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OVERVIEW OF THE FIELD EXPERIENCE PROGRAM

Field experiences are a critical aspect of teacher education. It is during the time in the field that pre-service teachers will be given the opportunity to apply the learning from their on-campus courses as they experience the complexity of life in schools generally, and in their assigned placements more specifically. Each Field Experience will allow the pre-service teachers to deepen their understandings of what it means to be a teacher while incrementally increasing their responsibility in the field.

There are four Field Experiences in which pre-service teachers will take part during the course of the Bachelor of Education Degree, one in each semester. The first (EDUC 440 – Fall Year 1) is an observation and assisting round designed to help pre-service teachers refocus their perception from student to that of teacher. The second (EDUC 465 – Winter Year 1) allows pre-service teachers to begin executing teaching experiences with the express goal of examining their effectiveness with a small or select group of students in a collaborative environment with their partner teacher and other pre-service teachers. The third (EDUC 540 – Fall Year 2) allows pre-service teachers to take on added teaching responsibilities as they begin working on both curriculum and teaching expertise. Finally, the fourth (EDUC 560 – Winter Year 2) provides pre-service teachers with ample experience to both practice the art and science of teaching while still benefiting from the constructive feedback that comes from working with a skilled Partner Teacher.

IMPORTANT!

Police Information Check

ALL school boards require a Police Information Check including the Vulnerable Sector Check prior to a student’s participation as a Pre-service Teacher in the schools. Therefore, all Field Experience Students and all Field Experience Instructors are REQUIRED to obtain a Police Information Check with Vulnerable Sector Check annually prior to being placed in a school. Pre-service Teachers should show the original of the Police Information Check to the school principal for each placement. Students should keep the original Police Information Check for their records. Failure to provide a criminal record check WILL jeopardize your field experience and WILL require you to withdraw from the B.Ed. program. Please contact upefield@ucalgary.ca for details regarding the Police Information Check.
# Field Experience Program Structure and Expectations At-a-Glance

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td><strong>Semester 2</strong></td>
</tr>
<tr>
<td>Fall</td>
<td>Winter</td>
</tr>
<tr>
<td>EDUC 440</td>
<td>EDUC 465</td>
</tr>
<tr>
<td>Field Experience I</td>
<td>Field Experience II</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>Life in Schools</td>
<td>Individual Learning in Classrooms</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td><strong>Duration</strong></td>
</tr>
<tr>
<td>2 Weeks</td>
<td>4 Weeks</td>
</tr>
<tr>
<td>6 Weeks</td>
<td>8 Weeks</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>An observation of life in schools at both the elementary and secondary levels. There is no Partner Teacher but, instead, Pre-service Teachers observe the school as a whole under the guidance of the Field Experience Liaison and the Field Experience Instructor.</td>
<td>An examination of the complex dimensions of individual learning in classrooms. Pre-service Teachers are assigned to one or more Partner Teachers and will ideally be placed in pairs with another Pre-service Teacher.</td>
</tr>
<tr>
<td></td>
<td>A collaborative examination into the complex dimensions of whole class learning. Pre-service Teachers are assigned to one or more Partner Teachers.</td>
</tr>
<tr>
<td></td>
<td><em>Students will remain in the same placement for EDUC 540 and EDUC 560.</em></td>
</tr>
<tr>
<td><strong>Developmental Focus</strong></td>
<td><strong>Developmental Focus</strong></td>
</tr>
<tr>
<td>Documentation of the lives and cultures of students, teachers and schools using ethnographic field notes. Pre-service Teachers will be expected to assist as much as possible, at the discretion of the Partner Teacher.</td>
<td>Planning and teaching of learning experiences or parts of learning experiences aimed at gauging the learning of individual students, small groups of students or the larger class.</td>
</tr>
<tr>
<td></td>
<td>Planning and teaching of lessons and series of lessons leading up to partial curriculum units (at the discretion of the Partner Teacher) in whole class settings with the aim of assessing student learning.</td>
</tr>
<tr>
<td></td>
<td>Planning and teaching of organized unit(s) of study while deepening competence in the specialization.</td>
</tr>
</tbody>
</table>
# Course Background Concurrent to the Field Experiences

- Issues in Learning & Teaching (Lecture)
- Science, Technology, Engineering and Mathematics (Seminar)
- Pragmatics of Learning & Teaching (Seminar)
- Literacy, Language & Culture (Seminar)
- Individual Learning: Theories & Applications (Lecture)
- Diversity in Learning (Seminar)
- Specialization I (Seminar)
- Assessment (Seminar)
- Interdisciplinary Learning (Seminar)
- Ethics and Law in Education (Lecture)
- FNMI History, Education & Leadership (Seminar)
- Specialization II (Seminar)
- Assessment (Seminar)
- Elementary or Secondary Curriculum I (Seminar)
- Design Thinking (Seminar)
- Professional Development & Lifelong Learning (Seminar)

## Pre-service Teacher Responsibilities

- Observation and assisting including one week in an elementary school and one week in a secondary school.
- Completion of all EDUC 440 course work.
- Teaching 1/3 or approximately one class per day by the end of week 2 (at Partner Teacher’s discretion)
- Written lesson plans for all lessons taught including formative assessment.
- Completion of all EDUC 465 course work.
- Series of lessons leading up to partial curriculum units (at the discretion of the Partner Teacher).
- Teaching 50-75% of the day by the fourth week.
- Written lesson plans and unit plans (where appropriate) for all lessons taught including formative assessment.
- Completion of all EDUC 540 course work.
- Series of lessons leading up to curriculum units (at the discretion of the Partner Teacher).
- Teaching 80-100% of the day by approximately the end of the fourth week.
- Written lesson plans and unit plans for all lessons/units taught including assessment components.
- Completion of all EDUC 560 course work.

## Additional Course Work (See Course Outline for additional detail)

- Field Experience Dossier including ethnographic field notes
- Participation in Cohort Learning including Field Seminars and D2L discussions.
  - *Life in Schools* Final Assignment
- Field Experience Dossier
- Curriculum Planning / Learning Assignment
- Participation in Cohort Learning including Field Seminars and D2L discussions.
  - Final Oral Summary Project
- Field Experience Dossier
- Participation in Cohort Learning
- Lesson and Unit Planning
  - Final Digital Presentation
- Field Experience Dossier
- Participation in Cohort Learning
- Lesson and Unit Planning
  - Lesson and Unit Planning Reflections
### Evaluation of Pre-service Teacher Performance

(See Course Outline for additional detail)

<table>
<thead>
<tr>
<th></th>
<th>Successful completion of course work</th>
<th>Satisfactory attendance and deportment</th>
<th>Field Experience Instructor Formal Assessment</th>
<th>Partner Teacher Narrative Assessment</th>
<th>Credit/No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful completion of course work</td>
<td>Satisfactory attendance and deportment</td>
<td>Field Experience Instructor Formal Assessment</td>
<td>Partner Teacher Narrative Assessment</td>
<td>Credit/No Credit</td>
<td></td>
</tr>
<tr>
<td>Credit/No Credit</td>
<td>Credit/No Credit</td>
<td>Credit/No Credit</td>
<td>Credit/No Credit</td>
<td>Credit/No Credit</td>
<td>Credit/No Credit</td>
</tr>
</tbody>
</table>

- Successful completion of course work
- Satisfactory attendance and deportment
- Field Experience Instructor Formal Assessment
- Partner Teacher Narrative Assessment
- Credit/No Credit
EDUC 440: FIELD EXPERIENCE I

Overview
The two week *Life in Schools* field experience will, if possible, give the Pre-service Teacher experiences in both an elementary and secondary school. The purpose of the field experience is to inquire into and document the lives and cultures of students, teachers and schools. This experience will draw on, and contribute to learning in and across all other courses in Semester One, particularly the *Pragmatics of Learning and Teaching and Literacy, Language and Culture* courses in which Pre-service Teachers will draw heavily on their ethnographic Field Experience Dossiers for course assignments and learning. Preparation for the field experience will occur in the EDUC 430 course.

Field Experience Design
Pre-service Teachers will not be assigned to individual Partner Teachers but will spend one week in an elementary school setting and one week in a secondary or middle school setting observing and assisting in as many classrooms as possible. During this time, Pre-service Teachers will observe diverse aspects of school life for the purpose of collecting and composing ethnographic field notes and will participate in on-site learning seminars and in-group discussions in an online D2L learning community. The general structure of each week will provide Pre-service Teachers with the opportunity to experience the contrasts and similarities in the two settings to which they have been assigned. Daily and weekly assignments will create opportunities for them to engage, individually and with peers, in focused inquiry about learners, teachers and schools.

Field Placement
The course sections of EDUC 430, *Pragmatics of Learning and Teaching* will also serve as the cohorts for EDUC 440, Field Experience 1. These cohorts were formed, as much as possible, on the self-selection by students of placement location using a quadrant system. Pre-service Teachers are placed into their desired quadrant on a first-come-first-served basis.

Course Outcomes
Pre-service Teachers will not be assigned to individual Partner Teachers but, instead, will spend one week in an elementary school setting and one week in a secondary or middle school setting. During this time, Pre-service Teachers will observe diverse aspects of school life for the purpose of collecting and composing ethnographic field notes and will participate in on-site learning seminars and in-group discussions in an online D2L learning community.

By the end of Field Experience I it is expected that Pre-service Teachers will have met the following outcomes:

1. The development of strong observational skills that will allow for deeper questions about teaching, learning and life in schools. From these questions, Pre-service Teachers will begin to form theories based on on-campus discussions and readings in order to make appropriate suggestions.
2. Throughout the course of Field Experience I, it is expected that Pre-service Teachers will be involved with students as often as possible and will involve themselves in discussions with staff members regarding questions that have arisen about life in schools.
3. Forming professional relationships is one of the foundational aspects of good teaching. Evidence of attempts to form professional relationships and to demonstrate exemplary professionalism should be at the heart of the work being done by Pre-service Teachers in both schools.

Assessment and Evaluation

Assessment for this Field Experience and all related assignments will be Credit/No Credit and will include a formal assessment that will be completed by the Field Experience Instructor. The formal assessment will be based on the course outcomes, on the successful completion of all course work, on attendance and deportment in the field and on the competencies identified in this document.

Each component of the Field Experience must be completed and passed for the student to pass the course as a whole. Students must receive CREDIT in the Field Experience and must have an overall GPA of 2.5 in the semester to continue in the Bachelor of Education program without repeating courses.

Teaching Quality Standard (TQS)

Application and Assessment

*Taken from the Teaching Quality Standard – Alberta Education*

Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

All Alberta teachers are expected to meet the *Teaching Quality Standard*. In any given context, reasoned professional judgment must be used to determine whether the *Teaching Quality Standard* is being met.

Assessment Criteria for Field Experience

All field experience courses will be evaluated in two areas: 1) the Teaching Quality Standard developed by Alberta Education and 2) Pre-service Teacher Presence, Growth and Professionalism developed by the Werklund School of Education Field Experience program.

Competencies and Descriptive Statements Associated with EDUC 440, Field Experience I

1. *Pre-service Teacher Presence, Growth and Professionalism* – A teacher understands their role and the responsibilities accompanying it to be collaborative, collegial and responsive.

As a pre-service teacher in EDUC 440, I consistently demonstrate a willingness and emerging ability to connect with and develop appropriate professional relationships with students, school staff and those I work with from the University of Calgary. I acknowledge that the teachers I am observing are experts in their field and I am eager to learn from them through both observation and by participating in the classroom and school as directed. I know the importance of professionalism and will demonstrate exemplary professional conduct as per the ATA Code of Conduct and the Werklund School of Education Code of Conduct. I find constructive ways to handle any issue that might arise. I consistently demonstrate that I am able to be self-reflective and that I can use reflection for improvement. I understand that I am still learning and that those I am learning from may require additional improvements from me.
### 2. Fostering Effective Relationships - A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

As a pre-service teacher in EDUC 440, I consistently treat others with fairness, respect and integrity. I am able to demonstrate empathy and a concern for others that is evidenced in the way I interact with them. I am able to demonstrate, through my interactions with others, a respect for cultural diversity and intercultural understanding.

### 3. Establishing Inclusive Learning Environments - A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

As a pre-service teacher in EDUC 440, I consistently embrace and promote a culture of inclusion where students, school staff and others I interact with are treated fairly and with respect. I articulate and demonstrate a philosophy of education that states all children can learn and be successful.

## Conduct and Attendance

All Pre-service Teachers in the Werklund School of Education are accountable to the Werklund School of Education Student Teacher Code of Professional Conduct, the Alberta Teachers’ Association Code of Professional Conduct as well as any and all additional policies related to field studies.

### Attendance

All Pre-service Teachers undertaking EDUC 440, Field Experience I are entitled to one (1) day of absence from the school site for medical/family emergency/religious reasons only. No other reason for absence will be accepted. All subsequent days must be accompanied by supporting documentation (please refer to page 44 for acceptable documentation) and may jeopardize the successful completion of EDUC 440, the determination of which will be made by the Director of Field Experience. Additionally, late arrivals and early departures at the school site will be considered a serious matter and may jeopardize successful completion of EDUC 440, Field Experience 1.
Roles and Responsibilities: Pre-service Teacher including At-a-Glance Checklist

General Field Experience Policy

The Werklund School of Education assigns Pre-service Teachers to specific schools for Field Experience I. Take note of the following:

- **Under no circumstances** shall Pre-service Teachers contact a field site regarding their placements until they have been confirmed and posted by the Werklund School of Education. *Pre-arranging placements with specific schools is not permitted.*
- Pre-service Teachers must meet the following criteria, or the field experience placement may be revoked or deferred:
  - good academic standing in campus-based experiences;
  - full participation at field site, (no unauthorized absences); and
  - appropriate professional conduct and cooperation with personnel at the field site (see the "University of Calgary Pre-service Teacher Code of Conduct").
- A request for a change of placement is a serious matter that should be addressed to the Field Experience Instructor, and then in writing to the Director of Field Experience.
- If a Pre-service Teacher withdraws from the program during the field experience, he/she must immediately notify in writing the Associate Dean of Undergraduate Programs, as well as advising the school, the Partner Teacher, the Director of Field Experience, and his/her instructors.

Before the Field Experience

- It is imperative that you have a **valid Police Information Check including a Vulnerable Sector Check**. A current Police Information Check including a vulnerable sector search is required of all Pre-service Teachers participating in an unpaid field (practicum) experience. **Processing for Checks can take six to twelve weeks.** Searches through the Backcheck or ePIC website are NOT acceptable. Pre-service Teachers must provide an original Police Information Check with Vulnerable Sector Check for presentation to the principal or other designated school official at the beginning of each of their placements. **Failure to produce a current Police Information Check is grounds for the immediate termination of the field placement.** Pre-service Teachers without a current Police Information Check will not be allowed to participate in a field experience. For additional information regarding the Police Information Check, please contact upefield@ucalgary.ca.
- Research logistical information about the two schools that you will be attending. What time do the bells ring? Where are they located and how do you plan to get to your school on time?
- Ensure that you have appropriate clothing. The majority of schools employ a business casual dress code so this is acceptable, however it is always best to be conservative in your attire. Carefully consider the impression you wish to make.

During the Field Experience

Conduct and Comportment

- Pre-service Teachers are expected to abide by the standards that the school may have in respect to dress, grooming, and general deportment. Standards may be best understood from personal observation and discussion with the School Liaison and Partner Teacher.
- Attitudes of co-operation and accommodation to the demands, routines, and professional culture of the field sites are required of all Pre-service Teachers.
• **Field experiences take priority over any other professional and personal employment commitments.** Arrangements for personal responsibilities such as daycare or part-time employment MUST be made in advance in order to ensure successful field experiences.

• Pre-service Teachers are required to use a professional ucalgary email address. ALL email communications with your school MUST be sent from your ucalgary email address.

• Pre-service Teachers should arrive at a field-site at least one-half hour before classes/sessions begin and MUST stay at least one-half hour after classes/sessions end or as directed by the School Liaison.

• Pre-service Teachers are to remain in the school throughout each school day.

• Pre-service Teachers must complete all assignments as outlined in the EDUC 440 Course Outline.

• Meet with the Field Experience Instructor as scheduled and/or required.

• Meet with the School Liaison as scheduled and/or required.

**Week 1 Specifics:**

• The Pre-service Teacher is expected to arrive at the school no later than 30 minutes prior to bell time to meet with the School Liaison. At this time the School Liaison will provide you with the schedule for your week of observation in the school. At this time clarify a suitable arrival time for the rest of the week with the School Liaison.

• Complete the Week One schedule of activities as outlined in the Course Outline.

• Meet with the Field Experience Instructor as scheduled and/or required.

• Meet with the School Liaison as scheduled and/or required.

• Follow the schedule of activities as provided by the school.

**Week 2 Specifics:**

• The first day of this week requires you to orient yourself to a new school so it is imperative that you repeat the initial process. Arrive at the school no later than 30 minutes prior to bell time to meet with the School Liaison. Again, you will receive a schedule for your week of observation in the school and this is your opportunity to clarify the details of your time in that school.

• Complete the Week Two schedule of activities as outlined in the Course Outline.

• Meet with the Field Experience Instructor as scheduled and/or required.

• Meet with the School Liaison as scheduled and/or required.

• Follow the schedule of activities as provided by the school.

**Following the Field Experience**

On completion of the field experience (or earlier if the student is withdrawing before completion), students should thank the School Liaison with whom they have worked.
### Pre-service Teacher At-a-Glance Checklist for EDUC 440

**Before the Field Experience starts I need to…**

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure I have a valid Police Information Check with Vulnerable Sector Check.</td>
</tr>
<tr>
<td>Fill out the CBE Confidentiality Agreement, if necessary, and take it with me on the first day.</td>
</tr>
<tr>
<td>Ask my Field Experience Instructor to clarify logistics of the school site such as parking, if applicable.</td>
</tr>
<tr>
<td>Find out what time school starts and plan to arrive 30 minutes before that.</td>
</tr>
<tr>
<td>Plan out how I will get to the school on time.</td>
</tr>
<tr>
<td>Think about the impression I will make regarding dress and body-art.</td>
</tr>
<tr>
<td>Make sure I have a <a href="mailto:ucalgary">ucalgary</a> email address so that I can use it for the duration of the field experience.</td>
</tr>
</tbody>
</table>

**On the first day of each week I need to…**

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrive 30 minutes prior to the bell.</td>
</tr>
<tr>
<td>Connect with the School Liaison and my cohort to learn how the week will be organized.</td>
</tr>
<tr>
<td>Provide the school with the original of my Police Information Check and Confidentiality Agreement, as requested. Be sure to get the Police Information Check back as I will need it in future placements.</td>
</tr>
<tr>
<td>Follow the schedule provided to me by the School Liaison.</td>
</tr>
</tbody>
</table>

**During the Field Experience I need to…**

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow the schedule of activities as provided by the school.</td>
</tr>
<tr>
<td>Follow the Daily Schedule for Week 1 as outlined in the Course Outline.</td>
</tr>
<tr>
<td>Complete all course work associated with Week 1 of the Field Experience.</td>
</tr>
<tr>
<td>Meet with my Field Experience Instructor as scheduled or required to discuss questions, course content or issues.</td>
</tr>
<tr>
<td>Get involved in the life of the school and be flexible and co-operative in my dealings with the field site.</td>
</tr>
</tbody>
</table>

**After the Field Experience I need to:**

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thank the schools I attended.</td>
</tr>
</tbody>
</table>
Overview

The four-week *Individual Learning in Classrooms* field experience will give the Pre-service Teacher the opportunity to examine the complex dimensions of individual/group learning in classrooms with a particular emphasis on the collaborative nature of the teaching profession. Pre-service Teachers will ideally be placed in pairs, although this may not be possible in all cases, and will be placed in a classroom with a Partner Teacher. During this experience they will have practical opportunities to build upon and apply the learning from the semester’s first nine weeks of on-campus learning and also from the fall semester. Ideally and when possible, Pre-service Teachers in the same school will form learning/inquiry cohorts, designed to support one another’s teaching, learning and professional growth. These learning/inquiry cohorts will also be formed online.

Pre-service Teachers will plan, implement and assess curricular learning experiences. These will include individual lessons in the beginning and may build up to series of learning experiences or lessons at the discretion and guidance of the Partner Teacher in the context of her/his classroom. In weeks one and two Pre-service Teachers will gradually work up to daily teaching of at least one lesson per day. By the third week they should be teaching one lesson/block of time per day, equating to approximately 1/3 of the Partner Teacher’s instructional assignment. This may differ depending on the classroom environment.

Field Experience Design

This course provides three options for both Pre-service Teachers and Partner Teachers, the use of which will be dependent upon the classroom environment and the comfort level of all involved. The Pre-service Teacher(s), with the support of the Partner Teacher, may choose to employ just one or two of the following options or they may move between the three options as required. Regardless of the option(s) employed, it is critical that the Pre-service Teacher(s) endeavor to examine how learners learn and make sense of their educational experiences and the role of the teacher in this process.

**Individual/Small Group Instruction**

Pre-service Teachers in Field Experience II will develop their teaching abilities by planning a series of curriculum learning engagements/lessons for individuals and small groups of learners under the Partner Teacher’s mentorship. This experience will allow Pre-service Teachers to delve more deeply into the examination of who the learners are and, in particular, their unique needs. Each lesson will require a written lesson plan that asks what do I want the learners to know and what will I accept as evidence that the lesson has been successful?

**Team Teaching Instruction**

Pre-service Teachers will be asked to collaboratively prepare with their Partner Teacher a series of curriculum learning engagements/lessons to be taught in a large class setting as part of a team teaching opportunity. In this case, Pre-service Teachers will be responsible for delivering a portion of the lesson, which has been collaboratively developed and will also be responsible for assisting with those elements of the lesson for which they are not directly responsible. The Pre-service Teacher will still be asked to collaboratively plan and participate in a series of curriculum learning engagements/lessons, each requiring a written lesson plan that asks, in particular, what do I want the learners to know and what will I accept as evidence that the lesson has been successful? This will allow Pre-service Teachers to experience the complexities of whole class instruction with the assistance of their Partner Teacher.
**Whole Class Instruction**

Pre-service Teachers will be asked to prepare a series of curriculum learning engagements/lessons to be taught in a large class setting under the Partner Teacher’s direction. Pre-service Teachers will be asked to develop a series of curriculum learning engagements/lessons, each requiring a written lesson plan that asks, in particular, *what do I want the learners to know and what will I accept as evidence that the lesson has been successful?* This will allow Pre-service Teachers to experience the complexities of differentiation and to examine the unique needs of learners in the larger class setting.

**Field Placement**

All placements for Field Experience II will be made based on two principles; that of attention to teachable subject area and diversity of experience. All Pre-service Teachers will be assigned, either individually or in pairs, to a specific school with a specific Partner Teacher(s) for this experience. **Under no circumstances** may a Pre-service Teacher arrange their own placement and all Pre-service Teachers must ensure that they have notified the Werklund School of Education of any ineligible placement sites.

**Field Seminar**

Pre-service Teachers in Field Experience II will be required to attend two field experience seminars. The first field seminar will give the Field Experience Instructor an opportunity to discuss the field experience and go over expectations and responsibilities as well as provide Pre-service Teachers with an opportunity for clarification. The second field experience seminar will take place on campus and will allow Pre-service Teachers to meet with both their Specialization I Instructor and the Field Experience Instructor. The last field experience seminar will occur at the conclusion of the field experience and will provide an opportunity for Pre-service Teachers to discuss their experiences. The Field Experience Instructor may also allocate this time for concluding assignments. The Field Experience Seminars are considered an integral part of the field experience and **attendance is compulsory.**

**Course Outcomes**

Pre-service Teachers will plan, implement and assess a series of lessons, working up to 1/3 teaching time by the end of week 2. Each lesson will require a written lesson plan that asks *what do I want the learners to know and what will I accept as evidence that the lesson has been successful?* Pre-service Teachers are encouraged to utilize the lesson plan template that can be found on D2L or another template recommended by their Partner Teacher or Field Experience Instructor.

By the end of Field Experience II it is expected that Pre-service Teachers will have met the following outcomes:

1. The articulation and sharing of thoughts about teaching and learning both in person and on the D2L discussion site.
2. The development of professional relationships with students, noting their diverse needs in order to plan appropriate lessons in order to meet those needs.
3. The development of appropriate lesson plans that attend to the particular needs of diverse learners.
4. Examination of appropriate classroom management skills that retain the dignity of all students.
5. Development of a teacher presence using tact and thoughtfulness in order to develop a community of safety, security and trust for the learners.
7. Examination and implementation of purposefully designed formative assessment strategies that ask the question, *what will I accept as evidence that teaching and learning has occurred?*
Assessment and Evaluation

Assessment for this Field Experience and all related assignments will be **Credit/No Credit**. Each component of the Field Experience must be completed and passed for the student to pass the course as a whole. Students must receive CREDIT in the Field Experience and must have an overall GPA of 2.5 in the semester to continue in the Bachelor of Education program without repeating courses.

**Partner Teacher Narrative Assessments**

The narrative assessment will be a formal, but formative, written assessment of Pre-service Teacher strengths and areas for growth. In the case of Partner Teachers, the assessment should be based on the competencies identified for EDUC 465 in this document.

**Field Experience Instructor Narrative Assessments**

In the case of Field Experience Instructors, the assessment will be based on the course outcomes, on successful completion of all course work, on attendance and deportment in the field and on the competencies identified for EDUC 465 in this document.

**Teaching Quality Standard (TQS)**

*Application and Assessment*

*Taken from the Teaching Quality Standard – Alberta Education*

Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

All Alberta teachers are expected to meet the **Teaching Quality Standard**. In any given context, reasoned **professional judgment** must be used to determine whether the **Teaching Quality Standard** is being met.

**Assessment Criteria for Field Experience**

All field experience courses will be evaluated in two areas: 1) the Teaching Quality Standard developed by Alberta Education and 2) Pre-service Teacher Presence, Growth and Professionalism developed by the Werklund School of Education Field Experience program.

**Competencies and Descriptive Statements Associated with EDUC 465, Field Experience II**

**Pre-service Teacher Presence, Growth and Professionalism** – A teacher understands their role and the responsibilities accompanying it to be collaborative, collegial and responsive.

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Descriptive Statement</th>
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</thead>
<tbody>
<tr>
<td>Pre-service Teacher Presence, Growth and Professionalism</td>
<td>As a pre-service teacher in EDUC 465, I consistently demonstrate willingness and an emerging ability to connect with and develop appropriate professional relationships with students, school staff and those I work with from the University of Calgary. I acknowledge that the professionals I am working with are experts in their field and I am eager to learn from them by taking on opportunities to teach and by becoming involved in the life of the school. Additionally, I show a willingness to learn by requesting, accepting and incorporating feedback from my partner teacher and field experience instructor in a respectful and professional manner. I know the importance of professionalism and will demonstrate exemplary professional conduct as per the ATA Code of Conduct and the Werklund School of Education Code of Conduct. I find constructive ways to handle any issue that might arise. I consistently demonstrate that I am able to be self-reflective and that I can use reflection for</td>
</tr>
</tbody>
</table>
improvement. I am beginning to implement a strong yet caring and respectful command of the classroom through the use of my voice and my interaction with students, although I may need guidance and suggestions from others. I understand that I am still learning and that those I am learning from may have additional requirements of me.

**Fostering Effective Relationships** - A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

As a pre-service teacher in EDUC 465, I consistently treat others with fairness, respect and integrity. I am able to demonstrate empathy and a concern for others that is evidenced in the way I interact with them. I am able to demonstrate, through my interactions with others, a respect for cultural diversity and intercultural understanding. I understand the importance of engaging with others including parents, Indigenous leaders and community service professionals, in the best interests of students and I am willing to work under my partner teacher and others in the school, as requested, to provide students with these opportunities.


As a pre-service teacher in EDUC 465, I consistently seek out feedback to enhance my teaching practice and I implement this feedback so that I might experience multiple ways of connecting with children. I am willing to collaborate with others to build my personal and collective professional capacities because I understand that, in doing so, I will build my capacity to ensure student success in a welcoming, caring, respectful and safe environment.

**Demonstrating a Professional Body of Knowledge** - A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

As a pre-service teacher in EDUC 465, I am developing an emerging ability to plan and design learning activities for children that address the learning outcomes and goals outlined in the relevant programs of study. I am demonstrating an ability to plan individual lessons and short series of lessons, although I acknowledge I am learning and may require assistance initially. If so, I will work towards lessening the assistance required by the end of my placement. In planning these lessons, I will incorporate various instructional strategies and I will work to design activities that are varied, engaging and relevant to my students. I will use technology as appropriate and I will demonstrate my emerging ability to integrate appropriate pacing and an awareness of student engagement. I will demonstrate my emerging ability to implement formative assessment and, possibly with assistance, I will examine the ways in which that assessment evidence can inform future lessons.
### Establishing Inclusive Learning Environments

A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

As a pre-service teacher in EDUC 465, I consistently embrace and promote a culture of inclusion where students, school staff and others I interact with are treated fairly and with respect. I articulate and demonstrate a philosophy of education that states all children can learn and be successful.

### Adhering to Legal Frameworks and Policies

A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

As a pre-service teacher in EDUC 465, I follow the lead of those I am working with to ensure I am responding in accordance with the requirements of the *School Act* and other school policies and procedures. I demonstrate my understanding through my interactions with others that 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.

### Code of Conduct and Attendance

All Pre-service Teachers in the Werklund School of Education are accountable to the Werklund School of Education Student Teacher Code of Professional Conduct, the Alberta Teachers’ Association Code of Professional Conduct as well as any and all additional policies related to field studies.
Attendance

All Pre-service Teachers undertaking EDUC 465, Field Experience II are entitled to a cumulative total of three (3) days of absence from the school site. The only acceptable reasons for absence from the field experience are:

- Medical / illness
- Family emergency
- Religious observance
- Professional development undertaken separately from your Partner Teacher such as attendance at a conference (maximum one day - see note)

All days absent after the first day will require supporting documentation (please refer to page 44 for acceptable documentation). The first day absent does not require documentation. All absences, including the first day, must be reported to the Partner Teacher, the school site, the Field Experience Instructor and upefield@ucalgary.ca a minimum of one hour prior to the start of the school day. Failure to report your absence to all required parties will be considered a serious matter.

Additional days missed beyond the three allowed absences, or any days missed for reasons not listed above, may jeopardize the successful completion of EDUC 465, the determination of which will be made by the Director of Field Experience. Additionally, late arrivals and early departures at the school site will be considered a serious matter and may jeopardize successful completion of EDUC 465, Field Experience II.

Note regarding absence for Professional Development – Students are permitted a maximum of one day absent for professional development. This day will count in the total of three allowed days absent. Students must complete the Professional Development Leave of Absence Form and receive the prior approval of the Partner Teacher, Field Experience Instructor and Director of Field Experience.
Roles and Responsibilities: Pre-service Teacher including At-a-Glance Checklist

General Field Experience Policy

The Werklund School of Education assigns Pre-service Teachers to specific schools and teachers for Field Experience II. Take note of the following:

- **Under no circumstances** shall Pre-service Teachers contact a field site regarding their placements until they have been confirmed and posted by the Werklund School of Education. *Pre-arranging placements with specific schools or teachers is not permitted.* It is the responsibility of the Pre-service Teacher to notify the Werklund School of Education of any ineligible sites, such as sites where family or friends attend or work, or sites in which the student has volunteered or attended. Failure to comply with these conditions may jeopardize successful completion of the field experience.

- Pre-service Teachers must meet the following criteria, or the field experience placement may be revoked or deferred:
  - good academic standing in campus-based experiences;
  - full participation at field site, (no unauthorized absences); and
  - appropriate professional conduct and cooperation with personnel at the field site (see the "University of Calgary Pre-service Teacher Code of Conduct").

- A request for a change of placement is a serious matter that should be addressed to the Field Experience Instructor, and then in writing to the Director of Field Experience.

- If a Pre-service Teacher withdraws from the program during the field experience, he/she must immediately notify in writing the Associate Dean of Undergraduate Programs, as well as advising the school, the Partner Teacher, the Director of Field Experience, and his/her instructors.

Before the Field Experience

- It is imperative that all Pre-service Teachers have a **valid Police Information Check including a Vulnerable Sector Check**. A current Police Information Check including a vulnerable sector search is required of all Pre-service Teachers participating in an unpaid field (practicum) experience. **Processing for Checks can take six to twelve weeks.** Searches through the Backcheck or ePIC website are **NOT** acceptable. Pre-service Teachers must provide an original Police Information Check with Vulnerable Sector Check for presentation to the principal or other designated school official at the beginning of each of their placements. **Failure to produce a current Police Information Check is grounds for the immediate termination of the field placement. Pre-service Teachers without a current Police Information Check will not be allowed to participate in a field experience.** For additional information regarding the Police Information Check, please contact upefield@ucalgary.ca.

- All Pre-service Teachers will meet with their Field Experience Instructor three times during pre-designated **Field Experience Seminars**. The first of these seminars will take place before the commencement of the field experience in either the morning or afternoon, the time of which will be announced. At this time all Pre-service Teachers will have the opportunity to ask questions and clarify the expectations of the Field Experience II course. **Attendance at on-campus field seminars is compulsory.**

- Research logistical information about the school that you will be attending. What time do the bells ring? Where is it located and how do you plan to get to your school on time?

- Ensure that you have appropriate clothing. The majority of schools employ a business casual dress code so this is acceptable, however it is always best to be conservative in your attire. Carefully consider the impression you wish to make.
During the Field Experience

Communication between Student and Partner Teachers

Open and honest communication can often prevent misunderstandings between Pre-service Teachers and Partner Teachers. As a result, it is important to have a clear understanding of your Partner Teacher’s expectations during the field experience. This can be determined by asking the following questions on the first day:

1. What are your expectations of me as a Pre-service Teacher?
2. What kind of classroom environment do you prefer (active, quiet, group work, individual work, etc.)?
3. How can I make this field experience successful?
4. How do you prefer to give feedback (oral, written, after each lesson, at the end of the day, weekly)?
5. When is a good time for me to ask questions? (anytime, after class ends, during preparation)?
6. Is there anything else I should know about before I begin this field experience?

Conduct and Comportment

- Pre-service Teachers are expected to abide by the standards that the school may have in respect to dress, grooming, and general deportment. Standards may be best understood from personal observation and discussion with the School Liaison and Partner Teacher.
- Attitudes of co-operation and accommodation to the demands, routines, and professional culture of the field sites are required of all Pre-service Teachers.
- **Field experiences take priority over any other professional and personal employment commitments.** Arrangements for personal responsibilities such as daycare or part-time employment MUST be made in advance in order to ensure successful field experiences.
- Pre-service Teachers are required to use a professional ucalgary email address. ALL email communications with your school MUST be sent from your ucalgary email address.
- Pre-service Teachers should arrive at a field-site at least one-half hour before classes/sessions begin and MUST stay at least one-half hour after classes/sessions end or as directed by the Partner Teacher. Before leaving the school, Pre-service Teachers should consult the Partner Teacher regarding subsequent preparation and activities, and clarify any work to be done for the next class/session.
- Pre-service Teachers are to remain in the school throughout each school day.
- Pre-service Teachers must complete all assignments as outlined in the EDUC 465 Course Outline.
- Meet with the Field Experience Instructor as scheduled and/or required including mandatory field experience seminars.
- Meet with the Partner Teacher for regular feedback as scheduled and/or required.
- Pre-service Teachers will work with their Partner Teacher to begin planning and teaching classroom learning experiences.

**NOTE:** Through all weeks of field experience, Pre-service Teachers should participate in as many diverse aspects of school culture as possible, including accompanying Partner Teachers on supervisory duties, attending staff meetings, attending parent-teacher meetings (if appropriate), volunteering for clubs and sports, etc.
Following the Field Experience

- Upon completion of the field experience (or earlier if withdrawing before completion), Pre-service Teachers should thank the site personnel with whom they have worked.
- Pre-service Teachers are responsible for providing the Partner Teacher Narrative Assessment to their Field Experience Instructor as per the instructions given by the Field Experience Instructor.

Pre-service Teacher At-a-Glance Checklist for EDUC 465

<table>
<thead>
<tr>
<th>Before the Field Experience starts I need to…</th>
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<tbody>
<tr>
<td>Ensure I have a valid Police Information Check with Vulnerable Sector Check.</td>
</tr>
<tr>
<td>Fill out any confidentiality agreements, as required and if necessary, and take it with me on the first day.</td>
</tr>
<tr>
<td>Write a letter of introduction to my Partner Teacher and Principal. This letter must be approved by my Field Experience Instructor before it can be sent. It can be sent via email prior to the start of the field experience after it has been approved.</td>
</tr>
<tr>
<td>Attend the Field Seminar to ensure that the academic expectations of the Field Experience are clear. (Time and location TBA)</td>
</tr>
<tr>
<td>Ask my Field Experience Instructor to clarify logistics of the school site such as parking, if applicable.</td>
</tr>
<tr>
<td>Find out what time school starts and plan to arrive 30 minutes before that.</td>
</tr>
<tr>
<td>Plan out how I will get to the school on time.</td>
</tr>
<tr>
<td>Think about the impression I will make regarding dress and body-art.</td>
</tr>
<tr>
<td>Make sure I have a ucalgary email address so that I can use it for the duration of the field experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On the first day I need to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrive 30 minutes prior to the bell.</td>
</tr>
<tr>
<td>Provide the school with the original of my Police Information Check and Confidentiality Agreement, as requested.</td>
</tr>
<tr>
<td>Discuss expectations and acceptable standards of comportment and performance with my Partner Teacher. (See communication between Pre-service Teacher and Partner Teacher above.)</td>
</tr>
<tr>
<td><strong>During the Field Experience I need to...</strong></td>
</tr>
<tr>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Meet regularly with my Partner Teacher for feedback.</td>
</tr>
<tr>
<td>Get involved in the life of the school and be flexible and co-operative in my dealings with the field site.</td>
</tr>
<tr>
<td>Complete all course work associated with the Field Experience course including written lesson plans and all additional assignments. (See Course Outline for details.)</td>
</tr>
<tr>
<td>Provide my Partner Teacher with a copy of my lesson plan 24 hours before I deliver it.</td>
</tr>
<tr>
<td>In consultation with the Partner Teacher, plan, deliver and assess a series of lessons, working up to approximately 1/3 teaching time by the end of week 2.</td>
</tr>
<tr>
<td>Maintain my Field Experience Dossier and place all assignments including lesson plans, assessments and reflections in the Dossier.</td>
</tr>
<tr>
<td>Meet with my Field Experience Instructor as scheduled or required to discuss questions, course content or issues.</td>
</tr>
<tr>
<td>Put a copy of my Partner Teacher’s Midterm Checklist Assessment in my Field Experience Dossier.</td>
</tr>
<tr>
<td>Participate in D2L conversations and discussions.</td>
</tr>
<tr>
<td>Attend the Field Seminars. (Time and location TBA)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>After the Field Experience I need to:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thank all school personnel with whom I worked.</td>
</tr>
<tr>
<td>Provide my Field Experience Instructor with a copy of my Partner Teacher’s Narrative Assessment as per the instructions given by my Field Experience Instructor.</td>
</tr>
</tbody>
</table>
Overview
The six-week *Principles of Social and Cultural Engagement* field experience will give the Pre-service Teacher experiences examining the complex dimensions of learning and teaching in the context of whole class work. This purpose of the EDUC 540 six-week, cohort-based, field experience course is to engage practically, ethically and philosophically in the theme of the semester. Drawing on learning experiences in both field and course work in semesters one and two, Pre-service Teachers will continue planning, implementing and reflecting on whole-class instruction with an emphasis on student diversity and the conditions under which students and teachers thrive.

Pre-service Teachers will plan, implement and assess curricular learning experiences. These may include individual lessons in the beginning that will build up to series of learning experiences or lessons as well as an entire or partial curriculum unit, at the discretion and guidance of the Partner Teacher in the context of her/his classroom. By the fourth week of this field experience you will be teaching up to 50% of the day and by the sixth week it is possible that you may be teaching up to 75% of the day.

Field Experience Design
This course asks Pre-service Teachers to prepare a series of curriculum learning engagements/lessons to be taught in a large class setting under the Partner Teacher’s direction. Pre-service Teachers will be asked to develop a series of curriculum learning engagements/lessons, each requiring a written lesson plan that asks, in particular, *what do I want the learners to know and what will I accept as evidence that the lesson has been successful?* This will allow Pre-service Teachers to experience the complexities of differentiation and to examine the unique needs of learners in the larger class setting.

Field Placement
All placements for Field Experience III will be made based on two principles; that of attention to teachable subject area and diversity of experience. All Pre-service Teachers will be assigned to a specific school with a specific Partner Teacher(s) for this experience. Under no circumstances may a Pre-service Teacher arrange their own placement and all Pre-service Teachers must ensure that they have notified the Werklund School of Education of any ineligible placement sites.

Field Seminar
Pre-service Teachers in Field Experience III will be required to attend two field experience seminars. The first field experience seminar will give the Field Experience Instructor an opportunity to discuss the field experience and go over expectations and responsibilities as well as provide Pre-service Teachers with an opportunity for clarification. The second field experience seminar will take place on campus and will allow Pre-service Teachers to discuss their experiences and prepare for their final assignment. The Field Experience Instructor may also allocate this time to other topics as needed. The Field Experience Seminars are considered an integral part of the field experience and attendance is compulsory.

Course Outcomes
Pre-service Teachers will plan, implement and assess a series of lessons, working up to 75% teaching time by the start of Week 6. Each lesson will require a written lesson plan that asks *what do I want the learners to know and what will I accept as evidence that the lesson has been successful?* Pre-service
Teachers are encouraged to utilize the lesson plan template that can be found on D2L or another template recommended by their Partner Teacher or Field Experience Instructor.

By the end of Field Experience III it is expected that Pre-service Teachers will have met the following outcomes:

- The articulation and sharing of thoughts about teaching and learning both in person and on the D2L discussion site.
- The development of professional relationships with students, noting their diverse needs in order to plan appropriate lessons in order to meet those needs.
- The development of appropriate lesson plans that attend to the particular needs of diverse learners.
- Examination of appropriate classroom management skills that retain the dignity of all students.
- Development of a teacher presence using tact and thoughtfulness in order to develop a community of safety, security and trust for the learners.
- Development of an emerging understanding of the role and identity of the teacher.
- Examination and implementation of purposefully designed formative assessment strategies that ask the question, *what will I accept as evidence that teaching and learning has occurred?*

**Assessment and Evaluation**

Assessment for this Field Experience and all related assignments will be **Credit/No Credit**. Each component of the Field Experience must be completed and passed for the student to pass the course as a whole. Students must receive CREDIT in the Field Experience and must have an overall GPA of 2.5 in the semester to continue in the Bachelor of Education program without repeating courses.

**Partner Teacher Narrative Assessments**

The narrative assessment will be a formal, but formative, written assessment of Pre-service Teacher strengths and areas for growth. In the case of Partner Teachers, the assessment should be based on the competencies identified for EDUC 540 in this document.

**Field Experience Instructor Narrative Assessments**

In the case of Field Experience Instructors, the assessment will be based on the course outcomes, on successful completion of all course work, on attendance and deportment in the field and on the competencies identified for EDUC 540 in this document.

**Teaching Quality Standard (TQS)**

*Application and Assessment*

*Taken from the Teaching Quality Standard – Alberta Education*

Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

All Alberta teachers are expected to meet the *Teaching Quality Standard*. In any given context, **reasoned professional judgment** must be used to determine whether the *Teaching Quality Standard* is being met.
Assessment Criteria for Field Experience

All field experience courses will be evaluated in two areas: 1) the Teaching Quality Standard developed by Alberta Education and 2) Pre-service Teacher Presence, Growth and Professionalism developed by the Werklund School of Education Field Experience program.

Competencies and Descriptive Statements Associated with EDUC 540, Field Experience III

**Pre-service Teacher Presence, Growth and Professionalism** – A teacher understands their role and the responsibilities accompanying it to be collaborative, collegial and responsive.

As a pre-service teacher in EDUC 540, I consistently demonstrate willingness and an emerging ability to connect with and develop appropriate professional relationships with students, school staff and those I work with from the University of Calgary. I acknowledge that the professionals I am working with are experts in their field and I am eager to learn from them by taking on opportunities to teach and by becoming involved in the life of the school. Additionally, I show a willingness to learn by requesting, accepting and incorporating feedback from my partner teacher and field experience instructor in a respectful and professional manner. I know the importance of professionalism and will demonstrate exemplary professional conduct as per the ATA Code of Conduct and the Werklund School of Education Code of Conduct. I find constructive ways to handle any issue that might arise. I consistently demonstrate that I am able to be self-reflective and that I can use reflection for improvement. I am able to implement a strong yet caring and respectful command of the classroom through the use of my voice and my interaction with students, although I may need guidance and suggestions from others initially and less so as the placement progresses. I understand that I am still learning and that those I am learning from may have additional requirements of me.

**Fostering Effective Relationships** - A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

As a pre-service teacher in EDUC 540, I consistently treat others with fairness, respect and integrity. I am able to demonstrate empathy and a concern for others that is evidenced in the way I interact with them. I am able to demonstrate, through my interactions with others, a respect for cultural diversity and intercultural understanding. I understand the importance of engaging with others including parents, Indigenous leaders and community service professionals, in the best interests of students and I am willing to work under my partner teacher and others in the school, as requested, to provide students with these opportunities.
### **Engaging in Career-Long Learning** - A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

As a pre-service teacher in EDUC 540, I consistently seek out feedback to enhance my teaching practice and I implement this feedback so that I might experience multiple ways of connecting with children. I am willing to collaborate with others to build my personal and collective professional capacities because I understand that, in doing so, I will build my capacity to ensure student success in a welcoming, caring, respectful and safe environment. I am able to bring the theory learned in my on-campus courses to bear on my teaching practice and draw from that research to enhance my emerging understanding of Indigenous education and other critical topics.

### **Demonstrating a Professional Body of Knowledge** - A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

As a pre-service teacher in EDUC 540, I demonstrate my ability to plan and design learning activities for children, taking into account their unique needs that address the learning outcomes and goals outlined in the relevant programs of study. I am able to demonstrate an ability to plan individual lessons and units of study that attend to personalized learning and the needs of ALL children, although I acknowledge I am learning and may require assistance initially. If so, I will work towards lessening the assistance required by the end of Field Experience III. In planning these lessons/units, I will incorporate various instructional strategies and I will work to design activities that are varied, engaging and relevant to my students. I will use technology as appropriate and I will demonstrate my ability to integrate appropriate pacing and an awareness of student engagement. I will demonstrate my emerging ability to implement both formative and summative assessment and, possibly with assistance, I will examine the ways in which that assessment evidence can inform future lessons. I will hold high expectations for my students and myself by designing learning activities that are meaningful, thoughtful and based on an understanding of the students’ backgrounds, prior knowledge and experiences.

### **Establishing Inclusive Learning Environments** - A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

As a pre-service teacher in EDUC 540, I consistently embrace and promote a culture of inclusion where students, school staff and others I interact with are treated fairly and with respect. I articulate and demonstrate a philosophy of education that states all children can learn and be successful. I demonstrate my developing ability to maintain a classroom climate that promotes positive, engaging learning environments that take student strengths into account. With the support and guidance of my partner teacher, I am able to recognize and be responsive the various needs of my students including learning challenges, areas of growth, emotional needs and/or mental health needs, employing appropriate strategies and interventions.
**Applying Foundational Knowledge about First Nations, Métis and Inuit** - A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

As a pre-service teacher in EDUC 540, I have an emerging understanding of the historical, social, economic, and political implications of treaties and agreements with First Nations, agreements with Metis, and the legacy of the residential School experience. This understanding allows me to begin to use the programs of study to provide all students with an opportunity 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. With support and guidance from my partner teacher and others I am working with, I will support student achievement by engaging in various approaches to capacity building in First Nations, Metis and Inuit education through collaboration and the use of appropriate resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit culture.

**Adhering to Legal Frameworks and Policies** - A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

As a pre-service teacher in EDUC 540, I follow the lead of those I am working with to ensure I am responding in accordance with the requirements of the School Act and other school policies and procedures. I demonstrate my understanding through my interactions with others that 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.

**Code of Conduct and Attendance**

All Pre-service Teachers in the Werklund School of Education are accountable to the Werklund School of Education Student Teacher Code of Professional Conduct, the Alberta Teachers’ Association Code of Professional Conduct as well as any and all additional policies related to field studies.

**Attendance**

All Pre-service Teachers undertaking EDUC 540, Field Experience III are entitled to a **cumulative total** of four (4) days of absence from the school site. The only acceptable reasons for absence from the field experience are:

- Medical / illness
- Family emergency
- Religious observance
- Professional development undertaken separately from your Partner Teacher such as attendance at a conference (maximum two days - see note)

**All days absent after the first day will require supporting documentation (please refer to page 44 for acceptable documentation).** The first day absent does not require documentation. All absences, including the first day, must be reported to the Partner Teacher, the school site, the Field Experience Instructor and upefield@ucalgary.ca a minimum of one hour prior to the start of the school day. Failure to report your absence to all required parties will be considered a serious matter.
Additional days missed beyond the four allowed absences, or any days missed for reasons not listed above, may jeopardize the successful completion of EDUC 540, the determination of which will be made by the Director of Field Experience. Additionally, late arrivals and early departures at the school site will be considered a serious matter and may jeopardize successful completion of EDUC 540, Field Experience III.

**Note regarding absence for Professional Development** – Students are permitted a maximum of two days absent for professional development. These days will count in the total of four allowed days absent. Students must complete the Professional Development Leave of Absence Form and receive the prior approval of the Partner Teacher, Field Experience Instructor and Director of Field Experience.
Roles and Responsibilities: Pre-service Teacher including At-a-Glance Checklist

General Field Experience Policy

The Werklund School of Education assigns Pre-service Teachers to specific schools and teachers for Field Experience III. Take note of the following:

- Wherever possible, Pre-service Teachers will remain in the same placement for Field Experience III and IV.
- **Under no circumstances** shall Pre-service Teachers contact a field site regarding their placements until they have been confirmed and posted by the Werklund School of Education. *Pre-arranging placements with specific schools or teachers is not permitted.* It is the responsibility of the Pre-service Teacher to notify the Werklund School of Education of any ineligible sites, such as sites where family or friends attend or work, or sites in which the student has volunteered or attended. Failure to comply with these conditions may jeopardize successful completion of the field experience.
- Pre-service Teachers must meet the following criteria, or the field experience placement may be revoked or deferred:
  - good academic standing in campus-based experiences;
  - full participation at field site, (no unauthorized absences); and
  - appropriate professional conduct and cooperation with personnel at the field site (see the "University of Calgary Pre-service Teacher Code of Conduct").
- A request for a change of placement is a serious matter that should be addressed to the Field Experience Instructor, and then in writing to the Director of Field Experience.
- If a Pre-service Teacher withdraws from the program during the field experience, he/she must immediately notify in writing the Associate Dean of Undergraduate Programs, as well as advising the school, the Partner Teacher, the Director of Field Experience, and his/her instructors.

Before the Field Experience

- It is imperative that all Pre-service Teachers have a **valid Police Information Check including a Vulnerable Sector Check**. A current Police Information Check including a vulnerable sector search is required of all Pre-service Teachers participating in an unpaid field (practicum) experience. *Processing for Checks can take six to twelve weeks.* Searches through the Backcheck or ePIC website are NOT acceptable. Pre-service Teachers must provide an original Police Information Check with Vulnerable Sector Check for presentation to the principal or other designated school official at the beginning of each of their placements. *Failure to produce a current Police Information Check is grounds for the immediate termination of the field placement.* Pre-service Teachers without a current Police Information Check will not be allowed to participate in a field experience. For additional information regarding the Police Information Check, please contact upefield@ucalgary.ca.
- All Pre-service Teachers will meet with their Field Experience Instructor two times during pre-designated Field Experience Seminars. The first of these seminars will take place before the commencement of the field experience in either the morning or afternoon, the time of which will be announced. At this time all Pre-service Teachers will have the opportunity to ask questions and clarify the expectations of the Field Experience III course. *Attendance at on-campus field seminars is compulsory.*
- Research logistical information about the school that you will be attending. What time do the bells ring? Where is it located and how do you plan to get to your school on time?
- Ensure that you have appropriate clothing. The majority of schools employ a business casual dress code so this is acceptable, however it is always best to be conservative in your attire. Carefully consider the impression you wish to make.


**During the Field Experience**

**Communication between Student and Partner Teachers**

Open and honest communication can often prevent misunderstandings between Pre-service Teachers and Partner Teachers. As a result, it is important to have a clear understanding of your Partner Teacher’s expectations during the field experience. This can be determined by asking the following questions on the first day:

1. What are your expectations of me as a Pre-service Teacher?
2. What kind of classroom environment do you prefer (active, quiet, group work, individual work, etc.)?
3. How can I make this field experience successful?
4. How do you prefer to give feedback (oral, written, after each lesson, at the end of the day, weekly)?
5. When is a good time for me to ask questions? (anytime, after class ends, during preparation)?
6. Is there anything else I should know about before I begin this field experience?

**Conduct and Comportment**

- Pre-service Teachers are expected to abide by the standards that the school may have in respect to dress, grooming, and general deportment. Standards may be best understood from personal observation and discussion with the School Liaison and Partner Teacher.
- Attitudes of co-operation and accommodation to the demands, routines, and professional culture of the field sites are required of all Pre-service Teachers.
- **Field experiences take priority over any other professional and personal employment commitments.** Arrangements for personal responsibilities such as daycare or part-time employment MUST be made in advance in order to ensure successful field experiences.
- Pre-service Teachers are required to use a professional *ucalgary* email address. ALL email communications with your school MUST be sent from your *ucalgary* email address.
- Pre-service Teachers should arrive at a field-site at least one-half hour before classes/sessions begin and MUST stay at least one-half hour after classes/sessions end or as directed by the Partner Teacher. Before leaving the school, Pre-service Teachers should consult the Partner Teacher regarding subsequent preparation and activities, and clarify any work to be done for the next class/session.
- Pre-service Teachers are to remain in the school throughout each school day.
- Pre-service Teachers must complete all assignments as outlined in the EDUC 540 Course Outline.
- Meet with the Field Experience Instructor as scheduled and/or required including mandatory field experience seminars.
- Meet with the Partner Teacher for regular feedback as scheduled and/or required.
- Pre-service Teachers will work with their Partner Teacher to begin planning and teaching classroom learning experiences.

**NOTE:** Through all weeks of field experience, Pre-service Teachers should participate in as many diverse aspects of school culture as possible, including accompanying Partner Teachers on supervisory duties, attending staff meetings, attending parent-teacher meetings (if appropriate), volunteering for clubs and sports, etc.
Following the Field Experience

- Upon completion of the field experience (or earlier if withdrawing before completion), Pre-service Teachers should thank the site personnel with whom they have worked.
- Pre-service Teachers are responsible for providing the Partner Teacher Narrative Assessment to their Field Experience Instructor as per the instructions given by the Field Experience Instructor.

Pre-service Teacher At-a-Glance Checklist for EDUC 540

<table>
<thead>
<tr>
<th>Before the Field Experience starts I need to…</th>
</tr>
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<tbody>
<tr>
<td>Ensure I have a valid Police Information Check with Vulnerable Sector Check.</td>
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<td>Fill out any confidentiality agreements, as required and if necessary, and take it with me on the first day.</td>
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<td>Write a letter of introduction to my Partner Teacher and Principal. This letter must be approved by my Field Experience Instructor before it can be sent. It can be sent via email prior to the start of the field experience after it has been approved.</td>
</tr>
<tr>
<td>Attend the Field Seminar to ensure that the academic expectations of the Field Experience are clear. (Time and location TBA)</td>
</tr>
<tr>
<td>Ask my Field Experience Instructor to clarify logistics of the school site such as parking, if applicable.</td>
</tr>
<tr>
<td>Find out what time school starts and plan to arrive 30 minutes before that.</td>
</tr>
<tr>
<td>Plan out how I will get to the school on time.</td>
</tr>
<tr>
<td>Think about the impression I will make regarding dress and body-art.</td>
</tr>
<tr>
<td>Make sure I have a ucalgary email address so that I can use it for the duration of the field experience.</td>
</tr>
</tbody>
</table>

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<tr>
<th>On the first day I need to…</th>
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<tr>
<td>Arrive 30 minutes prior to the bell.</td>
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<tr>
<td>Provide the school with the original of my Police Information Check and Confidentiality Agreement, as requested. Be sure to get the Police Information Check back as I will need it in future placements.</td>
</tr>
<tr>
<td>Discuss expectations and acceptable standards of comportment and performance with my Partner Teacher. (See communication between Pre-service Teacher and Partner Teacher above.)</td>
</tr>
</tbody>
</table>
### During the Field Experience I need to…

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<tr>
<td>Meet regularly with my Partner Teacher for feedback.</td>
</tr>
<tr>
<td>Get involved in the life of the school and be flexible and co-operative in my dealings with the field site.</td>
</tr>
<tr>
<td>Complete all course work associated with the Field Experience course including written lesson/unit plans and all additional assignments. (See Course Outline for details.)</td>
</tr>
<tr>
<td>Provide my Partner Teacher with a copy of my lesson plan 24 hours before I deliver it and a copy of my unit plan 72 hours before the start of the unit.</td>
</tr>
<tr>
<td>Gradually work up to planning and teaching 75% of your Partner Teacher’s day by the start of the sixth week (at the discretion and guidance of the Partner Teacher in the context of her/his classroom).</td>
</tr>
<tr>
<td>Maintain my Field Experience Dossier and place all assignments including lesson plans, assessments and reflections in the Dossier.</td>
</tr>
<tr>
<td>Meet with my Field Experience Instructor as scheduled or required to discuss questions, course content or issues.</td>
</tr>
<tr>
<td>Put a copy of my Partner Teacher’s Midterm Checklist Assessment in my Field Experience Dossier.</td>
</tr>
<tr>
<td>Participate in D2L conversations and discussions.</td>
</tr>
<tr>
<td>Attend the Field Seminars. (Time 77 and location TBA)</td>
</tr>
</tbody>
</table>

### After the Field Experience I need to:

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<tr>
<td>Thank all school personnel with whom I worked.</td>
</tr>
<tr>
<td>Provide my Field Experience Instructor with a copy of my Partner Teacher’s Narrative Assessment as per the instructions given by my Field Experience Instructor.</td>
</tr>
</tbody>
</table>
EDUC 560: FIELD EXPERIENCE IV

Overview

The eight-week, *Extending Teaching and Curriculum Expertise* field experience will draw on learning experiences from the four semesters of on-campus learning and the previous three field experiences. The purpose of the EDUC 560 eight-week, cohort-based, field experience course is for Pre-service Teachers to engage practically in the theme of the semester while continuing to focus on curriculum, planning and assessment to engage diverse learners. Pre-service Teachers will also be mentored by a Partner Teacher and will gradually work towards assuming the full responsibilities of a classroom teacher by the final four weeks of the field experience.

Pre-service Teachers will plan, implement and assess curricular learning experiences. These may include individual lessons in the beginning and will build up to series of learning experiences and curriculum units/topics (at the discretion and guidance of the Partner Teacher in the context of her/his classroom). By the end of the fourth week of this field experience, it will be expected that you will have taken responsibility for the instructional load and will be teaching 80% to 100% of the day.

Field Experience Design

This course asks Pre-service Teachers to prepare a series of curriculum learning engagements/lessons to be taught in a large class setting under the Partner Teacher’s direction. Pre-service Teachers will be asked to develop a series of curriculum learning engagements/lessons, each requiring a written lesson plan that asks, in particular, *what do I want the learners to know and what will I accept as evidence that the lesson has been successful?* The goal for this field experience is increased independence on the part of the Pre-service Teacher, while still receiving feedback that will allow for improvement and professional growth.

Field Placement

All placements for Field Experience IV will be made based on two principles; that of attention to teachable subject area and diversity of experience. All Pre-service Teachers will be assigned to a specific school with a specific Partner Teacher(s) for this experience. Under no circumstances may a Pre-service Teacher arrange their own placement and all Pre-service Teachers must ensure that they have notified the Werklund School of Education of any ineligible placement sites.

Field Seminar

Pre-service Teachers in Field Experience IV will be required to attend three field experience seminars. The first field experience seminar will give the Field Experience Instructor an opportunity to discuss the field experience and go over expectations and responsibilities as well as provide Pre-service Teachers with an opportunity for clarification. The second field experience seminar will take place on campus and will allow Pre-service Teachers to discuss their experiences and address topics needing supplementation. The final field experience will be dedicated to topics of import to a first-year teacher. The Field Experience Instructor may also allocate time in any seminar to other topics as needed. The Field Experience Seminars are considered an integral part of the field experience and *attendance is compulsory.*
Course Outcomes

Pre-service Teachers will plan, implement and assess a series of lessons, working up to 80-100% teaching time by the end of Week 4. Each lesson will require a written lesson plan that asks *what do I want the learners to know and what will I accept as evidence that the lesson has been successful?* Pre-service Teachers are encouraged to utilize the lesson plan template that can be found on D2L or another template recommended by their Partner Teacher or Field Experience Instructor.

By the end of Field Experience IV it is expected that Pre-service Teachers will have met the following outcomes:

1. Develop an understanding of how to connect curriculum pedagogy to current research and contemporary educational thought and curriculum.
2. Articulate an emerging philosophy/vision of learners, teachers and schools and the ways in which experience and study has informed this vision.
3. Articulate the ways in which pedagogical relationships that support student learning have been formed.
4. Engage in extending curriculum expertise through planning, teaching and assessment and reflection. This includes multiple ways of engaging diverse learners in the discipline.
5. Negotiate professional relationships in your school environment in a manner that contributes to your emerging professional identity and professionalism.

Assessment and Evaluation

Assessment for this Field Experience and all related assignments will be **Credit/No Credit**. Each component of the Field Experience must be completed and passed for the student to pass the course as a whole. Students must receive CREDIT in the Field Experience and must have an overall GPA of 2.5 in the semester to continue in the Bachelor of Education program without repeating courses.

**Partner Teacher Narrative Assessments**

The narrative assessment will be a formal, but formative, written assessment of Pre-service Teacher strengths and areas for growth. In the case of Partner Teachers, the assessment should be based on the competencies identified for EDUC 560 in this document.

**Field Experience Instructor Narrative Assessments**

In the case of Field Experience Instructors, the assessment will be based on the course outcomes, on successful completion of all course work, on attendance and deportment in the field and on the competencies identified for EDUC 560 in this document.

Teaching Quality Standard (TQS)

**Application and Assessment**

*Taken from the Teaching Quality Standard – Alberta Education*

Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

All Alberta teachers are expected to meet the *Teaching Quality Standard*. In any given context, *reasoned professional judgment* must be used to determine whether the *Teaching Quality Standard* is being met.
Assessment Criteria for Field Experience

All field experience courses will be evaluated in two areas: 1) the Teaching Quality Standard developed by Alberta Education and 2) Pre-service Teacher Presence, Growth and Professionalism developed by the Werklund School of Education Field Experience program.

Competencies and Descriptive Statements Associated with EDUC 560, Field Experience IV

<table>
<thead>
<tr>
<th>Pre-service Teacher Presence, Growth and Professionalism – A teacher understands their role and the responsibilities accompanying it to be collaborative, collegial and responsive.</th>
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<tbody>
<tr>
<td>As a pre-service teacher in EDUC 560, I consistently demonstrate willingness and ability to connect with and develop appropriate professional relationships with students, school staff and those I work with from the University of Calgary. I acknowledge that the professionals I am working with are experts in their field and I am eager to learn from them by taking on opportunities to teach and by becoming fully involved in the life of the school by embracing the role of teacher. Additionally, I show a willingness to learn by requesting, accepting and incorporating feedback from my partner teacher and field experience instructor in a respectful and professional manner. I know the importance of professionalism and will demonstrate exemplary professional conduct as per the ATA Code of Conduct and the Werklund School of Education Code of Conduct. I find constructive ways to handle any issue that might arise. I consistently demonstrate that I am able to be self-reflective and that I can use reflection for improvement. I am able to implement a strong yet caring and respectful command of the classroom through the use of my voice and my interaction with students. I understand that I am still learning and that those I am learning from may have additional requirements of me. By the end of this placement, I will have demonstrated that I am capable of accepting the responsibility of a classroom as a competent, beginning teacher.</td>
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<th>Fostering Effective Relationships - A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.</th>
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<tr>
<td>As a pre-service teacher in EDUC 560, I consistently treat others with fairness, respect and integrity. I am able to demonstrate empathy and a concern for others that is evidenced in the way I interact with them. I am able to demonstrate, through my interactions with others, a respect for cultural diversity and intercultural understanding. I understand the importance of engaging with others including parents, Indigenous leaders and community service professionals, in the best interests of students and I am willing to work under my partner teacher and others in the school, as requested, to provide students with these opportunities.</td>
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<tr>
<td>As a pre-service teacher in EDUC 560, I consistently seek out feedback to enhance my teaching practice and I implement this feedback so that I might experience multiple ways of connecting with children. I am willing to collaborate with others to build my personal and collective professional capacities because I understand that, in doing so, I will build my capacity to ensure student success in</td>
</tr>
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a welcoming, caring, respectful and safe environment. I am able to bring the theory learned in my on-campus courses to bear on my teaching practice and draw from that research to enhance my emerging understanding of Indigenous education and other critical topics.

**Demonstrating a Professional Body of Knowledge** - A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

As a pre-service teacher in EDUC 560, I demonstrate my ability to plan and design learning activities for children, taking into account their unique needs that address the learning outcomes and goals outlined in the relevant programs of study. I am able to demonstrate an ability to plan individual lessons and units of study that attend to personalized learning and the needs of ALL children. In planning these lessons/units, I will incorporate various instructional strategies and I will work to design activities that are varied, engaging and relevant to my students. I will use technology as appropriate and I will demonstrate my ability to integrate appropriate pacing and an awareness of student engagement. I will consider the unique strengths of my students and design learning activities that build student capacity for collaboration and leadership. I will demonstrate my developing ability to implement both formative and summative assessment and I will examine the ways in which that assessment evidence can inform future lessons. I will provide accurate, constructive and timely feedback on student learning and will assist students to evaluate and inform their own learning. I will hold high expectations for my students and myself by designing learning activities that are meaningful, thoughtful and based on an understanding of the students’ backgrounds, prior knowledge and experiences.

**Establishing Inclusive Learning Environments** - A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

As a pre-service teacher in EDUC 560, I consistently embrace and promote a culture of inclusion where students, school staff and others I interact with are treated fairly and with respect. I articulate and demonstrate a philosophy of education that states all children can learn and be successful. I demonstrate my developing ability to maintain a classroom climate that promotes positive, engaging learning environments that take student strengths into account. With the support and guidance of my partner teacher, I am able to recognize and be responsive the various needs of my students including learning challenges, areas of growth, emotional needs and/or mental health needs, employing appropriate strategies and interventions.

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

As a pre-service teacher in EDUC 560, I have an emerging understanding of the historical, social, economic, and political implications of treaties and agreements with First Nations, agreements with Metis, and the legacy of the residential School experience. This understanding allows me to begin to use the programs of study to provide all students with an opportunity 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. With support and guidance from my partner teacher and others I am working with, I will support student achievement by engaging in various approaches to capacity building in First Nations, Metis and Inuit education through collaboration and the use of appropriate resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit culture.

Adhering to Legal Frameworks and Policies - A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

As a pre-service teacher in EDUC 560, I follow the lead of those I am working with to ensure I am responding in accordance with the requirements of the School Act and other school policies and procedures. I demonstrate my understanding through my interactions with others that 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.

Code of Conduct and Attendance

All Pre-service Teachers in the Werklund School of Education are accountable to the Werklund School of Education Student Teacher Code of Professional Conduct, the Alberta Teachers’ Association Code of Professional Conduct as well as any and all additional policies related to field studies.

Attendance

All Pre-service Teachers undertaking EDUC 560, Field Experience III are entitled to a cumulative total of four (4) days of absence from the school site. The only acceptable reasons for absence from the field experience are:

- Medical / illness
- Family emergency
- Religious observance
- Professional development undertaken separately from your Partner Teacher such as attendance at a conference (maximum two days - see note)

All days absent after the first day will require supporting documentation (please refer to page 44 for acceptable documentation). The first day absent does not require documentation. All absences, including the first day, must be reported to the Partner Teacher, the school site, the Field Experience Instructor and upefield@ucalgary.ca a minimum of one hour prior to the start of the school day. Failure to report your absence to all required parties will be considered a serious matter.

Additional days missed beyond the four allowed absences, or any days missed for reasons not listed above, may jeopardize the successful completion of EDUC 560, the determination of which will be made by the Director of Field Experience. Additionally, late arrivals and early departures at the school site will be considered a serious matter and may jeopardize successful completion of EDUC 560, Field Experience IV.

Note regarding absence for Professional Development – Students are permitted a maximum of two days absent for professional development. These days will count in the total of four allowed days absent. Students must complete the Professional Development Leave of Absence Form and receive the prior approval of the Partner Teacher, Field Experience Instructor and Director of Field Experience.
Roles and Responsibilities: Pre-service Teacher including At-a-Glance Checklist

General Field Experience Policy

The Werklund School of Education assigns Pre-service Teachers to specific schools and teachers for Field Experience IV. Take note of the following:

- Wherever possible, Pre-service Teachers will remain in the same placement for Field Experience III and IV.
- Under no circumstances shall Pre-service Teachers contact a field site regarding their placements until they have been confirmed and posted by the Werklund School of Education. Pre-arranging placements with specific schools or teachers is not permitted. It is the responsibility of the Pre-service Teacher to notify the Werklund School of Education of any ineligible sites, such as sites where family or friends attend or work, or sites in which the student has volunteered or attended. Failure to comply with these conditions may jeopardize successful completion of the field experience.
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  - appropriate professional conduct and cooperation with personnel at the field site (see the "University of Calgary Pre-service Teacher Code of Conduct").
- A request for a change of placement is a serious matter that should be addressed to the Field Experience Instructor, and then in writing to the Director of Field Experience.
- If a Pre-service Teacher withdraws from the program during the field experience, he/she must immediately notify in writing the Associate Dean of Undergraduate Programs, as well as advising the school, the Partner Teacher, the Director of Field Experience, and his/her instructors.

Before the Field Experience

- It is imperative that all Pre-service Teachers have a valid Police Information Check including a Vulnerable Sector Check. A current Police Information Check including a vulnerable sector search is required of all Pre-service Teachers participating in an unpaid field (practicum) experience. Processing for Checks can take six to twelve weeks. Searches through the Backcheck or ePIC website are NOT acceptable. Pre-service Teachers must provide an original Police Information Check with Vulnerable Sector Check for presentation to the principal or other designated school official at the beginning of each of their placements. Failure to produce a current Police Information Check is grounds for the immediate termination of the field placement. Pre-service Teachers without a current Police Information Check will not be allowed to participate in a field experience. For additional information regarding the Police Information Check, please contact upefield@ucalgary.ca.
- All Pre-service Teachers will meet with their Field Experience Instructor three times during pre-designated Field Experience Seminars. The first of these seminars will take place before the commencement of the field experience in either the morning or afternoon, the time of which will be announced. At this time all Pre-service Teachers will have the opportunity to ask questions and clarify the expectations of the Field Experience IV course. Attendance at on-campus field seminars is compulsory.
- If necessary, research logistical information about the school that you will be attending. What time do the bells ring? Where is it located and how do you plan to get to your school on time?
- Ensure that you have appropriate clothing. The majority of schools employ a business casual dress code so this is acceptable, however it is always best to be conservative in your attire. Carefully consider the impression you wish to make.
**During the Field Experience**

**Communication between Student and Partner Teachers**

For those Pre-service Teachers moving to a new school, open and honest communication can often prevent misunderstandings between Pre-service Teachers and Partner Teachers. As a result, it is important to have a clear understanding of your Partner Teacher’s expectations during the field experience. This can be determined by asking the following questions on the first day:

1. What are your expectations of me as a Pre-service Teacher?
2. What kind of classroom environment do you prefer (active, quiet, group work, individual work, etc.)?
3. How can I make this field experience successful?
4. How do you prefer to give feedback (oral, written, after each lesson, at the end of the day, weekly)?
5. When is a good time for me to ask questions? (anytime, after class ends, during preparation)?
6. Is there anything else I should know about before I begin this field experience?

*It is recommended that these points be revisited even for Pre-service Teachers returning to their Field Experience III placement.*

**Conduct and Comportment**

- Pre-service Teachers are expected to abide by the standards that the school may have in respect to dress, grooming, and general deportment. Standards may be best understood from personal observation and discussion with the School Liaison and Partner Teacher.
- Attitudes of co-operation and accommodation to the demands, routines, and professional culture of the field sites are required of all Pre-service Teachers.
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- Meet with the Partner Teacher for regular feedback as scheduled and/or required.
- Pre-service Teachers will work with their Partner Teacher to ensure they understand the classroom learning experiences for which they will be responsible.

*NOTE:* Through all weeks of field experience, Pre-service Teachers should participate in as many diverse aspects of school culture as possible, including accompanying Partner Teachers on supervisory duties, attending staff meetings, attending parent-teacher meetings (if appropriate), volunteering for clubs and sports, etc.
Following the Field Experience

- Upon completion of the field experience (or earlier if withdrawing before completion), Pre-service Teachers should thank the site personnel with whom they have worked.
- Pre-service Teachers are responsible for providing the Partner Teacher Narrative Assessment to their Field Experience Instructor as per the instructions given by the Field Experience Instructor.

Pre-service Teacher At-a-Glance Checklist for EDUC 560

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</tr>
<tr>
<td>Attend the Field Seminar to ensure that the academic expectations of the Field Experience are clear. (Time and location TBA)</td>
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<td>Ask my Field Experience Instructor to clarify logistics of the school site such as parking, if applicable.</td>
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</tr>
<tr>
<td>Plan out how I will get to the school on time.</td>
</tr>
<tr>
<td>Think about the impression I will make regarding dress and body-art.</td>
</tr>
<tr>
<td>Make sure I have a ucalgary email address so that I can use it for the duration of the field experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On the first day I need to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrive 30 minutes prior to the bell.</td>
</tr>
<tr>
<td>Provide the school with the original of my Police Information Check and Confidentiality Agreement, as requested.</td>
</tr>
<tr>
<td>Discuss expectations and acceptable standards of comportment and performance with my Partner Teacher. (See communication between Pre-service Teacher and Partner Teacher above.)</td>
</tr>
</tbody>
</table>
### During the Field Experience I need to…

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet regularly with my Partner Teacher for feedback.</td>
<td></td>
</tr>
<tr>
<td>Get involved in the life of the school and be flexible and co-operative in my dealings with the field site.</td>
<td></td>
</tr>
<tr>
<td>Complete all course work associated with the Field Experience course including written lesson/unit plans and all additional assignments. (See Course Outline for details.)</td>
<td></td>
</tr>
<tr>
<td>Provide my Partner Teacher with a copy of my lesson plan 24 hours before I deliver it and a copy of my unit plan 72 hours before the start of the unit.</td>
<td></td>
</tr>
<tr>
<td>Gradually work up to planning and teaching 80-100% of your Partner Teacher’s day by the end of the fourth week (at the discretion and guidance of the Partner Teacher in the context of her/his classroom).</td>
<td></td>
</tr>
<tr>
<td>Maintain my Field Experience Dossier and place all assignments including lesson plans, assessments and reflections in the Dossier.</td>
<td></td>
</tr>
<tr>
<td>Meet with my Field Experience Instructor as scheduled or required to discuss questions, course content or issues.</td>
<td></td>
</tr>
<tr>
<td>Put a copy of my Partner Teacher’s Midterm Checklist Assessment in my Field Experience Dossier.</td>
<td></td>
</tr>
<tr>
<td>Participate in D2L conversations and discussions.</td>
<td></td>
</tr>
<tr>
<td>Attend the Field Seminars. (Time and location TBA)</td>
<td></td>
</tr>
</tbody>
</table>

### After the Field Experience I need to:

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thank all school personnel with whom I worked.</td>
<td></td>
</tr>
<tr>
<td>Provide my Field Experience Instructor with a copy of my Partner Teacher’s Narrative Assessment as per the instructions given by my Field Experience Instructor.</td>
<td></td>
</tr>
</tbody>
</table>
PROCEDURES REGARDING CONCERNS IN THE FIELD PLACEMENT

The expectations for each field experience should be clearly outlined to the student. Consistent feedback, including constructive criticism, is important. Students are governed by and held accountable to the Alberta Teachers’ Association Code of Professional Conduct and by the University of Calgary Faculty of Education Student Code of Conduct.

Pursuant to General Regulation 3.6 of the University of Calgary Calendar 2019-2020:

The Dean may prohibit a student from registering or completing a semester if it is believed that there is evidence to suggest that the student’s physical and/or psychological health may be detrimental to students in schools and/or community and workplace settings.

Student Performance Issues

Student performance issues are addressed through the same procedures as outlined for on-campus courses. The Field Experience Instructor is the first contact, followed by the Director of Field Experience, the Director of Student Experiences and the Associate Dean.

Supporting Documentation for missed days from Field Experience

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

https://www.ucalgary.ca/pubs/calendar/current/n-1.html

Reappraisals of Grades and Academic Appeals

The following processes are based upon the guidelines in the University of Calgary Calendar showing the steps to be followed for reappraisals of grades and academic appeals.

For a Reappraisal of Grades & Term Work

<table>
<thead>
<tr>
<th>Who to Contact</th>
<th>How to Apply</th>
<th>When to Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Discuss with Instructor</td>
<td>Within 15 days of receiving feedback</td>
</tr>
<tr>
<td>Director of Field Experience, if field related</td>
<td>Discuss with Instructor</td>
<td>Immediately</td>
</tr>
</tbody>
</table>
### Director, Student Experiences
- **Letter to Director, Student Experiences**
- Immediately following unfavourable decision by Instructor

### Dean, Faculty of Education
- **Letter to the Dean**
- Within 15 days of the unfavourable decision.

### Faculty Appeals Committee
- **Letter to the Dean of the Faculty**
- Within 15 days of unfavourable decision.

### General Faculties Council’s Committee on Student Academic Appeals
- **Letter to Secretary of General Faculties Committee**
- Within 15 days of unfavourable decision by Faculty Appeals Committee

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### For Reappraisal of Final Grade

<table>
<thead>
<tr>
<th>Who to Contact</th>
<th>How to Apply</th>
<th>When to Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registrar</td>
<td>Request for reappraisal of Final Grade form</td>
<td>By established deadline</td>
</tr>
<tr>
<td>Faculty Appeals Committee</td>
<td>Letter to Dean of Faculty</td>
<td>Within 30 days of unfavourable decision by Registrar</td>
</tr>
<tr>
<td>General Faculties Council’s Committee on Student Academic Appeals</td>
<td>Letter to Secretary of General Faculties Committee</td>
<td>Within 15 days of unfavourable decision by Faculty Appeals Committee</td>
</tr>
</tbody>
</table>

### For Other Academic Appeals

<table>
<thead>
<tr>
<th>Appeal Step</th>
<th>Timeline for Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has completed all steps required by Section I of the academic regulations of the University Calendar</td>
<td>Refer to Section I of the academic regulations of the University Calendar</td>
</tr>
<tr>
<td>Student submits appeal to the Dean</td>
<td>Within 10 Business Days of the date of the written decision being appealed</td>
</tr>
<tr>
<td>The Dean will acknowledge receipt of the student’s appeal</td>
<td>Within 2 Business Days of receipt of the student’s appeal</td>
</tr>
<tr>
<td>Event Description</td>
<td>Time Frame</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The Dean will resolve the appeal or forward the student’s appeal to the WSE Faculty Appeals Committee (FAC) Chair</td>
<td>Within 10 Business Days of receipt of the student’s appeal</td>
</tr>
<tr>
<td>The FAC Chair will determine whether the student’s appeal is denied, whether the Chair can resolve the appeal without a hearing, or whether the appeal will proceed to a written or oral hearing. If the appeal is proceeding to a hearing, the Chair will request the Respondent provide a response to the appeal within 5 days of the hearing</td>
<td>Within 10 Business Days of the date of receipt of the appeal</td>
</tr>
<tr>
<td>Circulation of all submissions, documentation and evidence that will be used by the WSE FAC in making its decision to the Appellant, Respondent and to members of FAC</td>
<td>No later than 5 Business Days before the hearing</td>
</tr>
<tr>
<td>WSE FAC decision</td>
<td>Normally within 7 Business Days after the hearing</td>
</tr>
<tr>
<td>Appeal to University Appeals Committee (UAC)</td>
<td>Where appropriate, the student submits appeal to UAC within 10 Business Days of the written WSE Faculty Appeals Committee decision</td>
</tr>
</tbody>
</table>
PROCEDURES FOR ADDRESSING CONCERNS IN FIELD EXPERIENCE PLACEMENT

Pre-service Teachers

- As soon as you become aware of the issue, express your concerns to your Partner Teacher and attempt to resolve the issue at the beginning.
- Contact the Field Experience Instructor and clearly communicate the concerns. Many issues of miscommunication can be resolved when your Field Experience Instructor is involved early.
- Concerns should also be communicated to the University Director of Field Experience.

Partner Teachers

- It is essential that the Pre-service Teacher’s progress be documented by the Partner Teacher. Documentation can be provided as comments in the Pre-service Teacher’s field journal and/or written notes. The feedback must clearly identify the marginal or inadequate performance and state what the student must do to address the concerns. This feedback should be initialed by both the Pre-service Teacher and the Field Experience Instructor to indicate that they have read and understood the comments and the requested change(s).
- The Partner Teacher should keep copies of the initialed comments, the lesson plans and student reflections on the lessons. If there are concerns, these issues should be addressed with the student personally.
- The Partner Teacher should contact the Field Experience Instructor to apprise them of concerns.

Field Experience Instructors

- The Field Experience Instructor should meet with the Pre-service Teacher and Partner Teacher as early as possible following notification of the concerns to discuss possible solutions.
- The Field Experience Instructor should, in cases of performance, observe the Pre-service Teacher as early as possible.
- The Field Experience Instructor may, if necessary, also apprise the Director of Field Experience of the issue and potential resolutions.

Failure to Meet Expectations during Field Experience

Where discussion has proven unsatisfactory, additional action may be taken such as:

Change of Placement

- A request for a change of placement is a serious matter that should be addressed to the Field Experience Instructor, and then in writing to the Director of Field Experience. Change of placement requests will not be considered without documentation concerning the nature of the issue. A change of placement will only be made if there is evidence to support the expectation that the Pre-service Teacher can be successful under the mentorship of another Partner Teacher. In most cases the use of a Student Field Experience Performance Contract will be recommended.
Remediation in Same Field Experience Site

- The Field Experience Instructor, in consultation with the Partner Teacher and Pre-service Teacher, should complete a Student Field Experience Performance Contract indicating the areas requiring improvement. This form is available from the UPE office and should be obtained by the Field Experience Instructor.

- If the Partner Teacher and Field Experience Instructor agree that the terms of the Performance Contract have not been met and/or continuation of the experience may have a detrimental impact on the school’s program, student, or staff either the Partner Teacher, School Liaison, School Principal or the Field Experience Instructor may request to have the Pre-service Teacher withdrawn from the field experience site.

- A withdrawal from the field experience will constitute a failure of the field experience.

- If the placement is to be terminated, the Director of Student Experiences must be notified. They will meet with the student to discuss the situation and its resolution.

- If it is determined the student has failed the field experience, the Director of Field Experience, Director of Student Experience and Associate Dean of Undergraduate Programs would meet to determine whether the student should be permitted to continue in the program. At the minimum a failure would require the field experience to be repeated. At this time a specific plan for remediation may be developed before the student is permitted to redo the field experience.

- The student would be required to be successful in the repeated field experience before they were permitted to continue in the program.

- A second failure would result in removal from the program.
RELEVANT POLICIES

Ethics and Personal Obligations

The Freedom of Information and Protection of Privacy Act

The “Freedom of Information and Protection of Privacy Act” is government legislation which became effective in September 1998. This legislation significantly affects the ways in which schools and the University keep student records, communicate with students and parents, and give and withhold information. Therefore, it is important for all Pre-service Teachers to check with their School Liaisons about the procedures to be followed in schools. Information about the Act may be found at the web site http://www.servicealberta.gov.ab.ca/foip/legislation/foip-act.cfm, and students are urged to take on the challenge of understanding the Act’s legal influence on daily school life and on teaching and learning.

The Werklund School of Education Pre-service Teacher Code of Conduct

The University of Calgary, Faculty of Education, is committed to maintaining its students’ freedom of thought, belief, opinion, and expression while assisting them in becoming professional educators. The standards outlined below describe professional characteristics and behaviours students are expected to develop and demonstrate in the teacher education program. Appropriate demonstration of these professional standards will be judged by faculty and field personnel. Failure to comply with this Code of Conduct will result in Pre-service Teachers being disciplined. Such disciplinary action may result in failure and/or withdrawal from the program.

1. Pre-service Teachers must act in a manner which respects the dignity and rights of all persons without prejudice as to race, religious belief, colour, sex, sexual orientation, gender identity, physical characteristics, age, ancestry or place of origin.
2. Pre-service Teachers must treat pupils, parents or guardians of pupils, colleagues, school personnel, and faculty with dignity and respect.
3. Pre-service Teachers must demonstrate empathy for others by showing concern and understanding for others’ feelings and ideas.
4. Pre-service Teachers must strive to maintain positive interpersonal relationships with pupils, colleagues, faculty members and school personnel by contributing, cooperating, participating, and working with others in a flexible and adaptable manner.
5. Pre-service Teachers must recognize that good staff relations are an important part of successful schools. Therefore, the Pre-service Teacher is to be sociable and friendly, yet professional with school personnel.
6. Pre-service Teachers must refrain from forming on-going social relationships (including through social media) of a non-professional nature with pupils in the school.
7. Regular attendance during the field experiences program is a professional responsibility; therefore, Pre-service Teachers must inform the appropriate personnel at the school and University of any absence.
8. Pre-service Teachers must act in a responsible manner which includes being punctual, dependable, trustworthy, consistent, and reliable. Pre-service Teachers are to conform to the regulations specified for the staff of the school (i.e., supervision, parking, photocopying, dress codes). Pre-service Teachers’ appearance and dress are to be appropriate for the teaching profession.
9. Pre-service Teachers must show initiative and accept responsibility in the performance of duties as assigned.
10. Pre-service Teachers must respond to feedback from faculty members, Partner Teachers, and/or school administration by listening, reflecting, and attempting to incorporate feedback into their teaching practice.

11. Pre-service Teachers must respect the confidentiality of information about pupils, colleagues, and school personnel received in confidence or in the course of professional duties.

12. Pre-service Teachers are expected to conduct themselves in a professional manner and to fulfill teaching responsibilities, and to ensure that they are following appropriate protocols, regardless of personal problems and/or other job commitments.

13. Pre-service Teachers will recognize that the pupils’ welfare is the primary concern of teachers and school administrators. If at any time school and/or university administrators decide student or staff welfare is being adversely affected, the Pre-service Teacher will be asked to leave the school, which may result in failure and/or withdrawal from the program.

14. Pre-service Teachers will recognize that criticism of the professional competence or reputation of a teacher is inappropriate.

15. Pre-service Teachers will act in a manner which maintains that honour and dignity of the teaching profession and the University of Calgary.

16. In addition to the Pre-service Teacher Code of Conduct, Pre-service Teachers are expected to meet expectations outlined set out by The Alberta Teachers’ Association Code of Professional Conduct, Alberta Education and individual school jurisdictions.

17. Pre-service Teachers will engage in appropriate and professional use of technology and electronic devices and will refrain from personal use of cell phone, social media, texting, and email while on site and while engaged in professional school activities. Pre-service Teachers are expected to familiarize themselves with and abide by the school and school division’s technology policies.

Faculty of Education, University of Calgary

Revised by Field Experience Policy Advisory Committee, May 2012
Alberta Teachers’ Code of Professional Conduct

The Code of Professional Conduct stipulates minimum standards of professional conduct of teachers but it is not an exhaustive list of such standards. Unless exempted by legislation, any member of the Alberta Teachers’ Association who is alleged to have violated the standards of the profession, including the provisions of the code, may be subject to a charge of unprofessional conduct under the bylaws of the association.

In Relation to Pupils:

1. The teachers teach in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background, or linguistic background.
2. (1) The teacher is responsible for diagnosing educational needs, prescribing and implementing instructional programs and evaluating progress of pupil
(2) The Teacher may not delegate these responsibilities to any person who is not a teacher.
3. The Teacher may delegate specific and limited aspects of instructional activity to noncertified personnel, provided that the teacher supervises and directs such activity.
4. The Teacher treats pupils with dignity and respect and is considerate of their circumstances.
5. The Teacher may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgment of the Teacher, to do so is in the best interest of the pupil.
6. The Teacher may not accept pay for tutoring a pupil in any subjects in which the teacher is responsible for giving classroom instruction to that pupil.
7. The Teacher may not take advantage of a professional position to profit from the sale of goods or services to or for pupils in Teacher’s charge.

In Relation to School Authorities:

8. The Teacher protests the assignment of duties for which the Teacher is not qualified or conditions which make it difficult to render professional service.
9. The Teacher fulfills contractual obligations to the employer until released by mutual consent or according to the law.
10. The Teacher provides as much notice as possible of a decision to terminate employment.
11. The Teacher adheres to agreements negotiated on the Teacher’s behalf by the Association.

In Relation to Colleagues:

12. The Teacher does not undermine the confidence of pupils in other teachers.
13. The Teacher criticizes the professional competence or professional reputation of another Teacher only in confidence to proper officials and after the other Teacher has been informed of the criticism, subject only to section 24 of the Teaching Profession Act.
14. The Teacher, when making a report on the professional performance of another Teacher, does so in good faith and, prior to submitting the report, provides the Teacher with a copy of the report, subject only to section 24 of the Teaching Profession Act.
15. The Teacher does not take, because of animosity or for personal advantage, any steps to secure the dismissal of another Teacher.
16. The Teacher recognizes the duty to protest through proper channels, administrative policies and practices which the Teacher cannot in conscience accept; and further recognizes that if administration by consent fails, the administrator must adopt a position of authority.
17. The Teacher as an administrator provides opportunities for staff members to express their opinions and to bring forth suggestions regarding the administration of the school.

In Relation to the Profession:

18. The Teacher acts in a manner which maintains the honour and dignity of the profession.
19. The Teacher does not engage in activities which adversely affect the quality of the Teacher’s professional service.
20. The Teacher submits to the Association disputes arising from professional relationships with other teachers which cannot be resolved by personal discussion.
21. The Teacher makes representations on behalf of the Association or members thereof only when authorized to do so.
22. THE Teacher accepts that service to the Association is a professional responsibility.

Approved by the 2004 Annual Representative Assembly pursuant to the Teaching Profession Act.

Please note:

- Items 13 and 14 of the Code of Professional Conduct do not pertain to reporting to the Association on the possible unprofessional conduct of another member.
- The Teaching Profession Act, section 24(3), requires members to report forthwith to the Executive Secretary on the unprofessional conduct of another member.

For more information, please see the link below:

Personal Harassment

What is personal harassment?

- Personal harassment is any behaviour which is hurtful or humiliating to another person.
- Harassment is behaviour which denies individuals their dignity or respect. This may include verbal or non-verbal behaviour which adversely affects or threatens to affect a person’s emotional well-being, working conditions, learning environment, opportunities for employment, advancement or involvement.

Examples of harassment could include:

- Offensive physical contact;
- Sexually abusive and degrading words;
- Derogatory comments and/or jokes focused on race, religion, sexual orientation, gender, disability or appearance;
- Implied or expressed promise of reward for complying, or threat of reprisal for refusing to comply with a sexually oriented request.

What should I do if I feel am being harassed?

- Firmly tell the harasser to stop the offensive behaviour.
- Document all harassment incidents. Include dates, times, witnesses and a detailed account of exactly what happened.
- All incidents of harassment should be first disclosed to the Field Experience Instructor unless police involvement is required immediately.

All matters pertaining to a complaint of personal harassment will be dealt with in a confidential, fair and objective manner. For further discussion regarding personal harassment and confidentiality, please contact the Associate Dean of Undergraduate Programs in Education.

Social Media

Pre-service Teachers will engage in appropriate and professional use of technology and electronic devices and will refrain from personal use of cell phone, social media, texting, and email while on site and while engaged in professional school activities. Pre-service Teachers are expected to familiarize themselves with and abide by the school and school division’s technology policies. At a minimum it is recommended that you:

- Review your Facebook and remove all proactive photos and posts.
- Review your Instagram and Twitter accounts and remove all provocative photos and posts.
- Do not give students your personal cell phone number or e-mail address.
Eligibility to Teach in Alberta

Provincial certification in Alberta requires separate evaluation by two bodies:

- The Province of Alberta, through Alberta Education, issues teaching certificates.
- The Alberta Teachers’ Association, through the Teacher Qualification Service (TQS), determines salary. Students should not assume that successfully completing a B.Ed. degree and being certified by Alberta Education means that they will receive full credit from any prior degrees from TQS.
- Both evaluations are required in order to be eligible to teach in Alberta public schools.

Teaching Certificates

After the successful completion of the B.Ed., a student may be recommended for an Alberta Interim Professional Teaching Certificate. Teaching certificates are granted under the authority of the Minister of Education, upon the recommendation of the Faculty of Education.

All persons applying for certification as teachers in Alberta are subject to the following restrictions on eligibility:

Except where the Minister of Education decides otherwise, Alberta Education shall not issue a teaching certificate to a person who

a. Has been convicted of an indictable offense under the Criminal Code, or
b. Alberta Education has reason to believe should not be issued a certificate, or
c. Is not a Canadian citizen or landed immigrant.

Appeals must be made in writing within 30 days of being advised of an Alberta Education decision not to issue a teaching certificate.

All inquiries concerning certification should be directed to Alberta Education by email teacher.certification@edc.gov.ab.ca or by phone 780.427.2045 (or for toll-free access within Alberta, first dial 310-0000).

Teacher Qualifications for Salary Purposes

Students are evaluated for salary purposes by the Teacher Qualification Service, not by Alberta Education or the University of Calgary. In some cases, courses in prior degrees may not be recognized for salary purposes. To determine how qualifications may be considered, please refer to the Principles for the Evaluation of Years of Teacher Education for Salary Purposes available on the Alberta Teachers’ Association website: www.teachers.ab.ca