

Course ID:	Course Title:	Fall 2021/Winter 2022
FE 700 A - 1 FE 700 B - 1	FE 700 A & B- A Synthesis of Field Experience	Prerequisite: FE 600 Credits: non-credit

Class Information		Instructor Information		Important Fall Dates	
<b>Delivery:</b>	Blended/Online	<b>Instructor:</b>	Crystal Pelletier, B.Ed., M.Ed.	<b>First Day of Classes:</b>	September 8, 2021
<b>Days:</b>	Wednesdays	<b>Email:</b>	crystal.pelletier@ambrose.edu crystal.pelletier@education.ambrose.edu	<b>Last Day to Add/Drop:</b>	September 19, 2021
<b>Time:</b>	1:30-3:30	<b>Phone:</b>	403-410-2000, ext. 6924 Cell: 587-206-0914	<b>Last Day to Withdraw:</b>	November 22, 2021
<b>Room:</b>	Online (September) RE 110 (Winter)	<b>Office:</b>	RE 127	<b>Last Day to Apply for Extension:</b>	November 23, 2021
<b>Zoom:</b>	Meeting ID: 940 2379 7771 Passcode: 230803	<b>Office Hours:</b>	Before/After class or by appointment calendly.com/crystal-pelletier	<b>Last Day of Classes:</b>	December 13, 2021

### 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/academic-calendar>.

### 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.

### 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 seminar will 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.

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 discussion
3. Peer feedback with a cohort member

## Textbooks

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

## Course Schedule

Wednesdays from 13:30-15:30 *online* for September 8, 15, 22, & 29, 2021. Zoom link will be posted in your Moodle.

Wednesdays from 13:30-15:30 in RE 112 for January 5, 12, 19, 26, and February 2, 2022. **No seminar on February 9 & 16, you will remain at your placement these days.** Final call back on Friday, March 4, 2022 (AM).

**Please note the following programming dates:**

October 6: Deeper Life Conference

October 11: Thanksgiving

November 8-13: Fall Reading Week Break

Week	Topic	Competency
1 online	<b>Overview of FE700 Seminar</b> <ul style="list-style-type: none"> <li>Introduction and overview of the FE documents</li> <li>Expectation/requirement of lesson plans THE NIGHT BEFORE</li> <li>Intentional reference to the ATA Code of Conduct</li> <li>Intentional reflection model review- include the reflection topics and templates document for reference</li> <li>Overview of the program competencies from awareness to consolidation</li> </ul>	TQS: ALL
2 online	<b>Fostering Effective Relationships</b> How does one build relationships with others including: students who may be less likeable; with a partner teacher who has a different communication style; with a parent who may not understand life at school? <i>Covid Informed Thinking: How do we build relationships in the pandemic/post-pandemic environment? How do you navigate being a learner in the practicum while showing up ready to manage this new teaching and learning opportunity?</i>	TQS #1,3,6
3 online	<b>Applying Foundational Knowledge of First Nations, Metis and Inuit Peoples:</b> Synthesizing understanding of Indigenous Foundational Knowledge, current pedagogical practices and curriculum. What evidences do you notice in your school and classroom placement?	TQS #5
4 online	<b>Classroom Management</b> What does classroom management mean and what might it look like in the classroom? <i>How does classroom management look in an online/hybrid learning setting?</i> How do we shift classroom management in a trauma-informed learning environment?	TQS #1
5 RE 110	<b>Difficult Conversations and Crucial Interactions:</b> Use of the empathy model to facilitate these conversations and interactions with students, parents, administrators, colleagues. This seminar references Seminar #4	TQS #1
6 RE 110	<b>Marketing for a Career in Education, Part A:</b> Resume/Cover Letter development, e-portfolio, social media presence	
7 RE 110	<b>Marketing for a Career in Education, Part B:</b> Interview skills, Principal and Hiring Board perspectives. Mock triad interviews including interviewer, interviewee, and observer	
8 RE 110	<b>What type of teacher will you be?</b> Inspirational video with Dr. Lorraine Monroe Discussion of good to great	TQS: ALL

9 RE 110	<b>You've Just Been Hired, Now What?</b> This is an opportunity to synthesize on-campus and in-school learning to date and make connections as you prepare for your first teaching position.	
TBA	<b>Final Call Back Day:</b> Small group debrief of FE 700 with seminar instructor. Details will be shared in Moodle.	TQS: ALL

**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 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.*

Field Journal Reflections

Pre-service teachers are required to complete three field journal reflections each week for the duration of FE700. 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 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
- Three field journal entries are to be completed each week during FE700 and submitted to both the PT and university consultant (UC)

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 accepted due to the time needed to review for our partners and they are not accessible for all users.

There are multiple samples of field journal templates in the FE700 document folder shared by the Director of Field Experience at orientation. These are also linked on 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 plans and task designs are to be shared prior to any observation. 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 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 FE700 and may be useful when completing the Living Portfolio at the completion of the Bachelor of Education program.

Suggestions for completing the FE700 portfolio:

- The portfolio may be a collection of files in a folder, a sampling of PST work and learning
- The portfolio may include 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.)
- The portfolio may contain communication with students or parents from the placement school (newsletter, email home)
- The portfolio may include examples of the ways the PST effectively fostered inclusive learning opportunities in the placement setting
- The portfolio may include evidence of feedback provided to support student learning
- The portfolio may include evidence of accessing and using resources to support planning, effective teaching and assessment
- The portfolio may 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 portfolio may include the development of a personal professional teaching philosophy.
- The portfolio may include 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 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. Considerations will be made for students who are dealing intimately with COVID-19.

## 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 of request to withdraw. Please note the readmission process and requirements, as well as conditions that may lead to a Notification of Concern.**

## **Ambrose University Important Information:**

### **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](mailto: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](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://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/crisissupport](https://ambrose.edu/crisissupport) 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](https://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.