

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2023</b>
<b>FE 500-1</b>	<b>FE 500 – Introduction to the Life of Schools</b>	<b>Prerequisite: none</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Class	<b>Instructor:</b>	Crystal Pelletier, B.Ed., M.Ed.	<b>First Day of Classes:</b>	September 6
<b>Days:</b>	Friday	<b>Email:</b>	crystal.pelletier@ambrose.edu crystal.pelletier@education.ambrose.edu	<b>Last Day of Classes:</b>	N/A*
<b>Time:</b>	8:30-11:00	<b>Phone:</b>	403-407-9487 Cell 587-206-0914	<b>Last day to add/drop, or change to audit:</b>	N/A*
<b>Room:</b>	RE 110	<b>Office:</b>	RE 127	<b>Last day to withdraw from course:</b>	N/A*
		<b>Office Hours:</b>	Before or after seminars <i>or</i> by appointment calendly.com/crystal-pelletier	*All requests to drop or withdraw from the Education program classes must be submitted to the Associate Dean, School of Education, and the Office of the Registrar in writing.	

### 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 500 Seminar is a non-credit 20-hour class scheduled in semester one of a student's first year in the B.Ed. program. The seminar is intended for students to deepen and broaden their understanding of the lives of students, teachers, and principals in Alberta public school classrooms and schools. The course consists of a weekly seminar and weekly visits to schools in Calgary and the surrounding area. Students will have the opportunity to observe students, teachers, and school personnel in a variety of settings and record their observations, questions, and reflections in a field journal. The school visits, along with assigned readings will form the foundation for the weekly seminars in which students will engage in guided discussions with their peers about their emerging understandings of the life of students, teachers, and other school personnel. Emphasis will be placed on understanding the role of school culture in shaping the experiences of the various members of the learning communities.

Ambrose University School of Education partners with ten+ school sites for the 500-level field experience. Pre-service teachers will be organized in cohorts of five (or less) and provided a schedule of school visits for the entire fall semester. Cohort groups are mixed membership from all cohort sections and may be loosely structured around the geographical location of the preservice teacher's (PST) residence. As the partner schools are in a variety of school districts, located in Calgary and area, the PSTs may choose to carpool for Wednesday school visits with appropriate social distancing and wearing masks. FE500 seminar instructors will visit the school sites on Wednesdays to gain their own insights into the school context while meeting with PST cohort groups for informal discussion.

### Teacher Quality Standards Addressed

An introduction and overview of all six of the Teaching Quality Standards will occur during throughout the fall semester.

**Program Requirements:** Not applicable for this seminar course

## Course Outcomes

- Observe and examine a variety of school contexts
- Identify the TQS competencies in practice
- Discern pre-service teacher identity
- Identify instructional strategies in a variety of school contexts

## Professionalism

The Bachelor of Education after degree program is the beginning of the pre-service teacher (PST) professional career as an educator. For this reason, the Ambrose University School of Education reflects the expectations and standards of the teaching profession. This is the hallmark of a professional degree. After completion of the degree and hiring, teachers are held accountable to the Alberta Teaching Quality Standard which addresses professional behaviour in multiple ways (life-long learning, fostering effective relationships, adhering to policy...etc.) and the Alberta Teachers' Association Code of Professional Conduct. *Preservice teacher professionalism in FE500 seminar and field experience school site visits will be referenced throughout the fall term.*

## Textbooks

### Required Texts

Wood, C. (2017). *Yardsticks: Child and adolescent development Ages 4-14*. Center for Responsive Schools, Inc.  
Maxwell, B., et al. (2022) *Professional Ethics and Law in Education, A Canadian Guidebook*. Canadian Scholars.

### Recommended Readings

- Barth, R. S. (2001). *Learning by heart*. San Francisco, CA: Jossey-Bass
- Brookhart, S. M. (2010). *How to assess higher order thinking skills in your classroom*. Alexandria, VA: ASCD.
- Curwin, R.L., Mendler, A. N. & Mendler, B. D. (2008). *Discipline with dignity*. Alexandria, VA: ASCD.
- Davies, A. (2000). *Making classroom assessment work*. Courtenay, British Columbia: Classroom Connections Publishing.
- Dufour, R. & Eaker, R. (1998). *Professional learning communities at work*. Bloomington, Indiana: ASCD
- Jackson, R. R. (2009) *Never work harder than your students*. Alexandria, VA: ASCD.
- Jernberg, A. M. (1979). *Theraplay*. San Francisco, California: Jossey-Bass.
- Marzano, R. (2007). *The art and science of teaching*. Alexandria, VA: ASCD.
- Marzano, R. (2003). *What works in schools: translating research into action*. Alexandria, VA: ASCD
- Popham, W. J. (2008). *Transformative assessment*. Alexandria, VA: ASCD
- Tomlinson, C. A. & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: ASCD
- Vygotsky, L. S. (1998). *Thought and language*. Cambridge, Massachusetts: MIT Press.
- Vygotsky, L. S. (1978) *Mind in society*. Cambridge, Massachusetts: Harvard University Press.

## Seminar Format

Please arrive prepared for seminar group conversations by completing at least one reading/video/podcast from the reading choice list found for each week on Moodle. In seminar, we will have the following:

- Small group conversations (connections to reading choice list, weekly courses, and school visit reflections)
- Seminar topic & activities
- Resource sharing/School culture presentations
- Exit Slips

## Course Schedule

<p>Session 1: <b>Overview of Field Experience 500 and Field Journal Reflections</b></p>	<ul style="list-style-type: none"> <li>• Overview of the seminar (important dates for FE500, expectations of both seminar and school site visits, conditions for success in both the seminar and in schools during FE500)</li> <li>• Overview of the program competencies</li> <li>• Ethics, professionalism, and your professional image</li> <li>• Review and discuss the Teaching Quality Standard found <a href="http://bit.ly/3viSxQD">bit.ly/3viSxQD</a></li> <li>• Complete Modules 1, 2, &amp; 3 on Mentorship</li> </ul>
<p>Session 2: <b>Inner lives of teachers</b></p>	<ul style="list-style-type: none"> <li>• Who are you? What are your beliefs and values? How will they play out in a classroom?</li> <li>• What are your “non-negotiables”? What are the factors that affect teacher attrition?</li> </ul>
<p>Session 3: <b>Spiritual perspectives on education</b></p>	<ul style="list-style-type: none"> <li>• Ethic of service within public schools.</li> <li>• What assumptions are already being challenged?</li> <li>• How do your emerging impressions affirm or disaffirm theories, beliefs and concepts regarding classrooms and schools?</li> </ul>
<p>Session 4: <b>Introduction and Overview of the Teaching Quality Standard</b></p>	<ul style="list-style-type: none"> <li>• The primary focus of this session will be on TQS competency 5, an introduction to Indigenous Foundational Knowledge</li> </ul>
<p>Session 5: <b>Indigenous Foundational Knowledge</b> <b>Viewing part of <i>Making of an Elder</i></b></p>	<ul style="list-style-type: none"> <li>• We will view part of <i>The Making of an Elder</i> film. Links will be shared to complete this on your own.</li> <li>• What does it mean to gain understanding of Indigenous Foundational Knowledge?</li> </ul>
<p>Session 6: <b>Professionalism</b></p>	<ul style="list-style-type: none"> <li>• The knowledge, skills, and practices that teachers must have to be effective educators</li> <li>• How do the professionalism expectations of the Teaching Quality Standards legal frameworks affect your life as a teacher?</li> </ul>
<p>Session 7: <b>School Culture- buying in</b></p>	<ul style="list-style-type: none"> <li>• What is “school culture”? How do you understand the various roles within the school? What does it mean when a school chooses their vision? What is the role of school administration in shaping and shepherding the school vision? How does the School Act relate to the professional lives of teachers?</li> </ul>
<p>Session 8: <b>Building affirmative relationships</b></p>	<ul style="list-style-type: none"> <li>• How does a teacher foster affirmative relationships?</li> <li>• What strategies/approaches are being used in our partner schools</li> </ul>
<p>Session 9: <b>Student Engagement Through Effective Classroom Management</b></p>	<ul style="list-style-type: none"> <li>• See Moodle for more information</li> </ul>
<p>Session 10: <b>Safety and Duty of Care</b></p>	<ul style="list-style-type: none"> <li>• TQS 6 Legal Frameworks and Policies</li> <li>• See Moodle for more information</li> </ul>
<p>Session 11: <b>Shared Praxis/Action Research</b></p>	<ul style="list-style-type: none"> <li>• Why engage in action research? What is action research?</li> <li>• How does one conduct action research? How do we use Action Research in our classrooms?</li> </ul>
<p>Session 12: <b>Education in Alberta: structures, policies, and procedures</b></p>	<ul style="list-style-type: none"> <li>• An overview of Alberta Education. Review of critical policies and procedures that are directly relevant to the classroom</li> </ul>
<p>Session 13: <b>FE600 Orientation</b></p>	<ul style="list-style-type: none"> <li>• Preparing for success in FE 600</li> <li>• Introduction to FE600 documents and processes by the Director of Field Experience</li> </ul>

## Course Requirements

The field experience seminar is primarily based on shared praxis related to the school observations and weekly readings and therefore attendance at each session is required at all seminar sessions. **To obtain credit for this course, students must successfully complete the following requirements:**

1. **attend and fully participate in all seminars** (missing more than one seminar will jeopardize obtaining credit)
2. **successfully complete the field journal entries which will be submitted after PSTs have completed observations at each school site, along with interaction & responses to classmates' reflections in Moodle**
3. **complete the in-class presentation on School Culture**

**Please note that successful completion of Field Experience 500 is a pre-requisite for Field Experience 600.**

## Field Journal Criteria

For the Field Journal to be completed successfully, it must meet the following criteria:

- field journal entries must include observations and insights based on the school visits (*does not critique but provides insight into school culture*)
- Each field journal entry is two to three pages in length (or 5-8 minutes in length if an audio/video recording method is chosen)
- Field journal entries will include critical reflections about what the PST has observed in the school setting

*An example:*

*In addition to writing that "the hallways are decorated with student work", the PST will reflect upon why certain work was displayed, what does the work say about the academic nature of the school, what does this work say about the instructional strategies used in the classroom. Another key element of critical reflection is that of the self as a participant observer. How do you feel about the work displayed on the walls? How and why would you display student work? Another example might involve the PST observation about how the classroom is arranged. The PST may ask why it is arranged in a certain way and what does this arrangement say about the way in which information is obtained and shared in this classroom.*

- Field journal entries will reference and discuss the weekly selected readings/videos from the choice playlist, posted on Moodle. PSTs will reflect upon the readings and how they pertain to their school-based observations and their emerging understandings about the lives of students, teachers, and principals in Alberta's schools.

PSTs are invited to choose their field journal format. One field journal entry will be completed for every school visited and journal entries are submitted after PSTs have completed one school observation round to the Moodle discussion post. Please respond to 2 other PSTs' posts with meaningful comments or questions and respond to at least one commentor who posts on your discussion post. The Field Experience 500 course and practicum provides visits to five school sites with the expectation of five field journal entries. Please use the following rubric for field journal entries:

Exceeds Expectations	Meets Expectations	Not Yet Meeting Expectations
PST summarizes a minimum of four major points from school-based observations and the weekly readings	PST summarizes a minimum of two major points from school-based observations and the weekly readings	PST does not summarize any major points from the school-based observations or the weekly readings
PST reflects upon a minimum of four major points from the school-based observations and the weekly readings (or other courses)	PST reflects upon a minimum of two major points from the school-based observations and the weekly readings (or other courses)	PST does not reflect upon the readings or the school-based observations (or other courses)
PST poses three or more questions for further inquiry or reflection	PST poses only two questions for further inquiry or reflection	PST does not pose any questions for further reflection

## In-class Presentation: School Culture

In PST organized small groups, PSTs will prepare a **twenty-minute** presentation on one of the FE500 partner schools. PSTs must have visited a school site as a prerequisite to presenting. PSTs may use any format to display their work (e.g. PowerPoint presentations, lectures, dramatic presentation, mural). The purpose of the presentation is for the PSTs to identify and analyze critical aspects of a school's culture. A sign-up sheet will be provided in Moodle and seminar.

The presentation should convey to the cohort a complete picture of the school and may include the following elements:

- School vision & mission
- Demographic profile of the students
- Communication patterns

- Teaching styles evident in the school
- Classroom management techniques
- School-wide clubs or programs (Circle of Courage, Lion’s Quest, Leadership Club, Lighthouse Leader-in-Me Teams, Recycling Teams)

**Submission of Assignments**

PSTs are required to hand in the field journal entries after completing school observations at each school site (after the second site visit). Reflections are due to the Moodle discussion board. PSTs will read two others’ reflections and ask them a question in relation to their post. The in-class presentations on school culture will be done throughout the Fall semester according to the sign-up google document.

**Attendance**

Preservice teachers are expected to attend all observation days and all weekly seminars. Expectations are included in the Professionalism Assessment Rubric below. Preservice teachers must complete the required reading(s)/choice playlist prior to seminar and arrive prepared to discuss their selected readings.

**Grade Summary**

Preservice teachers will be asked to share field journal entries with their class colleagues in small discussion groups and in discussion posts. PST participation will be evaluated at the midpoint and end of the semester using the following rubric:

**Professionalism Assessment Rubric**  
FE 500 Seminar

<b>EXPECTATIONS</b>	<b>Emergent</b> <i>On the learning continuum Not yet meeting competency expectations Requires growth</i>	<b>Capable</b> <i>On the learning continuum Working towards meeting competency expectations</i>	<b>Consistent</b> <i>On the learning continuum Meeting competency expectations</i>
Attendance to class and punctuality			
Completion of the assigned readings			
Engagement in class discussion and online forums			
Participates in a professional manner as per the professionalism expectations noted in syllabus			
Contributes documents to cohort resources			

**This is a pass/fail course. No letter grades will be assigned.**

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

**Strategies for success in FE 500:**

- **Be on time** for field experience school visits and seminar sessions.
- Complete all choice readings and contribute when you have resources to share
- Use the library, the resources that are suggested in class, and your own research
- Reach out to your mentor for support
- Build connections with your other 500 courses and course lecturers
- Develop supportive networks within the cohort
- Get comfortable with the uncomfortable, the uncertain, and the ambiguous

**Professional Engagement looks like:**

- Attending seminar on time
- Letting the seminar instructor know *in advance* of class if you will be absent
- Conducting personal business outside the classroom or on breaks
- Seeking support and feedback from multiple places (not just the seminar instructor)
- Participating in class activities and tasks positively and enthusiastically
- Addressing issues and conflicts with peers and professors promptly and professionally
- Engaging in respectful and appropriate email communication

## Ambrose University Academic Policies

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

**Extension** Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge 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.

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