The activities listed below are a suggested guideline. Each school community is unique and will provide experiences beyond this list. Partner teacher discretion when sharing responsibilities with the pre-service teacher is supported. Pre-service teachers are required to demonstrate they are able to manage 100% teaching responsibilities during the final 2 weeks of practicum.*

Week 1 - Preservice teacher is teaching up to 20%

Guiding Questions for Pre-service Teacher Contemplation

How are relationships with students established and fostered within the learning environment?

How does classroom design facilitate the learning in the environment?

How do the community and structure outside the classroom facilitate a teacher's tasks in the classroom?

Partner Teacher Tasks

- ___ Identify expectations for pre-service teacher's responsibilities in the first few weeks of field experience
- ___ Identify and share foundational documents, resources, apps, schedules, etc.
- ___ Share internal communication platforms the pre-service teacher should access to stay informed and facilitate independence (i.e. staff or grade team newsletters, gradebook)
- ___ Provide opportunity for the pre-service teacher to become oriented with the school and staff by making time for class visits and independent observation
- ___ Provide time for relationship-building through small-group work, working with individual students and observation of routines and strategies for setting tone and expectations
- ___ Consider opportunities for the pre-service teacher to take the lead on communication with the parents, organize/fill out field trip forms, organize assemblies, etc. over the course of the field experience
- ___ Communicate with UC to set visits and expectations

Week 2 - Preservice teacher is teaching up to 30%

Guiding Questions for Pre-service Teacher Contemplation

How are student skills pre-assessed at the beginning of the year?

What information from previous years is valuable for the current teacher?

How do teachers plan for a full year? What variables are static and which are fluid?

Partner Teacher Tasks

- ___ Record the pre-service teacher teaching various components of a lesson for their own review and identification of growth over the course of the field experience



- ___ Identify and explore issues and complexities of teaching as opportunities arise
- ___ Communicate and explore the implications and needs of any students with exceptionalities in the classroom, examine the IPP/IEP, adaptive technologies, modifications, differentiation
- ___ Share your process for developing a year plan, sequencing units of study, and selecting formative and summative assessments
- ___ Review and provide written feedback to PST on instructional task design
- ___ Provide guidance and feedback on classroom-management techniques, encourage exploration of a variety of tools to provide opportunity for discussion and reflection
- ___ Provide PST time to observe, reflect, gather resources and research, plan, and evaluate in your classroom as well as in other classrooms
- ___ Discuss timeline for increased responsibility for ongoing units and upcoming units

Week 3 - Preservice teacher is teaching up to 40%

Guiding Questions for Pre-service Teacher Contemplation

- What strategies are effective for you when setting the tone and leading learning tasks?**
- How do you gauge student engagement, interest and understanding?**
- How are tasks scaffolded to meet students' needs?**
- How often and how are direct instruction and inquiry used to move learning along?**
- What does timely feedback mean to you and how are you using it with your students?**

Partner Teacher Tasks

Continue to:

- ___ introduce and explore issues and complexities of teaching as opportunities arise, referring to the TQS Competencies for guidance
- ___ provide support, guidance and feedback in instructional-task design (both orally and written)
- ___ provide feedback and support with classroom management and assessment
- ___ provide PST time to observe, collaborate, reflect, gather resources and research, plan, and evaluate; encourage consideration of school philosophy and board philosophy
- ___ facilitate time for the PST to learn about and practice using technologies they are expected to use, as well as technologies or assistive technologies they want to explore (Smart Boards, iPad apps approved for use, FM systems, magnifiers, manipulatives, document readers, Power School, etc.).



Week 4 - *Preservice teacher is teaching up to 50%*

Guiding Questions for Pre-service Teacher Contemplation

How are instructional strategies aligned with the desired task to ensure students are progressing?

How are students assessed for learning and growth?

How is data collected to identify gaps in learning?

How does the instruction change for students who have gaps in learning, or are not achieving target outcomes?

Partner Teacher Tasks

- ___ Record the pre-service teacher teaching various components of a lesson for their own review
- ___ Continue to provide guidance and insight into instructional strategies, assessment tools and task design
- ___ Provide consecutive teaching opportunities to allow pre-service teacher to practice transitions, lead a lesson to completion and build on assessment
- ___ Review the Competencies for the midpoint assessment, request clarification if any is required
- ___ Complete midpoint assessment together with your pre-service teacher; share with UC (set clear expectations for areas of growth and responsibilities for the final 6 weeks of field experience in January/February)

The midpoint assessment is a fillable document that can be found here:

<https://ambrose.edu/education-practicum>

Interim Field Experience days (October, November, December)

The pre-service teachers are expected to return to the classroom (as a volunteer) for a full school day at minimum every other week in October, November and December. *Please note their Winter Break begins December 13th.* While they are in the classroom, they should be monitoring student progress, supporting student learning, and unpacking the program of studies so they can design meaningful units of study. In preparation for their return in January, they should be identifying strategies to differentiate, assess and support learner outcomes. During the bi-weekly visits they are not to be planning or teaching lessons as this is the volunteer portion of their placement.

Week 5 - *Preservice teacher is teaching up to 60%*

Guiding Questions for Pre-service Teacher Contemplation

How are expectations and routines re-established when students return to the classroom after an extended break?

How is content introduced at the beginning of the unit? What instructional strategies are you using to provide context and background?



How are you considering the pacing of content as you gather pre-assessment data?

How will you organize students for learning?

How will you facilitate collaboration? How will you account for the learning needs of introverts when designing collaborative assignments?

Partner Teacher Tasks

- ___ Record the pre-service teacher teaching various components of a lesson for their own review
- ___ Allow the pre-service teacher to establish themselves as the lead teacher in the curriculum area they are teaching upon return
- ___ Discuss your preference for classroom setup – do you want it to remain how you have it organized, or do you want your pre-service teacher to explore spatial design for learning as well?
- ___ Identify how you want your pre-service teacher to document and share their assessments
- ___ Review your goals set prior to the midpoint and support the implementation of new insights and ideas
- ___ Discuss any questions or concerns that may have come up over the midpoint break, discuss the PST's goals for the remaining weeks of the field experience
- ___ Continue to encourage pre-service teacher visits to other classrooms with the intent of seeing other practices, routines, students and accommodations

Week 6 - Preservice teacher is teaching up to 70%

Guiding Questions for Pre-service Teacher Contemplation

How are you communicating learning targets to your students? Are you doing this effectively?

How accurately are you assessing the effectiveness of your instruction? Are you making changes when needed?

What are you learning about your students that you can use in your instructional design?

What management tools are you exploring with success?

Are there opportunities to integrate assistive technology (not necessarily high tech) in an authentic way to support learners?

Partner Teacher Tasks

- ___ Communicate complex student needs and strategies to plan for student success
- ___ Encourage and provide PST opportunity to engage in school-wide activities and groups
- ___ Continue to provide feedback and insight into instructional strategies and student learning
- ___ Provide suggestions for documentation of assessment
- ___ Share various outside agencies teachers can engage to support teachers, students and their families
- ___ Communicate with UC, identifying any concerns that would be a barrier to a successful field experience



Week 7 - *Preservice teacher is teaching up to 80%*

Guiding Questions for Pre-service Teacher Contemplation

How does a student's home life impact their learning?

How are you monitoring and managing your mental, emotional and physical health as you take on the responsibilities of the teacher?

Have you been able to maintain a positive inner dialogue about your development, environment, students, support system? If not, what can you change about your perspective?

What strategies have you found most effective in supporting student learning?

What questions about meeting learning needs still linger?

Partner Teacher Tasks

___ Record/video the pre-service teacher teaching various components of a lesson for their own review

___ Continue to provide feedback and insight into instructional practices

___ Provide suggestions for managing time and resources as the pre-service teacher prepares to take on the full teaching responsibilities

___ Model how to write statements of learning for the Communication of Student Learning/Report Card specific to your district

Week 8 - *Preservice teacher is teaching up to 90%*

Guiding Questions for Pre-service Teacher Contemplation

How are you reviewing student progress to determine readiness for summative assessment?

Are you able to report on the learning of all students in relation to the target outcomes?

How are learning gaps identified and addressed at various checkpoints in a unit?

What components of a task design are you finding necessary for a successful learning experience?

How does assessment inform practice on a daily, hourly and immediate basis?

Partner Teacher Tasks

___ Review the pre-service teacher's unit plan to identify potential adjustments needed to ensure students will achieve the targeted outcomes successfully

___ Continue to provide feedback and insight into instructional practices

___ Help pre-service teacher determine appropriate assessment for individual needs, including how to communicate student achievement

___ Model how to write statements of learning for the Communication of Student Learning/Report Card specific to your school division.



Week 9 - Preservice teacher is teaching 100%

Guiding Questions for Pre-service Teacher Contemplation

What have you learned about the teaching profession that you didn't anticipate?

What competency was your most challenging one to address?

Contemplate when you are most comfortable in the classroom - what about that aspect of teaching resonates with you?

How do you determine acceptable evidence of learning in an inclusive classroom?

Partner Teacher Tasks

___ Record the pre-service teacher teaching various components of a lesson for their own review

___ Respond to any questions the pre-service teacher has about students, the effectiveness of their instructional practice, and their assessment tools

___ Anticipate periods of being overwhelmed on the part of the pre-service teacher. On top of being a novice and being hyper-aware of every decision they are making, the ongoing observations of the pre-service teacher can create anxiety

___ Be supportive, encouraging and provide feedback that is rooted in student engagement and growth

Week 10 - Preservice teacher is teaching 100%

Guiding Questions for Pre-service Teacher Contemplation

How do you take up professionalism in the classroom, school community and on campus after your experience in a field placement?

How are the learning tasks sequenced to deepen student understanding of a larger unit/mid-range plan?

What support resources would teachers benefit from accessing in inclusive classrooms?

Based on your previous 6 weeks, how would you define your role in a learning community?

Partner Teacher Task

___ Prepare the final evaluation

___ Review and discuss the final evaluation with UC and PST

The final evaluation is a fillable document that can be found here:

<https://ambrose.edu/education-practicum>



Appendix A
Competency Checklists

Learning Task/Lesson Plan Blueprint checklist	Evidence
<p>Identifies Program of Studies outcome</p> <p>Identifies skills and attitudes focus of the learning task</p> <p>Describes targeted evidence of student learning</p> <p>Learning practice/activity effectively supports the outcome and skills/attitudes identified</p> <p>Describes assessment (formative and summative)</p> <p>Defines what success will look like for all students</p> <p>Identifies 3 components of UDL</p> <p>Sequences learning in an appropriate order for learning</p> <p>Identifies individual learner needs, including IPP goals where applicable and Assistive Technologies if required</p> <p>Describes strategies for inclusion and differentiation, including strategies to address barriers and provide extension of learning</p> <p>Evidence of a plan to collect evidence of learning of and for learning</p> <p>Identifies student organization for each portion of the lesson and articulates how these arrangements are ideal for the instructional strategy and learning outcome (either on the lesson plan or in their reflections)</p>	

Instruction checklist	Evidence
<p>Lesson delivery</p> <ul style="list-style-type: none">• Is prepared to teach the class prior to class time• Begins class by welcoming students with warmth and enthusiasm• Signals important information and instructions to students when necessary• Connects content to previous learning and/or real-world examples• Recognizes and responds to student engagement throughout the lesson• Communicates outcomes and assessment clearly, follows up for understanding• Frequently checks for student understanding throughout the lesson	



- Incorporates differentiated strategies for student success
- Provides closure to the lesson

Student engagement

- Begins class by piquing student interest (engaging hook, wonder, story, etc.)
- Manages student attention during learning-task introduction
- Communicates clear expectations of student behavior
- Guides students through a smooth transition
- Engages multiple perspectives and points of view in discussions
- Is attentive to student confidence and processing style
- Addresses barriers to learning as they arise (disruptive students, hands up, disorganization)

Reflection checklist	Evidence
<p>I have identified a specific situation to explore, OR I have identified an "I wonder... ", or "I used to think. . . now I know..."</p> <p>I have asked a meaningful question about the situation</p> <p>The content of my reflection demonstrates critical thinking about a topic related to developing understanding of practice (ex. teaching, learners, program design, assessment, community-building, policies, etc.)</p> <p>I am practicing professional language and communication in my reflection</p> <p>I have related my reflection to my own professional development or understanding</p> <p>I am able to consider student and teacher experiences in my reflections</p> <p>I demonstrate a flexibility in perspectives and desire to consider viewpoints different than my own through my reflections</p> <p>I revisit my previous reflections or experiences and build on them to demonstrate growth and development as a result of my field experience</p>	



Appendix B

Policy for Notification of Concern

Notification of Concern

Pre-service Teacher _____
School Placement _____
Partner Teacher _____
University Consultant _____
Date of Notification _____

Please check one: _____ FE600 _____ FE700

Pre-service Teacher:

This notification is to inform you that there is a potential for the assignment of a Failing Grade for this Field Experience. Please ensure that you have reviewed this notification, and any other feedback documents that you have received with your partner teacher and university consultant. It is advisable that you set up a follow up meeting with your partner teacher and university consultant to present specific goals and strategies to address concerns that have been raised.

Partner Teacher:

Identify the specific area(s) of concern in point form:

Provide examples, with specific details, of the areas of concern:

Detail the feedback provided up until this time (verbal and written):

List specific required improvements and timeline, providing specific examples and evidences that will be assessed:

Date for Progress Review: _____

Pre-service Teacher initials receipt of notification: _____

Partner Teacher signature: _____

University Consultant Signature: _____

Director of Field Experience Signature: _____

*All parties receive a copy of the Notification of Concern,
Director of Field Experience will provide copy to the Ambrose University School of Education program.*



Termination of Field Experience policy (failure or withdrawal)

Conditions of placement and completion of the 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 Teachers' Association, pre-service teachers in field-experience placements will be responsible for the physical safety, psychological health and educational well-being of students in schools. The policy outlined below makes explicit the conditions and procedures for approval for a Field Experience placement and intervention or termination of field experience by the partner teacher, the school administration, the university consultant, the Director of Field Experience or the pre-service teacher.

Enrollment in a Field Experience placement

A pre-service teacher is eligible to participate in a Field Experience if the following conditions have been met:

1. All course work has been completed to the satisfaction of the course instructors and faculty.
2. Faculty expectation of the professionalism component of each course has been met.
3. Re-enrollment in a practicum that has been previously attempted will be approved if the Professional Growth Plan has been completed to the satisfaction of a review committee, the pre-service teacher has met with the Director of Field Experience to set and discuss specific goals and strategies and is within 1 year of the termination of the previous Field Experience.
4. An appropriate placement can be made.

Intervention or Termination of Field Experience

1. Pre-service teacher termination of Field Experience

If the pre-service teacher requests termination of the Field Experience prior to week 3 of the FE600 placement, and prior to week 6 in the FE700 placement, the Director of Field Experience will review the conditions and accept the application for termination of the Field Experience.

2. Partner Teacher, School Administration or University Consultant intervention or termination



Form of Partner Teacher, School Administration or University Consultant Intervention or Termination

- I. : Denial of placement - all course work and assignments must be completed to the instructor's satisfaction prior to the commencement of the field experience. The professionalism component of all campus coursework must meet the expectation of the Bachelor of Education program as outlined in the syllabus of each course. If either condition is not met, the Director of Field Experience will not confirm a Field Experience placement.
- II. : Recommended withdrawal – if concerns arise prior to the midpoint of the Field Experience, the partner teacher, school administration or university consultant may recommend a withdrawal from the field experience. This may be based on the professional opinion that the pre-service teacher is not prepared to assume the responsibilities expected for this field experience or the pre-service teacher would benefit from further development before assuming responsibilities of the classroom. All concerns must be communicated and evidence of suggested strategies must be provided to both the pre-service teacher and the university consultant. The pre-service teacher will be provided the opportunity to withdraw from the field experience by the end of week 2 for FE600 and week 5 for FE700 without being assigned a Fail for Field Experience.
- III. : Termination of field experience - if at any point the partner teacher, the school administration, or the university consultant communicate significant concerns about the safety of the children, the professionalism or the preparedness of the pre-service teacher and there is a violation of the conduct required as per the Ambrose University Student Handbook, documentation and communication to the pre-service teacher and the Director of Field Experience is required and the placement may be terminated.
- IV. : Extension of field experience - if both the partner teacher and the university consultant feel that an extension would facilitate the achievement of the competencies and a suitable length of time has been agreed upon, the pre-service teacher may extend the Field Experience by a specific and agreed upon amount of time.

Grounds for Intervention or Termination

- I. : Medical or health-related termination - if a medical or health condition has developed that will inhibit the expected timeline of the field experience, the partner teacher, university consultant and Director of Field Experience will attempt to support the adjustment of the timeline to facilitate successful completion of the field experience within a timeframe that is suitable to the partner teacher's work conditions. A significant medical or health-related issue may result in the need to terminate the placement and have the pre-service teacher complete it at later date. This may impact the expectation of graduation with the cohort. Each case will be considered on an individual basis.
- II. : Public interest - this may include, but is not limited to, protection from unprofessional, unsafe or incompetent practice, including expectations listed in the School Act and the Code of Professional



Conduct and expectations of pre-service teacher progress as communicated by the Competencies of the Ambrose University Bachelor of Education program.

- III. Lack of professional conduct - as members of the Alberta Teachers' Association, pre-service teachers are held accountable to ensure the safety and the learning of students in the classroom and to maintain professional relationships with peers, administrators, parents, students and members of the general public. If, at any time, the professional conduct of the pre-service teacher is of concern, the guidelines set forth by the Alberta Teachers' Association will be used to guide action.

Consequences of withdrawal, intervention or termination

Consequences of a withdrawal, intervention or termination of a Field Experience placement may include, but are not limited to:

1. Meetings with the partner teacher, university consultant and Director of Field Experience to define goals, strategies and supports to facilitate successful completion of the field experience.
2. Recommended course work or professional development in areas such as stress management, language proficiency, interpersonal relations,
3. Recommended further exposure to classroom environments in a non-instructional situation, such as an observer or volunteering.
4. Recommendation to complete a Professional Growth Plan, designed with the input of the partner teacher and university consultant, followed by a re-enrollment in the Field Experience, to be completed within one year of the previous Field Experience.
5. Prohibitions against continuation in the Bachelor of Education program at Ambrose University.

Conditions for remediation or re-enrollment

1. Medical or health concerns that resulted in a withdrawal from a previous FE700 within the past year have been addressed and the pre-service teacher is able to commit to a 10-week placement.
2. The Professional Growth Plan developed to support professional and personal development has been completed, assessed and found to meet the required targets by a review committee.
3. The appropriate information regarding the conditions of the field experience has been communicated to the partner teacher and university consultant, in accordance with the profession accountability upheld by Ambrose University. Information that will aid the advisory and evaluative roles of each participant will be shared, *without communicating personal or situation-specific details regarding the previous pre-service teacher field experience.*



4. Agreement to amendments in the Field Experience, such as, but not limited to, increased observation by the university consultant, explicit goal-setting with support from university consultant and partner teacher and ongoing professional development in specific areas of preparation, may be required.

5. Pre-service teachers who have withdrawn from or failed a Field Experience may be allowed to re-enroll in a field experience once, if all requirements are met. This re-enrollment must take place within one year of the termination of the previous Field Experience of the same level (for example, a student withdrawing or failing a Field Experience 700 January 20th, has until the following January 20th to meet the criteria, and begin their final FE700).

Situations in which remediation or re-enrollment are not possible

1. The safety of the students has been compromised, clearly documented and communicated to the Director of Field Experience.
2. Concerns with the professional conduct of the pre-service teacher that are in violation of the Code of Professional Conduct or the expectations of the students enrolled in the Bachelor of Education program at Ambrose University.
3. A suitable placement cannot be found.

Impact on Transcript

Withdrawal: Withdrawal from the Field Experience prior to the Withdrawal deadline will be assessed a **Withdrawal**.

Fail: Recommendation for failure at any point in the practicum placement will be communicated as a **Fail** on the transcript.



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