



Bachelor of Education  
(After Degree)  
Partner Teacher Resource  
for  
Field Experience 600 – Winter 2024  
*Teachers and Teaching,  
Learners and Learning*

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## Introduction to Field Experience 600

Welcome to Ambrose University's Field Experience 600 (FE600). This is the first instructional practicum for Ambrose pre-service teachers. The FE600 placement begins the first Monday in January and runs for 5 consecutive weeks.

### Conceptual Framework

Field Experience 600 (FE600) introduces pre-service teachers (PSTs) to *Teachers and Teaching, Learners and Learning*. Through instructional practices, this field experience guides pre-service teachers through the complexity of meeting learner-needs in diverse classrooms.

### **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.

### Timeline

Field Experience 600 (FE600) begins when staff and students return from winter break in January. This 5-week practicum is spent gradually shifting 50% of instructional responsibilities to the pre-service teacher *with a focus on CO-PLANNING and CO-TEACHING for weeks one to four.*

### 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 50% core content instructional load for the final week of the placement to pass Field Experience 600.

### Planning

Ambrose University believes it is important for pre-service teachers to understand the complexities of task introduction, practice and review, classroom management and engaging with students, prior to being accountable for designing learning tasks on their own. However, to understand the relevance of a lesson sequence and the purpose of the content, the pre-service teacher should be engaged in the co-planning of any lesson they teach. *Pre-service teachers who are meeting the required competencies of FE 600 are invited to engage in task design, with feedback, but should not be evaluated on independently designed lessons.*

### 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 50% instructional responsibility in accordance with Ambrose University standards, a *Notification of Concern* must be submitted to the University Consultant and Director of Field Experience. 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 D 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 sometime 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 50% of the teaching load. 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.

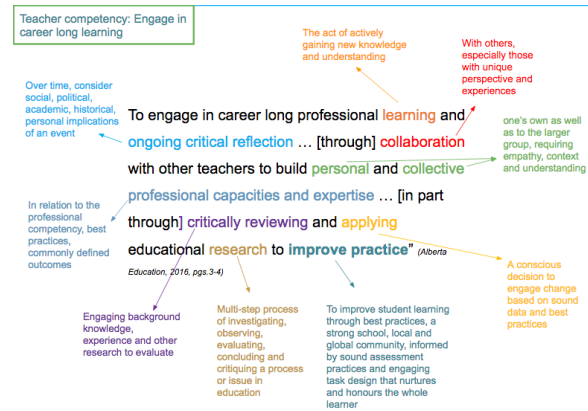
### Providing feedback

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 teacher 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 become an 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 FE500
3. an invitation to engage with Ambrose University faculty and the ATA student local (ESA)
4. engagement of a professional mentor
5. 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 (3 reflections on lessons taught per week, shared weekly with UC and PT by Sundays at noon). 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). We require our students to follow the *Code of Professional Conduct* and the Ambrose School of Education Academic Policies. 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, the 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 (UC) 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 which identifies many of the variables that influence planning. In FE600, pre-service teachers are asked to observe the partner teacher teaching a learning task from start to finish and to fill in the blueprint. This highlights the complexity of planning and enables the pre-service teacher to identify the components of a complete lesson.

A completed blueprint (collaboratively developed with the partner teacher) for the lesson to be taught during a university consultant observation visit must be shared with both the partner teacher and the university consultant.

### 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 can contribute their reflections preferably in writing. On campus we encourage reflection through the use video, audio, or other accessible technology, but acknowledge this is not time efficient for Partner Teachers. 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. Several 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 *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 and 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.

### Expectations

Skewed expectations of the purpose or the requirements of either the partner teacher or pre-service teacher can create tension in the partnership. Partner teachers should keep in mind that Field Experience 600 *is an introduction to teaching and is often a pre-service teacher's first experience with the complexities of the teaching profession.* 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 FE600?

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



## FE 600 Partnership Weekly Guidelines

The following guidelines are just that, guidelines. This list may be used to guide the tasks and responsibilities the pre-service teacher integrates into their practice each week.

### *Prior to Week One*

\_\_\_ The University Consultant (UC) and Partner Teacher (PT) will set a time to discuss the field experience 600 (FE600) evaluation and FE600 procedures. A review of the roles and responsibilities of each partner including the philosophy of the Ambrose University School of Education Program will be undertaken prior to the commencement of FE600. At this time, the UC and the PT will exchange contact information for weekly communication purposes.

\_\_\_ Pre-service teachers (PST) and PTs are required to meet to discuss topics to be covered during the field experience including parking, sign-in procedures, copying policy and copying codes, login information and accessibility, school philosophy and routine and important school dates and activities.

\_\_\_ The PST will prepare a letter of introduction to the PT and the school administration, introducing their academic background and professional goals for FE600.

### *Week One*

### *Partner Teacher*

\_\_\_ Introduce the pre-service teacher to other staff, supply resources, pertinent codes and routines, class schedule and school schedule for the 5-weeks of FE600.

\_\_\_ Facilitate opportunities for the PST to engage with students to build relationships

\_\_\_ Identify routine expectations regarding classroom management, school policies, arrival and departure times, staff meetings, supervision, staffroom expectations, co-curricular opportunities

\_\_\_ Identify classroom expectations, lesson plan formats to explore, unit objectives, format for parent communication, assessment/feedback format and provide access to recommended resources

\_\_\_ Create a schedule for daily conversations to address observations, questions, situations of note and feedback; plan a format for written reflections and review these frequently with the PST

\_\_\_ Create an environment to PST foster success- discuss communication styles, content of feedback and preferred communication tools

\_\_\_ Provide opportunities for PST to instruct and explore the roles of an in-service teacher

\_\_\_ Arrange opportunities for PST to observe in classrooms at a variety of grade levels

**Communicate with UC to set visits and expectations**

### *Pre-service Teacher*

#### *Guiding Questions*

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

**How does classroom design contribute to the learning environment?**

**How does the community and structure outside the classroom facilitate teacher tasks in the classroom?**

\_\_\_ Plan for your own success - understand the schedule of the school and your partner teacher, look at the long-term calendar and mark important dates, familiarize yourself with the tools in the classroom – Smartboard, tablets, Google Classroom, FM system, Read, Write & Gold, apps, Handwriting Without Tears, Daily5, Mathletics etc.

\_\_\_ Begin field journal reflections based on observations and experiences in the classroom to communicate your development and insights as a beginning educator. Keep the six TQS competencies in mind. Field journal reflections are shared weekly with your PT and UC by Sundays at noon.

\_\_\_ Review the Programs of Study for your FE600 grade level along with the units to be addressed, review PT's plan book, begin to maintain your own planning tool for sharing with PT and UC

\_\_\_ Assist in individual and small-group activities

\_\_\_ Create opportunities to interact with students both in the classroom and in the school at large

- \_\_\_ Co-plan and team-teach a few lessons mid-week
- \_\_\_ Teach at least one co-planned lesson independently by the end of week one
- \_\_\_ Familiarize yourself with initiatives that support the school culture – Leader in Me, Bucket Fillers, Seven Habits, etc.
- \_\_\_ Initiate communication with administrators and learning coaches, IT personnel, librarians and other professionals who are resources for teaching success
- \_\_\_ Observe and reflect on how inquiry is fostered in the learning environment to ensure students are enthusiastic about learning
- \_\_\_ Communicate your reflections in your Field Journal and share with your UC and PT
- \_\_\_ Engage with your UC to establish a relationship and share your observations to build their understanding of your FE600 environment

#### Communicate Field Journal reflections with UC

Goal for pre-service teacher portion of responsibilities (co-planning, co-assessment, and co-instruction): **at the discretion of the PT and PST (up to 10%)**

#### Week Two

#### Partner Teacher

- \_\_\_ Continue to expose the PST to the complexities and intricacies of teaching including inclusion, differentiation, Alberta Education initiatives and school-based initiatives, highlighting specific instances where they exist in the classroom and planning
- \_\_\_ Facilitate opportunities for the PST to observe in other classrooms at a variety of grade levels with the intent to observe instructional techniques, assessment and classroom management strategies
- \_\_\_ Provide opportunity for the PST to work with students who have exceptionalities, describing how to plan for and accommodate learners in relation to the program of studies, outcomes and assessment
- \_\_\_ Provide opportunity for small-group instruction and assessment of learning
- \_\_\_ Provide opportunity for the PST to instruct lessons that have been co-planned in detail, including objectives, Program of Studies outcomes, competencies, assessment, classroom management strategies and closure
- \_\_\_ Provide daily feedback, both written and oral, rooted in the six TQS competencies found at the end of this document, connecting theory to the goals of the lesson

#### Pre-service Teacher

##### Guiding Questions

**How are student strengths fostered and encouraged during various tasks?**

**How are students supported to grow in their areas of need through various tasks?**

**How is student diversity recognized and embraced in the classroom culture? within the school culture?**

**How is the tone set and the expectations communicated through various stages of a task?**

**How are learning tasks sequenced to support student learning and practice?**

- \_\_\_ Continue to assume more of the PT's responsibilities (including but not limited to small-group work, introduction of a topic, collaborative planning, assessment, managing forms, supervision)
- \_\_\_ Fill in lesson blueprints to familiarize yourself with the intricacies of what goes into designing a learning task, including: objectives, Programs of Study-related outcomes, instructional design, assessment, learner considerations, organization of students for optimal learning, resources, sequence of learning activities, reflection
- \_\_\_ Observe and note assessment strategies being used to assess students during a variety of activities
- \_\_\_ Observe and note how the environment is designed to be inclusive to all students
- \_\_\_ Observe and note how students are organized for various learning scenarios (instructional decisions to meet learner needs) and how the learning is met through the lessons
- \_\_\_ Explore and implement a variety of classroom-management techniques, reflecting on their success and purpose in relation to your own emerging teaching style
- \_\_\_ Continue to seek out opportunities to support student learning by engaging with students in a variety of environments throughout the school
- \_\_\_ Seek to understand learning exceptionalities present in the classroom, clearly documenting both in your lesson plans and field journals including how you are differentiating your lessons, assessment or accessibility to meet student needs

- \_\_\_ Continue to co-plan, teach and reflect on lessons
  - \_\_\_ Demonstrate responsiveness to PT/UC feedback and suggestions
  - \_\_\_ Continue to build your professional learning network by observing in other classrooms (music, gym, other classroom, library/learning commons), engaging with staff/classes on Twitter, organizing a guest speaker, etc.
  - \_\_\_ Review the six TQS competencies to ensure you are practicing the skills within each one and reflecting on your growing understanding of how the competencies contribute to the development of effective teaching and learning. Refer to the TQS outline at the end of this document
  - \_\_\_ Communicate your Field Journal reflections with your UC and PT
- Meet with UC, communicate any concerns as they arise**
- Goal for pre-service teacher portion of responsibilities: **20% co-planning, co-assessment, and co-instruction**

### Week Three

### Partner Teacher

- \_\_\_ Continue to expose the PST to the complexities and intricacies of teaching including inclusion, differentiation, and authentic assessment
  - \_\_\_ Collaboratively model comprehensive lesson plans that make visible the required components of a lesson plan for the PST, providing guidance and suggestions where needed
  - \_\_\_ Continue to provide feedback and opportunity for PST self-reflection
  - \_\_\_ Facilitate opportunities for the PST to observe in other classrooms at various grade levels with the intent to observe instructional techniques, assessment and classroom-management strategies
  - \_\_\_ Provide opportunity for the PST to work with students who have exceptionalities, describing how to plan for and accommodate learners in relation to the program of studies, outcomes and assessment
  - \_\_\_ Provide opportunity for small-group instruction and assessment of learning when PST is not instructing
  - \_\_\_ Provide access to student IPPs and model the incorporation of student goals into objectives, assessment and communication of learning
  - \_\_\_ Provide daily feedback, both written and oral, rooted in the six TQS competencies
- Communicate with UC, discuss concerns if any arise

### Pre-service Teacher

#### Guiding Questions

**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 you incorporating IPP goals and strengths or scaffolded tasks into your practice?**

**How and how often are direct instruction and/or inquiry used to move learning along?**

- \_\_\_ Continue to develop comprehensive lesson plans, either collaboratively or independently
- \_\_\_ Continue to reflect on feedback and document your growth and understanding of how teachers meet the diverse needs of learners in the classroom
- \_\_\_ Implement various assessment tools, providing students meaningful feedback using appropriate terminology and including any school-specific required components
- \_\_\_ Incorporate student specific IPP goals into lesson plans and learning activities/assessment
- \_\_\_ Explore assessment of student learning and communication of the learning using a variety of tools and resources (rubrics, checklists, interviews, verbal conversations, written, drawings, exit slips, thumbs up/sideways/down, traditional tests, etc.)
- \_\_\_ Continue to lead learning activities, reflecting on your ability to meet the needs of the learners and the Alberta Education Programs of Study outcomes
- \_\_\_ Continue to collaborate with peers and other professionals to increase your understanding of teachers and teaching, learners and learning
- \_\_\_ Reflect orally and in writing the strategies you are using (individually or with the class as a whole) to foster inquiry for students
- \_\_\_ Review the six TQS competencies to ensure you are practicing the skills within each one and reflecting on your growing understanding of how the competencies contribute to the development of effective teaching and learning.

- \_\_\_ Communicate your Field Journal reflections with your UC and PT
- \_\_\_ Collaborate with your partner teacher in creating the midpoint assessment and formulate strategies to meet goals for the final 2-weeks
- \_\_\_ Share a copy of the midpoint assessment document with your UC
- \_\_\_ Bring a copy of the midpoint assessment to the FE600 seminar for reference in discussion activities

Goal for pre-service teacher portion of responsibilities: **30% mix of co-planning and independent planning, co-assessment, and independent instruction**

### **Midpoint Assessment**

The midpoint assessment is completed during week three, in conversation with the pre-service teacher, to ensure that the PST has time to implement the strategies, meet expectations and achieve the goals as outlined in the final two weeks of the FE600 practicum placement.

The midpoint assessment is a collaborative review of PST progress and required growth created by the partner teacher and the pre-service teacher. It summarizes areas of strength demonstrated by the pre-service teacher and builds on these for goal setting and strategy development areas for next steps. Completion of the midpoint assessment ensures the pre-service teacher has the opportunity to address those next steps and meet the requirements of the final evaluation in week five.

***NOTE: Any concerns arising during completion of the midpoint assessment must be communicated to the university consultant. If there are concerns that the PST may not successfully complete FE 600, please contact the Director of Field Experience. The partner teacher may also request a copy of the midpoint assessment be forwarded to the Director of Field Experience for additional review, feedback, and support.***

### **Week Four**

### **Partner Teacher**

- \_\_\_ Continue to introduce the PST to the various roles teachers play in educating students
  - \_\_\_ Increase independent instruction experiences for the PST and engage in post-instruction feedback
  - \_\_\_ Encourage exploration of a variety of instructional techniques and classroom-management strategies which feel authentic for the PST; discuss the purpose and success of the strategies used
  - \_\_\_ Support pre-service teacher understanding of exceptional learners through use of assistive technologies and planning for accessibility
  - \_\_\_ Demonstrate the connectedness of lesson plans within a unit plan, including the sequencing of lessons, assessment for future planning and how to use the Programs of Study to guide overall learning outcomes
  - \_\_\_ Ensure PST has been provided opportunities to practice and demonstrate development in the six TQS competencies
- Meet with UC, communicate any concerns as they arise

### **Pre-service Teacher**

#### **Guiding Questions**

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

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

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

- \_\_\_ Continue to assume increased responsibilities for the routines, learning and assessment of students
- \_\_\_ Continue to explore and implement a variety of techniques to meet the needs of exceptional learners
- \_\_\_ Continue to explore positive and constructive classroom-management techniques to remove barriers to student success
- \_\_\_ Develop awareness of when flexibility and sound decision-making has been required along with the steps taken to foster flexibility in expectations, activities, outcomes, etc.
- \_\_\_ Continue ongoing reflections, focusing on meeting learner needs
- \_\_\_ Continue to reflect on the six TQS competencies and your own development in each
- \_\_\_ Share your Field Journal reflections with your PT and UC

**Required Pre-service teacher portion of responsibilities: 40-50% mix of co-planning and independent planning, assessment, and independent instruction**

## Week Five

### Partner Teacher

- \_\_\_ Ensure PST has been provided opportunities to demonstrate each of the six TQS competencies
  - \_\_\_ Continue to provide feedback on lesson flow, instructional techniques, expectations of student behavior, assessment tools, etc.
  - \_\_\_ Provide guidance and feedback on classroom-management techniques, encourage exploration of a variety of tools to provide opportunity for discussion and reflection
  - \_\_\_ Help PST define areas of strength and provide suggested resources for ongoing professional development in accordance with the PST professional growth plan
  - \_\_\_ Discuss final evaluation of PST development with UC to ensure evaluation of competencies reflect the PST's achievement
  - \_\_\_ Gather and complete required documentation to hand off to the PST (PT final evaluation narrative, PST self-evaluation narrative). The PST is required to upload all final summative evaluation documentation to the FE600 seminar Moodle Shell.
  - \_\_\_ Participate in a three-way conference with UC and PST to complete and sign the final evaluation, give original copies to PST for submission to Ambrose University School of Education
- Communicate with UC evaluation of the six TQS competencies and the FE600 Final Evaluation (Pass/Fail)

### Pre-service Teacher

#### Guiding Questions

- What strategies have you found most effective in supporting student learning?
- What questions about meeting learning needs still linger?
- What components of a learning blueprint are necessary for a successful learning-task design?
- How does assessment inform practice on a daily, hourly and immediate basis?
- What have you learned about the teaching profession that you didn't anticipate?
- What competency was your most challenging to address?
- How do you take up professionalism in the classroom, school community and on campus after your experience in your FE600 practicum placement?

- \_\_\_ Continue to develop competency in the areas of instruction, assessment of student learning, meeting learner needs and implementing activities to foster student inquiry
- \_\_\_ Demonstrate responsiveness to PT/UC feedback and suggestions
- \_\_\_ Ensure that you have returned all assessment materials to the PT and any student achievement data gathered during the FE600 practicum placement
- \_\_\_ Share your developing plan book with the UC during final visit (including lesson plans that have been independently and collaboratively planned, assessment tools, feedback to students, post-lesson reflections, responsiveness to feedback, etc.)
- \_\_\_ Ensure all final evaluation documents are completed, signed and ready for you to upload to the FE600 seminar Moodle Shell

**Required** Pre-service teacher portion of responsibilities: **50% mix of co-planning and independent planning, assessment, and independent instruction**

#### Final Evaluation

- \_\_\_ All documents in for the final evaluation must be completed at the end of week five
- \_\_\_ Ensure all members have added their signature to the final evaluation
- \_\_\_ The PST must include the self-evaluation in the final documentation
- \_\_\_ **All documents are submitted to the FE600 Seminar Moodle Shell/Google Classroom by the PST**
- \_\_\_ **The PST will want to keep a copy of all FE600 final evaluation documentation for future teaching position applications**

*Pre-service Teacher*

*Guiding Questions to consider in preparation for Callback*

- What strategies have you found most effective in supporting student learning?
- What questions about meeting learning needs still linger?
- What components of a learning blueprint are necessary for a successful learning-task design?
- How does assessment inform practice on a daily, hourly and immediate basis?
- What have you learned about the teaching profession that you didn't anticipate?
- What competency was your most challenging to address?
- How do you take up professionalism in the classroom, school community and on campus after your experience in your FE600 practicum placement?

**Appendix A: Competency Checklist and TQS**

*Evidences may include some or all of the following:*

<p><b>Fosters effective relationships</b> through communication, classroom management and classroom climate.</p> <p>Oral and written language      Listening skills      Tone and rapport      Leadership Voice and language      Low key responses      Transitions and routines      Conflict resolution Teaching/learning technologies      Engagement</p>
<p><b>Engages in career-long learning</b> through reflection and self-evaluation.</p> <p>Assess own teaching with an eye to improve      Engage in questioning      Seek, accept, and implement feedback Guide actions with a vision of the purpose of the teacher, adjust actions with new learning</p>
<p><b>Demonstrates a professional body of knowledge</b> through preparation, planning and use of a variety of assessment strategies.</p> <p>Time management      Organization      Lesson plans for individual lessons      Adapting assessment tools Learning strategies to accommodate diverse learning needs      Balanced use of formative and summative assessments</p>
<p><b>Establishes inclusive learning environments</b> through teaching skills and strategies.</p> <p>Alignment of strategies to learner needs      Varied resources to support differentiation      Flexibility Student interest      Differentiation of instruction Adjust pacing to meet learner needs</p>
<p><b>Adheres to legal frameworks and policies</b> through professional qualities and attributes.</p> <p>Work ethic and initiative      Appearance      Attitude, energy and commitment Interpersonal skills, collegiality and teamwork</p>

**For consideration by the end of FE 600** \*required in FE 700

<p><b>Applies foundational knowledge about First Nations, Métis and Inuit</b> through authentic and appropriate learning activities.</p> <p>Cultural sensitivity      Relevant learning resources      Understanding contextual variables Curriculum and content knowledge</p>
--

# Alberta Education Teaching Quality Standard

*The following are examples of what may be considered evidence of the competencies.*

*The TQS should be considered an aspirational document, guiding the ongoing professional growth and development of pre-service and in-service teachers.*

## 1. Fostering Effective Relationships

**A pre-service teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning. Possible evidences include but are not limited to:**

acting consistently with fairness, respect and integrity; demonstrating empathy and a genuine caring for others; providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;  
inviting First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;  
collaborating with community-service professionals, including mental health, social services, justice, health and law enforcement;  
honouring cultural diversity and promoting intercultural understanding.

## 2. Engaging in Career-Long Learning

**A pre-service teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning. Possible evidences include but are not limited to:**

collaborating with other teachers to build personal and collective professional capacities and expertise;  
actively seeking out feedback to enhance teaching practice; building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;  
seeking, critically reviewing and applying educational research to improve practice;  
enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values;  
maintaining an awareness of emerging technologies to enhance knowledge and inform practice.

## 3. Demonstrating a Professional Body of Knowledge

**A pre-service teacher develops a current and comprehensive repertoire of effective co-planning, instructional, and assessment practices to meet the learning needs of every student. Possible evidences include but are not limited to:**

co-planning and designing learning activities that communicate high expectations of students, are varied, engaging and relevant to student learning, and consider student variables;  
practicing a variety of instructional strategies to engage students in meaningful learning activities;  
applying assessment and evaluation practices that honor unique strengths and abilities.

## 4. Establishing Inclusive Learning Environments

**A pre-service teacher can identify and implement inclusive practices. Possible evidences include but are not limited to:**

fostering equality and respect regarding age, ethnicity, culture, religious belief, gender, gender identity, gender expression, physical ability, cognitive ability, family status and sexual orientation;  
practicing appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;  
communicating a philosophy of education affirming that every student can learn and be successful;  
developing an awareness of and facilitating responses to the emotional and mental-health needs of students; beginning to recognize specific learning needs of individuals or small groups of students;  
identifying classroom-management strategies that promote positive, engaging learning environments;  
incorporating students' personal and cultural strengths into teaching and learning;  
providing opportunities for student leadership.

## 5. Applying Foundational Knowledge about First Nations, Métis and Inuit

**A pre-service teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.**

**Possible evidences include but are not limited to:**

supporting student achievement by engaging in collaborative, whole-school approaches to capacity building in First Nations, Métis and Inuit education;  
using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit;  
supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit; and understanding the historical, social, economic, and political implications of: 1) treaties and agreements with First Nations; 2) legislation and agreements negotiated with Métis; and 3) residential schools and their legacy.

## 6. Adhering to Legal Frameworks and Policies

**A pre-service teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system. Possible evidences include but are not limited to maintaining an awareness of, and responding in accordance**

with, requirements authorized under the *School Act* and other relevant legislation;  
engaging in practices consistent with policies and procedures established by the school authority;  
recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.

## Appendix B: Competency Checklists

evidence	<b>Learning Task/Lesson Plan Blueprint checklist</b>
_____	Identifies Program of Studies outcome
_____	Identifies skills and attitudes focus of the learning task
_____	Describes targeted evidence of student learning
_____	Learning practice/activity effectively supports the outcome and skills/attitudes identified
_____	Describes assessment (formative and summative)
_____	Defines what success will look like for all students
_____	Identifies 3 components of UDL
_____	Sequences learning in an appropriate order for learning
_____	Identifies individual learner needs, including IPP goals where applicable and Assistive Technologies if required
_____	Describes strategies for inclusion and differentiation, including strategies to address barriers and provide extension of learning
_____	Evidence of a plan to collect evidence of learning of and for learning
_____	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)
_____	

evidence	<b>Instruction checklist</b>
_____	<b>Lesson delivery</b>
_____	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
_____	<b>Student engagement</b>
_____	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)

evidence	Reflection checklist
_____	I have identified a specific situation to explore, OR I have identified an “I wonder...”, or “I used to think. . . now I know...”
_____	I have asked a meaningful question about the situation
_____	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.)
_____	I am practicing professional language and communication in my reflection
_____	I have related my reflection to my own professional development or understanding
_____	I am able to consider student and teacher experiences in my reflections
_____	I demonstrate a flexibility in perspectives and desire to consider viewpoints different than my own through my reflections
_____	I revisit my previous reflections or experiences and build on them to demonstrate growth and development as a result of my field experience

### Appendix C: Reflection Prompts

Reflections are to be done **3 times per week** and shared with **the partner teacher and university consultant** **by Saturdays at noon** (using a Word doc or Google docs). The reflections should explore your learning and experience – be mindful you are not narrating your day but reflecting on your competency development. These reflections can also provide evidence of the ways you are meeting the Teaching Quality Standards.

#### Relating to students

*What are some effective relationship building strategies you are observing or engaging in?*

*What attributes make some students harder to connect with for you? What can you do to mitigate the challenge?*

*What do you notice about appropriate communication with the age group you are working with? What observations are helping you meet this?*

*What are the various ways students communicate their needs to teachers? How can you be cognizant of looking for, listening to and responding to these various ways your students guide teaching practice?*

*How might you communicate high expectations with appropriate support to the students in your field experience environment?*

*What strategies or tools have you picked up from FE500 observations that might be valuable as you begin teaching and managing students and learning?*

## **Removing barriers**

*What are some management strategies you are trying? Are they working?*

*How do you know students are responding to your leadership?*

*Are you effectively supporting the development of student social and emotional skills as conflicts arise?*

*How are you taking up technology for student learning? What is your opinion on technology in the classroom?*

*How does this align with best practices for the age group you are teaching?*

*What questions are you asking or contemplating about barriers to student learning or student needs?*

*What strategies appear to be most effective in removing barriers to student success?*

*Are these strategies universal throughout the school? Among students?*

## **Student Engagement**

*How do the students in the classroom drive planning on a daily basis (i.e. Are there students who are impactful on planning activities, assessment, student organization)? How do individual students impact a teacher's ability to plan long term?*

*How are you connecting outcomes to real world examples – i.e. Do you feel confident in your ability to help students make connections? What steps do you need to take to increase your ability or comfort level if your is low?*

*How does student grouping or organization change as learning tasks change? How does this impact the teacher's engagement with individuals or groups of students?*

*How does student organization (carpet, desk work, collaborative groups, independent work, etc.) change in response to learning task?*

*How are students engaging with resources or materials to support learning or skill development?*

*How do students receive or seek feedback on their work?*

*Do different activities result in longer periods of student engagement/restlessness?*

*How does classroom organization in your field experience differ from your experience/expectations?*

*What does the lesson progression and classroom design communicate about the classroom and/or school beliefs/pedagogy about student learning? How might this be applicable or integrated into other school you visited in FE500?*

## **Applying theories of learning**

*How are different learning theories/teaching methods used to meet diverse student needs for various learning outcomes? How do you observe student learning while teaching?*

*How does student feedback occur and how does it support ongoing skill development for students? What habits or strategies are important for you to develop to engage in ongoing monitoring and feedback?*

*How does closure solidify student learning and inform your next steps in teaching outcomes?*

*How are you individualizing feedback for particular students? How are you managing feedback and communication with students that require more time, practice or guidance?*

*What are you learning about learning through assessment?*

## **Self-reflection and professionalism**

*How is collaboration helping you develop your professional understanding?*

*How are you contributing to the classroom culture and what actions are making an impact?*

*What aspects of the School Act and the Ministerial Order are top of mind for you as you practice being a professional?*

*Where are you showing initiative versus being asked to do tasks? If you are waiting to be asked, what drives your hesitation?*

*How can you develop this competency development?*

*How might your disposition be impacting your relationship with your peers or partner teacher?*

*Are you managing your time well or do you need strategies to help you with time and resource management?*

*Are you able to recognize your strengths and gaps in a way that is consistent with the feedback from your partner teacher and university consultant?*

*Are you aware when the learning task is not resonating with the students and able to make changes?*

*Do you feel comfortable with the content you are teaching? Explore your response and your mindset?*

*What steps do you plan to continue to take for professional development in the areas you feel are your most significant gaps at this time?*

*What aspect of the field experience is most rewarding for you and what about it makes it so?*

*What aspect of the field experience has been the most challenging for you and what made it so?*

*What are you learning/questioning/doubting/celebrating about teaching and learning in Alberta Education classrooms that surprised you?*

*What do you think are the greatest challenges facing teachers/parents/students in our schools today? What impact does your response have on how you engage in teaching and professional development over the next few months? Year and a half?*

What do you know that you do not know at this stage?  
What do you know that you do know at this stage?  
Has anything about your experience or the profession surprised you? Explore your response.

**Appendix D: 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 three of the FE600 placement, and prior to week six in the FE 00 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**

1. 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 two for FE600 and week five 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 School of Education Pre-service Teacher 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 six TQS 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.